Students' Perception of Using Podcasts to Improve Listening Skills at the 3rd Semester Students of English Department at Universitas Bandar Lampung

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ABSTRACT

The process of developing listening skills involves capturing the speaker's words, grasping their intended message, and encompassing the roles of both speaker and listener, along with the auditory aspect. This study aims to investigate how students perceive the use of podcasts for enhancing listening skills among 3rd semester students in the English Department of Universitas Bandar Lampung. Employing qualitative methods, the research was conducted with a participant group of 34 students from the university's English Department. Data collection encompassed surveys and interviews involving 5 students. The collected data was analyzed by merging insights from both the surveys and interviews. The findings demonstrate noticeable enhancements in students' listening skills through the integration of podcasts as a learning medium. Consequently, students' viewpoints regarding podcast utilization for improving listening skills exhibited advancements in effectiveness and distinctiveness. Students expressed appreciation for the captivating and informative nature of this learning medium.

KEYWORDS
Listening Skills, Podcast, Qualitative method

ABSTRAK

Proses pengembangan keterampilan mendengarkan melibatkan penangkapan kata-kata pembicara, memahami pesan yang dimaksudkan, dan mencakup peran pembicara dan pendengar, serta aspek pendengaran. Penelitian ini bertujuan untuk menyelidiki bagaimana mahasiswa memandang penggunaan podcast untuk meningkatkan kemampuan mendengar di kalangan mahasiswa semester 3 di Jurusan Bahasa Inggris Universitas Bandar Lampung. Dengan menggunakan metode kualitatif, penelitian ini dilakukan dengan kelompok partisipan yang terdiri dari 34 mahasiswa dari Jurusan Bahasa Inggris. Pengumpulan data meliputi survei dan wawancara yang melibatkan 5 mahasiswa. Data yang terkumpul dianalisis dengan menggabungkan wawasan dari survei dan wawancara. Temuan menunjukkan peningkatan yang nyata dalam

KATA KUNCI
Keterampilan Mendengarkan, Podcast, Metode Kualitatif

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keterampilan mendengarkan siswa melalui integrasi podcast sebagai media pembelajaran. Hasilnya, sudut pandang siswa tentang pemanfaatan podcast untuk meningkatkan keterampilan mendengarkan menunjukkan kemajuan dalam hal efektivitas dan keunikan. Para siswa mengungkapkan apresiasi mereka terhadap sifat media pembelajaran yang menarik dan informatif.

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INTRODUCTION

English encompasses four fundamental language skills: listening, speaking, writing, and reading. Proficiency in listening is paramount for students to master English, as they engage with a foreign language through auditory channels. Effective communication hinges on the ability to comprehend and interpret spoken language. Notably, listening assumes a central role in language acquisition, as individuals tend to prioritize listening over reading, speaking, and writing (Golulal, 2020). In this context, listening plays a pivotal role in English language learning. As Maharsiwi & Hadi (2020) indicate, listening involves a multifaceted process encompassing sound recognition, vocabulary comprehension, grammatical understanding, intonation, and stress patterns. Enhancements to students' listening skills can be achieved through strategies that evoke intriguing emotions and foster effective English language development (Aditya, 2018).

Listening skill encapsulates the process of capturing spoken content, discerning the speaker's intended meaning, and embracing the components of speaker, listener, and sound. Listening entails both auditory reception and comprehension. Importantly, listening and hearing are distinct; hearing is a passive act, whereas listening entails deriving meaning and extracting messages from sounds or words. Given its receptive nature, listening permits higher levels of comprehension compared to production. It necessitates the assimilation and understanding of incoming information. The study of listening comprehension in second language acquisition considers the influence of linguistic units, listener expectations, situational context, background knowledge, and topic.

In Indonesia, English serves as a foreign language, underscoring the need for students to amass a foundational vocabulary for comprehending textual information. This linguistic demand, coupled with potential vocabulary gaps, could contribute to students' anxiety in academic listening classes, despite exposure to intensive or extensive listening instruction. Spartt et al. (2005) emphasize the multifaceted nature of listening, including coping with language nuances, contextual cues, diverse text types, varying speech speeds and accents, and an array of listening subskills.

Numerous avenues exist for learners to enhance their listening skills. Contemporary technological advancements have rendered English learning more accessible. Within educational media and learning, terms such as auditory visualization tools, instructional

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materials, auditory communication, educational auditory materials, teaching techniques, and explanatory media have supplanted traditional teaching approaches. Digital technology has emerged as a primary source of dynamic knowledge and learning. Leveraging podcasts as a medium for listening activities can yield significant benefits, providing authentic resources tailored to different proficiency levels. Podcasts have the potential to pique students' interest and address their challenges and disinterest in English listening lessons. They play a pivotal role in motivating students and fostering an engaging learning atmosphere. Particularly suitable for extensive listening practice, podcasts facilitate repeated exposure to content. The goal often involves language improvement, whether in acquiring new phrasal verbs, mastering grammar rules, enhancing reading skills, or more.

The efficacy of podcast-based listening skill development lies in its capacity to expose listeners to real-life language input. Podcasts infuse learning with enjoyable and positive audio content, contributing to enhanced language acquisition (Goldman, 2018). They aid learners in honing their listening skills (Ramli, 2017), enabling repeated engagement with appealing material. Podcasts are an innovative addition to online learning, serving various purposes such as diversifying listening practice, fostering connectivity within courses, and facilitating discussions (Nisa & Fitratun, 2018). Online podcasts offer a treasure trove of resources for language educators, bolstering the teaching of listening skills. Indahsari (2020) asserts that podcasts benefit both students and teachers, boosting students' self-confidence in language learning through repeated exposure. Kavaliauskienė (2008) enumerates podcast advantages, including access to global listening experiences, exposure to new language content, and engagement with diverse voices.

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

What are the students' perceptions on using podcast to improve their listening skills?

METHOD

Population and Sample

The population of the study has been students of 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 has 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 Procedure

This research conducted the qualitative research methodology. Qualitative research can also be described as an effective model that occurs in a natural setting that enables the researcher to develop a level of detail from being highly involved in the actual experiences (Creswell, 2003). The outcomes of qualitative inquiry, while not solely confined to the generation of data or insights attainable through quantitative means, must encapsulate the essence of profound knowledge. Employing the case study approach, the researcher delved into the subject matter directly, aiming to discern students' perspectives through interviews and questionnaire-based data gathering. Once the data had been procured, a comprehensive

scrutiny of the obtained outcomes ensued, subsequently undergoing meticulous analysis by the researcher, thereby furnishing substantial material for subsequent discourse.

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 to 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 out of the audio transcript into notes. The researcher has been summarizing the results of the data analysis in detail as descriptive analysis.

FINDING AND DISCUSSION

1st Questionnaire Result

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

Table 1. The Result of First Questionnaire

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 skill?	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%

2nd Questionnaire Result

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

Table 2. . The Result of Second Questionnaire

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 in using podcast as media in learning listening skill?	35,3%	64,7%

From the questionnaire results above, the students found difficulty in learning listening skills. However, the students had a way to improve their listening skills, like listening to music or watch movies. Mostly, the students also used podcasts in learning listening skills. Beside of that, there was interview session to the students to collect the deeper information related to the learning listening skills. In the interview results, there were three categories which were effectiveness, uniqueness, and ineffectiveness.

In the effectiveness, Podcasts serve as an innovative avenue within the realm of online education, amplifying the spectrum and caliber of materials accessible for honing English language listening proficiencies, thereby providing a versatile array of learning modalities for students. Consequently, this investigation endeavors to facilitate the cultivation of listening skills among students through the utilization of podcasts. By leveraging this approach, students are presented with the unique advantage of visually perceiving interlocutors engaged in dialogue, while simultaneously encountering aural clarity, thereby fostering comprehension refinement and skill augmentation. Furthermore, the podcast medium instills a sense of acumen in students as effective listeners, guiding them to finely modulate their focus toward the subject matter, encouraging lexical enrichment, and advancing linguistic proficiency. Augmented by supplementary strategies such as orthographic corrections, incentivization of students, and the application of targeted auditory tasks, podcasts emerge as a comprehensive toolset within this endeavor.

In the uniqueness, the students appended an observation regarding the captivating nature of Podcasts as a medium. They underscored that technology assumes a pedagogical role in the domain of listening instruction, with each technological iteration affording students the prospect of delving into diverse listening strategies. Notably, within the framework of this inquiry, the employment of podcasts as a technological medium facilitated an extensive

exploration of diverse subject matters, thereby mitigating the potential monotony typically associated with conventional instructional tools, especially in the context of enhancing listening proficiencies. Moreover, the students were empowered to repetitively engage with materials aligned with their specific interests, thereby not only fostering enjoyment within the learning journey but also promoting diligent practice and refinement of their auditory acumen through the utilization of podcasts as a pedagogical conduit.

In the ineffectiveness, the students encountered challenges in comprehending specific content or subject matter. The utilization of podcasts not only served as an engaging and enlightening medium but also introduced the potential for inefficacy in fostering listening skill development. Within the purview of this study, the students continued to grapple with issues concerning the contextual comprehension of podcast material. Listening, as a cognitive endeavour, involves the extraction of meaning and intended messages from auditory stimuli, encompassing a dynamic cognitive process that transcends the mere assignment of labels to sounds or words. Consequently, podcasts could present content with rapid delivery or intricate accents that posed difficulties in comprehension and might consequently engender misunderstanding and communication breakdowns between speakers and listeners.

Additionally, the challenge was further compounded by potential distractions. These distractions were exacerbated by the absence of visual aids or stimuli, affecting specific participants, or could emanate from external factors that diverted students' attention, thereby leading to diminished focus. Consequently, these factors could potentially engender misunderstandings within the learning process facilitated by podcasts. Furthermore, this difficulty was perceived as compounded by prolonged durations, potentially engendering a sense of tedium among students. This in turn resulted in decreased motivation for engaging with and mastering listening skills.

CONCLUSION

The research findings indicate that students harbour a favourable disposition toward the incorporation of podcasts to enhance their listening aptitude. Students concurred that podcasts held potential as a supplementary avenue for bolstering their listening skills, offering an alternative approach. The discerned advancement was notably discernible in terms of efficacy and distinctiveness. A substantial majority of students also voiced consensus on the accessibility of podcasts, with numerous podcasting platforms available online. Furthermore, students emphasized the pivotal role of podcast flexibility, which emerged as a cornerstone feature rendering it an apt medium for English language acquisition. Nonetheless, there were instances of inefficacy noted in using podcasts to cultivate listening skills, introducing a degree of complexity into the learning process.

In the context of pedagogical dynamics, it becomes imperative to align with media, particularly technology-driven tools, to elicit heightened enthusiasm from students. Although challenges may abound within the classroom environment, it is essential to undertake such adaptations for the betterment of future educational endeavours. While this process may introduce certain hurdles, there are diverse approaches available to address these issues.

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Leveraging the myriad functionalities of smartphones emerges as a potent resource to augment English language skills, particularly in the domain of listening proficiency.

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