CHAPTER I
INTRODUCTION

1.1 Background

For over a decade, educators have utilized podcasts for the purposes of promoting classroom engagement, offering portable learning materials, expanding access to course lectures, and functioning as a convenient and customizable student resource (Casares, 2020) as there are a variety of ways to listen to podcasts whether it is through a smartphone, tablet, or computer (Nelson & Faux, 2016). As stated in Samad et al (2017), podcast is an audio/video file that is uploaded to the website where the website users can download it through the internet freely, and it is believed that podcast not only accelerates listening skills, but also stimulates the other language area, such as pronunciation, grammar, vocabulary, and learning activities. The advantages of using podcasts in language learning – particularly to assist the students in listening and speaking skills – have been researched, and the results show an increase in the students' listening and speaking performance (Yoestara & Putri, 2018). Podcast is of particular interest to English learners as it offers a way for students to access 'authentic' listening tools on almost any subject that might be of interest to them (Pratiwi, 2020). Moreover, podcast is also known and employed as an extensive listening in which English learners can listen to it everywhere and anytime in which they take control of their own learning, and podcast is also seen as a breakthrough to the traditional classroom instruction for the past twelve years (Dwiwulandari & Dewanti, 2020). In this regard, Pathan (2012) in Dwiwulandari & Dewanti (2020) recommends that the incorporation of podcasts could bring a good impact to the learners as they are exposed to the dimension of the target language. In addition to that, there are principles to be followed from Indonesian curriculum: *Permendikbud Nomor 22 Tahun 2016* about *Standar Proses Pendidikan Dasar dan Menengah* which addresses the need to incorporate technology: "*13. Pemanfaatan teknologi informasi dan komunikasi untuk meningkatkan efisiensi dan efektivitas pembelajaran*". This principle represents one of the three core skills in the 21st Century Learning Framework – Information, Media, and Technology skills - which address the need to incorporate

ICT in learning. In meeting this principle, students should also have adequate digital literacy and master the required digital competences. To meet this requirement, British Columbia has created a framework named Digital Literacy Framework based on the National Educations Technology Standards for Students (NETS) standards developed by the International Society for Technology in Education (ISTE) which encompass the types of knowledge and skills learners need to be successful in the 21st century. Specifically, one of the skills students should master is Technology Operations and Concepts: Learning About And With Digital Technologies by "actively and constantly explores emerging technologies, integrates them in his/her environment and uses them for lifelong learning". (British Columbia, 2015), which means students are expected to constantly explore and incorporate the emerging technologies into their learning process throughout their lives. Incorporating podcasts into students' learning process might be one of the solutions to meet these standards.

Much research has been done to examine the use of podcasts in education. For instance, the study about the effectiveness of teacher-produced podcasts to transmit (preparatory or supplementary) learning materials or give audio feedback to students (France & Ribchester, 2008; Lonn & Teasley, 2009), the study by Phillips (2017) which showed that podcasts increased language confidence, fluency and vocabulary acquisition, was suitable for less confident students and was an effective learning tool. In addition to that, Artyushina et al (2017) analyzed the integration of podcasts in the process of ESL teaching and learning activity in terms of e-learning of the first, second, third-year students at the undergraduate level in Russia. The study concluded that podcasts were proven to be very effective in e-Education, solving various issues in learning a second language, providing students with authentic and comprehensive digital resources which motivate students to study English and compensating those who lack knowledge in life experience. It was also revealed that podcasts widened the lexical and grammatical context and developed students' foreign language communicative competence (Artyushina, 2017). The research conducted by Zapata & Larenas (2020) which analyzed the impact of using podcast-based lessons in order to improve descriptive oral skills in Chilean tertiary education students resulted in the improvement of the students'

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descriptive oral skills, and podcasting was seen as an efficient and motivating tool for practicing speaking, because it provided a collaborative environment to practice speaking. Pratiwi (2020) in her study found that by using Podcasts some students learned about pronunciation, as the students can learn different accents from every speaker and the meaning of the messages delivered in podcasts. As students tend to use conventional books, it is hard for them to learn listening because they do not hear the native speaker use English. And there are many native speakers in Podcast, which means the students can learn a lot from it. In addition to that, it was revealed that podcasts give a better impact on students' listening and speaking performance (Samad et al, 2017; Ramli, 2017; Sayadi 2018; Menda, 2018; Yoestara&Putri, 2019), language writing performance (Bamanger & Ahassan, 2018), and vocabulary development (Mashhadi et al, 2016; Pratiwi, 2020). Therefore, it can be concluded that podcasts do have a great benefit in language learning.

1.2 Problem Identification

There is a strong urge for teachers to utilize various technologies in their teaching practice to familiarize students to use a variety of technology for their own learning. Concerning this urgency, many institutions in the field of ELT later adopt podcasts as a means not only to enhance language skills, but also contain a variety of topics which are beneficial for learners since they are exposed to the dimension of the target language and offer the authentic conversational style as a learning material. As Halim, Mukminatien and Anugerahwati (2018) pointed out, authentic learning materials will help the students to be aware and capture how the language is expressed in real use and show the students a more comprehensive exposure of the language so that the learners get to see how to suit the language functions and expressions more appropriately based on the situations.

According to Tomlinson (1998), there are many kinds of learning materials such as dictionaries, grammar books, workbooks, photocopied exercises, etc. In addition, Al-Nwaiem (2012) in Purnaningtyas (2016) states the term 'materials' in an educational context indicates any textual materials used by teachers and students, including textbooks, worksheets, handouts, audio visual aids and technological

materials, which includes podcasts. By using podcasts as materials in learning, students can easily gain more knowledge and information they need inside and outside the classroom. It can also provide more interesting and creative material to the students so they do not become bored in learning English (Anggraeni, 2020). Although a great number of studies concerning podcasts as learning materials to teach listening and speaking skills have been widely conducted (Rahman, Atmowardoyo, & Salija, 2018; Alfa, 2020; Abdulraman, Basalama & Widodo, 2018; NamazianDost, Bohloulzadeh, Rahmatollahi, 2017; Díez, 2020; Gumilang, 2020, etc.), a study carried out to analyze the content of podcasts for learning purposes as a learning material is still relatively rare, especially to teach interpersonal communication skills, though the occurrence of interpersonal expressions can also be encountered on podcasts as podcasts include verbal communication. To start using podcasts in teaching interpersonal communication teachers should select the suitable podcasts to be used. There are myriads of podcasts with a variety of themes, styles and settings that were published on the internet. Not all of them are appropriate to be used as learning materials. Teachers are required to select which podcast is appropriate to be used. In choosing podcasts, teachers should consider the podcast contents, as well as whether the podcast can fulfill the learning requirements. In this regard, the teacher should choose the podcasts that fit the learning requirements of the interpersonal text. Therefore, analyzing a podcast before deciding to use it is very important to find out whether the podcasts are suitable for students and whether it aligns with students' learning requirements.

Several studies have analyzed the alignment of interpersonal conversation occurring in learning materials with the required learning requirements. Iskandar in 2008 analyzed the transactional and interpersonal conversation texts found in grade VII English textbook which focused on the conformity of the communicative purposes or language function as specified in the standard of content. Nuha in 2014 aims to find out how the interpersonal conversation in English on Sky 2 textbook matches the Speech Function of the standard of content. Further, Purnaningtyas in 2016 aims to find out what English tasks are designed for five components of communicative competence development reflected in the English textbook along

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with its frequency. And Anggraeni in 2020 aims to analyze the conformity of interpersonal text appeared in the textbook entitled "Let's Learn English" towards the core and basic competence of the 2013 curriculum. All of the studies mentioned above (Iskandar, 2008; Nuha, 2014; Purnaningtyas, 2016; Nuha, 2019; Anggraeni, 2020; etc.) were focusing on textbook analysis, but studies which analyze the same concern in the case of podcast is relatively rare. Therefore, in order to fill this gap, this study takes podcasts as the data source to answer the question of whether the interpersonal conversation occurring in podcasts aligns with the standard competence of interpersonal text at junior high school level.

1.3 Research Question

Based on the background of the study, this study is focusing on "How are the interpersonal text language functions that occurred in podcasts aligned with the standard competence of the 2013 curriculum to teach interpersonal texts for junior high school?"

1.4 Purpose of the study

This study aims to analyze the alignment of the interpersonal text language functions that occurred in podcasts with the standard competence of the 2013 curriculum to teach interpersonal text to junior high school students.

1.5 Scope of the Study

This study focuses on analyzing the alignment of the interpersonal text language functions that occurred in the podcasts, which are Learn English Podcast by British Council, Podcast in English, and Julie's Library Podcast with the standard competence of the 2013 curriculum to be used as teaching and learning material in teaching interpersonal text for junior high school.

1.6 Significance of the Study

This study proposes a new variety of teaching materials which is in the form of a podcast and gives recommendations for English language educators in teaching interpersonal text for junior high school students in terms of which podcast to be used in teaching and learning activities.