

Students' perception towards podcast as supplementary media to learn English-speaking Indonesia context during covid-19 pandemic

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ABSTRACT

The pandemic has changed the whole teaching and learning into different situations into online learning. Thus, the usage of technology is crucial to bridge the distance learning during pandemic. Podcasts are one of the technologies that can be applied for educational purposes. This study examines students' perception Towards Podcast as Supplementary Media to Learn English-Speaking in Indonesian Context during Covid-19 Pandemic. This study employed an explanatory sequential design approach. Students' perception has been investigated through online survey questionnaires; likert scale and open ended questions. It was distributed among 162 Indonesian college students from any major in Indonesia. The result of the study shows that Indonesian students were quite familiar with using podcasts to learn English, and they acknowledged that listening to English podcasts gains new vocabularies, better pronunciation and motivates them to speak.

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1. Introduction

Ever since the pandemic has changed the whole teaching and learning activity in the classroom, whereas students facing limited internet access, trouble with the computer and who are struggling during this time may find the synchronous learning is hard to obtain. Thus, students are forced to learn individually since asynchronous learning has been adopted during this time to substitute face-to-face learning in the classroom. It has become a challenge for educators to implement various methods and media to support distance learning during the pandemic. Despite the lockdown or distance learning was the way to stop the spread of Covid-19 disease, thus an enormous number of students were affected. The lack of personal interaction with teachers, the lack of motivation and feeling of isolation have become reported problems in distance learning. Distance learning as an educational process bridges the gap between students and teachers and is mediated using technology (ministry of education, 2016). The rapid development of technology with the internet has influenced the concept of distance learning. The internet becomes the medium for distance learning because it can go through place and time and can be accessed anytime. The implementation of advanced technology in language learning will make an interactive online learning environment as well as the number of online or distance learning has been increased in teaching and learning activities. Yuniarti

(2014) stated that the technology helped English foreign language (EFL) teachers and learners by making repetitive materials. In addition, the technology that mostly substitutes material in the classroom is Podcast audio or video. Podcasts as an alternative learning media in the pandemic can be the right choice. Podcast is one of the other applications that can help both teachers and students in teaching and learning. Furthermore, as stated by (Concannonet al.,2005) several universities have been using podcasts to deliver material during distance learning and use it as supplementary materials in e-learning to improve learning performance such as Harvard University, Stanford university, etc. Podcasts also allow students to listen to material, and more effectively to understand the material. Some studies about the use of podcasts in college students in Indonesia have been done to provide this study. For example A study by Istanto (2011) conducted qualitative research through three parts of a questionnaire. The questionnaire was administered at the end of the semesters after students had listened to three podcasts in minimum that were assigned (Pelangi Bahasa Indonesia Podcast). The result shows that students' perception of podcasting in the programme enhanced their listening skills, grammar, and pronunciation of target language. The implementation of using podcasts in Indonesia was done by Nadhianty, et al. (2020) in this study was conducted a descriptive qualitative with carried out interviews and observations of distance learning from various universities who were taking students exchange at Indonesian Education University. The findings of the study revealed that the media like podcasts and instructional videos are suitable for distance learning and learning videos that contain audio and visual help students improve better understanding of a subject matter. Despite the limitation of study about podcasts in higher education in Indonesia, several studies have been conducted for EFL students such, (Davoudi & Rezaei, 2016) integrated research of podcasts in learning foreign languages enhancing students' vocabulary, improving listening, and speaking ability. Some studies also found it useful as supplementary materials and support tools in teaching in EFL classrooms for students (Hasan, 2013; Concannonet al.,2005;). It has brought a lot of benefits for learners and teachers such as giving recent content and mostly the contents are in native speakers which is good for EFL learners who want to practice their listening practice (Kohler et al, 2010). Another study was investigated by Chan et al. (2011) two podcast projects were conducted at a University in Singapore to supplement classroom instruction for Foreign languages, in this case Chinese and Koreans. A semi-structured interview was employed to ensure students' perception. The findings show that podcasts had significantly positive attitudes and to be interested in podcast-based learning. Moreover, by watching a video podcast can increase their learning experiences and discover more things, a study conducted by Kelsen, B. A. (2016) found that students in Taiwan found new learning experiences in Youtube, and to be interesting, relevant, beneficial, and motivating in class. Thus Youtube could be supplementary material for learning during the outside class.

In addition, listening practice through podcasts can increase students' vocabulary effectively, in that way students will find new words in order to improve their speaking ability. In line with that, a study by (Davoudi & Rezaei, 2016) stated that podcast applied for foreign language learning in higher education have excellence enhancing students' vocabulary, improving speaking abilities enlarging their language comprehension by the usage of mobile phone whenever and wherever they need to. This statement is also proven by Dan Schmit, an instructional technology expert in the College of Education at the University of Nebraska, "Educators are a starting point to see how podcasting can help students' vocabulary, writing, editing, public speaking, and presentation skills. Students can also learn skills that will be valuable in the working world, such as communication, time management and problem-solving" (Schmit, as cited in Borja, 2005, p. 8). Another study by Ducate and Lomicka (2009) was investigating a mixed method study to investigate the effects of using podcast to develop students' pronunciation. The participants of this study were 22 students in intermediate German and French courses who developed five podcasts throughout the semester. Pre and post Pronunciation Attitude Inventory (PAI) surveys were used to assess students' attitudes toward pronunciation. The findings of the study show that the students' pronunciation did not improve significantly. However, the students' attitudes towards English language learning increased significantly after using the podcast materials. Several studies already prove integrating podcast have increased various students' learning achievements in study, especially in language learning. However, the usage of podcast as supplementary media to learn English in the pandemic and the popularity of podcast nowadays has contributed to online learning in the pandemic, such as web-based or Application as a medium in Indonesian universities. Thus, this study aims to address this following research question: What are EFL students' perceptions towards usings podcasts as

supplementary media in helping English-speaking ability among EFL university students in Indonesia during pandemic?

2. Method

This recent study employs an explanatory sequential design approach because the researcher wants to explore the idea of students' perception with qualitative and interpret data in quantitative analysis. The explanatory sequential design is one of mixed methods combining the closed ended questions and open ended questions which aim to give strength to both quantitative and qualitative (Creswell, 2008). The researcher conducted quantitative research to investigate students' perception and opinion through online surveys and it analyzed the results explained in more detail with qualitative research. The purpose of qualitative is to discover innovative ideas and insights, or even generate new theories (Heigham, 2009). Thus this research method aims to give an extensive summarization about the result.

2.1. Data Collecting Instruments

The instruments of this study for gathering data consist of Closed, multiple choice and openended questionnaires. Closed-ended questions use Likert scale, it aims to investigate and administrate statements about students' perception. In the likert scale there were demographic, One multiple choice to know which Podcast media platforms that students commonly used to learn English, 2 different likert scale which were One question using likert familiarity value to asked about how familiar they were using podcast, thus researcher used 5 point likert which 1 – not at all familiar, 2 – Slightly familiar, 3 – Somewhat familiar, 4 – Moderately familiar, 5 – Extremely familiar and The rest of closed questions were 19 survey items with 5 points which 1-Strongly disagree, 2- Disagree, 3-Slightly Agree, 4 - Slightly Agree, 5 - Strongly agree. The last part was open-ended questionnaires to investigate the students' perceptions, and allowed them to share their experiences, thoughts towards using it and learning English by Podcasts in the classroom nor outside class. The open-ended questionnaires aimed to strengthen data from closed-ended to give another insight that has not been covered with closed ended. The questionnaires was adapted from (Abdous, 2009; Thomas, 2015; Alshaikhi, 2016; Chan, et al., 2011)

2.2. Setting and Participants

The questionnaire was distributed randomly in the Indonesian version and via Google Forms Service through social media like whatsapp, instagram and twitter. Thus the participants for this research are 162 students from any major (English and Non-English) from various regional universities in Indonesia who are learning English through English Podcasts. Such as from Jakarta Capital Region, West Java, East Java, Banjarmasin, Kendari and Batam.

Table 1. The Demographic Table

Demographic	Table Column Head	
Gender	Respondents	Percentage
Female	120	74%
Male	42	26%
TOTAL	162	100%
Demographic	Table Column Head	
Major	Respondents	Percentage
English Students	104	64%
Non English Students	56	35%
Not Mentioned	2	1%
TOTAL	162	100%

2.3. Data Collection Analysis

a. Survey

The survey was originally written in English but to help Indonesian students comprehend the items and avoid the misleading information from the respondents. Thus the researcher distributed a

survey in the Indonesian version. The analysis of Closed ended questionnaires was analyzed with descriptive analysis in the form of frequency and percentage to describe the demographic items and the response of likert scale questionnaires. It aimed to gather information about students' perception. The survey items were tested through a validation test and reliability test. Reliability test used Cronbach Alpha to calculate internal consistency of the entire survey items and the result showed Internal consistency (0.912) which has a good Internal Consistency. The open ended questions used to support the result of close ended, thus the questionnaire was analyzed with thematic analysis and the opinion was manually translated into English Version.

b. Open Ended Questions

Open-ended Questions was intended to gauge Students' needs to make Podcasts as an alternative medium for supporting English-speaking in the classroom and outside class. Open ended questionnaires were distributed together with the closed ended questionnaires. In this part, the researchers used thematic analysis to analyze the data. Braun & Clarke (2006) the aim of thematic analysis is to identify patterns or to find themes through data that has been collected. This also helps the researcher to gain in depth of the participants' perspective.

3. Findings and Discussion

This section will present the overall results, with a particular focus on students' perceptions in using podcasts for learning English-speaking.

Table 2. Podcast Familiarity

Statement	Podcast Familiarity				
	<i>not at all familiar</i>	<i>Slightly familiar</i>	<i>Somewhat familiar</i>	<i>Moderately familiar</i>	<i>Extremely familiar</i>
I use English podcasts in the form of audio/video to learn English.	5 (3.1%)	11 (6,8%)	34 (21.0%)	73 (45.1%)	39 (24.1%)

The table 2 indicates students' familiarity in podcasts that mostly students were Moderately Familiar (45.1%) as much as 73 students and 39 (24.1%) students Extremely Familiar in using podcasts. In addition, the researcher also finds out the media of podcasts that students feel familiar with as described in the (Table 3).

Table 3. English Podcast Media to Learn English

Media	Media Podcast English audio/video commonly used to learn English	
	<i>Respondents</i>	<i>Frequency %</i>
Youtube	118	73%
Spotify	29	18%
Material from Lecture/Teacher	9	6%
Others	6	4%
TOTAL	162	100%

Table 3. indicates what media commonly students use to listen to English Podcasts. The responses from the students that English podcast media that they usually use to learn in English is Youtube with 73% 118 out of 162 respondents showing their interest in using podcasts to learn English. As one of the statement from the respondents "I think the use of podcasts can be one method that is quite effective and flexible for someone who wants to learn English without having to spend a lot of money, some applications such as YouTube that provide subtitles of course make it easier for people to read and find new vocabulary to learn" P96. In line with that, the results of a

study conducted by Kelsen, B. A. (2016) found that students in Taiwan found new learning experiences on Youtube, and to be interesting, relevant, beneficial, and motivating in class. Thus Youtube could be supplementary material for learning during the outside class.

Table 4. The first theme: Participants' Podcasts Familiarity during Online Learning

Statement	Participants' Podcasts Familiarity during Online Learning				
	<i>Strongly disagree</i>	<i>disagree</i>	<i>Slightly Agree</i>	<i>Agree</i>	<i>Strongly agree</i>
I like English podcasts because they cover a wide range of topics	1 (0.6%)	4 (2.5%)	31 (19%)	70 (43.2%)	56 (34.6%)
Listening to podcasts in English makes it easier for me to learn English during the pandemic	1 (0.6%)	2 (1.2%)	38 (23%)	71 (43.8%)	50 (30.9%)
I listen to English Podcasts only in my spare time for my online learning	5 (3.1%)	11 (6.8%)	34 (21%)	73 (45.1%)	39 (24.1%)
I listen to English podcasts more than 3 times a week	21 (13.0%)	45 (27.8%)	59 (36%)	16 (9.9%)	21 (13.0%)
I prefer to get supplementary material in the form of audio/video podcasts for my online learning	6 (3.7%)	13 (8.0%)	35 (22%)	63 (38.9%)	45 (27.8%)

Table 4 indicates that Participants' Podcasts Familiarity during Online Learning. From table 4 item no. 1 gets the highest "Strongly Agree" percentage that indicates 34.6% students like English podcasts because they cover a wide range of topics to learn. As several statements said that "With these varied topics, it will make me more motivated to improve my English skills."P1, "Because podcasts usually present interesting topics to listen to. Plus, the speakers are fun to listen to."P162, "The use of audio/video podcasts can be very beneficial and fun to learn English during a pandemic because in the audio/video podcast there are many choices of interesting discussion topics that you can choose according to your interests."P47. Also in the item no.3 gets the highest "Agree" percentage (45.1%) which indicates that students usually listen to podcasts only in their spare time for their learning diverse topics, as stated on the result number one. The respondents' statements said "This use is an alternative for learning English during the online pandemic" P107, "I think podcasts are very helpful in learning, especially if there are lessons that are not understood during online classes. podcasts are very helpful" P139, "I find it very interesting and useful. Because in this pandemic period a lot of people are not motivated in learning, by using podcasts people will be interested because it can be accessed easily, anytime, with varied topics and can get new vocabulary in it." P1, "listening to podcasts can fill the spare time while learning English" –P6 and "I think (depending on what they are learning) might be able to help students learn something that the lecturers have not taught. Because podcasts can be a sharing session where the topic of conversation is usually broad and doesn't just focus on one point/topic." P151. However, item no.4 gets "slightly agree" upon listening to podcasts more than 3 times a week and also gets higher "disagree" indicates that students are not listening to English podcasts that often.

Table 5. The second theme: Perception of the Application/Web-based Podcasts

Statement	Perception of the Application/Web-based Podcasts				
	<i>Strongly disagree</i>	<i>disagree</i>	<i>Slightly Agree</i>	<i>Agree</i>	<i>Strongly agree</i>
I often listen to English Podcasts App-based to practice the pronunciation of the language.	3 (1.9%)	24 (14.8%)	47 (29.0%)	62 (38%)	26 (16%)
English Podcasts provide	1 (0.6%)	7 (4.3%)	27 (16.7%)	72 (44%)	55 (34%)

more interesting topics to be learned					
Listening to English Podcasts in application form before starting class makes it easier for me to understand English pronunciation during a pandemic.	2 (1.2%)	8 (4.9%)	49 (30.2%)	66 (41%)	37 (23%)
Website-based podcasts are very complicated to use because they are less efficient in using them	9 (5.6%)	27 (16.7%)	47 (29.0%)	47 (29.0%)	32 (20%)
App-based podcasts are easier to use than Web-based podcasts.	3 (1.9%)	7 (4.3%)	35 (21.6%)	57 (35%)	60 (37%)

The second theme was to know the Perceptions of App/Web-based Podcasts. The highest response from students is that 44% of them “agree” with the items number 7 which English Podcasts provide more interesting topics to be learned. “Very helpful, especially when discussing interesting topics that will make students happy to learn using English podcasts”-P105. Further, students’ perception on item no. 10 gets “slightly agree 37% with App-based podcasts are easier to use than Web-based podcasts, some statements from respondents why they chose App-based that web-based, they said that “Podcast App-based because it is easier to access, can be downloaded. Moreover, the use of podcasts is quite familiar among students.”P16. And “: I prefer app-based podcasts because of the user interface it certainly provides a unique experience compared to web pages. And it is more efficient & practical too if it can be downloaded through the application.” – P98. Hence, many students still have slightly disagreed about that 21.6% which that means they more prefer web based as proved by the respondents said “I prefer in the form of a website, because if it is in web form we can open it anywhere, if in the application there may be some difficulties such as long loading or suddenly the cell phone does not support..” P75and “Website, because it is easier to open, no need to download the application first” -P69. The use of podcast applications is more interesting and easy to use than web-based. A previous review study by Hasan and Hoon (2013) found that the application of podcasts brings a lot of benefits to students in several aspects such, motivational, and giving a space for students to learn on their own. One of the perspectives from respondents said “I prefer app-based podcasts because of the user interface it certainly provides a unique experience compared to web pages. And it is more efficient & practical too if it can be downloaded through the application.” -P98 and “I prefer app-based podcasts because they’re easier. Usually app-based podcasts can be downloaded for offline playback.”

Table 6. The last theme: Students' Perceptions of Motivation to Speak English during Lockdown

Statement	Students' Perceptions of Motivation to Speak English during Lockdown				
	<i>Strongly disagree</i>	<i>disagree</i>	<i>Slightly Agree</i>	<i>Agree</i>	<i>Strongly agree</i>
Listening to English podcasts improves my understanding of new grammatical structures.	3 (1.9%)	2 (1.2%)	28 (17.3%)	75 (46%)	54 (33.3%)
Listening to English podcasts allows me to discover new vocabulary information and useful exercises.	1 (0.6%)	2 (1.2%)	11 (6.7%)	75 (46%)	74 (45.4%)
Listening to English podcasts in audio/video form with various topics makes learning English speaking during a lockdown more interesting.	1 (0.6%)	6 (3.7%)	26 (16.0%)	76 (47%)	53 (32.7%)

Using audio/video materials motivates me to learn to speak English outside class.	1 (0.6%)	2 (1.2%)	24 (14.8%)	72 (44%)	63 (38.9%)
After listening to podcasts I become bolder to speak English even though in a lockdown situation.	3 (1.9%)	12 (7.4%)	51 (31.5%)	62 (38%)	34 (21.0%)
Listening to audio/video English podcasts during pandemic allows me to improve my English speaking skills	1 (0.6%)	2 (1.2%)	23 (14.2%)	89 (55%)	47 (29.0%)
Listening to English podcasts trains significantly my understanding of accents during online class.	1 (0.6%)	1 (0.6%)	30 (18.5%)	78 (48%)	52 (32.1%)
Listening to English Podcasts helps me practice my pronunciation of an accent.	1 (0.6%)	3 (1.9%)	30 (18.5%)	70 (43%)	58 (35.8%)
I am more motivated to speak if I listening to podcasts first	4 (2.5%)	14 (8.6%)	54 (33.3%)	61 (38%)	29 (17.9%)

4. Students' Perceptions of Motivation to Speak English during Lockdown. As we can see on item number 16, students 55% “agree” that listening to audio/video English podcasts during pandemic allows them to improve their speaking skills, and motivates them to speak in English. their statements that “It's extremely helpful, because by listening to and seeing the topics being played on podcasts, it spurs people to improve their English language skills in terms of their speaking style, pronunciation, and vocabulary they mention.” P1. “There is a very significant difference when compared to my learning outcomes before and after using podcasts in learning English because the delivery of material/topics is very easy to understand in a relaxed and fun way.”P34, “During this pandemic, we rarely speak and our ability to speak is hampered. With this podcast, we become motivated, even though we are only at home and doing online learning we can still do useful things.”P16.

5. 45.4% of students chose “Strongly Agree” in this item which is connected to the response that “I can imitate the pronunciation and grammar used, then apply it in English conversation.” P22. Next is item no. 12 with the statement “Listening to English podcasts allows me to discover new vocabulary information and useful exercises.” Some of them supported this statement that “With podcasts, I can practice speaking English by imitating the accent or speaking style I hear from the podcast.”P6 and “Because with podcasts I can know how to correctly pronounce the existing vocabulary and sentences, and how to use the vocabulary. Also what accents can be learned and used.”P7.

Slightly agree got the highest score with item no,19 “I’m more motivated to speak if I listening to podcasts first” respondents who agreed with this statements mostly says that “ Listening to podcasts in English really motivates me to speak English, because when I listen to podcasts I really enjoy it and digest the meaning and also learn to speak English correctly and precisely“P17 and 8,6% disagree this might be indicated to the response that saying “Because I watch or listen to podcasts for entertainment not to learn English.” P54.

This view about podcast improving speaking ability is supported by a study of (Davoudi & Rezaei, 2016) stating that podcast applied for foreign language learning in higher education have excellence enhancing students’ vocabulary, improving speaking abilities enlarging their language comprehension by the usage of mobile phone whenever and wherever they need to

4. Conclusion

The present study explores Indonesian English Foreign Language students' perception towards podcasts in language learning to learn English Speaking during Pandemic. The result of the study shows that students in Indonesia are quite familiar with using podcasts as media to learn, they mostly choose podcast applications which are Youtube as supporting media to learn because they will see how the speakers pronounce and the subtitles help them to understand what material is being delivered in English. Furthermore, It offers the flexibility to offline playback everywhere so this method will help them a lot in learning English-speaking. Furthermore, the various topics of the podcast have made them learn new vocabularies and stimulate them to learn how to pronounce better. To sum up, podcasts can be a supplementary media to support students learning better, especially learning to speak English during a pandemic. And need more significant statistical analysis to analyze the survey because the present study only shows the percentage and frequency as this is the limitation of the study.

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