STUDENTS' ENGAGEMENT OF AUDIO PODCAST-BASED LISTENING SKILL IN SENIOR HIGH SCHOOL

Putri Purwo Anggraini[1], Muhammad Reza Pahlevi[2], Abdul Kodir Al-Baekani[3]

Universitas Singaperbangsa Karawang, JL.HS.NRonggo Waluyo, Puseurjaya, Telukjambe Timur, Karawang, Indonesia

[1] putanggrain16@gmail.com, [2] mreza.pahlevi@fkip.unsika.ac.id, [3] akodir.albaekani@staff.unsika.ac.id

Abstract

Due to the development of information and communication technology, various methods of teaching and learning English have developed. One of the cutting-edge resources that instructors use to improve language proficiency and promote classroom learning is podcasting. Language skills have always been the most difficult thing for foreign language students to learn in terms of student engagement and study subjects. In this study, the authors conducted research on student engagement in listening skills based on audio podcasts. The participants were 3 students from a senior high school in Karawang. This study used a qualitative descriptive method, aiming to obtain complete data and a comprehensive picture. Data collection techniques are interviews and observation. The result of this study is how students engage in listening skills based on audio podcasts. The active participation of a student in a learning activity is called engagement. Students are cognitively engaged when there are students who want to make their own podcasts at home to hone their skills in listening learning. Students are involved behaviorally, student involvement here is the physical involvement of students in listening skills. And lastly, students' affective or emotional involvement describes the social and emotional relationships of students with their learning activities. All students Although students can learn independently, they still need teacher guidance in learning to listen.

Keywords: Audio Podcast; Engagement; Listening Skill

INTRODUCTION

Learning a foreign language requires a lot of listening. Before learning the other skills, pupils must first master this one skill. Student participation becomes crucial in listening classes. Who recognizes the significance of listening asserted that hearing is the key element in language acquisition and instruction since students spend more time listening in the classroom than speaking (Brown, 2000). Language abilities will be fostered via the school-based curriculum, such as listening. One of the most important talents to develop is listening. Understanding and hearing are both parts of listening. Since many people cannot communicate face-to-face without these two types of skills being developed simultaneously, listening ability is just as crucial as speaking ability (Brown, 2000). Listening success is determined by how well the listener comprehends what the speaker is saying. As the main form of exchange, listening is one of the abilities senior high school students need to develop. It's also important to develop listening abilities if you want to establish successful communication. People must comprehend the messages their discussion partners are trying to convey in order to develop effective communication skills. Listening skills are necessary for understanding others' messages. However, several forms of technology have been included into language instruction. One of the media that might encourage student participation in listening lessons is the audio podcast. According to rumors, the words "podcasting" and "iPod" were combined to create the phrase "podcasting," which refers to a group of technologies for automatically distributing audio (and

video) content over the Internet using publication and subscription models (Chou, 2009). Teachers can assist students in developing self-confidence and fun learning circumstances by using podcasts as a medium. Several academics have provided their opinions and justifications for using podcasts in classroom settings where language learning is being taught.

Although several forms of technology have been used in language classrooms, there are still issues with students' active participation. Listening is a language skill that is most used in life, and it needs to be the main focus throughout the day (Murcia, 2001). Every day is only limited by the availability of the target language in schools, communities, and the media. The effectiveness of any educational process, including online learning, depends on student engagement (Fredricks et al., 2004). Listening is the most important skill in language learning because most of it can be used in normal life and develops faster than other language skills, which shows that skill development other languages (Kline, J. A., 1996)Therefore, listening is very important because the focus of listening is understanding.

Language skills are always the hardest for foreign language students to learn when it comes to students' learning engagement and subject of study (Jeff, 2019). Students' learning engagement is once more challenged by the new learning environment. The benefits of blended learning for students' learning engagement and/or learning outcomes in listening and speaking courses have been the subject of numerous case studies in the past (King, 2016).

It is important to stress that this focus on action does not imply that learners' objectives are unrelated to the physical limitations of the learning environment or that learners' ways of participation in learning activities should be divorced from their initial desires and purpose to learn. A student's active participation in a learning activity is referred to as "engagement" (Christenson et al., 2012). The contributions to this volume show that student engagement, on the other hand, goes beyond simple activity since it is purpose- and goal-driven. Engagement is appealing right away since it is a framework that considers teaching and learning as one.

METHOD

This research will focus on studying student engagement in listening skills based on audio podcasts; Therefore, it is necessary to extract and collect data about the object of research to answer the question in question. Therefore, this study uses a qualitative design with narrative research with a focus on studying and collecting data on the research object to answer questions posed about student engagement in audio podcasts. This research was conducted in a high school in Karawang. To obtain permission to conduct this research, the researcher conducted a research permit directly with the principal at the high school. In this study, researchers took three people randomly from grade 11 for further data collection. In this study, interviews were used to obtain interview data to investigate student involvement in listening skills. The interview form design here is adapted from the semi-structured interview found in Saeed (2021).

RESULTS AND DISCUSSION

Results

Students' Engaging in Audio Podcast based-listening Skill

a. Cognitive

The cognitive dimension in student engagement is the psychological involvement of students with activities in learning. for example, how much they think about learning tasks and spend energy in interpreting the material presented. Researchers have made observations for grade 11

in high school, namely by teaching English directly and using podcast media as listening learning. After that, several students were selected to be interviewed regarding the learning outcomes that had been carried out in class.

[I thought about doing it later at home to practice listening to podcasts like you, Miss, then I looked for sentences that had asking and giving an opinion.If it's a task, thank God, I'm practicing as well as making podcasts like that, miss, even if it's just for assignments, but God willing, later I want to make podcasts too, like the people on YouTube like that]

Based on the results of the interview with P3, it showed that after he did the task ordered by the teacher, namely making a group conversation podcast with friends, he was interested in making his own podcast like the youtuber he saw on one of the websites he liked. He also stated that he had thought about listening to podcasts and materials he had studied at school to practice his listening and concentration skills at home. After the teacher gave all students group assignments to make podcasts, all students worked according to the teacher's directions, many students were very interested in podcast media in listening learning. There are some students who want to make their own podcasts at home to hone their skills on listening learning, there are also those who are interested in making podcasts such as video podcasts or gameplay that they usually watch, and there are also those who are already planning to make podcasts in one of the applications used by the teacher. to convey the previous material. But there are some students who just do assignments according to the direction of the teacher in class, they are not interested in podcast media and motivate them to create their own podcasts. Thus most of the students are involved cognitively.

b. Behavioural
Behavior in The researcher have made observations in listening learning classes using audio podcasts, when the teacher delivered material in class, all students paid close attention to what the teacher was explaining in front of them and took notes on the material that had been written on the blackboard. When the teacher asks students about the material being studied, some students also answer the teacher's questions. When the teacher instructs them to make assignments related to the material that has been studied, they also do the tasks that have been given by the teacher.

[At first, I was confused and curious about what audio podcasts are like, when I tried it, it turned out to be fun, learning English using an audio podcast, so we really have to listen to the words in the podcast and then we'll miss asking questions from the podcast, so we're right. You really have to listen to what's on the podcast. Especially when I can answer questions that you miss asking us, wow, I feel challenged, because fighting with my friends is so fun]

Based on the results of interviews with 3 participants, one of the participants stated that he was able to answer the questions the teacher gave. participants have actively followed the teacher's instructions to pay attention to the material and answer questions that have been given from the podcasts they have listened to. Other students are also able to follow the teacher's directions in class to pay attention to the material presented, listen very quietly to the podcast that is playing and almost all students are active in answering questions and doing assignments. Some students in the class also asked questions when they did not fully understand the material explained by the teacher, and the teacher was happy to re-explain the material that had been delivered. The participation of students in listening class using audio podcasts is very good. Thus, students in the class are actively involved in behavior.

c. Affective

Affective engagement describes students' social and emotional relationships with their learning activities. The relationships they have with peers, teachers and other adults at school, their sense of belonging is positive or otherwise. After learning listening using podcast media in one of the 11th grades was carried out, researchers conducted interviews with several participants, researchers wanted to know whether the students' emotional feelings affected their learning activities or not.

[I really enjoy learning using audio like this, maybe if other teachers learn like this at least once a few weeks, I'll really enjoy learning English hehe, because I don't know why I just like listening to outsiders speak English so I want to listen to it too Keep going.]

Based on the results of the interview with P1, that he likes to learn English using audio and suggests that other teachers use more or less the same media as he already knows for other lessons. He is emotionally attracted, he feels very happy when learning English using audio podcasts in his class. Some students also responded positively when the teacher brought material using podcast media. Seen when the teacher held a question and answer session, the students were very active fighting with their friends and seemed to enjoy answering questions.

Discussion

More than simply being on time and behaving politely in class, students can be engaged in their education. In the study of teaching and learning techniques, the term "student involvement" refers to a broad notion that encompasses many different factors. Zepke (2017) concisely encapsulated involvement in learning as a single component to involvement of life-wide and lifelong learning. Another broad viewpoint found that student engagement was one of the indicators of social constructivism-based instructional practices that were effective (Macfarlane & Tomlinson, 2017; Zygnier, 2008). Additionally, Zygnier (2008) outlined how a student-centered teaching style evaluated engagement based on individual curiosity and the students' discoveries. In order to improve their learning experience and outcomes, students and institutions put a lot of time, effort, and resources into their programs, which had a strong correlation with stu dent involvement.

Students engagement has 3 indicators there is, cognitive, behavioural and affective. Of these three indicators provide a holistic view of student engagement especially in listening learning using audio podcast. The first indicator is cognitive, Fredricks, Blumenfeld & Paris (2004) states that cognitive engagement is the psychological investment students have with the academic tasks. It means, psychological participation of students in these activities is a cognitive. How much effort they put into considering the learning task and trying to understand the information offered. When listening learning using audio podcasts takes place in class, all students participate in the class, listening to the material well, and doing assignments correctly. To investigate the degree of cognitive participation in learning, numerous experiments were carried out. According to Koszalka and Lee (2016), students' use of cognitive and metacognitive methods can be used to gauge their level of cognitive involvement. In other words, the cognitive component can determine how invested students are in listening to and learning from audio podcasts. Four strategies—rehearsal, elaboration, organization, and critical reasoning be used to describe cognitive involvement, Koszalka & Lee, (2016). That means group discussions are observed to involve knowledge constructions such as conceptual understanding, elaboration, and justification of ideas in audio podcast in listening learning. Khosa & Volet, (2014), describe a higher level of engagement among students with content leading to a better conceptual understanding of the content discussed. It means that students with high levels of cognitive engagement had a high sense of self-regulation in learning where they did extra research on their own and reported their findings to the class.

CONCLUSION

This study shows that students who are cognitively engaged are students' psychological involvement with activities in learning. Students are cognitively engaged when there are students who want to create their own podcasts at home to hone their skills in listening learning, there are also those who are interested in creating podcasts such as video podcasts or gameplay that they usually watch, and there are also those who are already planning to make podcasts at one of the schools. school. application. used by teachers. Furthermore, students are engaged behaviorally, student engagement here is the physical involvement of students in listening skills. The participation shown by students in their learning activities, how active students are in completing assignments, asking questions, taking notes, and following instructions from the teacher. And the last is affective student involvement. Affective engagement describes students' social and emotional relationships with their learning activities. The relationships they have with peers, teachers and other adults at school, their sense of belonging is positive or otherwise.

ACKNOWLEDGMENTS

REFERENCES

Celce-Murcia, M., & McIntosh, L. (1991). Teaching English as a second or foreign language.

Christenson, S. L., Wylie, C., & Reschly, A. L. (2012). Handbook of Research on Student Engagement. In *Handbook of Research on Student Engagement*. https://doi.org/10.1007/978-1-4614-2018-7

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, *74*(1), 59–109. https://doi.org/10.3102/00346543074001059

Ho, C. T. B., & Chou, Y. T. T. (2009). The critical factors for applying podcast in mobile language learning. *Proceedings - 2009 International Conference on Information Management and Engineering, ICIME 2009*, 411–415. https://doi.org/10.1109/ICIME.2009.28

Jeff, C. B. R. (2019). The Most Difficult Basic Skill Faced by Learners of English in First Year Undergraduate Classes at UEA/Bukavu, DR Congo. *Creative Education*, *10*(02), 464–474. https://doi.org/10.4236/ce.2019.102033

Khosa, D. K., & Volet, S. E. (2014). Productive group engagement in cognitive activity and metacognitive regulation during collaborative learning: can it explain differences in students' conceptual understanding? *Metacognition and Learning*, *9*(3), 287–307. https://doi.org/10.1007/s11409-014-9117-z

King, A. (2016). Blended language learning: Part of the Cambridge Papers in ELT series. *Cambridge: Cambridge University Press. Retrieved September*, *22*, 2019.

Kline, J. A. (1996). Listening Effectively. *Security*, *April*, 71.

Lee, S., & Koszalka, T. A. (2016). Course-level implementation of First Principles, goal orientations, and cognitive engagement: a multilevel mediation model. *Asia Pacific Education Review*, *17*(2), 365–375. https://doi.org/10.1007/s12564-016-9431-z

Macfarlane, B., & Tomlinson, M. (2017). Critical and Alternative Perspectives on Student Engagement. *Higher Education Policy*, *30*(1), 1–4. https://doi.org/10.1057/s41307-016-0026-4

Thomé-Williams, A. C., & Kim, I. (2017). Teaching by Principles: An Interactive Approach to Language Pedagogy. *The Korean Language in America*, *21*(1), 146–149. https://doi.org/10.5325/korelangamer.21.1.0146

Zepke, N. (2016). Student engagement in neoliberal times: Theories and practices for learning and teaching in higher education. In *Student Engagement in Neoliberal Times: Theories and Practices for Learning and Teaching in Higher Education*. https://doi.org/10.1007/978-981-10-3200-4

Zyngier, D. (2008). (Re)conceptualising student engagement: Doing education not doing time. *Teaching and Teacher Education*, *24*(7), 1765–1776. https://doi.org/10.1016/j.tate.2007.09.004