

UTILIZING PODCAST IN LISTENING CLASS: THE ADVANTAGES AND THE CHALLENGESS

Muhammad Galuh Elga Romadhon

Universitas Islam Malang, Jl. M.T Haryono 193, Malang 65144, Indonesia

mgaluhelgar@gmail.com

Abstract

The aim of this article is to review theory and studies on the use of Podcast in listening class. Listening is important skill in English learning. However, in EFL context the major problem faced by Students is the limitation in time of the listening class, so the Students do not have enough exposure to train their listening skill. Besides, the Students do not understand the listening comprehension because sometimes they think the listening material is very hard to understand. To solve the problems, there must a learning medium than can ease them in learning listening not only in the class but also outside the class. One of the media that can be used is Podcast. In this article, the writer would discuss the theory of listening, the role of learning media, what Podcast is, the advantages and the challengess of using Podcast, how to apply Podcast, and previous research. This article will be closed with the conclusion and recommendation to use Podcast in listening class

Keywords: listening, Podcast, advantages, challengess

Introduction

Listening is the one of important skill in English. Listening is the crucial skill for the Students because it is the one of the basic capabilities that can be used to support another English skillssuch as speaking and reading (Latif, 2017). The definition of listening according to Gulec and Durmus (2015) is "...making choices from among what is heard, organizing them, integrating what is transferred by the speaker with background knowledge and structuring them mentally." (p.104). Latif (2017) argue "listening is the first process to respond, understand, and remember the

message” (p. 32). Obviously, listening is the important skill for the Students who study English skill because this skill influences other skills in English.

Unfortunately, to comprehend the listening text is not easy because the listening are not considered for some teachers (Gilakjani & Sabouri, 2016). In other words, many Students think that listening is not an important skill, whereas listening is the important skill when they want to learn English. Not only the Students, some teachers do not think that listening is a crucial skill in English learning. Besides, not a few teachers still use the traditional method in teaching listening. The teachers must give the Students the audio material and textbook, complete the assignment and move to the next part (Fauzana, 2017). In other words, the Students only listen to the oral text in the class with their teacher (Mayora, 2016). Those problems can impact for the Students’ listening capability. Moreover, many teachers rely on the intensive listening to teach their Students so they only teach limited materials in class (Mayora, 2016).

Based on that problem, using extensive listening would be effective to increase the Students’ listening skill (Lee, 2017) because this method intends to outfit Students with the capacity to keep learning after they complete language courses and when the instructor is not there to help them (Yeh, 2014). Obviously, using extensive listening can ease the Students to understand the listening text. In this era, information, communication and technology or (ICT) has developed very rapidly and has transformed to learning medium to teach English language skills including listening courses to support outside learning. But not all media are appropriate to use in listening class. It means, not all media can support the extensive listening, sometimes they just only use for intensive listening. Best media that can support extensive listening is Podcast. Podcast can be the way to increase the listening skill. It is in line with Aguilar (2007) “...English teacher should consider employing Podcast as one of the possible alternatives to overcome the problem in the listening class” (p. 16). According to the statement Aguilar believes that using Podcast can solve the problem in listening class such as lack of motivation, monotonous materials, and etc.,.

The Theory of Listening

Listening is the way to know and understand the meaning what the speakers said before. It is in line with Yusnida, Muslem and Manan (2017) “listening skill means the skill of listening order to understand the meaning what is being listened to” (p. 441). In listening area, there are two kinds of listening that is intensive and extensive listening (Field, 2008). Both of the kinds of listening can be used by the teacher to

teach listening comprehension. We are going to go to the first point that is intensive listening. Intensive listening has been the prominent method in listening as foreign language (Mayora, 2017) as it is stated in the introduction ~~above~~, intensive listening is the way to teach listening, in the class with intensive listening. This method make the teacher just use the class to teach listening comprehension with the monotonous activities. Additionally, the teacher were only giving the limited material for the Students and the Students can do the task in the class with the limited time. It is contrast with the extensive listening, according to Susser and Robb (1990) “Extensive listening (EL) is defined as ~~referring to~~ an individualized listening activity with large amounts of target language input of learners’ interest and in their levels.”(p. 135). Besides that, extensive listening gives an opportunity for Students to hear in to grains of vocabulary and structures that are new to them contained in the discourse genre inside the range and ability to be taken care of (Nuyatmojo et al., 2015). In addition, using extensive listening, the Students can know a lot of information while they listen the authentic materials such as news and talk show (Lee & Cha, 2017). It means that when the teachers will use extensive listening, they give their Students with various and informative materials. It can make the Students’ motivated to listening increased. Not only, utilize extensive listening flexible and easy to carry out. The Students can learn listening in their time. Obviously, intensive listening is the listening method that requires Students to listen only in class so they just listen to what the teacher gives. In contrast, extensive listening is the good way to practice listening individually and easily. The Students not only listen in the class but also outside.

The Role Of Learning Media In Listening Skill

To practice listening, we absolutely talk about the media that support the Students to practice listening. The learning media as the component in learning activity that plays as the important role for the learning activity and also it can bring the Students to achieve the educational goals (Loren, et al., 2017). According to the Loren, learning media is the tool to create the purpose of education so that the school are need to develop the facility that support of learning media in their school. In addition, learning media can role as a stimulant for the Students. It is line with Arono (2014) argue “it was called learning media because it was well designed to stimulate thinking...” (p. 65). Learning media can stimulate the Students motivate to study. In

other word. the role of the learning media is make the Students more excited to study. In addition, the teachers who want to find appropriate learning media for listening classes. They must know how good learning media is. The good learning media is the media that can deliver the message and can give the understanding for the Students (Arono, 2014). It means, not all media can appropriate to use learning only the media which can make the Students understand with material. Additionally, based on the statements above, listening can use many media when the media can be stimulant for the Students in class so that the Students can practice listening with fun. Not only that, the good listening media according to the statement above is can deliver the message for the Students and the Students can be understood the message. The one of listening media that can support listening media is Podcast. Podcast can deliver the message to the Students with easy. In other words, Podcast can make the Students who practice listening more understand about the listening material.

What Is Podcast?

Podcast is still not really popular as the educational medium in Indonesia. Podcast is from the based word POD and Cast; POD means *portable on demand*, and "cast" is the relating word for broadcast (Latif, 2015). The Podcast is an audio visual technology ~~that~~ developed in the millennial era. The definition of Podcast according to Jordan (as cited in Bustari, Samad & Ahmad, 2017) "the term of Podcast is a combination between the words *pod* (i.e., from the brand name iPod) and *broadcast*." (p.97). In other words, Podcasting is a method for distributing sound and video content on the web as a progression of scenes with a typical topic (Deal, 2007). Additionally, Podcast can be categorized as a medium that can be applied in learning activities. Podcasting has been characterized as an innovative technology that gives downloadable sound, video, pdf and introduction records by membership via PCs or cell phones using RSS technology (Faramarzi & Bagheri, 2015). To using Podcast the Students and the teachers must know and understanding about the content which is include on the Podcast.

The Advantages And The Challengess Of Using Podcast

To utilize Podcast in learning process, there are some advantages. Podcast can make the Students more understanding vocabularies (Abdurahmanet al., 2018). It means

using Podcast is useful to increase the Students' vocabularies. Besides, the advantages of using Podcast are in terms of portability, ease to access to the materials, and flexibility (Sendag et al., 2018). In this case, the material of the Podcast can be easily accessed by the Students. They can use the Podcast wherever they want. Because this application can connect to internet data so that the Students can download it to study. Not only that, utilize Podcast is portability. It means that, Podcast is easy to bring so that the Students can practice listening everywhere and everytime. Moreover, the Students can choose their own materials fit with their level of understanding. In addition, using Podcast is not only easy for the material but also Podcast is the flexible time. Importantly, using Podcast is can make the Students more motivated to practice listening. Besides that, apply Podcast on the listening comprehension can make the Students easily learn English without disturbing their classmates (Yoestara & Putri, 2018). It means that with using Podcast the Students can be improved their own skill especially in listening comprehension, without being afraid of being compared with their peer and of disturbing peers. In addition, the last advantage of using Podcast is the Podcast can increase the Students' motivation and pay more attention to the material (Abdurahman et al., 2018). The statement believe that, when the teacher was teaching listening comprehension with Podcast, it can make the Students feel comfortable and happy, because they can choose their own content.

Importantly, there are some reason why the Podcast is the best choice to apply in listening class (Yoestra and Putri, 2018). The first reason is using Podcast is can make the Students knows the pristine English. It means, the Students can improve their English through the listening Podcast. The Students can listen the material everyday with the authentically conversation (Yoestra & Putri, 2018). Additionally, the material of the Podcast is resource for the real life speech and based the native speakers' speech (Aguilar, 2007) in order the Students can catch the authentic vocabularies with the pronounce it. The next fundamental reason why use the Podcast is the Podcast can encourage the Students to learn listening outside classroom (Yoestra & Putri, 2018). In fact, according to OECD (2012), there are a large number of Students in Indonesia, and around 35 Students per class so that the Students cannot focus to learn English very well. Besides, the limited times is can be the big problem to learning listening so that the Students got the bad performance in

listening section. In this case, the teacher can be the motivator for the Students to encourage their listening skills (McCarty, 2005). Based on this case, the teacher can use the Podcast as the media for the listening class because the Podcast is very simple to use. Not only that, the Students can control their own material so that they can choose what the material will be listened (Lee & Chen, 2007). Based on the sentence, the Students can improve their skill and the teachers can develop their Students' motivated. Besides that, using Podcast increase the Students' credence (Yoestra & Putri, 2018) this statement is the last reason why choose the Podcast as the listening media. Nowadays, Indonesia Students have the lack of confidence to listening English (Juhana, 2012). It means Indonesian Students have a low level of confidence in English listening. This problem can decrease the Students' score in listening comprehension. So, using Podcast can be the best media to increase the Students' confidence in listening comprehension. Additionally, utilizing accessible Podcast material freely and delivering Podcast talk through shared learning are two conceivable Podcast exercises that can upgrade the pupils' confidence in listening comprehension (Aguilar, 2007). The last reason is Podcast is can boost the active learning in listening class (Yoestra & Putri, 2018). Using Podcast as the media can stimulate the teacher to make the active class. According to Stanley (2006) who believes that when the Podcast is success to apply in the class, the teacher can encourage the class to be an active class.

Despite the positive effects offered by Podcast, the use of this application have some challenges for the teacher and the Students. The first, to use Podcast the Students or the teachers must be connected to the internet data (Deal, 2017). The teacher must ensure that the school and the Students have the internet access. In fact, in Indonesia, internet access is still limited and not stable, so Podcast is only use for the Students in the big city or the city with good internet connection. Next point is, to make the content of Podcast is complicated. The teacher must create the content which is appropriate with their Students' level. Additionally, the teachers using Podcast in their listening class must upload their content with connected internet data, It is confirmed by the survey of Asosiasi Penyelenggara Jasa Internet Indonesia (APJII) (2017) reporting that Java island has 58,8% for using internet, contrast with Maluku-Papua which has low percentage that is 2,49%. It means that internet access is still

not evenly distributed in parts of Indonesia, so it is a big challenge to use Podcast in the remote areas in Indonesia.

How To Apply Podcast

According to Dial (2017), there are three technical components to use the Podcast. The first is production. Creating fitting and convincing content for a web recording is regularly the most time- and work concentrated piece of the procedure. In this part, the teacher must design the content appropriately with the Students' listening skills. In other words, the teacher must be adjusting the content with the level. It means, the creator must add relevant information about the section. The second part is publication. In this point the creator or the teacher must upload the audio files to a web server. The creator/teacher must choose the location and they have to continue access for the duration of Podcasting series. The last is the delivery. In this part, the Students can download the Podcast content episode by episode.

Additionally, there are some different steps between using Podcast in smartphone and in Personal Computer (PC) (NHK World, 2017). If users use Podcast in Smartphone, they must download the Podcast by their smartphone, open the Podcast application and search the content that they want to listen. The last, if the users find their material, they can be registered the material. In contrast with smartphone, if the users use the PC or Laptop, there are some steps that must be followed by the users. The first, the users must download and run the Podcast software in their personal computer (PC). The next step, they must register the program that they want to listen. After that, they can find their own material and the last they can listen to the material anytime.

Previous Study

Some studies on the use of Podcast in the listening class have/has been done. The first study entitled Developing Podcast of English Song as Media for ELT Listening (Latif, 2015). And An Investigation of a Podcast Learning Project for Extensive listening (Yeh, 2014). The research first research was carried out at SMA Negeri 3 Metro and SMA Muhammadiyah 3 Metro. The researcher involved four Students from the SMA N 3 Metro and SMA Muhammadiyah 3 Metro. The result shows that the Students for the Students]of SMA N 3 Metro and SMA Muhammadiyah 3 Metro can increase their capability in listening and speaking. But some Students got the lower score in the research because they are still confused to using Podcast as the medium.

Additionally, in the second research was conducted in an English speaking and listening course at a Public University in Southern Taiwan. That course followed by the English major Students in first year. The result of this research is twenty two Students in that course was complete the test, and seven Students feel their vocabularies was increasing after using Podcast and other Students provide opportunities to learn ideas, new information, and information about world. In contrast, some Students feel they did not increase their vocabularies after using Podcast, six Students feel confused about the Podcast because they are lack of technology.

Conclusion And Recommendation

Podcast is the medium that can be used to increase the Students' listening skill. Podcast have many content that can be choosing by the Students. It means the Students can choose their own favourite content to increase their listening comprehension.

Utilizing Podcast has some good impacts on the Students. The Students can understand the content as well as possible because the content is adjusted based on the Students' level. Besides, with using Podcast the Students can increase their vocabularies. It means the Students can stimulate their vocabularies with Podcast, and also their listening comprehension. The last and the important thing of using Podcast can make the Students more comfortable to study listening.

In other ways, using Podcast have some weakness that is, the Students must be connecting to internet when they want to download the content. Based on this case, the teachers must find the easy material on the Podcast with their smartphone, after that they can download the material for the Podcast. That way can make the Students who do not have the internet can practice the listening without Internet and Podcast. The another challenge point is, the teacher must make the content with complicated, because to using Podcast they must have the application and also they must have the internet data well. So the suggestion to using Podcast for the remote area, the teachers can find the easy material in their smartphone after that, they can download the material in the Podcast and they can give the Podcast material to the Students. The teachers can download some material with different topic in the

Podcast. That way can make the Students who do not have the internet can practice the listening without Internet and Podcast.

References

Abdurahman, Basalama, & Widodo. (2018, July 28). The impact of Podcast on EFL Students' listening

Aguilar, R. F. (2007, December). Top of the Pods-in search of a Podcasting "podagogy" for language learning. *Computer Assisted Language Learning*, 20(5), 471-492. doi:10.1080/09588220701746047

APJII. (2017, January 12). *Infografis: Penetrasi & perilaku pengguna internet Indonesia*. Retrieved from TEKNOPRENEUR: www.teknopreneur.com

Deal, A. (2007). A teaching with technology white paper Podcasting. *Office of technology for education*, 1-15. Retrieved from <http://creativecommons.org/licenses/by-nc-nd/3.0/us/>

Fauzana, W. (2017). Listening journals for extensive listening practice of EFL Students at Andalas University. *Fifth International Seminar on English Language and Teaching*, 331-335.

Field. (2008). Multiple regression using SPSS. *Research Methods in Psychology*, 13(6), 1-15. doi:10.1177/1740774516649595

Gilakjani, A. P., & Sabouri, N. B. (2016). Learners' Listening comprehension difficulties in English language learning: A literature review. *Canadian Center of Science and Education*, 9(6), 123-133. doi:10.5539/elt.v9n6p123

Gulec, & Durmus. (2015). A study aiming to develop listening skills of elementary second grade Students. *Procedia- social and Behavioural sciences*, 103-109.

Juhana. (2012). Psychological factors that hinder Students from speaking in english class (a case of study in a senior high school in South Tangerang, Banten, Indonesia). *Journal of Education and Practice*, 3(12), 100-110.

Latif, A. (2015). Developing Podcast of english song as media for ELT listening. *Premise Journal*, 4(2), 32-40.

- Lee, & Cha. (2017). Listening logs for extensive listening in a self- regulated environment. *Asia-Pacific edu res*, 26(5), 271-279. doi:10.1007/s40299-017-0347-0
- Loren, Andayani, & Setiawan. (2017). The use of learning media on listening skill in teaching Indonesian to speakers of other language (TISOL). *Indonesian English Teachers Association (IETA)*, 11(1), 1-12. doi:DOI: 10.24036/ld.v11i1.7625
- Mayora, C. A. (2017). Extensive listening in a colombia university: process, product, and perception. *HOW*, 24(1), 101-121. doi:http://dx.doi.org/10.19183/how.24.1.311.
- McCarty. (2005). Spoken Internet to go: popularization through Podcasting. *FORUMS The JALT CALL Journal*, 67-74.
- McHugh. (2016). How Podcasting is changing the audio storytelling genre. *University of Wollongong research online* , 1-43.
- NHK. (2018, 6 01). *Belajar Bahasa Jepang*. Retrieved from NHK WORLD-JAPAN: <https://www.nhk.or.jp/lesson/indonesian/howto.html>
- Nuryatmojo, D. L., Rokhman, F., & Subyantoro. (2015). Reviewing Students' needs toward constructive learning environment model in learning listening skill. *The journal of Educational Development*, 75-82. Retrieved from <http://journal.unnes.ac.id/sju/index.php/jed>
- OECD. (2012). How many Students are in each classroom? in English at a glance. *OECD publishing*, 1-45. doi:http://dx.doi.org/10.1787/eag_highlights-2012-25-en
- Samad, I. A., Bustari, A., & Ahmad, D. (2017). The use of Podcast in improving Students' speaking skill. *Journal of English Language and Education*, 1-15.
- Sendag, S., Gedik, N., & Toker, S. (2018). Impact of repetitive listening, listening-aid and Podcast length on EFL Podcast listening. *Computers & Education*, 1-38. doi:10.1016/j.compedu.2018.06.019

Stanley. (2006). Podcasting: Audio on the internet comes of age. *TESL-EJ*, 9(4), 1-7.

Retrieved from <http://www-writing.berkeley.edu/TESL-EJ/ej36/int.html>

Yeh. (2014). An investigation of Podcast learning project for extensive listening.

Language Education in Asia, 135-149. doi:10.5746/LEiA/13/V4/I2/A04/Yeh

Yoestra, M., & Putri, Z. (2018, November 12). PODCAST: an alternative way to improve EFL Students' listening and speaking performance. *ENGLISIA*, 6(1), 15-26. doi:<http://dx.doi.org/10.22373/ej.v6i1.3805>

Yusnida, D., Muslem, A., & Manan, A. (2017). A study of teaching listening.

English Education Journal, 439-456.