

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents a review of connected literature. There are two main parts in this chapter. The first is EFL instructional media, and the second explains Podcasts as instructional media in EFL classrooms.

#### **2.1 EFL instructional media**

Implementing instructional media can efficiently and effectively facilitate learning, allowing for a smooth and law-abiding learning process. It is essential to make use of instructional media in order to teach and learn effectively. (Adegbija & Fakomogbon, 2012) define instructional media as the tools, resources, or approaches teachers utilize to address all learning issues, including human and non-human ones. It means that instructional media is the key to adequately transferring knowledge from the teacher to the pupils. According to (Dirk Mateer, 2018), using media when teaching English will make it simpler for students to tie concepts to context.

##### **2.1.1 The instructional media**

Instructional media may grab attention, pique interest, and modify the learning environment when teaching English, especially to young students. Young learners of English can be taught the language through various instructional media. In this study, the reference type of instructional media is Harmer's instructional classification media. According to (Harmer, 2007), there are seven different types of learning media: realia, images, textbooks, whiteboards, overhead projectors, flipcharts, and computer-based technologies. Instructional media for teaching is developing, as well as technology as time goes on. Educators can simplify the learning process by integrating various platforms, such as Google Classroom, Google Meet, Zoom, and others (Mushfi El Iq Bali et al., 2021). Such as others study, according to (Abidah, 2023), Schoology, Padlet, Facebook, Edmodo, and Google Classroom are appropriate instructional media tools for teaching in a writing classroom.

The researchers' statement above explains that there is a lot of instructional media. There are some examples or definitions of instructional media, according to Khilda. The first is Schoology. According to (Triwijayanti et al., 2023), Schoology is a Learning Management System (LMS) with features similar to classroom learning tools.

The Schoology application is a Blended Learning learning tool at the e-learning stage. The second is Padlet. Padlet is a free web-based application that provides a “wall” that allows the user to post words, pictures, and even videos, which anyone with the link or address can see to the specific wall. According to (Rashid et al., 2019), Padlet provides the ability to view a variety of responses that could allow opportunities for peer learning and self-assessment because students have immediate access to a broad spectrum of responses from classmates.

Podcasts are one example of instructional teaching media for learning speaking skills. (Yeh et al., 2021) has investigated the effects of making podcasts on Taiwanese university students’ speaking progress and their perceptions of podcast-making. Podcast-making allows students to enhance their English-speaking abilities through the metacognitive processes of planning, monitoring, evaluating, and revising. The results of this study indicate that after making podcasts, and from their first to final podcasts, the students had better speaking fluency and accuracy, in which they demonstrated some significant changes, such as having fewer pauses and mispronounced words.

Students' motivation for meaningful teaching and learning should increase with the introduction of diverse learning mediums. Engaging learning will produce superior learning outcomes. Online learning media use various internet network platforms, interactions, and facilities to deliver student learning services. Using online or e-learning-based media is one way to ensure students comprehend the lecture topic. To acquire thorough instruction even when not face-to-face, the learning process through e-learning enhances learning effectiveness. Additionally, e-learning is accessible anytime and from any location following a given job and time limit (Savarati et al., 2020).

### **2.1.2 The strengths of instructional media in EFL classrooms**

Strength is the capacity to use force to achieve positivity in quality and quantity. Despite this, there is a substantial dispute over how strength may be measured and characterized due to the many circumstances and methods employed. According to (Lavy, 2020), power offers individuals, groups, and institutions a helpful and practical framework and perspective to enhance their performance and general well-being. Therefore, a measure of strength is an optimistic outlook that can enhance its function.

According to (Ratminingsih, 2016), good media for teaching can help the teacher transfer the material to the students, get their attention, create an enjoyable

learning process, and motivate the students. Media use in the teaching and learning process is good and beneficial. According to a study (Aisyah & Haryudin, 2020) claiming that "students understand the material more quickly" and "students will better understand the subject matter by using the media," assistance from the media has a significant impact on how well students can absorb and comprehend the information.

### **2.1.3 The weakness of instructional media in EFL classrooms**

Any weakness can impede someone's ability to achieve their objectives. This negative results from restrictions, difficulties, or deficiencies in tools and resources that lead to individual or collective losses. Early vulnerability identification is necessary to minimize losses. Finding flaws also assures equal access to resources, technical support, and performance evaluation for the future. This effort aims to reduce flaws and prepare for failure.

According to (Sjafty et al., 2016), two explanations lead to the problem of learning English: the teacher's failure to implement an engaging teaching strategy and the school's inability to support the teacher's planned use of teaching materials or instructional media. In other previous research, according to (Aisyah & Haryudin, 2020), Using instructional media for learning comes with certain negatives, including the potential for distractions, the potential for books to become monotonous over time, and the potential for power outages that would render the instrument useless. According to a survey, "students feel they are not focused on the material but are more focused on the media", "for textbooks are too monotonous and make students feel bored," and "sometimes use the constraints of video media is a power failure." A teacher is motivated to apply the teaching and learning process in the classroom more innovatively and creatively when this unfavorable aspect is present.

## **2.2 Podcasts as Social Media in EFL Classroom**

(Vygotsky,1978) claims that Podcasts have proven to produce effective language learning outcomes within a constructivist pedagogical framework, which insists on the crucial role of social interaction in cognitive development and through which students build their knowledge through interaction with their teacher and peers.

### **2.2.1 Podcasts in teaching English skills**

Podcasts have gained popularity in various industries, especially in studying English as a foreign language (EFL). Their main applications have been to help students develop listening skills. Studies have yet to examine how getting EFL students involved in podcasting could improve their speaking abilities. According to (Yeh et al., 2021), podcasts improved the students' speaking accuracy and fluency, showing noticeable improvements like fewer pauses and mispronounced words.

### **2.2.2 Podcasts in Teaching Speaking**

(Koçak, 2021) studied a state university in Turkey and evaluated the benefits of student-produced podcasts on improving EFL students' speaking skills. A total of forty EFL students participated. The students produced podcasts in pairs during the study. During the listening period, listeners were encouraged to discuss various issues critically with their spouses.

The first benefit of podcasts is that instructors use them as creative teaching tools to create new classroom activities. Second, there are several ways that podcasts can help kids learn both inside and outside of the classroom. Third, podcasts can enhance the readiness and preparation of teacher candidates. (Rahman et al., 2018) Another advantage of podcasts is that kids can become more independent learners by engaging in enjoyable practice. (Amsori et al., 2023) Additionally, using English podcasts to teach speaking skills was more successful than not doing so. (Akbar et al., 2023)

However, there are areas for improvement in implementing podcasts in teaching and learning speaking skills. There were some weaknesses of Podcasts, there are:

1. The lack of real-time interaction is a main limitation of podcasts in an English as a Foreign Language (EFL) speaking class. Since podcasts are pre-recorded audio files, students cannot have a direct conversation or ask questions to get their questions answered (Ilona Stawoska, 2018, p. 74).
2. Students have few opportunities to actively practice speaking, while podcasts often restrict their use for one-way conversation. They mainly listen to audio content, which might give them few opportunities to voice their ideas or opinions or start a dialogue on the spot (Eva Reid, 2016, p. 39).

3. Podcasts lack individualized feedback. Podcasts do not offer individualized assessment or correction of students' speech faults, unlike a typical classroom where a teacher can offer prompt feedback and direction (Mark et al., 2020, p. 10).
4. Podcasts only sometimes offer contextualized content suited to EFL learners' unique linguistic requirements. Podcasts may cover a wide range of subjects and may not wholly follow the curriculum or address the unique linguistic difficulties that the students may be experiencing (Sonia Sánchez-Cuadrado, 2019, p. 95).
5. Podcasts are usually listened to alone, which makes it difficult for students to communicate and engage in speaking activities with their peers. Podcasts may impede group conversations and collaborative learning, which is essential for language learning (Gary Motteram, 2020, p. 142).

