CHAPTER I

INTRODUCTION

A. Background

The 21st century is the globalization era and it is important to understand various foreign languages. In this case, English is considered as one of the foreign languages worldwide. The teaching of English has been going on for many years, significance continues to grow, and is mostly motivated by the influence of the internet. The development of science and technology brings up a lot of multimedia technology and its applications for teaching, displaying audio, visual, and animated effects brings a distinctive color to English teaching and set a lucrative platform for reform and exploration of the new era of English teaching. It is proven that multimedia technology plays a positive role in promoting student activities and initiatives in the learning process of English as a Foreign Language (EFL) in the classroom. Zainuddin (2015) stated that the use of media technology in this 21st century has become a necessity to help teachers and students to get the materials anytime, anything, and anywhere easily through various sites.

One form of digital technology that is developing in this millennial generation is Podcast. Podcast is a media that can be used by hearing audio through computers, laptops, and Android phones. Kohar (2014) assumed that a Podcast is an online sound or spoken word digital audio file that can be downloaded and stored free of charge on a mobile phone or MP3 player and

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produced in the form of regular episodes. This media audio can record sounds created with scenarios that can make listeners feel carried away with the real situation. According to Constantine (2007), interested listeners can download these MP3 files to their personal computer or any form of personal MP3 player and the files can be listened to at the listener's convenience. In addition, Podcasts can be stored in music streaming applications, namely Spotify and Sound cloud.

Podcast become an application that is commonly used to access the information needed. Podcast have been commonly used not only for business and industry but also for the education sector. The use of Podcast has involved education, namely as a learning media. The existing learning media requires development to be more easily accessible, used, and understood by students. Lots of audio media are made to provide flexible learning tools and through the Podcast people can listen to things they want to know easily. Baehaqi (2014) stated that using Podcast in the language-teaching classroom would allow students to take part in the activities offered. So, the Podcast can influence the students' learning process and improve the quality of learning outcomes. As a useful digital media file for English Foreign Language (EFL), Podcast helps the students to improve language abilities, especially in listening skill. Often listening to Podcast, students' listening skills also get better. Podcast help students pay attention to their material and inspire them to learn both bottom-up and top-down listening techniques. There are three reasons why people like to listen to Podcast; the first, because the content is varied, the second is flexible and the last is Podcast more enjoyable than visual content. The learners could listen to it every time and

everywhere such as at home, while driving, especially on public transportation, as well as in public places such as cafes, libraries, even in the hospital.

Various studies have been conducted on various aspects of Podcast use as a learning media in improving listening skill. Many researchers concentrated on the benefits of enhancing the abilities of language learners, however, only a few researchers focused on the perception of students towards the Podcast itself. Baehaqi (2014) focused on the discovery listening technique using Podcast. Abdulrahman (2018) focused on the impact of Podcast on EFL students' listening comprehension. The previous researchers who conducted the study focused on the students' perception are Darwis (2016), the study investigates students' perception towards the use of Podcast in learning English with the case of second-grade students at one high school in Bandung. As the writer assumes that positive perception plays a significant role in learning English for productive students, positive perceptions can inspire and encourage students to actively participate in the activity again and again. However, studies that focus on Pre-service EFL teachers' perception of using Podcast as a complementary tool are still limited. That is why this study will be carried out as an attempt to fill in the gap. The results of this study give educators insight into Pre-service teachers' perception of using Podcast as a learning media in improving listening skill.

B. Research Problem

Based on the background above, this study aims to answer the following question "what is the pre-service EFL teachers' perception of using Podcast as a learning media in improving listening skill?

C. Research Objective

The purpose of this study is to investigate pre-service EFL teachers' perception of using Podcast as a learning media in improving listening skill.

D. Research Significances

These researchers desire this study to give beneficial information and contributions to EFL students, lecturers, and other researchers interested in EFL students' perception of using Podcast as a learning media in improving listening skill. To the EFL students, the findings gave useful information about how students in English Language Education Study Programme at Universitas Kristen Indonesia feel about using Podcast as a learning media in improving listening skill; To the lecturers, the findings gave new insight into an attractive and efficient learning media to help students' listening improvement in this era; last, to the researchers, the findings of this study can be used to as a source and stimulate other researchers to conduct further studies in the same area.

E. Research Scope

      This study aimed to find and investigate the Pre-service EFL teachers' perception of using Podcast as a learning media in improving listening skill. Due to the limitation of time, the participants in this study are only students of the English Language Education Study Programme at Universitas Kristen Indonesia. In addition, the data was collected through a Google Form (online questionnaire) at present. Therefore, the finding was only valid to students in English Education. It cannot be generalized to other students in other situations.