

**STUDENTS' PERCEPTION ON THE USE OF PODCAST
IN TEACHING LISTENING**

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ABSTRACT

This research was to find out the students' perception of the use of podcasts in teaching listening. The research was due to problems found in the field; some of the students were not interested in listening, students have difficulty catching the speakers' ideas, the perception of students toward podcast is different. The design of this research was descriptive research with a quantitative approach as the method of the research. The sample was collected from 26 students at SMK Pembangunan Bukittinggi which used total sampling as the sampling technique of the research. The result revealed the mean score of students' perception of the use of podcasts in teaching listening was 63.06%. It showed that the students had a positive perception regarding the use of podcasts in teaching listening.

Keywords: *Students' Perception, the Podcast*

INTRODUCTION

Listening is one of the most important activities in a human's life and it is meaning-based (Eliza, Mukhaiyar, Zaim, & Refnaldi, 2019). Likewise in the language classroom, listening is considered as one of the important skills, which must be mastered by the students. It is an important skill in a language classroom and if the students do not have comprehension in listening as incoming information, any learning which they face will not run well (Richards & Renandya, 2002). For this reason, listening becomes a fundamental skill for any learning. Moreover, listening is an active skill. In the listening process, the students must discriminate between sounds; understand the vocabularies, grammatical structures, interpret stress and intonation. Moreover, they have to get the meaning of the words and recognize the function of the sentences during an interaction from what they listen.

Some media can be used in listening, such as audio, audio-visual, etc. Audio media includes radio, music, podcast, and so on. Meanwhile, the examples of audio-visual are video, film, etc. Media such as a podcast has significant roles to motivate the students in listening and making the atmosphere in the learning process more interesting. Hasan & Hoon (2012) have found in their study that podcasts motivate learners towards learning English and improves their language skills, especially listening. Podcasts are regularly produced audio or video files that are available for subscription and that can automatically be downloaded to a computer and/or portable audio and video device (Braun, 2007).

An innovative approach in teaching listening skills has emerged due to the hi-tech developments which utilize the students' tendencies to use information technology such as the internet to help them in doing schoolwork (Roza & Yenti, 2019). One of them is so-called "podcasting" (a portmanteau of the words iPod and broadcasting), which has recently become very popular. The term "podcast" was first coined in 2004, and it means the publishing of audio materials via the internet. Audio files available for downloading and other means of online listening have been around for some time. Podcasting offers learners a wide range of possibilities for extra listening practice both inside and outside the classroom.

The advent of podcasts on the internet has given the language teacher a goldmine of materials for teaching listening skills. Podcasts can be short as two to three minutes and as long as an hour. English teachers can subscribe through RSS (Really Simple Subscription). By subscription through RSS, when there is a new episode, the computer downloads automatically. Also, there is no payment for the subscription, because podcast content is free, teachers now have a big listening library for their students on contemporary and relevant topics. English teachers can also encourage students to download podcasts on their own so that they have listening input.

In SMK Pembangunan Bukittinggi, the teacher used a podcast as the media to deliver the material. For example, to make the students understand about "is/am/are" and "do/does", the teacher used a specific podcast that was related to that material. The podcast activity was only done once a week or less, which means it only happened 2 to 3 times a month. The teacher did this activity in the classroom since the school did not have a language laboratory. The teacher usually brought audio devices such as speakers, laptops, and mobile phones to support this activity.

Based on preliminary research by doing observation and interview on April 8th, 2019 at SMK Pembangunan Bukittinggi, the researchers found some problems. First, listening is more

difficult than the other skill. They said that they were confused with what the speaker said and the speaker was too fast. This problem might occur because the students were not used to listening to English or their lack exposure to English. Then from the observation, some of the students did not pay any attention during the listening.

Second, the students had difficulty getting the speaker's idea. It was because the students have a limited vocabulary. There were many unfamiliar words for students in the listening material. When the students focused on the new words in the text, they missed some parts of the sentences that made it difficult for them to get the speaker's idea.

The third problem, some students like podcasts, and the other students do not. Some students said they are excited to learn using podcasts. They said that it is fun and made them motivated in learning English because they can learn more than one speaker. The other students said that they cannot understand anything the speaker said in the podcast, "*The speaker speaks too fast*". The perception of students towards podcasts was different.

Based on the problems above, the researcher wants to analyze the students' perception of the use of podcasts in teaching listening. The researcher wants to describe students' perceptions of podcasts in teaching listening to X Grade Students in SMK Pembangunan Bukittinggi in Academic Years 2018/2019.

METHOD

The design of the research was survey research. Creswell (2012:376) stated that survey research procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population. Survey research involves collecting data on test hypotheses to answer questions about people's opinions on some topics or issues (Gay, 2012). It means that to measure students' perception the researcher needs quantitative research to use the data shape of the numbers and statistic analysis to answer the question about peoples' opinions.

Moreover, the population of the research was second-grade students in SMK Pembangunan Bukittinggi and the sampling technique was cluster random sampling. There were three classes of the second grade in this school. Hence, they were all the population of this research, because they have the same characteristics.

In collecting students' perception results, the researcher gave a questionnaire to students of SMK Pembangunan Bukittinggi. This questionnaire was conducted to make sure that the students' result was originally their perception of podcasts in teaching listening. Students'

responses to the question were being statically analyzed. In collecting the data, the research used close-ended questionnaires. Students' perceptions were analyzed through the prepared questionnaire about students' perceptions of podcasts in teaching listening. The researcher calculates all the data percentages from each indicator to gain the conclusion for each indicator. To see the data percentage result of the data got can be seen below

Table 1. Data Interpretation of Rating Quality

Interpretation	Table range of category
Good	76%-100%
Fair/Good enough	56%-75%
Less	40%-55%
Poor	<40%

Source: (Arikunto, 1998)

Table 1 showed the interpretation of rating quality which are good, fair/ good enough, less, and poor. For instance, if the indicator gets the highest mean score in the range <40% it means that this indicator has a poor condition. If the indicator gets the highest mean score in the range 40%-55% it means that this indicator has less condition. And if the indicator gets the highest mean score in the range 56%-75% it means that this indicator is in fair condition. Next, if the indicator gets the highest mean indicator score in the range 76%-100% it means that the indicator has good condition. The researcher made the conclusion based on the result of the percentage of the students' option in the questionnaire and rating quality of the students' perception of the podcast in teaching listening.

FINDING AND DISCUSSION

After getting the data, the researcher analyzed the students' answers by using the Likert scale. There were five options given in answering the questionnaire. Those strongly agreed, neutral, disagree, and strongly disagree. The point of strongly agree was valued as 5, meanwhile, the point of agree was valued as 4, 3 points for neutral, 2 points for disagree, and 1 point for strongly disagree

Table 2. Likert Scale

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

Source: (Morissan, 2012)

There were 20 statements which aim to investigate students' perception of using podcast in teaching listening at SMK Pembangunan Bukittinggi 2019/2020. The result of students' perception can be presented in the table below:

Table 3

Data Analysis

Statement No	SA	A	N	D	SD
1	35 %	15 %	23 %	12 %	15 %
2	19 %	23 %	22 %	11 %	15 %
3	23 %	19 %	15 %	31 %	12 %
4	19 %	23 %	42 %	16 %	0 %
5	25 %	10 %	30 %	30 %	5 %
6	25 %	25 %	15 %	30 %	5 %
7	40 %	15 %	15 %	20 %	10 %
8	23 %	19 %	15 %	31 %	12 %
9	20 %	30 %	20 %	30 %	0 %
10	16 %	15 %	42 %	19 %	8 %
11	12 %	27 %	23 %	38 %	0 %
12	19 %	19 %	33 %	22 %	7 %
13	40 %	40 %	5 %	10 %	5 %
14	25 %	30 %	30 %	15 %	0 %
15	15 %	30 %	40 %	15 %	0 %
16	5 %	30 %	30 %	20 %	15 %
17	25 %	20 %	15 %	30 %	10 %
18	30 %	25 %	20 %	20 %	5 %
19	8 %	27 %	42 %	8 %	15 %
20	16 %	23 %	42 %	15 %	4 %

From the table above, it can be seen that the students' perception of using podcast in teaching listening varied based on the statements given. In the first statement (*Saya membutuhkan materi listening untuk meningkatkan kemampuan saya dalam bahasa Inggris*), 35% of students chose strongly agree. It means that the students need listening material to increase their listening skills. There were 12% of students who chose to disagree with this statement. Then the average of the first statement was 69.23%. It means that the students had a good enough perception at this point.

Furthermore, in the second statement (*Saya malas belajar listening saat guru menggunakan podcast*) revealed that 23% of students chose to agree with this statement. It means that the students were lazy to listen to the podcast. There were 11% of students who disagree with this statement. Then the average of the second statement was 50% which explained that the students had less perception.

For the third statement (*Saya senang memperhatikan dan mendengarkan ketika guru memutar audio podcast*), 31% of students chose to disagree. It showed that they did not like to hear audio listening when the teacher plays audio. Furthermore 12% strongly disagree with

this statement. Then, the rest of the students 63.07% had a good enough perception at this point.

Moreover, the fourth item remarked that 42% of students chose neutral with this statement (*Saya bingung mendengarkan conversation yang ada di dalam podcast karena bervariasi.*) It showed that half of the students confuse to hear a native speaker in the audio. They needed repetition in replaying the audio to catch the message from the native speaker. In brief, the mean of this item was 50%.

Then, the fifth point illustrated that majority of the students choose neutral 30% on this statement (*Saya senang guru menggunakan podcast dalam setiap pembelajaran listening*). It means that the students were happy when they study listening. Then, the average of this statement was 60.76% which was interpreted as a good enough perception.

The sixth point illustrated that the 25% of students chose to strongly disagree with the statement (*Saya malas berpartisipasi dalam setiap pembelajaran listening dengan menggunakan podcast*). It means that the students could follow the material listening and participated to study in the listening section. Then, the average of this statement was 50%.

The seventh item explained that the popular answer strongly agree with 40% (*Saya teralihkan ketika mendengarkan listening dengan menggunakan podcast*). It means that students feel unfocussed on listening to podcast. In brief, the average of the data was 52.07%.

The eighth item explained that the popular answer disagrees with this statement (*Saya menemukan kosa kata baru saat mendengarkan audio listening dengan menggunakan podcast*). It means that the students were difficult to catch the vocabulary in listening with the podcast section. Then, there were 12% of students strongly disagree with this statement. It means that not all students did not get the new vocabulary. In brief, the average of the data was 62.31%.

The ninth item showed that 30% students agree toward the statement (*Saya merasa kosakata saya bertambah setelah mendengarkan audio listening dengan menggunakan podcast*). It means that the students got the new vocabulary from the listening section. In brief, the mean of this item was 79.23%.

In the tenth item, 42% of students chose neutral toward the statement (*Saya semangat belajar ketika mendengarkan penutur asli langsung berbicara*). It means that the students have motivated to study the listening section with podcast. In brief, the average of this statement was 63.84%.

In the eleventh statement, 38% of students chose neutral toward the statement (*Saya semangat belajar ketika mendengarkan penutur asli langsung berbicara*). It means that the students got stimulus from the native speaker. Besides, the average of this statement was 66.15%

In the twelfth statement, it illustrated that 33% of students chose neutral from the statement (*Saya bingung mendengar berbagai macam accent ketika mendengarkan audio listening dengan menggunakan podcast*). It means that the students were difficult to hear more than one accent because they were not familiar with the accent. Then, the average of this point was 56.92%.

In the thirteenth statement, 40% of students chose strongly agree with this statement (*Saya merasa dapat melatih pronounciation saya dengan menggunakan podcast*). It means that podcast with listening can fix their pronounciation. In brief, the average of the data was 76.92%.

The fourteenth statement showed that 30% of students strongly agreed with the statement (*Saya senang karena dengan menggunakan podcast saya mengetahui bagaimana penutur asli mengucapkan kosa kata dalam bahasa Inggris*). It means that the students have interested to hear native speakers when they study in the listening section with podcast. In brief, the average of this statement was 72.30%.

The fifteenth statement showed that 40% of students chose neutral toward the statement (*Podcast membuat saya belajar bagaimana menggunakan handphone untuk hal-hal yang berguna.*). It means that the students realize that gadgets not only for play but also for useful things. Also, the average of this statement was 79.23%.

The sixteenth point illustrated that 30% of students chose to agree with the statement (*Saya kesulitan belajar podcast dengan menggunakan internet dirumah*). It means that not all students like to study with podcast at home. Then, the average of this point was 60.76%.

The seventeenth point illustrated that 29% chose to disagree with the statement (*Saya rasa dengan podcast saya mampu mengembangkan listening saya*). It means that the students cannot fully develop their listening skills with podcast. Then, the average of the sixth point was 56.15%.

The eighteenth point illustrated that 30% of students chose strongly agree with the statement (*Saya suka menggunakan podcast karena memudahkan saya belajar dimana saja kapansaja*). It means that the students like to use the podcast everywhere. Then, the average of this point was 64.61%.

The nineteenth point illustrated that majority of the students choose Neutral with 42% on this statement (*Saya aktif menggunakan podcast karena praktis, gratis dan kontemporer dalam penggunaannya*). It means that the students like to use the podcast any time. Then, the average of this point was 61.53%.

The twentieth point illustrated that the majority of the students chose Neutral (42%) in this statement (*Saya merasa mandiri karena bisa belajarlistening secara mandiri di rumah*). It means that students used podcast at home independently, students can choose native speakers what they like. Then, the average of this point was 66.15%.

DISCUSSION

Based on the finding of the data above, it showed that the average score of students' perception was 63.06%. It could be interpreted on a good enough level. In this case, the students got opportunities to get practice a lot in listening to material from the native speakers, as a result, it motivated them to learn more in listening. This is in line with Hasan & Hoon (2012) in their study which found that podcast motivates learners toward learning English and improve their language skill, especially listening.

Also, podcast is a useful tool for language learning and might be used by the teachers as an interactive medium to teach listening. As stated by Quaidy & Alphard (2018), having to attract medium in language teaching become the most effective ways to solve the students' problems. As a teaching media, podcast can increase students' self-confidence, increase vocabulary, lead students to be independent learners, and motivate students to learn listening. For these reasons, it cannot be neglected that podcasts bring benefits for language learner

Furthermore, podcast also allows raising students' language awareness. By employing podcast allows students to carry to homework assignments at their own pace and under non-threatening conditions. Podcast is flexible in terms of time and space where the student takes control is important in learning. All students enjoy learning to listen to podcast since they can learn to listen wherever and whenever they like, choose whatever topic that they are interested in. As a result, EFL teachers can save time in teaching listening by giving much access to the students to get practice outside of the classroom (Shiri, 2015). Finally, podcast provides valuable features include music, video, or pictures which are easy and economical for students' need.

In short, it can be inferred that podcast is one of the appropriate media in teaching listening. It helps the students to adjust the material their ability in listening, motivating students to listen, as well as giving them the opportunities to listen to native speakers of English.

CONCLUSION AND SUGGESTION

Based on the findings of research about students' perception of podcast in teaching listening at XI grade students in SMK Pembangunan Bukittinggi, it can be seen the students had a good enough perception of the use of podcast in increasing their skill in teaching listening. Generally, podcast is particularly appropriate for the practice of extensive listening, motivate students to listen, as well as giving them the opportunities to listen to native speakers of English. Thus, it is suggested for English teachers to be aware of the podcast use in teaching listening and apply it as a medium in teaching listening.

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