



## USING PODCAST MEDIA ON TEACHING LISTENING IN NEW NORMAL ERA

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### Abstract

The objective of this study was to describe the application of using podcast media on the teaching listening. Students' difficulties in understanding listening material was lack of vocabulary, limited time for English lesson and the media was too monotonous. The teachers' method was also lack of innovation. Nowadays, The outbreak of the coronavirus created a rapidly changed in the educational system, which had identified a significant technical void in how technologies could be used in a pedagogically practical manner to improved teaching and learning. The teachers were required to be more creative and innovative. There was an alternative media that students can use any time to increase their vocabulary. Podcast was a medium in the form of sound or video that can be accessed and followed via internet. This study used qualitative approach. The subject of this study was the 10th grade students on X sosbas 1(b) class of AntartikaSidoarjo Senior High School with total 15 students. In this study, researcher used participant observation, questionnaire and interview as a data collection techniques. The data of this study analysed using data reduction, data display and conclusion drawing. Based on the result of participant observation, questionnaire and interview, it can be seen that the use of podcast in learning listening made the students understand the material and the students felt happy and comfortable while learning listening.

**Keywords:** Podcast, teaching listening, new normal era

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### INTRODUCTION

In this new normal era of Covid-19, Indonesian government has launched a study from home program for all Indonesian Students. As stated in circular letter number 4 of 2020 concerning the implementation of education in the Coronavirus Disease (Covid-19) emergency period. All schools had been closed, teachers and students cannot meet and have a learning process by face to face. In this situation, online learning is the best way to solve the teaching and learning process problems. Based on (Harahap, 2020) The use of technology in language learning may vary, for example, as a media for teaching and learning language. One of the most influencing media in language learning is audio media. Traditional audio media formats such as vinyl, cassettes, CDs and DVDs have been used for decades. The benefits mostly come from its practical use that makes language learning

easier and more satisfying. Nowadays there are many kinds of application, web, and other platform that teacher and students can used as a media on learning process. In this case, Listening also could be learned by online. The students and the teacher can access many kind of audio that related to the material on the internet (Fadumiye & Olufunke, 2020)

Listening played a very important role in learning English. In communication process listening also very important. Basically, Listening become one of the skills that must be understood and possessed by every student. But in reality, many students underestimate listening and made them not master it (Lio & Marafat, 2019). Learning language is about practice and understand the skill of the language. In English there are four skill, reading, writing, listening, and speaking. In Indonesian, especially among the students they underestimate listening and make them not master it. One of the skills in English that is considered difficult to be learnt for EFL learners in Indonesia is listening since it needs listeners' focus and concentration (Naidionova & Ponomarenko, 2018). But the fact according to Feyten (Abdulrahman, Basalama, & Widodo, 2018) stated that listening is used greater than 45% in conversation, which truly indicates how essential this ability is in typical language capability. Listening becomes really important in communication because listening is a language skill. It takes the ability to understand other people from different points of view. Concentration is needed in listening Tyagi (Lio & Marafat, 2019) Basically, in learning English listening must be understood and possessed by every students.

The purpose of listening is to recognize and understand the meaning of the content in an automatic condition (Nadhianty & Purnomo, 2020). However there are many difficulties faced by students particularly in Indonesia. English in Indonesia is a foreign language. Indonesians' students don't use English as everyday language, which makes students in Indonesia unfamiliar to English. According to Bingol et al (Gilakjani & Sabouri, 2016) there are a variety of problems that students may also come across in listening. Some of the difficulties are: cultural differences, accents, unfamiliar vocabulary, and also length and speed of audio. There were many factors that made the students could not deal with listening especially in English learning. The great factors was from the teacher. The teacher's method too monotonous and lack of innovation when delivered the listening. Listening media that the teacher used also very monotonous. This certainly caused boredom to students. Another problem was the students, the 10th grade students of Antartika Sidoarjo senior high school were not had enough time for practice their listening.

To solved the students' problem, researcher using podcast as a media on teaching listening. Nowadays, podcast really popular and there are many kind of podcast that we can find easily on internet. According to (Sari, 2019) podcast have many interesting topics such as ; comedy, education, fiction, health and fitness, news, science, society and culture. Podcast are almost the same as radio, but there is a small thing that distinguish it. Radio usually have their own channel, and can be heard on equipment or in certain areas because in Indonesia especially every areas has different radio channels. However podcast is more flexible and simple. Podcasts can be accessed and downloaded anywhere and anytime. Most of podcasts is unfastened. It enriches with numerous subject and additionally with diverse stages of speed of speaking. So the listeners with any ranges are able to join this kind of resource (Constantine in Lio & Marafat, 2019) Podcast makes feasible content that is attractive to students. With a purpose to attract students, course material can be combine with brief length fragments of famous songs as insertions or speech backgrounds (Cebeci & Tekdal, 2006). There are many advantages that we can get from podcast. (Lio & Marafat, 2019) Such as there being flexible learning opportunities. When you want to play back your downloaded podcast, you don't need a computer or laptop. Podcast audio files

can easily and inexpensively be downloaded and uploaded on the internet. The podcast also provides many themes and materials that will make it easier for teachers. The disadvantages of podcast media in the gaining knowledge process is the absence of visuals displayed in the Podcast in order that a few students experience that they are not properly at expertise the material that is inside the form of audio during distance learning as nowadays. Podcast material on the online platform certainly requires internet access, so some students complain about this because their residence has limited network connections (Nadhianty & Purnomo, 2020).

Previous study about podcast from (Yoestara, 2019) pointed out how the effect of podcast for enhancing EFL students' listening and speaking performance. The result indicated that podcast can convey many advantages in teaching listening and speaking for EFL learners. Another study from (Sansinadi, Wardhany, & Winarko, 2020) showed that the students had a positive attitude towards Podcast as a tool/media to expand their ways of learning English. Other study from (Indahsari, 2020) which reviewed 20 articles about podcast published around 2020 – 2010 to find the effects of using podcast in teaching English to EFL students. The result of this study showed that podcast can increase language ability, especially the listening skill.

This study was conducted with a purpose to describe the application of using podcast media on the teaching listening for 10th grade students of AntartikaSidoarjo Senior High School. This study expected to help teacher in listening class. The podcast expected to make the learning process would be fun, comfortable and interesting for the students. And for the students expected to more comfortable, enjoy and feeling fun while on listening class.

## **METHOD**

This study was qualitative research because this method could be used to discover and understand what was hidden behind a phenomenon that was sometimes difficult to grasp satisfactorily. The purpose was to describe the application of using podcast as a media on teaching listening in new normal era. In this study, the researcher did the research in AntartikaSidoarjo Senior High School. This study was conducted for 10th grade students on X sosbas 1(b) class. X sosbas 1(b) class had total 15 students which was 6 students were boy and 9 students were girl. The participant for this study picked randomly from total 10 class in AntartikaSidoarjo Senior High School. Each class have only 15 students to relate with the Government rules due to learning program in new normal era. The researcher used participant observation, questionnaire and interview as a data collection techniques. After collecting the data, the data would be analysed by using data reduction, data display and conclusion drawing (Sugiyono, 2017). The researcher collecting the data from the learning process with participant observation. Participant observation allowed researcher to check the events that informants may be unable or unwilling to share when they did it (Kawulich, 2016) For the questionnaire sheet, the researcher helped by the students. The researcher gave the students a questionnaire sheet after the learning process was complete. The questionnaire sheet contained of questions related to the use of podcast in learning listening. The students were given the freedom to fill out the questionnaire honestly. The researcher only picked 3 out of 15 students for the interview because in qualitative research, interviewing was needed to complement the data. The 3 students who received the interview sheet were given the freedom to answer honestly regarding the use of podcast by the researcher. The interview sheet was contained 5 questions related to

students' opinion about the use of podcast in learning listening. The interview sheets were given in the end of the learning process.

## RESULTS AND DISCUSSIONS

According to the data taken from the participant observation, questionnaire and interview:

The result of participant observation can be explained as follow. First activity were contained opening activity such as greeting and motivation. Researcher start the class at 7 am. The material for that day was Biography. The researcher greeted the students, checked the attendance list and asked them to pray together. Next, the researcher played a simple biography podcast to aroused students' curiosity. After played the podcast, researcher asked the students an apperception question related to the material. The researcher also conveyed the learning objectives to the students. Next, the researcher gave the students some motivation about the function of biography for their daily life.

For the second activity, researcher started the lesson with showed a power point as a learning material. The power point was contained definition of biography, generic structure of biography, types of biography and so on. The researcher explained the material in order and based on the learning plan. The researcher played a preview of biography podcast and asked the students to identify the podcast. The researcher built students' curiosity and gave them a time to ask a question related to the podcast. For the next activity, researcher played the full version of the biography podcast and gave the students a script of the podcast. The researcher asked the students to discuss the topic of the podcast. In addition, the researcher divided the students into group which consisted of four till five students for each group. The researcher gave the students an exercise about the biography podcast. The exercise was a fill in the blank test. The students asked to fill in the text by listening to the podcast that the researcher played. The researcher played the podcast twice. The researcher helped the students to solve the problem.

Next activities was contained a review of the material and other additional activities. For the closing, researcher made a conclusion and review about material that had been learned. The researcher also gave the students opportunity to ask a question related to the material and the podcast. After the end of the lesson, the researcher asked the students to fill in the questionnaire sheet to know the students' opinion about the implementation of the podcast in learning listening. The researcher also picked three students randomly to fill in the interview sheet. At the end, researcher close the lesson by said goodbye to the students.

The researcher used questionnaire to collect the data, the questionnaire was contained the question of the students opinion about the use of podcast on learning listening.

**Table 1 questionnaire sheet results**

<b>THE OBSERVED ASPECTS</b>	<b>Strongly disagree</b>	<b>disagree</b>	<b>enough</b>	<b>agree</b>	<b>Strongly agree</b>	<b>Total</b>
To related material activities learning with the Podcast	0	0	1	10	4	15
Convey benefit to learning to be delivered	0	1	0	8	6	15
Convey the learning objectives and the description of activities	0	0	1	8	6	15

according to the syllabus

Develop learning material that suitable with learning objectives.	0	0	1	8	6	15
Connect the material with other relevant knowledge, science and technology development and real life.	0	3	1	6	5	15
Present the material systematically.	0	0	1	6	8	15
Carry out learning with the podcast as a media	0	0	0	6	9	15
Give an information about the podcast and the script of podcast	0	0	3	5	7	15
Demonstrate skills in the use of learning resources and media.	0	0	2	9	4	15
Discuss the topic of the podcast	0	0	0	9	6	15
Involving students in utilization of learning resources and media.	0	1	2	5	7	15
To conclude the results of learning.	0	0	1	9	5	15

The first statement was about the activity to relate the material with the podcast. In Table 1 shows that 10 students agree that podcast can relate with their English material. The material which the students have on the day of this study conducted was Biography Text, the teacher use the podcast with biography theme downloaded on Song Exploder Podcast. The second statement was about the teacher convey the benefit of learning English using podcast. In Table 1 shows that 6 students strongly agree that podcast have many benefit to help the students in learning English especially listening. The next, the third statement was about teachers' activity of conveying the learning objectives and the description of activities according to the syllabus. The Table 1 shows that 6 of 15 students choose strongly agree it means that students understand the topic that they will learn. The next statement was about teachers' method to develop the material that suitable with learning objectives. The Table 1 shows that 8 students agree. The teacher developed the material by using podcast to increase students' interest to the material.

The fifth statement was about the teachers' activity to connect the material with technology development. In Table 1 shows that 5 students choose strongly agree and 6 students choose agree. In this study, teacher using podcast as a technology development. Teacher teach the students to use podcast for their listening practice. The sixth statement was about teachers' activity to present the material systematically. In the Table 1 shows that 8 students strongly agree, it means the teacher teach the students systematically. The next statement or statement number seven present the teachers' activity which carry out the learning process with the podcast as a media. In Table 1 shows that 9 students strongly agree and 6 students choose agree. It is shows that the students were interest and feeling fun with their learning process because the teacher using podcast as a media. The students agree that podcast can help the student in learning English especially for listening. This

finding is in line with (Ramli, 2018) who stated that the students motivately engaged themselves to sharpen their English achievements especially listening. The eighth statement was about teachers' activity which Give an information about the podcast and the script of podcast. In the Table 1 shows that 7 students strongly agree, 5 students agree and some students choose enough. It means most of the students understand about podcast and how the podcast works. However, some of students also have difficulty in absorbing the context of the podcast they have heard. This finding is in line with (Abdulrahman et al., 2018) who stated that few students found difficulties to understand the speech or conversation on the podcast.

The ninth statement was about teachers' activity in demonstrate skills in the use of learning resources and media. In the Table 1 shows that 4 students choose strongly agree and 9 students choose agree. It means that the students agree with the application of podcast for their listening practice. In this study, teacher use podcast as a material for fill in the blank test. The students divided into 5 groups to discuss the questions. By using this method, the students felt happy and interest because they could solved the question together with their friends. This finding is in line with (Wiyannah, 2015) who stated that by studying in groups, the students could study better because they could share their knowledge without feeling afraid of making mistakes in re-telling what they have listened. They also felt happy in learning using podcast. The next statement was about the activity of discussing the topic of the podcast. In the Table 1 shows that 9 students choose agree and some of students choose strongly agree. It shows that the students understand with the material by discussing with the teacher.

The eleventh statement was about the activity of involving students in utilization of learning resources and media. In the Table 1 shows that 7 students choose strongly agree. It means that the students agree of the teacher's method to engage the students in the use of podcast is effective and interesting for listening practice. The last statement was about teacher's activity to conclude the results of learning. In the Table 1 shows that 9 students agree. It means the students felt happy of the learning process which conducted by the teacher.

Based on the research result, the researcher found that 9 students strongly agree that podcast could be a media in learning English especially for listening. The students felt that podcast was interesting and fresh. The students felt enjoy while learning listening using podcast as a media. 6 students agree that using podcast as a media in learning listening was effective. The students felt comfort and easy to understand the material while learning listening using podcast as a media. But, some students found it difficult to grasp the meaning of podcasts due to lack of listening practice.

The result of the interview had been obtained from the students' opinion. Based on the interview sheet showed that:

**Table 2 Interview results**

Question	Students answer		
	Students 1	Students 2	Students 3
What do you think about today's material?	Today the material is quite understandable, although there are several languages in PowerPoint that are not yet understood.	It's fun	The material is so fun. Podcast is today material. very easy to understand

What do you think about podcast?	I think the podcast is about talking about a person's biography in a digital form	Through podcast, I can learn many things through voice	Podcasts are a media of telling things start from biographies, fiction stories and others
If you can choose, what theme of podcast did you like?	Comedy and music	Story telling podcast	Horror theme
Did you think podcast is effective for learning listening?	in my opinion, podcasts are quite effective for learning	Yes	Yes, podcast is so effective because indirectly we understand various accents in English. It makes easier for us to learn listening.
Did you have any problems with podcast?	There was a slight problem when listening to the podcast	A little bit, because it's still not fluent in vocabulary	No, I didn't

From the interview researcher found that all students understand the material, the students felt that podcast was effective and could be a correct medium for learning English especially learning listening. The students said that they can learn many things through podcast media. But, based on interview some students felt quite difficult to catch the word from the audio podcast. The students from interview stated that podcasts are very fun, and can help the students to practice their listening even not in school.

Based on the result that had been explained, the researcher got some findings. On the observation sheet, the researcher had conducted the podcast learning according to the learning plan. However, even though the podcast had been done, some students still experienced problems. First, the researcher found that listening was new activity that they rarely had while learning English at school. Therefore, according to their answer on interview, researcher know that they still had difficulty to understand the topic of podcast and to find out the meaning of the podcast that they heard. Second, this was the first time they using podcast as a media in learning listening. Some of the students looked happy and enjoy the learning process. They felt podcast as a media was really fresh and new. But, some students also felt quite difficult to understand what the speaker said on the podcast. Some of the students also felt unhappy, because they cannot understand the main topic of the podcast. 9 of 15 students strongly agree that podcast was matched as a one of the media in learning listening. The students easily understand the material because they felt happy and comfort while listened to the podcast. 6 students agree that podcast was matched for learning listening, but some students felt quite difficult to understand the podcast, because they lack of listening practice.

## CONCLUSION

Based on the findings and discussion of the research, it could be conclude that the use of podcast in learning listening made the students interested in learning listening. The students felt happy and comfort while learning listening. However, some students felt quite difficult to understand the podcast because they lack of listening practice. Podcasts were

proven to be able to help the 10th grade students of AntartikaSidoarjo Senior High School to enjoy the biography material provided by the teacher during listening learning. Podcasts also help the students to practice their listening any time. Based on the result of the data analysis and conclusion, the writer gave some suggestion as follows: It is suggested that the teacher should use some different media that more attractive and interesting for the students. It is suggested that the teacher use podcast as a one of media to use in learning listening. It is suggested that school or teacher should add more students' listening practice time.

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