

**STUDENT'S PERCEPTION TOWARDS
UTILIZING PODCAST IN GAINING LISTENING
COMPREHENSION**

THESIS

Submitted in Partial Fulfillment of the
Requirements for the Degree of Bachelor of
Education in English Language Education



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ABSTRACT

Title : Student's Perception Towards The Utilization of Podcast in Gaining Listening Comprehension.

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This study aims to describe how the students utilize podcasts, and their perceptions of using podcasts, the strengths and weaknesses of podcasts, and their problems in using podcasts to gain listening comprehension. This study was conducted at the Department of English Education of UIN Walisongo Semarang. The participants of this study were 2021/2022 academic year student of Department of English Education UIN Walisongo Semarang. This study used a descriptive qualitative method with a flow model by Miles and Huberman to analyze the data. To collect the data, the researcher utilizes instruments, namely questionnaires and interviews. The finding of this study showed that students had used podcasts to expand their way of gaining listening comprehension, and most students gave positive perspectives on using podcasts. However, podcasts have many strengths and weaknesses. The strengths are that podcasts are efficient, flexible, challenging, and replayable, feature attractive speakers, expose listeners to daily conversation, give a variety of topics, and have a longer duration. Meanwhile, the weaknesses are not having a transcript, visuals, and answer keys. Uninteresting topic and longer duration also make the students bored. The finding also found some obstacles the students encountered while listening to podcasts, such as the students felt bored and sleepy, so they could not focus on listening and grasping the idea.

Keywords: *Listening comprehension, podcast, students' perception*

MOTTO

“There is nothing a father can give his child that is more than
(education) good manners”
(H.R. At-Tirmidzi).

“Everything”s never be enough, always be grateful of what
you have”

DEDICATION

Praise is given to Allah SWT, who has blessed me so that I could finish the thesis.

This thesis is dedicated to my parents who always support me from the beginning of the study until now. Also my dear friends that always there whenever I need them, thankful word would not be enough to describe how much grateful I am to have them in this period of time.

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The researcher would like to express her profound gratitude to everyone who encouraged and assisted her throughout her research process. Therefore, she would like to express deep gratitude to her loving family, particularly her parents and brothers, for their unwavering love, encouragement, and prayers. She would also like to extend her gratitude and appreciation to everyone who assisted her in completing this study, especially to:

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someday and prays that their health stays steady under the current circumstances.

Semarang, October 2023

Wahyu Reza Trisnolya

TABLE OF CONTENT

COVER	i
THESIS PROJECT STATEMENT	ii
ADVISOR APPROVAL	iii
ABSTRACT	iv
MOTTO	v
DEDICATION	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	ix
LIST OF TABLE	xii
LIST OF APPENDICES	xiii
CHAPTER I	1
A. Background of the Study	1
B. The Reason for Choosing this Topic.....	4
C. Research Question	4
D. Objectives of the research	5
E Significances of the Research	5
F Limitation of the research	6
CHAPTER II	7
A. Literature Review	7
B. Previous Study	12
C. Theoretical Framework	21
D. Previous Study	28
E. Theoretical Framework	31

CHAPTER III	33
A. Research Method & Design	33
B. Population and Sample	34
C. Participants	35
D. Roles of The Researcher	36
E. Data Collection	36
F. The Instrument of Data Analysis	38
G. The Procedures of Analyzing Research	38
CHAPTER IV	40
A. The Finding of the Research	40
B. How Students Utilize Podcast to Gain Listening Comprehension.....	41
C. Student Perspective on The Utilizing Podcast to Gaining Listening Comprehension.....	42
D. The Strength and Weaknesses of Podcast Compared to Other Media Platform for Listening Comprehension	46
E. The Problem Students Face Using Podcast to Gain Listening Comprehension	50
CHAPTER V	54
A. Conclusion	54
B. Suggestion	55

REFERENCE	57
APPENDIX	64

LIST OF TABLE

1.1 the table of initial of participants

LIST OF APPENDICES

Appendix 1	Preliminary Study
Appendix 2	Questionnaire
Appendix 3	Questionnaire Result
Appendix 4	Interview Result (2 examples)
Appendix 5	Audio of Interview
Appendix 6	Documentation

CHAPTER I

INTRODUCTION

In this chapter, I present: the background of the research, the reasons for choosing the topic, the research question, the objective of the research, the significances of the research, and the limitation of the research which this research high points student's perception towards the utilization of podcast in gaining listening comprehension.

A. The Background of the Study

Listening has a significant role in communication, especially in classroom. According to Gilakjani & Sabouri (2016), listening takes 40 percent to 50 percent; meanwhile, it is 25 percent to 30 percent in speaking, 11 percent to 16 percent in reading, and about 9 percent in writing. This clearly shows the importance of listening skills in the classroom when learning English. Listening comprehension is one of the crucial components of communication that supports the learners in the learning process because they learn English via communication, and one of the crucial components of communication is listening skills. Therefore, English as Foreign Language (EFL) learners must master listening skills.

Unfortunately, there are still many teachers in high school who neglect to teach listening skills in the process of English language teaching. Instead, they only focus on reading, vocabulary, and English grammar. In addition, when the student is in high school they were not used to listening to English audio outside learning session. Those are the problems that make them lack of listening skills. Another problem is that even if they have listening session in high school the audio they were listening to was unclear. It makes them difficult to grasp the speaker's message. Therefore, they need the technology that will overcome these problems.

Nowadays, information and communication technologies (ICTs) are developing rapidly. ICTs bring many benefits both for teachers and EFL learners. Using new ICTs helps learners learn and makes learning more exciting and fun. Additionally, the implications of new ICTs facilitate teachers teaching English as a medium of teaching. Audio media is one of the most influential media forms in language learning and teaching. For decades, educators have used cassettes, CDs, and DVDs. The use of audio media in language teaching and learning has become

more accessible with the advent of the digital era. It is delivered online through websites, online learning environments, learning management systems, and podcasts (Bećirović et al., 2021).

Podcasts have been recognized as a tool in learning and teaching English, especially in gaining listening comprehension. According to Yaman (2016), a podcast is a website audio or video file available to a device or mp3 player, and the users can download it, so they can listen to it whenever and wherever. Therefore, the students can learn listening outside the classroom. Moreover, a podcast is an audio broadcast series that creates episodically and features various themes such as music, jokes, stories, poetry, or specific language aspects such as pronunciation, vocabulary, and grammar that may be used as a teaching resource (Yaman, 2016). Recent research has shown that podcasts can be used as media in teaching and learning English skills, especially in gaining listening comprehension skills. For example, Abdulrahman et al., (2018) investigated the listening comprehension of 60 high school students by applying podcasts in EFL classrooms. They found that students were more motivated to study

English since podcasts provided real content, engaging activities such as listening exercises, and practical assignments. Still, in the same notion, the study conducted by Ramli & Kurniawan (2018) discovered that podcasts effectively taught listening comprehension and motivated the students to listen to it anytime and anywhere. In line with this, Gonulal (2020) reported that extensive listening by using podcasts was effective in helping the students improve their listening skills and enhancing their pronunciation abilities, vocabulary, and phrases.

Much research has proven that podcasts as a learning and teaching English media can help students and teachers to reach ideal learning and teaching. In addition, many students in English Education Department have tried to listen to podcasts for learning listening comprehension. Thus, the researcher intends to investigate how the students utilize podcasts to gain listening comprehension skills, the students' perception of using podcasts to gain listening comprehension skills, the strengths and weaknesses of podcasts, and explore the problems students face while using podcasts.

B. The Reason for Choosing the Topic

Based on the background of the study above, there are some problems that have been identified. The first is the lack of listening English habits by EFL students both in the classroom and outside the classroom. The second is the difficulty of students when listening to English audio. Different cultures and accents of speakers, unfamiliar vocabulary, speaker speaking too fast, and bad audio quality become the factor in the difficulty in listening comprehension.

C. Research Questions

Based on the background of the study above, the researcher formulates the following research question:

1. How do the students utilize podcasts to gain listening comprehension skills?
2. What are the students' perspectives on the utilization of podcasts in gaining listening comprehension skills?
3. What are the strengths and weaknesses of podcasts compared to other media for learning listening comprehension?

4. What problems do the students encounter in using podcasts in learning listening comprehension?

D. Objective of the Research

This study is purposed to describe how the students utilize podcasts to gain listening comprehension skills and discover their perception of using podcasts in gaining listening comprehension, the strengths and weaknesses of podcasts, and their problems in using podcasts.

E. The Significance of the Research

The outcome of this study hopefully can be used for:

1. Teachers

Perhaps this study result can inform the teachers that podcasts will be facilitated in teaching listening so that they can apply it in the classroom as teaching media and the classroom become more attractive.

2. Students

The outcome of this study is expected to help them gain listening comprehension and motivate them to build listening habits by utilizing podcasts.

3. The other researchers

Hopefully, the result of this study will be helpful as a reference for other researchers who undertake

research under a similar concept. In addition, they can reexamine and expand on the findings of this study.

F. The Limitation of the Research

The researcher has identified the three problems students encounter in listening in the discussion above. Thus, the researcher limits those problems to the utilization of podcasts as the UIN Walisongo Semarang 2021/2022 academic year Education Department students' tool in gaining listening comprehension, the students' perceptions of the utilization of podcasts, the strengths and weaknesses of podcasts, and the students' problems in utilizing podcast.

CHAPTER II

LITERATURE REVIEW

This chapter highlights the concept of listening, the concept of listening Comprehension, the concept of podcast and previous study.

A. The Concept of Listening

1. Listening Skills

Since human beings were babies, they have gotten listening skills. Over time, they use listening skills to communicate, whether they only use them to understand the other person, respond, or learn how to speak. In line with what Gilakjani & Sabouri (2016) said about listening skills, he defines listening skills as one of the language skills which allow humans to understand information, which helps them to be able to talk afterwards. It was proven when humans were babies. They could listen to what their mother said, which helped them learn how to speak. In addition, Sultonmurodov (2023).

cited in (Gilakjani & Sabouri, 2016), stated that listening skills are essential for language learning because they are primarily used in daily life. They also explained that listening skills make it easy to enhance

other language skills because their development speed exceeds that of other language skills. We can conclude that listening is an important skill that helps us communicate daily and develop different language skills fast.

Listening is not as simple as it is imagined. As Sultonmurodov (2023) said, listening is a complex interpretative process in which listeners connect what they hear with their knowledge. In addition, Gilakjani & Sabouri (2016) explained that listening is a process of accepting what the speaker says, making sense, negotiating with the speaker, responding, and creating meaning via involvement, creativity, and empathy. Besides, Harmer (2020) said listening is also called receptive skill, which means people decipher what they are listening to. Therefore, it can be concluded that listening is an activity that not only accepts and decodes what the speakers say but also pays attention to the speakers and understands them by involving creativity, empathy, and participation.

Listening is different from hearing. According to Renukadevi (2014), hearing is the sense that gives us

information about the world by using the changes in air pressure (sounds) that vibrating objects create. It is a process that does not require interpreting the meaning of sounds we are aware of in the environment. As we know from the explanation in the previous paragraph, listening is a complex process that needs interpretation and full attention to accept and decode the sounds. For example, when we hear a sound, we just know there is a sound, but we ignore the meaning. Otherwise, when we listen to a sound, we observe it, figure out what sound it is, and grasp its meaning. Novika et al., (2020) added that hearing is part of the process of listening. There are five stages in the process of listening. It begins with hearing, understanding, remembering, evaluating, and responding. According to her, hearing is the first stage that refers to receiving sound waves. It means that hearing is a must to listen well.

Listening has an important role in daily life. In verbal communication, listening is needed to understand what the speaker is saying to respond well. Many researchers noted that humans involve about 45% listening, 30% speaking, 16% reading, and 9% writing in

daily activities. It means that listening is also key in learning a language. Students are able to do activities that implicate listening skills into the other skills. For example, by having good listening skills, students can listen to lessons well and follow directions from the teacher to respond to questions or requests from the teacher well.

Listening as one of the language skills has linkages with other language skills such as speaking, writing, and reading. First, listening is related to reading. When learning to read, the first thing to do is listen to how the letters are read. Then learn how a word for word to a sentence is read. Some parents teach their children to read by reading stories by showing the words that are read. This activity utilizes the child's listening ability, and also, the child can connect what is heard with what is seen when the parent shows the word that is read. Apart from reading, listening also has a relationship with speaking and writing.

The connection between listening and speaking can be seen when children learn to speak. They learn to talk by listening to the ways of the people around them.

Children's speaking ability resembles speech that is heard consistently. The vocabulary used by children in speaking came from the vocabulary they heard. Then on writing skills, although the relationship with listening skills is not clear, it can be found during the writing process. Bozorgian et al., (2021) mentioned that the critical elements of receptive (reading) and expressive (writing) skills are aural (speaking) and oral (listening). Without understanding the structure of a language - the sounds - written language abilities are unlikely to emerge. Listening acts as the beginning foundation and continues to operate in the other language processes.

2. Types of Listening

Rost (2016) stated that there are five types of listening, as follows.

a. Intensive listening

Intensive listening facilitates language-focused learning, a crucial element of lasting language acquisition (Hasan & Nomnian, 2021). The focus of intensive listening is on phonology, syntax, and lexis. This type of listening practice consists of dictation, induced repetition,

shadowing, identification of word and error, grammar processing, and mediation (translation or simultaneous interpretation). The students must pay close attention to what is actually said because the teacher will give feedback on the students' accuracy in listening (Yıldırım & Yıldırım, 2016).

b. Selective listening

According to Canpolat et al., (2015), selective listening is a requirement for more complicated and protracted academic listening. If its carefully designed and graded, listening sessions would help students learn to listen for facts and ideas. In selective listening, students focus on tasks that have been planned with certain goals in mind. They either pay attention to the main points or try to get information about certain details. Then, the teacher will involve during task and give feedback on task completion.

c. Interactive listening

Interactive listening is two-way, active listening in which the listener takes turns, asks for clarification, and checks to make sure they

understand what is being said (Jingyan & Baldauf, 2011). Interactive listening tasks focus not only on understandable input but also on pushed output. Often, conversation partners work together to build the direction of the conversation in order to finish a shared task.

d. Extensive listening

Extensive listening is listening for a long time and paying attention to global meaning, understanding, and critical thinking (Canpolat et al., 2015). Academic listening also called listening for academic purposes or sheltered language instruction, and online listening in guided coursework are examples of extensive listening. It can also include long listening periods in the target language outside the classroom. This is similar to what reading teachers call "reading for pleasure." To improve at extensive listening, students must learn and practice planning, inferring, and reviewing.

e. Autonomous listening

Autonomous listening is a type of self-directed listening in which learners choose what to listen to and how to respond (Assadollahi et al., 2017). They can also ask for feedback on how well they understand what they are listening to and keep track of their own progress. In the end, autonomous listening is the only way to learn a language naturally, without the help of teachers, classrooms, or online courses (Xu et al., 2021). Within the autonomous listening paradigm, teachers can still affect their students' success, especially by teaching them different ways to listen and learn.

B. The Concept of Listening Comprehension

1. Definition of Listening Comprehension

Many researchers have defined what listening comprehension is. Xuyen (2020) stated that listening comprehension is an interactive process in which listeners are involved in constructing meaning. Similar to Hamouda, (Sulton et al., 2021) explained the numerous processes involved in comprehending

and making meaning of spoken language. In addition, listening comprehension is also included as an active skill because listeners must create what the speaker intends using linguistic and non-linguistic knowledge (Xuyen, 2020). Listeners also must identify sounds, recognize words and syntax, analyze intonation, and store information to interpret it in context (El-dali, 2017). In conclusion, listening comprehension is an interactive process that constructs meaning by employing linguistic and non-linguistic knowledge, such as sound discrimination, previous knowledge, grammatical structures, stress and intonation, and the other linguistic or nonlinguistic.

However, Gilakjani & Sabouri (2016) argued that traditionally, the nature of listening will always back to the definition of listening as comprehension. Thus, listening comprehension is commonly seen as the primary objective of developing listening skills. This is becoming the major motivation for listening in some instances. One of the pillars of understanding is how well listeners integrate new information with what they already know. This component of the

listening process is intimately tied to prior knowledge. Related to this, El-dali (2017), in their study, stated that listening comprehension is a top-down process, which means that the different types of knowledge used to understand language are not used in any particular order. The listener may comprehend or successfully comprehend the previously known information.

2. Potential Problems in Listening Comprehension

Many researchers have researched the difficulties that listeners experience in listening comprehension. According to Gilakjani & Sabouri, (2016), there are seven difficulties in listening comprehension.

The first is the listeners' inability to control the speed of speech. This is a common problem that EFL students encounter in listening comprehension, especially when listening to natives. Therefore, they have to accustom to the native speed of speech. The second is listeners' limited chance to have words repeated. Usually, in the classroom, teachers decide to replay the audio, so the students have a limited chance

to comprehend what they listened to well. The third is the lack of vocabulary that listeners have. Listeners surely will find unknown words when they are listening to the speaker. This may lead them to pause and try to figure out the meaning of the word which will cause them to miss the next part of the speech. The fourth is the difficulty in concentrating. Many factors contribute to the listeners' inability to focus on listening comprehension, including personal internal distractions, inattentiveness, good or negative emotional responses to the speakers, topic or occasion, detouring, assuming what someone is going to say before they say it, over-reacting to the language of the speaker, overreacting to the speaker's message, tending toward rebuttal, and preparing a response (Sofyan et al., 2019). The fifth is the lack of contextual knowledge. Communication will be easier by sharing mutual knowledge and common topics. Even if listeners grasp the surface meaning of the speech, they still may struggle to understand the entire meaning of the speech unless they are familiar with the context. The sixth is the failure of the listener to recognize the

signals which indicate the speaker is moving from one point to another, giving an example, or repeating a point. In formal situations, “secondly,” “then,” and so on are some common signals which are used and the listeners will recognize them easily. Meanwhile, in informal situations, the signals are pauses, gestures, increased loudness, a clear change of pitch, or different intonation patterns, which are vaguer than the formal situations signals. The last is the listeners’ habit of understanding every word. Some teachers want their students to understand every word they hear, so they repeat and pronounce words carefully, grade the language to their level, talk slowly, et cetera. As a result, they are likely to feel concerned if they do not comprehend a certain word or phrase, and they will be disappointed by their failure. Thus, the students must be able to accept uncertainty and imperfect comprehension (Gilakjani & Sabouri, 2016).

Besides those seven factors based on Gilakjani & Sabouri (2016) statement, Nushi & Orouji (2020) added that cultural differences, accents, and the

length of listening can be problems in listening comprehension. Sofyan et al., (2019) also added that learning media also causes difficulty in listening comprehension. Some criteria of learning media become a problem in listening, especially in language laboratories. First, the unclear audio sound from the headset or speaker causes the listener cannot listen clearly and grasp the meaning of the speech well. Second, AC that does not work properly makes students uncomfortable in class, and they cannot concentrate on listening activities. Last, a sitting position that is too far from the audio speaker makes students unable to listen properly.

According to Sul-tonmurodov (2023), a key issue in listening comprehension is a lack of an appropriate approach. For example, the teacher just controls the audio by pressing the play or stop button without providing any guidance to the students on how to listen and comprehend intelligently. Meanwhile, Trisno et al., (2019) said that these three difficulties based on the student's language ability lead to listening comprehension problems. They include

difficulty identifying main ideas and supporting details in spoken discourse; understanding ideas are explicitly or implicitly stated in spoken discourse; making predictions and inferences; inferring the meanings of difficult words from the spoken context; and understanding certain syntactic structures in oral discourse such as tenses, participial phrases, idioms, modals, questions, exclamation, passives, emphatic structures, and others.

3. Teaching Listening Comprehension in EFL's Classroom

According to (Field (2009), here are three stages of teaching listening comprehension in EFL's classroom:

a. Pre-listening

First, the teacher prepares a listening activity by establishing the context, creating motivation for listening, and pre-teaching only critical vocabulary. In establishing the context, the teacher must not compound too much on the context of the listening passage. The more the teacher explains the context to the learners, the less they will need to listen to the recording to find the answers they need (Field, 2009).

Next, the teacher also needs to give a purpose for listening to create motivation. If the learners have considered what the listening passage is likely to contain, the quality and depth of listening will be enormously enhanced (Field, 2009). Then, the teacher needs to pre-teach only critical words.

Critical words are necessary words for the recording to be comprehended (for example, in a listening passage about fishing, we would want to ensure that learners knew the verb to fish).

b. During listening

At this stage, the learners begin to listen to the recording. However, firstly the teacher needs to make sure the learners understand the instructions. During listening, the activity should be well-timed and adapted to the instructional goal, the listening purpose, and the learners' competency level (Boncea et al., 2021). Furthermore, the learners should keep writing to a minimum during listening. If they have to respond in the form of writing, they can write a note rather than write anything that they have listened to since the

primary goal of listening should be comprehension rather than production.

Boncea et al., (2021) gave examples of while-listening activities that can be applied in a classroom, including listening with visuals, filling in graphs and charts, following a route on a map (either geographical or technical), checking off items on a list, listening for gist, searching for specific clues to meaning, gapped text exercises, deciding on true/false statements, distinguishing between formal and informal registers. Those activities can combine a maximum of two tasks per listening activity.

c. Post-listening

At this stage, the teacher starts to discuss the topic to recall words, phrases, idioms, and language functions such as refusing, apologizing, threatening, and offering by replaying the listening passage. Asking about the meaning, synonym, or antonym of the words helps the learners to represent what they have learned during the entire listening stage.

The teacher also can do final play, which is the activity when the learners read the transcript of the

listening passage. Sofyan et al., (2019) stated that this activity allows the learners to clarify sections of the recording that they have not yet decoded. It may also help them to detect the existence of short, low-quality function words that they should have ignored.

4. E-tools for Teaching Listening Comprehension

Erben, Ban, and Castaneda, (2021) recommended e-tools that can be applied to teaching listening comprehension, namely:

a. Podcasts

A podcast is a digital audio file created and published on the internet (Rime et al., 2022). It can also be enjoyed listening to on a mobile device or a computer anytime and anywhere. People can subscribe to a podcast and download it. Therefore, they will receive new content whenever the researcher or the creator uploads a new podcast.

Numerous native-speaking podcasts allow EFL students to listen to authentic English in various contexts such as news, film reviews, education topics, science reports, documentaries, theater, history, comedy, politics, and sports. Podcasts also provide various content for language learning, including

themebased conversations, English language tips, grammar advice, culture, vocabulary, idioms, and everyday conversations (Jingyan & Baldauf, 2011).

b. Vodcasts

A vodcast is similar to a podcast, except it features a video in addition to audio. Vod is the abbreviation for “video on demand.” Vodcasts are also identical to podcasts in that they are posted online and may be listened to on a computer or a mobile device (Javier et al., 2021). This feature is extremely useful for English language learners since it allows them to connect between the voice and the visuals (Meng, 2005).

c. Audio blogs

Audio blogs are a combination of blog and audio file technology. Users can publish audio files online, add text to them, and share them with others who want to listen. The entries of audio blogs are organized by date and time and saved as an audio portfolio. The teachers can apply audio blogs as a learning listening tool. Students can express themselves and share their thoughts on audio blogs

(Rime et al., 2022). Additionally, they can rehearse and record many times before publishing their recording. Moreover, by listening to the audio blogs of their peers, they may utilize these examples as models.

d. Video sharing libraries

These video libraries feature brief video clips that have been uploaded and posted by viewers. Videos are often categorized by most popular, most seen, et cetera, and they also use a conventional star rating system. In addition, these video sharing libraries are user friendly due to their search capabilities. The user inputs a topic such as grammar, and many grammar-related videos are displayed (Javier et al., 2021). However, video-sharing libraries can contain inappropriate material (Allgaier, 2019). Teachers can point students toward videos that have already been viewed or use a webquest to steer students toward specific videos.

C. The Concept of Podcasts 1. Definition of Podcasts

The term Podcast comes from the combination of two words, iPod and Broadcast. Meanwhile, Arulampalam Kunaraj (2023) stated that the prefix pod comes from the expression play on-demand. Although in the term Podcast, there is the word iPod, Rahimi & Katal (2012) stated that podcasts can be played not only by iPod but also by some media players, computers, and stereo systems in mp3 format. According to Gonulal (2020), a podcast is a modern technology that episodically creates audio and video files that can be downloaded and listened to on computers, tablets, smartphones, or other audio and video devices. More than 850,000 podcasts and 30 million episodes were available worldwide in January 2020, and these numbers are growing daily (Gonulal, 2022). Podcasts include a wide range of themes and topics, some examples of which are humor, music, and movies (Prince, 2020). Furthermore, podcasts provide authentic, up-to-date, culturally rich, and easy-to-find material, which makes them incredibly helpful and practical tools for learning a language (Gonulal, 2020).

According to Saputra (2014), there are two types of podcasts, namely radio podcasts and independent podcasts. Radio podcasts are existing radio programs turned into podcasts, such as those produced by BBC (British Broadcasting Corporation) and RTHK (Radio Television Hong Kong). Independent podcasts are Web-based podcasts produced by individuals and organizations.

Rüdel (2006) stated there are five types of podcasts formats, namely:

a. The talk or radio lesson

This type is known as a simple and common format in podcasts.

In teaching language, the speaker must have a presence, which is a sense of being there with the listener talking directly to the speaker. The radio teacher must show the learner's concern, understanding, and support through the voice only.

b. The dialogue

This type gives the listener a more significant variation than one speaker. Therefore, the listener can experience the different accents of each speaker.

c. The interview

Podcasts can also present interviews by inviting experts or guest stars according to the topic to be discussed.

d. The discussion

This type is similar to the interview. However, this type involves a moderator and some participants.

e. The dramatization

For many years, radio drama has become a familiar genre. This genre is famous because it includes all that draws many viewers with a pleasant plot, interesting dialogues, sound effects and music, and welldeveloped characters. Now, radio drama is also available in podcasts.

2. The Advantages of Podcasts in Teaching and Learning English

Many researchers found many advantages of podcasts, especially in teaching and learning English. From the preceding explanation, it can be summed up that podcasts give many benefits for teachers and learners. For example, podcasts are easy to access, provide real-time topics, and offer various topics and

genres. Kavaliauskienė & Anusienė (2009) mentioned the advantages of podcasts are: firstly, learners can benefit from global listening, even if they only listen from three to five minutes a day; secondly, students will be exposed to a new language; thirdly, the intermediate learner has a need for authentic texts and to be exposed to a variety of voices.

Moreover, Saputra (2014) explained the advantages of podcasts in the abbreviation ABC, which means accessibility, breaking news, and customizable. First, the accessibility of podcasts means that the listeners can listen to podcasts anytime and anywhere by downloading them or streaming them with less data and bandwidth than streaming videos. Podcasts are also free, so the students who struggle to pay for school and the teachers who are urged to use more open-access and lowcost resources can use podcasts. In addition, podcast sites often include transcripts of audio files and associated exercises. Next, breaking news means that podcasts are produced in real-time and published every day. Therefore, teachers can utilize podcasts as media

sources to include current events in courses. Last, customizable means that podcasts are easy to customize when used as a teaching tool. The teachers can find a podcast related to almost any course topic. They also can use podcasts in virtually every course delivery method, including face-to-face, hybrid, and online classes.

Rosell-Aguilar (2015) Padded some benefits of using podcasts in learning a language. First, podcasts provide learners with access to authentic speakers. The learners also can experience the real culture and accurate material from podcasts because podcasts provide original history, culture, political knowledge, and free resources. Last, podcasts can boost learners enthusiasm, confidence, creativity, collaborative learning, and language production abilities.

3. Challenges in Utilizing Podcasts

Podcasts have many benefits in teaching and learning a language, but there are still challenges in utilizing podcasts. First, teachers who are digital immigrants or students who do not understand

podcasts technically will have difficulty using podcasts properly (Rosell-Aguilar, 2015). Teachers play an essential role in the usage of podcasts since they are required to guide students on when and how to use certain podcasting websites. Therefore, they need external help to handle this problem.

Second, podcasts may change the relationship between teachers and students. Holbrook & Dupont (2009) stated that if podcasts are available by downloading, the students will think it is unnecessary to come to class. Then, Evans (2008) added that podcasts could distract students because cyberspace is freely accessible. It can also tempt students to open their social media if they study independently without supervision. In addition, some students may also be overly dependent on technology due to podcasts. Therefore, students must understand how to use podcasts properly and be guided strictly by the teacher strictly. Another challenge is that podcast users cannot skim podcasts to check whether the content is suitable for learning objectives, which can waste time and effort (Kavaliauskienė & Anusienė, 2009).

4. Strategies for Using Podcasts in Teaching Listening

One of the main principles in teaching listening is that the teachers should only use the language material to train listening comprehension, and it should never be presented visually first (Abdulrahman et al., 2018). As a result, audio listening is an excellent tool for achieving this goal, and podcasts are one of the tools for audio listening. According to Rosell-Aguilar (2015), there are some strategies for using podcasts that can be applied in teaching listening as follows:

- a. The teacher makes the listening activity feel enjoyable or as homework to motivate the learners.
- b. The teacher prepares the list of vocabulary related to the listening activity so that learners with low-level listening skills can follow the activity well.
- c. The teacher asks the learners to listen to the short podcasts. This activity simplifies the task for lower-level learners.

- d. The teacher and the learners listen to the podcasts with transcripts, or the teacher asks the learners to summarize after they finish listening to the podcasts.
- e. The teacher creates a dictation exercise by using a chunk from podcasts. This kind of exercise helps highlight and train learners' grammatical accuracy.
- f. The teacher and the learners listen to a slow version of podcasts to increase the processing time of decoding the meaning from podcasts.
- g. The teacher asks the learners to listen to the Absolutely Intercultural podcasts, including many non-native English speakers. By doing this activity, the learners have the opportunity to deal with accented English.

Kidd (2011) explained the example of the procedures for using podcasts in teaching listening. A teacher would like to teach a poem by listening to a podcast. Firstly, the students do pre-listening activities by reading the paragraph and looking at the pictures provided on the podcast site that describe the poem to

access their background knowledge. Then, the students listen to the poem as many times as necessary or desired. After listening to the poem, the teacher and the students can do a literary analysis. The students develop a thesis connected to the poem and explain and defend it.

D. Previous Study

Many researchers have investigated podcasts to increase listening skills in the last few years. The studies also have proved that podcasts can be implemented in teaching and learning listening skills. Here are some studies that the researcher found will be explained below:

The first related study was conducted by A'yun (2018), entitled "The Effect of Using Podcasts on Students' Listening Skill."

She investigated and collected data to evaluate whether consuming podcasts affected the eighthgrade of MTs Yaspina Rempoa students' listening skills significantly. She used a quantitative method and experimental research design to analyze the data. The study's result showed that using podcasts significantly

affected students" listening skills and positively affected teachers in teaching listening.

In the same year as A"yun"s study, Rahman et al. (2018) conducted the "Podcast Effects on EFL Learners Listening Comprehension" study. The purposes of the study are to explore podcast effects on EFL Learners" listening comprehension and to identify the students" interest in the podcast in the process of teaching listening comprehension. The study participants were 60 eleventh-grade science department students at SMU Negeri 1 Luwu in the 2017/2018 academic years. The researchers used a mixedmethod, which combined quantitative and qualitative approaches. The quantitative results indicated that the use of podcasts was more effective than the use of non-podcast. Moreover, the result of qualitative analysis highlighted that podcast was attractive in teaching and learning English as a foreign language listening comprehension.

The third research was done by Lio and Marafat (2019) with the title "The Use of Audio Podcast for Teaching Listening Comprehension."

The study aimed to introduce an audio podcast as a portable media for teaching listening. The study participants were eleventh-grade students at SMAN 1 Tanggetada in the academic year 2016/2017. The researchers used a mixedmethod and quasi-experimental design.

The study's results showed that podcasts were an effective medium for teaching listening comprehension. It also indicated that most students are interested in audio podcast media. The media can motivate the students in listening because they can listen as much as possible at anytime and anywhere.

The last, Suzani (2020), conducted research with the title "Investigating the Effect of Podcasting on Iranian Senior Undergraduate TEFL Students" Listening Comprehension Improvement and Motivation."

She investigated the impact of podcasting on 60 Iranian high school TEFL students from Islamic Azad University, Shiraz Branch (Iran), on listening comprehension enhancement and the student's motivation toward podcasts as a learning tool. She used quasiexperimental research as a study methodology and used a pre-test, post-

test, and questionnaire as the instrument. She found that using a podcast has significantly affected students' listening skills. The students agreed on the positive role of the podcast. They reported a neutral opinion regarding the role of podcasts in alleviating their concern for assessments, recommending them to others, and reducing their anxiety about the subject and its trendy effect and enjoyable style.

From those previous studies, this study has some similarities and differences. Similar to those previous studies, this study also focused on podcasts and listening comprehension skills. However, the difference is that this study not only studied the use of podcasts in increasing listening comprehension skills but also the problems that the students face in utilizing podcasts. The other differences are the methodology and the participants between this study and previous studies. This study used descriptive qualitative methodology and case study design. The findings of the study were explained as vividly as possible. Moreover, this study involved UIN Walisongo Semarang English Education Department students academic year 2021/2022 who had listening podcast

experience. In contrast, previous studies involved high school students who had just been introduced to the podcast.

E. Theoretical Framework

Listening is a fundamental language skill. Listening is an activity that not only accepts and decodes what the speakers say but also pays attention to the speakers and understands them by involving creativity, empathy, and participation. Therefore, listening skills play a significant role in communication, and EFLs must master listening skills, especially listening comprehension (Annury, 2016). Listening comprehension is a listening skill that involves hearing and grasping the speaker's messages by identifying propositions of utterances, interpreting the illocutionary force of utterances, and associating the utterances with real-world knowledge. Listening comprehension is applied in every activity, such as listening to a teacher's lecture, directions, oral reports, et cetera. However, they have problems learning listening comprehension, such as the learners' inability to control the speed of speech, limited chance to replay the audio in the classroom, the learners' lack of contextual knowledge,

unclear audio sound from headset or speaker in the classroom, and many more.

Nowadays, many technologies are developed to help learners enhance their listening skills. One of the technologies that can increase learners' listening skills is podcasts. A podcast is a mobile technology involving digital audio broadcast series which can be downloaded and played on mobile devices, such as computers, tablets, smartphones, or other audio devices. It is available in good audio quality so that the learners can listen to it clearly. Podcasts also offer authentic, up-to-date, culturally rich, and easy-to-find material, which makes them incredibly helpful and practical tools for learning a language. Many researchers proved that podcasts have many benefits in increasing listening comprehension skills. Based on the problems faced by the students of the English Education Department in UIN Walisongo Semarang academic year 2021/2022 regarding listening comprehension skills, utilizing podcasts is an alternative approach to gaining the students' listening comprehension skill.

CHAPTER III

RESEARCH METHODOLOGY

This chapter is an overview part of the method of the research. It practically serves an urgent role in research since it impacts the findings as well as the discussion. Before conducting the study, I procedurally have to refer to and apply the appropriate technique to find accurate data. Here, this study represents a clear description of the design time, the setting of the research, the participant of the study, the technique of data collection, and the procedure of data analysis.

A. Research Method and Design

Since this study aims to describe the phenomena of the utilization of podcasts in gaining listening comprehension skills for UIN Walisongo Semarang English Education Department students academic year 2021/2022 based on their perspective, this study applies descriptive qualitative research as the research method. Mohajan H (2018) said, “the purpose of qualitative research is to describe and understand human phenomena, human interaction, or human discourse.” In addition, Stadtländer (2009) stated that

qualitative research is complex because it requires extensive fieldwork, a description of the process and the data, and the inductive analysis of the data while concentrating on the participants' perspectives. Moreover, this study applies a case study as a research design. In line with Lichtman's statement, a case study is one of the qualitative research approaches that examine a particular case Litchman (2012). In this case, the particular cases are how the students use the podcasts, the perspective of UIN Walisongo Semarang English Education Department students academic year 2021/2022 toward the utilization of podcasts to gain listening comprehension skills, the strengths and weaknesses of podcasts, and the problems that the students encountered when listening to podcasts.

B. Population and Sample

The population of this study is English Education students of UIN Walisongo Semarang academic year 2021/2022 . The samples of this study consist of students from three classes (class A, B, C, D), and the sampling is used as a purposeful sampling

technique. According to Cresswell (2015), purposeful sampling is the sampling technique in which the researchers intentionally select people or sites to learn or understand the central phenomenon to develop a detailed understanding. Cresswell (2015) also stated that the purposeful sampling technique used specific considerations. Thus, there are several considerations that the researcher considered in choosing some students as a sample in this study. First, the students have much experience in listening to English podcasts. Second, the students want to be a sample of the research held by the researcher. Third, the students use podcasts as media to learn listening comprehension.

C. Participants

From the perceived passage, it indicates that the participants are the 2021/2022 academic year of English Education students of UIN Walisongo Semarang who want to participate in this research. Twenty-One students participated in this research. However, The research only choose 17 out of 21 students as data because they used podcast as media

to learn listening comprehension. The chosen participants are shown using initials in the following table

Table 3,1 Participants

1	NW	10	CM
2	GA	11	MZT
3	SIA	12	WNS
4	QW	13	AAR
5	JFZ	14	INS
6	AM	15	IHA
7	KNI	16	MZ
8	WAC	17	DS
9	ANTR		

D. Roles of the Researcher

in analyzing the document of the study. I have some academic procedures in reporting this legal report: first, I acted as the data collector. In other words, in this case of study, I collected the objective of the document where this instrument will be the prominent data of analysis. Second, I analyzed this objective of the data by serving the supporting academic year.

E. Data Collection

The researcher used two instruments to collect the data. There were questionnaires and online interviews to find out the students' perceptions.

1. Questionnaire

The researcher used close-ended and open-ended questionnaires to collect the data and find out the students' experience in listening to podcasts, their perceptions about using them to gain listening comprehension skills, and their problem with listening to podcasts.

According to Cohen et al., (2007), open-ended questions are helpful for smaller-scale research or questionnaire parts that promote honest, personal comments from responders. Openended questions can capture the authenticity, richness, depth of response, honesty, and sincerity of qualitative research.

Therefore, the researcher used open-ended questionnaires to explore the students' perspectives on utilizing podcasts in gaining listening comprehension skills and their problems when listening to podcasts.

There were twelve openended questions that were distributed to the students via Google Form.

Meanwhile, the researcher used close-ended

questionnaires to discover the students' experiences listening to podcasts. There were seven close-ended questions that were distributed to the students via Google Form. According to Stadtländer (2009), closed-ended questions are practical because everyone will answer the question by choosing one of the answers given. He added that closed-ended questions make it possible to code answers or give them a number value to analyze the data statistically.

2. Interview

The interview is aimed to clarify and strengthen the data based on the questionnaire. The researcher used a semistructured interview. According to Ruslin et al., (2022), in a semi-structured interview, the researcher can deviate from the interview protocol to learn more about how the interviewees respond. The interview gathered more detailed information about the students' perspectives on the utilization of podcasts in gaining listening comprehension and the problems that

the students encountered when listening to podcasts that were not obtained from the questionnaire result.

F. The Instrument of Data Analysis

The researcher uses a flow model by Kalpokaite & Radivojevic (2019) to analyze the data. A flow model consists of three stages: reducing, displaying, and concluding data.

First, the researcher reduced the data without significant information loss. This stage is closely related to the process of selecting, focusing, simplifying, abstracting, and transforming the raw data obtained from research results. In this case, the researcher analyzed the questionnaire and the interview results by interpreting the information descriptively.

Second, the researcher displayed the data based on the result of the research. The result of the questionnaire and interview was presented in the form of narration.

Last, the researcher concluded the data based on the result of the research that had been analyzed and reduced. The researcher chose the information from

research results appropriate to answer research questions.

G. The Procedures of Analyzing Data

The researcher towards this schema of analysis procedurally analyzes based on the following procedures:

1. Preparing proper documentation for this instrument
2. Making questionnaire for the students
3. Interviewing the students
4. Investigating based on these instrument

CHAPTER IV

FINDING AND DISCUSSIONS

This chapter discovered the research findings and the discussions. The findings and its presentation answered the research problems which are stated in the first chapter of this study, the findings were about Perception of Students on Podcast to Increase Listening Comprehension.

A. The Finding of the research

The findings of this research study came from students perception towards podcast that could give some advanced and enjoyable facilitations to increasingly develop the learner's listening skills. According to Gonulal (2020), a podcast is a modern technology that episodically creates audio and video files that can be downloaded and listened to on computers, tablets, smartphones, or other audio and video devices.

The authentic data was taken from Questionnaire for students and then was continued through a face-to-face interviews when the students finished their learning at the class of UIN Walisongo Semarang. Students are from 4 different classes in fifth semester or academic year 2021/2022. The procedure of the research was

methodologically applied to give the researcher valid information to interviewed the students to get their perception towards the utilization of podcast to gaining listening comprehension.

The researcher choose 17 students by using purposeful sampling technique from 21 participants because these 17 students were actually used podcast as their media/platform to increase their listening comprehension.

B. How Students Utilize Podcast to Gain Listening Comprehension

After students finished the questionnaire and have in depth interview with the researcher. There are so many ways students utilize podcast to gain their listening comprehension. Abdulrahman et al., (2018) defines podcasting is one of an innovative way of broadcasting through the internet and also it can be used for transferring digital audio content automatically to mobile phone. The ease of using podcast become one of the favorite things that students mentioned in the interviews. Podcast can be listened in so many platform such as youtube, spotify, google podcast, bbc podcast, apple podcast etc. this allowed students have variety of options to choose according to their preference of topics, genres, different kind of accent they

prefer, and duration they want. This flexibility and accessibility makes podcast popular among students in interview to gain their listening comprehension. Rosell-Aguilar (2015) explained the importance of using podcast in foreign language class, in intermediate level, students are able to access authentic materials and exposed to a variety of voices while for advance level, they are able to choose podcast materials based on their own need. This study was in line with students statement on the interview and questionnaire. Listening to podcast according to the interview benefit students with more topic that usually brought up in native speaker conversation. this way makes students are able to understand different culture of how native speakers speak with accent, intonation, and their culture.

Youtube was the most popular platform that students choose to listened podcast. According to the questionnaire 52,4% students choose youtube as their favorite platform for listening podcast. According to them yputube was easier to access than other platform. the reason their saying accessibility of youtube was easier are the platform offer so many genres of podcast. not only that, yputube also had good

variety of topic, the duration of podcast can be vary from 10 to 60 minutes and students can always listened to the podcast in the background of their smartphone. Also youtube is free to use, although monthly subscription was an option.

C. Students Perspectives on The Utilization of Podcasts to Gaining listening Comprehension Skills

The application of podcast as their learning media has increased Students English skills as well as their perception toward it.

Moreover, Putman & Kingsley (2009) developed a study asking science students perception toward the use of podcast in English classroom. The finding revealed that podcast help students to enrich their science vocabulary as well as motivated them to learn vocabulary. This also shows on interviewed where students use podcast to gain more general knowledge or to find what"s currently happening in social media, while in the meantime students also tried to add more vocabulary and grasp a better understanding when listening English language.

Kavaliauskienė & Anusienė (2009) indicated that students have positive feedback on podcast, shown by their high appreciation to the utilization of podcast in English

classroom and their extensive use of podcast in listening practice. Also, students enthusiasm in using podcast as learning sources shown by their effort to downloading podcast frequently. On the interview, most of the participants have a good feedback on utilizing podcast as their media to increased their listening comprehension. Because the ease of listening podcast nowadays, students have more flexibility when it comes to increase their listening comprehension. They could use many platform to listening podcast in many situation and conditions. One of the popular platforms that students choose to listening podcast was Youtube. Many of them conclude that Youtube is easier to access and use, the amount of podcast content in youtube is endless and have so many variety of topics. This data similar to previous study concluded that podcast enhance students" motivation due to its various and interesting topics Fernandez et al., (2009). Students also mentioned that they felt the effectiveness of using podcast both inside and outside of classroom for listening exercise during their class activities and for their leisure time. Podcast is also offer effectiveness in time and duration, almost 50% students choose to listened their podcast between 10 to 15

minutes. This duration is affect their interest and focus on listening to podcast. When it above 10 to 15 minutes the students felt bored and uninterested on the topic or discussion the host of podcast talk about. But, when it below 10 to 15 minutes most of them were not enjoyed the topic because the details of the topic were often left behind so they have difficulties to grasp the idea of the topic.

Furthermore, most of the students had positive perceptions towards the use of podcast in learning English. The specific elaborations as follows: The students were asked whether they enjoyed listening to podcast. This related to statement of students that researcher interviewed stated “listening to podcast is fun and enjoyable in my opinion because the topics and discussion was interesting, although podcast was relatively new to me. I will use podcast more intense in the future”. This indicates that podcast was a new thing among several students. Thus, it is important to inform students how to use podcast for the importance of learning listening comprehension. The second question were asked by the researcher was about students motivation to learn listening comprehension by listening podcast. From the interview, all students agreed that podcast motivated them to

increase their listening comprehension. This related to statement one of the students “The material/topic of podcast was definitely interesting, so it makes me enjoyed to listening English”.

From the statement above, podcast can be considered as an alternative way to increase students listening comprehension enjoyable and fun. Podcast can be example of new technology that has been viewed by the students in a positive way. Therefore, it is worth to start implementing podcast in teaching and learning process especially English. Podcast can work as an accessible tool for students to expand themselves to the language especially English (Rosell-Aguilar, 2015). In line to this, Darwis (2016) have reviewed twenty journal articles on the topic. The result of the studies suggest that students have positive attitude towards podcast. Moreover, based on the interview, some of the students were agreed that their listening comprehension was increased. They have more grasped of words in English and also gain more vocabulary in the process. This finding correlated to (Kavaliauskienė & Anusienė, 2009) which suggest that podcast can be a good tool in improving students’ listening skill.

The findings on interview also suggest that podcast has increase a motivation for students to gain their listening skills in English. Podcast also have some interesting topic that make learning enjoyable. Not to mention clear pronunciation by native speakers can help students improve their pronunciation to sound more native. This findings is correlated with a study by Bolliger et al., (2010) which found that podcast motivated students in learning especially in Elearning environment rather than conventional listening records that are usually used by teachers, podcast provides more benefits and excitement for students.

D. The Strength and Weaknesses of Podcast Compared to Other

Media Platform for Listening Comprehension

1. The Strength

From collecting data on the interview and questionnaire there are six strength and three weaknesses of podcast to other media platform for listening Comprehension. The strength of podcast compared to other media platforms are efficient and flexible to use, feature attractive speakers, expose listeners to daily conversations, give a variety of topics, have a longer

duration, and are replay able. a. Efficient and flexible to use

Bolliger et al., (2010) found that by using podcast the students found it easier to access listening practice. These are in line with the students statement on interview saying that Podcast have more flexibility and efficient than the other media platform. One of the aspect that made the podcast more flexible is the ease of access and can be played in any device such as smartphone, smartwatch, macbook, laptop, etc. The ease of access of podcast is also supported by many application (apps) that are free such as Youtube, Spotify, Google Podcast, BBC Podcast, Apple Podcast, etc.

b. Feature attractive speakers one of the factor students filter their podcast was by choosing the host or guest on the podcast. Attractive speakers have vital role to make students felt bored or sleepy when listening to podcast. According to students in the interview, intonation of the speakers that have more riety made students feel excited and keep paying attention for the whole duration of podcast. Not only intonation, accent

also make a difference when listening to podcast. Students preference about accent made the host of podcast was interesting or not according to them.

c. expose students to daily conversation

based on interview, students have more understanding in classroom when the lecturer used English to teaching in class after listening to podcast. According to them, this is because after listening to podcast where the host of podcast often used daily conversation on their discussion. This made students have used to daily conversation in English and have more grasp of English language than before listening to podcast.

d. variety of topics

There are so many topics students can choose when listening to podcast. This variety of topics made students have more options to listened something that they actually like. On the interview students stated variety of topics that podcast has offer make listening to podcast became enjoyable and excited. Because the students was actually intrigued by the topic of podcast is easier for them to stay focused.

e. variety of the duration duration on the podcast was vary accordingly with the platforms students choose. There are 2 main platforms that students choose for listening to the podcast according to questionnaire. First one is youtube where the duration of the podcast can be vary from 15 to 90 minutes. The other platforms that students choose was spotify that have shorter duration between 5 to 15 minutes. On the interview, most of the students choose to use youtube as a platform with the duration of podcast between 10 to 15 minutes.

f. Replayable at any time

podcast can be replayed at any time made the students have easier access to listening podcast. Podcast can be downloaded from the platform and can be played by any device that students have. According to the interview this accessibility provide students with more flexibility to increased their listening comprehension

2. the weaknesses

There are three weaknesses the researcher found on the interview regarding of the podcast as media to gain listening comprehension skills. The weaknesses are

podcast that do not have transcript, visual and boring. a. transcript

transcript can be a big help for students to understand more of the discussion of the podcast. Sometimes the host of podcast have intonation, accent, and audio that is not very clear. Platform such as spotify have less podcast with transcript that led students sometime do not get a full understanding of the podcast discussion. According to the interview youtube have more advanced technology because it has auto transcript that could be very helpful for the students.

b. visual

visual also have big role when listening to the podcast. Students stated on the interview, they have a more focused and find it interesting when there is visual. Podcast that only came in audio sometimes made students distracted with other things they do while listening to the podcast. On the other hand when the podcast have visual, students can be more focused and keep paying attention to the discussion.

c. bored and sleepy

This problem often occurred because the extensive of length and uninterested topics that host brought to the podcast. According to the interview most students only find it interesting for podcast that have duration between 10 to 15 minutes. Longer than that, students can be bored and sleepy.

E. The Problem Students Face in Using Podcast to Gain Listening

Comprehension

While from the passage above there are plenty positive things students said about podcast, but there are still some problem that students encountered when utilizing podcast as their media to gain listening comprehension. According to the interview there are 6 problem that students encountered, the problem are as follows:

1. Cultural Differences

Culture dictates both the path and the form that communication takes – a message cannot be understood without knowledge of one's culture (Moats, 2020) Being unfamiliar of cultural knowledge of language plays a great role understanding the context. The marriage between language and culture is indivisible. The topic

may contain completely different cultural matter than the students have. In this case students may have difficulties to imagine what has been told. This problem can occur when students are listening to discussion about something they never heard before. For instance, when the host of podcast discuss about event at spring or winter season and it is not related with students that stayed in 2 season country and it makes they cannot catch some of the point the host was talking.

2. Accent

Accented language can affect the listening comprehension of ESL listeners. These affects vary depending on native language and accent familiarity (Tabatabaee-Yazdi et al., 2018). Also Namaziandost et al., (2019) indicated that applying listening skills to an Foreign Language requires understanding the accents of various speakers. This means that an active listener can understand pronunciation, grammar, and vocabulary simultaneously. Accents can be factor for students to choose what podcast they are listening. Because some students were get used to British and some students get used to American accent. This can be problem often

encountered by the students when there are 2 different accent in one podcast. For instance, when the host of podcast have guest and their accent was different to each other. This differences can be problem for them because there are some part of the podcast students have to replay more than twice to get the points of discussion.

3. Unfamiliar Vocabulary

Hung (1998) informed that listening passages with known words are easier for learners to understand, even if the theme is unknown to them. In line with this, many students choose discussion with more daily conversation such as daily news or podcast that have learning material so they could understand and have more familiarity with the words. Also students state when the words used in podcast have more than one meaning and the host are used the words that uncommon then students get confused with context of the discussion.

4. Length and Speed of Podcast

The level of students play a great role when listening long parts and keeping all the information in the mind. Short to medium texts facilitate listening comprehension and diminish boredom, keep learners concentration alive (1995). Students were have a hard

time to listen podcast that have fast pace when talking. Also the length of podcast can affect their interest, grasping the idea of discussion, and paying attention. Based on the interview students more likely to listened podcast that have steady pace, have a clear pronunciation and 10 to 15 minutes length podcast.

5. Unclear Pronunciation

Pronunciation also a problem students encountered when listening to podcast. The pronunciation of native speakers they not familiar with or have a different pronunciation with they used to listened sometimes confused them. Moreover there are some words that have the same meaning but they are different words and are commonly called homonyms.

6. Lack of Concentration

To understand what the speaker means, a listener must certainly have concentration and focus on what is being listened to. But, according to Questionnaire and interviews students felt bored because the length of podcast that sometimes can reach more than an hour. Another factor students have lack of concentration are the topic that not interesting to them, discussion that get of the rail a lot, another noise in their surroundings, and they

too busy thinking the meaning of a word they just listened to.

7. Accessibility

The last problem students have encountered when listening to podcast was accessibility. Accessibility include internet access, internet speed, the availability of platform, the ease of use platform, and is there monthly subscriptions they have to pay.

B. Discussion

This chapter discusses research findings related to the research objectives presented in the first chapter, as well as how students perceive the use of podcasts in listening skills at English Education Department of UIN Walisongo Semarang, and it examines the benefits and drawbacks of using podcasts to learn listening according to the students. The questionnaire respondents were 76 students, while the interview respondents were five students. The researcher gathered data through questionnaires and interviews. The data gathered are voice recordings made by students utilizing handphones and questionnaire findings. Because

this was a descriptive qualitative study, the solution to the issue formulation was also provided as an analysis. Further, the finding discussed with relevant reference was discussed with relevant references from experts to justify research findings on students' perception of using podcasts in listening skills.

The research question was the students' perception of using English podcasts in listening skills. Based on the findings above, the results prove that there is an influence in the use of podcasts in listening skills of students. This can be seen from the results of the questionnaires and interviews given, where students experienced an increase in their listening skills. Students experience increased vocabulary, learn how to pronounce a word, understand various existing accents, make it easier to listen to lessons that use two languages, and are more confident pronouncing words in English. This is supported by Chan and Lee's (2005) study which stated that podcasts also reduce students' anxiety and create a sense of belonging to a learning community.

The podcast helps students improve their listening skills in terms of capturing the main idea in the audio given by the teacher in class. It focuses on students' selective listening where learning focuses on main ideas, and predetermined tasks. Learning listening in class, namely the teacher giving a learning video, interviewing someone about sports, work, nature, knowledge about the world, countries, animals and so on. Then students are asked to write down the main ideas from the learning video that has been given on a worksheet.

The use of media in the continuity of learning is very important. This is in line with the learning process, which is a communication process and takes place in one system, so learning media occupies an important position as one of the components of the learning system. Without media, communication will not occur, and the learning process as a communication process will also not be able to take place optimally (Ekayani, 2017). This has proven to make it easier for students who especially use two languages in class, and they make this podcast media an additional medium in learning so as to improve their listening skills.

As for the advantages of Podcasts that have been explained previously, students feel the advantages of podcasts are that podcasts provide a lot of additional information with many choices of themes and topics that they can choose from so that they can choose topics according to their listening comprehension abilities. In addition, the existence of a podcast for students who use two languages in learning is greatly helped because in learning other than English, they are required to use English. This is in line with the opinion which says that "Podcasts offer language teachers and students a wide range of possibilities for extra listening both inside and outside of the classroom" (Ismail & Oktasari, 2016).

From the results of interviews with students, they stated that podcasts help them improve their listening skills in terms of capturing information from audio. And for the material taught in classroom with the podcasts they listen to, there are some themes that are related to the themes of the podcasts they listen to, such as podcasts that discuss English tips and grammar from the EF Surabaya channel, about work, technology, natural knowledge from the TED

channel and so on with material in books and in class, namely discussions about grammar, learning videos about natural knowledge, the environment, education and others.

Students give positive and negative perceptions of using this podcast. The negative perceptions are that students feel they do not understand the accent used, the speaker is too fast, the voice is not clear, and they lack understanding and mastery of vocabulary. This is in line with research conducted by Pratiwi, (2022) there were eight students with difficulties in listening to the conversation through Podcast media that were found in analysing students' difficulties based on the triangulation method: unfamiliar words, lexical density, speakers' pronunciation and accent, and the duration of the speakers in making conversation, not interested or bored, lose concentration, background noise, and defective equipment. From the questionnaire result, there are a couple students who feel that using podcast media is boring. This happens because they feel bored because they lack understanding of English vocabulary and the lack of choosing the right theme to listen to. This is supported by research conducted

by Apriliani (2022), which found six strengths and three weaknesses of podcasts based on students' perceptions.

Meanwhile, students also experience several challenges while listening to podcasts related to accents, speaker rates, and clarity of voice. This finding is in line with the research conducted by Rachmaniputri et al., (2021), which stated that students experienced problems with the spoken features in podcasts, such as accents, speech rate, and clarity of voice, affected students in recognizing words and interpreting the message delivered in the podcasts. In addition, students' proficiency level also contributes to processing the information delivered from the podcasts, including their vocabularies and overall English proficiency.

Students believe that utilizing podcasts is more entertaining, easier to grasp, provides new vocabulary, is beneficial to listening skills, is more engaging to study, and provides more variety in learning. This result is in line with the results of the study by Rahman et al., (2018), which showed that podcasts forced students to manage their minds to focus on the task, recognize the new vocabulary,

memorize the sound of the spoken word, and to boost their linguistic competence in order to be a more effective listener. The podcast helps them know and understand the pronunciation of English and the correct use of English grammar (Saragih et al., 2022)

The difference between the researcher's research and previous studies is that the current study was carried out at English Education Department of UIN Walisongo Semarang, a religion-based school with bilingual educational settings. Researchers did research on fifth semester in this study. This is a class in which two languages (Indonesian and English) are used as the language of instruction for learning activities, particularly for English and Science courses. This class student also receives a specific book for learning English, namely Cambridge Prepare's book, which gives a more comprehensive study of English abilities such as speaking, listening, vocabulary, and grammar.

Lastly, it is worth noting that most of the previous studies mentioned earlier sampled junior high school students or Islamic senior high school, while this study chose Islamic university of UIN Walisongo. This is particularly relevant because fifth semester students are already familiar with podcasts, especially since the samples taken are English education classes. Therefore, the researcher wanted to know the perceptions of students regarding English podcasts. In short, even though the previous studies have some differences from this study, they are considered to support this study. Thus, through these studies, which prove that the technique of using podcasts in teaching listening affects students' listening skills, all teachers can know and try to use these techniques in teaching listening to create easy, creative, and up-to-date teaching

CHAPTER V

CONCLUSION AND SUGGESTION

In the preceding chapter, I had already discussed as well as explained the introduction of the study. The review of related literature, the method of the research, and the discussion of this study. This final chapter presented of the conclusion and suggestion of the study on “Students perception towards utilizing podcast in gaining listening comprehension”.

A. Conclusion

Based on findings and discussion, the researcher concluded that students used podcast to expand their way of gaining listening comprehension skills. They utilize podcast on their own way such as listening to daily news or something that recently happening and viral podcast in Youtube for 10 to 15 minutes in a day. After listening to podcast, the students have more familiars with English word, get better in understanding speakers“ message, have a better pronunciation in English word, and they vocabulary also increased.

The researcher found that the students stated six strengths and three weaknesses of podcast, The strengths of

podcast are such as flexible and efficient to use, feature attractive speakers, expose listeners to daily conversation, give a variety of topics, have a variety of duration to choose from, and can be replayed at any time. Even though the students“ conclude many positive things about podcast, there are still weaknesses of podcast. The weaknesses of podcast are such having no transcript, and visual. Podcast can also be boring according to the students because of their extensive lengths and topics that are not interesting. The researcher found seven problems the students encountered while listening to podcast. According to the data, most of the students have problem with boredom and sleepy.

B. Suggestion

Regarding the conclusion, the researcher made several suggestion that would be helpful to both currents and future teachers and students in the field of English and researcher, as follows

The researcher found that podcast benefit students, especially gaining listening comprehension skills. Therefore, the teacher can use podcast as media to teach listening comprehension. However, the teacher should pay attention to students“ problem while listening to podcast.

The teachers can adjust the podcast to the students preference. For example, choose interesting podcast that have a short duration in order to make learning listening comprehension skills enjoyable.

For students, based on the finding of this research. Students mostly have a problem staying focused while listening to podcast because of being bored and sleepy. Therefore, they can choose familiar or interesting topics with their favorite speakers and appropriate duration as their preference so they can enjoy listening to podcast.

To future researcher, the researcher would like to suggest exploring learning English through podcast with other skills besides listening comprehension skills, such as speaking, to provide a better picture of podcast contribution to language learning in the Indonesian context.

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APPENDIX

Appendix 1: Preliminary Study: Questionnaire Result

No	Question	Answer	Frequency	Precentage
1	Apakah Anda merasa puas dengan kemampuan listening Anda?	Sangat tidak puas	3	3.9%
		Tidak puas	19	25.1%
		Netral	43	56,5%
		Puas	7	9.2%
		Sangat puas	4	5,3%

No	Question	Answer	Frequency	Precentage
2	Apakah Anda merasakan kesulitan dalam listening?	Ya	59	77.6%
		Tidak	17	22.4%

No	Question	Answer	Frequency	Precentage
3	Jika jawaban Anda "Ya", faktor apa yang menyebabkan Anda kesulitan dalam listening? (Jawaban dapat dipilih lebih dari satu)	Kualitas audio yang buruk	8	7.5%
		Kurangnya penguasaan kosa kata Bahasa Inggris	19	17,8%
		Tidak terbiasa mendengarkan audio berbahasa Inggris	59	55,1%
		Faktor lain	14	13.1%

		Tidak ada (Untuk jawaban "Tidak")	7	6,5%
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No	Question	Answer	Frequency	Percentage
4	Apakah di sekolah Anda sebelumnya sering mempraktekan kemampuan listening Anda?	Ya	13	17.1%
		Tidak	22	28.9%
		Jarang	41	53.9%

No	Question	Answer	Frequency	Percentage
5	Apakah di sekolah Anda sebelumnya terdapat laboratorium bahasa?	Ya	59	77.6%
		Tidak	10	13,2%
		Ragu-ragu	7	9,2%

No	Question	Answer	Frequency	Percentage
6	Jika iya, apakah laboratorium bahasa tersebut sering digunakan?	Ya	56	73.7%
		Tidak	18	23.7%
		Ragu-ragu	2	2.6%

No	Question	Answer	Frequency	Percentage
7		Ya	74	97.4%

	Apakah Anda mengenal podcast	Tidak	2	2.6%
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No	Question	Answer	Frequency	Precentage
8	Apakah Anda pernah mendengarkan Podcast berbahasa Inggris?	Ya	47	61.8%
		Tidak	29	38.2%
No	Question	Answer	Frequency	Precentage
9	Jika ya, sudah berapa kali Anda mendengarkan podcast berbahasa Inggris dalam tiga bulan terakhir?	Tidak pernah	49	64.4%
		< 5 kali	19	25,1%
		> 5 kali	8	10.5%

No	Question	Answer	Frequency	Precentage
10	Aplikasi mendengarkan Podcast mana yang Anda familier? (Jawaban lebih dari satu)	YouTube	57	75%
		Spotify	25	32.9%
		Google Podcasts	5	6.6%
		Lainnya	2	2.6%

APPENDIX 2 Questionnaire Item

KUESIONER PENELITIAN PERSEPSI MAHASISWA TERHADAP PEMANFAATAN PODCAST DALAM MENDAPATKAN KEMAMPUAN PEMAHAMAN MENDENGAR

Berikut ini adalah kuesioner yang berkaitan dengan penelitian tentang perspektif penggunaan podcast berbahasa Inggris dalam mendapatkan kemampuan pemahaman mendengar. Data dari kuesioner ini diperuntukkan untuk tugas akhir (skripsi). Oleh karena itu di sela-sela kesibukan Anda, saya memohon dengan hormat kesediaan Anda untuk dapat mengisi kuesioner berikut ini. Identitas Anda sebagai responden akan dirahasiakan. Atas kesediaan dan partisipasi Anda sekalian untuk mengisi kuesioner yang ada, saya ucapkan terima kasih. **Petunjuk Pengisian Kuesioner**

1. Mohon diisi kolom identitas responden dengan identitas asli
2. Silahkan tulis jawaban dengan jujur dan objektif pada setiap butir pertanyaan
3. Untuk pertanyaan isian, jawab pertanyaan dengan cara mengisi bagian yang kosong pada kolom yang sudah tersedia.
4. Untuk pertanyaan pilihan ganda (a, b, c, d) lingkarilah jawaban yang menurut Anda sesuai.

IDENTITAS RESPONDEN

Nama:

Jenis Kelamin:

Kelas:

DAFTAR KUESIONER

1. Menurut Anda, podcast itu apa?
2. Sejak kapan Anda mengenal *podcast*?
3. Sejak kapan Anda menjadi pendengar *podcast* berbahasa Inggris sebagai media pembelajaran untuk belajar *listening comprehension*?
4. Berapa kali Anda mendengarkan *podcast* berbahasa Inggris sebagai media pembelajaran untuk belajar *listening comprehension*?

- a. Satu kali dalam seminggu
hari
- b. Dua sampai tiga kali dalam seminggu
Lainnya: ...
- c. Setiap hari
- d.
5. Berapa lama Anda mendengarkan *podcast* berbahasa Inggris sebagai media pembelajaran untuk belajar *listening comprehension* dalam sehari?
- a. 3 - 5 menit b. 10 - 15 menit c. 30 - 45 menit
- d. ≥ 1 jam
6. Jenis *podcast* berbahasa Inggris apa yang sering Anda dengarkan?
- a. Dialog b. Wawancara c. Diskusi
- d. Dramatisasi/Bercerita
7. Aplikasi mana yang sering Anda gunakan untuk mendengarkan *podcast* berbahasa Inggris sebagai media pembelajaran untuk belajar *listening comprehension*?
- a. Spotify c. BBC Podcasts e. Lainnya: ...
- b. Youtube d. Google podcast
8. Sebutkan channel *podcast* berbahasa Inggris yang sering Anda dengarkan?

9. Apakah Anda menggunakan transkripsi ketika mendengarkan *podcast* berbahasa Inggris?
 - a. Ya
 - b. Tidak
10. Apakah Anda menggunakan transkripsi setelah mendengarkan *podcast* berbahasa Inggris?
 - a. Ya
 - b. Tidak
11. Apa yang kesan Anda selama mendengarkan *podcast* sebagai media untuk belajar *listening comprehension*?
12. Menurut Anda, apa pengaruh mendengarkan *podcast* secara rutin terhadap kemampuan *listening comprehension* Anda?
13. Berikan contoh perubahan kemampuan *listening comprehension* Anda di kelas setelah rutin mendengarkan *podcast* berbahasa Inggris?
14. Apa kendala atau masalah yang Anda hadapi saat mendengarkan *podcast* sebagai media untuk belajar *listening comprehension*?
15. Menurut Anda, apa kelebihan dari *podcast* dibandingkan media lain untuk belajar *listening comprehension*?
16. Menurut Anda, apa kekurangan dari *podcast* sebagai media untuk belajar *listening comprehension*?

17. Apa rekomendasi Anda dalam menggunakan podcast sebagai media untuk belajar *listening comprehension*?

Appendix 3 Questionnaire Result

Subject	Q1. Menurut Anda, apa itu podcast?
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NW	Sebuah siaran audio digital namun berbeda dengan radio, podcast bisa didengarkan kapan saja biasanya berbentuk series dan untuk mendengarkannya bisa menggunakan internet ataupun di download.
GA	Menurut saya podcast itu mirip seperti siaran diskusi atau percakapan yang sifatnya adalah media yang dapat di siarkan kapan saja dan dapat di unduh untuk di putar kapan saja
SIA	menurut saya podcast adalah wadah untuk menunjukkan potensi seseorang dalam bentuk bercerita. podcast juga menjadi sarana untuk mengungkapkan apa yang sedang dirasakan.
QW	Rekaman diskusi yang membahas suatu topik tertentu dalam bentuk audio
JFZ	Salah satu media yang digunakan dengan memanfaatkan indera pendengar, bisa berupa diskusi, dialog, ataupun cerita
AM	Obrolan dengan menggunakan elektronik tertentu
KNI	Suatu pembicaraan mengenai topik dan bahasa tertentu yang hanya melalui audio.
WAC	Siaran digital yang di unggah di internet dan dapat di akses oleh siapa saja
ANTR	Hasil rekaman audio dengan berbagai topik yg dapat didengarkan oleh banyak orang
CM	rekaman audio yang bebas didengarkan dan biasanya membahas topik yang berbeda dan menarik di setiap episodenya
MZT	Suatu acara yang berisi obrolan dua irang atau lebih mengenai suatu topik
WNS	Sarana konten yang biasanya diisi oleh bintang tamu
AAR	Podcast adalah sarana/media yang berbentuk audio yang berisi informasi untuk di dengar khalayak umum
INS	podcast itu yg saya ketahui ada beberapa orang atau grup/kelompok sedang berdiskusi tentang suatu tema yg sudah

	ditentukan
IHA	program konten yang dibuat oleh content creator untuk diunggah ke berbagai social media platform
MZ	Media untuk mendengarkan seseorang yang sedang berbicara, baik itu dialog, monolog, wawancara, diskusi, dll.
DS	siaran digital yang biasanya membahas/menyampaikan suatu topik

Subject	Q2. Sejak kapan Anda mengenal podcast?
NW	Sejak mungkin 2 atau 3 tahun lalu
GA	Saat SMA 2018
SIA	Kurang lebih sekitar 3 tahun kebelakang
QW	Sejak 2020
JFZ	1 tahun yang lalu
AM	2020
KNI	Awal tahun 2021
WAC	Sejak MAN
ANTR	Sejak sekitar 4 tahun lalu
CM	Saya tidak yakin sejak kapan tapi mungkin dua atau satu tahun yang lalu
MZT	Kelas 1 SMP
WNS	2018
AAR	sejak 2019-an
INS	Smp
IHA	2021
MZ	Sejak SMK
DS	2018

Subject	Q3. Sejak kapan Anda menjadi pendengar podcast berbahasa Inggris sebagai media pembelajaran untuk belajar listening comprehension?
NW	Sejak sebelum masuk perkuliahan, sejak 2020.
GA	Setelah memasuki kuliah
SIA	sejak SMA
QW	Sejak masuk jurusan PBI (tahun 2021)
JFZ	6 bulan yang lalu
AM	Setelah membaca buku improving english
KNI	Awal tahun 2022
WAC	Semester 1
ANTR	Sejak 2021
CM	sejak beberapa bulan yang lalu
MZT	Masuk Kuliah
WNS	2021
AAR	sejak SMA ketika saya sangat tertarik untuk mempelajari bahasa inggris
INS	sejak sma kelas 1
IHA	2021
MZ	Sejak memasuki bangku perkuliahan, tetapi tidak terlalu sering
DS	2020

No	Question	Answer	Frequency	Precentage
4	Berapa kali Anda mendengarkan podcast	Satu kali dalam seminggu	10	59%

	berbahasa Inggris sebagai media pembelajaran untuk	Dua sampai tiga kali dalam seminggu	5	29%
	belajar listening comprehension?	Empat sampai lima kali dalam seminggu	1	6%
		Enam sampai tujuh kali dalam seminggu	1	6%

No	Question	Answer	Frequency	Percentage
5	Berapa lama Anda mendengarkan podcast berbahasa Inggris sebagai media pembelajaran untuk belajar listening comprehension dalam sehari?	10-15 menit	12	70%
		15-30 menit	2	12%
		30-45 menit	2	12%
		45-60 menit	1	6%

No	Question	Answer	Frequency	Percentage
6	Jenis podcast berbahasa Inggris apa yang sering Anda dengarkan?	Dialog	5	29%
		Wawancara	2	12%
		Diskusi	4	24%
		Dramatisasi / Bercerita	6	35%

No	Question	Answer	Frequency	Percentage
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7	Aplikasi mana yang sering Anda gunakan untuk mendengarkan podcast berbahasa Inggris sebagai media pembelajaran untuk belajar listening comprehension?	YouTube	9	53%
		Spotify	7	33%
		BBC Podcasts	0	0%
		Google Podcasts	0	0%
		Lainnya	1	9%
Subject		Q8. Sebutkan channel podcast berbahasa Inggris yang sering Anda dengarkan?		
NW	Speak Better English with Harry, English Talk Podcast, Easy Story in English			
GA	EF podcast			
SIA	podcast emma chamberlain			
QW	Bbc learning english, capital fm, the howard stern show, bbc radio 1			
JFZ	Dive studios podcast			
AM	Niga higa			
KNI	Growing with the flow			
WAC	Learn english easily			
ANTR	DIVE Studios & Studio71			
CM	dive studios podcast, ted talks			
MZT	Espresso English Podcast			
WNS	Belajar bahasa inggris (listening skill)			
AAR	Dive Studios			
INS	otv podcast, trash taste podcast			

IHA	Ear Biscuit, Trypods
MZ	TED Talks, BBC
DS	BBC Podcast, TED Talk daily, Dive Studios

No	Question	Answer	Frequency	Percentage
9	Apakah Anda menggunakan transkripsi	Ya	6	35%
	ketika mendengarkan podcast berbahasa Inggris?	Tidak	11	65%

No	Question	Answer	Frequency	Percentage
10	Apakah Anda menggunakan transkripsi setelah mendengarkan podcast berbahasa Inggris?	Ya	8	47%
		Tidak	9	53%

Subject	Q11. Apa kesan Anda selama mendengrkan podcast sebagai media untuk belajar listening comprehension	Kode/Kategori	Jumlah
NW	Cukup menyenangkan	Seru/menyenangkan	III

GA	Media yang sangat mudah untuk mengasah skill listening karena hanya mendengarkan percakapan dan menyimak yang di bicarakan oleh speaker dengan topic podcast yang sangat bervariasi	Membantu mengasah listening skill (lebih mudah memahami, familiar aksen dan pelafalan)	IIII IIII I
SIA	Lebih mudah memahami ketika listening karena terus terusan mendengar podcast listening jadi lebih mudah	Terhibur	I
QW	Karena sering mendengar pembicaraan dalam bahasa inggris dengan podcast, jadi lebih mudah mendengar native speaker berbicara tentang apa karena sudah terlatih	Menarik pembahasannya	III
JFZ	Dengan transkrip yang ada di kebanyakan platform untuk mendengarkan podcast saat ini jadi sangat membantu memahami lebih dan familiar dengan aksen dan pronunciation	Meningkatkan pelafalan	I

AM	Menyenangkan dan dapat vocabulary baru dengan mendengarkan podcast		
KNI	Meningkatkan pemahaman saya step by step ke level selanjutnya dalam listening native speaker		
WAC	Kemampuan dalam pelafalan lebih lancar dan bertambahnya kosa kata		
ANTR	Seru		
CM	Sangat menarik untuk mendengarkan podcast sebagai media pembelajaran listening		
MZT	Merasa bahwa listening		
	saya lebih baik karena dapat mengerti dan memahami apa yang dibicarakan		
WNS	It was hard at the start but step by step as I listened again and again it become easier		

AAR	Setelah mendengarkan podcast saya merasa bahwa ini sangat bermanfaat tidak hanya dalama listeningtetapi dalam kemampuan berbahasa inggris secara keseluruhan		
INS	Terhibur		
IHA	Pembahasan yang unik membuat saya tertarik dengan podcast dibanding dengan media pembelajarn lain		
MZ	Membantu dalam level tertentu		
DS	Podcast sangat mudah diakses kapan saja dan dimana saja yang membuat saya lebih mudah meningkatkan skill listening saya		

Subject	Q12. Menurut Anda, apa pengaruh mendengarkan podcast secara rutin terhadap kemampuan listening comprehension Anda	Kode/Kategori	Jumlah
NW	Berpengaruh terhadap pronunciation saya yang lebih baik karena mendengar langsung dari native speaker serta lebih memahami pembicaraan kompleks	Grasp the meaning of the ideas of the topic better (improving listening skills)	IIII II
GA	Mendengarkan podcast secara terus menerus bagi saya sangat mempengaruhi kemampuan listening saya karena sangat mudah diakses dan berbagai pilihan topic yang menarik	Understand how the words pronounce	IIII

SIA	Menjadi lebih jelas dalam mengerti apa yang dibicarakan oleh native speaker atau ketika dalam menggunakan bahasa inggris secara keseluruhan	Familiar with the English word	IIII I
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QW	Membantu saya dalam memahami pembicaraan dengan native speakaer		I
JFZ	Mampu memahami ketika mendengarkan audio atau percakapan dalam bahasa inggris		
AM	Tidak terlalu sering mendengarkan podcast namun masih membantu saya untuk berlatih listening		
KNI	Lebih familiar dengan kata yang diucapkan oleh native speaker		
WAC	Memahami percakapan dalam percakapan dengan lebih baik		

ANTR	Menjadi familiar dengan bahasa Inggris dan kosakata yang bertambah serta pelafalannya		
CM	Kosakata yang meningkat dan pelafalan yang semakin membaik		
MZT	Podcast is improving my listening skill step by step		
WNS	Lebih mudah ketika aksen juga terlibat dalam sebuah percakapan. Karena terkadang ada beberapa aksen yang membuat kesulitan mengerti dengan pembahasan		
AAR	Menambah kosakata dan lebih mudah memahami percakapan dalam bahasa Inggris		
INS	Pengenalan dalam pelafalan sangat terbantu dengan podcast		

IHA	Efek dari mendengarkan podcast saya jadi lebih terbantu dengan listening skill saya dan menambah kosa kata saya		
MZ	Pronunciation saya jadi lebih baik menurut saya setelah mendengarkan podcast		
DS	Kosa kata saya sangat berkembang		

Subject	Q13. Berikan contoh perubahan kemampuan listening comprehension Anda dikelas setelah rutin mendengarkan podcast berbahasa inggris	Kode/Kategori	Jumlah
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NW	Ketika dosen/pengajar menjelaskan sesuatu saya jadi lebih mengerti maksud dosen/pengajar	Understand the speaker's main idea better even though the speaker speaks fast and without using transcription	IIII IIII I
GA	Mengerjakan tugas listening dari dosen jadi lebih mudah dengan familiar nya saya terhadap native speaker ketika berbicara	Familiar with English accent and enrich vocabulary	IIII
SIA	Saya merasakan yang tidak terlalu signifikan namun secara bertahap saya mampu mengembangkan skill	Get better score in listening class	I

	listening, terutama ketika speaker berbicara lebih cepat dan saya mendapat nilai lebih baik daripada sebelum rutin mendengar podcast		
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QW	Walaupun audio ataupun percakapan yang saya dengar lebih cepat temponya namun saya masih dapat mengerti dengan maksud dari pembicaraan mereka		
JFZ	Kosa kata saya lebih luas setelah mendengarkan podcast secara rutin dan pengucapannya pun lebih baik		
AM	Mampu mencerna pembicaraan dengan sangat baik dalam mendengar audio ataupun penjelasan dosen		
KNI	Memahami isi dialog atau monolog dalam bahasa inggris ketika listening class		
WAC	Lebih familiar dengan		
	percakapan sehari hari karena sangat sering digunakan		

ANTR	Mengerti pembicaraan ataupun penjelasan dosen		
CM	Memahami speakers dengan lebih baik dan merasa lebih familiar dengan apa yang diucapkan oleh dosen atau pun audio bahasa inggris		
MZT	Lancer dalam memahami dialog dalam latihan listening dalam kelas		
WNS	The use of transcription is much less needed because I understand more and more about English in general		
AAR	Tugas untuk menerjemahkan audio bahasa inggris terasa jauh lebih mudah		
INS	Membuat nilai saya sedikit lebih baik		
IHA	Dalam pronunciation dan listeing saya lebih percaya diri		

	khususnya ketika beraa di depan kelas untuk presentasi		
MZ	Saya jadi lebih peka terhadap kosa kata karena sebelumnya sangat kurang dalam hal ini		
DS	Kesulita saya sebelumnya ketika mendengarkan orang berbicara bahasa inggris sekarang telah terselesaikan dan saya lenbih percaya diri dengan kemampuan listening dan pronounciation saya.		

Subject	Q14. Apa kendala atau masalah yang Anda hadapi saat mendengarkan podcast sebagai media untuk belajar listening comprehension?	Kode/Kategori	Jumlah
NW	Kebanyakan masalah yang saya hadapi adalah internet yang terlalu lambat	Internet connction	II
GA	Sinyal yang terkadang hilang atau lambat adalah masalah terbesar saya		

SIA	Percakapan terlalu panjang jadi buat bosan	Long duration (feel bore)	IIII
QW	Topic dari podcast yang terlalu susah untuk dimengerti atau pembahasan yang saya kurang familiar	Lack of vocabulary	IIII
JFZ	Menurut saya terlalu banyak topic yang membuat bosan atau tidak perlu	Uninteresting topic	II
AM	The use of slang or idiom	There is no key answer of listening to podcast as listening practice	I
KNI	Terlalu cepat ketika berbicara	The speed of speaker	I
WAC	Jarang sekali memakai sinonim untuk menunjukkan formal expression	Speakers' accent	II
ANTR	Menjadi cepat bosan ketika mendengarkan karena durasi yang terkadang terlalu lama	Distracted to do another thing on apps	I
CM	Terkadang melakuakn hal lain membuat saya tealihkan karena biasanya podcast tanpa visual		

MZT	Topic yang dibicarakan terlalu spesifik sampai hal yang tidak terlalu penting pun ikut dibahas		
WNS	Kosa kata yang belum saya pernah dengar terkadang digunakan dalam podcast		
	sehingga kesulitan ketika memahami pembicaraan		
AAR	Sometimes speaker ask a question that I don't really have an answer for it. Either I have to search it or ignore it		
INS	Durasi podcast yang terlalu panjang dan pembahsan yang berbelit belit		
IHA	Aksen yang digunakan oleh pembicara sangat sulit dimengerti		
MZ	Durasi yang melebihi 1 jam sangat sering ditemukan dalam podcast		
DS	Kurangnya kosa kata yang saya ketahui sehingga lebih sulit untuk mengerti pembicaraan		

Subject	Q15. Menurut Anda, apa kelebihan dari podcast dibandingkan media lain untuk belajar listening comprehension?	Kode/Kategori	Jumlah
NW	Sangat praktis, aksen yang gratis dan bisa dmana saja mendengarkannya	Efisien dan leksibel	IIII III
GA	Lebih menyenangkan dalam mendengarkan audionya	Pembicaraan yang menarik	II
SIA	Karena jarangny transcript jadi lebih mudah chalanging	challenging	I

	untuk mendengarkannya		
QW	Mendengarkan audio podcast lebih fleksibel karena bisa dari mana saja dan sangat individualistik	Lebih focus mendengarkan	II
JFZ	Lingkungan sekitar yang lebih bisa dikontrol karena tergantung kita yang mendengarkan ingin mendengar podcast dimana	Memiliki beragam topik	I
AM	Lebih khusyuk dalam mendengar		
KNI	Karena hanya audio jadi bisa didengarkan dalam keadaan melakukan hal lain juga	Lebih terekspos daily	II

WAC	Lebih fleksibel dibanding media belajar lain	Dapat diputar ulang	I
ANTR	Lebih simple digunakan		
CM	Daily conversation lebih sering digunakan jadi sangat mudah untuk mengerti dan lebih mudah untuk pemula		
MZT	Mendengarkan hal yang menarik tetapi juga ada pembelajaran di dalamnya		
WNS	A lot more efficient and have great flexibility than othe media platforms		
AAR	Percakapan yang daily conversation membuat saya		
	lebih mudah memahmi pelajaran dan penggunaan sehari hari dalam bahasa inggris lebih meningkat		
INS	Memilih pembicara yang menuru saya menarik		
IHA	Dapat diputar ber ulang ulang		
MZ	Durasi yang lebih panjang disbanding dengan lagu		
DS	Beragam topic sangat membantu dalam memperluas kosa kata		

Subject	Q16. Menurut Anda, apa kekurangan dari podcast sebagai media untuk belajar listening comprehension?	Kode/Kategori	Jumlah
NW	Tidak adanya transkrip membuat agak sulit dipahami dan harus diputar berulang ulang	No diasadvantages	III
GA	Menurut saya kekurangan yang dimiliki podcast itu tidak ada	No transcript	IIII I
SIA	Kosa kata yang belum pernah di dengar sebelumnya dan tidak ada transcript jadi membuat saya agak bingung	Sometimes boring (uninteresting topic)	IIII I
QW	Kebanyakan podcast dalam bentuk audio saja jadi tidak	Too long duration	II

	adanya visual membuatnya jadi monoton		
JFZ	Terlalu lama mendengar podcast juga kadang merasa bosan dan mengantuk	There is no visual	II
AM	Bosen terlalu lama	There is no key answer	I
KNI	Sangat jarang podcast yang ada transkripnya		

WAC	Durasi selama 1 jam sampai 1 jam setengah membuat kita bosan		
ANTR	Saya kira tidak ada kekurangan dalam media podcast ini		
CM	Sometimes they ask a question about something and because there is no answer key I can't confirmed if its correct or not		
MZT	Tidak ada nya visual membuat saya bosan		
WNS	Tidak ada		
AAR	Durasinya terlalu panjang jadi boring		
INS	Beberapa aplikasi tidak menyediakan transkrip sama sekali sehingga ada kesulitan dalam mengerti dan memahami makna dari pembicaraan		
IHA	Topiknya yang kadang monoton atau terlalu jauh keluar dari pembahasan		
MZ	Visual yang tidak ada jadi salah satu alasan terkadang saya terdistraksi menggunakan aplikasi lain		

DS	Topic pembicaraan yang random dan terdistraksi		
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Subject	Q17. Apa rekomendasi Anda dalam menggunakan podcast sebagai media untuk belajar listening comprehension?		
NW	Saya merekomendasikan karena menggunakan podcast lebih mudah, nyaman, praktis juga helpful.		
GA	Sangat merekomendasikan karena sangat mudah dan juga media yang sangat fleksibel. Dapat di dengar kapan saja dan dimana saja		
SIA	dengerin podcast yg relate sama diri sendiri. soalnya klo ngga relate malah bikin ngantuk.		
QW	Mendengarkan podcast lewat youtube atau spotify secara rutin		
JFZ	Cari podcast yang membicarakan hal atau topik yang menurut anda menarik untuk dibahas		
AM	Belajar kalau ngantuk karna bosan, dengerin lagu sebentar abi itu lanjut lagi		
KNI	Sangat membantu untuk improve our listening skill		
WAC	Learn english easily		
ANTR	Menggunakan podcast itu lebih seru daripada sambil menonton di youtube karena kalau sambil nonton terdistraksi dengan videonya, kalau podcast itu fokus ke		
	mendengarkan		

CM	rekomendasi saya adalah menggunakan podcast sebagai media untuk meningkatkan skill listening itu cukup bagus dan untuk mengawali, cobalah dengar podcast dengan topik yang kamu suka agar terbiasa dan bisa didengarkan dengan nyaman
MZT	Ya, podcast sangat direkomendasikan
WNS	I usually have the channel podcast that have level for listening skill so dont be worry about that
AAR	Saya sangat merekomendasikan podcast ini sebagai media bagi remaja yang mau meningkatkan skill bahasa inggris
INS	tergantung orang yg ingin belajar, kita tidak bisa memaksa jika orang itu tidak suka podcast
IHA	untuk melatih skill listening comprehension agar terbiasa mendengarkan dialeg bahasa inggris
MZ	Spotify, YouTube
DS	mendengarkan podcast dengan topik/hal yg menarik atau yg kita sukai agar tidak cepat bosan

APPENDIX 4 Interview Result

No. Wawancara	1
Narasumber	Wilda Asti Cahyani (WAC)
Penanya	Wahyu Reza Trisnolya (WRT)
Tipe Wawancara	Semi-structured
Hari/Tanggal	12 Oktober 2023
Waktu	19:10

Inisial	Transkrip	Ide Pokok
WRT :	<i>Assalamualaikum.</i>	
WAC :	<i>Halo kak. Waalaikumusalam.</i>	
WRT :	<i>Selamat pagi, Utami. (Good morning, Utami)</i>	
WAC :	<i>Selamat pagi juga, kak. (Good morning, Kak)</i>	
WRT :	<i>Gimana nih kabarnya? (How are you today?)</i>	
WAC :	<i>Alhamdulillah baik, kak. Kakak apa kabar? (Alhamdulillah I'm good, Kak. How about you?)</i>	
WRT :	<i>Alhamdulillah juga baik. Mohon maaf ya sebelumnya mengganggu waktu kamu. Di sini aku mau wawancara ya mengenai persepsi kamu tentang penggunaan podcast terhadap kemampuan Listening</i>	

	<i>comprehension kamu. Di sini ada beberapa pertanyaan sebenarnya kurang lebih hampir sama dengan pertanyaan kuesioner cuma lebih detail lagi. Sebelumnya aku mohon untuk Utami nanti jawabnya jujur aja ya dan sesuai dengan apa yang kamu alami selama menggunakan podcast.</i>	
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	(Alhamdulillah, I'm good too. Sorry for interrupting your time. I want to interview about your perception of using podcasts on your listening comprehension skills. Here are some questions that are more or less the same as the questionnaire questions, only in more detail. Previously, I want Utami to answer honestly according to what you experienced while using podcasts)	
WAC :	<i>Iya, kak.</i> (Sure, Kak)	
WRT :	<i>Kita mulai ya. Untuk pertanyaan pertama, apa sih kesan kamu setelah mendengarkan podcast?</i> (Let's start. The first question, what are your impressions after listening to podcasts?)	
WAC :	<i>Kesan tuh tergantung channelnya. Misalkan dibandingin TedTalk sama BBC, biasanya tuh BBC itu lebih ke British kalau ngga salah. Soalnya pas</i>	Students' feelings about listening to podcasts: it depends

	<p><i>kelas listening semester 1 tuh Miss Vivi sering ngasih soal tapi dari BBC kan kebanyakan. Terus TedTalk tuh kayak keAmerika gitu sih. Jadi tergantung channelnya sih kak.</i></p> <p>(The impression depends on the channel. For example, compared to TedTalk and the BBC, the BBC is British, if I'm not mistaken. The problem is that in the first semester of listening class, Miss Vivi often gives assignments, but most are from the BBC. Then TedTalk is American. So it depends on the channel)</p>	on the channel.
WRT :	<p><i>Tapi selama kamu mendengarkan podcast, kamu menikmati ngga?</i></p> <p>(But as long as you listen to podcasts, do you enjoy them?)</p>	
WAC :	<p><i>Jujur aku menikmati kalau rentan durasinya nggak begitu lama, kayak 2 menit. Biasanya itu kalau terlalu panjang, kebanyakan topik, jadi pusing, kak.</i></p>	Students' feelings about listening to podcasts: Enjoy listening
	<p>(Honestly, I enjoy that the duration is not that long, like 2 minutes. Usually, if it's too long, it's too many topics, so I'm dizzy)</p>	to short podcasts

WRT :	<i>Oke, ke pertanyaan kedua ya. Kenapa sih kamu milih aplikasi spotify sebagai media untuk mendengarkan podcast? Kan ada aplikasi lain kayak misalkan</i>	
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	<p><i>Youtube, atau Google podcast mungkin kalau kamu tahu.</i></p> <p>(OK, next, the second question. Why did you choose the Spotify application as a medium for listening to podcasts? There are other applications, for example, Youtube, or Google podcasts, maybe if you know.)</p>	
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WAC :	<p><i>Mungkin Spotify karena banyak banget yang [me]rekomendasi[kan] di Twitter buat improve english skill kan. Terus aku nyoba aja gitu kayak ngeliat-liat channelnya terus dengerin jadi aku pakainya Spotify. Kalau YouTube sih jarang banget tapi waktu semester kemarin tuh Miss Vivi kebanyakan ngasih soal tuh dari YouTube [channel] BBC sih kalau nggak salah.</i></p> <p>(Maybe it's Spotify because so many people recommend it on Twitter to improve their English skills. Then I just tried it, like looking at the channel and listening to it, so I used Spotify. YouTube is very rare. However, during the last semester, Miss Vivi mostly gave assignments from the BBC's YouTube channel, if I'm not mistaken.)</p>	<p>The reason for choosing Spotify to listen to podcasts: recommended on Twitter</p>
WRT :	<p><i>Oh gitu. Jadi emang ada dari tugas kuliah juga ya?</i></p> <p>(Oh I see. So is it also from college assignments?)</p>	

WAC :	<p><i>Iya kak. Kalau di Youtube sering banget [dipakai] Miss Vivi, [khususnya] di BBC learning English [channel] kalo ngga salah.</i></p> <p>(Yes, it is. Miss Vivi often uses YouTube, especially BBC learning English channel, if I'm not mistaken.)</p>	
WRT :	<p><i>Oke kita lanjut ke pertanyaan ketiga ya. Kelebihan aplikasi spotify menurut kamu sebagai media</i></p>	
	<p><i>mendengarkan podcast ketimbang YouTube atau aplikasi lain?</i></p> <p>(OK, let's move on to the third question. In your opinion, what are the advantages of the Spotify application as a medium for listening to podcasts compared to YouTube or other applications?)</p>	

WAC	: <i>Kalau Spotify enaknya kalau premium sih ngga ada iklan ya kak. Tapi kalau misalnya kelemahannya nih, kalau spotify tuh ngga ada transkripnya gitu loh kak. Jadi mau ngga mau, kita harus dengerin dari awal sampai akhir. Kalau YouTube kan biasanya udah disediakan [transkripnya] jadi kita bisa tahu nih kosa kata apa yang dipake. Kalau Spotify kan mau ngga mau harus cari sendiri itu dia ngomong apa sih tadi. Terus harus diulang juga biar tau nih</i>	Advantage of Spotify: it is there advertisement. The no disadvantage of Spotify: there is transcript.
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	<i>tadi dia ngomong kosa kata apa tadi. (The good thing about Spotify is that there are no ads if you pay for it. But if it's a weakness, there's no transcript. So, whether we like it or not, we have to listen to the whole thing. Most YouTube videos have a transcript so we can know what words to use and what he said before. So if you listen to Spotify, you have to find it yourself. Then you have to play it again to understand what words he was using earlier.)</i>	
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WRT	:	<i>Oke. Kelebihan spotify selain yang ngga ada iklannya kalau kita pakai premium?</i> (OK. What are the benefits of Spotify besides the fact that there are no ads if we pay for the premium?)	
WAC	:	<i>Mungkin lebih populer aja sih kak kalo Spotify karena banyak pendengarnya.</i> (Maybe Spotify is more popular [than other applications] because there are so many listeners.)	Advantage of Spotify: More popular to listen to podcasts
WRT	:	<i>Selain itu ada lagi ngga?</i> (Apart from that, is there anything else?)	
WAC	:	<i>Menurut aku udah sih itu aja.</i>	
		(I think that's all.)	
WRT	:	<i>Terus menurut kamu ada ngga sih kelebihan podcast dibandingkan media</i>	

		<p><i>lain? Pasti kan kamu sudah mencoba beberapa media ya untuk meningkatkan listening comprehension atau meningkatkan English skill yang lain. Menurut kamu, ada ngga kelebihan podcast dari yang lain?</i></p> <p>(So, do you think podcasts have advantages over other media? Surely you have tried several media to improve listening comprehension or other English skills. In your opinion, are there any advantages of podcasts over others?)</p>	
WAC	:	<p><i>Menurut aku sih, suaranya lebih clear gitu loh kak, gampang untuk didengar. Kalau dibandingin dengan lagu, lagu kan biasanya tuh suka ngga bener kan pronunciationnya. Biasanya juga suka [liriknya] ngga nyambung gitu. Kalau podcast kan tertata gitu bahasanya. (I think the sound is clearer and easier to hear. But, compared to songs, most songs don't have the correct pronounciation. Most of the time, the lyrics don't make sense, either. Meanwhile, in podcasts, the grammar was well organized.)</i></p>	<p>Advantage of podcasts: clear It has and sound proper grammar.</p>
WRT	:	<p><i>Ada lagi yang ingin ditambahkan?</i></p> <p>(Anything else to add?)</p>	

WAC	: <i>Ngga ada sih kak.</i> (No, there's nothing.)	
WRT	: <i>Oke. Kamu ada ngga sih kriteria dalam memilih channel podcast?</i> (OK. Do you have any criteria for choosing a podcast channel?)	
WAC	: <i>Kalau sebelum follow channel tuh aku kayak liat gimana dulu nih. Aku prefer American English sih kak. Jadi aku cari yang pake aksen itu. Tapi kalo BBC kan kebanyakan pakai British English. Sebenarnya ngga apa-apa sih menurut ku kalau BBC soalnya dia per part gitu loh kak</i>	Criteria choosing podcasts:

	<p><i>pembahasannya misalnya asking for help atau apa gitu pokoknya gitu deh. Ya ada part-part nya, jadi nggak bosan tiap hari kayak ada materi baru.</i></p> <p>(Before I subscribed to podcast channels, I saw how they were.</p> <p>However, I prefer American English, so I'm looking for podcasts with that accent. But the BBC mostly uses British English. I think it's fine for the BBC because it's divided into parts, and the discussion is about things like asking for help. So, yes, there are parts in BBC channels, so you don't get bored every day like there's new material.)</p>	<ul style="list-style-type: none"> - Based on accent on - Based topic
WRT :	<i>Jadi pilih podcast tergantung aksen dan topiknya ya?</i>	

	(So you choose a podcast depending on the accent and topic?)	
WAC :	<p><i>Iya kak. Kalau British agak susah menurut aku.</i></p> <p>(Yes. I think it's a bit difficult for the British.)</p>	

WRT	: <i>Oke. Disini [jawaban kuesioner] kamu memilih channel TedTalk dan BBC ya. Ada ngga sih channel lain yang kamu dengerin?</i> (OK. According to the answer to the questionnaire, you choose the TedTalk and BBC channels, don't you? Are there other channels that you listen to?)	
WAC	: <i>Bener kak. Sebenarnya aku sempat follow [sebuah channel] Jkak di Spotify namanya Listening Time dari Corner P. soalnya dia American speaker dan topiknya berbeda. Kekurangannya ngga ada transkripnya.</i> (You're right. I just followed a channel on Spotify called Listening Time from Corner P. because he's an American speaker, and the topic is different. The bad thing is that there is no transcript.)	
WRT	: <i>Oke. Listening Time ini biasanya membahas tentang apa sih? (OK. What is this Listening Time usually about?)</i>	
WAC	: <i>Kebanyakan sih kayak ... kayak apa ya,</i>	
	: <i>aku juga jarang dengerin sih kak.</i> (Most of them are like... what is it like, I also rarely listen to it.)	

WRT :	<p><i>Pas kamu dengerin itu, maksudnya dia itu bentuknya dialog atau wawancara atau diskusi atau dia bercerita atau gimana?</i></p> <p>(When you listen to it, is it in the form of a dialogue, an interview, a discussion, a story, or something else?)</p>	
WAC :	<p><i>Kalau Listening Time itu kayaknya dia beda topik deh. Aku juga takut salah sih kak. Aku udah lama ngga dengerin.</i> (As for Listening Time, it seems like it's on a different topic. I'm also afraid of being wrong. I haven't listened to it in a long time.)</p>	
WRT :	<p><i>Oh oke. Selama menggunakan podcast, apakah ada perubahan dalam listening comprehension skill kamu?</i></p> <p>(Oh, OK. While using podcasts, have there been any changes in your listening comprehension skills?)</p>	
WAC :	<p><i>Aku kayak ngerasa ada perubahan gara gara matkul listening ya kak. Mungkin karena sebelum aku masuk PBI [jurusan Pendidikan Bahasa Inggris], aku kayak ngga peka sama kata-kata, kayak dengerin lagu juga ngga ngerti ini kosa kata gimana penulisannya. Semenjak</i></p>	

	<p><i>masuk PBI terus sering dengerin audio gitu, terus membantu banget kan. Biasanya Miss Vivi sering ngasih tugas sambil ditulis transkripnya. Jadi kita kayak belajar [listening skills] terus kan.</i></p> <p>(I feel like there has been a change because of the listening course. Maybe because before I entered English Education Department, I didn't seem sensitive to words, like listening to a song, I didn't even know how to write this vocabulary. Since entering PBI, I've been listening to audio often, and it's been really helpful. Usually, Miss Vivi often</p>	
	<p>gives assignments to write transcripts of the audio. So we keep learning listening skills.)</p>	
WRT :	<p><i>Berarti jadi terbiasa [mendengarkan audio berbahasa Inggris] ya dan familiar dengan katakata Bahasa Inggris?</i> (Does that mean that you are used to listening to English audio and are familiar with English words?)</p>	

WAC :	<p><i>Iya jadi peka sama vocabulary-nya. Dulu mah asal nyebut aja vocabularynya dan pronunciationnya gimana.</i></p> <p>(Yes, I pay attention to the words. In the past, I just talked about words and how to</p>	
	say them incorrectly.)	
WRT :	<p><i>Selain peka terhadap kata-kata bahasa Inggris, ada lagi ngga pengaruhnya terhadap listening comprehension?</i></p> <p>(Besides being sensitive to English words, is there anything else podcasts can have on listening comprehension?)</p>	
WAC :	<p><i>Ngga ada sih kak. Kayaknya itu aja. Sejauh ini ya kak soalnya itu aja sih kak yang baru aku alamin.</i></p> <p>(There's nothing. I guess that's all so far because that's what I've just experienced.)</p>	
WRT :	<p><i>Kalau kendala dalam mendengarkan podcast ada ngga?</i></p> <p>(Is there any obstacle to listening to podcasts or not?)</p>	
WAC :	<p><i>Dari vocabulary soalnya aku belum nguasain banget kak.</i></p> <p>(It's from vocabulary because I haven't mastered it.)</p>	<p>Problems when listening to podcasts: Lack of vocabulary</p>

WRT :	<p><i>Kalau aksen berpengaruh [dalam mendengarkan] ngga?</i> (What about accents, do they affect listening or not?)</p>	
WAC :	<p><i>Sejauh ini sih, selama pembelajaran listening [aksen] ngga [berpengaruh dalam listening ku] sih kak. Kan kebanyakan [aksen] British kalo di kelas listening di PBI, jadi alhamdulillah [aku]</i></p>	
	<p><i>bisa sih kak mahamin walaupun ulangan terus.</i> (So far, accents do not affect my listening during listening learning. Because most of the British accents are used in the English language education department's listening class, thank God I can understand even though I have to repeat.)</p>	
WRT :	<p><i>Jadi [aksen] ngga terlalu berpengaruh ya bagi kamu? Lalu apa rekomendasi kamu atau saran dalam menggunakan podcast sebagai media belajar listening comprehension?</i> (So the accent isn't too influential for you? Then what are your recommendations or suggestions for using podcasts as a medium for learning listening comprehension?)</p>	

WAC :	<p><i>Saran aku sih sambil dengerin, sambil nyatet kata “tadi apa sih yang diomongin?” biar nanti kita cari tau. Kan kaya aku, aku kan ngga tau kosa katanya, nanti aku cari tau. Mungkin bisa pake kayak buat detect suara itu loh kak. Iya nanti aku tulis, terus aku tulis pronounciationnya.</i></p> <p>(My advice is to listen while noting the word "what was talking about?" so we will find out later. If I don't know the vocabulary, I'll find out later. I also use a thing to detect the sound. Later I will</p>	
	<p>write, and then I will write the pronunciation.)</p>	
WRT :	<p><i>Oh jadi sambil dengerin podcast sambil nyatet. Oke. Terima kasih ya Utami udah meluangkan waktunya buat diwawancara. Dan terima kasih juga udah berkenan buat diwawancara. (Oh, so you listen to the podcast while taking notes. OK. Thank you, Utami, for taking the time to be interviewed. And thank you also pleased to be interviewed.)</i></p>	
WAC :	<p><i>Iya kak sama-sama.</i></p>	
	<p>(You are welcome)</p>	
WRT :	<p>Oke Assalamualaikum</p>	
WAC :	<p>Waalaiikumusalam</p>	

No. Wawancara	2
Narasumber	Jihan Fatimatuz Zahrok (JFZ)
Penanya	Wahyu Reza Trisnolya
Tipe Wawancara	Semi structured
Hari/Tanggal	12 Oktober 2023
Waktu	19:32

Inisial	Transkrip	Ide Pokok
WRT	: <i>Halo. Assalamualaikum, Bea.</i>	
JFZ	: <i>Waaliakumusalam, kak.</i>	
WRT	: <i>Apa kabarnya nih? (How are you?)</i>	

JFZ	: <i>Iya, baik. (I'm good)</i>	
WRT	: <i>Alhamdulillah. Mohon maaf ya mengganggu waktunya sebentar. Disini aku mau wawancara Bea mengenai persepsi kamu tentang penggunaan podcast terhadap kemampuan Listening comprehension kamu. (Alhamdulillah. Sorry to interrupt for a moment. Here I want to interview Bea about your perception of using podcasts on your listening comprehension skills.)</i>	
JFZ	: <i>Oke, kak. (OK)</i>	

WRT	:	<i>Di sini ada beberapa pertanyaan. Jadi diharapkan Bea nanti jawabnya itu jujur dan sesuai dengan pengalaman kamu ya.</i> (Here are some questions. So hopefully, Bea will answer honestly and according to your experience.)	
JFZ	:	<i>Iya siap, kak.</i> (Alright)	
WRT	:	<i>Oke, untuk pertanyaan pertama, apakah Bea menikmati mendengarkan podcast?</i> (OK, for the first question, does Bea enjoy listening to podcasts?)	
JFZ	:	<i>Iya. Soalnya Bea nyari podcastnya itu yang enggak monoton. Jadi yang Bea suka, yang Bea dengerin. Jadi lebih gampang menyerap seluruh isinya, slang word nya dan cepet nangkap isinya kak.</i>	Students' feelings about listening to podcasts: Enjoy

	:	(Yes, it's because Bea looks for podcasts that aren't monotonous. So what Bea likes is what Bea listens to. So it's easier to absorb all the contents, the slang words, and catch the contents quickly.)	listening to podcasts
WRT	:	<i>Oke jadi [apakah] ada kriteria podcast yang Bea mau dengerin?</i> (OK, so are there any criteria for a podcast that Bea wants to listen to?)	

JFZ	:	<i>Kalau podcast, Bea sukanya apa ya yang judul podcastnya itu yang menurut Bea kayaknya seru untuk didengerin nih, baru Bea dengerin. (If Bea loves the title and believes it will be entertaining to listen to, Bea will listen to it.)</i>	Students' criteria in choosing the podcats channel: Choose an interesting title and topic.
WRT	:	<i>Oke berarti [kamu memilih podcast] berdasarkan judul ya?</i> (OK, so you choose a podcast based on the title, right?)	
JFZ	:	<i>Iya (Yes)</i>	
WRT	:	<i>Oke. berarti [kamu memilih podcast] berdasarkan topik juga ya?</i> (OK, so you also choose a podcast based on the topic, right?)	
JFZ	:	<i>Iya, kak. (Yes)</i>	
WRT	:	<i>Oke. Topik yang Bea suka itu kayak gimana sih?</i> (OK. What is Bea's favorite topic like?)	

JFZ	:	<p><i>Kalau topik sih kayaknya tuh misalkan kayak tentang artis-artis gitu. Nah kalau artisnya Bea kenal gitu langsung Bea tontonin. Misalkan artis siapa gitu yang luar negeri yang Bea suka dengerin. Selagi masih kenal artisnya.</i></p> <p>(I like the topic about artists. So, if Bea knows the artist, Bea will watch it. For example, the international artist whom Bea knows, as long as Bea knows the artist.)</p>	
WRT	:	<p><i>Oh gitu. Apakah ada yang lain? Selain tergantung pembicaranya?</i></p> <p>(Oh I see. Is there anything else? Besides depending on the speaker?)</p>	
JFZ	:	<p><i>Udah itu aja sih kak. Kalau yang lain, Bea suka nonton kayak daily vlog gitu.</i></p> <p>(That's all. For others, Bea likes to watch daily vlogs.)</p>	
WRT	:	<p><i>Oh malah bukan podcast ya jadinya. (Oh, it's not even a podcast.)</i></p>	
JFZ	:	<p><i>Bukan.</i></p> <p>(Not, it is not.)</p>	
WRT	:	<p><i>Oke pertanyaan kedua nih. Disini Bea milih YouTube nih sebagai media untuk mendengarkan podcast. Kenapa Bea milih YouTube ketimbang aplikasi lain?</i></p> <p>(OK, second question. Here, Bea chooses YouTube as a medium for listening to podcasts.</p>	

		Why did Bea choose YouTube over other apps?)	
JFZ	:	<i>Soalnya kalau aplikasi lain susah kak nyari video mereka. Video mereka kan kepotongpotong kayak TikTok, yang lain gitu. Kalau youtube kan gampang ditemuin nya.</i> (The problem is that it is difficult for other applications to find the videos. The videos are cut into pieces like TikTok. On YouTube, it's easy to find.)	Advantages of Youtube: Easy to find the topic that students want
WRT	:	<i>Sebelumnya [kamu] pernah pakai spotify?</i> (Have you ever used spotify before?)	
JFZ	:	<i>Udah lama banget. Udah hampir berapa tahun nggak pakai Spotify.</i> (It's been so long. It's been almost how many years I haven't used Spotify.)	
WRT	:	<i>Oh oke jadi emang lebih suka di YouTube aja ya?</i> (Oh, OK, so you prefer YouTube, don't you?)	
JFZ	:	<i>Iya.</i> (Yes)	
WRT	:	<i>Oke. Menurut Bea kelebihan YouTube sebagai media untuk mendengarkan podcast itu apa sih?</i> (OK. According to Bea, what are the advantages of YouTube as a medium for listening to podcasts?)	

JFZ	:	<i>Soalnya Bea bisa liat orangnya. Kalau kayak di spotify itu kan cuman suaranya doang kak.</i>	Advantages of Youtube:
		<i>Kadang suka ngantuk gitu. Kayak nggak tahu apa yang diomongin gitu.</i> (Because Bea can see the person. If it's Spotify, it's just the sound. Sometimes I'm sleepy when listening to podcasts on Spotify, and I don't know what to say)	Can see the speaker
WRT	:	<i>Kamu lebih suka kalau ada visualnya ya? (Do you prefer the visuals?)</i>	
JFZ	:	<i>Iya.</i> (Yes, I do)	
WRT	:	<i>Oke. Pertanyaan selanjutnya, persepsi kamu atau pendapat kamu ya selama mendengarkan podcast itu ada pengaruhnya ngga sih terhadap listening comprehension kamu?</i> (OK. The next question, according to your perception or opinion, does listening to podcasts have any effect on your listening comprehension?)	

JFZ	:	<p><i>Ngaruhnya sih banyak Kak. Misalkan sehari itu kan aku listeningnya 3 jam gitu, pagi siang sama malam, kan banyak yang kita dengerin, vocab jadi nambah, terus pokoknya semenjak aku dengerin podcast itu bahasa Inggris aku jadi ini banget, kak improve banget aku ngerasanya.</i></p> <p>(It affects a lot. For example, I listen to it for 3 hours a day, in the morning and evening, we listen a lot, the vocabulary increases, and basically, since I listened to the podcast, my English is really good, and I feel really</p>	<p>Effect listening to podcasts:</p> <ul style="list-style-type: none"> - Increasing the vocabulary - Improve listening skills
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		improved.)	
WRT	:	<p><i>Oke jadi kamu merasa kalau jadi familiar dengan kata-kata bahasa Inggris? (OK, so do you feel familiar with English words?)</i></p>	
JFZ	:	<p><i>Iya dibanding kayak baca buku teks gitu aku mending denger podcast.</i></p> <p>(Yes, instead of reading a textbook, I prefer listening to podcasts.)</p>	
WRT	:	<p><i>Oke. Contohnya apa sih? Maksudnya perubahannya sebelum dan setelah mendengarkan podcast.</i></p> <p>(OK. What are the examples? I mean the change before and after listening to the podcast.)</p>	

JFZ	: <i>Bea kayak lebih mudah buat mahamin orang ngomong aja, native speaker ngomong soalnya kan nggak asing lagi kan. Kan tiap hari Bea suka dengerin, jadi nggak kaget.</i> (I think it's easier for me to understand what people say, native speakers talk because they don't feel foreign anymore. I like to listen to it every day, so I'm not surprised)	Effect listening to podcasts: - Familiar with English - Understand the English speaker easily
WRT	: <i>Oke ngaruh ngga sih di mata kuliah listening kamu?</i> (OK, does it affect your listening course?)	
JFZ	: <i>Ngaruh.</i> (Yes, it does.)	
WRT	: <i>Boleh tau ngga misalkan kamu di semester 1 kamu ngerasa gimana terus di semester 2 kamu merasa gimana terhadap kemampuan listening kamu?</i> (May I know if you are in semester 1, how do you feel and in semester 2 how do you feel about your listening skills?)	

JFZ	:	<i>Biasa aja sih, Kak. semester satu agak-agak apa sih namanya kan kalau di listening di kuliah itu kan beda ya kak. Iya mungkin agak susah di bagian itunya aja soalnya kan ngga ada videonya juga. Kayak nerka nerka apa ya gitu. Tapi ngga susah susah banget, biasa aja. (It's OK. In the first semester, it's a bit different if I listen to it in the listening course. Yes, maybe it's a bit difficult in that part because there's no video either. It's like guessing what it is. But it's not that hard; it's OK.)</i>	
WRT	:	<i>Oke jadi kalo di semester dua kamu ngerasanya gimana?</i> (OK, so how do you feel in the second semester?)	
JFZ	:	<i>Kalo di semester dua mudah sih kak. (In the second semester, it's easy.)</i>	
WRT	:	<i>Jadi lebih mudah ya? (So is it easier?)</i>	
JFZ	:	<i>Iya kak (Yes, it is.)</i>	
WRT	:	<i>Ada peningkatan nilai ngga? (Is there a rise in the score?)</i>	

JFZ	:	<i>Kemarin ningkat sih cuman kan Bea kemarin kan ikut ujian nya telat jadi nilainya beda dari yang lain gitu.</i> (Yesterday, it improved, but Bea was late for the exam yesterday, so the grades were different from the others.)	
WRT	:	<i>Oh gitu karna kemarin ada masalah aja ya dan telat ikut ujian</i> (Oh, that's because yesterday there was a problem and you were late for the exam)	
JFZ	:	<i>Iya kak</i> (Yes)	
WRT	:	<i>Oke deh. Selanjutnya disini kamu rekomendasikan channel niga higa ya. Kenapa kamu merekomendasikan channel itu?</i> (Alright. Next, here you recommend the Niga Higa channel. Why do you recommend that channel?)	

JFZ	:	<p><i>Soalnya [di channel podcast itu] ada podcast nya terus ada daily vlognya [juga]. Jadi kalau aku lagi bosan dengerin podcast ... Inggrisnya nggak terlalu rumit Kak. Jadi mereka kan orang Japanese Inggris American ya jadi logatnya nggak terlalu yang susah dipahamin. (Because there are podcasts, there are daily vlogs. So if I'm bored listening to podcasts ... the English isn't too complicated. They're Japanese British Americans, so the accent isn't too hard to understand.)</i></p>	<p>Advantage of Niga Hig a channel: -The speaker uses simple English -The accent of the speaker is easy to listen</p>
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WRT	:	<p><i>Oke. Disini kan kamu kendalanya itu kadang bosan, selain kadang bosan ada lagi nggak sih kendala kamu dalam mendengarkan podcast? (OK. Here, the problem is that you are sometimes bored; apart from being bored sometimes, are there any other obstacles to listening to podcasts?)</i></p>	
JFZ	:	<p><i>Kendalanya apa ya, nggak ada sih kak paling bosan doang. (The problem is that there's no such thing as boredom.)</i></p>	

WRT	: <i>Kalo misalkan dari internal kamu nih maksudnya dari dalam diri kamu kayak apakah kamu kurang menguasai vocabulary?</i> (For example, from your internal point of view, it means that from within yourself, do you lack vocabulary mastery?)	
JFZ	: <i>Iya kak kadang mereka suka ada slang words gitu kan. Ini apa maksudnya gitu. Slang word paling sih kak.</i> (Yes, sometimes they like to have slang words. I felt like, “What does this mean?”)	Problems when listening to podcasts: Slank word
WRT	: <i>Kalau kecepatan pembicaraanya kamu bermasalah ngga? Kayak kecepatan nih ngomongnya atau gimana?</i> (Do you have a problem with the speed of the speaker? Like the speaker is talking too fast or something like that.)	
JFZ	: <i>Kalau itu sih pasti, Kak. soalnya kan Bea juga masih belajar. Jadi kadang [aku] liat subtitle,</i>	Problems when
	: <i>kadang mereka ngomongnya cepet banget gitu.</i> (That's for sure because Bea is still learning. So sometimes I see the subtitles, sometimes they talk really fast.)	listening to podcasts: The speed of the speaker
WRT	: <i>Oke. Terus selain Niga Higa ada lagi ngga channel yang didengerin?</i>	
	: (OK. Then besides Nigahiga, are there any other channels that you listen to?)	

JFZ	:	<i>Kalo podcast Niga Higa doang kak. Yang lain cuman kayak daily vlog.</i> (I just listen to the Niga Higa podcast. The others are just like daily vlogs.)	
WRT	:	<i>Oh oke jadi emang kalo podcast cuma Niga Higa aja ya?</i> (Oh OK, so is it true that podcasts are only Niga Higa?)	
JFZ	:	Iya, kak. (Yes, it is.)	
WRT	:	<i>Kamu pasti sering beberapa aksen mungkin British Amerika gitu. Kamu ada kendala ngga sih dengan aksen itu? Aksennya itu apakah berpengaruh ngga dalam listening kamu?</i> (You must have some accents, maybe British American. Do you have a problem with that accent? Does the accent have any effect on your listening?)	
JFZ	:	<i>Iya. Kan Bea biasanya dengerin yang American, udah gitu pas di kuliah kan British tuh listeningnya. Kendalanya agak sedikit</i>	
		<i>sedikit, tapi kan British mah nggak rumit-rumit banget, Kak. Jadi bisa diterka-terka dikit.</i> (Yes right, I usually listen to the American accent, but when I was in college, I listen to British accent. So the problem is a little bit so that I can guess a little.)	

WRT	:	<i>Jadi kamu merasa kesulitan terhadap aksen? (So you're having trouble with accents?)</i>	
JFZ	:	<i>Nggak terlalu. (Not really.)</i>	
WRT	:	<i>Oke deh. Disini kan kamu bilangnya dengerin podcast itu setelah kamu baca Improving English,</i>	
		<i>nah itu kamu bacanya kapan? sekitar beberapa bulan yang lalu atau beberapa tahun yang lalu? (Alright. Here, you said, listen to the podcast after you read Improving English, so when did you read it? about a few months ago or a few years ago?)</i>	
JFZ	:	<i>Beberapa tahun yang lalu tahun. (A few years ago years.)</i>	
WRT	:	<i>Kira-kira tahun berapa tuh? (Approximately what year is it?)</i>	
JFZ	:	<i>Tahun 2020, kak (In 2020)</i>	
WRT	:	<i>Untuk pertanyaan terakhir nih. Apa yang kamu rekomendasikan atau saran dalam mendengarkan podcast sebagai media pembelajaran listening?</i>	
		(For the last question. What do you recommend or suggest when listening to podcasts as a learning medium?)	

JFZ	:	<i>Kalau saran sih nyari sesuatu yang kita senang dulu biar belajarnya enak itu aja kak.</i> (My advice is to look for something we enjoy first so we can learn it well.)	
WRT	:	<i>Jadi pilih topik yang disenengi aja ya?</i> (So you just choose a topic that you like?)	
JFZ	:	<i>Iya kak. Biar ada rasa keponya gitu kak.</i> (Yes. So that there is a sense of curiosity.)	
WRT	:	<i>Oke, satu lagi deh. Kamu bermasalah dengan durasi ngga? Terlalu lama atau terlalu sedikit itu bermasalah ngga?</i> (OK, one more thing. Do you have a problem with duration? Is it too long or too little that's a problem?)	
JFZ	:	<i>Kalau aku podcast ngedengerinnya sejam aja.</i> (I listen to the podcast for an hour.)	
WRT	:	<i>Oke jadi sejam ya?</i> (OK, an hour?)	
JFZ	:	<i>Iya sejam pagi, sejam siang, sejam malem. Jeda jeda kak.</i> (It's an hour in the morning, an hour in the afternoon, and an hour in the evening. There are pauses.)	
WRT	:	<i>Oke, terima kasih ya Bea untuk waktunya.</i> (Okay, thanks Bea for your time.)	
JFZ	:	<i>Iya sama-sama kak.</i> (You are welcome.)	
WRT	:	<i>Semoga kuliahnya lancar ya.</i> (I hope your college goes well.)	

JFZ	:	<i>Aamiin. Terima kasih, kak. (Amen. Thank you)</i>	
WRT	:	<i>Terima kasih juga ya. Assalamualaikum (My pleasure.)</i>	
JFZ	:	<i>Waalai-kussalam</i>	

APPENDIX 5 AUDIO OF INTERVIEW

<https://drive.google.com/file/d/1GAUb2H19XMKqoYmshVflp>

[_ncFabMBLLA/view?usp=drivesdk](https://drive.google.com/file/d/1F0JgwzQ92OLcur_rAMtSpmS8aP3EqGF/view?usp=drivesdk)

<https://drive.google.com/file/d/1G9O7WvB2NPsdL3ok7zGEl1FwfFnAoSe/view?usp=drivesdk>

<https://drive.google.com/file/d/1FqIC83k9j9td3289Yg-1zOPLC6cWultd/view?usp=drivesdk>

https://drive.google.com/file/d/1G8_Q5d-PDY5Ry0D6S9s5o0MWwiA5LQBJ/view?usp=drivesdk

https://drive.google.com/file/d/1G5sc830g_wd6CYcJw_yfom0e

[_yfom0e](https://drive.google.com/file/d/1G5sc830g_wd6CYcJw_yfom0e)

[_yfom0e](https://drive.google.com/file/d/1G5sc830g_wd6CYcJw_yfom0e)

[9dC2drkl/view?usp=drivesdk](https://drive.google.com/file/d/1Fzxo7JAIcVII8IPVlc-52buF4vNAOKSf/view?usp=drivesdk)

<https://drive.google.com/file/d/1Fzxo7JAIcVII8IPVlc-52buF4vNAOKSf/view?usp=drivesdk>

https://drive.google.com/file/d/1G6efU5TJ4IEsSa9Q13oD2zOO_KPGz3Pxg/view?usp=drivesdk

[https://drive.google.com/file/d/1Fn1Ty90nvASC9PBvXuV9fm5](https://drive.google.com/file/d/1Fn1Ty90nvASC9PBvXuV9fm5hDVnddoWW/view?usp=drivesdk)

[hDVnddoWW/view?usp=drivesdk](https://drive.google.com/file/d/1Fn1Ty90nvASC9PBvXuV9fm5hDVnddoWW/view?usp=drivesdk)

APPENDIX 6 DOCUMENTATION









