

CHAPTER II

REVIEW OF RELATED LITERATURE

The second part of the study presents a review of related literature. It discusses the definition of listening skills, learning media, podcasts as learning media, and perception. The details of each piece of literature will be explained in the following description.

2.1 Listening Skills

Listening skill is a core order to receiving the right information that combines the action of hearing what the other person says and a psychological connection with the person who is talking (Tyagi, 2013). Listening has a major effect on communicating with others. Through listening people will be able to get what others try to deliver to them. Listening includes the willingness to understand and comprehend what others say and the meaning of it. Along with listening people absorb the information and knowledge which would be inputs that help improve their language acquisition. Even though it sounds very simple and sometimes neglected, the listening area is a bit complicated because it requires an excellent concentration level. It needs full focus to be able to deeply comprehend what is the meaning of the ideas that are being delivered. Listening is a progressive action of receiving and responding to articulate and sometimes inarticulate messages (Fussalam et al., 2019).

According to Tyagi (2013), listening has several processes namely hearing refers to how the ears respond to the sound waves that stimulate the ears' receptive sensor. Second is understanding which helps with analyzing the meaning of the stimuli like sounds not only words that have symbolic meanings that the sender tries to interpret. Next is remembering which is very important and indicates that the listener has added the information and ideas to the mind's bank. Fourth is evaluating, in this step listener interprets the meaning processes the idea that they get, and makes a result message. The last step is responding, where listening gives response and feedback to verbal or non-verbal that determine the success of transferring the message.

Listening skills are often considered quite challenging to teach by the reason of the obscurity of what specific skill is involved in the process, what kind of exercises could lead to improvement, and what can build awareness (Nemtchinova et al., 2013). Students also feel discouraged when they learn listening skills because there is no certain indication that one can retain as a rule to be a good listener (Nemtchinova et al., 2013).

In listening comprehension, there are two different ways of processing the incoming information. First is the bottom-up process that id refers to begin the meaning of a word from individual lexical, grammatical, and pronunciation items. The second top-down process refers to how people interpret and understand the ideas that are delivered based on their knowledge and expectations (Nemtchinova et al., 2013).

2.2 Language Learning Media

Learning is a process of enhancing cognitive, emotional, and psychomotor skills through interaction between learning components (Fuadi, 2021). In the learning process, learners discover new information and useful material to develop an understanding in a field of knowledge. The learning process aims to change students' behavior (Fuadi, 2021). Thus, there is a change in the way of acting and attitudes before and after students discover the new information and materials.

Media refers to any sources or events that help students develop knowledge, skills, and attitudes (Efendi, 2023). Media provides a source of material that is beneficial to bring the information to students. According to Yanti (2018), students' ability to express their arguments and opinions are improving continuously by the use of appropriate learning methods and media.

Learning media facilitates effective and practical assistance to regulate smooth and regulated learning processes (Aisyah & Haryudin, 2020). The use of learning is quite important. The presence of decent and effective media will support students in discovering and understanding the learning materials. (Abd. Syakur et al., 2020) stated that using media in the classroom can solve learning challenges and improve learning outcomes.

According to Yanti (2018) as cited in Woods et al. (2019), using innovative and creative media in language learning is anticipated to increase learners' motivation for language study. The developments of technology promote the development of

innovative learning media which influence language learners' motivation and provide high-quality learning media. The Internet supports learners in discovering media that supply flexibility, various materials, and easy access platforms.

2.3 Podcasts

According to Ahn et al. (2016), podcasts are audio files that are spread through the internet to share information. The podcast was started in 2005, the root of it is when software developer Dave Winer published RSS 0.92 (Bottomley, 2015). In 2013 Apple gained a billion subscriptions mark for podcasts via iTunes platform (Bottomley, 2015). Hasan & Hoon (2013) also stated that podcasts are digital audio and video recording series that are uploaded on the web with Rapid Simple Syndication (RSS) aid. Listeners are able to access the podcast from anywhere because a podcast is widely spread on any platform. Along with the development of media and technology podcasts are able to be accessed from anywhere and appear so many types of podcasts like television podcasts, radio podcasts, classroom podcasts, and individual podcasts (Hasan & Hoon, 2013).

2.3.1 Podcast as Social Media in Language Learning

In the learning context, podcasts are valuable media to provide learning materials and tools to practice listening skills. Performed as an audio media, podcasts provide challenge and enthusiasm to language learners. Rahmasari et al. (2021) noted that podcasts gained enthusiasm from students to learn speaking and also stated that

podcasts are appropriate to be implemented as a media during the pandemic since face-to-face learning was not allowed to be conducted. Podcasts support a flexible learning tool that can be accessed from anywhere. Thus, podcasts engage a learning environment that can be fully controlled by the learners. As a result, it can produce excellent learning outcomes.

According to Rahmasari et al. (2021), it is noted that podcasts increase enthusiasm, gain student's motivation to learn English, and develop students' speaking performance. Students not only listen to podcasts but also produce their own podcasts. In the process of producing the podcast, students discover the challenges of speaking and recording their voices in English. The result of this research shows that after the process of listening to and producing podcasts, students showed a significant improvement in their speaking skills.

2.4 Perception

Perception is the study of how human sensors process information into emotional and intuitive experiences (Elyssa Twedt, 2012). Perception refers to the process by which individuals interpret and make sense of sensory information from the environment. It involves the brain and the senses working together to gather, organize, and interpret incoming sensory stimuli such as sight, sound, taste, touch, and smell. Perception is a complex cognitive process that involves attention, interpretation, and integration of sensory information to construct a meaningful understanding of the

world around us. It can be influenced by factors such as previous experiences, cultural background, personal beliefs, and expectations. Perception plays a fundamental role in shaping our understanding of reality and guiding our thoughts, actions, and behaviors. Perception, as described in everyday language, is characterized by the Longman Dictionary of Contemporary English as a) how you perceive or conceptualize something and your understanding of its nature; b) the process of observing things through your senses such as sight and hearing; c) the inherent capacity to swiftly comprehend or detect things (Qiong, 2017).

In giving a response and interpreting an idea or event people may have their interpretation and perception (Qiong, 2017). Those responses could be positive responses that could be classified as agree and negative responses that could be classified as disagree. People may interpret something differently regarding the various factors. According to Qiong (2017), people from different cultural backgrounds may agree about an idea in objective terms but the meanings assigned to them are varied.

2.3.1 Positive Perceptions

Positive perception indicates positive responses and understanding. Positive perceptions lead an individual to take positive considerations about an object (Irwanto, 2002 as cited in Firdausi, 2024). Positive perceptions appear when an individual finds a good interpretation of an object. In addition, positive perceptions also refer to positive responses that are given by individuals about an idea. When someone has a positive interpretation of an idea, they will agree with the implementation and trial of the idea.

In language learning, positive perceptions appear when the information, issues, or ideas are useful in the learning process. Thus, it is associated with the engagement in the learning process.

2.3.1 Negative Perceptions

In contrast, negative perception draws a negative understanding that indicates the emergence of negative influence on individuals' behavior (Irwanto, 2002 as cited in Firdausi, 2024). Negative perception is perceived by an individual when an information or idea cannot bring a sense of help in a situation or condition. Hoffman et al. (2015) stated that it is a natural process has build perception in ways it provides help in survival. Thus, it is natural to someone perceive an idea negatively when it can not support a form of help.

