

## PODCAST-MEDIATED CLASSROOM LISTENING PRACTICE IN AN INDONESIAN EFL SETTING

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### **Abstract**

Incorporating Podcast as online learning media is highly important to support students' listening skill. This present study aimed to investigate the utilizing of Podcast on EFL students' listening classroom. Five students and a teacher participated in this study. This study employs a qualitative case study. The data obtained through observation, interview, and reflective journal. Observation checklist, interview guides and journal was used to describe the utilizing of Podcast on Listening Learning. The findings showed that Podcast had helped students' pronunciation and vocabulary acquisition. In addition, students responded positively on the use of Podcast in listening practice. The further research are expected to conduct experimental or action research to improve listening skill or other dependent variables' abilities through Podcast.

**Keywords:** *Listening skills, Podcast, Students' response.*

### **INTRODUCTION**

Utilizing of Podcast have been investigated and in most cases, positive responses and outcomes were documented. The majority of the participants in reviewed studies give positive responses and outcomes towards the utilizing of Podcast in listening learning. This present study was conducted to find out the extent of Podcast assist students in acquiring listening and to find out their responses toward the utilizing of Podcast in the classroom. In line with the statement above, this research was conducted due to the implementation of the Podcast in learning listening is still rare compared to the implementation of conventional listening learning. It is one of the reasons that the researchers were interested to analyze the implementation of the Podcast in listening.

Numerous studies confirm the effectiveness of the handled device and computer applications and suggest that the implementation of Podcast into learning will boost academic performance, increase motivation, and encourage learning. The previous study confirms that the use of Podcast among Iranian EFL learners has a

significant effect to develop their listening ability (NamazianDost, Bohloulzadeh, and Rahmatollahi, 2017). In Indonesia, the listening activity using Podcast has been implied among the senior high school students, the previous study shows that the use of audio Podcast is more effective than using the conventional tool on students' ability in listening. The utilizing of conventional tools such as customary chalk and talk technique is no longer effective in listening activity (Lio & Marafat, 2019). Followed by a study conducted in one of the senior high school in Indonesia, Widodo & Gunawan (2019) stated that using Podcast not only for making students being more active but also for the useful practice and review of language lessons.

Podcast has offered the language instructor a range of resources to teach listening skills. Constantine (2007) deals with the issue of Podcasting on many levels and addresses the benefits of the Podcast, choosing the most useful ones, and discussing how to optimize the learning for them. Podcasts are not just intended for listening. Some transcripts are given along the worksheets. Several websites connect with students and ask them to write questions or comments. He also mentioned that one of the most creative uses of Podcast is for students to listen to a Podcast and read their transcripts. The student records the content on a cassette tape and translates it into the instructor along with a written paper. The teacher listens to the recording of the students and provides the student with sufficient feedback. This type of activity helps students gain reading fluency, enhance grammar, acquire new words of vocabulary, and great listening skills (Constantine, 2007).

As recommended in the previous research by Abdulrahman, Basalama, & Widodo (2018), they mentioned that the following recommendations need to be regarded; time allocation, availability of electronic tools in schools, and teacher with technology competence. This present study was conducted to find out the extent of Podcast assist students in acquiring listening and to find out their responses toward the utilizing of Podcast in the classroom. In line with the statement above, this research conducted due to the implementation of the Podcast in learning listening is still rare compared to the implementation of conventional listening learning. It is one of the reasons that the researcher interested to analyze the implementation of the Podcast in listening. Podcast is of particular interest to English learners as it offers a way for students to access 'authentic' listening tools on almost any subject that might be of interest to them. Teachers can use Podcast as a guide for listening comprehension activities as a means of generating conversation based on the student's reaction to the Podcast and to provide students a diverse way of listening material. This research will provide result of to what extent does the Podcast media assist students in acquiring listening skill and what are students responses toward the used of Podcast media.

## **LITERATURE REVIEW**

### **Teaching Listening**

Listening is a crucial skill in language learning. (Nation & Newton, 2009) stated that listening is the natural precursor to speaking, it is the first stage of language development in a person's first language, and the naturalistic acquisition in a language is dependent on listening. Listening is classified as receptive skill, listening is a form of language comprehension in which we are trying to get some meaning when we are listening (Harmer, 2007). There are two types of processes involved in understanding a spoken discourse; bottom-up and top-down processing. Bottom-up processing refers to

using incoming information as the basis in which to interpret a message. This means that language processing includes the listener, who is paying close attention to every detail of the information. Meanwhile, Top-down processing means the listener deliberately builds (or more precisely reconstructs) the speaker's original meaning using incoming sounds as clues. This process focuses on macro-features of text such as the writer's or speaker's purpose, the topic of the message, the overall structure of the text (Richards, 2008: 4). Listening includes three things: (1) hearing: a psychological process involving auditory acuity (the ability to hear) and auditory perception (the ability to distinguish between sounds, to combine sounds together, and to retain sound sequences in memory); (2) listening: an act of awareness involving concentrating, being aware of, and choosing environmental signals; (3) auditing: an act of understanding which starts with hearing and listening (Lio & Marafat, 2019).

Listening is so challenging that teachers need to think carefully about making learner's activities productive and content interesting (Asmara, 2017). Therefore, it is important for English language teachers to pay more attention to how the learners in or out of the classroom activities may cultivate this skill. Teachers often have difficulty helping students both inside or outside the classroom (Hasan & Hoon, 2012). The amount of time spent in listening classroom has to be calculated. Listening courses must use the prior knowledge of the students in order to enhance understanding of listening. Considering that classroom time is limited, students should be encouraged to practice listening as much as possible outside of the class. One of the ways explored here is the use of Podcast accessible on the internet.

### **Podcast-Mediated Teaching Listening**

Podcast is part of innovative online media that provides several purposes. It can enhance the selection and record material available for the students to use in a variety of ways in English language listening content. It provides greater coordination between various elements of the course. Also, it may increase the scope of discussion activity. Moreover, Podcast are published on the internet as an MP3 player and the learners can download the audio into their personal computers or devices. The audio is listenable to the listener's pleasure and they can listen to it over and over again. In the learning process, a teacher will need internet access, a device that can play audio files, or an MP3 player to be useful in the school environment (Lio & Marafat, 2019). The advantages of Podcast: (1) Learners will gain benefit from global listening, even if they only listen for three to five minutes a day; (2) students will be introduced to a new language; (3) intermediate learners need to have credible texts and to be exposed to a variety of voices (Constantine, 2007).

According to NamazianDost, Bohloulzadeh, and Rahmatollahi (2017), there are three partitions in ELT Podcasts. Firstly, Authentic Podcast, which is often not aimed at ELT students but is believed to be a potential source for listening. Although many Podcasts belonging to this type seem to be more suitable for advanced students, some others are ideal for upper and lower-level ones. Secondly, Teacher-created Podcast, created by teachers and usually aim to support students' learning by producing listening content not being available elsewhere. The last one is Students-created Podcast, it is produced by students, often with teacher help. However, concerning ELT Podcast content, there different content types of ELT Podcast such as comprehensive, whole lessons, vocabularies, idioms, conversations, transcripts, and so on. Moreover,

Podcast is of particular interest to English learners as it offers a way for students to access 'authentic' listening tools on almost any subject that might be of interest to them. Teachers can use Podcast as a guide for listening comprehension activities as a means of generating conversation based on the student's reaction to the Podcast and to provide students a diverse way of listening material.

## **METHOD**

This research uses a qualitative approach to have a clear description of the research finding. According to Creswell (2012), qualitative research is an appropriate tool to solve a research problem in a real situation and need to explore. Furthermore, the research method used by the researcher is a case study. It is a type of research method involving an up-close, in-depth, and detailed investigation of a topic and its associated contextual position. It helps to understand a complex issue or topic. This method is used because this method aims to analyze each individual in life and thoughts and it helps the researcher to get information about the use of Podcast in learning listening. This research is conducted in the classroom and the researcher describes everything that occurs in the class with a natural setting.

This research was conducted at one of the vocational High School in Karawang. This research is conducted in eleventh-grade students. The research carried out in the second semester of the academic year 2019/2020 that started in January until June 2020. Five volunteer students and an English teacher participated in this research. The researcher chose this subject because it has access to the teacher and knows the characteristics of teacher training.

In collecting the data, the researcher used observation, interview, and reflective journal. The data collection was conducted via a google form. The instruments used in this research was observation checklist, interview guides and journals from the participants. Data analyzes were done qualitatively in this study. The researcher used thematic analysis by Braun & Clarke (2006), they stated that this is the first qualitative method that should be learned because it provides core skills that will be useful for many kinds of analysis. There were six steps for analysis, they are familiarizing the data, identifying codes, finding themes in data, finalizing themes, reviewing each theme, and documenting analysis.

## **RESEARCH FINDINGS**

### **The extent of podcast assist the students in acquiring listening skill**

The researchers focused on the extent of Podcast assist students in acquiring listening at one of the vocational high school in Karawang. According to the observation in the class, the researcher found that there are three stages of activity, it is pre-activity, whilst activity, and post-activity. The focus of this observation is investigating and checking the activity of the students. In the pre-activity, the teacher gave salutation, greeted the students, asked them to pray, checked the students' attendance, gave motivation to students and delivered the learning objectives, then checking students' background knowledge. The teacher recalls the students' memories of the previous material that they had to listen to the material of 'Famous People' in Podcast and they have to discuss it with their groups. Then, in whilst activity, every

group presented their topic from the Podcast that they have been listened to. The member of another group also giving their response to the presentation.

One of the group presentation that mostly attract the students is about a teacher who dedicated himself to teach in remote areas. This topic got many responses from the other group which shows that students pay attention to the interesting topic. Meanwhile, there are also one to three students who tend to be passive when the other group giving a presentation and when his/her group giving a presentation. They also focus on their notes and read it without explained it while doing the presentation. After the presentation over, the teacher reviewed each group presentation and asked them the main point of the group presentation. Many students active to answer the teacher's question and pay attention to the teacher's explanation. It shows that most of the students are interesting in learning by using Podcast.

From the interview result of the teacher, the researchers found that students' listening skill is pretty good by using teacher's media. However, after implying Podcast, the researchers interviews with the students, the researchers found that most of the students are helped by using Podcast in learning listening. The students know that Podcast can be used as media to learn English especially listening. Furthermore, after doing the observation, the researchers interviewed the teacher. The teacher usually teaches listening by using youtube videos, audio from English books, and listening to audio from the internet. She said that the student's understanding of listening by using her method and media is pretty good.

*"Pretty good because listening that is used appropriate with the theme and connected with understandable language.*

Participants had various answer related to the function of Podcast.

*"Yes, I have. A Podcast is something like recording or video that explains motivation or else but most of it is used English... I think the function is it can train our brain and learn English with Podcast can be listened and try to get the meaning."(std.1)*

*"Podcast is a video or recording with a variety of interesting information. There are many functions of it, help us to get information, and also learn English."(std.2)*

*"I usually listened about learning the way we can memorizing effectively. Maybe for a lazy reading person like me will enjoy listening."(std.3)*

*"yes, I do. I have listened to many Podcast, the function of the Podcast is to help students to increase their pronunciation and to expand their vocabulary."(std.4)*

*"Yes, I do. The Podcast tells about the life adventure of someone's career."(std.5)*

Furthermore, after getting the information about their understanding in Podcast, the researchers asked about how far the Podcast assists them in acquiring listening skills, five students as participants mostly talked Podcast had helped them in learning English. The first student said that she learned some stories of inspirative people. The second student said that at first, she listened to the Podcast, after that she started to understand what the speaker said. Then, the third student mentioned that she didn't learn English from Podcast that much but it's enough for her to understand. The

fourth student stated that he learned a lot from the Podcast and this far Podcast had helped him to develop his English especially pronunciation and vocabulary. Finally, the fifth student said that he learns about how to pronounce by using English.

According to the interview results conducted with the students, the researchers found that by using Podcast some students learn about pronunciation and they get vocabularies that they do not know yet. Similar results found that students have a chance to improve listening comprehension and expose a new vocabulary (Abdulrahman, Basalama, and Widodo, 2018). The students also learn different accents from every speaker. When they frequently learn listening by using Podcast, they also learn how to get the meaning of the messages. It proved when the researchers asked them a few questions related to the topic from the Podcast, they can answer it correctly. This means that hearing Podcast frequently helped the student in practicing to get the meaning of the message from the speaker.

From the explanation above, it can be concluded that so far, Podcast help students in learning listening. Podcast can be an alternative media in learning English and to increase student's listening skills. As stated by Lio & Marafat (2019), audio Podcast as a new media for the students taught with good technique, it could motivate them to improve their ability in listening. It means that as long as the Podcast conducted in learning listening with appropriate teaching techniques, it can increase the students' listening skills. Similar to Rahman, Atmowardoyo, and Salija (2018), they mentioned that most students accepted that Podcast is fascinating in learning to understand listening. Podcast has benefited the students because it could become additional materials, even as a medium in the teaching and listening learning process.

### **The students' responses toward the podcast media**

In collecting the student's response, the researchers used to interview and reflective journal data. Based on the data that has been conducted to five students as the participant, there are three points of the student's response toward the implementation of Podcast, such as (1) Podcast serve an Audio-Visual Records, (2) Podcast can be used anywhere and anytime, (3) Podcast helps students' pronunciation and vocabulary. The result of the data is explained as bellows :

- **Podcast serve an audio-visual records**

Students give a positive response to the use of Podcast in learning listening. The Podcast can be accessed on the application and there are several features including audio-visual records. The students mentioned that audio-visual Podcast is interesting and help them a lot.

*“Interesting and help me to learn English because there is a speaker who explained and it is not just audio and there are a lot of materials indeed motivations that make me interested”(std.1)*

Furthermore, from the reflective journal written by student.5, he said that Podcast helped him in learning English because it serves audio-visual learning media. In other words, the Podcast can help students learning using audio-visual records.

• **Podcast can be used anywhere and anytime**

Podcast is an application that can be accessed through handheld devices and computers. It helps the students to listen to Podcast anywhere and anytime based on their needs.

*“I’m interested to learn using this application, I can increase my insight not just in school but also by other media” (std.3)*

She also said in her reflective journal that kids nowadays are lazy to read and Podcast may be effective for them who didn’t love to read or lazy to read, Podcast had helped her in learning English. This means that Podcast can be an alternative media to learn English because it easy to access anytime and anywhere.

• **Podcast helps students’ pronunciation and vocabulary**

Students that the researchers observed tend to use conventional books and it is hard for them to learn listening because they do not hear the native speaker use English. There are many native speakers in Podcast and it means that the students can learn a lot from it. The students said that Podcast helps them to develop their English skill, especially pronunciation and vocabulary.

*“Podcast helped students in learning English because Podcst can help students to increase their pronunciation in English” (std.4)*

From the reflective journal, he said that Podcast had helped her to increase her English skill along with pronunciation and vocabulary that she didn’t know yet. It means that Podcast is beneficial to use in learning listening because pronunciation and vocabulary are part of listening.

The findings show that there are three main responses towards the use of Podcast, they are: (1) Podcast serve an Audio-Visual Records, (2) Podcast can be used anywhere and anytime, (3) Podcast helps students’ pronunciation and vocabulary. Based on the results of the interview and reflective journals, the researchers indicates that the Podcast got a positive response from the students. Most of them agreed that Podcast is an interesting media that can be used in learning listening. This is similar to the result found by Widodo & Gunawan (2019), they stated that students are motivated to learn English and it is shown by the students' enthusiasm during the learning by using Podcast media. It shows that the Podcast has a positive impact on the students to learn listening. According to NamazianDost, Bohloulzadeh, and Rahmatollahi (2017), effects, attitudes, and perceptions towards Podcast have been investigated and in most cases, positive effects and attitudes toward Podcast are documented. This means that Podcast has been avowed to be used as one of the learning media and it proved by the positive response documented from the participants.

## **CONCLUSION**

Generally, Podcast media help students to develop their English skill especially listening. The use of Podcast media helps them to use proper English by listening to the native speaker audios. By listening to the Podcast, students can learn about how to pronounce correctly and get many vocabularies that they didn’t know

before. Thus far, the students get a lot of information and use the Podcast as their English learning media.

Furthermore, when the students know how to pronounce in English and get new vocabulary, they slowly translating the message of the speakers. When the students often listen to Podcast, they can learn how to translating and get the meaning of it. It means that Podcast helped students not just in pronunciation and get new vocabulary, but also understand the whole information from the message.

From the findings above, the researchers found that students have a positive response towards the use of Podcast in listening learning. There are three points of the students' response, they are: (1) Podcast serve an Audio-Visual Records, (2) Podcast can be used anywhere and anytime, (3) Podcast helps students' pronunciation and vocabulary. It can be concluded that Podcast has a positive role as an English learning media to the students.

The positive response of the use of Podcast shows that Podcast can be used as an alternative in listening to media. The teacher can use Podcast in the class and adjust the task related to the audio. Students also can learn English not just in school but every time and everywhere they wanted. Finally, Podcast can be a media to be used as listening material.

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