

# Students' Reactions Toward Teaching Listening Through Discovery Learning Using Podcast

**Rizky Revastia**

IKIP Siliwangi, Indonesia  
rizkyrevastia900@gmail.com

## Abstract

In Listening, listeners are expected to comprehend what others are saying and to respond appropriately, so implicitly authorizing the use of new and suitable language in capturing the meaning of what they hear. The goal of this research is to acquire a better understanding of students' impressions of listening instruction through exploration learning via podcasts. The participants of this study were 20 eighth-grade pupils at a junior high school. Based on the data collected from twenty students and ten closed questions, it can be determined that the majority of students had a favorable view of the use of Podcasts in learning to listen to Invitation. The results indicated that virtually all students agreed that the implemented learning increased their desire to participate in learning and increased their drive to attain excellent grades, even though some did not.

**Keywords:** Teaching Listening; Discovery Learning; Podcast

## INTRODUCTION

During the process of direct learning listening, listening is the active activity of hearing and reacting to spoken information. In this process, the teacher is the speaker, and the student is the audience member. The learners' comprehension of the messages they are listening to is tested during the listening exercise. According to Kutlu & Aslanoğlu (2009), listening comprehension is the process by which one person perceives another through sense organs (particularly auditory), assigns meaning to the message, and comprehends it. It is a necessary condition for individual communication in social life. They must comprehend the message as it is presented; effective listening necessitates the ability to organize and remember what has been heard. Direct learning listening is the active process of receiving and responding to spoken information in which the teacher serves as the speaker and the student serves as the listener. Teachers have a variety of challenges when it comes to teaching listening skills, which might hinder their ability to effectively apply what they have learned. Students, meanwhile, have a variety of attitudes during the learning process. According to Djabbarova (2020), Modern effective techniques of teaching listening skills include a wide range of activities ranging from interactive exercises to multimedia materials. According to her, four techniques may be used to build approaches for training students to listen effectively. There are four types of activities: interpersonal, group, audio, and video.

The term "podcast" refers to audio recordings that may be accessed by the general public over the Internet. Originally, podcasts were used to provide information and amuse listeners. However, educators quickly recognized the enormous potential for teaching and learning that this technology has. It seems to provide a plethora of resources for usage in an EFL environment and to aid in the general teaching of foreign languages. Students may study when and where they choose, at their speed, and on their route, thanks to podcasts. The podcast, undoubtedly, is a media that exists precisely at the nexus of digital and non-digital. Espada (2018, p. 3) states that podcasts are built on three main technologies: compressed audio data (e.g., MP3 files), a

worldwide point-to-point network (the 'internet'), and a subscription system (a 'Really Simple Syndication [RSS] feed'). Thus, a podcast is a collection of downloadable and sequential digital audio recordings that are made available by subscription and may be readily downloaded, shared, and modified, providing learners with more control and ownership over their learning. (Lundström & Lundström, 2020; Ramli & Kurniawan, 2018). In contrast to broadcasting, which must be done at a certain frequency and transmitted live, broadcasting must be done at any time. Podcasts, on the other hand, maybe adopted at any moment and can be accessed via a variety of current electronic media platforms. As time passes, the presence of podcasts continues to expand and develop new subtleties as a result of the diversity of different and innovative material that is used in their production. There is a wide range of subjects covered in the podcast, starting with everyday routine concerns and progressing through music and mystery to humor to history to science to politics to economics to philosophy and everything in between. Podcast packaging may take the shape of dialogues/talk shows, monologues, reviews, features/documentaries, and plays/dramas, among other things.

Discovery Learning is a kind of learning that entails a range of students' mental processes to locate and incorporate various pieces of information (concepts or principles) that they already possess. Discovering new concepts, meanings, and connections via an intuitive process that leads to a conclusion is the goal of discovery learning (Susanti, Diana, Ria Kasmeri, 2019). Students' abilities to grow and increase their skills and cognitive processes as a consequence of learning activities based on a discovery learning method are enhanced and improved (Fadlilah et al., 2020). Discovery learning is effective in developing certain talents in children, both in terms of material and skills (Abrahamson & Kapur, 2018; Chase & Abrahamson, 2018). When a person is mainly interested in the use of his or her mental processes to find certain notions or principles, this is referred to as discovery. Observation via discovery, categorization, prediction, prediction, determination, and inference are all examples of scientific observation. Cognitive processes, such as the one described above, are distinguished from discovery processes, which are mental processes of assimilation of ideas and principles in the mind. Students' actions and observations serve as the basis for the discovery learning technique, which is a motivational strategy that is used. In contrast to the demonstration method, this learning technique creates a learning environment that is based on students' efforts rather than just delivering knowledge to students (Ilhan & Ekber Gülersoy, 2019).

Mulia et al. (2021) conducted research to determine the effectiveness of podcasts in enhancing students' listening abilities. This study used a quantitative approach. The pre-experimental approach was used to gather the data. This study was done to elicit data about the enhancement of students' listening abilities via the use of podcasts. This research included 15 students in their fourth semester at Universitas Islam Negeri Ar-Raniry Banda Aceh's Department of English Language Education. Purposive sampling was used to select the sample. The following criteria were used: sixth-semester students in the Department of English Language Education at Universitas Islam Negeri Ar-Raniry Banda Aceh, as well as students who passed Basic Listening, Intermediate Listening, and Advanced Listening. However, during the first meeting, the pupils had difficulty interpreting the audio. Following therapy with podcasts, it was discovered that podcasts assist students in improving their listening abilities. The improvement in the mean score of students' pre-and post-tests attested to this (36.3 to 63.3). In general, this research implies that Podcasts may aid in the development of English listening abilities.

Artyushina & Sheypak (2018) published the findings of a research. To learn English implies that this process is not permanent, i.e., not limited to the classroom under the teacher's leadership. Thus, studying English with the aid of mobile technologies and portable devices provides an excellent chance to enhance the quality and efficacy of English instruction. This research discussed listening challenges and how podcasts delivered through mobile phones assist to address them outside of the classroom. Through the usage of podcasts, the mobile

phone may act as a "portal," widening our kids' perception of what they see, feel, and hear. This implies that instructors should not depend just on the exercises and assignments offered in the podcast, but rather continuously look for ways to improve the material with their creative flair. Podcasts may give the ideal opportunity for students to utilize their mobile phones to supplement what they are doing or learning in the main session.

Indahsari (2020) did research in which she examined the impact of podcasting on language acquisition. The purpose of this project is to introduce podcasting as a tool for language skill development. As a tool, podcasts have the potential to stimulate students to learn English. The purpose of this research was to conduct a review of twenty publications published between 2020 and 2010 to determine the impact of utilizing podcasts in teaching English to EFL students. The findings of this research indicated that podcasts may help improve linguistic skills, particularly listening capacity. Additionally, podcasts may be used to stimulate students who are learning a language. Teachers are encouraged to utilize podcasts as an engaging technology tool to assist Indonesian students with language acquisition. The students acknowledged that podcasts are engaging when used to teach students how to listen. Podcasts are a viable option for English learning help since they enable instructors to integrate technology into their instruction. It is important to remember that the podcast is not intended to take the place of the teacher's presence. As a result, it is recommended that while utilizing podcasts, instructors offer enough direction to their pupils on how to maximize their potential. Harahap (2020) did a research to determine the influence of podcasts on university students' listening skills. Participants in this research were fourteen students enrolled in the second semester of Tadris Bahasa Inggris Sekolah Tinggi Agama Islam Negeri Mandailing Natal. The data collection tools in this research were a questionnaire and an interview. In conclusion, students actively participate in activities that help them improve their English, namely listening via digital encounters. The majority of participants said that they like podcasts because they aid in their English learning. The podcast included a wide variety of subjects and activities that enable instructors and students to broaden their knowledge and improve their English abilities for educational reasons.

Rachmiati et al. (2021) did a study to determine the benefits and drawbacks of utilizing British Broadcasting Corporation (BBC) podcasts to improve the listening ability of EFL students. This study was place at IAIN Palangka Raya. This research used a qualitative technique. Data were gathered via interviews and documentation. This study included eight EFL students and two instructors at IAIN Palangka Raya. They were determined using a process known as purposive sampling. The results indicate that using British Broadcasting Corporation (BBC) podcasts improves pupils' listening ability. According to the study, utilizing British Broadcasting Corporation (BBC) podcasts may help students improve their listening skills, expand their vocabulary, and get more comfortable with the British accent. The pupils had difficulties utilizing the BBC audio due to unusual pronunciation, a lack of vocabulary, and a speaker who talked quickly. Podcast, British Broadcasting Corporation (BBC) podcast, English language students, and listening ability. Based on the facts presented above, the goal of this research is to acquire a better understanding of students' perspectives of teaching listening via exploration learning utilizing podcasts.

## METHOD

Descriptive qualitative was used in this research. According to Cresswell (2012), qualitative research is most suited to addressing research challenges in which the variables are unknown and information about the research phenomenon must be gathered. Additionally, qualitative research, as defined by Gay et al. (2012), entails the collection, analysis, and interpretation of comprehensive narrative and visual data to comprehend interesting happenings. Qualitative

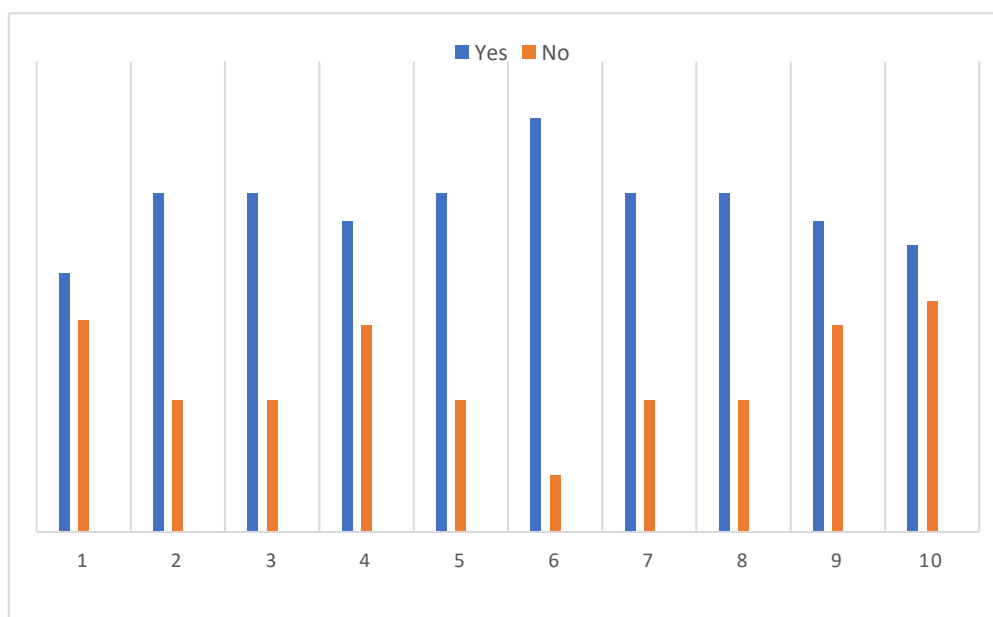
research is characterized by the academic community as a process that generates significant new distinctions; generating distinctions is a necessary component of collecting new knowledge (Aspers & Corte, 2019). Following the preceding description, the qualitative approach involves gathering and discussing evidence-based theory verbally and in writing, as opposed to quantitative methods. A questionnaire was used to gather the information for this data source. The researcher focused on 20 pupils, 10 males, and 10 females, in the VIII grade at one of Batujajar's Junior High Schools during the academic year 2020/2021. A questionnaire is used in this research to ascertain the difficulties students confront while learning English listening skills using podcasts. This questionnaire was given after the discovery learning approach of teaching listening via the use of a podcast.

## RESULTS AND DISCUSSION

### Results

The questionnaire has 10 questions with both affirmative and negative response options, with the affirmative option being 'Yes' and the negative option being "No". The results of the questionnaire are presented in the table below.

**Table 1.** Students' Responses To Teaching Listening Through Discovery Learning Using Podcast



When asked whether students have a strong desire to learn as a result of participating in teaching and learning activities, 55% (10 students) responded positively, indicating that after learning to listen via Discovery Learning's podcasts, students have a strong desire and motivation to participate in learning.

The second question, acquiring the ability to listen via Discovery Education's podcasts, is both enjoyable and informative. 72% (13 students) found listening to podcasts while studying Invitation to be interesting, fun, and non-boring.

In the third question, students' perspectives are more essential than their own, as shown by the fact that 72% of students (13 students) reported being enabled to express themselves during teaching and learning activities.

Using the fourth question, we may see how students' perceptions of errors committed by other students alter over time. 66 percent (12 students) agree that teaching students via podcasts makes it tremendously simple for them to recall the subject being taught.

According to the poll findings, 78 percent of students (14 pupils) feel that podcasts are very important in the classroom learning agenda.

Students' critical thinking abilities grew by 72 percent (13 students) in the sixth question, demonstrating that podcast-based learning may be effective in enhancing students' critical thinking skills.

In response to the seventh question, "Are students more likely to share their views throughout the educational process?" The vast majority of pupils (88 percent) responded affirmatively (16 students).

The eighth question was, "Does this learning give children a great deal of meaning and fluency in comprehending the topic?" According to the data, 72% (13 students) believe that this kind of instruction offers students a great deal of meaning and fluency in acquiring the subject matter.

Students had a tough time debating in English, with 66 percent (12 students) stating that they have an exceptionally difficult time debating in English or front of a group of peers.

The tenth question inquires if students get rewards for their efforts in this learning activity, such as excellent grades in this subject field. Around 60% of students (11 students) believe that grades are assigned to students while they are still studying the topic.

## **Discussion**

According to the results above, the outcome of the questionnaire on teaching listening through discovery learning using Podcasts was satisfactory. Numerous parts of the teaching and learning activity were enhanced. The results indicated that almost all students agreed that the implemented learning increased their desire to participate in learning and increased their drive to attain excellent grades, even though some did not. Additionally, they stated that the learning styles adopted may help people enhance their critical thinking abilities since they found the learning styles to be fascinating and enjoyable. They felt more inspired and bold when they expressed their views and opinions. This is consistent with the findings of Rahayuningsih et al. (2021), who concluded that the use of podcasts as a learning medium is extremely effective at improving students' listening abilities because podcasts are not a difficult medium to implement in class. Additionally, Abdulrahman et al. (2018) found that podcasts had a substantial influence on students' listening comprehension and advised that teachers include podcasts into their listening instruction due to their usefulness as a technology-based learning aid.

## **CONCLUSION**

In light of the statistics shown above, it can be stated that, out of 20 students and 10 closed questions, the vast majority of students had a positive view of the use of Podcasts in learning to listen to the Invitation process. All agree that the learning that has taken place has contributed



to an increased drive to study and more motivation to accomplish, although others do not believe this to be true. They also suggest that the learning styles that are employed may help people enhance their critical thinking abilities since they believe that learning styles are fascinating and pleasant to experience. They feel more driven and confident when they can share their views or beliefs. Although many students express satisfaction with the use of podcasts in the classroom in the preceding statement, there are still many students who find it difficult to comprehend the information.

## ACKNOWLEDGMENTS

Thank you, Allah SWT, for providing the researcher with the health and strength he needed to complete this article. The researcher desires to express his heartfelt gratitude during the course of this research to Mr. Trisnendri Syahrizal, S.Pd, M.Hum, who has always made time to provide guidance, encouragement, counsel, and direction, beginning with the formulation of the study strategy and continuing through the completion of this work.

## REFERENCES

- Abdulrahman, T., Basalama, N., & Widodo, M. R. (2018). The impact of podcasts on efl students' listening comprehension. *International Journal of Language Education*, 2(2), 23–33. <https://doi.org/10.26858/ijole.v2i2.5878>
- Abrahamson, D., & Kapur, M. (2018). Reinventing discovery learning: a field-wide research program. *Instructional Science*, 46(1). <https://doi.org/10.1007/s11251-017-9444-y>
- Artyushina, G., & Sheypak, O. A. (2018). Mobile phones help develop listening skills. *Informatics*, 5(3). <https://doi.org/10.3390/informatics5030032>
- Aspers, P., & Corte, U. (2019). What is Qualitative in Qualitative Research. *Qualitative Sociology*, 42(2). <https://doi.org/10.1007/s11133-019-9413-7>
- Chase, K., & Abrahamson, D. (2018). Searching for buried treasure: uncovering discovery in discovery-based learning. *Instructional Science*, 46(1). <https://doi.org/10.1007/s11251-017-9433-1>
- Cresswell, J. W. (2012). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. In *Health Promotion Practice* (3rd ed.). <https://doi.org/10.1177/1524839915580941>
- Djabbarova, F. O. (2020). Modern methods of teaching listening skills. *Science and Education*, 1(Special Issue 2), 67–71.
- Fadlilah, N., Sulisworo, D., & Maruto, G. (2020). The Effectiveness of a Video-based Laboratory on Discovery Learning to Enhance Learning Outcomes. *Universal Journal of Educational Research*, 8(8), 3648–3654. <https://doi.org/10.13189/ujer.2020.080843>
- Gay, L. R., Mills, G., & Airasian, P. (2012). *Educational Research: Competencies for Analysis and Applications* (10th ed.). Pearson Education, Inc.
- Harahap, S. D. (2020). Podcast Impacts on Students' Listening Skill: A Case Study Based On Students' Perceptions. *Jurnal Inovasi Penelitian*, 1(4), 891–900. <https://doi.org/10.47492/jip.v1i4.166>
- Ilhan, A., & Ekber Gülersoy, A. (2019). Discovery learning strategy in geographical education: A sample of lesson design. *Review of International Geographical Education Online*, 9(3), 523–541. <https://doi.org/10.33403/rigeo.672975>
- Indahsari, D. (2020). Using podcast for EFL students in language learning. *JEES (Journal of English Educators Society)*, 5(2), 103–108. <https://doi.org/10.21070/jees.v5i2.767>
- Kutlu, Ö., & Aslanoğlu, A. E. (2009). Factors affecting the listening skill. *Procedia - Social and Behavioral Sciences*, 1(1).

- Lundström, M., & Lundström, T. P. (2020). Podcast ethnography. *International Journal of Social Research Methodology*, 1–11. <https://doi.org/10.1080/13645579.2020.1778221>
- Mulia, Rizqa, K., & Syahabuddin, K. (2021). Improving Students' Listening Skill Using Podcasts. *Journal of Digital Education, Communication, and Arts*, 4(1).
- Rachmiati, D., Qalyubi, I., & Qamariah, Z. (2021). The Use of British Broadcasting Corporation (BBC) Podcast in EFL Students' Listening Skill in Iain Palangka Raya. *PROJECT (Professional Journal of English Education)*, 4(4), 738. <https://doi.org/10.22460/project.v4i4.p738-743>
- Rahayuningsih, R., Rosalinah, Y., & Subroto, I. (2021). Teaching Listening Through Podcast. *Wanastra: Jurnal Bahasa Dan Sastra*, 13(2), 93–101. <https://doi.org/10.31294/w.v13i2.10924>
- Ramli, A. mardila, & Kurniawan, E. hari. (2018). *The Use of Podcast to Improve Students' Listening and Speaking Skills for EFL Learners*. <https://doi.org/10.2991/iconelt-17.2018.42>
- Susanti, Diana, Ria Kasmeri, Y. V. (2019). Penerapan Model Pembelajaran Discovery Learning dalam Meningkatkan Hasil Belajar Siswa. *Journal of Education in Mathematics, Science, and Technology*, 2(1).