

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The findings and discussions sections were separated in this chapter. The findings of the study are based on an analysis of data from students' perceptions of the use of podcasts in listening comprehension. The data on students' perceptions of podcasts include how podcasts affect their listening comprehension and how students perceive the use of podcasts in improving listening skill.

A. Research Findings

This chapter provides the research findings and discussion to answer the research questions. The research shows related to the use of podcast media in improving listening skill the case at an English Department in Indonesia. The research findings provide the use of podcast media in English teaching, the obstacles faced by the seventh semester students in using podcast media, and its solutions.

The data research was collected by observation in two classes including A and B classes. To obtain comprehensive data regarding the use of podcast media in English teaching the researcher interviewed some students to get information more deeply related to use of Podcast media. *The data focusing to the students' perception on the use of Podcast in listening comprehension were gained from the CEFR test. Relevant to the research question, this study aimed to address the following question.*

1. The Use of the Seventh Semester Students of English Department in Improving Listening Skill

The use of podcasts in the classroom has influenced students' English skills as well as their perception of it. The researcher interviewed 10 English students, who can be identified as seventh semester students, including 5 females and 5 males. In the research findings, the researcher will present the results from students A and B. The result will be presented based on the result of the interview and data obtained by CEFR test.

These data findings were related to students' perceptions of using podcasts to improve their skills,

particularly listening skill. The students were enrolled in the seventh semester of an English Department in Indonesia. The researcher used an interview guide to answer the research question regarding to the implementation of a podcast in teaching listening skills. The researcher used the interview guide that contained nine questions adapted from Clara Claudea about student opinions on learning through podcasts as a supporting media to answer the research question regarding students' responses after being taught using podcasts. In addition, an interview was used to explore the students' opinions about learning English through podcasts deeper. To answer the first research question, the researcher interviewed 10 students to know how the perception about the using podcast media in the learning process to improve their listening skills. There are five questions out of six that ask participants' perspectives on using podcast to improve their listening skills.

a. The students' perceptions about the podcast

The first question was about what they knew about the podcast. The fact that they mostly know what the podcast is, that can be proven by the results of the interview with ten students as the representatives of the seventh semester. That can be seen by the perceptions all of the students. From the female 1 said that the podcast is identical to casual yet meaningful conversations.¹ Female 2 said podcasts are one of the most popular media in this era. Most of people make podcasts to learn, or just do something else.² Female 3 said that a podcast is similar to radio but it is available on the web via the internet.³ Female 4 said that a podcast is an audio recording that can be listened to by

¹ ALN, Interview conducted by the researcher, July 5th, 2022, 1st interviewer, transcript

² NA, Interview conducted by the researcher, July 6th, 2022, 2nd interviewer, transcript

³ AK, Interview conducted by the researcher, July 5th, 2022, 3rd interviewer, transcript

the general public via the internet.⁴ Female 5 said that podcast are digitally broadcast on different platforms, both video and audio.⁵ Female 6 said that a podcast is a discussion recording on a specific topic, typically audio or visual, that is viewable or listened to via internet media.⁶ Male 1 states that the podcast is a digital audio file created and uploaded on an online platform for sharing with others.⁷ Male 2 state that a podcast is a medium that can be used to learn by listening.⁸ Male 3 state that the podcast is an audio recording that discusses discussion on a particular topic that can eventually be accessed through the internet media.⁹ Male 4 said that the podcast is an audio recording that the public can listen to over the internet media.¹⁰

- b. The students' perception about their listening ability after learning using a podcast.

Then, the fifth question that the researcher asked the students was about their listening ability after learning using the podcast media. The result of the interview shows that most of the students felt slightly improvement in their listening ability after using the podcast. It is proven by the statement below. Female 1 said that she thinks there is a slightly increase in her listening ability.¹¹ Female 2 said that her listening

⁴ AM, Interview conducted by the researcher, July 5th, 2022, 4th interviewer, transcript

⁵ AMur, Interview conducted by the researcher, July 9th, 2022, 5th interviewer, transcript

⁶ MA, Interview conducted by the researcher, July 5th, 2022, 6th interviewer, transcript

⁷ Abd, Interview conducted by the researcher, July 9th, 2022, 7th interviewer, transcript

⁸ A , Interview conducted by the researcher, July 9th, 2022, 8th interviewer, transcript

⁹ WTR, Interview conducted by the researcher, July 9th, 2022, 9th interviewer, transcript

¹⁰ HF, Interview conducted by the researcher, July 5th, 2022, 10th interviewer, transcript

¹¹ ALN, Interview conducted by the researcher, July 5th, 2022, 1st interviewer, transcript

ability is increase.¹² Female 3 said that she felt more confident in listening English after using the podcast as a learning tool.¹³ Female 4 said that the podcast was helpful enough to improve my listening skills.¹⁴ Female 5 said that before using podcasts as media learning, her listening ability was bad, and after that, little by little, it is going well. The podcast gained her new vocabulary.¹⁵ Male 1 said that his listening ability increased, as he already explained above.¹⁶ Male 2 said that he thinks his listening ability has improved a little.¹⁷

But also, students felt their listening ability was still not good after using podcasts as a media in the learning process. It can be proven by the statements below. Female 1 said that her listening ability does not affect her at all.¹⁸ Male 1 said that his listening ability was just so after using the podcast media as a learning tool.¹⁹ Male 2 said that he thinks his listening ability is still the same, but it may be more advanced if he practices with a friend.²⁰

The data collecting in this study using CEFR test. There are several data levels in the CEFR test. Those are beginner, elementary, intermediate, upper intermediate, advance, and proficient. The data

¹² NA, Interview conducted by the researcher, July 6th, 2022, 2nd interviewer, transcript

¹³ AK, Interview conducted by the researcher, July 5th, 2022, 3rd interviewer, transcript

¹⁴ AM, Interview conducted by the researcher, July 5th, 2022, 4th interviewer, transcript

¹⁵ MA, Interview conducted by the researcher, July 5th, 2022, 6th interviewer, transcript

¹⁶ WTR, Interview conducted by the researcher, July 9th, 2022, 9th interviewer, transcript

¹⁷ HF, Interview conducted by the researcher, July 5th, 2022, 10th interviewer, transcript

¹⁸ AM, Interview conducted by the researcher, July 9th, 2022, 5th interviewer, transcript

¹⁹ Abd, Interview conducted by the researcher, July 9th, 2022, 7th interviewer, transcript

²⁰ AH, Interview conducted by the researcher, July 9th, 2022, 8th interviewer, transcript

gathering in the study was done at the upper intermediate level. As for the CEFR test results can be seen as follows;

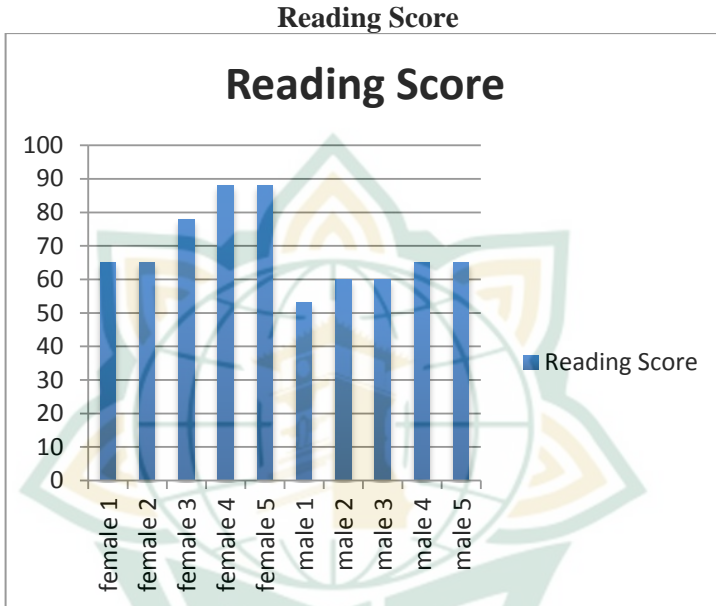


Figure IV.1
Source: data processing, 2022²¹

In the CEFR reading score test, it became a reference to assessing students' ability to understand literature. Based on the above chart, it is known that in the reading test, respondents scored less than 60 by 3 persons (30%). Those who scored 61-85 increased their score by 5 (50%), and those who scored above 85 increased their score by 2 (20%).

Listening Score

Listening score is used to measure students' ability in listening to audio/ oral.

²¹ Source data processing CEFR 2022

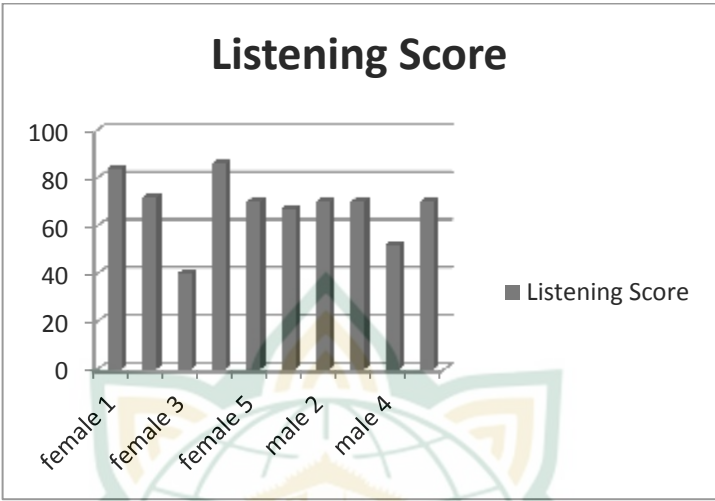


Figure IV.2
Source: data processing, 2022²²

From the above chart, the results of 10 of the respondents studied as many as 2 people who got 60 scores down. Respondents who got 60-85 as many as 7 people and 1 got over 85.

CEFR Test Result

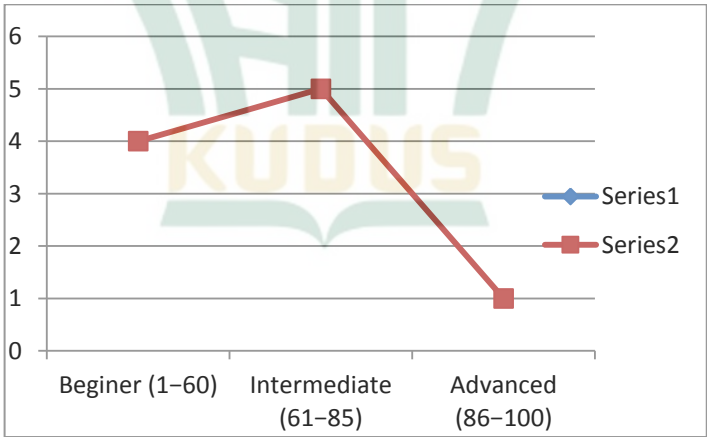


Figure IV.3
Source: data processing, 2022²³

²² Source data processing CEFR 2022

In the CEFR test there are three levels based on the scored, either the beginner level (1-60), the intermediate level (61-85), and advanced (86-100). Based on the above figure, it could be known that as many as 40% (4 people) are on the beginner level, 50% of the people (5 people) reach the intermediate level and 10% of the person (1 person) reaches the advanced level.

- c. The students' perception about their feeling after learning using podcasts.

Besides exploring students' responses regarding improvement that they felt, the interview also aims to explore students' opinions regarding the use of a podcast in teaching listening. During the interview, the researcher asked about the students' opinion regarding the use of podcasts for their learning activities in listening skill, whether they found it fun or not. Most of them are happy and enjoy when they learning with podcasts. It is proven by the statement below. Female 1 said that she feels happy, has more relaxed conversations, and does not just use text books.²⁴ Female 2 said that she thinks it's less appealing because it's only the audio, but it could be sharpening our listening ability.²⁵ Female 3 said that learning would be more fun, especially if we learned some podcast on a topic we liked.²⁶ Female 4 said that learning using the podcast media is, in her opinion, very fun. Using podcast media we can improve our English skills.²⁷ Female 5 said that she feels it's nice to know a lot of new vocabulary.²⁸ Male 1 stated that he

²³ Source data processing CEFR 2022

²⁴ ALN, Interview conducted by the researcher, July 5th, 2022, 1st interviewer, transcript

²⁵ AK, Interview conducted by the researcher, July 5th, 2022, 3rd interviewer, transcript

²⁶ AM, Interview conducted by the researcher, July 5th, 2022, 4th interviewer, transcript

²⁷ AM, Interview conducted by the researcher, July 9th, 2022, 5th interviewer, transcript

²⁸ MA, Interview conducted by the researcher, July 5th, 2022, 6th interviewer, transcript

enjoyed himself, but also felt serious at times.²⁹ Male 2 states that in his opinion learning using podcasts is very good because it is more innovative.³⁰ Male 3 said that he thinks the podcast as a learning medium is fun because it gives different impressions and experiences that can add to the enthusiasm of the study.³¹ Male 4 said that learning through the podcast has so far helped him to understand the learning material.³²

- d. The students' perception about their values that they get after learning using podcasts.

Besides exploring students' responses regarding the improvement that they felt, the interview also aims to explore students' values that they get after using podcasts as a learning media. During the interview, the researcher asked about the students' values that they get regarding the use of podcasts for their learning activities in listening skill. However, most of students get good value after using podcasts as a learning tool. It is proven by the statement below. Female 1 said that she is learning not to be bored with the podcast.³³ Female 2 said that we can create a new environment when learning using podcasts. By using the digital learning, most of students are familiar with digital learning.³⁴ Female 3 said that it is more practical and interesting, especially for those of us who would like to enhance our skills and learn a wide range of new vocabulary for daily use.³⁵ Female 4 said that learning

²⁹ Abd, Interview conducted by the researcher, July 9th, 2022, 7th interviewer, transcript

³⁰ AH, Interview conducted by the researcher, July 9th, 2022, 8th interviewer, transcript

³¹ WTR, Interview conducted by the researcher, July 9th, 2022, 9th interviewer, transcript

³² HF, Interview conducted by the researcher, July 5th, 2022, 10th interviewer, transcript

³³ ALN, Interview conducted by the researcher, July 5th, 2022, 1st interviewer, transcript

³⁴ NA, Interview conducted by the researcher, July 6th, 2022, 2nd interviewer, transcript

³⁵ AK, Interview conducted by the researcher, July 5th, 2022, 3rd interviewer, transcript

how to use the podcast to learn English can be done in a pleasant way.³⁶ Female 5 said that she realized after learning using the podcast media that we have to increase our vocabulary first. She also realized that learning using the podcast media can improve all her English skills and very helpful.³⁷ Female 6 said that using podcasts as learning tools can gain listening ability and moreover can enhance listening ability to know what the native is talking about.³⁸ Male 1 said that he gets some advantages and knowledge.³⁹ Male 2 said that he got to know a lot of new vocabulary.⁴⁰ Male 3 said that he feels having fun experiences. Maybe if we're going to upload our own podcast on Youtube and be watched by a lot of people, and it's already set to earn money, on two sides, we can get the learning from the podcast and we can get money from the podcast, and the podcast seems to me to be very helpful in boosting the listening skills.⁴¹

From the interview results, we can conclude that the use of podcasts as a supporting media in learning got a positive response from students. Students perceive learning through the podcast as more fun, effective in improving their listening skills, having more flexible time, and overcoming internal factors that hinder their listening development.

³⁶ AM, Interview conducted by the researcher, July 5th, 2022, 4th interviewer, transcript

³⁷ AM, Interview conducted by the researcher, July 9th, 2022, 5th interviewer, transcript

³⁸ MA, Interview conducted by the researcher, July 5th, 2022, 6th interviewer, transcript

³⁹ Abd, Interview conducted by the researcher, July 9th, 2022, 7th interviewer, transcript

⁴⁰ AH, Interview conducted by the researcher, July 9th, 2022, 8th interviewer, transcript

⁴¹ WTR, Interview conducted by the researcher, July 9th, 2022, 9th interviewer, transcript

2. The Challenges Faced by the Seventh Semester Students of English Department Using Podcast Media to Improve Listening Skill

The data discussion in this section is about students' difficulties using podcasts to learn English. According to the interview, the students encountered a number of issues. The following are the specific elaborations.

- a. The first issue is the inability to distinguish between sounds.

Students have difficulty distinguishing individual sounds and word boundaries in a stream of speech. Students may struggle to distinguish between different sounds in English, such as words like “there,” and “they’re”. As a result, they are unable to accurately interpret the sound. It can be proven by the statements below. Female 1 said that she felt the challenge was not able to capture the details of his vocabulary.⁴² Female 2 said that sometimes the pronunciation is vague, depending on the speakers.⁴³ Female 3 said that she had a little trouble understanding a native speaker’s accent if it was not repeated while listening to the podcast.⁴⁴ Male 4 said that sometimes it’s misunderstood and has to be repeated, but so far it’s been very helpful.⁴⁵

- b. The second issue is the students’ limited vocabulary.

Unknown words can be a barrier to getting information from the text for students who study English as a foreign language. One issue that everyone who speaks a foreign language has encountered is being left behind while trying to figure out what a

⁴² ALN, Interview conducted by the researcher, July 5th, 2022, 1st interviewer, transcript

⁴³ AK, Interview conducted by the researcher, July 5th, 2022, 3rd interviewer, transcript

⁴⁴ MA, Interview conducted by the researcher, July 5th, 2022, 6th interviewer, transcript

⁴⁵ HF, Interview conducted by the researcher, July 5th, 2022, 10th interviewer, transcript

previous word meant.⁴⁶ As a result, they are unable to obtain the following information from the listening text. It can be proven by the statements below. Female 1 stated that her listening skills and vocabulary mastery were insufficient to meet her challenge.⁴⁷ Male 1 said that the challenge he faced was that practicing the podcast would take a long time because he was used to learning from a textbook, he too often forgot if he heard some new grammar being spoken by a native speaker.⁴⁸

c. The third challenge is concentrating.

It is caused by a number of factors, one of which is that the students are uninterested in the listening materials. Another factor is unfamiliarity with the sounds, words, and sentences. When students are uninterested or unfamiliar with the materials, they will believe that they are difficult. As a result, they find it difficult to focus on the listening material. Long periods of concentration on interpreting unfamiliar sounds, words, or sentences can be exhausting for students.⁴⁹ It can be proven by the statements below. Female 1 said that she had to pay attention to what the man said in the podcast.⁵⁰ Female 2 said that using the podcast media made her extra focused.⁵¹ Male 1 said that he must focus because sometimes the topic is a little hard.⁵² Male 2 said that he often missed the meaning of listening to the podcast, so focused on

⁴⁶ Case, *Why Your Students Have Problems with Listening Comprehension*, 2008, <http://usingenglish.com>.

⁴⁷ AM, Interview conducted by the researcher, July 5th, 2022, 4th interviewer, transcript

⁴⁸ WTR, Interview conducted by the researcher, July 9th, 2022, 9th interviewer, transcript

⁴⁹ Yagang Fan, *Listening: Problems and Solutions*, 2008, https://www.academia.edu/9719410/Listening_Problems_and_Solutions

⁵⁰ NA, Interview conducted by the researcher, July 6th, 2022, 2nd interviewer, transcript

⁵¹ AM, Interview conducted by the researcher, July 9th, 2022, 5th interviewer, transcript

⁵² Abd, Interview conducted by the researcher, July 9th, 2022, 7th interviewer, transcript

listening to the meaning of the first sentence that the next word he didn't understand, didn't even catch what was being said by the speakers.⁵³

3. The Strategies Used by the Seventh Semester Students of English Department in Using Podcast Media to Improve Listening Skill

The obstacles faced by the students have been presented in the previous section. In this section, the researcher will present the solution and strategies to get the meaning and understanding from the podcast to the obstacles faced by the students.

a. Turning on the subtitles.

The first obstacles faced by the students are related to their ability to distinguish between sounds. In this case, the students try to hear some podcasts with clear pronunciation for the first time and for not too long. Based on the statement from the seventh semester, we can use a transcript while listening to a podcast. Female 1 stated that she feels better after turning on the subtitles.⁵⁴ Female 3 said that she was looking for subtitles, so she wouldn't have any trouble.⁵⁵ Female 4 said that she would turn on the subtitle.⁵⁶ Male 1 said that he kept repeating the podcast to get the sense of it.⁵⁷

With a transcript or subtitle, the listener can just look down and see what was said. Even if the listener has never seen that word before, they will be able to know how it is pronounced and how it is used in a sentence. In this case, it could also show that there

⁵³ AH, Interview conducted by the researcher, July 9th, 2022, 8th interviewer, transcript

⁵⁴ ALN, Interview conducted by the researcher, July 5th, 2022, 1st interviewer, transcript

⁵⁵ AM, Interview conducted by the researcher, July 5th, 2022, 4th interviewer, transcript

⁵⁶ MA, Interview conducted by the researcher, July 5th, 2022, 6th interviewer, transcript

⁵⁷ HF, Interview conducted by the researcher, July 5th, 2022, 10th interviewer, transcript

are some obstacles for students when listening to podcasts in foreign languages.

b. Writing down new vocabulary.

The second obstacle was limited vocabulary. It means that vocabulary is still difficult to master by students just listening in once. It must be done again and again. Although audio listening is an excellent tool for achieving the goal.⁵⁸ The solution to dealing with the second obstacle related to the lack of vocabulary is that the students cannot just hear the material from the podcast because the native speakers' pronunciation is really hard to understand. Female 1 said that she looks up a dictionary or Google translate and writes down a few new words for learning.⁵⁹ Female 2 said that she would write down the vocabulary that I didn't know the meaning of and translate it. Then get the conclusion after listening to the podcast.⁶⁰ Male 1 said that the strategy he used was to find topics similar to the topic on the podcast, and then he wrote in the text to understand the content of the podcast.⁶¹

So the students should be creative in their learning materials. The students can make their own podcasts to increase the opportunity for listening activity. It could be challenging for students because they must produce and record their own voices in the podcast. But students are not afraid to speak English when their English is not good. Because they can repeat and replace the podcast recording until their listening skills are better. So, a podcast can be a reflection place and a correction tool for students'

⁵⁸ Sartika Dewi Harahap, Podcast Impacts on Students' Listening Skill: A Case Study Based on Students' Perception, *Jurnal Inovasi Penelitian* 1, No. 4, September 2020:895, <http://repository.iainpalopo.ac.id>

⁵⁹ AK, Interview conducted by the researcher, July 5th, 2022, 3rd interviewer, transcript

⁶⁰ NA, Interview conducted by the researcher, July 6th, 2022, 2nd interviewer, transcript

⁶¹ WTR, Interview conducted by the researcher, July 9th, 2022, 9th interviewer, transcript

listening proficiency. On the other hand, before students record their voice on the podcast, they can imitate how the native speaker speaks English. Thus, the students can develop their listening English skills.⁶² The students have great enjoyment in using this media and they prefer to use this media because podcasts can be used anywhere they want. In addition, podcasts are easy to use by students.

c. Focusing while listening to the podcast.

The last was about concentration. In the listening section, it takes full concentration to get what's in the material. If we do not pay close attention for just a second, especially in the classroom, we will miss the information or material presented by the speaker. Female 1 said that she listens with focus while writing down what is heard.⁶³ Male 1 said that he repeated it sometimes and replayed it.⁶⁴ Male 2 said that he listened carefully so as to understand the topic under discussion.⁶⁵

B. Discussion

1. Data Analysis of the Use of Podcast Media of the Seventh Semester Students of English Department in Improving Listening Skill

The study sought to learn about the perceptions of podcast media in improving listening skills among seventh semester English department students, as well as to make some recommendations for using podcasts as a medium in teaching listening. The interview was used as the instrument in this research. To answer the first

⁶² Wulan Rahmasari, Yousef Bani Ahmad, Acep Bahrun Kamil, Students' Perception on Utilizing Podcast in Learning Speaking, *Journal of Applied Studies in Language* 5, Issue 1, University of Singaperbangsa Karawang,, June (2021):106, <https://ojs.pnb.ac/index.php/JASL>.

⁶³ AM, Interview conducted by the researcher, July 9th, 2022, 5th interviewer, transcript

⁶⁴ Abd, Interview conducted by the researcher, July 9th, 2022, 7th interviewer, transcript

⁶⁵ AH, Interview conducted by the researcher, July 9th, 2022, 8th interviewer, transcript

research question, the researcher interviewed 10 students with six questions.

a. The students' perceptions about the podcast

The researcher asked the first questions about the definition of podcast. The researchers want to know how far the seventh semester students know what the podcast is. As a relatively new term, podcasting has quickly become one of the most prestigious terms in the digital world.⁶⁶ Most of the students know what the podcast is. The first participant said that the podcast is identical to casual yet meaningful conversations.⁶⁷ The second participant said that podcasts are one of the most popular media in this era. Most people make podcasts to learn, or just do something else.⁶⁸ The third participant said it is similar to radio, but it is available on the web via the internet.⁶⁹ The fourth participant said that podcasts are audio recordings that can be listened to by the general public via the internet.⁷⁰ The fifth participant said a podcast is a discussion recording on a specific topic, typically audio or visual audio, that is viewable or listened to via internet media.⁷¹ The sixth participant said that they are digitally broadcast on different platforms, both video and audio.⁷² The seventh participant said

⁶⁶ Ismal Yaman, The Potential Benefits of Podcast For Language Learning, *Journal of Educational and Instructional Studies in The World* 6, issue 1, Ondokuz Mayıs University Samsun Turkey (2017): 62, <http://www.researchgate.net/publication/314364155>.

⁶⁷ ALN, Interview conducted by the researcher, July 5th, 2022, 1st interviewer, transcript

⁶⁸ NA, Interview conducted by the researcher, July 6th, 2022, 2nd interviewer, transcript

⁶⁹ AK, Interview conducted by the researcher, July 5th, 2022, 3rd interviewer, transcript

⁷⁰ AM, Interview conducted by the researcher, July 5th, 2022, 4th interviewer, transcript

⁷¹ MA, Interview conducted by the researcher, July 5th, 2022, 6th interviewer, transcript

⁷² AM, Interview conducted by the researcher, July 9th, 2022, 5th interviewer, transcript

the podcast is a digital audio file created and uploaded on an online platform for sharing with others.⁷³ The eighth participant said podcasts are a medium that can be used to learn by listening.⁷⁴ The nine participants said a podcast is a discussion recording on a specific topic, typically audio or visual audio, that is viewable or listened to via internet media.⁷⁵ The last participant said that the podcast is an audio recording that the public can listen to over the internet media.⁷⁶ From the students' statements above, it was found that almost all of the students know what the podcast is. Thus, it is very important to inform the students about podcasts and suggest more resources on the importance of learning.⁷⁷ Podcasts in higher education have many possibilities.⁷⁸ Podcast was first known in 2004, and it is defined as an internet audio blog or internet audio publishing.⁷⁹ Until now, podcasts have existed and are more variable.

⁷³ Abd, Interview conducted by the researcher, July 9th, 2022, 7th interviewer, transcript

⁷⁴ AH, Interview conducted by the researcher, July 9th, 2022, 8th interviewer, transcript

⁷⁵ WTR, Interview conducted by the researcher, July 9th, 2022, 9th interviewer, transcript

⁷⁶ HF, Interview conducted by the researcher, July 5th, 2022, 10th interviewer, transcript

⁷⁷ Sartika Dewi Harahap, Podcast Impact on Students' Listening Skill: A Case Study Based on Students' perception, *Jurnal Inovasi Penelitian* 1, No. 4, Sekolah Tinggi Agama Islam Negeri Mandaling Natal (2020): 897, <https://stp-mataram.e-journal.id/JIP/article/view/166>

⁷⁸ Julie Raeder Schumacher, Instructional Podcast to support Thesis Writing: Students and Committee Member Perceptions, *GAUISUS* 3, Department of family and Consumer Sciences, Illinois State University (2015): 2, <https://gauisus.weebly.com/schumacher---instructional-podcasts-to-support-thesis-writing-student-and-committee-member-perceptions.html>

⁷⁹ Tryanti Abdulrahman, Nonny Basalma, Muhamad Rizky Widodo, The Impact of Podcast to EFL Students' Listening Comprehension, *Intenational Journal of Language Education* 2, No. 2 Universitas Islam As Syafi'iyah, 25, www.scholar.google.com

- b. The students' perception about their listening ability after learning using a podcast.

The fifth question that the researcher asked the students was about their listening ability after learning using the podcast media. The latter is a fluency-oriented approach that believes grammatical or pronunciation errors are unimportant.⁸⁰ The result of the interview shows that most of the students felt slightly improvement in their listening ability after using the podcast. They also said that the podcast was helpful enough to improve their listening skills.

Although, there is also one of the participants' listening abilities that remains the same and there is no increase. Essentially, it was caused by the teachers' technique, which prevented the students from practicing listening optimally. They almost never used English in their daily lives, except in the classroom where English was taught and learned. It means the students had very little time to practice listening.

According to the researcher, in order to master listening, students must first learn the fundamentals of the language, which includes not only knowledge but also skill. It improves the speaker's ability to communicate effectively.⁸¹ Furthermore, without knowledge and skill, teaching listening will be ineffective. The study's findings also revealed that podcasts motivated them to

⁸⁰ Ali Dincer, Savas Yesilyurt, Ali Goksu, Promoting Speaking Accuracy and Fluency in Foreign language Classroom: A Closer Look at English Speaking Classrooms, *Erzincan University Egitim Fakultesi Dergisi Cilt Sayi 14*, No. 1, (2012); 100, <https://eric.ed.gov/?id=ED574887>.

⁸¹ Siska Askia, Konder Manurung, Wahyudin, Improving Speaking Skills Through Active Learning Strategy of The Year Eight Students, *E Journal of English Language Teaching Society (ELTS)* 4, No. 2, (2016): 2, <https://media.neliti.com/media/publications/243482-improving-speaking-skills-through-active-22e0733f.pdf>.

improve their listening skills and boost their self-confidence.⁸²

- c. The students' perception about their feeling after learning using podcasts.

Some advantages of using podcasts include portability, ease of access to the materials, and flexibility.⁸³ In this case, the Podcast material is easily accessible to the students. They are free to use the Podcast wherever they want. Podcasts are portable, allowing students to practice listening anywhere and at any time.⁸⁴ Learning would be more fun, especially if we learned some podcast on a topic we liked.⁸⁵ The statement believes that when the teacher teaches listening comprehension using a podcast, the students will feel more at ease and happy because they can choose their own content. Learning with the podcast media also makes the participant feel as if they are enjoying the learning process. The participant feels more fun because it gives different impressions and experiences that can add to the enthusiasm of the study.

From the CEFR test it can be known that as many as 2 of the respondents at the beginner level, 7 of the respondents are at the intermediate level

⁸² A.S. Dianithi, The Use of Podcast to Improve The Speaking Competency of the tenth Grade Students of SMA Negeri 1 Amplaura in Academic Year 2015/2016, *Journal of Education Action Research* 1, No. 1, (2017): 39, <https://pdfs.semanticscholar.org/fcd1/dedac02f0578095866eb1cfd099733623648.pdf>

⁸³ Serkan Sendag, Nuray Gedik, Sacip Toker, Impact of Repetitive Listening, Listening aid and Podcast Length on EFL Podcast Listening, *ELSEVIER Computer & Education* 125, 2018: 279, <https://www.semanticscholar.org/paper/Impact-of-repetitive-listening%2C-listening-aid-and-Sendag-Gedik/7bb4b23ae5eeb2045c8a8c258690340d87780090>

⁸⁴ Muhammad Galuh Elga Romadhon, Utilizing Podcast in Listening Class: The Advantages and The Challenges, *Proceeding of 1st Conference of English Language and Literature (CELL)*, Universitas Islam Malang, 2019, <https://semmas.untidar.ac.id/wp-content/uploads/2019/07/Muhammad-Galuh-Elga-Romadhon-Utilizing-Podcast-in-Listening-Class-The-Advantages-and-The-Challengess.pdf>

⁸⁵ AM, Interview conducted by the researcher, July 5th, 2022, 4th interviewer, transcript

and 1 of the respondents is advanced in listening skill.

- d. The students' perception about their values that they get after learning using a podcast.

Aside from exploring students' responses to perceived improvements, the interview aims to investigate students' values as a result of using podcasts as a learning medium. During the interview, the researcher inquired about the students' values regarding the use of podcasts for their listening English learning activities. However, most students benefit from using podcasts as a learning tool. This can be seen from the opinions of the participants. They revealed that the podcast made the lessons more fun and less boring. They also stated that the podcast helped them improve their listening and speaking skills, particularly when it comes to pronouncing words and learning new vocabulary. Podcasts have great potential in the online classroom, not only because they help differentiate learning and provide additional support to students with specific learning needs, but also because they foster a sense of inclusivity and belonging to the learning community.⁸⁶

2. Data Analysis of the Challenges Faced by the Seventh Semester Students of English Department Using Podcast Media to Improve Listening Skill

The seventh semester certainly has some difficulties in the use of podcasts to improve listening skills. According to the interview results with the seventh semester students, there are some obstacles faced by the seventh semester students.

⁸⁶ Stephanie Maher Palenque, The Power of Podcasting: Perspectives on Pedagogy, *Journal of Instructional Research* 5, Grand Canyon University (2016): 5, <https://files.eric.ed.gov/fulltext/EJ1127626.pdf>

- a. The first issue is the inability to distinguish between sounds.

The first obstacle was that the students had difficulty distinguishing between sounds. Words with similar spellings are sometimes pronounced differently due to surrounding contexts such as tenses and phonemes.⁸⁷ It was proven by the statement from the first participant that the challenge was not able to capture the details of his vocabulary.⁸⁸ She stated that she is perplexed by what the native says, and that she only understood a little bit from the podcast's topic. The second participant said that sometimes the pronunciation is vague, depending on the speakers.⁸⁹ She said that sometimes she feels it is easy to catch the meaning from the podcast, but sometimes she feels it is hard to catch the meaning from the podcast. It depends on whether the pronunciation is clear or not. Listener can often deduce meaning from context and key word knowledge without paying attention grammatical form.⁹⁰ The third participant said that she had a little trouble understanding a native speaker's accent if it was not repeated while listening to the podcast.⁹¹ Because they are fluent in the language, native speakers can express themselves freely.⁹² The fourth participant said that sometimes

⁸⁷ Lai Mei Leong, Seyedeh Masoumeh Ahmadi, An Analysis of Factors Influencing Learners' English Speaking Skill, *International Journal of Research in English Education*, University Sains Malaysia, (2017): 37, <https://ijreeonline.com/article-1-38-en.pdf>

⁸⁸ ALN, Interview conducted by the researcher, July 5th, 2022, 1st interviewer, transcript

⁸⁹ AK, Interview conducted by the researcher, July 5th, 2022, 3rd interviewer, transcript

⁹⁰ Ihsan Ullah Khan, Strategies for improving English Language Listening Skill (The Case of Distract BANNU), *Research on Humanities and Social Sciences* 4, No. 7, University of Science & Technology Bannu (2014): 37, <https://core.ac.uk/download/pdf/234673878.pdf>

⁹¹ MA, Interview conducted by the researcher, July 5th, 2022, 6th interviewer, transcript

⁹² Lai Mei Leong, Seyedeh Masoumeh Ahmadi, An Analysis of Factors Influencing Learners' English Speaking Skill, *International Journal of Research in*

things are misunderstood and have to be repeated, but so far it's been very helpful.⁹³ Based on the interview above, they claimed that they could not understand the content of the podcast because the speakers spoke too fast. Even though some proficient students considered the speech rate in the podcasts normal, students with middle to lower proficiency levels considered the audio podcasts too fast and hard to understand. Podcasts also tended to contain unscripted authentic material, which confused students because they couldn't follow the whole conversation.⁹⁴

b. The second issue is the students' limited vocabulary.

The second obstacle was that the students had difficulty getting the meaning from the podcast. The students often found the new vocabulary and felt it was hard to understand the meaning from the podcast. Poor vocabulary knowledge among Indonesian students is a serious concern, and their search for a suitable way to improve vocabulary knowledge is intensifying.⁹⁵ Both students in this study claimed that they found unfamiliar words when they listened to podcasts in the classroom. It was proven by the statement from the first participant. She said that listening skills and mastery of vocabulary have not been enough to be my

English Education, University Sains Malaysia (2017): 37, <https://jireeonline.com/article-1-38-en.pdf>

⁹³ HF, Interview conducted by the researcher, July 5th, 2022, 10th interviewer, transcript

⁹⁴ Robi Darwis, Students' Perceptions towards the Use of Podcast in Learning English: A Case Study of The Second Grade Students at One High School in Bandung, *Journal of English and Education* 4, No. 2, Department of English Education, Indonesia University of Education (2016): 97, <https://media.neliti.com/media/publications/191846-EN-students-perceptions-towards-the-use-of.pdf>

⁹⁵ Fika Nurul Hanifia, The Use of Vocabulary Journal in Enriching Students' Vocabulary Mastery and the students' Attitudes Toward its Use, *The Journal of English and Education* 1, No. 1, (2013): 82, <https://media.neliti.com/media/publications/191897-EN-the-use-of-vocabulary-journal-in-enrichi.pdf>

challenge.⁹⁶ She felt it was hard to get the meaning and understand the podcast because she did not have enough mastery of vocabulary. Their ability to recognize words and their meanings in communicative use was hampered by a lack of language proficiency in vocabulary, pronunciation and grammar.⁹⁷ The ability to understand language is defined by one's ability to master vocabulary.⁹⁸ The second participant said that the challenge he faced was that practicing the podcast would take a long time because he was used to learning from a textbook, he too often forgot if he heard some new grammar being spoken by a native speaker.⁹⁹ He felt it was hard because he was already accustomed to learning to use a textbook, so he was always confused with that the native speaker said on the podcast. Moreover, both students agreed to say that their vocabulary obstructed their comprehension of the content of the podcast. From students' responses towards these statements, it could be inferred that vocabulary mastery has a great impact on how students listen to and understand the content of the podcast. Most students agreed that their English vocabulary was limited. They believe that English is difficult to learn, that it contains difficult words, and that there are many new words that must be

⁹⁶ AM, Interview conducted by the researcher, July 5th, 2022, 4th interviewer, transcript

⁹⁷ Sri wiyannah, Improving Listening Skill Using Podcast for English Department Students of UPY, Seminar Nasional Universitas PGRI Yogyakarta, FKIP Universitas PGRI Yogyakarta (2015): 65, http://repository.upy.ac.id/375/1/FK10_Sri%20Wiyannah%20FIX%2058-67.pdf

⁹⁸ Iskandar Abdul Samad, Ahmad Bustari, Diana Ahmad, The Use Podcast in Improving Students' Speaking skill, *Journal of English Language and Education* 3, No. 2, Syiah Kuala University (2017): 100, <https://pdfs.semanticscholar.org/82f2/58ca25adbe8f9fbc76ebdc7450fdd95a004e.pdf>

⁹⁹ WTF, Interview conducted by the researcher, July 9th, 2022, 9th interviewer, transcript

remembered.¹⁰⁰ Consequently, they could not understand the words in the spoken language and could hardly understand the content of the podcasts.

c. The third challenge is concentrating.

The last obstacle was that students have difficulty focusing on podcast material. It was proven by the first participant saying that she had to pay attention to what the native said in the podcast.¹⁰¹ The second participant said that using the podcast media made me extra focused.¹⁰² The third participant said that he must focus because sometimes the topic is a little hard.¹⁰³ The fourth participant said that he often missed the meaning of listening to the podcast because he was so focused on listening to the meaning of the first sentence that the next word he didn't understand, didn't even catch what was being said by the speakers.¹⁰⁴ While listening to podcast, students must focus in order to catch up with what the native speaker has said in the podcast. To comprehend the nature of the listening process, we must consider some of the characteristics of spoken discourse as well as the unique problems they present to the listener.¹⁰⁵ As we have learned, English is a foreign language to us. If students do not pay attention to the podcasts during the learning

¹⁰⁰ Rosmia Citra Lestari, The Use of Subtitle in Movie to Improve Students' Vocabulary: An Experimental Study in Grade IX of SMPN 1 Gunungsari Academic Year 2015/2016, *Academic Journal of Educational Sciences* 1, No. 1, English Education Department University of Mataram, (2018): 31, <http://www.ejournal.undana.ac.id/AJES>

¹⁰¹ NA, Interview conducted by the researcher, July 6th, 2022, 2nd interviewer, transcript

¹⁰² Am, Interview conducted by the researcher, July 9th, 2022, 5th interviewer, transcript

¹⁰³ Abd, Interview conducted by the researcher, July 9th, 2022, 7th interviewer, transcript

¹⁰⁴ AH, Interview conducted by the researcher, July 9th, 2022, 8th interviewer, transcript

¹⁰⁵ Sri wiyannah, Improving Listening Skill Using Podcast for English Department Students of UPY, Seminar Nasional Universitas PGRI Yogyakarta, FKIP Universitas PGRI Yogyakarta (2015): 59, http://repository.upy.ac.id/375/1/FK10_Sri%20Wiyannah%20FIX%2058-67.pdf

listening process, the value that the podcast or native speakers want to instill cannot be conveyed properly. In everyday life too, we are very rare and almost never use English in everyday conversations. It will also be hard to understand native speakers if you do not listen carefully. So it takes concentration and focus to understand the listening material.

It can be concluded that the seventh semester has three obstacles or difficulties in using podcast media to improve listening skills. The first is due to the students' difficulty distinguishing between sounds. They could not understand the content of the podcast because the speakers spoke too fast. The second difficulty stems from the material, which is mostly difficult to find the meaning of the material that students have been given. And the last difficulty is that the students must focus in order to catch up with what the native speaker said in the podcast. If students do not pay attention to the podcast during the learning listening process, the value that the podcast or native speakers want to instill cannot be conveyed properly.

3. Data Analysis of the Strategies Used by the Seventh Semester Students of English Department in Using Podcast Media to Improve Listening Skill

Several obstacles appear in the process of the use of podcasts to improve listening skills. Yet for every obstacle, there must be a solution to overcome it. Based on the research findings, the seventh semester provides some solutions. When we listen to someone or something, we employ various strategies in order to comprehend the message, and it is critical for teachers to assist their students in learning how to listen.¹⁰⁶ The researcher and the students solve the first obstacle related to the students'

¹⁰⁶ Sri wiyannah, Improving Listening Skill Using Podcast for English Department Students of UPY, Seminar Nasional Universitas PGRI Yogyakarta, FKIP Universitas PGRI Yogyakarta (2015): 59, http://repository.upy.ac.id/375/1/FK10_Sri%20Wiyannah%20FIX%2058-67.pdf

difficulties by keeping motivating the students to try to hear the material podcast in free time to improve our skills in distinguishing between words in the podcast.

a. Turning on the subtitles.

The first participant stated that she felt better with the subtitles on.¹⁰⁷ The second participant said that she was looking for subtitles, so she wouldn't have any trouble.¹⁰⁸ The third participant also said, like the first and second participants, that she also turned on the subtitles.¹⁰⁹ The fourth participant said he kept repeating the podcast to get the sense of it.¹¹⁰ Using English subtitles demonstrated that students found it easier to understand the podcast and learned some new words from it. Podcasts also tended to contain unscripted authentic material, which confused students because they couldn't follow the entire conversation.¹¹¹ As a result, the students learned more quickly because they used podcasts. The use of English subtitles in podcasts as a learning medium was extremely beneficial. It may help them to stimulate the material more easily, and learning in a fun environment may make students more willing to learn.¹¹² Increasing students' vocabulary by using podcasts, particularly those with English subtitles, was an interesting and enjoyable activity in which

¹⁰⁷ ALN, Interview conducted by the researcher, July 5th, 2022, 1st interviewer, transcript

¹⁰⁸ AM, Interview conducted by the researcher, July 5th, 2022, 4th interviewer, transcript

¹⁰⁹ MA, Interview conducted by the researcher, July 5th, 2022, 6th interviewer, transcript

¹¹⁰ HF, Interview conducted by the researcher, July 5th, 2022, 10th interviewer, transcript

¹¹¹ Lizy Alfi Rahmatia, Hesty Widiastuty, Students' Perceptions Towards The Use of Podcast in Listening Class, *International Conference on English Language Teaching INACELT*, Islamic Centre Asia Palangka Raya Kalimantan Tengah (2018): 128, <https://core.ac.uk/download/pdf/236360038.pdf>

¹¹² Rosmia Citra Lestari, The Use of Subtitle in Movie to Improve Students' Vocabulary: An Experimental Study in Grade IX of SMPN 1 Gunungsari Academic Year 2015/2016, *Academic Journal of Educational Sciences* 1, No. 1, English Education Department University of Mataram, (2018): 35, <http://www.ejournal.undana.ac.id/AJES>

some students learned by doing their favorite activity, which was directly listening to podcasts. The teaching-learning process becomes more engaging, enjoyable, and enthusiastic. Using this method could help students expand their vocabulary while constantly asking them to watch movies with English subtitles. From the interview above, we can see that the students feel it is easier to get the meaning and understand the podcast with the subtitles turned.

b. Writing down new vocabulary.

The second obstacle that the students faced was limited vocabulary. The strategies used by the students to get the meaning and understanding of the podcast we get from the students. The first participant said to look up a dictionary or Google translate and writing down a few new vocabularies for learning.¹¹³ She has a more understanding podcast with writing down the new vocabulary and finding the meaning of that word. In terms of learning English vocabulary, English vocabulary differs from Indonesian vocabulary in terms of form, including pronunciation and spelling, meaning, and word use.¹¹⁴ The second participant said the strategy he used was to find topics similar to the topic on the podcast, and then he wrote in the text to understand the content of the podcast.¹¹⁵ By expanding their vocabulary, language learners can enrich their word-repository and develop their linguistic repertoire.¹¹⁶

¹¹³ AK, Interview conducted by the researcher, July 5th, 2022, 3rd interviewer, transcript

¹¹⁴ Rohmatillah, A Study on Students' Difficulties in Learning, Institut Agama Islam Negeri Raden Intan Lampung, 70, <https://media.neliti.com/media/publications/178083-EN-none.pdf>

¹¹⁵ WTR, Interview conducted by the researcher, July 9th, 2022, 9th interviewer, transcript

¹¹⁶ Naeem Afzal, A Study Vocabulary Learning Problems Encountered by BA English Majors at the University Level of Education, *Arab World English Journal (AWEJ)* 10, No. 3, Department of English College of Sciences & Humanities Prince Sattam bin Abdulaziz University Al Kharj Saudi Arabia (2019): 83,

To get the meaning and understanding from the podcast, the second participant finds the topics that are similar to the podcast, and he writes down the new vocabulary to get the meaning of the new word from the podcast. The third participant said that she would write down the vocabulary that she didn't know the meaning of and translate it.¹¹⁷ Then get the conclusion after listening to the podcast. Instead of concentrating on taking notes during class, students will have taken notes during the podcast (before class) and will be prepared to participate in the class activity.¹¹⁸ They could think hard, which made them more creative in making sentences, and they could practice and apply the vocabulary based on what they had listened to or watched by acting out.¹¹⁹ It will be better for the teacher to always combine some media and techniques in teaching in order to make the students interested and not feel bored in learning English, especially in learning vocabulary.

c. Focusing while listening to the podcast.

The last obstacle was that students have difficulty focusing on podcast material. The strategies used by the students to get the meaning and understanding of the podcast we get from the students. The first participant said that she listens

https://www.google.com/search?q=journal+learning+vocabulary+pdf&sxsrf=ALiCzsbp_KSQ3rySSBDUco3bLIcJ5M2e5w%3A1661317509040&ei=hbEFY7ORAvC4-EP2NmdgAM&ved=0ahUKEwjz5_D_2d75AhUb4TgGHdhsBzAQ4dUDCA4&uact=5&oq=journal+learning+vocabulary+pdf&gs_lcp=Cgdnd3Mtd2l6EAM6BwgAEEcQsANKBAhBGABKBAhGGABOxAtYw05g9lJoB3ABeAKAAAdkIiAGdH5lBCzluOS4lLTEuMS4xmAEAoAEBYAEEwAEB&scient=gws-wiz

¹¹⁷ NA, Interview conducted by the researcher, July 6th, 2022, 2nd interviewer, transcript

¹¹⁸ Stajka Rajic, Educational Use of Podcast, *The Fourth International Conference on e Learning*, Belgrade, Serbia, (2013): 92, <http://repository.upi.edu/49115/4/SING.151403500.Chapter1>

¹¹⁹ Utri Fitria, Machdalena Vianty, Ismail Petrus, Using Podcast to Improve Students' Listening and Speaking Achievements, *Universitas Sriwijaya (UNSRI) Ejournal*, (2015): 63, <https://core.ac.uk/download/pdf/267824987.pdf>.

with focus while writing down what she hears.¹²⁰ She said that she needed to concentrate while listening to the podcast in order to grasp its meaning. She also wrote the story idea from the podcast to help understand the podcast. The second participant stated that he alternates between repeating and replaying it.¹²¹ The second participant stated that she needed to repeat and replay the podcast to fully grasp its meaning and understanding. The third participant said to listen carefully so as to understand the topic under discussion.¹²² From the third participant, we know that to understand the podcast, he must listen carefully. If participants do not pay attention to the podcast, they will also not grasp the meaning the podcast. From the statement above, we know that learning with podcast media must be carefully listened to get the meaning and understanding of the material from the podcast.

According to Retno, when using audio podcasts as a medium of learning in English language teaching, it is necessary to pay attention to some of the following steps of use, such as listening to audio using a slowed version and doing the process of silence to increase processing time.¹²³ Based on the data, participants struggle to understand the meaning of the podcast if only once in listening to the podcast, so they try to repeat it to understand the meaning of the podcast. Participants also said that if listening to the podcast unfocused, they would lose importance and not know what had been presented

¹²⁰ AM, Interview conducted by the researcher, July 9th, 2022, 5th interviewer, transcript

¹²¹ Abd, Interview conducted by the researcher, July 9th, 2022, 7th interviewer, transcript

¹²² AH, Interview conducted by the researcher, July 9th, 2022, 8th interviewer, transcript

¹²³ Retno Rahayuningsih, Yanti Rosalinah, Ibnu Subroto, Teaching Listening Ability Through Podcast for 8th Grade Students At SMP 181 Jakarta, *Journal Bahasa dan Sastra* 13, No. 2, Universitas Bina Sarana Informatika (2021): 96, <https://ejournal.bsi.ac.id>

by the native speaker. Therefore, listening to the podcast requires more focus and attention to understand the meaning of the podcast.

