CHAPTER I

INTRODUCTION

A. Background of the Study

In recent years, podcasts have emerged as a popular medium for delivering educational content. With their convenience, portability, and ability to engage learners through auditory channels, podcasts offer an alternative to traditional learning materials such as textbooks and lectures (Fernandez et al., 2009). As technology continues to reshape the educational landscape, it is essential to understand students' perspectives on the use of podcasts as a learning tool.

In the Qur'an, Allah the almighty says:

ٱلَّذِينَ يَسْتَمِعُونَ ٱلْقَوْلَ فَيَتَّبِعُونَ أَحْسَنَهُۥٓ ۚ أُو۟لَٰٓئِكَ ٱلَّذِينَ هَدَىٰهُمُ ٱللَّهُ ۖ وَأُو۟لَٰٓئِكَ هُمْ أُو۟لُوا۟ ٱلْأَلْبَٰبِ

This verse affirms the importance of an active attitude in listening, analyzing, and choosing the best information as a form of guidance from Allah for people of reason. In the context of modern education, especially in audio-based learning such as podcasts, this verse is very relevant. Podcasts as learning media provide space for students to listen to a variety of materials, views, and knowledge delivered by various sources flexibly and efficiently.

Podcasts are seen as engaging and flexible learning media that allow students to choose materials according to their interests, listen anytime and

anywhere, and even create their own content, which fosters autonomy and motivation. Students appreciate that podcasts make learning more enjoyable, interactive, and relevant to real-life situations, helping them become more independent and confident English users while also developing digital literacy and collaborative skills.

Previous studies have explored the benefits and challenges of using podcasts in education. Researchers have found that podcasts can enhance student engagement, facilitate comprehension, and promote active learning (Davila & Bolliger, 2014). Additionally, podcasts offer flexibility, allowing students to access educational content at their convenience, which can be particularly beneficial for non-traditional learners or those with diverse learning styles. However the effectiveness of podcasts as a learning tool may be influenced by various factors, including student preferences, learning styles, and familiarity with the technology.

Despite the growing body of research on podcasts in education, there is a need for a deeper understanding of students' perspectives and experiences with this technology. By analyzing students' points of view, educators and researchers can gain valuable insights into the perceived benefits, challenges, and potential improvements related to the use of podcasts in learning environments. Technology advancement has affected many aspects of peoples' lives and changed the dynamics of technology delivery options over the years, including use in education. Online and mobile learning (m-learning) tools have become widely applied forms of e-learning or hybrid learning by educational

institutions. Literature on m-learning in the last decade overwhelmingly suggests that podcasting initiatives have been on the rise across many nations. Podcasting is “the process of capturing an audio event, song, speech, or mix of sounds and then posting that digital sound object to a web site or blog in a data structure called an Really Simple Syndication (RSS) 2.0 envelope (or feed). Using specialized news readers, users can subscribe to a web page containing RSS 2.0 tagged audio files on designated web pages and automatically download these files directly into an audio management program on their personal computer.

As the popularity of podcasts develops in educational settings, it is critical to research English education students' opinions of using podcasts to improve their listening abilities. This study aims to investigate their perspectives, attitudes, and insights on this novel pedagogical instrument. Listening skills are vital in language learning and comprehension in the subject of English education. Effective listening is critical for language learners because it helps them to grasp spoken language, communicate meaningfully, and perform well on language examinations. Podcasts have developed as a significant resource for language learners to enhance their listening abilities since the introduction of digital technologies. Because of their versatility and accessibility, podcasts provide an informal and engaging venue for students to hear actual language use in a range of circumstances.

This research aims to investigate their experiences, attitudes, and views concerning this unique teaching instrument; the following conversation is contained in Surat Al-Isra (17:36):

وَلَا تَقْفُ مَا لَيْسَ لَكَ بِهِۦ عِلْمٌۚ إِنَّ ٱلسَّمْعَ وَٱلْبَصَرَ وَٱلْفُؤَادَ كُلُّ أُوْلَٰٓئِكَ كَانَ عَنْهُ مَسْـُٔولًا

Which translates to "And do not pursue that of which you have no knowledge. Indeed, the hearing, the sight, and the heart - about all those [one] will be questioned," emphasizes the importance of seeking knowledge and the responsibility of using one's senses and intellect wisely. The students must critically evaluate the information they receive, ensuring it is accurate and reliable, aligning with the Quranic principle of not pursuing what one does not know. Additionally, the verse highlights the responsibility individuals have over their hearing, sight, and heart, which pertains to how students use these faculties in their learning process through podcasts.

Since about 2018, the popularity of smartphones and audio streaming services like Spotify and Noice, as well as the growing interest of younger people who prefer customized and adaptable content, have all contributed to the rapid expansion of podcasts in Indonesia. Indonesia currently ranks among the nations with the greatest number of podcast listeners worldwide, particularly among those between the ages of 15 and 24. Since the COVID-19 epidemic has promoted online learning, podcasts have evolved into a variety of genres, including education, and have started to be utilized as an alternate learning medium. Podcasts are thought to be useful for enhancing listening skills in the context of learning English since they provide engaging and real content that is readily available at any time and permits autonomous study. But

there are drawbacks to their use as well, like the necessity to choose relevant content, a lack of face-to-face interaction, and differing degrees of learning motivation. Because of all of this, podcasts are worth investigating further, particularly with relation to how Indonesian university students perceive and use them to enhance their listening abilities when learning English.(Dongeng et al., 2021)

Although this study provides an explanation of the influence of using podcast on student learning experiences, further research is still needed. Future researchers could explore specific ways, like new teaching methods or technology integration, The study on podcast use in English as a Foreign Language (EFL) classrooms identifies several research gaps. It does not explore the long-term effects of podcasts on listening comprehension, nor does it examine diverse educational contexts beyond high school students in Indonesia. Additionally, the study lacks a comparative analysis with other learning tools and does not delve into specific listening sub-skills like inferencing or understanding main ideas. Insights from teachers and details about the types of podcast content used are also missing. Addressing these gaps could enhance understanding and application of podcasts in various educational settings. While the current study acknowledges the importance of these challenges and the benefits of podcast, it doesn't go into detail about practical methods.

Podcasts have shown great promise in improving students' listening comprehension, motivation, and overall learning experience when included into English language instruction. Podcasts are adaptable, easily accessible

learning resources that help students strengthen their auditory skills in real-world situations by exposing them to real-world language usage. Podcasts are a useful tool for encouraging students to learn independently and reflectively, which is consistent with Islamic teachings that place a strong emphasis on the value of active listening and the appropriate use of one's senses in the pursuit of knowledge. The study "Students' Perspectives on Learning Through Podcasts" investigates how students studying English as a second language view podcasts as a means of enhancing their listening abilities. It is anticipated that the knowledge gathered from this study would advance the field of digital language learning and assist teachers in creating more dynamic and successful teaching methods. However, further research is required to look at long-term effects, comparisons with other learning resources, and how particular listening subskills can maximize the benefits of podcast-based learning.

B. Definition of Key Terms

1. Student perspectives is the opinions, attitudes, and experiences of students with respect to a particular teaching method or resource are referred to as student perspectives. The study's main focus is on how English language learners view using podcasts to improve their listening comprehension. This covers their reasons for participating in podcast-based learning, as well as the difficulties, preferences, and advantages they see. Knowing the viewpoints of students enables teachers to assess the pedagogical worth of podcasts and modify their teaching strategies to better meet the needs and

expectations of their students.

2. Learning is the process of acquiring information, abilities, values, or attitudes by instruction, experience, or study. Students actively use a variety of tools and techniques to aid in their language development in English language instruction. This study highlights the use of digital media, especially podcasts, as a tool for learning to improve listening skills. It is a type of listening-based learning that calls on students to focus, understand, and interpret spoken language—all of which are essential for becoming proficient in the language. Podcasts give listeners meaningful exposure to language use in everyday situations by offering real audio content with a variety of accents and natural speech patterns. Accordingly, learning in the context of this study is defined as the process of developing auditory awareness and listening comprehension through podcasts in an EFL setting.
3. Podcasts are online digital audio broadcasts that are usually in serial format and let listeners to download or stream information whenever they choose. Podcasts are used as additional teaching resources in classrooms to aid in language learning, especially when it comes to improving listening comprehension. Podcasts offer chances for independent learning, exposure to a variety of accents and expressions, and access to real spoken language for English language learners. They are a great way to interact with language in non- academic circumstances because of their adaptability, accessibility, and casual style.

C. Research Questions

1. What do English education students think about the use of podcasts for increasing listening comprehension?
2. What are the advantages and practices of English language learners in using podcasts as an extra instructional resource?

D. Objectives of Study

1. To investigate how English language learners view utilizing podcasts to improve their listening skills.
2. To find where are the advantages and practices whether views alter in relation to the students' English proficiency levels.

E. Significance of Study

1. For English language teaching students, this book offers insight into the integration of contemporary technology into English language learning and describes the use of podcasts as a teaching tool.
2. Offers crucial information to teachers and educational institutions so they can adapt their methods to the needs and preferences of today's English language learners.
3. To add to the expanding corpus of study on how technology, particularly podcasts, might improve language acquisition, particularly in terms of enhancing listening abilities.