STUDENTS' PERCEPTIONS TOWARDS THE USE OF PODCAST IN LEARNING ENGLISH: A CASE STUDY OF THE SECOND GRADE STUDENTS AT ONE HIGH SCHOOL IN BANDUNG

Robi Darwis

Department of English Education, Indonesia University of Education

Abstract: The development of ICT has brought into innovative ways in second language learning, especially English. Podcast is considered as part of ICT that has been widely used and proved as an effective tool in teaching English. However, Indonesian teachers are still not aware of this technology and its benefits. Therefore, this study was employed to investigate the students' perception towards the use of podcast in learning English. In addition, the problems that the students encountered were also investigated. This study involved thirty-three students of the second grade in one high school in Bandung as participants. Questionnaire and interview were the instruments used in this study to collect the data. After having the findings, the study showed that the students had positive attitude towards podcast. Most of the participants agreed that they like podcast because it helped them in learning English. The content and clear native pronunciation derived from podcast also engaged their interest and made learning more exciting. However, there were also some problems faced by students in using podcast. The main problem that the students encountered was the length of podcast which was too long. Another problem was caused by lack of sophisticated gadget such as smartphone, laptop, and also internet access that made students find it hard to get podcast. Nevertheless, the findings suggest that podcast can be a good tool in improving students' English skills.

Keywords: ICT, Podcast, Students' perceptions, English teaching and learning

Introduction

New technologies have provided many implications to the language learning due to the high-tech development and the evolution of ICT (Istanto & Indrianti, 2011). The implications work both on the view of educators and students. Educators agree that the use of new technology help them a lot in their profession. In addition, students have the same feeling that learning with the implementation of new technology has become more engaging and fun.

The use of technology in language learning may vary, for instance, as a media for teaching and learning language. One of the most influencing media in language learning is audio media. Traditional audio media formats such as vinyl, cassettes, CDs and DVDs have been used for decades. Researchers agreed that its implementation in language learning gives many benefits both for teachers and students. The benefits mostly come from its practical use that makes language learning easier and more satisfying. Furthermore, as the technology continues

to develop, the use of audio media in language learning becomes more satisfying. Since the arrivals of the digital era, audio media utilization in teaching language has become easier to use. It goes online through the use of websites, online learning environments, learning management systems and podcast (Rossel-Aguilar, 2013)

Recently, educators begin to recognize podcast as an effective tool in language teaching and learning (Yeh, 2013). Podcast is a new technology that has attracted a rapid attention from educators in the late few years. Also, it has been one of the hottest topics in education (Zhao & Jiao, 2012). The podcast itself is defined as audio or video files on the web which can be downloaded to a computer or Mp3 player (Sze, 2006). In line with that, Rajpal et al. (2011) describe Podcast as "a standard digital audio and video broadcast that can be downloaded and played in mobile devices, iPhones and iPods" (p. 260). Moreover, podcasts' content can cover a wide range of topics such as songs, jokes, stories, poems, or some specific language features such as pronunciation, vocabulary and grammar that can be applied as a source of materials for teaching (Sze, 2006). Besides, the podcast can also be used as supplementary

lecture materials and off-campus courses (Copley, 2007; Spies, 2011). Recent studies have proved that podcast can be implemented in the field of English teaching and learning.

Research in podcasting for language teaching and learning English has been investigated by many researchers (e.g., Bolliger et al., 2010; Kargozari & Zarinkamar, 2014; Kavaliauskiene, 2008). Kavaliauskiene (2008) investigated the use of podcasts as listening tools outside the class, used by 27 students of psychology and law at Mykolas Romeris University, Lithuania. The study showed that most of the participants respond to podcasts as a good tool for enhancing their listening skills. Moreover, Hasan and Hoon (2013) have reviewed twenty journal articles regarding the research of podcasting in a late few years. The findings from the review underlined two things; first, podcasts greatly supported the students in improving their English skills and other aspects such as grammar, vocabulary and pronunciations. Second, most of the students showed good attitudes and perceptions towards the use of podcasts in English learning. Although there have been many researches in the field, however, further research still needs to be conducted considering many uncover

possibilities in the integration of podcast in language learning with different contexts and countries.

Most of the research point out that podcast can bring benefits into teaching and learning English (Li, 2009). Yet, even if there is an innovation in teaching and learning English proved effectively in certain context or country, its implication in Indonesia contexts still needs to be examined (Suherdi, 2012). Since the application of podcast in Indonesia is considered as a new thing, further investigations are needed to be held. Thus, this research investigates the students' perception towards the use of podcast in learning English in Indonesian context. In addition, problems that the students may encounter are also identified.

Literature Review

- **ICT in Language Teaching and Learning**

Over the past decades, information and communication technology (ICT) has brought into innovative strategies in second language teaching and learning, particularly English as a second language (ESL) (Young, 2003). Van Damme (2003) defines ICT as telecommunication technologies that are integrated with computers, networks and multimedia system (as cited in Kaffash et al, 2010, p. 64). Commonly, ICT in education related

as how computer and internet can be integrated to improve the efficiency and effectiveness in the process of teaching and learning. It holds a promising capacity to provide a higher potential for teachers and students to develop their individual, intellectual, and creative ability (Adua-Ogiegbaen & Iyamu, 2005).

ICT has provided a great opportunity for teachers and students in improving language skills through a systematic application where it is appropriately and effectively used. It creates a new learning environment that is rich of learning materials in the form of digital textual, picture, audio, video and other interactive features (Young, 2003). Therefore, educators in the field start to design and integrate ICT in language learning to develop better strategies in learning and teaching process. The implementation may vary, such as E-learning, integration of computer software, social media, audio and video broadcast, E-mail, as well as the use of audiocassettes, CD-ROMs, etc. Nevertheless, the proper way in using it is the main key to a successful integration of ICT in language learning.

Researchers assert that the integration of ICT in language teaching and learning have many benefits. Young (2003) investigated the potential impact of integrating internet into an ESL class in a

vocational high school in Taiwan. The study which involved twenty-nine students and one teacher found that all participants showed a positive attitude towards the integration of internet in the class. The study revealed that the integration of ICT provided a new virtual environment that transformed learning from a traditional passive experience to more exciting learning in a less stressful setting. Furthermore, the study also indicated that integration of ICT could lower students' psychological barriers that enabled them to communicate actively and developed their critical thinking. Ogott and Odera (2012) conducted a study which investigated the integration of media and technology in teaching and learning Kiswahili language in a secondary school in Kenya. The study which involved forty-one secondary schools revealed that 80% of the respondent affirmed that the integration of ICT assisted them in the realization of lesson objectives. However, another study also revealed several barriers especially for teacher in integrating ICT in teaching and learning process such as insufficient technical support from school, lack of internet access, shortage of class time, lack of relevant software and tools that were culturally suitable and lack of knowledge

in ICT (Ogott & Odera, 2012; Salehi & Salehi, 2012).

- **Podcast**

Podcast is a downloadable audio or video file from the internet. Podcast is usually played in electronic devices such as mobile phones, laptops, tablets or mp3 players (Kargozari & Zarinkamar, 2014). Bolliger et al. (2010) mention that there are three types of podcast available to be used; audio podcast, enhanced podcast and video podcast. Different types of podcast with different contents are available in many websites in the internet. VOA, for instance, has changed their television or radio program into podcast and uploaded to their website. A specific content such as grammar and vocabulary learning is also delivered in the form of podcast by some learning website such as *grammar quick and dirty tips* and *ESL Pod*. All those podcasts are available on the internet and can be implemented in the teaching and learning English.

- **Types of Podcast**

There are different types of podcast available on the internet. Currently, there are three types of podcast being produced and widely used that are classified by the format of content: audio podcast, enhanced podcast and video podcast (Bolliger et al.,

2010; Shoar et al., 2011; Sze, 2006). Audio podcast is the most popular and easiest to use. It contains audio only and requires a small storage space. Mostly, it is in MP3 format and can be played using all MP3 players. Different from audio podcast, enhanced podcast is a combination of audio and digital images. Meanwhile, video podcast contains audio and video in one format. Usually, video podcast is produced in MP4 format and require larger storage space.

- **Podcast in Indonesia**

    Indonesia also has several podcasting websites that provide podcast in Bahasa Indonesia or local languages. One of Indonesia podcasting websites and is considered as the first is *www.apasajapodcast.blogspot.com* (accessed at 2 April 2016). The blog administered by Boy Avianto contains discussions about technology, science, culture, food, politic, and humor. However, this blog is abandoned and stops updating since 2005. Another podcasting website in Indonesia is *www.pasarmalem.com* (accessed at 2 April 2016). This website provides podcast that contains talk shows on new technologies in Indonesia. However, this website has also stopped updating since July 2009. Moreover, one of the biggest radio stations in Indonesia, Prambors FM, also creates their own podcasts. Their podcast mostly contains their radio broadcasts that are uploaded into their website *www.pramborsfm.com* (accessed at 2 April 2016). So, people who miss the shows will be able to access them by downloading their podcast. But, today they do not do podcasting anymore and move to radio streaming. However, some of their podcast still can be found at *http://www.pramborsfm.com/baladacintaramadhan/upload/podcast/* (accessed at 2 April 2016).

    Furthermore, some of the news and learning websites such as VOA Indonesia, iTunes Apple, Survival Phrase, BBC Indonesia and IndonesianPod 101 (accessed at 2 April 2016) also deliver podcast in Bahasa Indonesia for the importance of education and information. VOA Indonesia and BBC Indonesia deliver the latest news in Indonesia or the world in a form of podcasts. In the website, people can both read or listen to the news. Meanwhile, iTunes Apple, Survival Phrase and IndonesianPod 101 provide learning podcast for those who want to learn Bahasa Indonesia. People can easily listen or download the podcast. However, not all podcast are always free such as the podcast delivered by IndonesianPod 101. To access the full website, it costs some money in order to

have an account for logging into the website.

Although podcast has been long used in Indonesia for the importance of information, its implementation in education field is still very rare. A number of Indonesia educators may recognize this technology but not sure enough to use it in teaching and learning. Perhaps it is because the scarcity of research in this topic. Therefore, it is necessary to conduct a research on this topic and context in order to gain more information regarding to the use of podcast in teaching and learning in Indonesia.

- **Previous Research**

Most of the research in podcasting indicates that there are many benefits gained in the implementation of podcast in language learning (Hasan & Hoon, 2013). For instance, a survey study conducted by Bolliger et al. (2010) to the 302 students who were taken 14 online courses in nine different majors, showed that most of the participants were motivated by the implementation of podcasts in their online learning. Another study conducted by Kargozari and Zarinkamar (2014) which aimed to investigate whether or not podcasts could enrich students' vocabulary in English. The study compared two classes that involve 32 TEFL students in

Tabaran Institution of Higher Education and Azad University of Mashhad. The participants were divided into two groups, experimental group in which the podcasts were implemented and control group which was given the traditional way of teaching vocabulary. The comparison of the two groups showed that the participants in the experimental group were outperformed the participants in the control group in the vocabulary learning. A similar study also conducted by Farshi and Mohammadi (2013) which investigated learner's attitude towards podcast in learning vocabulary. A group of 30 students in Isfahan University were chosen as participants. The students were given four video podcasts to support their learning. After a week, questionnaires were distributed. The result revealed that most students had a very positive attitude towards podcasts and motivated to continue using podcasts in learning vocabulary.

Moreover, Copley (2007) mentions that podcast also useful for students in their revision or preparation for assessments. The study also suggests that podcast can be used by teacher as supporting materials in teaching. Furthermore, Sze (2006) also presents some students' activities delivered in the

form of podcast. In listening activity, podcast can be used for extensive or intensive listening activities. For the speaking activity, students can read aloud, reporting a book, storytelling or oral weekly report that is recorded in the form of podcast. Besides all the benefits, Ducate and Lomicka (2009) do not find any improvements in students' pronunciation using podcast. However, positive attitudes towards podcast are identified among the students.

- **Research questions**

    Relevant to the purposes, this study aims to address the following questions:

1. What are the students' perceptions towards the use of podcast in learning English?

2. What are the problems that are encountered by the students while using podcast?

Methodology

- **Research Design**

    This study used a case study design. It is enabling the clarity of an idea and principle which can fit together (Cohen et al., 2007). The issue addressed in this study was the implementation of podcast in learning English in the Indonesian EFL students' context. Also, in order to gain a deeper investigation, the

problems that the students encountered in using podcast were investigated.

- **Participants**

    The participants involved in this study were thirty-three students of the second grade in one public high school in Bandung. The students were selected as participants because all of them are already familiar with the internet technology. However, all of the students did not have any experience in using podcast for learning English before.

- **Instruments**

    Questionnaire

    Questionnaire was the first instrument used in this study. It is appropriate to investigate attitudes, perceptions and opinion (Cohen et al., 2007). In this study, the type of the questionnaire used was close-ended questionnaire. To complete the questionnaire, the participants needed to mark predetermined answer that represented their feeling about the topic included in the statements in the scale. The advantages of this type of questionnaire are permitting a researcher to easily compare responses across groups and quicker to code up (Cohen et al., 2007).

    The questionnaire was adapted from a research conducted by Li (2009). Originally, there were thirteen statements

in the questionnaire. In this study, the questionnaire was modified into fifteen statements divided into two parts. The first part of the questionnaire was statement number 1-10 which aims to investigate the students' perception towards the use of podcast. The second part was statement 11-15 with the purpose is to find out students' problems in using podcast.

Interview

The second instrument used in this study was interview. Interview enable participants to discuss their interpretations and how they perceive the issue from their own point of view (Cohen et al., 2007). For this study, interview was addressed to obtain data to support and clarify the data gained from the questionnaire. The model of the interview in this study was a semi-structured interview. The aim of this model was to find the problems openly where the respondents were asked to give their opinion and ideas.

The interview was conducted with six students as samples which were recorded by a smartphone. There were three questions in the interview. The first and second questions were attempted to support the data concerning to the students' perception towards the use of podcast in learning English. Meanwhile,

the third question was aimed to gain the data to support the result about students' problems in using podcast in learning English. To avoid the misunderstanding and make the students answer the question more easily, the questions were delivered in Bahasa Indonesia.

- ### Procedures

At the beginning of the study, the participants were informed about podcast and where to get it. The students were given a list of websites where they can listen or download podcast from those websites. The students were also told how to get podcast from other resources such as from goggle and podcast application on iPhone. Every week since, the students' activity in listening to podcast were followed up by the teacher. Then, after three weeks of students' activity in listening to podcast, the questionnaires were distributed and interview was employed to collect the data.

- ### Data Analysis

The analysis of the data was elaborated descriptively since the characteristic of a case study that is to describe and explain an event or phenomena systematically (Berg & Lune,

2012). The analysis procedure of each instrument is elaborated in the following.

Questionnaire analysis

The close-ended questionnaire was analyzed qualitatively by using Likert Scale. In the Likert scale there were five categories of items in each statement. Those categorizes were strongly agree (SA), agree (A), fair (F), disagree (D) strongly disagree (SD). However, in this study, the questionnaire consisted of four predetermined answer where there was no option for fair. This to convince the tendency of participants in choosing the statements that was to agree or disagree.

The first step in analyzing the questionnaire was calculating the percentage of each total frequency of the students' answer to items by using percentage formula. It helps to classify the total respondents who answer the items. Then, the result of the questionnaire was interpreted descriptively.

Interview analysis

The data from the interview was recorded by using Smartphone. The interview recording was transcribed so that the data could be analyzed. The next step was to interpret the data based on the research questions of the study.

Data Presentation and Discussion

- **Students' Perception towards the Use of Podcast in Learning English**

  Data from Questionnaire

The data concerning to the students' perceptions towards the use of podcast in learning English were gained from the questionnaire. The questionnaire consisted of 15 statements, which were 10 positive statements and 5 negative statements. In this part, the discussions only focus on positive statements in the questionnaire which were statements 1-10. To get the data clearer, the study analyzed the statements into percentage category. The results are shown in table 1.

Table 1

Questionnaire result of the students' perceptions towards the use of podcast in learning English

No	Questions	Percentage for each statement			
		SA	A	D	SD
1.	I like podcast	6.1 %	87.9 %	6.1 %	0.0 %
2.	I Enjoy listening to podcast	6.1 %	84.8 %	9.1 %	0.0 %
3.	Podcast is easy to use	15.2 %	57.6 %	27.3 %	0.0 %
4.	The length of podcast is appropriate for me	3.0 %	33.3 %	57.6 %	6.1 %
5.	The content of podcast is suitable for me	0.0 %	93.9 %	6.1 %	0.0 %
6.	I think	15.	84.	0.0	0.0

	podcast help me a lot learning English	2 %	8 %	%	%
7.	Podcast meet my need in learning English	12. 1 %	66. 7 %	21. 2 %	0.0 %
8.	Podcast motivates me to learn English	21. 2 %	45. 5 %	33. 3 %	0.0 %
9.	I will listen to podcast again	0.0 %	72. 7 %	27. 3 %	0.0 %
10.	I want podcast to be implemented in the classroom	0.0 %	60. 6 %	36. 4 %	3.0 %

The first statement was about students' feeling about podcast. Table 1 shows that almost of the students (87.9 %) who agreed and a small number of the students (6.1 %) 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.

The second statement was whether students enjoyed in listening to podcast. Table 1 shows that almost of the students (84.8 %) agreed and a small number of the students (6.1 %) 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.

For the third statement, table 1 showed that more than a half of the students (57.6 %) agreed and a small number of the students (25.2 %) strongly agreed with the statement that podcast is easy to use. This indicates that most of the students agreed that podcast is easy to use. But, nearly half of the students (27.3 %) disagreed with the statement. This means that some students might have problems in using podcast.

The next statement was about students' opinion to the length of podcast. From table 1, it is known that only a small number of students (3.0 %) who strongly agreed and nearly half of the students (33.3 %) agreed that the length of podcast was suitable for them. Besides that, more than half of the students (57.6 %) disagreed and a small number of the students (6.1 %) strongly disagreed with the statement. 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).

89

The fifth statement was about the content of the podcast. Table 1 shows that almost all of the students (93.9 %) agreed that the content of podcast is suitable for them. in contrast, only a small number of the students (6.1 %) who disagreed with the statement. In line with the findings, Rossel-Aguilar, (2013) states podcast makes the students feel engaged with the learning since the materials delivered are authentic and suitable.

The sixth statement was about whether podcast can help students in learning English. Table 4.1 shows that almost all of the students (84.8 %) agreed and a small number of the students (15.2 %) who answer strongly agreed with the statement. There was no student who disagreed or strongly disagreed with the statements. This means that podcast can be a good tool to help students in learning English and improved their skills (Rossel-Aguilar, 2013)

For the seventh statement, table 1 shows that more than half of the students (66.7 %) agreed and small number of the students (12.1 %) strongly agreed that podcast can meet their needs in learning English. However, there was also a small number of the students (21.2 %) disagreed with the statement. It means that podcast can meet students' needs in learning English, however, it depends on the podcast itself (Li, 2009).

The next statement was about students' motivation in learning English after listening to podcast. Table 1 shows that a small number of the students (21.2 %) strongly agreed and nearly half of the students (45.5 %) agreed that podcast motivate them in learning English. In addition, the table also shows that nearly half of the students (33.3 %) disagreed and none of the students (0.0 %) strongly disagreed with the statement. 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 ninth statement was about students' intention in listening to podcast again in the future. Table 1 showed that more than half of the students (72.7 %) agreed that they will listen to podcast again in the future. 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, there were also nearly half of the students (27.3 %) who disagreed with the statement. This means that the students were encountered problems in using podcast that stopped them in listening to it.

The last statement was whether they agree if podcast should be

90

implemented in the classroom activity. Table 1 showed that more than half of the students agreed (60.6 %) that podcast should be implemented in the classroom activity and only nearly half of the students (36.4 %) disagreed with the statement. This can be a good suggestion for teachers to implement podcast in teaching and learning activity. As Copley (2007) suggest that the use of podcast can be more effective if it is thoughtfully integrated into curricula.

Data from Interview

The findings from questionnaire were supported and clarified by using semi-structured interview. The interviews were conducted with six students as samples. In this part, the discussion of the data is about students' perceptions towards the use of podcast in learning English. Based on the interview, most of the students had positive perceptions towards the use of podcast in learning English. The specific elaborations are as follows.

The first question related to the student's feeling in using podcast. The students were asked whether they pleasured in listening to podcast. All students said that they like listening to podcast. In relation to this, D.A, one of the students, stated that:

> *Suka, pak. Karena podcast enak didengar.*

(I like it, sir, because podcast is good to listen).

Another sample, R.L, stated that:

> *Suka, pak. Kalo buat listeningnya enakeun.*
> (I like it, sir. I think it is good for practicing listening skill).

Moreover, another sample, A.L (iPhone owner), also felt happy to know about podcast. As the student stated:

> *.. emang ada aplikasinya di HP, Cuma jarang dipake, soalnya gak tau. Jadi baru kepake sekarang..*
> (There is an application in my phone, but I rarely used it because I did not know it. So, I just began to use the app recently).

This indicates that podcast is still very new for the students. Thus, it is important to inform the students about how to use podcast and suggest more resources of podcast for the importance of learning. In line with that, Yeh (2013) suggests that "Teachers should first familiarize themselves with the technology and available resources in order to introduce learners to the basics of podcasting" (p. 142).

The second question was about students' motivation to learn English by listening to podcast. The students were asked whether podcast can motivate them in learning English. From the data, all students agreed that podcast motivated

them to learn English. In relation to this, A.R., one of the students, stated that:

Lumayan sih pak, karena saya suka

No	Questions	Percentage of each statement			
		SA	A	D	SD
11.	I think the length podcast is too long	27.3 %	39.4 %	33.3 %	0.0 %
12.	The content of podcast is not suitable for me	0.0 %	3.0 %	87.9 %	9.1 %
13.	It is hard to get podcast from the internet	3.0 %	30.3 %	57.6 %	9.1 %
14.	I think podcast is difficult to use	0.0 %	15.2 %	81.8 %	3.0 %
15.	I don't know how to use podcast	0.0 %	15.2 %	72.7 %	12.1 %

sama materinya. Menurut saya menarik.
*(*I think so, sir. Because I like the material, I think it is interesting)

A.L. also affirmed that:

> *Iya, pak, soalnya podcast enak didenger. Jadi seneng gitu ngedengerin Bahasa inggris teh. Sekalian belajar juga sih.*
> (Yes, sir, it is because podcast is good to listen. So, it makes me happy listening to English. I also learn it at the same time)

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.

- **Students' problems in using podcast for learning English Data from Questionnaire**

The data concerning to the students' problems in using podcast in learning English were also gained from the questionnaire. In this part, the discussions only focus on negative statements in the questionnaire which were statement 11-15. To get the data

clearer, the study analyzed the statements into percentage category. The results are shown in table 2 below.

Table 2

Questionnaire result of the students' problems in using podcast in learning English

The eleventh statement was whether the length of podcast is too long for the students. Table 2 shows that nearly half of the students (39.4 %) were agreed and nearly half of the students (27.3 %) also strongly agreed with the statement. This finding was related to the findings in the fourth statement. 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 twelfth statement was related to the fifth statement that was about the content of the podcast. From table 2, it is

known that almost all of the students (87.9 %) disagree with the statement and a small number of the students (9.1 %) who strongly disagree. This indicates that content of podcast is suitable for them. In difference, a small number of the students (3.0 %) 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 thirteenth statement was about the availability of podcast on the internet. Table 2 shows that more than half of the students (57.6 %) disagreed and a small number of the students (9.1 %) strongly 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 next statement was whether podcast is difficult to use. This statement was related to the third statement. Table 2 shows that almost all of the students (81.8 %) disagreed and a small number of the

students (3.0 %) strongly disagreed with the statement. This means that podcast is easy to handle. In contrast, a small number of the students (15.2 %) 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. From the table 2, more than half of the students (72.7 %) disagreed with the statement and a small number of the students (12.1%) strongly disagreed that they did not know how to use podcast. 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 (15.2 %) 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, internet).

Data from Interview

The findings from questionnaire were supported and clarified by using interview. In this part, the discussion of the data is about students' problems in using podcast in learning English. Based on the

interview, there were several problems encountered by the students. The specific elaborations are as follows.

The third question was used to gain the data regarding to the students' problems in using podcast. The students were asked about their problems in using podcast. The most crucial problem investigated in this study was about the length of podcast that was too long for them. One of the students, L.I., stated that:

> *Masalahnya di durasi waktu. Kan terkadang kalo durasinya kelamaan jadi bete juga.*
> (The problem is in its length. I think if the length is too long it becomes boring instead).

Another student, A.L. also said:

> *Tadi kan kita ngedengrin yang English Café itu durasinya 28 menit, sedangkan kalo mendengerkan percapakan lebih dari 10 menit itu menurut saya terkesan boring. Memang pronunciation bahsa inggrisnya tuh jelas, tapi ya itu, teralu lama.*
> (We've just listen to English Café which was 28 minutes, whereas, if we listen to a conversation more than 10 minutes, I think it would be boring. Indeed the pronunciation was clear enough, however it was too long).

From the students' statements above it was found that the duration of podcast available in the internet is too long for them. The students might feel bored if they listen to an English recording with a long duration. Therefore, podcast file should be kept in short in order to maintain students' interests and focuses (Bolliger et al., 2010).

Another problem was about students' facilities in getting the podcast from internet. As podcast available online, so the internet access is needed to download podcast. For some students, they might have problems for downloading and having access to podcast including: there was no internet access, slow internet speed, lack of cell phone signal in their area and not being able to afford a sophisticated cell phone or laptops (Farshi & Muhammadi, 2013). One of the students, L.I., stated:

> *Biasanya saya ngedengering podcast di internet. Terkadang saya suka kesusahan karena gak ada paket internet sama sinyal.*
> (I usually listen to podcast on the internet. But sometimes I have difficulties because of no internet connection and phone signal).

Another student, A.R., affirmed by stated:

> *Kadang-kadang tuh kalo pas ngedengerin, udah berhenti ditengah-tengah gitu. Informasi yang di podcastnya juga gak sampe semua. Soalnya internetnya putus waktu streaming.*
> (Sometimes while listening to it, suddenly it stopped. The information in the podcast was not delivered all. It was because the internet cut off during streaming).

Moreover, R.L. stated that it was better to use an iPhone rather than an

android smartphone since iPhone has its own podcasting app. The student stated:

> *Kalo ngedengerinnya di android rada susah, pak, enaknya di iPhone. Di iPhone ada aplikasinya.*
> (It was a little difficult if listening to podcast on android smartphone, it is better to use iPhone. In the iPhone, there is a podcasting app).

Data Presentation and Discussion

- **Podcast is a useful tool for learning English in the Indonesian EFL students' context**

  The development of new technologies has now taken part in education area which led into a new way of teaching. Therefore, it assumed to be necessary for teachers to take some steps further in the process of teaching and learning. In Indonesia itself, many teachers still use a conventional way in teaching English instead of utilizing new technologies. This perhaps is caused by the lack of information or insufficient technical support from schools. Because of that, to inform teachers about new technologies related to teaching and learning is considered to be necessary. In relation to this study, podcast is an example of new technology that has been viewed by the students in a positive way. Therefore, it is worth to try to start

implementing podcast in teaching and learning process especially English. The purpose of listening to podcast is straightforward. Podcast can work as an accessible tool for students to exposed themselves to the language especially English (Li, 2009). In this study, the finding showed that most of the students viewed podcast in a positive way. This finding was supported by most of the studies in this topic. For example, Hasan and Hoon (2013) have reviewed twenty journal articles on the topic. The result of the review showed that most of the studies suggest that the students have positive attitude toward podcast. 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 findings also suggest that podcast has brought a motivation for students in learning English. Podcast have exposed them with interesting topics and clear native pronunciation that makes learning more exciting. This finding correlated with a study conducted by Bolliger et al., (2010) which found that

podcast motivated students in learning especially in E-learning environment. Compare with conventional listening records that are usually used by teachers, podcast provides more benefits and excitements for students.

• ***Bringing the benefits of podcast into the classroom***

There are various types of podcast that are available on the internet produced by many websites. The study found that this fact brought more enthusiasm for students in listening to podcast. However, for some students, this can be a problem because they found it hard to find a podcast that they like. In order to match with the students' context, teachers do not need to download podcast solely from the internet (Li, 2009). Teachers can design their own podcast that matched with students' level of materials. The used of visual image and transcript text can also be provided in teachers-made podcast. Additionally, the findings suggest that the students agreed if podcast is integrated into the classroom activity. This finding was correlated with a study conducted by Copley (2007) which found that the integration of podcast would be more effective if it is integrated in the curricula. In order to do that, Yeh, (2013) suggest that "to integrate podcast into syllabus, teachers should consider how to organize

the course schedule and assignments to guide learners through the learning process" (p. 142). Moreover, Another study also suggested that podcast can be used by teacher as an efficient, effective, and engaging revision tool (Shoar et al., 2011).

• **Students' main problems in listening to podcast**

Although generally satisfied, 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. Furthermore, the result of this study showed that being unable to have sophisticated gadget and slow internet speed became major problems for some students. Related to this finding, Farshi and Muhammadi (2013) in his study suggest the same result that gadgets and internet are crucial in using podcast. Therefore, besides giving the students a

freedom to choose the podcast and listen to it on their own gadgets, it would be better for teacher to bring podcast into the classroom activities. 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, teachers should pick convenient podcasts with appropriate duration and availability of the transcript text (Bolliger et al., 2010; Copley, 2007; Li, 2009).

Conclusions

Overall findings showed that students have a positive attitude towards the use of podcast in learning English. The findings suggest that the students have an enjoyment in using podcast in learning English as podcast is easy to use. Students agreed that podcast could help them in learning English and they have willingness in using podcast as an alternative way to learn English. Moreover, podcast also motivated them because it was engaged their interest. The content of the podcast and clear native pronunciation derived from podcast could hone their skills especially listening skill. Besides, most of the students also agreed that podcast was easy to get since there are many

podcasting websites available on the internet.

However, besides all the benefits gained from podcast, there are also problems that the students encountered in using podcast. 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. Furthermore, some students also have problems in downloading podcast. The reason to this problem may vary such as lack of internet access, slow internet speed and being unable to afford a sophisticated gadget. Other students also have problems in choosing podcast that draw their interest because of the variety of podcasts that are available on the internet.

Even as an increasing number of studies in recent literature have attempted to address the lack of empirical research in podcasting, more research needs to be done in order to get a complete picture of how podcasting can contribute to meaningful and effective language learning. Therefore, this study provides several suggestions for further research on the same topic. Due to the lack of controlling in students activity in listening to podcast, it would be better to conduct the similar study within an experimental

method to perform more satisfying activities in using podcast. In this study, the students were given a freedom to choose the podcast that are available on the internet, this perhaps makes the students confuse because they hardly find podcast that match with their interest. So, it would be better for teachers to determine the podcasts that will be used by the students and to convince that the students will receive the same treatment.

Also, a small sample size and limited amount of time are being major limitations of this study. Thus, it can be suggest for further research to have a larger sample size and longer time of study in order to acquire more relevant and satisfying data. Additionally, a specific skill or other language features can be related to the topic for a better picture of podcasts' contribution in language learning in Indonesian context.

REFERENCES

Adua-Ogiegbaen, S. E., & Iyamu, E. O. S. (2005). Using information and communication technology in secondary schools in Nigeria : Problems and prospects. *Journal of Educational Technology and Society*, *8*(1), 104–112.

Bolliger, D. U., Supanakorn, S., & Boggs, C. (2010). Impact of podcasting on student motivation in the online learning environment. *Computers and Education*, *55*(2), 714–722. http://doi.org/10.1016/j.compedu.2010.03.004

Berg, B. L., & Lune, H. (2012). *Qualitative research method for the social sciences.* (Eight edition). US: Pearson.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (Six edition). New York: Routledge.

Copley, J. (2007). Audio and video podcasts of lectures for campus-based students: Production and evaluation of student use. *Innovations in Education and Teaching International*, *44*(4), 387–399. http://doi.org/10.1080/14703290701602805

Ducate, L., & Lomicka, L. (2009). Podcasting: An effective tool for honing language students' pronunciation? *Language Learning & Technology*, *13*(3), 66–86. http://doi.org/10.1016/j.compedu.2009.02.014

Edirisingha, P., Rizzi, C., Nie, M., & Rothwell, L. (2007). Podcasting to provide teaching and learning support for an undergraduate module on English language and communication. *Turkish Online Journal of Distance Education*, *8*(3),

87–107.

Farshi, N., & Mohammadi, Z. (2013). Use of podcasts in effective teaching of vocabulary : Learners ' attitudes, motivations and limitations. *3*(8), 1381–1386. http://doi.org/10.4304/tpls.3.8.1381-1386

Hasan, M. M., & Hoon, T. B. (2013). Podcast applications in language learning: A review of recent studies. *English Language Teaching*, *6*(2), 128–135. http://doi.org/10.5539/elt.v6n2p128

Istanto, J. W., & Indrianti. (2011). Pelangi Bahasa Indonesia podcast: What, why and how? *Electronic Journal of Foreign Language Teaching*, *8*(January 2009), 371–384.

Kaffash, H. R., Kargiban, Z. A., Kargiban, S. A., & Ramezani, M. T. (2010). A Close look into role of ICT in education. *International Journal of Instruction*, *3*(2), 64–81.

Kargozari, H. R., & Zarinkamar, N. (2014). Lexical development through podcasts. *Procedia - Social and Behavioral Sciences*, *98*(0), 839–843. http://doi.org/http://dx.doi.org/10.1016/j.sbspro.2014.03.489

Kavaliauskiene, G. (2008). Podcasting: A tool for improving listening skills.

The Journal of Teaching English with Technology (TEwT), *8*(4). Retrieved from http://www.tewtjournal.org/VOL\n8/ISSUE\n4/A\nWORD\nFROM\nA\nTECHIE.pdf

Li, H. C. (2009). Using podcasts for learning English : Perceptions of Hong Kong Secondary 6 ESL students. 78–90.

Ogott, G. O., & Odera, F. Y. (2012). Integration of media and technology in teaching and learning Kiswahili Language in secondary schools in Siaya County , Kenya. *International Journal of Information and Communication Technology Research*, *2*(10), 787–794.

Rossel-Aguilar, F. (2013). Podcasting for language learning through iTunes U: The learners' view. *Language Learning & Technology*, *17*(173), 74–93. Retrieved from http://llt.msu.edu/issues/october2013/rosellaguilar.pdf

Salehi, H., & Salehi, Z. (2012). Integration of ICT in language teaching : Challenges and barriers. *International Conference on E-Education, E-Business, E-Management and E-Learning*, *27*, 215–219.

Shoar, N. S., Abidin. Z. J. M., & Pour-

Mohammadi, M. (2011). Using podcasting as a revision tool by Iranian EFL learners. *International Journal of Education*, *3*(2), 1–15. http://doi.org/10.5296/ije.v3i2.1035

Spies, M. (2011). Engaging the online learner: Student reactions to the use of audio podcasts in off campus courses. *ASCILITE 2011 - The Australasian Society for Computers in Learning in Tertiary Education*, 1167–1177.

Suherdi, D. (2012). *Rekonstruksi pendidikan bahasa: Sebuah keniscayaan bagi keunggulan bangsa.* (First edition). Bandung: Celtics Press.

Sze, P. M. (2006). Developing students ' listening and speaking skills through ELT podcast. *Education Journal*, *34*(2), 115–134.

Yeh, C. (2013). An investigation of a podcast learning project for extensive listening. *Languaged Education in Asia*, *4*(2), 135–149. Retrieved from http://www.camtesol.org/Download/LEiA_Vol4_Iss2_2013/LEiA_V4_I2_A4_Yeh_Investigation_of_Podcast_Learning_Project_for_Extensive_Listening.pdf

Young, C. (2003). Integrating ICT into second language education in a vocational high school. *Journal of Computer Assisted Learning*, *19*, 447–461.

Zhao, J., & Jiao, J. (2012). A podcasting-based pre-service teacher training model. *Knowledge Management & E-Learning: An International Journal*, *4*(1), 123–128.

www.apasajapodcast.blogspot.com

www.pasarmalem.com

www.pramborsfm.com

http://www.pramborsfm.com/baladacintaramadhan/upload/podcast