CHAPTER 1

INTRODUCTION

This chapter outlines the introduction employed in the study " The Students' Engagements in Using Podcasts on YouTube for Independent Learning to Improve Listening Skills in Basic Listening Classes at the English Department ". The chapter begins with the background of the study, research problem, objective of the study, theoretical framework, limitation and scope, significance of the study, definition of key terms, ends with the organization of this qualitative case study.

1.1   Background of the Study

Gonulal (2022) said that the four essential language abilities covered in English are speaking, writing, listening, and reading. Since students interact with a foreign language through auditory channels, listening proficiency is essential for learning English. Understanding and interpreting spoken language are prerequisites for effective communication. Interestingly, listening plays a major role in learning a language because people prefer to listen to reading, speaking, and writing. In this sense, learning English by listening is essential. Listening is a complex process includes sound identification, word comprehension, grammatical understanding, intonation, and stress patterns. It is possible to improve students' listening comprehension by using techniques that arouse interesting feelings and promote efficient English language development (Goldman, 2018).

The ability to listen well comprises the following processes: absorbing spoken information, deciphering the speaker's intended meaning, and accepting the interdependent roles of speaker, listener, and sound. It takes both auditory perception and cognition to listen. Particularly important to remember that hearing and listening are two different processes. Hearing is a passive act, whereas listening involves giving sounds or words meaning and extracting

meanings. Listening allows for higher levels of comprehension than producing since it is receptive. It requires absorbing and comprehending information is received. The effect of linguistic units, listener expectations, situational context, prior knowledge, and topic is taken into account while studying listening comprehension in second language acquisition (Angouti, 2019).

Since English is a foreign language in Indonesia, it is important for students to build a foundational vocabulary in order to understand textual information. Even in the face of rigorous or comprehensive listening teaching, students' anxiety in academic listening classes may be exacerbated by this linguistic pressure and possible vocabulary gaps. The complex character of hearing is highlighted by Spartt (2005). These include managing contextual clues, a variety of text types, accents, and speech rates, and a range of subskills related to listening.

There are lots of ways for students to get better at listening. Thanks to recent technology developments, learning English is now more accessible. Terms like auditory visualization tools, instructional materials, auditory communication, educational auditory materials, teaching strategies, and explanatory media have replaced traditional teaching methodologies in the context of educational media and learning. Dynamic knowledge and learning are now mostly sourced from digital technology. Using podcasts as a listening medium can be quite beneficial as they offer real materials that are suited to varying degrees of expertise. Podcasts provide the capacity to stimulate learners' curiosity and tackle their difficulties and apathy towards English listening instruction. They are essential in inspiring pupils and creating a stimulating learning environment. Podcasts are especially good for long-term listening practice since they allow for repeated exposure to the content. The goal often involves language

improvement, whether in acquiring new phrasal verbs, mastering speaking pronunciation, enhancing reading skills, or more.

The effectiveness of using podcasts to improve listening skills is rooted in their ability to provide listeners with authentic linguistic input. Podcasts increase language acquisition by introducing learners to pleasant and upbeat audio content (Goldman, 2018). They facilitate recurrent interaction with engaging content and help students hone their listening abilities. Podcasts are a cutting-edge complement to virtual education, fulfilling some functions including enhancing listening skills, encouraging interaction among students, and promoting debates. Language teachers can enhance their teaching of listening skills by utilizing the wealth of resources provided by online podcasts. Teachers and students alike gain from podcasts, which increase students' self-confidence in their ability to learn a language through frequent exposure. Brown (2003) enumerates podcast advantages, including access to global listening experiences, exposure to new language content, and engagement with diverse voices.

Engagement is a cornerstone of effective learning, crucial for information retention and skill development among students (Gonulal, 2022). Integrating interactive activities into listening exercises, such as prompting group discussions and individual learning based on podcast content, can stimulate active participation and critical thinking skills. These tasks not only enhance students' comprehension but also cultivate vital communication skills essential for real-world interactions. Moreover, providing a diverse range of materials, including podcasts tailored to various interests, can significantly elevate overall engagement effects in the classroom (Spratt, 2005).

Enhanced listening skills offer a plethora of benefits extending beyond mere comprehension of spoken language. Proficiency in listening can lead to developed

communication abilities, academic performance, and confidence in English-speaking environments (Gonulal, 2022). Students can enhance their vocabulary, improve their pronunciation, and obtain a better understanding of cultural nuances embedded in the language by listening to actual linguistic information daily through podcasts. This comprehensive approach not only facilitates language acquisition but also equips students with the skills necessary to navigate diverse communication scenarios effectively (H. D. Brown, 2003).

In conclusion, the strategic utilization of podcasts and interactive activities serves as a vital tool in enhancing listening proficiency and fostering positive results in English language acquisition. By integrating these resources, educators can empower students to become proficient and confident communicators in English, preparing them for success in academic and real-world contexts. Through these methods, students develop linguistic proficiency and cultivate a deeper understanding of cultural diversity and global interconnectedness. In the context of enhancing listening skills among students, one vital educational theory that can be applied is Input Hypothesis (I+1) by Stephen Krashen in explaining how students achieve the language with difficulty is slightly beyond their knowledge, thus students can exercise their minds cognitively (Krashen, 2007).

The limited use of applications such as YouTube in this study aims to enhance students' listening skills through online learning via podcasts. The focus on learning through podcasts stems from the perceived lack of student engagement, interaction, and enthusiasm, particularly among Generation Z. YouTube offers flexibility that can be accessed at any time (Masbirorotni, 2023). YouTube boasts unique features, one of which is its diverse content. Students can explore various topics, broadening their minds with new information. They can also learn difficult vocabulary through podcasts, employing the active listening theory.

Moreover, YouTube provides a replay and offline system rarely found in other mainstream applications like Duolingo and Cake. This replay feature allows users to replay audio content as many times as needed, especially with challenging material. Additionally, users can listen offline by downloading content, enabling them to practice their English skills anytime without an internet connection. For example, they can search for "advanced vocabulary listening" to find content suitable for their knowledge limitations. This ensures the content matches their English proficiency accurately. The main feature of learning through podcasts is students can grasp new vocabulary they were previously unfamiliar with and recount their experiences after listening to the podcast content. This learning style is implemented through note-taking, summarizing, questioning, and applying, based on the active listening theory. These methods are suitable for the main course of English listening, termed "Basic Listening." In this course, students are required to engage in note-taking activities initially to outline the content, list all important words either in Microsoft Word or on physical paper, replay the video only once, summarize the listening content in one paragraph, or create a mind map to highlight the main ideas, formulate questions regarding unfamiliar words, and apply the results of the listening exercise by incorporating unfamiliar words into real-life contexts.

The purpose of this study was to determine students' ability to connect ideas in their note-taking and explore the specific engagement types that become their superpowers to finish the podcast assignment.

1.2 Research Problem

What are the student engagements based on the three types (behavioral, cognitive, and affective) that affect the students note-taking quality?

1.3 Objective of the study

This study aims to determine the engagement types of basic listening students that can affect their note-taking quality. The behavioral engagement explains the way how students use their learning strategies to do active learning, cognitive engagement elaborates the students' prediction of the questions that are slightly beyond their knowledge, then the affective engagement leads to the students' emotional factors, such as the motivation, self-awareness, and self-confidence.

1.4 Theoretical Framework

The theory put forth by Stephen Krashen, Input Hypothesis (I+1) by Krashen, Douglas Brown' Language Learning Principles, and completed by the Kumaravadivelu Pedagogy created by Dr. Balasubramanian Kumaravadivelu.

1.5 Limitation and Scope of the Study

This study is limited to podcasts using YouTube as a vital medium. The researcher mostly explained lots of engagement types affect the students' note-taking quality. For instance, while the three engagement types are inherently linked to motivation, this case study extends the explanation beyond motivation. It delves into other vital factors such as active listening, the interest to predict the answer, and the student's self-awareness, enriching the qualitative nature of this research.

1.6 Significance of the Study

The findings of this study lead to the benefits of society considering that podcasts have become a contemporary medium expresses the opinions of the younger generation, especially Gen-Z, who are known to like simple methods but still have a big effect. Many young people access podcast applications such as YouTube to listen to songs, motivational audio, and of

course mini-podcast series. In learning English, YouTube is a versatile application for improving listening and reading skills. Learning to use YouTube is very suitable to be practiced with one individual and another individual, for example conducting a one-on-one interview session by listening to the YouTube podcast and asking about the vocabulary contained in the podcast to find appropriate definitions. Students can also read the script from the podcast, predict the correct answer, be aware of the hard words that come from the native speaker's speech, and then highlight keywords that they feel are unfamiliar. Indirectly, students can learn to listen and speak English.

1.7 Definition of Key Terms

Student Engagement:

Student engagement refers to the effect of involvement, interaction, and enthusiasm that students demonstrate towards their learning experiences. It encompasses active participation, upper-level interest, and emotional commitment to the learning process.

Podcast (YouTube):

A podcast is a digital audio or video file that is episodic and can be streamed or downloaded from the internet. YouTube is a popular platform for hosting and listening to podcasts, offering a wide range of content on various topics such as education, entertainment, news, and more.

Listening Skills:

Listening skills refer to the ability to accurately receive and interpret spoken language. Effective listening involves not only hearing the words but also understanding the message being communicated. Developing listening skills like taking notes, is crucial for language acquisition, communication, and academic success.

1.8   Organization of the Thesis

Chapter 1 is about the introduction of the background of the study, research problem, the objective of the study, theoretical framework, limitation and scope, the significance of the study, and the definition of key terms. The background of the study explains the nature of listening definition, the students' engagement which is linked with the enhanced students' listening skills, the application of I+1 theory on the way how students approach the difficult material using their knowledge, and the purpose of this study. Further, the researcher writes the research problem by examining the types of students' engagement, affected the students' note-taking quality. The theoretical frameworks used in this research are the Input Hypothesis, Brown' Language Learning Principles, and Kumaravadivelu's Pedagogy. Ends, with the significance of this study elaborated the subject goal for this research. The key terms for this research are student engagement, podcast, and listening skills.

Chapter 2 is about related review of the literature of this research, filled with the basic definition of listening, the kinds of listening skills, including the micro and macro skills, the students' engagement, and ends with the way of measuring students' engagement through qualitative analysis of note-taking.

Chapter 3 is about the research methodology. This study focuses on analyzing the engagement types affect the students' note-taking quality. The researcher conducts five-times class observations to make the interview questions. Then the interview results become vital guidance to do the thematic analyses that are approached deductively.

Chapter 4 is about finding and discussion. After doing the interview session, the researcher transcribed the interview audio and coded the results with thematic analysis. The steps to do

the thematic analysis are transcribing the data, generating initial codes, searching for themes, reviewing themes, defining themes, and producing the reports

Chapter 5 is about conclusion and suggestion. The conclusion of this research talks about the whole goals of this study. The researcher already got the answer of the research problem and mentioned most of the interviewed students have strong cognitive and affective engagements, affect their note-taking quality. In the future, the researcher suggests Zoomers use the mind map or Cornell method to note abstract ideas from authentic materials.