

CHAPTER I

INTRODUCTION

This study presents the background of study, research questions, purpose of study, scope of study, and significance of study.

1.1. Background of the Study

In the process of learning a foreign language, EFL students are required to master four essential skills: reading, writing, listening, and speaking (Lorena, 2015). Each of these skills has an important impact on learners' overall language proficiency. Among them, listening is particularly important as it creates a foundational impact that enables learners to comprehend and interpret the intended meaning of spoken information. According to Renukadevi (2014), listening plays a significant role and has a strong impact on linguistic learning in second language acquisition, as it is one of the four main forces in language development. As a core component of effective communication, listening forms a central learning impact that supports the development of other language skills. Latif (2017, *as cited in* Salsabila et al., 2021) also emphasizes that listening has a strategic learning impact, as it supports other English language skills such as speaking and reading.

Despite its significant learning impact, listening remains one of the most difficult skills for many learners to master (Nisa et al., 2022). Listening materials often involve different accents, unfamiliar expressions, and uncommon vocabulary, which directly impact students' comprehension challenges (Mohammed and Khadawardi, 2024). Although it is considered one of the most difficult skills among others, listening is still in demand by students, especially English Education students who must at least master this skill to help develop other skills. Students are generally exposed to standard classroom audio, so they are less accustomed to natural English speech, especially those with native accents. This makes it more difficult for them to adapt when listening to English outside the classroom. In other words, listening is recognized as a skill that has one of the highest learning impacts on language competence, but at the same time, it is one of the most difficult English skills to develop compared to speaking,

reading, and writing. Therefore, teachers need to use appropriate and relevant learning media in order to have a positive learning impact in the process of teaching listening skills.

In today's digital era, the integration of Information and Communication Technology (ICT) has transformed the way English as a Foreign Language (EFL) is learned by creating a broader impact on learning autonomy, allowing students to independently access a variety of language resources outside of classroom-based test exposure (Pardede, 2020). This transformation has created a new digital learning impact, especially in listening learning activities. Platforms such as Spotify, digital music, podcasts, and video streaming services offer globally diverse content, increasing accessibility and strengthening the impact of language exposure in a more engaging learning environment (Nisa et al., 2022). Among these platforms, podcasts have emerged as a digital learning tool that provides meaningful communicative exposure through authentic conversations, diverse accents, and natural speech patterns. This exposure creates a positive practical self-directed learning impact on students' adaptive abilities and listening practice experiences outside the classroom.

Thus, students' perspectives have a significant impact on how they interpret their own learning processes. In addition, students' perceptions have a direct impact on learning behavior, because positive or negative assessments of learning media can affect motivation, consistency of learning, and openness to independent practice. Brookhart (2003, *as cited in* Mayawitri, 2023) emphasizes that students' perspectives are important because they influence the learning process. Students' opinions are important because they influence how they view their learning experiences, how they pay attention to and interact with them, and how this affects their learning. Therefore, it is important to examine the perceived learning impact of the learning media used, especially for English Education students when practicing their listening skills in listening courses. This can show how students respond to these learning media, what strategies they use when learning, and how these responses affect the development of their listening skills in the long term.

Recent studies show that podcasts bring a positive learning impact on students' listening engagement and comprehension enthusiasm. Mohammed and Khadawardi (2024) examined EFL students' perceptions of using podcasts to improve their listening skills by using a survey questionnaire to collect data. The findings showed that podcasts increased students' enthusiasm in foreign language listening comprehension and concluded that podcasts deliver a promising learning tool impact in supporting listening skill development. Similarly, Güler and Özkan (2018) and Hasibuan and Male (2022) examined English education students' perceptions towards the application of podcasts in language learning. The results of both were also positive towards podcasts as teaching materials as they were perceived as an effective alternative for learners compared to traditional teaching strategies, thus most participants were open to using podcasts in their teaching in the future.

Other studies, such as the one by Mayawitri (2023), show that podcasts give positive results for students. Mayawitri used the Cognitive–Affective–Conative (CAC) theory and found that students at SMAN 1 Kampar Timur felt podcasts really helped their listening skills. However, most previous studies primarily focused on students' general attitudes or their objective test scores. While many studies have explored university students' perceptions of podcasts, research that deeply analyzes these perceptions using the CAC theory remains limited. In particular, there is a lack of research focusing on pre-service English teachers at Universitas Negeri Jakarta. Understanding what these future teachers think is crucial, because their experiences as students today will influence how they choose and use learning media in their future classrooms.

Because of that, this study focuses on English Education Study Program (ELE-SP) students at Universitas Negeri Jakarta (UNJ), cohort 2024. By using the CAC theory, this research doesn't just ask if students 'like' podcasts or not. It looks deeper into what they think (cognitive), how they feel (affective), and what they plan to do (conative) with podcasts. This study sees students from two sides: as learners who are practicing their listening, and as pre-service teachers who are starting to see how technology can help them teach later on.

Therefore, this study was conducted to determine how ELE-SP students at Universitas Negeri Jakarta view the use of podcasts in listening learning. These students are relevant subjects because they have direct experience using podcasts in both classroom learning and independent practice. In accordance with the CAC framework, this study analyzes students' perceptions by focusing on cognitive, affective, and conative dimensions, which represent their understanding, feelings, and behavioral intentions toward the use of podcasts.

1.2. Research Question

What are the perceptions of English Education students regarding the use of podcasts as a listening learning medium in the Listening for Academic Purposes course at Universitas Negeri Jakarta?

1.3. Purpose of the Study

Based on the research question, the purpose of this study is to explore English education students' experiences regarding the effects of using podcasts as a learning tool in listening skills.

1.4. Scope of the Study

This study focuses on the perceptions of ELE-SP students at Universitas Negeri Jakarta in 2024 who have taken the Listening for Academic Purposes course in semester 122 regarding the use of podcasts as a learning medium in developing listening skills. This study does not measure the increase in listening test scores, but rather examines students' responses and experiences of the use of podcasts in listening learning.

1.5. Significance of the Study

This study is expected to be used to give benefits both theoretically and practically. Theoretically, the results of this study can help other researchers to get information and supporting data related to English Education students' perceptions of the usefulness of podcasts for the development of listening comprehension. Practically, the results of this study are expected to be used as useful input for future researchers on the same topic and can provide a good understanding for the author regarding the topic discussed.

1.6. State of the Art

Research on the use of podcasts in EFL listening instruction has been widely conducted and generally reports positive findings. Several previous studies indicate that podcasts are perceived as flexible, engaging learning media that provide learners with authentic exposure to the English language. However, the focus and analytical approaches employed in these studies still reveal certain limitations, particularly in exploring students' perceptions in a comprehensive and in-depth manner.

Mayawitri (2023), for instance, investigated senior high school students' perceptions of using podcasts in listening instruction by employing the Cognitive–Affective–Conative (CAC) framework. The findings revealed that podcasts were positively perceived and contributed to the improvement of students' listening skills. Nevertheless, the study was conducted in a school context and primarily emphasized general perceptions, without further examining how students responded to listening difficulties through specific learning behaviors and strategies.

In a similar context, Darwis (2016) conducted a qualitative study on students' perceptions of podcast use in English language learning at the secondary school level. The study found that podcasts were considered interesting and motivating; however, challenges such as long podcast duration and limited internet access were also identified. Despite these findings, the study did not conceptualize perception as an integrated process encompassing cognitive, affective, and conative dimensions.

At the university level, Hasibuan and Male (2022) examined pre-service EFL teachers' perceptions of using podcasts as a learning medium. Their findings indicated that podcasts were perceived as flexible and enjoyable tools in listening instruction. However, the study mainly focused on students' general attitudes toward podcasts and did not specifically explore how these perceptions influenced learning behaviors, listening strategies, or students' responses when encountering listening difficulties.

Based on the review of these previous studies, it can be concluded that although podcasts have been extensively studied and are generally perceived positively, there remains a research gap in examining students' perceptions in a more comprehensive manner, particularly through the application of the CAC framework in the context of listening instruction at the university level. Moreover, studies that specifically address the conative dimension, especially learners' behaviors and strategies in dealing with listening difficulties are still relatively limited.

Therefore, the novelty of this study lies in the application of the CAC theory to analyze English Education students' perceptions of using podcasts in listening instruction in a comprehensive way. This study not only investigates students' cognitive and affective responses toward podcasts but also explores their learning behaviors and strategies when facing challenges in listening comprehension.

In addition, this study involves English Education students at Universitas Negeri Jakarta who have recently completed the Listening for Academic Purposes course in the previous semester. As a result, the perceptions obtained are based on recent and contextualized learning experiences. The participants in this study are also positioned as pre-service English teachers, enabling the findings to provide insights into how their current learning experiences may influence their future pedagogical attitudes and decisions (more detail in Table 1.1. p. 47).