Utilization of Wasweswos Podcast for Student Listening Activities in Intensive Listening Courses

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Abstract—**The purpose of this study is to explain how students view using podcasts. The data was analysed in this study using a descriptive qualitative approach using Miles and Huberman's flow model. The researcher uses tools, specifically surveys and interviews, to gather the data. According to the study's findings, the majority of students had favourable opinions on listening to podcasts. In conclusion, the utilization of Wasweswos Podcast in learning Intensive Listening proved to be effective, offering an innovative approach to improve students' learning outcomes and listening skillss.**

Keywords— *Intensive Listening; Students Activities; Wasweswos Podcast*

I. INTRODUCTION

Listening skills are an important aspect of language learning, especially in the context of the Itensive Listening course. Listening is a daily activity that is crucial to information reception [1]. It emphasises that in the context of communication, especially in the classroom, listening ability plays a very important role. Listening is crucial for everyday communication as well as for learning a new language [2]. Effective listening enables us to comprehend others, react appropriately, and create cordial relationships in social situations. Lack of this ability can make communication less successful and frequently result in miscommunications. Additionally, listening is essential for learning correct pronunciation, intonation, and sentence structure when learning a new language. Because we can mimic the speech patterns of others, listening can also help us increase our vocabulary and sharpen our speaking abilities. Thus, the cornerstone of successful language acquisition and efficient communication is listening.

Listening is a fundamental element in the communication process; without listening, the message conveyed by the teacher or classmates cannot be properly understood. In the classroom, effective communication between teachers and students, as well as between students, relies heavily on the ability of all parties to listen, creating an interactive and collaborative learning environment. Students need to listen intently to receive and understand the subject matter, instructions and feedback from the teacher. In addition, good listening helps students develop other communication skills, such as speaking and critical thinking, which are essential for academic and social success. By actively listening, students can also avoid misunderstandings that may occur due to incorrect interpretation of information. Overall, this statement highlights the importance of listening as a key component in the classroom teaching and learning process.

With the advancement of technology, podcasts have become an effective medium to enhance these skills. Wasweswos Podcast, which offers a variety of interesting topics, can be used as an additional resource in students' listening activities. This research aims to explore the utilisation of the Wasweswos Podcast in improving listening skills in the classroom, as well as evaluate its impact on students' comprehension and interest. Since YouTube educational channels have entertaining components that lessen boredom and anxiety, they can complete the language learning process [3]. Learning a language is made more interesting and pleasurable by the entertaining components that YouTube educational channels use to help people feel less bored and anxious. These channels draw in and hold the interest of

students by combining educational content with storytelling, humor, and visual aids. In addition to increasing motivation, this engaging method fosters a calmer, less stressful learning atmosphere for students. Learners are therefore more likely to actively engage with the material, practice their language skills, and assimilate new information. All things considered, the entertaining features of YouTube educational channels enhance conventional language learning techniques, increasing their efficacy and appeal.

The Wasweswos Podcast is a podcast in the English department of Setia Budhi University Rangkasbitung which is uploaded on the YouTube platform. Where in it discusses various themes, among others, how to learn English, the campus world and student experiences about the journey of studying at Setia Budhi University Rangkasbiung. Podcasts are inextricably linked to innovation, just like art or technology [4]. According to the statement, podcasts, like art or technology, are closely related to innovation. This implies that podcasts are a kind of creative expression that develops in tandem with cultural shifts and technological advancements, in addition to serving as a medium for information dissemination. In this regard, podcasts can be viewed as a cutting-edge tool that makes it possible to share knowledge, ideas, and stories in novel ways. With over 100 million Americans tuning in each month, podcasting is now acknowledged as a booming industry [5].

Podcasts allow listeners to access content anytime and anywhere, providing great flexibility. With a variety of topics available, listeners can choose according to their interests. In addition, RSS technology allows for automatic distribution, so listeners always get the latest updates. Podcasting also creates communities around specific topics, increasing listener interaction and engagement.

They wrote a study on the impact of podcasting on undergraduate nursing students' learning and satisfaction [6]. The results showed that overall, students expressed satisfaction with the podcasting experience and provided excellent feedback regarding its flexibility and mobility. This research adds to the body of knowledge regarding the efficacy of podcasting and provides challenges on how to assess new teaching approaches.

This study focused on students' perceptions of the use of Podcasts in listening classes [6]. This study found that students enjoyed the use of podcasts in the listening classroom due to their user-friendly nature. They recognise that podcasts can effectively facilitate learning and are open to them as an alternative method. The engaging content and clear pronunciation of the podcasts motivated the students, helping to improve their speaking and listening skills. In addition, the students also appreciated the easy accessibility of podcasts through various online platforms. However, it should be noted that the length of the podcasts can be overwhelming for some students.

The relevance between this study and research by [6] and [7] lies in the effectiveness of using podcasts in education, specifically to improve students' listening skills. Vogt et al.'s

research showed that students were satisfied with the podcasting experience due to its flexibility, aligning with Wasweswos Podcast's aim to enhance the learning experience in intensive listening courses. They emphasise that students enjoy podcasts for their ease and motivation in learning, which is also relevant to the benefits offered by Wasweswos Podcast. In addition, challenges such as the length of podcasts that can be excessive were a concern in both studies, so the Wasweswos research can address how to overcome this to improve learning effectiveness. Overall, this research contributes to the understanding of podcasts as an engaging and effective learning tool in intensive listening classes.

The purpose of this study is to explore and analyse the effectiveness of using podcasts in improving students' listening skills. This research aims to improve listening skills through engaging content, assess its impact on student motivation, and offer a flexible and accessible learning alternative. In addition, this research also focuses on addressing challenges faced by students, such as the duration of podcasts, by providing recommendations to improve learning effectiveness. Thus, it is hoped that this research can make a significant contribution in the development of more effective and engaging learning methods, as well as add insight in the field of education regarding the utilisation of technology, particularly podcasts, as a tool in the learning process.

II. METHOD

This research uses descriptive qualitative method, the sample used is 10 students where they are majoring in English. Although quantitative research and qualitative research have different strengths and areas of application, qualitative research provides a unique lens through which to explore and interpret the complexities of social phenomena because of its emphasis on context, existence, experience, perspective, meaning, and subjectivity [8]. Investigating the intricacies of human behavior and the interpretations people make of their experiences is the main goal of this kind of study. By emphasizing depth over breadth, qualitative research enables researchers to capture the subtleties of human emotions, thoughts, and social dynamics. Researchers collect rich, descriptive data using techniques like focus groups, interviews, and observations to gain understanding of people's contexts, beliefs, and motivations.

The natural environment serves as the primary data source for qualitative research [9]. Qualitative research assists in identifying underlying themes and patterns that quantitative methods might miss by delving into these complexities. In the end, this method aims to offer a comprehensive understanding of human experiences, advancing disciplines such as psychology, sociology, and education by influencing ideas and methods that are applicable to actual circumstances.

Qualitative research collects detailed data through techniques like observations and interviews, in contrast to quantitative research, which aims to quantify and generalize patterns. In order to gain a better understanding of why people behave in certain ways, it seeks to reveal insights into motivations, beliefs, and emotions. This method is particularly helpful in disciplines where comprehending human interactions is crucial, such as psychology and sociology.

To analyze the data, the researcher employs a flow model developed by [10].Three steps make up a flow model: data reduction, data display, and data conclusion. The researcher started by reducing the data without losing a lot of information. The process of choosing, narrowing down, streamlining, abstracting, and modifying the unprocessed data derived from research findings is closely linked to this step. In this instance, the researcher used a descriptive interpretation to examine the questionnaire and the interview findings. Second, the data was presented by the researcher according to the findings of the study. A narrative was used to present the questionnaire and interview results. The data was finally concluded by the researcher based on the reduced and analyzed research result. The data from the research findings was selected by the researcher in order to address the research questions.

The data collection consisted of questionnaires and interviews and there were four procedures in analysing the data such as, firstly preparing proper documentation for this instrument, secondly, making questionnaires for the students, thirdly, interviewing the students and the last one was investigating based on this instrument.

Open-ended questions are useful for smaller-scale studies or questionnaire sections that encourage candid, intimate responses from respondents, According to the statement, open-ended questions enable respondents to give thorough, intimate, and truthful responses, which makes them especially useful in smaller studies or particular sections of questionnaires. Open-ended questions encourage people to share their ideas, emotions, and experiences in their own words, as opposed to closed-ended questions that restrict answers to predetermined options. Because respondents can freely elaborate on their viewpoints, a more personal and genuine exchange of information can result in richer, more nuanced data. This method works particularly well in qualitative research, where it is essential to comprehend the breadth of human experience.

The authenticity, depth, richness, honesty, and sincerity of qualitative research can all be captured by open-ended questions. In a semi-structured interview, the researcher can stray from the interview protocol to gain a better understanding of the interviewees' reactions [11]. The statement emphasizes how well open-ended questions capture the authentic and nuanced aspects of human experiences in qualitative research. Richer data results from respondents being able to express their ideas and emotions in a more genuine, thorough, and genuine way thanks to these questions. The researcher can stray from a rigid set of questions or procedures in a semi-structured interview. This flexibility helps the researcher better understand the interviewees' viewpoints and responses by allowing them to delve deeper into intriguing or surprising answers. Researchers can find subtleties and deeper insights that might not surface in more rigid interview formats by letting the conversation flow naturally.

III. RESULTS AND DISCUSSION

Podcasts as a learning medium have been shown to improve university students' English language skills and enhance their perception of it. Podcasts encourage students to learn and expand their scientific vocabulary, It has a significant impact on speaking ability as well [10]. Speaking and listening are two aspects of English that have a significant impact on one another. The book of Isa automatically absorbs what our interlocutors say and reacts to what is being said in a conversation if his listening skills are strong. As a result, learning materials are necessary to maintain effective listening abilities. According to research conducted by [12]. One of the platforms that is highly relevant to learning English, particularly in listening courses, is podcast media, according to the study's findings. According to research findings [11], using YouTube podcasts to teach listening comprehension to people with low English proficiency is highly successful. Besides that, we know that technology has an impact on it as well, but it needs supporters, like this podcast media, to work together harmoniously. Results show that podcasts are not only enjoyable, but also help students understand what they are listening to, making them more motivated to learn. Podcasts are worth incorporating into English language learning as they are a tool that students can use to improve their language skills.

The students have found that podcasts are a useful learning tool for improving their vocabulary and English language proficiency. According to research, students give the use of podcasts in the classroom a positive rating and frequently download them to increase their comprehension. The popularity of websites like YouTube is further increased by their accessibility. Ten to fifteen minutes is the ideal podcast length to keep students' attention. All things considered, podcasts are entertaining and encourage learning, which makes them an effective tool for enhancing English language proficiency.

IV. CONCLUSIONS

The results show that podcasts as learning media are effective in improving university students' English language skills. By encouraging students to expand vocabulary and improve listening comprehension, the use of podcasts can be integrated into the language learning curriculum. It can increase students' motivation and create a more interactive and enjoyable learning environment. Therefore, educators are encouraged to utilise podcasts in teaching, especially through easily accessible platforms such as YouTube. The distribution of the results of this study can be done through various channels, such as seminars or workshops for educators to discuss the integration of podcasts in English language teaching. In addition, publication in educational journals or social media can help disseminate this information to more teachers and students. Thus, it is expected that more educational institutions will adopt the use of podcasts to improve the quality of English language learning.

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