Students’ perceptions towards the use of Podcast in listening class

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Abstract

The purpose of this study is to describe the students’ perceptions towards the use of podcast in listening and their problems toward this media. The research type was case study in qualitative research method. The data from this research are collected from the questionnaire and interview. The subjects of this research were learners from 3rd and 5th semester English Education Study Program, which focused on Interpretive Listening and Extensive Listening classes. Questionnaires were distributed to 115 students in listening classes and interview data were obtained from 10 students’ representatives who were samples of this study. The result of this research found that: (1) the students have an enjoyment in using podcast in listening class, because podcast is easy to use. Students agreed that podcast could help them in learning listening and they have willingness in using podcast as an alternative way to learn listening, and podcast also motivated them because it engaged their interest. The content of the podcast and clear native pronunciation derived from podcast could hone their skills especially listening and speaking skill. Besides, most of the students also agreed that podcast was easy to get since there are many podcasting websites available on the internet. (2) the problem that the students encountered in using podcast was the length of podcast too long for them. Because of that, students might feel bored and lose their focus when listening to the podcast.

Keywords: perception; podcast; listening course

INTRODUCTION

There are many ways in improving language learners’ listening skills (Ince, 2015, p. 1). One of the most influencing media in language learning is audio media (Darwis, 2016, p. 80). It is considered that many of the learners have technological devices such as MP3 players, computers and mobile phones that allowing them to listen to the audio files easily. The problem of listening seems more manageable with the help of devices mentioned above.

One of them is a so-called podcasting, which has recently become very popular. The term “podcast” was first coined in 2004, and it means the publishing of audio
materials via the Internet. Audio Recordings are designed to be downloaded and listened to on a portable MP3 Player of any type, or on a personal computer (Kavaliauskiene & Anusiene, 2009, p. 28). Audio files available for downloading and other means of online listening have been around for some time. Kavaliauskiene and Anusiene (2009, p. 28) found that podcasts differ from other ways of delivering audio materials online by the opportunity of downloading content automatically. Podcasting offers learners a wide range of possibilities for extra listening practice both inside and outside the classroom. Podcasts enable students to practice listening in a self-directed manner and at their own pace. According to Kohar, et al. (2014, p. 2) they assumed that podcast is a sound or audio file on the internet that you can free downloaded and stored it on cell phone or MP3 player and produced in the form of regular episodes. It is usually updated on a regular basis through the addition of new episodes, which contains the metadata of the podcast and its constituent files (Chan et al. 2011, p. 313).

Considering that podcast in Indonesia is known as new media, therefore the use of podcasts need to be investigating whether the utilization of it influence the students learning process so that the learning media used by lecturers need feedback from students toward the media is important improving the quality of learning outcome. For that, perception is necessary to be investigated as it is defined etymologically perception is response (direct acceptation from something), process of someone know some his/her senses (Depdikbud, 1991, p. 759). Terminologically, perception cited in Hanifah is known as senses of students that will be given about definition and comprehension of the world surrounding it clearly (Salahuddin, 1986, p. 22). According to Bulut and Üğüten cited in Sulaiman et al. (2017, p. 93) defined that in the world of teaching and learning, students’ perceptions are very crucial because teachers, lecturers and instructors need to take students’ preferences into consideration before they come up with teaching materials and lessons.

Based on the students’ score in listening class, that most of the students gotten standart score. It was not more than a half of 115 students get an A, and the left were gotten B. So, it can be concluded that perception is crucial to know how far the influence of the result of teaching and learning using podcast in listening class. Hence the researcher decided to conduct this study to find out the students’ perception about the use podcasts in listening class. The problems of the study are formulated as follows: 1) How does the students’ perceptions towards the use of podcast in listening class at IAIN Palangka Raya?, and 2) What are the problems of perception given by students towards the use of podcast in listening class at IAIN Palangka Raya?.

The scope of this study is listening skill, especially for interpretive listening and extensive listening. The researcher will focus on students’ English education study program in academic year 2016 and 2017 at IAIN Palangka Raya, especially students had passed literal listening and critical listening. This research only focused on authentic podcast.
METHOD

The research design of this study is categorized into a qualitative research, in form of case study. Case study research focuses on a single unit, produces an in-depth description, is anchored in real life, uses multiple data collection techniques, provides a rich, holistic description of context, etc (Ary, et.al, 2010, p. 452). The rational reason to choose case study research because this research will describe the students’ perceptions towards the use of podcast in listening class.

In this research, the researcher took the students at third semesters and fifth semesters as subject of the study. They were the students who have learned literal listening and critical listening of English Education Study Program in IAIN Palangka Raya in academic year 2016 and academic year 2017. There were 115 students for answering the questionnaire and 10 of 115 students was taken for answering the question of interview.

<table>
<thead>
<tr>
<th>Academic year</th>
<th>Class</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>A</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>21</td>
</tr>
<tr>
<td>2017</td>
<td>A</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>19</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>115</td>
</tr>
</tbody>
</table>

The data sources in this research classified into primary and secondary data. The primary data of this research were collected from interview and questioners from the subjects of this research, so the data was collected accurately. Besides that, the secondary data were collected from documentation like presence list, results of students’ assignment, and some photos, in order to support primary data.

The close-ended question used in this research. This type is suitable with the topic of the research which asks the students’ perceptions towards the use of podcast in listening class. By using this type of questions, the students’ perceptions towards the use of podcast in listening class can be measured and maximizes people’s freedom of response. The questionnaire constructed in the form of Likert Scale. The questionnaire was adopted from the two journals. The first journal entitled Students’ Perception toward the Use of Podcast in Learning English: A Case Study of the Second Grade Students at One High School in Bandung conducted by Robi Darwis. Second, entitled EFL Learners’ Perceptions of Educational Podcasting by Hazal Gul Ince. Originally, there were fifteen and thirty-two statements in the questionnaire. In this study, the questionnaire is modification into twenty-five statements divided into two parts. Each statement from the questionnaire would be labelled with each own score. There are four predetermined answers with scale 1 – 4 suggested by Likert Scale.
Table 2. Range Score of Statements

<table>
<thead>
<tr>
<th>Answer</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>4</td>
</tr>
</tbody>
</table>

Then, the interviews used in completing the data that had been found by the questionnaires. Interview is an oral questioning of a subject (Ary, et.al, 2010, p. 644). Questions can be designed to find out more about teachers’ and learners’ opinions and attitudes about various aspects of language learning, such as their feelings about the use of particular classroom activities or the content of classroom materials (McKey, 2006, p. 51). Interview would be useful in order to obtain more information of the students’ perceptions towards the use of podcast in listening class at Study Program of English Education of IAIN Palangka Raya. From the students point of view.

Table 3. Item Specification of Questionnaires

<table>
<thead>
<tr>
<th>Type of Questions</th>
<th>Item Specification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive statements</td>
<td>1-16</td>
</tr>
<tr>
<td>Negative statements</td>
<td>17-25</td>
</tr>
</tbody>
</table>

Informal conversational interview used in this study was by doing face to face interview with participants. The success of interview related to the wording of the question. One way to avoid the problems that can arise from students’ lack of English proficiency is, if possible, to allow students to be interviewed in their first language (McKey, 2006, p. 53). In this research the researcher conducted face to face interviews with participants. The interview was needed to do because, interviews were ways for participants to get involved and talk about their views. In addition, the interviewees were able to discuss their perception and interpretation in regards to a given situation. It is their expression from their point of view.

In data collection procedure, to answer the problems of the research, the researcher will do some steps below:
1. The researcher prepared the questionnaire,
2. The researcher gave the questionnaire to the subjects,
3. The researcher asked the subjects to complete the questionnaire,
4. The researcher collected the responses of the respondents,
5. The researcher asked some of the subjects to do an interview,
6. The researcher recorded the answer of the interviewed,
7. The researcher made script of data from recording,
8. The researcher analyzed the obtain data,
9. The researcher concluded the result findings.
After that, the activities in data analysis were data collection, data reduction, data display, and conclusion drawing/verification. The data gathered from the questionnaire and the interview. The questionnaire provided numeral data in order to find out the percentage score, and the interview provided the transcription from recording. The researcher focused on finding the percentage score of questionnaire and avoiding other formula which not related to find out percentage score about students’ perception toward the use of podcast. The researcher also focused on the finding out the students’ concept about podcast and the problem of using podcast in the class.

In the display of qualitative research, data may present in table, graph and text narrative. Table will provide numeral date of questionnaire, graph will display percentage score and text narrative will display length discussion of the perception score into sentences. From some data that gotten, the researcher made a conclusion from all the data that get in order to make clear and understand for the reader, in order to answer the formulating problems.

**FINDINGS**

**Data Presentation**

**Data from the questionnaire**

Table 4. The Students’ Perception Toward The Use Of Podcast

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Percentage for each statement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SA</td>
</tr>
<tr>
<td>1</td>
<td>I like podcast</td>
<td>14.8%</td>
</tr>
<tr>
<td>2</td>
<td>It is easy to access the podcast audio files</td>
<td>20.0%</td>
</tr>
<tr>
<td>3</td>
<td>It is easy to play the podcast audio files</td>
<td>27.0%</td>
</tr>
<tr>
<td>4</td>
<td>Using podcast is possible everywhere and every time</td>
<td>26.1%</td>
</tr>
<tr>
<td>5</td>
<td>I enjoy listening to podcasts</td>
<td>16.5%</td>
</tr>
<tr>
<td>6</td>
<td>Listening to English podcasts has made me more motivated to learn the language</td>
<td>37.4%</td>
</tr>
<tr>
<td>7</td>
<td>I will listen to podcast in the future</td>
<td>23.5%</td>
</tr>
<tr>
<td>8</td>
<td>Podcasts are useful for language learning</td>
<td>43.5%</td>
</tr>
<tr>
<td>9</td>
<td>Listening to podcast is effective for improving listening skills</td>
<td>43.5%</td>
</tr>
<tr>
<td>10</td>
<td>Listening to podcasts is effective to improving my comprehension skills.</td>
<td>39.1%</td>
</tr>
<tr>
<td>11</td>
<td>After working with podcast in listening class, I am more open to learning through podcasts in the future</td>
<td>18.3%</td>
</tr>
<tr>
<td>12</td>
<td>I would recommend that other students learning English listen to podcasts</td>
<td>11.3%</td>
</tr>
<tr>
<td>13</td>
<td>The length of podcast is appropriate for me</td>
<td>2.6%</td>
</tr>
</tbody>
</table>

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http://e-proceedings.iain-palangkaraya.ac.id/index.php/inacelt

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The content of podcast is suitable for me | 6.1% | 71.3% | 21.7% | 0.9%
---|---|---|---|---
I think podcast help me a lot learning English | 30.4% | 61.7% | 7.0% | 0.9%
I want podcast to be implemented in listening class | 28.7% | 61.7% | 8.7% | 0.9%

Table 5. The Students’ Problems In Using Podcast

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Percentage for each statement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SA</td>
</tr>
<tr>
<td>17</td>
<td>I found the 8 to 10 minute podcast is enough for me</td>
<td>17.4%</td>
</tr>
<tr>
<td>18</td>
<td>I think the length podcast is too long</td>
<td>14.8%</td>
</tr>
<tr>
<td>19</td>
<td>The content of podcast is not suitable for me</td>
<td>4.3%</td>
</tr>
<tr>
<td>20</td>
<td>It is hard to get podcast from the internet</td>
<td>5.2%</td>
</tr>
<tr>
<td>21</td>
<td>I think podcast is difficult to use</td>
<td>2.6%</td>
</tr>
<tr>
<td>22</td>
<td>I don’t know how to use podcast</td>
<td>3.5%</td>
</tr>
<tr>
<td>23</td>
<td>Transcriptions make me understand the audio file better</td>
<td>22.6%</td>
</tr>
<tr>
<td>24</td>
<td>Podcast bring me no fun at all</td>
<td>4.3%</td>
</tr>
<tr>
<td>25</td>
<td>Listening to podcast was not a productive use of listening class</td>
<td>3.5%</td>
</tr>
</tbody>
</table>

Data from the interview

The interview was done to gain more information about the students’ perceptions towards the use of podcast in listening class at English education study program of IAIN Palangka Raya, and it was to support the main instrument, questionnaire. There were two concepts of the interview, such as perception and problem.

The students’ perception toward the use of podcast in listening class

The first question was about lecturer used podcast in teaching listening. For this statement all of students said that the lecturer uses podcast as teaching media in listening class.

The second question was about the using podcasts in listening class is effective in improving they listening skills or not. It was only 8 Students stated that podcast is effective in improving their listening skill, because by using podcast, they knew how to pronounce correctly. On the contrary, 2 Students stated that podcast was not effective in improving their listening skill, because in their opinion, podcast just consisted of voice
without any picture and videos. So they thought that podcast was difficult to be understood. In conclusion, podcast can help the students improving their listening skill, and also by using podcast they learn how to pronounce a word.

The third question was about like or dislike using podcasts in the listening class. Almost all of students answered same, they liked using podcast as a learning media because it was spoken by a native speaker. They could learn English accent properly. Also, they achieved new vocabularies and trained their listening through podcast. On the contrary, speaker speaks too fast with British accent was the reason why the dislike using podcast. They stated that they don't really understand about that podcast.

The fourth question was related to the students felling in using podcast. Seven students stated that they like listening to podcast, while three students stated they do not like listening to podcast.

The fifth question was whether students enjoyed in listening to podcast. Most of the students enjoyed using podcast; only three students stated that they do not enjoy podcast because listening to podcast is hard enough for them.

The sixth question was to investigate students’ perceptions of the ease of accessing and playing the audio files. All of students agreed that podcasts can be accessed and used very easily.

The seventh question was to investigate whether students agreed that podcasts can be used in different locations and times. They stated that podcast is flexible. It can be used everywhere and anytime as long as there are supporting Medias such as hand phone, earphone, and internet access.

The last statement was about students’ intention in listening to podcast again in next semester. Most of the students stated they will be glad to use podcast for the next semester. In one condition, it will not be used in every meeting. Based on interview results, using another media such as a video is better. Even though they still agreed that podcast is the first applying media that should be in teaching listening.

The students’ problems in using podcast in listening class

The first question was used to gain the data regarding to the students problem in using podcast in listening class. From that question, seven students said that they get problems when they used podcast as a media. Because the speaker speaks too fast with British accent. Furthermore, the duration was quite long for them, while three students said that they do not find difficulty in using podcast in listening class. In conclusion, the problem which students face when they are using podcast in listening class was the type of podcast itself which is prepared by the lecturer. According to them, the best podcast can be used is a podcast which has clear pronunciation and not too long.
The second question was about what students do if they get bad score in listening class and what they do to solve the problem. To sum up, although their listening score was not good, they will use podcast as media to improve their listening skills.

The third question was about the length of podcast. According to interview results, most of the students stated that 5 minutes is the maximum long to stay focus, more than that, they will be blank. The reason was because the lecturer uses the difficult podcast.

The fourth question was about the duration of podcast. Can students stay focus for 8 to 10 minutes if the podcast is easy? Related to interview result, only 2 students stated that listening to an easy level podcast for 8 to 10 minutes is still hard. Because the speaker is native who speaks with different pronunciation with the Indonesian.

The last question was about the availability of podcast on the internet. They stated that looking for podcast is easy, and there are many tools which provide them to find it such as internet, apps, and many more.

**DISCUSSION**

In this part, the researcher discussed the research findings. The researcher explained the research findings related to the students’ perceptions and problems about using podcast in listening class. The data got from the questionnaire and the interview of learners. The data from the questionnaire confirmed to the data from the interview.

**The students’ perception toward the use of podcast in listening class**

The first statement was about students’ feeling about podcast. Almost of the students (74.8%) who agreed and a small number of the students (14.8%) answered strongly agree that they like podcast. This finding is in line with Li, (2009) who stated that students have their willingness to use podcast in learning English.

For the second statement, showed 66.1% students’ statement that podcast is easy to use. 65.2% students felt easy playing the podcast. 56.5% agreed that podcast could be used in different locations and time.

The third statement was whether students enjoyed in listening to podcast. Almost of the students (72.2%) agreed and a small number of the students (16.5%) strongly agreed that they enjoy listening to podcast. This indicates that students enjoyed using podcast in learning English. Correlated with the finding, Edirisingha et al. (2007) said that students enjoy learning with podcast because it is a mix of entertainment and learning.

The fourth statement, shown 56.5% students felt motivated learning the language by using podcast. This means that podcast can motivate the students in
learning English. In line with that, Bolliger et al. (2010) stated that students were also motivated by the use of podcast that was integrated into online learning.

The fifth statement, shown 73.0% agreed that they will use podcast as a learning media later. 53.0% students stated it was useful, 43.5% students stated it was very useful. 94.8% agreed and strongly agreed if podcast could improve their listening skills. 53.9% agreed with that podcast effective to measure student’ listening skill. 61.7% agree that podcast can help students in learning English. This means that podcast can be a good tool to help students in learning English and improved their skills (Rossel Aguilar, 2013).

The sixth statement, shown 75.7% would recommend learning English through podcasts to other students. 67.8% using podcast could help them in learning listening. This indicates that students will use podcast as an alternative way of learning English. This finding also related to previous findings which suggest that podcast is easy to use and gained interest in learning English. But, 12.2% students stated they disagreed with the statement. This means that the students were encountered problems in using podcast that stopped them in listening to it.

The next statement was about students’ opinion to the length of podcast. 42.6 % disagreed that the length of podcast was suitable for them. 22.6% disagreed that the content of podcast is suitable for them. It means that the length of podcasts available on the internet is too long for them. The students might feel bored and lose focus because of the recording is too long (Bolliger et al., 2010).

The last statement, shown more than half of the students agreed (61.7 %) that podcast should be implemented in the listening class. As Copley (2007) suggested that the use of podcast can be more effective if it is thoughtfully integrated into curricula.

Based on the interview, most of the students had positive perceptions towards the use of podcast in learning English. The students were asked whether they pleasures in listening to podcast. All students said that they like listening to podcast and can motivate them in learning English. From the data, all students agreed that podcast motivated them to learn English. From the students’ statements above, it indicates that materials delivered by podcast available in the internet were suitable with their needs and engaged them to learn English.

This finding was supported by Rossel-Aguilar (2013) who stated that the material delivered by podcast could gain students’ interest. Moreover, based on the interview, some students also agreed that their listening skill was enhanced by listening to podcast. This finding correlated with other researches in different contexts (e.g., Kavaliauskiene, 2008; Sze, 2006; Yeh, 2013) which suggested that podcast can be a good tool in improving students’ listening skill.
The students’ problems in using podcast in listening class

The first statement shown 30.4% students agreed the length of podcast is too long for the students. 52.2% of the learners found the 8-10 minutes length of the podcasts not appropriate. This means that students faced the problem regarding to the length of podcast. Podcast with long duration “requires too much time to download, and may cause students to lose focus” (Bolliger et al., 2010, p. 720).

The second statement was about the content of the podcast. It is known that almost all of the students (59.1%) disagree with the statement. This indicates that content of podcast is suitable for them. In difference, a small number of the students (27.0%) agreed with the statements. It means that some students dislike the content delivered by podcast as Li (2009) mentioned in his study that it was not easy for some students to choose the appropriate podcast due to the variety of podcast sources available on the internet.

The third statement was about the availability of podcast on the internet. 52.2% disagreed that podcast is hard to get from the internet. This means that it was easy for students to get podcast from the internet. Related to this finding, there are several podcasting websites that can be used for learning English, for instance, Eslpod.com, e-poche.net, iLounge, Apple Podcast, and Englishcaster.com (Li, 2009; Sze, 2006).

The fourth statement shows that almost all of the students (68.7%) disagreed if podcast is difficult to use. This means that podcast is easy to handle. In contrast, a small number of the students (14.8%) agreed that podcast is difficult to use. This means that some students still might have problems in using podcast.

The last statement was about the ability of the students in using podcast. More than half of the students (54.8%) disagreed with the statement. This means that students did not have any difficulties in using podcast since it was available on the internet. Yeh (2013) also suggests that it is better for teachers to use existing resources of podcast that engages students’ interest in learning English. However, a small number of students (3.5%) strongly agreed that they cannot use podcast. This problem can be caused by the lack of information and tools in downloading and using podcast (e.g., smartphone, laptop, and internet).

Based on the interview, the students encountered some difficulties during the learning process. Particularly, students seem to have problems regarding to the podcast delivered in a long duration. They found it boring and losing focus when listening to a podcast with the length more than 5 minutes. Correlated with this finding, a study conducted by Bolliger et al., (2010) showed a similar result that the students found it easier to listen to a podcast with the length not more than 4-6 minutes.

In line with that, Li (2009) in his study found that sometimes the length of podcast was quite intolerable for the students. In addition, Podcast also tended to contain unscripted authentic material which makes the students confused because they cannot follow the whole conversation. To deal with the problems, lecturers should pick
convenient podcasts with appropriate duration and availability of the transcript text (Bolliger et al., 2010; Copley, 2007; Li, 2009).

CONCLUSION

Based on the result of the research, the researcher made the conclusions that have been described as follows: (1) The students’ perceptions towards the use of podcast in listening class at IAIN Palangka Raya showed that students have a positive attitude towards the use of podcast in listening class. The students have an enjoyment in using podcast in listening class as podcast is easy to use. Students agreed that podcast could help them in learning listening and they have willingness in using podcast as an alternative way to learn listening. Podcast also motivated them because it engaged their interest. The content of the podcast and clear native pronunciation derived from podcast could hone their skills especially listening skill and speaking skill. Most of the students also agreed that podcast was easy to get since there are many podcasting websites available on the internet; (2) The problems of perception given by students towards the use of podcast in listening class at IAIN Palangka Raya showed most of the students assume that the length of podcast is too long for them. Because of that, students might feel bored and lose focus when listening to podcast.

REFERENCES


**Author’s Brief CV**

Lizy Alfi Rahmatia was born on July 24, 1995, in Palangka Raya, second of four children of her parents. She was joined to State Islamic Institute of Palangka Raya at Faculty of Education and Teaching Training in English Education Study Program in 2013. Her hobbies are watching movie and playing game. Her principal of life is whatever will be will be.

Hesty Widiastuty was born on September 28, 1987, in Palangkaraya, third of three children of her parents. She worked as lecturer at Faculty of Education and Teacher Training in English Education Study Program. She believes her best work is accomplished through writing and being an active citizen of her community.