

Students' Perception Toward using Podcast in Practicing Listening Skills: an Investigation via Classroom Action Research

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Abstrak

Podcast dapat mendukung prosedur pengajaran dan pembelajaran dalam konteks pendidikan sangat penting mengingat bahwa akhir-akhir ini, teknologi ini khususnya podcast dapat digunakan sebagai media pembelajaran untuk inovasi. Dengan demikian, penelitian ini berubah menjadi digunakan untuk mengenali reaksi siswa saat menggunakan podcast sebagai media pembelajaran bahasa Inggris, sehingga kegiatan ini melibatkan lima siswa sekolah menengah pertama kelas 1. Kuesioner dan wawancara tertulis digunakan untuk mengumpulkan data penelitian ini, dan penelitian kualitatif sebagai metodenya. Strategi ini menggunakan penelitian tindakan kelas, dan untuk mengatur data yang telah dianalisis, peneliti menggunakan teknik Analisis Tematik. Dari temuan dan pembahasan, dapat disimpulkan bahwa siswa dari pengalaman mereka saat menggunakan podcast adalah sesuatu yang baru bagi mereka untuk mengenal. Oleh karena itu, dari pengalaman siswa menggunakan podcast dapat membantu mereka secara efektif untuk belajar bahasa Inggris terutama dalam mendengarkan.

Kata kunci: *Podcast Sebagai Inovasi, Reaksi Siswa, Keterampilan Mendengarkan, Pengajaran dan Pembelajaran Bahasa Inggris.*

Abstract

Podcasts can support teaching and learning procedures in educational contexts are essential considering that in recent times, this technology especially podcast can be used as a learning media for innovation. Thus, this study turned into employed to recognize the reaction of the students while using podcast as an English learning media, so this activity involved five students of the 1st grade junior high school. Questionnaire and written interview used for accumulating the data of this study, and qualitative research as the method. This strategy used classroom action research, and to arrange the data that has been analysed, the researcher used Thematic Analysis technique. From the findings and discussion, it can be concluded that students from their experience when using podcasts are something new for them in getting to know. Therefore, from students' experience using podcasts can help them effectively to learning English especially in listening.

Keywords: *Podcast As Innovation, Students' Reaction, Listening Skills, English Teaching And Learning.*

INTRODUCTION

English is one of the subjects that must be learned by students in Indonesia, especially in today's global era, the use of English is very necessary. Therefore, it is necessary to be able to use English well by learning it. In learning English there are 4 aspects that need to be known, including: listening, speaking, reading, and writing. But there are still many students who still find it difficult to listen, especially using English. Even though listening comprehension is also crucial for students to master. Understanding some message and information through one's senses and hearing called listening comprehension (Steinberg, 2007; Azmi Bingol, Celik, Yidliz, and Tugrul Mart, 2014; Gilakjani & Sabouri, 2016). Understanding what other people saying and can identify what that meaning it is listening. Being able to recognize accents in terms of pronunciation, grammar, vocabulary, and knowledge of intended meaning are all part of this process. These four aspects

can be performed simultaneously by a proficient listener (Howatt and Dakin, 1974; Abdul, 2016). Hamouda (2013) and Gilakjani & Sabouri (2016), students have significant problems in listening comprehension because universities and schools prioritize writing, reading, and vocabulary. Some teachers sometimes ignore about listening comprehension exercises in class because literacy is more concerned with the need for students to continue reading. Many problems arise for language learners after they have listened to a new language. This could be realized when students take final tests or college entrance tests. They may be confused because they not often practice listening when studying takes place in the class. To avoid such things as this, it is essential to practice listening in the class with podcast. Therefore, the researcher wants to recognize what students' reaction when audio learning is implemented to know students' listening potential and how they reply to this. Even though podcasts are increasingly popular as entertainment, their capability as teaching media has largely gone untapped. Understanding how podcasts can effectively and innovatively assist teaching and learning strategies in academic contexts is important. Listening abilities play an important role in language acquisition and overall academic achievement. But, many students difficult with developing effective listening abilities, which can inhibit their comprehension, communication, and gaining knowledge of results. To solve this problem, using podcast as a learning device has emerged as a potentially powerful device to enhance listening abilities, offering attractive audio content material that students can access anytime and anywhere. But, the specific impact of podcast to learning on the listening skills of second-grade junior high school students still unknown understudied.

Therefore, this study will only focus on innovation of students listening skills when practicing listening in class through podcasts. Because students not often do it before, the researcher wants to know how students' capability and reaction when English material through podcasts apply in the class. Based on what has been explained, researchers have questions to get answers, these questions are:

1. What is interesting podcast for students, especially for listening skills at the 1st grade junior high school level?
2. Are students able to understand the content material supplied through the podcast?
3. How the students' reaction to learning activities using the podcast as a learning device?
4. How effective of using podcasts to improve students listening skills, are there any changes?

Hue, T. T. (2019) Listening comprehension is of exceptional importance in foreign language learning. Listening is crucial in the language classroom to give input for the learners, because listening is important to recognize spoken message, the teaching of listening cannot be ignored from the teaching of English.

Listening skills are a critical component of effective communication in educational, professional, and social contexts. This review examines the existing literature on listening skills, including definitions, importance, strategies for development, and common challenges.

Listening comprehension and listening skill is important, because they are related to each other and also support listening learning.

Here explanation for listening skill in literature review:

Definition of Listening Skills

According to Wolvin and Coakley (1996), listening is an active process that involves selecting, attending to, understanding, and remembering auditory messages. Listening is not a passive activity; it requires active attention and information processing. Brownell (2012) further elaborates that listening includes critical assessment of the received information.

Importance of Listening Skills

Effective listening skills are crucial across various aspects of life. In educational settings, Rubin (1994) found a positive correlation between good listening skills and higher academic achievement. In the workplace, effective listening can enhance productivity, build better relationships, and reduce conflicts (Brownell, 2012). Moreover, in everyday life, good listening skills help strengthen interpersonal relationships (Nichols & Stevens, 1957).

Strategies for Developing Listening Skills

Several strategies have been identified to develop listening skills, including:

1. Enhancing Self-Awareness: Understanding personal listening styles and recognizing biases that may affect message interpretation (Brownell, 2012).
2. Practicing Active Listening: Techniques such as paraphrasing, asking clarifying questions, and providing feedback that demonstrates understanding (Rost, 2011).
3. Activity-Based Learning: Engaging in practical listening exercises, such as simulations and role-playing, can help improve these skills (Wolvin & Coakley, 1996).

Challenges in Listening Skills

Despite their importance, several challenges can hinder effective listening, including:

1. External and Internal Distractions: Environmental noise and internal distractions like wandering thoughts can reduce listening effectiveness (Goh, 2000).
2. Lack of Motivation: Without sufficient motivation, individuals are less likely to focus and engage in the listening process (Brownell, 2012).
3. Cultural and Language Barriers: Cultural differences and language barriers can create obstacles in communication and understanding (Gudykunst & Kim, 1997).

Listening skills are an essential aspect of communication that impacts many areas of life. Understanding the definition, importance, strategies for development, and challenges in listening skills can help individuals and organizations improve their communication abilities. Further research is needed to develop more effective methods for overcoming listening barriers and enhancing these skills in various contexts.

About Podcast

Numerous researchers have declared that podcasts have a great impact on language learning process, especially in listening. Rahman, A. (2018) performed a study on podcast impacts on students Listening comprehension. The researcher give recommendation that teachers can integrate podcast into the related curriculum and the learning syllabi to guide them in the teaching of listening. Wulandari, T., et al. (2021) found out that the students should get a few exposures of various English spoken and they felt easy to listen to English spoken through using podcast and the researcher as the teacher felt that teaching listening was simple and easy. It turned into because the researcher has to provide the material of listening through using downloading it from the internet. Wafia Desdous, & Karima Boutas (2018) performed a study about impact of podcasts on listening abilities.

Podcasting may also have a huge capability for enhancing students' listening skills and making them more secure with it (İnce, 2015; Artyushina et al., 2011). Because of the newness of this technology, the research on educational podcasting directed at growing listening skills are limited (İnce, 2015; Fox, 2008; Hasan & Hoon, 2013; O'Brien & Hegelheimer, 2007). Yaman (2016), the term podcasting was first added through Ben Hammersley in a newspaper article on 12 February 2004 titled 'Audible revolution' as follows:

With the advantage of hindsight, all of it seems quite obvious. MP3 players, like Apple's iPod, in lots of pockets, audio production software cheap or free, and weblogging an established a part of the internet; all of the components are there for a brand new boom in novice radio. However, what to name it? Audioblogging? Podcasting? Guerilla Media?"

Podcasts have acquire popularity as a powerful device for language studying, providing learners with enticing and original audio content material. On this day era teachers need to be utilized about the pedagogical from the 21st century technologies (Rahman, 2018). Podcasts are audio files which may be automatically downloaded to the user's laptop or phone device on every occasion a new episode is available via subscription to the feed (İnce, 2015). Podcast is a downloadable audio or video record from the internet. Podcast is generally played in electronic devices such as phones, laptops, tablets or mp3 players (Darwis, 2016; Kargozari & Zarinkamar, 2014).

On the internet, you can find a variety of podcasts. The 3 most popular podcast types at the moment may be classified in step with the type of content they include: audio podcast, enhanced podcast, and video podcast (Darwis, 2016; Bolliger et al., 2010; Shoar et al., 2011; Sze, 2006). Darwis (2016), the most extensively used and most effective to use podcast format is audio

because it just needs a bit amount of storage space and entirely contains audio and most of it is in MP3 format, which is compatible with all MP3 devices. He continued that a podcast that mixes audio and digital pictures is an upgraded podcast, rather than an audio podcast. In evaluation, a video podcast combines audio and video into a single file. The MP4 format is commonly used to create video podcasts, which demand extra storage (2016).

Most people of podcasting research suggest that the use of podcasts as a tool in language learning has various advantage (Darwis, 2016; Hasan & Hoon, 2013). Some other through Kargozari and Zarinkamar (2014) looked into the possibility of podcasts improving students' English vocabulary. 32 TEFL students from two universities participated in different classes that were compared in the learning. The participants were divided into two groups: an experimental organization that used podcasts and a control institution that received vocabulary instruction the old-style way. The results of comparing the two groups revealed that those within the experimental use podcast group outperformed than use old style version. Darwis (2016) study about students' perspectives on the usage of podcasts as a learning tool in class, especially for listening practice. He researched students some of high school to study through podcasts and found that students had a constructive mindset closer to the usage of podcasts for mastering.

METHOD

This study used qualitative research and adapted classroom action research. The topic referred to in this study is the implementation of the use of podcasts as a learning tool for grade 2 junior high school students and how they reply and reaction to it. Kemmis and Teggart (1998:25, as mentioned in Wiyanah, 2015), action research is a sequence of self-reflective research performed through members in social situations which will improve racial justice, educational practice, and focus of the context and practice below which the studies were performed. So that it will acquire its goals, the studies are undertaken over a number of cycles, with the first cycle receiving therapy. moreover, if this study is just performed in a single cycle, it will not produce useful results (Wiyanah, 2015). Every cycle consists of 4 levels, example: making plans, action, observation, and reflection.

1. Planning: the technique of choosing the movements to do subsequent and the device used to gather information is referred to as making plans. This section would possibly help the researcher plan out what they want to do to get the best results. Flexible and future-centered making plans are important.
2. Action: refers to what the researcher conducted in class and how the class is administered in accordance with the set-up lesson plan. This step includes implementing the teaching methods that were planned to be employed in the teaching and learning system in the previous step.
3. Observation: An activity that is watched in the class placing to learn about student attitudes during the teaching and learning technique is called observation. Kemmis and Teggart (1988:13), observation should be prepared in order to provide documentation for the following reflection, however it cannot be too specific. The object of observation should be open, responsive, and observable.
4. Reflection: The purpose of reflection is to evaluate behavior based on observation. In this level, the researcher identifies issues and appears for potential solutions. Moreover, the researcher would possibly decide whether to keep the research or to stop it through reflecting.

The researcher adapted level of AR Yanto, et al. (2020)

Activities	Information
Phase 1: Preparation	Teacher: <ul style="list-style-type: none">- The teacher divides students in a group- The teacher prepares the required devices- The teacher offers commands and techniques for learning activities Students: <ul style="list-style-type: none">- Students who have been divided into a group take a seat

	close collectively - Students listen to commands from the teacher
Phase 2: Action	Teacher: - The teacher gives a piece of paper within the form of the textual content of the audio with a purpose to be performed - The teacher plays the audio for the students students: - Students pay attention to the audio carefully - While listening to the audio, students read the textual content given
Stage 3: Observation	Teacher: - The teacher observes students during these activities - The teacher takes documentation of activities to be observed again Students: - Students follow learning activities and instructions in step with the commands and procedures from the teacher
Stage 4: Reflection	Teacher: - The teacher gives reflection sheets to students - The teacher gives questionnaire and statement to students - The teacher gives announcement as the closing of these activities - The teacher thanks to the students who have followed the learning process Students: - Students work on reflections that have been given through the teacher - Students answer the questionnaire and give to the teacher

Participants (Contributors)

This study involved 6 students in second-grade high school students from one of the schools in Karawang. participants were selected because they are familiar with technology, but it may be said that they rarely use podcast media for learning, especially in learning English.

Instruments (Questionnaire)

The first instrument in this research turned into a questionnaire. Investigating attitudes, perspectives, and reviews is suitable (Darwis, 2016; Cohen et al., 2007). Closed-ended questionnaires were the style of questionnaire employed in this study. The participants had to check and organized reaction box that indicated how they felt about each of the statements on the size in order to complete the questionnaire. This style of questionnaire has the gain of creating it easy for researches to compare results among groups and who faster to code up (Darwis, 2016; Cohen et al., 2007). The survey was created based on the research completed Li (2009). The questionnaire had thirteen statements in it in the beginning. Then, in this study, the researcher modified the questionnaire into six statement.

Written Interview

The function of interview as a second study instrument. Interviews offer participants the chance to speak about their perceptions and how they see the situation from their own perspective (Cohen et al., 2007). In this study, data from interviews were used to support and similarly give an explanation for the data acquired from the questionnaire. Semi-structured interviews served

because the study's interview version. The purpose of this version is explaining the issues that respondents skilled according with the questionnaire that has been replied.

Interviews were performed through all participants and data was written on a paper. Three inquiries were made for the interview. The first and second questions were asked as supporting data from the questionnaire, even as the final question was requested as a student's reflection on using podcasts as a studying tool. The questions have been given to the students in Indonesia language to prevent any misunderstandings and make responding easier to answer.

Procedure

The researcher served as the teacher during the session and provided the respondents with some background data on the podcast. The researcher then explains how the activities that should be finished and must be completed. The researcher gave the participants through explanation of the activity and informed them to finish it as in reality fact as they could because it best occurred on one day.

Data Analysis

Thematic analysis will be used to study the collected records. Thematic analysis is a method for analysing qualitative information that involves searching through data units to identify, determine, and present recurrent patterns (Braun and Clarke, 2006). The subsequent techniques can be used for data analysis:

- (1) From data collection to report guidance, classify data by way of grouping, selecting, concentrating, and simplifying data based on its categories.
- (2) A specific data presentation that will accept in the form of truthful data. The question's challenge is an explanation of the learning process and the conclusions drawn from a combination of lesson report, questionnaires, and interview data.
- (3) The conclusion (Sunata, 2019).

Questionnaire analysis

The usage of Likert Scale, closed-ended survey became qualitatively examined. Every statement on the Likert scale contained five categories of elements. Strongly agree (SA), agree (A), neutral (N), disagree (D), and strongly disagree (SD) were the classifications. Step one in analysing the questionnaire is to group the answers into the same topic, then the researcher will describe the data descriptively.

NAME: Ahmad Ghoni
class: 10

1. Which sport did sue play?
A. Football
B. Basketball
C. Tennis

2. Which class did sue have in the morning?
A. Geography
B. Art
C. Math

3. What did sue have for lunch?
A. Burger
B. Fish and chips
C. Just fish

4. What must sue bring for class?
A. Ruler
B. scissors
C. Glue

NAME: Wina Putri Kaniq
class: 10

1. Which sport did sue play?
A. Football
B. Basketball
C. Tennis

2. Which class did sue have in the morning?
A. Geography
B. Art
C. Math

3. What did sue have for lunch?
A. Burger
B. Fish and chips
C. Just fish

4. What must sue bring for class?
A. Ruler
B. scissors
C. Glue

Pertanyaan Refleksi

1. Apakah podcast ini menarik bagi siswa, khususnya untuk keterampilan mendengarkan?
Sangat membantu

2. Apakah siswa mampu memahami materi dari konten yang diberikan melalui podcast listening ini?
Sangat memahami

3. Bagaimana reaksi siswa terhadap kegiatan pembelajaran listening dengan menggunakan podcast sebagai perangkat pembelajaran bahasa Inggris?
Sangat menyenangkan dan membantu memahami materi podcast

4. Seberapa efektif penggunaan podcast untuk meningkatkan keterampilan mendengarkan siswa, apakah ada perubahan?
Sangat efektif

Pertanyaan Refleksi

1. Apakah podcast ini menarik bagi siswa, khususnya untuk keterampilan mendengarkan?
Aku tertarik dengan pembelajaran seperti ini, karena sebelumnya belum pernah
2. Apakah siswa mampu memahami Materi dari konten yang diberikan melalui podcast listening ini?
Mampu memahami
3. Bagaimana reaksi siswa terhadap kegiatan Pembelajaran listening dengan menggunakan Podcast sebagai perangkat pembelajaran Bahasa Inggris?
Seru, Sangat membantu untuk pelajaran listening, apalagi jika diberikan dengan terapan di kelas
4. Seberapa efektif penggunaan podcast untuk meningkatkan keterampilan Mendengarkan siswa, apakah ada perubahan?
sangat efektif

NAME: Kadiya Rama
class: 10

1. Which sport did sue play?
A. Football
☒ B. Basketball
C. Tennis
2. Which class did sue have in the morning?
☒ A. Geography
☒ B. Art
C. Math
3. What did sue have for lunch?
A. Burger
☒ B. Fish and chips
C. Just fish
4. What must sue bring for class?
A. Ruler
B. scissors
☒ C. Glue

NAME: Dhea Khafifah
class: 10

1. Which sport did sue play?
A. Football
☒ B. Basketball
C. Tennis
2. Which class did sue have in the morning?
☒ A. Geography
B. Art
C. Math
3. What did sue have for lunch?
A. Burger
☒ B. Fish and chips
☒ C. Just fish
4. What must sue bring for class?
☒ A. Ruler
B. scissors
☒ C. Glue

Pertanyaan Refleksi

1. Apakah podcast ini menarik bagi siswa, khususnya untuk keterampilan mendengarkan?
lumayan menarik
2. Apakah siswa mampu memahami Materi dari konten yang diberikan melalui podcast listening ini?
Seperitnya mampu untuk dipahami
3. Bagaimana reaksi siswa terhadap kegiatan Pembelajaran listening dengan menggunakan Podcast sebagai perangkat pembelajaran Bahasa Inggris?
Biasa saja karena belum terbiasa dan teras baru menggunakan media pembelajaran seperti ini.
4. Seberapa efektif penggunaan podcast untuk meningkatkan keterampilan Mendengarkan siswa, apakah ada perubahan?
lumayan efektif

Pertanyaan Refleksi

1. Apakah podcast ini menarik bagi siswa, khususnya untuk keterampilan mendengarkan?
Sangat Menarik
2. Apakah siswa mampu memahami Materi dari konten yang diberikan melalui podcast listening ini?
dapat memahami dengan baik
3. Bagaimana reaksi siswa terhadap kegiatan Pembelajaran listening dengan menggunakan Podcast sebagai perangkat pembelajaran Bahasa Inggris?
siswa merasa dapat melatih pikiran untuk menentukan pilihan yang tepat dari teknik pembelajaran seperti ini.
4. Seberapa efektif penggunaan podcast untuk meningkatkan keterampilan Mendengarkan siswa, apakah ada perubahan?
Sangat efektif dan menyenangkan

NAME: Tiara Nadhifah
class: 10

1. Which sport did sue play?
A. Football
☒ B. Basketball
C. Tennis
2. Which class did sue have in the morning?
☒ A. Geography
☒ B. Art
C. Math
3. What did sue have for lunch?
A. Burger
☒ B. Fish and chips
C. Just fish
4. What must sue bring for class?
☒ A. Ruler
B. scissors
☒ C. Glue

Pertanyaan Refleksi

1. Apakah podcast ini menarik bagi siswa, khususnya untuk keterampilan mendengarkan?
Menarik
2. Apakah siswa mampu memahami Materi dari konten yang diberikan melalui podcast listening ini?
Beberapa ada yang aku pahami dan tidak, karena bahasa Inggris artinya lula, dari gampang
3. Bagaimana reaksi siswa terhadap kegiatan Pembelajaran listening dengan menggunakan Podcast sebagai perangkat pembelajaran Bahasa Inggris?
terasa seru
4. Seberapa efektif penggunaan podcast untuk meningkatkan keterampilan Mendengarkan siswa, apakah ada perubahan?
lumayan efektif

Written Interview analysis

The data from the interview was written on a paper. Participants wrote their answers on a piece of paper that were prepared by the researcher. the next step was to interpret the data based on the research questions of the study.

RESULT AND DISCUSSION

Result

The researcher gave questionnaires to students with five answer from participants, that are Strongly agree (SA), agree (A), neutral (N), disagree (D), and strongly disagree (SD). Data from the questionnaires that have been accumulated are then directly supported by data from written interviews of three questions containing supporting questions from the questionnaire. The description of the data that has been accumulated are:

In this statement, 3 participants respond with strongly agree, and 2 participants respond with neutral. The result of the study confirmed that implementing podcasts in language learning has good capacity in enhancing listening abilities. To accommodate both teachers and students, the choice of podcasts for teaching should remember the standards of content, the genres, the topics, and the duration of the performance. The fact that students prefer listening to native speakers' podcasts related specifically to relate in their activities, and the podcasts lasted for about 6 minutes to 10 minutes. In addition, for teachers had the same choice about the contents, topics and approximate duration of podcasts (from 4 to 6 minutes) to implement in language teaching for their students to practice in listening.

Discussion

From the results of the discussion, The respondents thought after three months of listening to audio recordings and tasking in importing more materials for listening on the podcast, their listening capacity progressed, Wulan, O. R. N. (2018) stated that implementation of the podcast could make the activities conducted in the classroom motivating and challenging. It could be concluded that students feel that podcasts are something new for them in learning in innovation. Students are capable of understand some of the material introduced using podcasts as a learning media. Students want to enhance their English vocabulary and practice listening more often to understand the lessons given the usage of podcasts. With this indicates research question number five has been responded. Even though students discover it a little hard because they don't often do listening lessons, but students feel learning when using podcast is pique beneficial for learning English, specifically for practicing listening skills. With this research question number one has also responded.

CONCLUSION

In summary, podcast can be a beneficial learning tool for students to practice listening skill. As students in recent times have problem in listening because they're not familiar with listening practice, learning English using podcasts can help students practice their listening skills. From the results of the discussion, it can be concluded that students in using podcasts are something new for them in innovation learning experience. On the other hand, students feel that podcasts can help them in learning English. Students also like learning using podcasts because podcasts are fun and can help them in practice their listening skills. The researcher hopes that this study can help teachers and students in learning English especially listening through podcast.

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