

THE IMPLEMENTATION OF PODCAST IN TEACHING LISTENING SKILLS TO SENIOR HIGH SCHOOL ENGLISH CLUB STUDENTS

Hepi Janwaristia Rahmat¹, Dasep Suprijadi², Osi Havis Melian³

IKIP Siliwangi, Indonesia

¹ hepijanwaristiar@student.ikipsiliwangi.ac.id, ² dasep@ikipsiliwangi.ac.id,

³ osi@student.ikipsiliwangi.ac.id

Abstract

The increasing sophistication of life, particularly in academic and educational fields, has led to the evolution of digital recording media, such as podcasts. Podcasts offer various topics and channels, making them suitable for learning and developing students' listening skills. This research aimed to portray podcast implementation as a learning tool for English club students, using a qualitative method to collect data. This research was administered to 15 students of an English club at a senior high school. This research used qualitative methods. The instrument employed in this research was observation with field notes. The study describes the process of podcast integration in teaching listening skills to English club students through three stages covering: pre-activity, whilst-activity, and post-activity. The pre-activity showed the teacher introducing the material and providing trigger questions at the beginning regarding listening skills using a podcast medium. The students were active in responding, answering, and asking questions. In the whilst-activity, the teacher implemented a podcast to clarify the speaker's message and help students understand the material. Then, she provided directions when carrying out the lesson; students were given directions to understand what the speakers said and write down important points from the podcast. In the Post-activity, students can present the main points of podcast material dealing with 'the right way to say sorry.' Then, students and teachers carry out a reflection activity and conclude from what they have learned.

Keywords: Listening Skills; Podcast; English Club Students

INTRODUCTION

Along with the times, many aspects of life have become more sophisticated, such as the internet's flexibility and the increasing amount of social media. Everyone's life is simplified by this, especially in the academic and educational fields. Learning methods are becoming more innovative and diverse. In line with this phenomenon, Fachriza (2020) claimed that an innovative approach to teaching listening skills has emerged due to hi-tech developments. One is so-called "podcasting", which has recently become very popular. Digital recording media has evolved over the past few years; formerly, we only knew radio as a digital recording medium, but today, podcasts are a brand new digital recording media with broad listener usability features. Podcasts offer a wide range of topics and channels that we can easily customize for our purposes and make available to listeners worldwide. Not only can we listen to the general topic and information and the trends currently being discussed, but we can also use podcasts as supporting media in learning, specifically to develop students' listening skills. English requires mastering four skills: speaking, writing, reading, and listening. According to Brown (2004, as cited in Syahabuddin and Khaira Rizqa 2021), listening is an essential skill to acquire. We need to be proficient in English listening skills. One of the aspects of language used for communication throughout the world is listening. Similarly, Mee (1990:24/cited in

Teppa et al., 2022) stated that listening plays a crucial role in global communication, a fundamental aspect of worldwide language. Its significance is underscored by its widespread use in international communication.

Listening skills can be taught through the integration of Technology. As technology advances, innovations can be made to help students learn and master English as a foreign language. Technological improvements that provide students with innovative approaches to acquiring listening skills can increase students' interest in learning. Students are more likely to study and be interested in new things, which will push them to improve their English listening skills. Listening skills can also involve drawing pertinent conclusions based on the speaker's background, practical experience, and unique qualities. For instance, the speaker can determine what information to discuss and what to gather (Nisa et al., 2022).

Hasan and Hoon (2012, as cited in Luthfia, 2021) emphasized that using podcasts in the classroom can motivate students to increase their listening skills and learning motivation. In addition, Rachmaniputri et al. (2021) stated that podcasts can be utilized as a medium to conduct lectures, administer comments, offer extra learning and preparation materials, and develop innovative teaching and learning activities. According to O'Bryan and Hegelheimer (2007, as cited in Panagiotidis, 2021), using podcasts had a favourable impact on students' performance, improvement of knowledge, and understanding of teaching materials. Mujahidin et al. (2023) stated that podcasts can, therefore, be utilized as a medium or concept in the classroom to engage students in learning to become more proficient in the subject and develop their listening skills.

Teaching listening is complex. Teachers need to be well-prepared and have strategies so that students can easily understand the lessons they receive. It cannot be denied that in learning, students must be well prepared. In a similar vein, Rost (1991:4 cited in Amumpuni (2019) highlighted that listeners should decide as they are listening what kind of circumstance they are in, how they intend to listen, what the important words and main topics are, and whether the message makes sense. The main goal of listening is to gain the message or information from the speakers. Many students need help understanding the content, information and meaning of what they have heard. This difficulty is caused by factors such as students' need for more focus when listening, lack of knowledge in some vocabulary, and lack of interest in listening.

This research mainly focuses on implementing podcasts as a learning medium for students in the English club and around the class regarding listening skills. The research methodology used in this research is the qualitative method. The data for this research were collected by qualitative methods using observation sheets as instruments, and the results were described with specific details.

METHOD

This research used a qualitative method with a descriptive qualitative research design. Creswell (2014) claimed that qualitative research establishes the detailed meaning of information rather than generalizes the results and standardizes the responses from all participants in the research. This research uses an instrument, namely observation, with field notes, to obtain the data needed. According to Creswell (2014), Observation is gathering open-ended, firsthand information by observing people and places at a research site. This research was conducted on 15 students of English club students. The data collection process involves several steps: pre-activity, whilst-activity, and post-activity, followed by the observation sheets to answer the research questions. Data analysis examines the research results, organizes data into a certain form, and draws conclusions from data collection.

RESULTS AND DISCUSSION

Results

The results are presented descriptively, which enables the researchers to use qualitative methods. The implementation of podcasts in teaching listening skills to English club students was observed, and the results consisted of three points: Pre-Activity, Whilst-Activity, and Post-Activity.

a. Pre-Activity

The teacher gave greetings and apperceptions in class; the students were engaged in the activity. The teacher explained to the students the material to be studied, and she asked questions about the material to learn listening skills using podcasts as the medium. The students actively participated in each question that the teacher had given. The students easily understood the target language and could construct respectful language in feedback or questions.

b. Whilst-Activity

The teacher sets up the podcast and other teaching aids, such as active speakers and a laptop for the activity. Then, after all the teaching aids are prepared, the teacher plays a podcast entitled "The Right Way to Say Sorry". The students are given directions to take note of the main points and draw conclusions from what the speakers in the podcast said. Students are expected to be able to clarify the purpose of the conversation in the podcast. It is prominent for students to be able to focus and pay attention to the speakers and control the distractions they encounter. The students understood the teaching instructions that had been previously explained. When they found difficulties while listening to the material or completing the assigned task, they were expected to be able to solve the problem.

c. Post-Activity

The students comprehend the material and can elaborate on it. The main point and conclusion of the listened-to material are presented. The students and teacher summarize or reflect on the listening material that has been studied.

After implementing the podcast as a medium for learning listening skills, the students participated well until the end of the teaching-learning process. Technical obstacles were not found when implementing the medium. Students were active in responding and answering questions that had been given. Before learning using podcasts begins, the teacher gives directions and orders to students. Students can properly understand what is instructed during learning. After the learning material has been presented, students can properly explain the instructions, such as conveying the main points of the podcast they have heard and the learning objectives; then, the students, together with the teacher, summarize and reflect on the activities learned.

Discussion

The teacher uses listening instruction to raise students' proficiency in all three teaching stages. Each has its objective and tasks to complete but is integrated into a set of the implementation process (Mujahidin et al., 2023). The use of podcasts in the English club listening instruction covers three stages of the teaching and learning process as a result of observation by the researchers, namely pre-activity, whilst-activity, and post-activity. As stated by Kavaliauskienė (2019), podcasts can be implemented using those three stages. The teacher uses podcasts to teach listening skills to the class while explaining the content to be studied and posing questions about it. Responding to every question the teacher posed, the children were fully engaged. The main point of the material that has been listened to and the conclusion of that material are

presented. After studying the material, the teacher and students gave a summary or offered some reflections.

The results of this research indicate that the implementation of podcasts is significantly helpful in developing listening skills. In line with this result, Zefanya et al. (2024) claimed that students' listening skills and comprehension in English were improved by implementing English podcasts, as demonstrated by their ability to accomplish it. This result is related to the statement proposed by Husaini et al. (2024) that using podcasts in the classroom can help students learn English more quickly, particularly when it is listening. Implementing podcasts to improve listening skills offers numerous advantages. Students can access authentic content and a variety of topics related to life anytime and anywhere, making learning more flexible and engaging. Podcasts also enhance active listening skills and enrich vocabulary and understanding. However, using podcasts also requires a good device, a stable internet connection, and topics that are interesting to students. This experience happened to Cao & Bui (2023), who experienced problems accessing podcasts on several devices. According to Hulliyany et al. (2024), teachers should select high-quality, timely content and use a range of podcasts to expose students to diverse perspectives and cultural settings to optimize these advantages.

Students need to conclude what the speakers said, indicating that students truly focus on and pay attention to their learning. According to Ainun and Tahir (2024), learners enjoyed using audio podcasts as learning resources when drawn to what the speakers said. However, Andayani et al. (2024) state that comprehending auditory content requires focused attention. While podcasts focusing on listening can aid students, students may also pose challenges by demanding concentrated attention. The effectiveness of teaching-learning from lectures or instructions hinges on how attentively the students listen. If students pay attention, they can avoid missing out on the essential knowledge given.

Both students and teachers must reflect on the lessons to strengthen their understanding. Teachers summarise the material to evaluate their teaching effectiveness, while students reflect on the learned material to internalize information. This process helps students connect new concepts with existing knowledge. Oktavia (2024) claimed that integrating activities motivates students to reflect on their listening encounters and recognize effective strategies. Additionally, the teacher can blend listening abilities into authentic situations, employing genuine materials like audio, video, various online resources, inference and summarizing to elevate students' critical thinking skills. In conclusion, summarizing and reflecting are crucial in enhancing learning effectiveness.

CONCLUSION

This study is about the implementation of podcasts in the listening skills of English club students. The teacher initiated a pre-activity by greeting and apperception in class, engaging students in a listening activity using podcasts. The students actively participated in the questions and understood the target language. The teacher then set up the podcast and teaching aids for the activity, playing a podcast entitled "The Right Way to Say Sorry". Students were given directions to take the main points and draw conclusions from the speakers' discussion. Students were expected to clarify the purpose of the conversation and control distractions. The students understood the listening instructions, and they were able to solve problems when facing difficulties. Post-activity, the students understood the material and were able to transfer it. They presented the main points and conclusions of the material, and both students and the teacher summarized or reflected on the listening material. This approach helped students develop and improve their listening skills.

Podcasts in teaching listening skills have shown significant benefits across various teaching levels. Integrating listening instruction through podcasts involves a structured process of pre-, while-, and post-activity stages. This method engages students actively and enhances their comprehension and proficiency in English. Podcasts effectively improve students' listening skills and overall language acquisition and highlight the flexibility and engagement they offer. However, successful implementation requires access to good devices, stable internet connections, and interesting topics. Selecting high-quality, diverse content to maximize the advantages of using podcasts in the classroom is prominently emphasized.

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