

STUDENTS' PERCEPTIONS TOWARDS THE USE OF AUDIO PODCAST IN TEACHING LISTENING

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Abstract

This study was to find out student's perceptions of the use of audio podcast in teaching listening. Podcast is a part of technology-based learning that can help learning activities to achieve teaching goals. This research is due to the problems found, some students are not interested in listening, and it is difficult to capture the content of the lesson. A descriptive qualitative method was used in this research. The study focus was on seventh-grade students at one of junior high school in Bandung, with a total sample was 22 students. The results show that the the students have positive perceptions about the use of the audio podcast in teaching listening.

Keywords: Students' Perception; Audio Podcast; Listening

INTRODUCTION

Media applications are a part of technology-based learning that can help learning activities to achieve teaching goals. Application media is also a combination of words, images, and sounds or audio which can make learning activities more interesting and favored by students (Fachriza, 2020a). Application media is also very important to use when learning online because of the covid-19, schools stopped face-to-face learning and replaced it with online learning, therefore application media is needed at this time. Gumilang (2019) said that the teacher can provide several media for appropriate learning based on the learning abilities to be taken. One of the interesting media for learning is podcasts, learning focuses more on the use of podcasts, which are audio recordings or live broadcasts via the web or applications. Podcast is a recording or live broadcast via the web and is also a tool that can be used in listening learning. With the podcast can also be in the form of music, news, stories, etc. There are two variants of audio podcasts, namely the Mp3 form and the Mp4. These files can be downloaded for free. The use of audio podcasts can help teachers create a new teaching environment and can also inform students about digital learning in the classroom and change the classroom atmosphere into a technology-aware classroom. Audio podcasts can make learning more interesting (Sangkala et al., 2015). Podcasts can make language teaching better developed. According to Carter (2002) as cited in Fachriza (2020b) Podcast that produces audio recordings of learning English can help students achieve learning goals from an interesting aspect of listening. It is a great advance for teachers to use this medium in teaching listening (Fachriza, 2020b). Podcast audio can be used as learning material in today's era, which are all network-based or online. In Indonesia, listening skills are rarely taught in the classroom because they are considered difficult to learn and avoided by teachers. Therefore, it should be said that the four skills including listening are needed in language learning, especially English, but some teachers sometimes skip listening to their teaching. At school listening teaching can also affect this skill especially if the school does not have a listening laboratory for listening (Prasetyo et al., 2014). According to Harmer (1998) cited in Rahma (2020) stated that if you want to make listening learning run well, the teacher

must find difficulties in listening learning itself. Not a few students find it difficult to understand the lesson, and it is one of the teacher's tasks to help students understand listening learning. In teaching listening students must stay focused on listening that continues to flow, if they only focus on one difficult word they will lose the next word contained in the recording. In the listening process students must do some training, including increasing vocabulary, understanding grammar, interpreting stress and intonation. In addition, students are expected to learn grammar and also be able to understand the meaning of words to be able to communicate well from the sounds they hear. One of the media that can be used in listening is podcasts. Media such as podcasts have a significant role in motivating students to listen and make the atmosphere in the learning process more interesting (Rahmiyati et al., 2021).

Podcasts are audio recordings or broadcast live via the web or applications. Podcast audio files in two variants, namely (MP3) and video (MP4). These files can be downloaded for free. The use of audio podcasts can help teachers create a new teaching environment and can also inform students about digital learning in the classroom and change the classroom atmosphere into a technology-aware classroom. Audio podcasts can also make learning more interesting (Abdulrahman et al., 2018). According to Rahmatia & Widiastuty (2018) podcasts in Indonesia are recognized as a new medium. Therefore, some of the advantages of audio podcasts must be rethought whether the use of audio podcasts is appropriate and can help in teaching listening so that learning can be interesting and change new styles that can be used in the learning. Because with these benefits it can affect the quality of students' abilities in learning. In using audio podcasts, not many students also have difficulty in using this technology, because podcasts can also be used if internet service is available. Internet service is sometimes a major problem for students, but it is the teacher's job to introduce and learn about technology in the current situation. According to Edirisingha, Salmon, & Nie (2008) as cited in Fachriza (2020b) audio podcasts can make it easier for students to help teaching listening. And also helps them to stay focused on what they are listening to. Audio podcasts can also help with understanding and knowledge of the use of technology to make teaching interesting.

Mendelsohn (1994) cited in Jannah (2020) listening as a skill that can understand native speakers' spoken language which requires the ability to process linguistic forms, overcome interactions, understand and understand messages, and recognize each genre. From the definition of listening above, listening can be defined as a process of adjusting complex elements in identifying and understanding sounds in spoken form. Both teachers and students are expected to find and understand the best way to overcome these obstacles and maximize strategies in the teaching and learning process.

In addition, most students have cell phones or computers that can play audio, video such as files in the form of mp3 and mp4, so that they can more easily listen to audio anywhere and anytime. There are several exercises to improve listening skills with the help of the tools mentioned above, cell phones are one of broadcasting giving learners listening to English that can be used because there are supporting applications such as podcast media through the web system and teachers as guides who can provide students with knowledge (NamazianDost et al., 2017).

According to Rahma (2020) in teaching listening students must have communication skills in order to understand learning well. In teaching listening can help students to get more vocabulary, and can be a reference for learning language learning better. The initial skill is listening, listening well will help clarify understanding after listening, and encourage high motivation for students to like teaching listening. In addition, listening is an active process, where students who are learning to listen can build knowledge internally.

Brown (2000) states that teaching is to give someone learning how to do something, give a guide, guiding to learn something, provide knowledge, give a high curiosity and want to understand in their own way. Therefore, listening is given first instructions or direct teaching. This learning aims to make students remember what they will hear clearly. Furthermore, the

teacher must provide clear instructions and practice to students gradually, so that students only need to think simply in the context that has been given of the lesson so that they focus and do not miss what the speaker or audio is saying (Wulandari et al., 2021). According to Mustika & Permatasari (2012) audio podcasts are the same as audio playback in general, the only difference is that there is no video viewing, and podcast audio is played via the web or the internet. But audio podcasts can also be downloaded and can be listened to offline anywhere and anytime. Podcasts can also be played via cellphones or computers, their use is very interesting because they can facilitate listening teaching, and their use can be listened to anytime and anywhere. The use of interesting audio podcasts can motivate students to be more familiar with the technology needed at this time.

METHOD

This research was conducted to collect information from the student's point of view. The descriptive qualitative method was used to collect information based on the participants' point of view (Fraenkel, Wallen & Hyun, 2012 in Satriani, 2016). This research was conducted at one of junior high school in Bandung. The research participants were 22 students of grade VII. This study aims to determine student responses to the use of audio podcasts in teaching listening. The data were obtained by distributing questionnaires to class VII A students.

RESULTS AND DISCUSSION

Results

The result of positive response and negative response from the students has been showed by teacher, the data has been collected used close ended questionnaires from scale of Guttman cited in (Munggaran, 2012).

Alternative answer	Score alternative answer	
	Positive	Negative
Yes	1	0
No	0	1

Students	Statement Positive					Statements Negative				
	1	2	3	4	5	6	7	8	9	10
Student 1	0	0	1	1	0	1	1	1	1	1
Student 2	0	1	0	0	1	1	0	1	1	0
Student 3	1	1	0	1	0	0	1	1	0	0
Student 4	1	1	0	1	0	1	0	0	1	1
Student 5	1	1	1	0	1	1	0	0	0	0
Student 6	0	0	1	0	0	0	1	1	1	1
Student 7	0	0	0	0	0	0	0	0	0	1
Student 8	0	0	1	0	1	0	1	0	1	1

Student 9	0	0	0	1	1	0	1	1	1	1
Student 10	1	0	1	1	1	0	1	1	1	1
Student 11	1	1	1	1	1	0	1	1	1	1
Student 12	0	0	1	0	1	1	0	0	0	1
Student 13	1	1	1	1	1	1	1	1	1	1
Student 14	0	1	1	1	1	0	1	1	0	1
Student 15	0	1	1	0	1	0	1	0	0	0
Student 16	0	0	0	0	0	0	0	0	1	1
Student 17	0	0	0	1	0	0	0	0	1	1
Student 18	0	1	1	0	1	1	1	1	1	1
Student 19	1	1	1	1	1	0	0	1	1	0
Student 20	0	1	1	1	1	1	0	0	1	0
Student 21	0	1	1	0	1	1	1	0	1	1
Student 22	1	1	1	1	1	1	1	1	1	1
	8	13	15	12	15	10	13	12	16	16
130										

Statements	Percentage
Positive Response	59%
Negative Response	41%

Discussion

This section the researcher will present an explanation or discussion of the results. The results of this research will be taken from of positive statements and negative statements, to find out the students' scores from the questionnaire used the Guttman scale quoted in (Munggaran, 2012).

Alternative answer	Score alternative answer	
	Positive	Negative
Yes	1	0
No	0	1

Statements	Percentage
Positive Response	59%
Negative Response	41%

Based on the table of maximum score results (SMI) 220, positive responses from students got 130, negative responses from students got 90. In other words, from the hundred presentation of perceptions or positive responses from students got 59.0% and negative responses from students got 41.0% and negative. These results indicate that the students' perceptions in learning to listen using audio podcasts are significant and get a positive response for some students.

CONCLUSION

The results and discussion of this study, show that the used of audio podcasts can motivate students and help difficulties in learning English for some students. And the use of this audio podcast provides a positive perception in the learning process of listening to class VII students. This proves that the use of audio podcasts is successful in the education of junior high school students. Although there are still some students who still have difficulty using the podcast audio.

ACKNOWLEDGMENTS

First of all I thank Allah SWT, and express my deepest gratitude to Mrs. Aseptiana Parmawati, M.Pd. for her patient guidance, enthusiastic responses, and useful criticism of this research work.

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