

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Nowadays, a podcast is a medium that is easy to find on the internet or social media. A podcast is audio or video like a radio or television show but can be downloaded online. Not only entertaining, but podcasts also provide education on various things; even podcasts are also used in teaching. Podcasts or pods (Apple iPod) and broadcasts (Oxford advanced learner's Dictionary, 2007) was of digital audio and video recording that was uploaded on the web or internet with the aid of Rapid Simple Syndication (RSS) feeds (Lafferty &Walch 2006). It allows the user to download it using an application like iTunes. However, podcasts can also be downloaded or streamed online for smartphone users or laptops on the application or internet.

The use of podcasts in class is an innovative media that can increase student interest in language teaching (Philips, 2017). Rosell-Aguilar (2007) stated that podcasts allow language learners to learn sentence structure and discover new vocabulary in the real world. This method can complement and expand the learning model (Grant & Bolin, 2016; Hudock & Warden, 2001; Loya & Klemm, 2016; Lenette et al., 2015; Walsh et al., 2010). And it also provides opportunities for educators to be more creative in using media to convey theoretical and practical knowledge to their students (Nicola, 2022). In the English Education Department of Tarbiyah and Teacher Training Faculty

UIN Antasari Banjarmasin, especially in Public Speaking class, the teacher uses the podcast as a final project at the end meeting of the class.

Teaching techniques, including a podcast, must be considered in developing students' critical thinking. The project-based learning method can be an assignment technique that stimulates students' knowledge in critical thinking (Howard, 2002). The teacher's role in the project-based learning method is also essential, which forces students to make decisions, solve problems, and develop student independence for creativity (Howard, 2002). Thus, a podcast can be a teaching technique that can encourage students' independence for creativity to improve their critical thinking.

As pointed out by Philips (2015), in making a podcast, students must have several skills in researching and analyzing the information they get, making an outline, compiling and scripting, and finally, repeating exercises in pronunciation and fluency. However, the problems must be reasonable, reflective, trustworthy, responsible, and concluded well (Schafersman, 1991); critical thinking is important for students because these skills can develop individual creativity, think more logically, and take various actions after analyzing a problem. (Chaffee, 2014; Chafee, McMahon, & Stout, 2015; Facione & Facione, 2011). Related to the statements, the researcher concludes that in making a podcast, one must have critical thinking skills where in this skill students think intellectually in terms of understanding, analyzing, evaluating, remembering, and creating (Anderson & Krathwol, 2001), and also

additional skill to convey the topic through speaking skills such pronunciation, fluency, grammar, and vocab (Brown, 2007)

Allah said in surah Ar-Rad verse 19:

أَفَمَنْ يَعْلَمُ أَنَّمَا أُنزِلَ إِلَيْكَ مِنْ رَبِّكَ الْحَقُّ كَمَنْ هُوَ أَعْمَىٰ إِنَّمَا يَتَذَكَّرُ أُولُو الْأَلْبَابِ

According to the verse, only intelligent people can learn from their thoughts. It follows the critical thinking ability to get a solution to a problem from deep thinking, consideration, and the conclusion of the problem.

This research was conducted during teaching Public Speaking by observing the results of the podcast made by students using a project framework to assess students' critical thinking and the assessment by a lecturer, remembering, understanding, applying, analyzing, evaluating, and creating (Anderson & Krathwohl, 2001). Researchers found that there is still a lack of studies on podcasts, especially podcast projects carried out by students in developing abilities. So with this research, researchers hope to be able to add research information related to podcasts, including in terms of developing students' critical thinking skills. And in addition, this study proposed to investigate how podcasts as one of the media that can encourage students' critical thinking skills and independence to think creatively by being involved in a podcast as a tool in teaching media. This research conducted at the Department of English Education, Antasari State Islamic University; with the research subject the 5<sup>th</sup>-semester students studying Public Speaking Course.

## **B. Definition of Key Terms**

To avoid misunderstanding in this study, the researcher gives some definitions of key terms that are important to understand as follows:

### **1. Critical Thinking**

Hussin et al. (2019) stated that critical thinking is the skill of intellectual thinking to analyzing, reasoning, problem-solving, creative thinking, judgment, and being a good decision-maker. It refers to the skills that the teacher wants to develop in students' abilities to be creative by making a podcast that is assessing.

### **2. Podcasts**

Podcasts or pods (Apple iPod) and broadcasts (Oxford advanced learner's Dictionary, 2007) is one of digital audio and video recording that is uploaded on the web or internet with the aid of Rapid Simple Syndication (RSS) feeds (Lafferty &Walch, 2006). It refers to the media a teacher uses for students' assessments to develop their critical thinking.

### **3. Anderson and Krathwohl's Taxonomy**

Anderson and Krathwohl's Taxonomy is a revision of the previous theory, Bloom's taxonomy, regarding levels of critical thinking. This theory has six levels (Anderson & Krathwohl, 2001), It refers to the critical thinking theory in the rubric assessment for students' podcasts.

a. Remembering

Remembering level is the level to recognize or recall the knowledge and the information to create or remember the definition and facts or to recite previously learned the information.

b. Understanding

Understanding level is the level to creating the meaning from functions like written or graphic messages or activities such as interpreting, exemplifying, classifying, summarizing, inferring, comparing, or explaining.

c. Applying

Applying level is the level to carrying out or employing procedure by executing or implementing it. Furthermore, it refers to situations in which learned material like applied through products such as models, presentations, interviews or simulations.

d. Analyzing

Analyzing level is the level to dividing the materials or concepts into parts, determining how they relate to one another or interrelate, or determining how they relate to an overall structure or purpose.

e. Evaluating

Evaluating level is the level to checking and critiquing judgments based on criteria and standards, some content that can be created to demonstrate the evaluation processes are critiques, recommendations, and reports.

f. Creating

Creating level is the level to reorganizing content and information into a new patterns or structures by generating, planning, or producing. Creating requires users to combine parts in new ways or synthesize components into something new and different, resulting in a new form or product

**C. Research Questions**

Based on the background above, the research question that would have discussed are:

1. What is the level of critical thinking made by students in the podcast?
2. How do students respond to developing critical thinking through podcasts?

**D. Objective of Study**

Based on the background above, the researcher considers the objectives of the study are:

1. To investigate the level of critical thinking through podcasts in developing students' critical thinking skills
2. Finding the students' responses in critical thinking skills through podcasts, they have made by interviewing students.

**E. Significance of Study**

This research aims to show the development of student's critical thinking through a podcast in higher education. Moreover, this research can be helpful for the following:

1. The English teachers can use the podcast as an assignment or final assessment for developing students' critical thinking.
2. To be a reference in further research. Using podcasts, other researchers can gain insight from research results in developing teaching techniques centered on students' critical thinking.