THE USE OF PODCASTS ON EFL STUDENTS' LISTENING COMPREHENSION

THESIS

Submitted in Partial Fulfilment of the Requirement for Gaining the Bachelor Degree in English Language Education

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I certify that this thesis is my work; I am completely responsible for this project. Other writer's opinion of findings included in this thesis is quoted in accordance with ethical standards

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Assalamualaikum Wr.Wb.

I inform that I have guidance, briefing, and correction to whatever extent of the following thesis identification:

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Wassalamu'alaikum Wr.Wb

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ABSTRACT

Title   : The Use of Podcast on EFL Student's Listening Comprehension: Investigating Student's Perceptions

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Learning a listening skill is not as easy as one might think. In the case of Indonesian students, they have difficulty listening to English because their mother tongue is very different from English. In addition, unfamiliar vocabulary is also a factor causing students' difficulties in listening to English. The difficulty of learning new vocabulary in English makes students have a perception about the use of podcasts in English. Previous research has mostly focused on using podcasts in the classroom. This study aims to explain the application of podcasts for listening comprehension in classroom learning and assignments outside the classroom and describe students' perceptions of using podcasts on their listening comprehension. This study used a qualitative method with a descriptive research design. Participants in this study were SMA Negeri Gondangrejo in class XI Science 3, totalling 36 students. Data collection techniques were carried out through observation and interviews. The results showed that students responded well when the teacher implemented podcasts in classroom learning and assignments outside the classroom. In addition, students have positive perceptions during the learning process, so the podcast successfully motivates students to learn to listen. Therefore, students can use English podcasts for independent learning outside the classroom. Thus, students will feel more familiar with English to improve their listening comprehension.

Keywords: *EFL Students, Learning Media, Listening Comprehension. Podcast*

MOTTO

وَالَّذِيْنَ جَاهَدُوْا فِيْنَا لَنَهْدِيَنَّهُمْ سُبُلَنَاۚ وَاِنَّ اللهَ لَمَعَ الْمُحْسِنِيْنَ

"And those who earnestly seek our pleasure, indeed we will show

them our ways."

(QS. Al-Ankabut: 69)

"Thought no one can go back and make a brand new start, anyone

can start from now and make a brand new ending."

--Carl Brand--

DEDICATION

All the praises and thanks be to Allah ta'ala, who has blessed the researcher to finish the thesis.

This thesis is dedicated to my beloved parents, my big brother, my big sisters all of the English teachers, family, friends, and kindhearted people around me who always give support, motivation, and endless love to the researcher.

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The researcher realized that this thesis would not be finished without advice, motivation, guidance, help, and encouragement from the people around her. Therefore, the researcher would like to express her wholehearted gratitude and appreciation to:

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Finally, the researcher realizes that this thesis is still far from the perfect arrangement. The researcher will happily accept constructive criticism to improve this thesis, and the researcher hopes this research can be helpful for everyone who needs additional reading related to this research topic.

Semarang, 27 Maret 2023
The Researcher,

Ervina Nur Cahyanti
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CHAPTER I
INTRODUCTION

This chapter discusses the research background, research question, objectives, pedagogical significance, and limitations of the research.

A. Background of the Research

Listening is an active process and one of the most important skills for language learners. It has an important role in language because it is one of the four main skills in which language is taught and one commonly tested in language exams: listening, writing, reading, and speaking [1]. According to Rahmiyati et al., 2021 Listening is an active process in which listeners combine what they hear with other information that is already known[2]. In this process, the listener does not only deal with what is heard but also must know the message or purpose of what is heard. This involves the listener changing prior information to understand the listening task. In language learning, the listening process can be optimized by using technology-based media.

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[1] Dyan Indahsari, "Using Podcast for EFL Students in Language Learning," *JEES (Journal of English Educators Society)* 5, no. 2 (September 8, 2020): 103–108.

[2] Rahmiyati Rahmiyati, Merry Prima Dewi, and Eliza Eliza, "Students' Perception On The Use Of Podcast In Teaching Listening," *Elp (Journal of English Language Pedagogy)* 6, no. 1 (2021).

Besides requiring technology-based learning media, learning to listen is also the perception. Perception plays an important part in the learning process since it influences someone's behaviour or attitudes and motivation to learn[3]. Perception will lead them to different behavior responses. The more positive their perception of the learning activities, the higher motivation they will have

Listening is often considered a difficult skill because it requires different types of knowledge: prior knowledge, linguistic knowledge, pragmatic knowledge, or discourse knowledge [4]. Students must also distinguish sounds, understand vocabulary and grammatical structures, and interpret stress and intonation. In addition, they must understand the meaning of words and recognize sentence functions from what they hear. Meanwhile, most students rarely listen to native speakers directly because most schools prefer to use the teacher's voice to assist students in learning to listen to English rather than using native speakers. So

[3] David Nunan, T. D. Terrell, and H. Douglas Brown, *When Ordering This Title , Use ISBN 007-123462-4*, *Language*, vol. 57, 2003.

[4] Hatice Nur Ozcelik, Kris Van den Branden, and Elke Van Steendam, "Listening Comprehension Problems of FL Learners in a Peer Interactive, Self-Regulated Listening Task," *International Journal of Listening* 00, no. 00 (2019): 1–14, https://doi.org/10.1080/10904018.2019.1659141.

students have difficulty conveying information obtained after listening to native speakers [5].

To overcome this, technology-based learning media is needed, especially those that can be used for listening skills. Learning media can provide opportunities for students to listen to the language as spoken by native speakers, can adjust it to the appropriate level of difficulty and assignments, motivate students to learn, and support students to learn independently. According to Retnawati, 2019, technology-based learning media does not replace the traditional education system, which involves teachers, schools, and parents, but supports learning more easily and effectively[6]. One of the media that teachers can use for teaching listening is podcasts.

Podcasts are considered an innovation that teachers can use in the teaching and learning process. Several researchers have conducted several studies on podcasts' use in teaching and learning English. Researchers found the effect of using podcasts in education Barjesteh & Ghaseminia, 2019 [7] stated that podcasts

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[5] Robi Darwis, "Students' Perceptions towards the Use of Podcast in Learning English: A Case Study of the Second Grade Students at One High School in Bandung," *Journal of English and Education* 4, no. 2 (2016): 80–100.

[6] Elva Retnawati, "Efforts To Support and Expand the Use of Educational Technology As a Means of Delivering Learning," *IJIET (International Journal of Indonesian Education and Teaching)* 3, no. 1 (2019): 128–137.

[7] Hamed Barjesteh and Maral Ghaseminia, "Effects of Pre-Listening Task Types on the Development of Efl Learners' Listening

could improve listening skills, Gonulal, 2020 stated that podcasts could improve pronunciation, vocabulary, and grammar of related learning activities[8] and Rahmiyati et al., 2021 stated that podcasts could increase interest and motivate students in learning English[9].

Several previous studies have shown the good impact of podcasts on learning in English classes; however, learning in the classroom has some disadvantages. Disadvantages of learning to listen using podcasts in class include unfavourable audio conditions, unfamiliar speaker accents, distracting background noise, and short audio playback in-class learning can make it difficult for students to understand [10]. Whereas, Podcasts can be used freely on the internet and are usually useful internationally. Podcasts can be heard on all MP3/MP4 document devices, which include computer systems, smartphones, and MP3 players, so they can be listened to anywhere and anytime with interesting and

Comprehension Ability," *International Journal of Listening* 0, no. 00 (2019): 1–15, https://doi.org/10.1080/10904018.2019.1654867.

[8] Talip Gonulal, "Improving Listening Skills with Extensive Listening Using Podcasts and Vodcasts." *International Journal of Contemporary Educational Research* 7, no. 1 (2020): 311–320.

[9] Rahmiyati, Dewi, and Eliza, "Students' Perception On The Use Of Podcast In Teaching Listening."(2021)

[10] Hatice Nur Ozcelik, Kris Van den Branden, and Elke Van Steendam, "Alleviating Effects of Self-Regulating the Audio on Listening Comprehension Problems," *International Journal of Listening* 00, no. 00 (2020): 1–16, https://doi.org/10.1080/10904018.2020.1788946.

varied content [11]. This makes it possible to use it for independent study and assignments outside the classroom

Therefore the researcher is interested in researching the use of podcasts on students' listening comprehension during classroom and outside-the-classroom learning by using podcasts and students' perceptions of using podcasts on their listening comprehension. This research aims to determine the implementation and students' perceptions of using podcasts in listening comprehension. And it is hoped that students can help equip them with independent learning methods to improve listening comprehension. For English teachers, this research is expected to reference learning media and student assignments in English classes.

B. Research Questions

1. How is the implementation using podcasts as a medium for listening comprehension?
2. What are the EFL students' perceptions of the use of podcasts in listening comprehension?

C. Research Objectives

1. To explain the implementation of using podcasts as a medium for listening comprehension.
2. To describe EFL students' perceptions of the use of podcasts in listening comprehension.

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[11] Alfian, Asrun & Lio, and La ode Sidu Marafat, "The Use of Audio Podcast for Teaching Listening Comprehension," *Journal of Language Education and Educational Technology* 4, no. 1 (2019).

D. Significance of The Study

There are theoretical and practical benefits of research as follows:

1. Theoretical benefits

   Hopefully, this research can contribute knowledge to develop English learning listening skills. Provide input for all about using podcasts as a media to support conventional learning systems that are not limited by time and place.

2. Practical benefits

   a. Teacher

      The results of this study can be a source of information for teachers about students' perceptions of using podcasts for independent learning English. Both negative perceptions and positive perceptions are experienced by students in the learning process. To motivate teachers to better understand what students need and be able to communicate it to students. So that the learning process can be more enjoyable and students can more easily understand listening lessons.

   b. Students

      The results of this study are expected to provide information to students about using podcasts as a learning medium for listening comprehension. And

can help students get independent learning ways to improve listening comprehension.

c. Researcher

It is hoped that the results of this study can be used as a basis for further research, especially about students' perceptions of podcasts.

E. Limitations of the Research

In this study, researchers limited further problems to facilitate researchers to obtain accurate, precise, and correct results. Therefore the authors limit the research by focusing only on the implementation of using podcasts and students' perceptions of using podcasts in their listening comprehension.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter discusses previous research and theoretical review relevant to this present research.

A. Previous Research

Regarding efforts to improve listening comprehension, many researchers have conducted research using podcasts to improve students' listening skills. Several relevant studies support this research, including:

Rahmiyati et al., 2021 Researched students' perceptions of using podcasts in teaching listening. This research design is descriptive research with quantitative as a research method approach. Samples were taken from 26 students SMK Pembangunan of Bukittinggi using total sampling as a research sampling technique. In collecting data, researchers used a questionnaire. Student perceptions are calculated based on the percentage of data from each indicator to get conclusions for each indicator. The results of this study indicate that students have positive perceptions regarding the use of podcasts in teaching listening[12].

Abdulrahman et al.,2018 Conducted research using a quasi-experimental method with a post-test-only control group design.

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[12] Rahmiyati, Dewi, and Eliza, "Students' Perception On The Use Of Podcast In Teaching Listening."(2021)

The results showed differences in post-test scores between the two experimental groups. The findings from this study show positive results regarding the effect of podcasts on EFL students' understanding of teaching and learning, especially in increasing students' listening comprehension. This study also used a questionnaire, and the results showed that students had positive perceptions of using podcasts to improve listening comprehension. Students think podcasts provide authentic material and interesting listening practice activities to learn English. This research was conducted on classroom learning. This research concludes that the success of podcasts depends on the teachers' competency in using podcasts and choosing suitable material by directing students to fulfil learning objectives[13].

Indahsari, 2020 researched podcasts for EFL students in language learning. This study aims to introduce podcasts as a medium for developing language comprehension. This study uses a quasi-experimental method. In this study, the authors collected references from various sources: Google Scholar, Sinta, JSTOR, online literature.com, Ijern.com, Scopus, Research Gate, and Science Direct. In addition, researchers also used podcasts from various sources that were searched using keywords, including Podcast for Learning, English Learning, Podcast for English

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[13] Tryanti Abdulrahman, Nonny Basalama, and Mohammad Rizky Widodo, "The Impact of Podcasts on Efl Students' Listening Comprehension," *International Journal of Language Education* 2, no. 2 (2018): 23–33.

Learning, and Podcast of EFL students. The researcher found many relevant references from these various sources and then selected twenty journals with the closest relevance and the latest year of publication. Journals are read and selected based on research topic categories. The topic category in this study is the use of podcasts in learning English for EFL students. After being selected, each article was examined and compared with the other. The results of this study conclude that podcasts have a lot in common with public libraries, which provide material or information directly to their users. Podcasts are useful in language learning because they help students improve their listening skills and motivate them to learn and practice speaking. Students are interested in using podcasts to learn English because it allows them to interact with their friends[14].

Gonulal, 2020 researched to investigate the potential use of podcasts and vodcasts in extensive listening and enhancing foreign language listening comprehension. This study involved forty-nine students. This study used qualitative and quantitative methods, which were carried out for one year. The data came from listening assignments, listening progress tests, conversation tests, and questionnaires. The results showed that students need one hour a week to listen extensively using podcasts and vodcasts outside class time. After carrying out various tests, students showed

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[14] Indahsari, "Using Podcast for EFL Students in Language Learning."(2020)

significant progress in listening comprehension at the end of the study period. In addition, students think that extensively listening to podcasts and vodcasts can also improve their conversational skills, vocabulary, and grammar. However, students also argue that sometimes they have difficulty with the speed of speakers in podcasts and vodcasts[15].

Barjesteh & Ghaseminia, 2019 Also, a study examined the effect of a pre-listening task on improving EFL students' English comprehension. This study involved sixty-three students working on task-based, podcast, video, and topic preparation assignments. Before being given the task, all students are given the same listening test. After completing the test, the students were divided into three groups, each consisting of twenty-one. Then each was given a different task; the first group was given a podcast assignment, the second group was given a video assignment, and the last group was given the task of talking about a particular topic. Each group was assigned a jigsaw task and filled in the gaps according to instructions. The results of this assignment reveal that podcast-based assignments can significantly improve students' listening skills. This study concluded that podcasts were the most effective medium of all the pre-listening tasks used to increase listening comprehension. Podcasts are considered to be able to help them become more enthusiastic about expressing their ideas,

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[15] Gonulal, "Improving Listening Skills with Extensive Listening Using Podcasts and Vodcasts."(2020)

become more communicative, and help them understand similar situations in real life by involving them in listening. One of the implications of this research is that using podcasts in EFL classes can help students assess and improve their listening skills[16].

Based on the previous research results, the researchers found similarities and differences between this study and previous studies. The equation in this study is using podcasts as a medium to improve listening comprehension. Based on the research conducted Gonulal, 2020 also used a media interview as a research instrument similar to this research. The research conducted Gonulal, 2020 also examines the use of podcasts outside of classroom learning. There are also several differences, including in previous research, most of the use of podcasts was applied in classroom learning. This study explains not only the implementation of learning in class but also the use of podcasts in independent assignments outside the classroom so that it only involves a few students who have been given homework using Podcast Media. Previous studies also used experimental methods with pre-tests and post-tests, and several used literature studies. Meanwhile, this study used a qualitative approach with descriptive analysis to find and explain students' perceptions of using podcasts as their listening learning media.

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[16] Barjesteh and Ghaseminia, "Effects of Pre-Listening Task Types on the Development of Efl Learners' Listening Comprehension Ability."(2019)

B. Literature Review

1. Listening Comprehension

a. Definition of listening

Listening comprehension is the ability to pay attention or hear something; however, listening is not the same as hearing. As we often know, hearing and listening are often used interchangeably, but they have important differences. Hearing and listening both involve the perception of sound, and the difference in terms shows the level of purpose. Listening is considered a passive activity. Hearing is when we only hear the sound without paying attention to the source. While listening, the brain automatically translates a series of words into messages or information conveyed by the sound source. So listening is an active activity because it determines the meaning of the sound heard.

According to NamazianDost et al., 2017, listening means paying attention and trying to get the meaning of what we hear[17]. Listeners are seen as active participants in determining meaning by the speaker or what they hear. To reconstruct the speaker's intended message, the

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[17]   Islam NamazianDost, Ghassem Bohloulzadeh, and Rezvan Rahmatollahi, "The Effects of Using Podcast on Listening Comprehension among Iranian Pre-Intermediate EFL Learners," *International Journal of Applied Linguistics and English Literature* 6, no. 6 (2017): 57.

listener actively contributes knowledge from linguistic (i.e., morphology, phonology, grammatical structure, syntax, phonemes, etc.) and nonlinguistic (i.e., experience, background) sources to identify and recognize what is submitted by others. Information captured in listening uses sensory memory, which is short-term memory, so if it is not trained, the information received will not last long. Through practice memorizing information can become long-term memory and last longer.

Listening is one of the important skills for language learners. It has an important role in language because it is one of the four main skills in which language is taught and one of the skills that are generally tested in language exams: listening, writing, reading, and speaking [18]. For language learners, listening is key to learning in the classroom. When they listen in class, they learn automatically too. Therefore, when they cannot listen well, they will lose the opportunity to absorb lessons and will become an obstacle to developing their mastery of the language. Listening is also important because it is one of the two language skills used when communicating

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[18] Indahsari, "Using Podcast for EFL Students in Language Learning."(2020)

orally[19]. It refers to a transactional process in which there are simultaneously "sending" and "receiving" messages. In building good oral communication with other people, one must understand the meaning of the message the other person conveys while communicating.

b. The Implementation of Teaching Listening

English is considered the first foreign language in Indonesia. In this regard, Indonesia has taught EFL (English as a foreign language) at almost all school levels, from elementary to high school[20]. Regulation of the Minister of National Education of the Republic of Indonesia Number 41 of 2007 concerning Process Standards for Primary and Secondary Education Units, the learning process in educational units is held interactively, inspiring, fun, challenging, and motivating students to participate actively [21]. The implementation of learning is the implementation of the lesson plan. The

[19] Alicia Martínez-Flor and Esther Usó-Juan, "Towards Acquiring Communicative Competence through Listening," *Current trends in the development and teaching of the four language skills* (2006): 29–46.

[20] Nuna Mustikawati Dewi and Lulut Widyaningrum, "Pendampingan Penguatan Literasi Bahasa Inggris Anak Melalui 'Multiple Stories-Reading,'" *Dimas: Jurnal Pemikiran Agama untuk Pemberdayaan* 18, no. 1 (2018): 143–158.

[21] Peraturan Menteri Pendidikan Nasional Republik Indonesia, "Nomor 41 Tahun 2007 Tentang Standar Proses Untuk Satuan Pendidikan Dasar Dan Menengah. 2007," *Jakarta: Badan Standar Nasional Pendidikan* (n.d.).

implementation of learning in each school involves three aspects:

1) In the introductory activity, the teacher prepares the participants psychologically and physically to follow the learning process, asks questions that relate previous knowledge to the material to be studied, explains the learning objectives or basic competencies to be achieved, conveys the scope of the material and explain the description of activities according to the syllabus.

2) The core activities include the use of learning models, learning methods, learning media, and learning resources that are tailored to the characteristics of students and subjects by the teacher.

3) In the closing activity, the teacher and students, both individually or in groups, reflect on learning and delivering the lesson plan at the next meeting.

To achieve the learning objectives of listening comprehension effectively and efficiently, the teacher must know the principles of teaching listening. Nunan et al.,

2003 suggest the following principle for teaching listening[22], those are:

1) Expose students to different ways of processing information.

The information processing system consists of two, bottom-up and top-down processing. The difference is based on the way students try to understand what they are listening to. In bottom-up processing, students focus on parts such as words, grammar, and the like, which are then used to understand what they have heard. In top-down processing, where students use their background knowledge, both content schemes (general information based on previous learning and life experiences) and textual schemes (awareness of the type of information used in certain situations).

Students need bottom-up and top-down processing skills in listening. So, combining these two approaches is the most effective way to help students learn English through brainstorming before listening. Top-down and bottom-up processes work together to produce more comprehensive information.

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[22] Nunan, Terrell, and Brown, *When Ordering This Title , Use ISBN 007-123462-4*, vol. 57, p. .

2) Expose students to a different type of listening.

Listening in different ways is always accompanied by purpose. For example, listening to songs for pleasure or learning. Providing a variety of different listening experiences can help listeners focus on the listening material as intended. Any discussion of the listening task should include consideration of the type of listening. Two types of listening are often used: listening to specific information and listening globally. Specific listening usually involves capturing specific information, such as a specific name, time, and speech format. Global listening is where students understand more generally or seek more general information, such as identifying main ideas or noting sequences of events. Listening to specific information and listening to global are two important types of listening. Global listening is used to find out what information is in it. Meanwhile, listening specifically will occur when students listen to something that seems important and then focus on getting specific information

3) Teach a variety of tasks.

The listening task should take into account the student's condition. Learners complete the task while listening, so the task itself mustn't require too much production. Tasks with too much output cannot be

completed in real-time, and when a student gives an incorrect answer, the teacher determines whether the student does not understand what they are listening to or simply does not express an understanding. Another reason for short, focused tasks is that listening strains working memory. When listening to a second or foreign language, people need to process the meaning of the words they hear and the language itself. This can lead to overload. If the task makes listening more complicated, the learner will be unable to understand, remember and do what is required.

4) Always consider the difficulty of the material.

The speaker's speed is the most serious difficulty in learning listening skills. Each speaker certainly has a different speech rate, which causes listeners to not comprehend while learning. The most appropriate solution is to pause from time to time so that the listener can listen more carefully and absorb more information. It is better to do this than decrease the speaking speed of the listening material because it will hinder the authenticity of the material.

c. Listening Assignment Outside English class

In the era of globalization, the increasing importance of mastering English has encouraged many students to learn English both inside and outside the language class. In

teaching listening in the classroom, some deficiencies can affect students' listening comprehension, including unfavourable audio conditions such as unfamiliar speaker accents, distracting background noise and audio playback speed[23]. Compared to students learning English as a second language, students learning English as a foreign language (EFL), are generally not exposed to English in their daily lives. To exploit learning opportunities outside the classroom, especially in settings, students are expected to effectively manage their learning [24].

If learners need experience with different types of listening texts, they also need to work with various tasks. Therefore, learning media needed that support language assignments outside the classroom. Learning media is a tool that can help the teaching and learning process so that the message's meaning becomes clearer and educational or learning goals can be achieved effectively and efficiently. One of the technology-based learning media that can be used is podcasts.

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[23] Ozcelik, Van den Branden, and Van Steendam, "Alleviating Effects of Self-Regulating the Audio on Listening Comprehension Problems."(2020)

[24] Tomoko Yabukoshi, "Self-Regulation and Self-Efficacy for the Improvement of Listening Proficiency Outside the Classroom," *Language Learning Journal* 49, no. 1 (2021): 27–40, https://doi.org/10.1080/09571736.2018.1472626.

The technology in podcasts allows students to listen to audio and video on their devices, and then control that input with pause and rewind functions [25]. This listening situation using podcasts is fundamentally different from teaching listening in the classroom, where the teacher assigns tasks and activity lists, makes listening choices and arranges audio or video playback.

2. Podcast

   a. Definition of Podcast

   Technologically, podcasts refer to digital audio files delivered via an internet-connected computer or portable media player. New recordings are automatically piped to the listening device in podcasts each time the podcast creator uploads them. Listeners can also repeat episodes repeatedly anytime and anywhere. However, this definition is no longer appropriate as it refers to audio downloaded online. This means that this definition limits podcasts to audio-only.

   McClung & Johnson, 2010 argues that podcasts are audio and video files that can be downloaded via a computer, iPod, or other portable media player and can be

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[25] Antonie Alm, "Extensive Listening 2.0 with Foreign Language Podcasts," *Innovation in Language Learning and Teaching* 7, no. 3 (2013): 266–280, http://dx.doi.org/10.1080/17501229.2013.836207.

listened to later[26]. Podcasts allow listeners to change the time and content so podcasts can be listened to whenever and wherever with the context or theme that listeners want.

Podcasts have three types: audio, video, and Enhanced Podcasts (a combination of images and audio) [27]. The file can be downloaded to a computer or mobile software, either paid or free. Podcasts are digital recording media distributed via the internet and are usually delivered in episode format. The podcast audio is a podcast that is often used because it only requires a small storage space. These audio files can be accessed directly from laptops and cellphones or sent to portable media devices.

Several audio podcasts in English can be found on the Spotify and Noice applications. The Spotify app provides Podcast transcripts to help listeners understand the audio. Transcripts can be accessed via the website listed in the column description. Several transcripts can also be written on the listed website, some can be downloaded, and the results are in pdf format. This type of Podcast video is a video and sound in one structure. Video podcasts are usually in MP4 format and require more storage than audio

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[26] Steven McClung and Kristine Johnson, "Examining the Motives of Podcast Users," *Journal of Radio and Audio Media* 17, no. 1 (2010): 82–95.

[27] Darwis, "Students' Perceptions towards the Use of Podcast in Learning English: A Case Study of the Second Grade Students at One High School in Bandung."

podcasts. Podcasts in the form of videos can be found through the Youtube application. Some Podcasts on the YouTube app provide transcripts just like on Spotify. The difference between the two is that the transcripts on Spotify can be accessed via the website linked in the description, but the transcripts of Podcasts on the YouTube app are in the form of video subtitles.

The topics or content available in the podcast are very diverse, so they can also be used as language learning resources. Podcasts vary widely in difficulty, are free, and are easy to segment. Also, because podcasts provide various content, listeners can choose the appropriate learning resources, especially for foreign language learners. Podcast technology also allows listeners to control podcasts' playback time, such as pause and replay [28]. Podcasts provide attractive benefits and advantages compared to other technological devices. Podcasts can be listened to when listeners are doing other activities, multitasking, for example, travelling while working, writing, etc. This is one of the essential advantages of podcast technology, and it can be used anytime and anywhere.

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[28] Alm, "Extensive Listening 2.0 with Foreign Language Podcasts."(2013)

b. Types of podcasts

Podcasts are a popular medium today. There are various types of podcasts. According to Rüdel, 2006, the types of podcasts are divided into public, personal, and professional podcasts (Podcasts about education or a company)[29]. Public podcasts are intended for the general public and are easy to use and understand. Private podcasts are like when someone shares a photo album, but in audio format, it can also be in video format with the results of recording special events privately and sharing them with others. Professional podcasts can come from an educational institution or company with a specific purpose.

Sze, 2007argues that podcasts on the web are divided into radio and independent podcasts[30]. Podcast radio is sound from existing radio, and the program is converted into a podcast. Several companies that have produced this type of podcast are the BBC (British Broadcasting Corporation) and RTHK (Hong Kong Television Radio). Meanwhile, independent podcasts are podcasts that certain individuals or organizations produce.

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[29] Cornelia Rüdel, "A Work in Progress Literature Survey on Mobile Learning and Podcasts in Education. IMPALA Project," *Retrieved July* 16 (2006): 2008.

[30] Paul Man-man Sze, "Developing Students ' Listening and Speaking Skills Through," *Education Journal* 34, no. 2 (2007): 115–134.

c. Advantages of Podcasts

Based on various podcast studies, podcasts are considered a tool that can facilitate students in developing English language skills. Podcasts provide opportunities for students to practice their listening skills inside and outside the classroom. Podcasts can help learn speaking and listening and other areas of language such as pronunciation, grammar, and increasing vocabulary. Podcasts also provide opportunities for students to make learning simpler [31].

Several audio podcasts in English can be found on the Spotify and Noice applications. The Spotify app provides Podcast transcripts to help listeners understand the audio. Transcripts can be accessed via the website listed in the column description. Several transcripts can also be written on the listed website, and some can be downloaded, and the results are in pdf format. This type of Podcast video is a video and sound in one structure. Video podcasts are usually in MP4 format and require more storage than audio podcasts. Podcasts in the form of videos can be found through the Youtube application. Some Podcasts on the YouTube app provide transcripts just like on Spotify. The difference between the two is that the transcripts on Spotify can be accessed via the website linked in the description,

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[31] Dick Ng'ambi and Annette Lombe, "Using Podcasting to Facilitate Student Learning: A Constructivist Perspective," *Journal of Educational Technology & Society* 15, no. 4 (2012): 181–192.

but the Podcast transcripts on the YouTube app are in the form of video subtitles.

This podcast technology supports a variety of principles in many ways. The wide selection of listening content available in podcasts allows students to listen to different types of content. Podcasts are typically five minutes to an hour long, so students can choose which length of the podcast they want. Students can also pause and even slow down podcast playback, allowing students to focus and repeat parts that they find difficult [32]. Podcasts can be accessed quickly and easily by today's students. Podcasts can motivate students to participate in various activities in ELT classes. Students also enthusiastically responded to the teacher, and their learning rate increased[33].

Podcasts also make it possible to increase awareness of language learning among students. Using podcasts allows students to work on assignments from school to home at the speed they want. Podcasts are flexible in space and time that can control students in learning. Students can also learn by listening to podcasts wherever and whenever

[32] Alm, "Extensive Listening 2.0 with Foreign Language Podcasts."(2013)
[33] Seprima Uciari Ningsih, "Students' Perception on the Lecturer'S Use of Podcast in Teaching Listening Comprehension," *Iain Batu Sangkar* 372, no. 2 (2018): 2499–2508,

they want [34]. The conclusion is that podcasts are a medium that can improve students' listening comprehension. Podcasts can help students adapt the material to their listening abilities, motivate them to listen, and provide opportunities for them to listen to English directly from native speakers.

d. **Disadvantages of podcasts**

Although podcasts are a widely used innovation medium today, they also have disadvantages. Disadvantages of using podcasts include time consumption, files cannot be searched, and accessibility problems. Podcasts take up much time, especially if the files are large. Usually, it is not easy to find podcast files, and although several search accesses can be used, the search results are sometimes not directly in the form of files. Meanwhile, podcasts that are not downloaded require a good internet connection. Some people listen to podcast files with an internet connection. Listeners can listen to lots of old audio[35].

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[34] Rahmiyati, Dewi, and Eliza, "Students' Perception On The Use Of Podcast In Teaching Listening."

[35] Tzlil Sharon and Nicholas A. John, "Imagining An Ideal Podcast Listener," *Popular Communication* 17, no. 4 (2019): 333–347, https://doi.org/10.1080/15405702.2019.1610175.

3. Students' Preception

a. Definition of Preception

Perception depends on the complex functions of the nervous system, but this process is done outside of conscious perception, so it looks almost subjectively easy. According to Robbins et al., 2019, perception can be defined as "The process by which an individual organizes and interprets sensory inputs and gives meaning to the environment[36].

Meanwhile, according to Saleh, 2018 Perception is a process that is preceded by the process of sensing, which is the process of receiving stimulus by the individual through the senses or also called the sensory process. The sensing process will take place every moment at the time the individual receives the stimulus through the tool senses, namely through the eyes as a means of sight, ears as a hearing aid, the nose as an organ of smell, the tongue as a means of tasting, the skin on the palms of the hands as tactile tools, all of which are tools senses that are used to receive stimuli from the outside individual. The senses are connecting devices between the individual and the outside world. The stimulus that is sensed then by individuals is organized and interpreted so that individuals realize and

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[36] Stephen P Robbins, Timothy A Judge, and Neharika Vohra, *Organizational Behaviour by Pearson 18e* (Pearson Education India, 2019).

understand what is sensed, and this process is called perception[37].

Thus, perception can be briefly interpreted as the process by which a person takes in information through the senses. Stimuli are received through the senses, namely eyes, ears, nose, mouth, and skin, and are regulated by the brain. Then they are stored as information that is interpreted in a way that the individual is aware of and understands

b. Factors that Influence Preception

A person's perception does not arise by itself but through a process and factors that influence a person's perception. Therefore, each individual can have a different interpretation even though the object is the same. This difference is caused by several factors. As stated by Robbins et al., 2019[38] perception is influenced by several factors that have been classified, among others:

1) Factors in the perceiver: attitudes, motives, interests, experience, expectations
2) Factors in the situation: time, work setting, social setting
3) Factors in the target: novelty, motion, sounds, size, background, proximity, similarity

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[37] Adnan Achiruddin Saleh, "Pengantar Psikologi" (Penerbit Aksara Timur, 2018).

[38] Robbins, Judge, and Vohra, *Organizational Behaviour by Pearson 18e*.

c. The Important of Students' Perception in Learning

Teaching is a very difficult task as it requires a lot of skills, thinking, and decision-making. This activity is an active process in which learners evaluate their learning experience and acquire and build knowledge. In connection with teaching, Lamatokan, 2018 "Learners are encouraged to openly express their perceptions to both themselves and their teachers"[39]. This allows students to think about why they participate in certain activities, how those activities can help them learn English, and what benefits they can benefit from both academic and extracurricular activities increase.

Effective and enjoyable education is not possible without students participating in education and learning activities. This is the main reason to consider student perceptions. Secular, Lamatokan, 2018 states, "Perception is what a person (student) feels about a certain thing, both consciously and unconsciously, both visually and auditory, and thoughts caused by processes that take place in the brain"[40]. In other words, perception is people's opinion of what they believe to be true. This means that cognition

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[39] Alfonsus Lamatokan, "Students' Perception toward Teachers' Teaching Styles and the Use of Learning Strategies in Teaching English," *Eralingua: Jurnal Pendidikan Bahasa Asing dan Sastra* 2, no. 2 (2018): 41–46.
[40] Ibid.

refers to a person's understanding or view of a particular object. Therefore, student perception plays a very important role in supporting the learning process.

The implementation of learning is facilitated by interactive classroom conversations that take place not only between students but also between students and teachers [41]. The process of students' perception occurs when interacting learning process. Students' perception means students' understanding of the materials or information that the student receives when the learning activity takes place. Students receive and collect information about stimuli through their senses. The stimulus received is selected and interpreted so that the student can realize and respond as a reaction to the stimulus. Student response as a result of perception can affect students' interest in participating actively in learning.

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[41] Jeremy Harmer, "Jeremy Harmer fifth edition with DVD English Language Teaching English Language Teaching" (2015): 446.

CHAPTER III
RESEARCH METHOD

This chapter includes the research design, research setting, participants, data source, data collection methods, instruments, and data analysis methods.

A. Research Design

In this study, researchers used descriptive qualitative research. The researcher wants to investigate students' perceptions of the use of podcasts in their listening comprehension.

According to Creswell & Creswell, 2018 qualitative research is a means for individuals or groups to investigate and understand the implications of human social problems[42]. Qualitative research relies heavily on information from the object/participants on; broad scope, general questions, collecting data consisting mostly of words/text from participants, and explaining and analyzing data obtained from research results.

Researchers collected data using observation and interviews. As a descriptive study, it focuses on students' perceptions of the use of podcasts in listening comprehension.

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[42] W John Creswell and J David Creswell, *Research Design: Qualitative, Quantitative Adn Mixed Methods Approaches. Journal of Chemical Information and Modeling. Vol. 53, 2018.*

This method is used to describe phenomena or facts in the field.

B. Research Setting

SMA Negeri Gondangrejo is an IT-based school designated by the Ministry of Education and Culture to take part in the implementation of the UNBK exam since 2015 for the first time in Karanganyar Regency; now it has three computer laboratory rooms with adequate computer specs, equipped with air-conditioned rooms, Wifi, LCD, and security cameras in the form of CCTV are supported with an electric capacity of 54,000 watts. Students at this school receive learning and assignments using podcasts in grade 11. This research will be conducted especially for students who have received independent assignments or homework using podcasts. The participants involved in this study were four eleventh-grade students. In addition, students were selected as participants because they had previous experience using podcasts as a medium for learning English.

C. Participant

The idea behind qualitative research is to purposefully select the participants, sites, or sites (documents or visual materials) that best help the researcher understand the problem and research question [43].

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[43] Ibid.

This research aims to find out the perceptions of EFL students in using podcasts on listening comprehension. So to fulfil these objectives, there are several criteria used to select participants in this study, namely:

1. Participants are eleventh-grade high school students who are familiar with podcasts

2. Students have used learning using podcasts in English classes

3. Students have done independent assignments outside of class using podcasts

After determining the participant criteria, then the way to get participants in the study is to determine the gatekeeper first. Gatekeepers are people who have the authority to give permission and information to other people to enter a certain environment. The gatekeepers in this study were English teachers at Gondangrejo State High School. The teacher pointed out that all students of class XI Science 3, consisting of 36 students, met these criteria. So for observation, participants to implement podcasts in class learning are the teacher and all students in class XI science 3.

After finding prospective participants, the researcher conducted a sampling technique. The sample in this qualitative research is the participant who will be interviewed. According to Margono, 2007, the sampling technique is a way to determine the number of samples following the sample size

that will be used as the actual data source, taking into account the characteristics and distribution of the population to obtain a representative sample[44]. In general, sampling techniques can be classified into two groups, namely probability sampling and non-probability sampling. Probability sampling is a sampling technique that provides equal opportunities for each element (member) of the population to be selected as a member of the sample. While non-probability sampling is a sampling technique that does not provide equal opportunities or opportunities for each member of the population to be selected as a sample. The technique used in this study is a probability sampling technique, namely simple random sampling.

According to Sugiyono, 2013, simple random sampling technique is a technique of taking samples from members of the population, which is carried out randomly without regard to the existing strata in the population so that each member of the population has the same opportunity to be selected or taken[45]. The random sampling technique used by the researcher is by taking a simple random sample with a lottery system in the following way:

1. Make small pieces of paper by writing down the subject number, one number for each paper.

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[44] Soekarjo Margono, "Metodologi Penelitian Pendidikan: Komponen MKDK," *Jakarta: Rineka Cipta* (2007),
[45] D. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan Tindakan*, 2013.

2. The piece of paper is rolled up and put in a bottle/box.
3. Shaken and removed one by one the sample members 4 times.
4. The numbers listed on the roll paper taken are the research sample subject numbers.

D. Methods of Data Collection

The data would be collected from one student who was the representative of the population. Bellows were the steps for conducting the research:

1. Observation

Observations in this study aimed to obtain information about the implementation of using podcasts as a medium for listening comprehension. Observations were made by observing the English teacher who was teaching in class and students when doing independent assignments outside the classroom. Researchers recorded the results of these observations on the observation sheet. Procedure for collecting observation data:

a. The researcher prepares observation sheets.
b. The researcher entered the class during the English lesson.
c. The researcher observed the teacher who was teaching before giving independent assignments outside of class using podcasts.

d. The researcher observed how students did independent assignments outside the classroom by using podcasts.

e. The researcher records what is observed on the observation sheet

2. Interview

Interviews are a systematic way to obtain information from students regarding podcasts as a medium for learning English. Interviews can be used to find out to what extent podcasts can make students interested in understanding the material and using it as a medium for independent learning outside the classroom. This study consisted of eight questions about media, perceptions, and the impact of podcasts on their listening comprehension.

E. Instruments

1. Observation

Observations in this study are intended to obtain information about the implementation of using podcasts as a medium for listening comprehension. Learning has three aspects: preparation for learning, implementation of learning, and evaluation of learning. Therefore, before observation, the researcher first created an observation guidance grid as follows:

Variable	Aspect	Indicator
The implementation of using podcasts as a media for listening comprehension	Learning preparation	-Knowing teachers learning preparation in teaching listening using podcast
	Learning process	-Knowing teachers' learning strategies/models used -Knowing the interaction of teachers and students in learning activities. -Knowing the facilities and infrastructure used by teachers in learning
	Learning evaluation	-Knowing the evaluation of learning given by the teacher. -Knowing the teacher's explanation of independent assignments outside the classroom using podcasts
	Students' activity	-Knowing students' learning strategies/models used to do the assignments
	Learning Evaluation after assignment	- Knowing the evaluation of learning given by the teacher after the assignment

Table 3.1 Observational Guide on The implementation podcast in listening comprehension

2. Interview

A research instrument was used to collect the data for the research. It was a tool and facility for the researcher to make it easier to find the result. In this research, the researcher used interview guidelines as the instrument.

An interview is a research tool for collecting data using multisensory verbal, nonverbal, oral and listening methods. Participants were given a space to react and express what they felt. Because interviews are flexible, they also allow researchers to gather more information. The research results obtained will help develop research questions.

In this study, the researcher chose semi-structured research. This type of interview allows researchers to maintain consistency over the concepts covered in each interview. In semi-structured interviews, several topics are selected before starting research based on literature or practice. Once the questions on the list have been covered, participants are free to add anything else to the interview that they may find relevant to the discussion. In addition, researchers may ask additional questions to clarify certain points or to learn more about a topic [46].

Therefore, before interviews, the researcher first created an interviews guidance as follows:

Variable	Aspect	Indicator	Instrument number
Students' perception s of the use of podcasts	Factors in the perceiver	-Motive -Experience -Interests	1 2 3
	Factors in	-Novelty	4

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[46] Ibid.

in their listening comprehension.	the target		5
	Factors in the situation	-Time	6
		-Work setting	7
		-Social setting	8

Table 3.2 Interviews guide for students' preceptions of the use
of podcasts on listening comprehension

F. Methods of Data Analysis

After conducting the interviews, the next step is coding the interview results. This study's data analysis used a qualitative approach with thematic analysis techniques. According to Boyatzis, 1998[47], thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data further than this and interpreting various aspects of the research topic. Researchers carry out the deduction, induction, and verification of qualitative data. In this case, the researcher is thinking deductively. Conversely, when researchers categorize data to find categories, researchers are thinking inductively. Inductive thinking and deductive thinking are continuously carried out alternately when conducting research.

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[47] Richard E Boyatzis, *Transforming Qualitative Information: Thematic Analysis and Code Development* (sage, 1998),.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. FINDINGS

The research has been conducted at SMA Negeri Gondangrejo with the subject in this study XI Science 3, in the academic year 2022/2023. To achieve the objectives of this study, the data have been analyzed and collected systematically to provide a meaningful interpretation of the research results. The data was collected in the form of teacher observation sheets and transcripts of student interviews. Then, the researchers report the data results based on the topic of the research problem.

1. The Implementation of Using Podcasts as a Medium for Listening Comprehension

The findings of the observation are to know how the implementation of using a podcast as a medium for listening comprehension. Observations were made by observing the English teacher and four students of class XI science 3. The data obtained from the observation can see in the table:

No	Aspects	Indicators	Description of Observation
1	Learning Preparation	Knowing teachers learning preparation in teaching listening using	1. The teacher opens the lesson by greeting all students 2. The teacher checks the student attendant list 3. The teacher asks

		podcast	questions to generate the initial knowledge that students have about the material to be studied.
			4. The teacher conveys the topic and learning objectives of the material to be delivered and invites students to read together
			5. The teacher motivates students by conveying the benefits of studying the material
			6. The teacher prepares an audio podcast related to the material
2	Learning process	-Knowing teachers' learning strategies/models used -Knowing the interaction of teachers and students in learning activities. -Knowing the facilities and infrastructure used by teachers in learning	1. The teacher asks the students to open the textbook about Exposition Text 2. The teacher also use laptops and speakers to support learning 3. The teacher asks students to listen to the podcast and gives them to understand 4. The teacher asks students to guess the topics discussed in the podcast 5. The teacher explains the definition, social function, general structure, and language features of an exposition text

			6.	The teacher asks students about the difficult vocabulary in the podcast and asks them to translate it together.
			7.	The teacher asks students to identify the social function, general structure, and language features of the exposition text in the podcast
			8.	The teacher interacts with the students in each explanation
			9.	The teacher guides students who need help
			10.	The teacher can control and direct the class.
			11.	The teacher provides opportunities for students to respond to other students' questions.
			12.	The teacher gives equal opportunities to all students to think, ask questions, or correct mistakes.
			13.	The teacher gives feedback in the form of appreciation to students
3	Learning Evaluation	-Knowing the evaluation of learning given by the	1.	The teacher ensures that students have experienced the learning process well by asking students.

		teacher. -Knowing the teacher's explanation of independent assignments outside the classroom using podcasts	2. The teacher ends the learning by reviewing the material with the students 3. The teacher shares the podcast file via Google Classroom and ensures that all students can access the file 4. The teacher asked if there was a list of questions related to the podcast that was distributed with clear instructions for students 5. The teacher conveys the next lesson plan 6. The teacher gives a final greetings
4	Students' activity	Knowing students' learning strategies/models used to do the assignments	1. Students rewrite questions from assignments given by the teacher on paper 2. Students provide blank sheets of paper and dictionaries. 3. Students write a word that they do not know 4. Students replay or stop podcast playback when writing words that they don't know the meaning of or are unable to catch the words they hear 5. Students look up the meaning of unknown

			words with a dictionary or google translate
			6. Students try to find meaning and answer questions from listening comprehension and new vocabulary that they have searched for meaning.
5	Learning Evaluation after assignment	Knowing the evaluation of learning given by the teacher after the assignment	1. The teacher asks students to exchange their answer sheets with friends nearby
			2. The teacher plays a podcast and shows vocabulary that students may not be familiar with and asks students to find the meaning together
			3. The teacher looks for answers to the questions together with the students
			4. The teacher provides opportunities for students if there is something that has not been understood from the podcast that has been given
			5. The teacher makes an assessment

Table 4.1 The Result of Observation

Based on the data in the table, the data shows how the teacher teaches in the classroom from the preparation of learning until learning evaluation. In learning preparation, the teacher prepares students psychologically and physically to be able to follow the learning process and explain the concepts of the material to be taught. In the learning process, there is how the teacher implements learning models, learning media and learning resources. Finally, in the learning evaluation, the teacher reflects on the learning process that has been implemented.

In learning preparation which can be called pre-activity, the teacher prepares herself and the students before receiving the material. The teacher used English interspersed with Indonesian in the learning process. All students agreed upon this at the beginning of the semester. It starts with the teacher greeting all students and asking about the presence of students. The teacher motivates students by asking what students know about the material to be delivered. Students get exposure and opportunities to remember what they know. The teacher helps them introduce the topic by asking about the podcast they listen to. In this learning preparation, the teacher gives all students questions about the material in general. So that only certain students answered the questions given.

Starting to enter the learning process, students are asked to read the learning objectives in the book and also understand them. The teacher mostly dominated the learning process, whereas students listened to her carefully. The teacher prepares tools and an audio podcast related to the one exposition in the book and then asks students to listen while paying attention to the text. After playing a podcast with students, the teacher explains the text's social function, structure, and language features. After the explanation is complete, the teacher tests the student's knowledge and understanding of what has been explained by identifying the structure of the podcast that has been heard. In this learning process, the teacher asks questions about the material in the form of main ideas, social functions, structure and linguistic features without being asked to look for new vocabulary in the podcasts they listen to. So many students immediately interpret the text with Google Translate without actually listening to the podcast.

At the end of the teaching and learning activity, the teacher gave feedback in the form of some motivation to students. The teacher closes the lesson by reviewing the material. The teacher gives independent assignments outside of class using podcasts sent via Google Classroom and gives directions for doing assignments.

Students can choose learning methods in carrying out assignments according to their respective wishes. But all participants used almost the same method. Students rewrite the questions submitted in Google Classroom on paper. They also prepared blank sheets of paper to collect vocabulary they didn't know and prepared a dictionary to look up the meaning. They replay or stop the podcast if there is a word they don't understand. In doing independent assignments outside of class, students can also easily search for transcripts of the podcasts they listen to. This can be negative when students have found transcripts and directly interpreted them without doing listening comprehension.

In the next meeting, the teacher asks students to exchange their answer sheets. Play audio podcasts to listen to together. Look for new vocabulary and interpret the meaning of sentences with students to find answers from the task of listening to podcasts in the previous meeting, then carry out an assessment.

2. **Student Perceptions of The Use of Podcasts in Listening Comprehension.**

The findings of the interview are to find out the students' perceptions of the use of podcasts in listening comprehension. The interviews were conducted with representatives of 4 students, where to get interview participants, the researcher used a random sampling

technique. In conducting interviews, the questions given to participants are the same. The researcher presents interview data consisting of 8 questions, as follows: All of the responses from the interview form are attached in the appendix.

a. Technology-based learning media is necessary to support learning listening.

   All participants considered that technology-based learning media was necessary for the process of learning listening skills. They are used to using technology in almost all aspects of life. Three out of four participants thought that technology helped their listening comprehension. One of the participants argued that learning using technology-based media could increase enthusiasm or motivation in learning. One of the participants added that they still needed the teacher's role to help facilitate listening comprehension.

b. The use of podcasts in independent assignments outside of class.

   Two of the four participants compared learning using podcasts with assignments using podcasts. According to them, with assignments, they can be free to do their work, manage podcast playback and not be disturbed by the voices of their friends as in classroom learning. One of the participants argued that by being

assigned to use a podcast, they felt motivated to learn because of the additional features of the podcast platform. One of the participants said that they still had difficulties with assignments using podcasts because not all podcasts have transcripts.

c. Advantages of using podcasts while doing independent assignments outside the class.

All participants thought podcasts were flexible media for independent assignments outside of class. Because by using podcasts, they can work anywhere and anytime, arrange playback and listen to transcripts from podcasts, if there are any. One of the participants added that working on a podcast can add more varied podcast recommendations.

d. Listening to English podcasts is useful for English listening comprehension.

All participants considered the podcast useful for their understanding of English. All participants thought that by using podcasts, they could increase their understanding of English vocabulary. Three out of four participants added that apart from increasing their vocabulary, podcasts allow them to listen to English pronunciation from native speakers so they can know the correct English pronunciation. One of the participants added that apart from increasing vocabulary

and knowing the correct pronunciation, podcasts can also make him know the correct arrangement of English sentences.

e. The impact of podcasts on listening comprehension.

Not much different from the answers to questions about the benefits of using podcasts. Podcasts can add new vocabulary and get them used to listening to English from native speakers. So all participants believed their listening comprehension had increased due to their habit of listening to podcasts.

f. Challenges while doing independent assignments outside of class using podcasts.

Two of the four participants explained that the problem with using podcasts was that the internet network was disrupted due to various factors, such as the operator and the weather. One of the participants said that he felt constrained when working on a podcast if there were no transcripts available, so if there were words he could not catch, he had difficulty finding their meaning in the dictionary. Two out of four participants stated that they had difficulty understanding the speaker's intent because of the speaker's accent, which they were not familiar with.

g. Disadvantages of using podcasts while doing independent assignments outside of class.

Same in response to the challenges in using podcasts, one of the participants stated that a stable internet network also caused a shortage in using podcasts. Still the same participant, this participant added that the unavailability of transcripts from several podcasts provided by the teacher was also a shortage of podcasts. Three out of four participants thought that the drawback of podcasts as independent assignments outside of class was that the podcast files were large, so they took up space in storage.

h. The difficulties in using the podcast as a listening comprehension learning medium.

One of the participants argued that there were no difficulties in using podcasts as a medium for learning to listen. Two participants stated that podcasts were a fairly effective medium but admitted that they still experienced difficulties if they did not find the transcripts of the podcasts they listened to. One of the participants stated that they had difficulty learning to use podcasts because they had difficulty capturing the expressions or conversations in the podcast.

B. **DISCUSSION**

In this study, the researcher discusses the results of the study with a focus on research objectives. The purpose of this research is to describe the implementation and perception of

class XI Science 3 at SMA Negeri Gondangrejo towards the use of podcasts in listening comprehension. To elaborate on the implementation of the use of podcasts, the researcher used observation and student perceptions using interviews.

1. **The Implementation of Using Podcasts as a Medium for Listening Comprehension**

    To find out the implementation of using podcasts in listening comprehension, researchers analyze the results of observations.

    McClung & Johnson, 2010 argues that podcasts are audio and video files that can be downloaded via a computer, iPod, or other portable media player and can be listened to later. It can be signified when the teacher teaches and she uses a laptop and speakers as a tool to teach listening[48]. The teacher is concerned about the situation in the classroom so that all students can listen to the podcast.

    During the observation, the researcher figured out that almost all of the students were involved in the activities and active in whether to ask or respond. The teacher is very concerned about involving students in the whole discussion so that it can be ensured that all students can understand the material explained. As stated by Harmer, 2015 that the implementation of learning is

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[48] McClung and Johnson, "Examining the Motives of Podcast Users."

facilitated by interactive classroom conversations that take place not only between students but also between students and teachers[49]. This means that student involvement in learning is very necessary so that they will not become a passive learner.

As stated by Nunan et al., 2003 that students need bottom-up and top-down processing skills in listening[50]. This is in line with the learning process, the teacher asks about the material to be delivered, which is exposition text. Then the students answered enthusiastically that they know the type of text because they have received the material at the previous level. In this situation, the students use bottom-up processing where they know the kind of material. Then, students' top-down knowledge of what the teacher might be talking about says that the teacher asks about the type of exposition text. In the process, they base their information on their knowledge (top-down information) as they generate vocabulary and sentences (bottom-up data).

The researcher found that in implementing the use of podcasts in learning exposition text was taught using lectures, question and answer, and demonstration

[49] Harmer, "Jeremy Harmer fifth edition with DVD English Language Teaching English Language Teaching."

[50] Nunan, Terrell, and Brown, *When Ordering This Title , Use ISBN 007-123462-4*, vol. 57, p. .

methods. This is evidenced by the teacher explaining and also repeating some of the sentences contained in the podcast. During learning, the teacher often asks students, such as asking to remember the material, confirm explanations and also checking student understanding.

Listening to specific information and listening to global are two important types of listening [51]. This was found out when the teacher asked students to identify the structure of a text they had listened to. Here the students listen to the podcast for different purposes. To find out the structure of a text, students need to listen globally to get comprehensive information.

Listening to understand is a typical strategy used in this type of listening by providing task-based listening. In this case, students are given listening materials and asked to complete a task based on the information contained in the listening materials. In the learning process, the teacher provides information or knowledge about the material presented and then asks students to identify the text based on the knowledge they have gained. From this, it can be seen that the teacher gives task-based listening intending to know whether the students have understood the lesson being taught well.

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[51] Ibid.

In doing independent assignments outside of class using podcasts, students get the freedom to organize and find their learning methods. This is also in line with Yabukoshi, 2021 opinion that students need new experiences to exploit learning opportunities outside the classroom, especially in settings students are expected to effectively manage their learning[52].

2. **Student Perceptions of The Use of Podcasts in Listening Comprehension.**

Based on the participants' perceptions, using technology-based learning media facilitates listening comprehension and motivates them to learn. Following research Darwis, 2016 that the help of new technology can facilitate the learning process, and students have a feeling of pleasure in implementing new technology because it is more interesting and exciting[53].

In the use of podcasts as a listening learning media, there are several perceptions about the advantages of using podcasts in their understanding of English, including that podcasts can increase understanding of English vocabulary, know the correct English

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[52] Yabukoshi, "Self-Regulation and Self-Efficacy for the Improvement of Listening Proficiency Outside the Classroom."(2021)
[53] Darwis, "Students' Perceptions towards the Use of Podcast in Learning English: A Case Study of the Second Grade Students at One High School in Bandung."(2016)

pronunciation and know the appropriate arrangement of English sentences. This is to the results of research conducted for a year Gonulal, 2020, which stated that students think that listening to podcasts and vodcasts extensively can also improve their conversational skills, vocabulary, and grammar[54]. One of the participants also added that podcasts could improve their understanding of English. This finding is also following research conducted by Barjesteh & Ghaseminia, 2019 which stated that the use of podcasts in EFL classes could help students assess and improve their listening skills[55]. All participants thought the use of podcasts had a positive impact on their listening comprehension. One of the reasons is to make them accustomed to listening to English from native speakers so that they are familiar with the pronunciation. This is in line with Abdulrahman et al., 2018 opinion that podcasts provide authentic material from native speakers and interesting listening practice activities for learning English[56].

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[54] Gonulal, "Improving Listening Skills with Extensive Listening Using Podcasts and Vodcasts."(2020)

[55] Barjesteh and Ghaseminia, "Effects of Pre-Listening Task Types on the Development of Efl Learners' Listening Comprehension Ability."(2019)

[56] Abdulrahman, Basalama, and Widodo, "The Impact of Podcasts on Efl Students' Listening Comprehension."(2018)

Three out of four participants responded positively to using podcasts in independent assignments outside of class. They consider podcasts to be a flexible, comfortable medium that motivates them to learn. One of the participants stated that the assignment of using a podcast spurred them to learn independently. This follows the results of research Rahmiyati et al., 2021which states that podcasts can increase students' awareness of language learning[57]. The research conducted by Rahmiyati et al., 2021 also stated that Podcasts are flexible in space and time, which can control students in learning. Students can also study by listening to podcasts wherever and whenever they want[58]. One participant added that using podcasts can add recommendations for learning podcasts that are more varied than the podcast platforms that teachers have recommended. This follows one of the research results Indahsari, 2020, which concluded that podcasts have a lot in common with public libraries, which provide material or information directly to their users[59]. Meanwhile, with variations in content or

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[57] Rahmiyati, Dewi, And Eliza, "Students' Perception On The Use Of Podcast In Teaching Listening."(2021)
[58] Ibid.
[59] Indahsari, "Using Podcast for EFL Students in Language Learning."(2020)

themes now, podcasts are also growing to keep up with the times and human needs

Independent assignments outside the classroom can also solve the deficiencies of learning using audio in the classroom. This is based on the statements of participants who experience learning difficulties using audio in the classroom with the same causes as research conducted by [60]. Causes of these difficulties include distracting background noise and brevity of audio playback, which can make listening comprehension difficult. And based on participant statements, independent assignments outside the classroom by using podcasts can reduce the difficulties they experience in learning to listen.

Some Participants also explained the various challenges they faced when doing independent assignments outside of class by using podcasts. Their challenges include internet connection problems, transcript unavailability, and difficulty understanding the speaker's intent in the podcast.

According to McClung & Johnson, 2010 a podcast is a digital media file containing information (audio, video, or other information) that is uploaded or downloaded through certain websites or applications to a computer or

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[60] Ozcelik, Van den Branden, and Van Steendam, "Alleviating Effects of Self-Regulating the Audio on Listening Comprehension Problems."(2020)

portable device[61]. Based on this understanding, podcasts are media that require an internet connection to either access or download them. Even though an internet network can reach almost all areas, internet connections can also be disrupted by factors, operators, quotas and weather. And two participants stated that an unstable connection was challenging for them in carrying out podcast assignments.

An internet connection can also be used to view or search for podcast transcripts. According to Norhayati & Jayanti, 2020 transcripts are needed for students who still have difficulty understanding the topics discussed in the podcast[62]. Meanwhile, one participant thought that the absence of transcripts was a challenge in doing independent assignments outside of class by using podcasts.

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[61] McClung and Johnson, "Examining the Motives of Podcast Users."(2010)

[62] Norhayati Norhayati and Sherly Jayanti, "Pemanfaatan Teknologi Untuk Mendukung Kegiatan Belajar Secara Mandiri (Studi Kasus: Penggunaan Podcast Oleh Mahasiswa Di Kota Palangkaraya)," *Jurnal Humaniora Teknologi* 6, no. 1 (2020): 29–36.

CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusions and suggestions for the following finding of the study.

A. Conclusion

According to the result of the research finding and analysis in the previous chapter, the researcher has drawn some conclusions as follow:

Based on the observation findings about the implementation of the use of podcasts in listening comprehension at XI grade students in SMA Negeri Gondangrejo, students give a good response when the teacher applies the use of podcasts in teaching listening. Although during the teaching and learning process, there are students who feel not interested in the podcast, However, almost all of them think that podcast is one of their favourite media for learning English. In doing independent assignments outside of class using podcasts students can manage podcast playback and determine their way of learning.

Based on the interview findings almost all students' perceptions of the use of podcasts are positive. They think podcasts are technology-based learning media that facilitate their understanding of English. Podcasts are considered flexible media because the playback time can be adjusted, so

they can be listened to anytime and anywhere, some transcripts can facilitate their understanding and can motivate them to learn.

Students' perceptions of using podcasts on listening comprehension are also positive. They think that with a podcast, they can get new vocabulary. Accustomed to listening to English from native speakers so they can know the correct English pronunciation and structure. The availability of transcripts and the ease of arranging playback are also considered to make it easier for them to understand English.

B. Suggestion

Although this research was conducted in a short time with few participants. The researcher attempts to offer details of perceptions and barriers to using podcasts in EFL students' listening comprehension. Researchers hope that this research can provide valuable information about the advantages and disadvantages of using podcasts to study listening skills with technology-based learning media. Here are some suggestions that the researcher can over:

1. For the Researcher

Many challenges are faced in the research setting because this is the first time the researcher is doing research. Research instruments that use interview instruments and thematic analysis allow unclear information or misinterpretation. In the future, it is hoped

that this research can inspire future researchers to conduct research with a longer research timeframe and perform better analysis.

2. For Participants

This study informed participants about technology-based media that they could use to improve listening comprehension in a self-directed way outside of classroom learning. And the purpose of this research finding is useful for more than one school, the researcher also asked participants to share their knowledge with other students from different schools.

3. For Teachers

The podcast is one of the learning media that has been widely researched and shows many positive results for learning English. This media can be used to support learning. If there are, how many students still have difficulty understanding the topics discussed in the podcast. To overcome this, when learning English they are allowed to look at the transcript of the conversation and release it periodically according to the development of students' understanding. To increase the use of podcasts, teachers can choose topics or content based on student's ability level so they can understand the podcast material provided.

4. For the Next Researcher

The researcher hopes this research can be a good reference for future researchers who want to do the same research. Researchers suggest that further researchers prepare all possibilities before conducting research.

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APPENDICES

Appendix 1

Lesson Plan

RANCANGAN PELAKSANAAN PEMBELAJARAN

Mata Pelajaran	:Bahasa Inggris
Guru Pengajar	:Bertha Budy Hanani S.Pd
Kelas	:XI
Semester	:2
Topik	:Analytical Exposition Text
Alokasi Waktu	:8 x 40

A. Kompetensi Inti

KI3 (PENGETAHUAN)	KI4 (KETRAMPILAN)
Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual,prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah	Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Idikator Pencapaian

KOMPETENSI DASAR	INDIKATOR
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa tekseksposisi analitis lisan dan tulis dengan memberi dan meminta informasiterkait isu aktual, sesuai dengan konteks penggunaannya	3.4.1 Peserta didik dapat menyebutkan fungsi sosial dari teks eksposisi analitis lisan dantulis. 3.4.2 Peserta didik dapat mengidentifikasi fungsi sosial teks eksposisi analitis lisan dantulis.

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	3.4.3 Peserta didik dapat menyebutkan generic structure dari teks eksposisi analitislisan dan tulis.
	3.4.4 Peserta didik dapat mengidentifikasi generic structure dari teks eksposisi analitislisan dan tulis.
4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, danunsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual.	4.4.1 Peserta didik dapat menangkap makna secara kontekstual terkait fungsi sosial,struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis.
4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, denganmemperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.4.2 Peserta didik dapat menyusun teks eksposisi analitis tulis, terkait isu aktual,dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secarabenar dan sesuai konteks.

C. Tujuan Pembelajaran

1. Ketika proses pembelajaran, peserta didik dapat menyebutkan fungsi sosial dariteks eksposisi analitis lisan dan tulis.

2. Ketika proses pembelajaran, peserta didik dapat mengidentifikasi fungsi sosial teks eksposisi analitis lisan dan tulis.

3. Ketika proses pembelajaran, peserta didik dapat menyebutkan generic structure dari teks eksposisi analitis lisan dan tulis. Ketika proses pembelajaran, peserta didik dapat mengidentifikasi generic structure dari teks eksposisi analitis lisan dan tulis.

4. Ketika proses pembelajaran, peserta didik dapat menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan tekseksposisi analitis lisan dan tulis.

5. Ketika proses pembelajaran, peserta didik dapat menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

D. Metode Pembelajaran

Metode : Pendekatan Scientific

Teknik : Pembelajaran kooperatif

E. Media, Alat dan Sumber pembelajaran

1. Proyektor dan audio speaker
2. Buku LKS Bahasa Inggris kelas XI
3. File podcast dari Internet
4. Worksheet

F. Langkah Kegiatan

PERTEMUAN 1 (2PJ)	
Pendahuluan	**Alokasi Waktu**
Guru bersama peserta didik melakukan pembukaan dengan salam, saling menyapa, dan berdoa untuk memulai pembelajaran, serta memeriksa kehadiran peserta didik	15 menit
Guru memberikan motivasi belajar/ *ice breaking*	
Guru mengaitkan materi kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik sebelumnya	
Guru mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau KD yang akan dicapai	

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Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelasaikan permasalahan atau tugas	
Kegiatan Inti	
Guru memberikan contoh analytical exposition text dalam bentuk podcast audio visual	65 menit
Guru meminta siswa untuk menentukan gagasan utama dan informasi dalam contoh analytical exposition text yang diberikan	
Guru menjelaskan struktur teks, unsur kebahasaan dan fungsi sosial analytical exposition text	
Guru menunjukkan podcast analytical exposition lain lalu meminta siswa untuk menjelaskan gagasan utama dan informasi yang terdapat di dalamnya	
Guru memperkuat pemahaman siswa dengan penjelasan	
Guru meminta siswa mengerjakan soal tentang analytical exposition	
Penutup	
Guru mengulas kembali tentang undangan resmi bersama siswa	15 menit
Guru memberikan penugasan di rumah kepada siswa	
Guru menjelaskan teknis pengerjaan tugas dan membuka sesi tanya jawab seputar penugasan	
Guru menutup pembelajaran dengan doa	

School   :SMA Negeri Gondangrejo
Teachers' name   : Bertha Budy Hanani S.Pd
Participants   :1.Aprilia Rumiyana Styaningsih

                    2. Leni Fitriya

                    3. Muadah Ainul Luthfiyyah

                    4. Selly Nurliya
Topic   Exposition text
Class   XI Science 3

No	Aspects	Indicators	Description of Observation
1	Learning Preparation	Knowing teachers learning preparation in teaching listening using podcast	1. The teacher opens the lesson by greeting all students 2. The teacher checks the student attendant list 3. The teacher asks questions to generate the initial knowledge that students have about the material to be studied. 4. The teacher conveys the topic and learning objectives of the material to be delivered and invites students to read together 5. The teacher motivates students by conveying the benefits of studying the material 6. The teacher prepares an audio podcast related to the material
2	Learning process	- Knowing teachers'	1. The teacher asks the students to open the textbook about Exposition Text

		learning strategies /models used - Knowing the interaction of teachers and students in learning activities. - Knowing the facilities and infrastructure used by teachers in learning	2. The teachers also use laptops and speakers to support learning 3. The teacher asks students to listen to the podcast and gives them to understand 4. The teacher asks students to guess the topics discussed in the podcast 5. The teacher explains the definition, social function, general structure, and language features of an exposition text 6. The teacher asks students about the difficult vocabulary in the podcast and asks them to translate it together. 7. The teacher asks students to identify the social function, general structure, and language features of the exposition text in the podcast 8. The teacher interacts with the students in each explanation 9. The teacher guides students who need help 10. The teacher can control and direct the class. 11. The teacher provides opportunities for students to respond to other students' questions. 12. The teacher gives equal opportunities to all students to think, ask questions, or correct mistakes. 13. The teacher gives feedback in the form of appreciation to students
3	Learning	-	1. The teacher ensures that

	Evaluation	Knowing the evaluation of learning given by the teacher.	students have experienced the learning process well by asking students.
			2. The teacher ends the learning by reviewing the material with the students
		- Knowing the teacher's explanation of independent assignments outside the classroom using podcasts	3. The teacher shares the podcast file via Google Classroom and ensures that all students can access the file
			4. The teacher asked if there was a list of questions related to the podcast that was distributed with clear instructions for students
			5. The teacher conveys the next lesson plan
			6. The teacher gives a final greetings
4	Students' activity	Knowing students' learning strategies /models used to do the assignments	1. Students rewrite questions from assignments given by the teacher on paper
			2. Students provide blank sheets of paper and dictionaries.
			3. Students write a word that they do not know
			4. Students replay or stop podcast playback when writing words that they don't know the meaning of or are unable to catch the words they hear
			5. Students look up the meaning of unknown words with a dictionary or Google translate
			6. Students try to find meaning and answer questions from

			listening comprehension and new vocabulary that they have searched for meaning.
5	Learning Evaluation after assignment	Knowing the evaluation of learning given by the teacher after the assignment	1. The teacher asks students to exchange their answer sheets with friends nearby 2. The teacher plays a podcast and shows vocabulary that students may not be familiar with and asks students to find the meaning together 3. The teacher looks for answers to the questions together with the students 4. The teacher provides opportunities for students if there is something that has not been understood from the podcast that has been given 5. The teacher makes an assessment

Appendix 3
Interview Questions

1. In your opinion, are technology-based learning media necessary to support the learning process of your listening skills?
2. What do you think about the use of podcasts in independent assignments outside of class?
3. What are the advantages of using podcasts while doing independent assignments outside the class?
4. Is listening to English podcasts useful for your English listening comprehension? Why?
5. What do you think is the impact of podcasts on your listening comprehension?
6. What challenges did you face while doing independent assignments outside of class using podcasts?
7. What are the disadvantages of using podcasts that you get while doing independent assignments outside of class?
8. What are the difficulties in using the podcast as your listening comprehension learning medium?

Appendix 4

Transcript of Interview

Interview 1

Date	:10 March 2023
Time	:14:00-1430
Activity	: Interview with the participant
Interviewer	: One of the EFL students
Location	: Participant's house

Role	Interview
Ervina	Assalamu'alaikum warahmatullahi wabarakatuh. Good afternoon I am Ervina Nur Cahyanti, the student who conducted this research. Thank you for taking the time for me to do this interview. How do you feel today?
Lia (P1)	Wa'alaikumsalam warahmatullahi wabarakatuh. Good afternoon too. Alhamdulillah, Today I feel good
Ervina	Alhamdulillah. Are you ready to be interviewed?
Lia (P1)	Yes, I am ready
Ervina	First, can you introduce yourself? Please.
Lia (P1)	My name is Aprilia Rumiyana Styaningsih, usually called Lia. I am an eleventh-grade high school student. I am sixteen years old
Ervina	Alright, thank you. I'll start by going over the details of this interview. This interview is one of those informal ones, the kind you would have with friends or in regular conversation. Relax, there's no need to be tense. The interview would then be conducted in a relaxed manner to help everyone feel at ease. If there are any unclear questions, the informants may ask for clarification. Let's begin with the first question, In your opinion, are technology-based learning media necessary to support the learning process of your listening skills? In your opinion, are technology-based learning media necessary to support the learning process of your listening skills?
Lia (P1)	Yes it is necessary, as we know now, technology is developing rapidly, and almost all aspects require it, as well as in education, learning media must keep up with

	technological developments to achieve learning goals.
Ervina	What do you think about the use of podcasts in independent assignments outside of class?
Lia (P2)	I think using podcasts is interesting and more flexible because if you don't get assignments using podcasts, students who aren't really interested in English like me will only listen to podcasts from native speakers, only during listening lessons in class. Meanwhile, if we are given a task, like it or not, we will listen to it, to do the task given wherever and whenever we want.
Ervina	What are the advantages of using podcasts while doing independent assignments outside the class?
Lia (P1)	The advantage is that, as I mentioned earlier, it is flexible, you can use it anywhere and anytime, and if there are unfinished tasks or unanswered questions, but there are activities to be carried out, you can stop first and continue later.
Ervina	Is listening to English podcasts useful for your English listening comprehension? Why?
Lia (P1)	I think it's useful because it can add to the vocabulary that I know, for example, if I don't know a word or the meaning of a certain sentence I can immediately look it up in the dictionary, or listen to the teacher's explanation when correcting assignments in class.
Ervina	What do you think is the impact of podcasts on your listening comprehension?
Lia (P1)	The impact was that it was able to add to my English vocabulary, and I got used to listening to English from native speakers so if you listen to a word or sentence from a movie or song at a glance, you can quite understand what it means.
Ervina	What challenges did you face while doing independent assignments outside of class using podcasts?
Lia (P1)	There's a quota, sis, because sometimes we're asked to find or download the file ourselves. Meanwhile, the money to buy a quota is limited, you often use the school's WIFI because it's a full-day system, so the quota outside of school is limited, not to mention if you can't download it and only get a link from the teacher, you automatically have to have a stable network when playing podcasts. Meanwhile, during

Role	Interview
	the rainy season like now, even when it rains, the network becomes unstable
Ervina	What are the disadvantages of using podcasts that you get while doing independent assignments outside of class?
Lia (P1)	Yes, that's one of those, sis, you have to have a stable network, then if you download a podcast, especially in the form of audio, there's often no transcript, even though I don't really understand the conversation or the intent of the content of the podcast, without listening to the transcript of the podcast I'm listening to.
Ervina	What are difficulties in using podcast as your listening comprehension learning medium?
Lia (P1)	The whole podcast is quite effective in my opinion, network and quota problems can be solved by downloading at school or with other solutions, which is quite difficult for me if I can't find transcripts because I can't really catch the sound that I hear. Not to mention the various variations of different podcasts, which different speakers automatically present with different accents, so it sometimes makes it difficult to understand.
Ervina	Yeah, okay, that is the last question in this interview, and you have answered all the questions clearly. Thank you very much for your participation.
Lia (P1)	My pleasure

Interview 2

Date	:10 March 2023
Time	:15:30-16:00
Activity	:Interview with the partisipant
Interviwer	:One of EFL students
Location	:Participant's house

Role	Interview
Ervina	Assalamu'alaikum warahmatullahi wabarakatuh. Good afternoon I am Ervina Nur Cahyanti, the student who conducted this research. Thank you for taking the time for me to do this interview. How do you feel today?

Leni (P2)	Wa'alaikumsalam warahmatullahi wabarakatuh. Good afternoon too. Alhamdulillah, Today I feel good
Ervina	Alhamdulillah. Are you ready to be interviewed?
Leni(P2)	Yes, I am ready
Ervina	First, can you introduce yourself first? Please.
Leni (P2)	My name is Leni Fitria, usually called Leni. I am an eleventh grade high school student. I am seventeen years old
Ervina	Alright, thank you. I'll start by going over the details of this interview. This interview is one of those informal ones, the kind you would have with friends or in regular conversation. Relax, there's no need to be tense. The interview would then be conducted in a relaxed manner to help everyone feel at ease. If there are any unclear questions, the informants may ask for clarification. Let's begin with the first question, In your opinion, are technology-based learning media necessary to support the learning process of your listening skills?
Leni (P2)	This is necessary because technology can help the learning process and make it easier for me to absorb new information or knowledge. And in listening skills many technology-based media can be used such as YouTube, Sportify, Noice, Anchor etc. But in my opinion, the teacher's role is still needed because unfamiliar pronunciation also causes students to have learning difficulties.
Ervina	What do you think about the use of podcasts in independent assignments outside of class?
Leni (P2)	If I'm honest, it's still difficult, especially if there is no transcript of the podcast given, because sometimes I think the words I think about while listening are not meant in the podcast. I prefer to be given written assignments so I can immediately look up the meaning of words I don't know in the dictionary.
Ervina	What are the advantages of using podcasts while doing independent assignments outside class?
Leni (P2)	The advantage is that using podcasts outside of class is more flexible than when in class. If in the classroom the audio playback is determined by the teacher, sometimes it is only played back once or twice, or

	even there is no repetition at all, and sometimes I don't quite understand what I am listening to. Whereas if it is made a task I can repeat over and over again parts that I do not understand until I understand
Ervina	Is listening to English podcasts useful for your English listening comprehension? Why?
Leni (P2)	Even though I still find it difficult, in my opinion it is very useful, because it makes me listen to English from native speakers, and makes me even more aware of how to pronounce a word in English correctly, and adds to my English vocabulary.
Ervina	What do you think is the impact of podcasts on your listening comprehension?
Leni (P2)	More or less like that, adding to my English vocabulary, so that when listening to other podcasts that are different and have the same words, I don't have to look for the meaning again if I still remember the meaning, or can deduce the meaning of the sentence I listen to, from the word which I already know the meaning of, with words I do not know the meaning of.
Ervina	What challenges did you face while doing independent assignments outside of class using podcasts?
Leni (P2)	Try to understand by myself, meaning that if in class after listening, maybe the teacher will repeat it orally because the accent is more familiar so it's easier to understand than from a podcast from a native speaker.
Ervina	What are the disadvantages of using podcasts that you get while doing independent assignments outside of class?
Leni (P2)	The disadvantage is that the file is too large, if downloaded, it takes up a lot of storage space, thus making the cellphone slow or even error.
Ervina	What are the difficulties in using podcast as your listening comprehension learning medium?
Leni (P2)	Not all podcasts have transcripts, while transcripts really help me understand what the speaker conveys in the podcast.
Ervina	Yeah, okay, that is the last question in this interview, and you have answered all the questions clearly. Thank you very much for your participation.

Leni (P2)	My Pleasure

Interview 3

Date	:11 March 2023
Time	:15:00-15:30
Activity	:Interview with the partisipant
Interviwer	:One of EFL students
Location	:Participant's house

Role	Interview
Ervina	Assalamu'alaikum warahmatullahi wabarakatuh. Good afternoon I am Ervina Nur Cahyanti, the student who conducted this research. Thank you for taking the time for me to do this interview. How do you feel today?
Leni (P3)	Wa'alaikumsalam warahmatullahi wabarakatuh. Good afternoon too. Alhamdulillah, Today I feel good
Ervina	Alhamdulillah. Are you ready to be interviewed?
Leni(P3)	Yes, I am ready
Ervina	First, can you introduce yourself first? Please.
Lutfi (P3)	My name is Muadah Ainul Luthfiyyah, usually called Lutfi. I am an eleventh grade high school student. I am sixteen years old
Ervina	Alright, thank you. I'll start by going over the details of this interview. This interview is one of those informal ones, the kind you would have with friends or in regular conversation. Relax, there's no need to be tense. The interview would then be conducted in a relaxed manner to help everyone feel at ease. If there are any unclear questions, the informants may ask for clarification. Let's begin with the first question, In your opinion, are technology-based learning media necessary to support the learning process of your listening skills?
Lutfi (P3)	It's very necessary, like today many English-language songs are also viral on various social media platforms, with technology, we can find out the meaning of the songs we listen to. So that not only listening but also we can find out the meaning of the song. And in learning things like that it is also necessary to improve listening comprehension
Ervina	What do you think about the use of podcasts in

	independent assignments outside of class?
Lutfi (P3)	I think it's interesting because we get assignments with a variety of themes so that besides trying to understand the meaning, I can also get new information or knowledge. And in my opinion it is more comfortable because in class, listening to a podcast together is sometimes disturbed by the voices of friends talking or discussing the meaning of the sentences heard, thus reducing concentration. I can choose a conducive time to do it if it's a task.
Ervina	What are the advantages of using podcasts while doing independent assignments outside class?
Lutfi (P3)	The advantages are being able to listen wherever and whenever I want, I can stop or replay parts that I don't understand until I understand, and I can see transcripts if there are any, so I can find out the meaning of words that I don't know
Ervina	Is listening to English podcasts useful for your English listening comprehension? Why?
Lutfi (P3)	It is useful, and I can add new vocabulary and knowledge, I can know the correct pronunciation of words in English so that when I listen to a word I already know before, I can find out what it means without looking for its meaning again.
Ervina	What do you think is the impact of podcasts on your listening comprehension?
Lutfi (P3)	Just like before, with podcasts I am used to listening to English from native speakers, I can find out new words, I can find out the correct sentence structure in English. So if you listen to songs or conversations in English, you can understand a little bit.
Ervina	What challenges did you face while doing independent assignments outside of class using podcasts?
Lutfi (P3)	Maybe if there is no transcript and there are words I don't understand the writing of, so I get confused when looking for their meaning in the dictionary
Ervina	What are the disadvantages of using podcasts that you get while doing independent assignments outside of class?
Lutfi (P3)	The files are mostly large when downloaded, and not all podcasts have transcripts to make it easier to

	understand
Ervina	What are difficulties in using podcast as your listening comprehension learning medium?
Lutfi (P3)	I don't think there is any, because if you have difficulty it's probably because you're not used to it, the more you listen to it, and the more new vocabulary it will definitely get easier. And the ease of getting podcasts like YouTube, Spotify and others at this point is really helpful
Ervina	Yeah okay, that is the last question in this interview and you have answered all the question clearly. Thank you very much for your participation.
Lutfi (P3)	My Pleasure

Interview 4

Date	:11 March 2023
Time	:15:30-16:00
Activity	:Interview with the partisipant
Interviwer	:One of EFL students
Location	:Participant's house

Role	Interview
Ervina	Assalamu'alaikum warahmatullahi wabarakatuh. Good afternoon I am Ervina Nur Cahyanti, the student who conducted this research. Thank you for taking the time for me to do this interview. How do you feel today?
Selly(P4)	Wa'alaikumsalam warahmatullahi wabarakatuh. Good afternoon too. Alhamdulillah, Today I feel good
Ervina	Alhamdulillah. Are you ready to be interviewed?
Selly(P4)	Yes, I am ready
Ervina	First, can you introduce yourself first? Please.
Selly(P4)	My name is Selly Nurliya, usually called Selly. I am an eleventh grade high school student. I am fifteen years old
Ervina	Alright, thank you. I'll start by going over the details of this interview. This interview is one of those informal ones, the kind you would have with friends or in regular conversation. Relax, there's no need to be tense. The interview would then be conducted in a relaxed manner to help everyone feel at ease. If there

	are any unclear questions, the informants may ask for clarification. Let's begin with the first question, In your opinion, are technology-based learning media necessary to support the learning process of your listening skills?
Selly(P4)	It's necessary, because of listening skills, if you just listen to the teacher talk it's not interesting, you're not interested anymore, you don't know what it means either. Meanwhile, I am more enthusiastic about learning with media, especially audio-visual like using YouTube.
Ervina	What do you think about the use of podcasts in independent assignments outside of class?
Selly(P4)	I think it motivates learning, for example, I get an assignment with a podcast on YouTube, with the link that the teacher has provided, video recommendations with almost the same content will usually appear. So after finishing my assignments, sometimes I'm interested in opening other podcasts
Ervina	What are the advantages of using podcasts while doing independent assignments outside class?
Selly(P4)	Interesting, flexible, can be played anywhere and anytime, then can be stopped or replayed until I understand, and it made me get recommendations for English learning podcasts with more varied themes.
Ervina	Is listening to English podcasts useful for your English listening comprehension? Why?
Selly(P4)	Very useful because you can listen to English directly from native speakers, get new vocabulary, and know the correct pronunciation and the appropriate sentence structure in English. So yes, it made my understanding of English increase
Ervina	What do you think is the impact of podcasts on your listening comprehension?
Selly(P4)	Because listening to podcasts and getting new vocabulary so, sometimes, if I listen to sentences in English, I can understand even a little
Ervina	What challenges did you face while doing independent assignments outside of class using podcasts?
Selly(P4)	Network, because if you listen to podcasts, especially those that you haven't or can't download, the network

	must be stable if it doesn't falter, and also the accent of the speaker who isn't used to being heard, so you have to really focus on listening in order to understand what is being conveyed.
Ervina	What are the disadvantages of using podcasts that you get while doing independent assignments outside of class?\
Selly(P4)	If the teacher gives assignments in file form, or requires downloading, the file size is large so it takes up a lot of space. Meanwhile, almost all lessons have assignments or books in pdf format, which are also large.
Ervina	What are the difficulties in using podcast as your listening comprehension learning medium?
Selly(P4)	The difficulty may be that the speaker's accent is different, moreover, everyone's voice is different, so even if the type of accent is the same, the voice is different, it can make you not understand either.
Ervina	Yeah okay, that is the last question in this interview, and you have answered all the questions clearly. Thank you very much for your participation.
Selly(P4)	My Pleasure

Appendix 4

Interview with participants

CURRICULUM VITAE

A. Personal Data

Name   :Ervina Nur Cahyanti

Place of Birth   :Sragen

Date of Birth   :06 November 2001

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B. Education Background

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Semarang, 27 Maret 2023

The Researcher,

Ervina Nur Cahyanti

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