

STUDENTS' PERCEPTION ON USING PODCAST TO IMPROVE LISTENING SKILLS AT 3rd SEMESTER ENGLISH DEPARTMENT OF UNIVERSITAS BANDAR LAMPUNG

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Abstract: Listening skill is a process of catching what the speaker says, getting the speaker's idea, and listening also consists of a speaker, listener, and sound. The objective of this research is to explore students' perceptions of using podcasts to improve listening skills in the 3rd semester English Department of Universitas Bandar Lampung. This research was qualitative research. The research was done at the English Department of Universitas Bandar Lampung and consisted of 34 students. Data gathering was done by doing a questionnaire and interviews with 5 students. The data was analyzed by combining the results from the questionnaire and interview. The results indicated that there are improvements after using podcasts as media to improve their listening skills. As the result, the student's perception of the use of podcasts in listening skills had an improvement in their effectiveness and uniqueness. The students believed that this media was interesting and informative in learning listening skills.

Keywords: *Listening Skills, Podcast, Qualitative method*

INTRODUCTION

English has four basic language skills: listening, speaking, writing, and reading. The first skill a student must acquire in order to master English because the listeners are listening to a foreign language. To communicate fluently, you need to hear and understand the voice of the speaker. People tend to listen rather than read, speak and write, which definitely puts listening to the heart of the language learning process (Golulal, 2020). In this regard, listening plays an important role for students to learn English. As pointed out by Maharsiwi & Hadi (2020), Listening is a process that focuses on sounds, understanding the vocabulary, grammatical structure, intonation, and stress. Some things can improve the students' listening skills, and then something interesting that can create engaging emotion exciting help students' English skills effectively. Listening skill is a process of catching what the speaker says, getting the speaker's idea, and listening also consists of speaker, listener, and sound. Listening is the ability to pay attention or to hear something. Moreover, listening and hearing are two different things, hearing is essentially a passive activity, while listening is determining the meaning and the message of the sounds or words. Since listening is receptive, we can listen to and understand things at a higher level than we can produce. It requires us to receive and understand incoming information (input). The study of listening comprehension in second language learning focuses on the role of individual linguistic units as well as the role of the listener's expectations, the situation and context, background knowledge, and topic.

In Indonesia, English is a foreign language. These listening skills necessitate students to acquire a certain amount of vocabulary necessary for understanding information in a text. These demands and insufficient vocabulary knowledge could have been the reasons for students who experience anxiety in academic listening classes despite having received instruction in intensive or extensive listening courses. Sparrt, et.al., (2005) stated listening involves doing many things such as dealing with the spoken language characteristic, using the context and knowledge of the world, understanding different text types, understanding different speeds of speech and accents, and using different listening subskills.

There are many ways in which a learner can improve their listening skills. In this modern era, English is not a difficult language to learn because sophisticated technology makes it possible for anyone to learn it. In media education and learning, education has been replaced by terms such as hearing view tools, teaching materials, hearing view communication, view educational teaching materials, teaching techniques, teaching materials, and explanatory media. Today, digital technology is preferred by many as the first go-to source of a dynamic hub of knowledge and learning (Merzifonluoğlu & Gonulal, 2018). The listening activities using podcasts can have great effects as an authentic resource geared specifically toward each level (F Ahmed, 2016). A podcast can attract the students' interest as well as the students' trouble and uninterested in learning to listen in English lessons (Aditya, 2018). Podcasts have significant roles to motivate the students in the listening learning process and making the atmosphere in the learning process more interesting. Podcasts are particularly appropriate for the practice of extensive listening, for the purpose of motivating students to listen. The goal is often for you to learn something about the English language from the podcast, for example, new phrasal verbs, how to use a grammar rule, key steps for improving reading skills, and much more.

The effectiveness of listening to podcasts in developing listening skills occurs when the listener is able to take input from real-life listening sources on the podcast. It is because listening to podcasts makes the students learn while enjoying the audio that has cheerful and positive content (Goldman, 2018). Podcasts also facilitate the student to develop their listening skills (Ramli, 2017). Learners can listen to the material they are interested in many times. Podcasts are part of innovative online learning and can serve several purposes: to enhance the range and register of English language listening practice material available for the students to use in a variety of ways; to provide increased connectivity between different elements of the course; to increase the scope for discussion activity, etc. (Nisa & Fitratun, 2018). The podcasts online have given the language teacher a wealth of materials for teaching listening skills. Indahsari (2020) states that using podcasts can be a benefit to students and teachers. It can build the students' self-confidence in learning language. The students' self-confidence can improve because they can understand the context of the particular topic as a result of listening repetition. According to Kavaliauskienė (2008) stated The advantages of podcasts are: 1) learners can benefit from global listening, even if they only listen for three to five minutes a day; 2) students will be exposed to the new language; 3) the intermediate learner has a need for authentic texts and to be exposed to a variety of voices.

This research was conducted to get the students' perception of the use of English podcasts in improving students' listening skills in the 3rd semester English Department. In addition, this research is expected to give a better effect in improving students' listening skills by using podcasts. This research is guided by the following research question:

What are the students' perceptions of using podcasts to improve their listening skills?

METHODOLOGY

Population and Sampling

The population of the study has been students in the 3rd semester English Department. Participants were selected using total sampling. The selection of this sampling is all students in the 3rd semester selected because this sampling selects samples with special criteria, which means the criteria in question are special criteria where students 3rd semester have already taken the listening class. And the reason to do this research is that the researcher wants to know the perception of students' listening skills by using a podcast as media.

Design and Procedures

This research conducted the qualitative research methodology. This qualitative research process involved important efforts, such as asking questions and procedures, collecting specific data from participants, analysing data inductively starting from specific themes to general themes, and interpreting the meaning of data. Final results of qualitative research, not only produce data or information that is difficult to find through quantitative methods but must also be able to produce meaningful information. The researcher uses the case study method because the researcher explored an object to know directly what students' perceptions are by using interviews and to conduct research with questionnaire data collection. When the data has been obtained, followed by further identifying the results that have been used as data analysis, and after that, it has been analyzed more deeply by the researcher to be used as material for further discussion.

Data Collection and Data Analysis

There had been two times filling out the questionnaire, the first before listening to the podcast and the second after listening to the podcast. The questionnaires were conducted in the 3rd-semester students' English Department. Some targets have been selected to continue the interview session. The target chosen is the target whose answers to the questionnaires are close to the right according to the research topic to search for information more deeply so that it can produce student perceptions with accurate data. Interviews were conducted by recording all their answers. The researcher evaluated and analyzed any points from the audio transcript into notes. The researcher has been summarizing the results of the data analysis in detail as a descriptive analysis.

FINDINGS AND DISCUSSION

1st Questionnaire Result

The researcher submitted 1st questionnaire before knowing/hearing the podcast 11 items to 34 students. The following are the result of the respondent's answers described based on be seen in the following table:

Table 1

No	Statement	Yes	No
The difficulties in learning listening skills			
1	Do you have difficulty in listening class?	73,5%	26,5%
2	Do you find it difficult to improve listening skills?	67,6%	32,4%
The teaching-learning listening skill in the classroom			
3	Do you think that Listening Skill has an important role in mastering English?	100,0%	0,0%
4	Do you have your own way to improve Listening skills?	91,2%	8,8%
The use of media in the learning process			
5	The learning media used by the lecturer in the Listening skills class make you understand the material presented?	79,4%	20,6%
6	In your opinion, are the learning media used in listening skills class interesting?	79,4%	20,6%
7	Is there any media that you like in improving your listening skills?	94,1%	5,9%
8	Do you improve your Listening Skills by listening to music or watching movies in English?	97,1%	2,9%
9	Do you have music streaming apps or services to listen to songs or Podcasts like Spotify, Podcast Go, Google Podcasts etc.?	82,4%	17,6%
The use podcast in the learning process			
10	Are you familiar with English podcasts?	67,6%	32,4%
11	Are you interested in trying modern methods like podcasts to improve listening skills?	91,2%	8,8%

The table above has (Y) Yes and (No) No. Then here is the frequency of respondent answers for Q1 73,5% or 25 students who gave yes responses with that statement this shows that students have difficulty being clarified. Then the frequency of responses answers the statement for Q2 got 67,6% or 23 students who gave yes responses almost some students said they found difficulties, one of which was S1 said that for listening skills, I sometimes make mistakes in determining vocabulary. For question number three in this indicator, 100% or 34 gave yes responses that's

mean all of the students think that listening skill has an important role in mastering English. Then the frequency of responses answers the statement for Q4 got 91,2%. most students already have a way to improve their listening skills. For Q5 that has to be yes responses from 27 students or 79,4%, from students commenting on the question they have already understood with the material. In the Q6 79,4% gave yes responses or 27 students said media that has been used by lecturers in listening class makes them understand the material being studied. Q7 has 32 students or 94,1% gave yes responses most of them watching movies or listening to music to improve their listening skills. Q8 has 97,1% or 33 students who gave yes responses, and only 1 student or 2,9% gave no responses. Q9 has 28 students or 82,4% gave yes responses and 6 students or 17,6% gave no responses.

2nd Questionnaire Result

The researcher submitted 2nd questionnaire before knowing/hearing the podcast 11 items to 34 students. The following are the result of the respondent's answers described based on be seen in the following table:

Table 2

No	Statement	Yes	No
The use podcast in the learning process			
1	Do you think using podcast improve your listening skills?	97,1%	2,9%
2	Do you think English podcasts are more interesting than other learning media?	58,8%	41,2%
3	Do you agree that English Podcasts are an effective and efficient media for learning Listening Skills?	91,2%	8,80%
4	Can Podcasts be used as a media to improve Listening Skills?	97,1%	2,9%
5	Do you have difficulty using podcast as media in learning listening skill?	35,3%	64,7%

For Q1 97,1% or 33 students gave yes responses, mostly students commented that podcasts use daily words and are not too formal and can make me understand and want to keep listening to podcasts. Q2 has 58,8% or 19 students who gave yes responses and 15 students. Q3 was 91,2% or 31 students answered "yes". In Q4, I got 32 students, or 97,1% who gave a yes response. Q5 has 35,3% or 13 students who gave yes responses. The students found difficulty in learning listening skills. However, the students had a way to improve their listening skills, like listening to music or watching movies. Mostly, the students also used podcasts in learning listening skills. Besides that, there was an interview session for the students to collect deeper information related to the learning listening skills. In the interview results, there were three categories which were effectiveness, uniqueness, and ineffectiveness.

In effectiveness, a podcast is innovative online learning to enhance the range and register of English language listening improving material available for the students to use in a variety of ways. Spratt. et. al (2005) stated that it involves doing many things such as dealing with the spoken language characteristic, using the context and knowledge of the world, understanding different text types, and understanding different speeds of speech and accents. Therefore, in this research, the students could

practice their listening skill that using podcasts, because the way like they could see people who are talking and hear the words clearly, and the students could understand and even improve their listening skills. In addition, to be an effective listener, podcasts encouraged students to regulate their focus on the subject or the assignment, discover new vocabulary, and improve their language competence. A podcast is supported by some other actions such as correcting the word spelling, giving the students rewards and applying some listening assignments.

In the uniqueness, the students added the statement that podcasts were an interesting media. According to Heni Permatasari, and Veronica Mustika (2013) stated that the use of podcasts could make the listening activities more enjoyable and interesting. It had stated that technology helps teach listening as each type of technology gives students the opportunity to explore different listening strategies. Although in this research, the use of podcasts as media technology could explore many topics, so that the students could not get bored with the basic media in the learning process, especially listening skills. In addition, the students could listen to the material they are interested in many times. Besides the students could enjoy the learning process, they could practice and improve their listening skills by using podcasts as the learning media.

In the ineffectiveness, the students had difficulty understanding the certain material or topics. The using podcasts were not only an interesting or informative media, but also it could be the ineffectiveness thing in the learning listening skills. In this research, the students still had a problem understanding the context of the podcasts. According to Hadi (2020) stated that listening is a process that focuses on sounds, understanding the vocabulary, grammatical structure, intonation, and stress. Listening can determine the meaning and the message of the sounds or words. It is an active process that involves more than assigning labels to sounds or words. Therefore, in the podcasts, the audio or the person who was speaking or telling the material could be too fast or difficult to understand by using a certain accent. This thing could make misunderstanding and miscommunication between the speaker and the listener. In addition, the difficulty also could be caused by the distraction. Distraction was reinforced by the nonappearance of pictures or visual stimulation for certain participants or it could be from other things around that made the students become unfocused. Thus, it could be closely linked to a misunderstanding in learning by using this podcast. Therefore, the student thought that long duration could make them feel bored. The students became less motivated in learning listening skills.

CONCLUSION AND SUGGESTION

The research showed that students have a positive attitude towards the use of podcasts to improve their listening skills. Students agreed that podcasts could help them and they used podcasts as an alternative way to improve listening skills. The improvement was found in the effectiveness and uniqueness. most of the students also agreed that podcast was easy to get since there are many podcasting websites available on the internet. Students also stated the importance of flexibility of the podcast had somehow been the key element that made podcasts be the suitable media for learning English. However, there was ineffectiveness in learning listening skills using podcasts. So that using a podcast as a media to improve listening skills could still have problems in the learning process.

In teaching-learning, we have to adjust ourselves to everything related to media especially technology-based. So, the students are more excited in the class. The class has a lot of problems, but we need to do this for future improvements. In fact, this process can cause many problems, but there are many ways to solve them. You can use many features of your smartphone to improve your English, especially your listening.

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