STUDENTS' REFLECTION TOWARDS THE USE OF ENGLISH

PODCAST ON THEIR LISTENING SKILL

A Paper

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By:

Amirrullah Ramadhani

031120015

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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APPROVAL SHEET

Research Title: Students' Reflection Towards the Use of English Podcast on Their Listening Skill.

Approved by:

Supervisor,   Co-Supervisor,

Abdul Rosyid, M.Pd.   Gusnadi, M.M., M.Pd.

NIK. 1.0416032743   NIK. 1.0212008575

Acknowledged by:
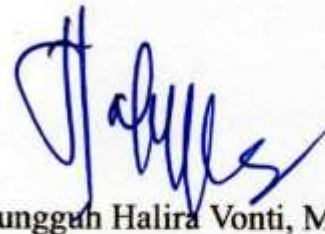
Dean of Faculty of Teacher Training   The Head of English Education
and Education Sciences,   Study Program,

Dr. Eka Suhardi, M.Si.   Lungguh Halira Vonti, M.Pd.

NIK. 1.0694021205   NIK. 1.1211052564
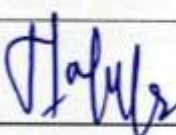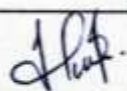
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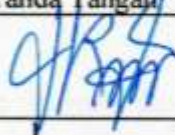Nama : Amirrullah Ramadhani

NPM : 031120015

Judul Skripsi : Students' Reflection Towards the Use of English Podcast on Their Listening Skill.

Tanggal Ujian : 31 Juli 2024

Pengujian Sidang Skripsi :

No	Nama Penguji	Tanda Tangan
1.	Dr. Iyan Irdiansyah, M.Pd	
2.	R. Lungguh Halira V., M.Pd	
3.	Poppy Sofia Hidayati, M.Pd	

Pembimbing Skripsi :

No	Pembimbing skripsi	Tanda Tangan
1.	Abdul Rosyid, M.Pd	
2.	Gusnadi, M.M., M.Pd	

Bogor, 12 Agustus 2024
Mengetahui,
Ketua Prodi,

R. Lungguh Halira Vonti, M.Pd
NIK. 1.1211052564

SURAT PERNYATAAN PENGALIHAN HAK CIPTA

Yang bertanda tangan dibawah ini :

Nama : Amirrullah Ramadhani

NPM : 031120015

Program Studi : Pendidikan Bahasa Inggris

Alamat : Jln. Veteran 2, Desa Teluk Pinang, RT/02 RW/03, Ciawi-Bogor.

Dalam hal ini bertindak untuk dan atas nama pencipta dari hak cipta berupa Karya **Tulis Ilmiah/Tugas Akhir/Skripsi** yang berjudul : Students' Reflection Towards The Use of English Podcast on Their Listening Skill yang selanjutnya disebut pencipta, bersama ini menyatakan mengalihkan hak atas ciptaan tersebut kepada :

Nama : Program Studi Pendidikan Bahasa Inggris FKIP Universitas Pakuan

Alamat : Jalan Pakuan, Nomor 1 Ciheuleut, Kota Bogor, Jawa Barat

Telpon : 0251 8275 608

Dalam hal ini diwakili oleh Lungguh Halira Vonti, M.Pd., selaku Ketua Program Studi Pendidikan Bahasa Inggris, FKIP Universitas Pakuan.

Demikian surat pernyataan ini saya buat secara sadar dan sukarela tanpa paksaan dari pihak mana pun untuk di pergunakan sebagaimana mestinya.
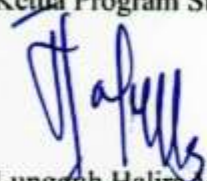
Bogor, 31 Agustus 2024

Untuk dan atas nama

Program Studi Pendidikan

Bahas Inggris

Ketua Program Studi,

Lungguh Halira Vonti, M.Pd.
NIK. 1.1211052564

Pecipta,

amadhani
NPM. 031120015

DECLARATION

I hereby declare that the paper entitled "Students' Reflection Towards the Use of English Podcast on Their Listening Skill" is completely my own work. I am fully aware that I have quoted some statements and ideas from many resources, and all quotations are properly acknowledged in the text. Should there be any claim on the originality of this paper, I would be prepared to take any legal responsibility.

Bogor, July 23rd 2024

Amirrullah Ramadhani

PREFACE

First of all, the researcher would like to give a great thank to Allah SWT who has given health, strength, capability and always guided him to finish the paper entitled "Students' Reflection Towards the Use of English Podcast on Their Listening Skill". This paper is submitted to fulfil one of the requirements for the degree of *sarjana Pendidikan* examination in the English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University. He realized that this paper still needs improvement. Therefore, recommendations and suggestions for the completion of this paper are highly appreciated. He also hopes that this paper will be beneficial for him, other, and further researcher.

Bogor, July 23rd 2024

Amirrullah Ramadhani

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The researcher is genuinely grateful for the never-ending support, prayers, motivation, and appreciation of to his parents, H. Mardi Gahayu Gawan, SE and Hj. Ida Rufaida. Because of them, he can go through the process and complete this paper. Special thanks and love for the time, energy and great effort to all his friend

who helped the researchers a lot during the process of compiling this research. So that researchers can complete this research well. Last but not least, the researcher would like thank to herself never giving up, believe in himself, in any situation, in any circumstances, in any challenges, in any pressures during his life in college.

ABSTRACT

Podcast is a digital audio recording which can be accessed online via the internet and also can be used anywhere and anytime. This study aims to investigate students' reflection of using English podcasts on their listening skills. This research was conducted at English Education Study Program, Pakuan University, and this research used a qualitative approach with a qualitative descriptive method in its methodology. This study has two instruments which are a close-ended questionnaire and semi-structured interview, based on indicators and components of reflection, Knowledge in action, Reflection IN action, and Reflection ON action. Each of these components use three indicators: Understanding, Sense, and Values. The result of this research that podcast is supporting learning media, not the main media. When they find an interesting podcast topic, they can concentrate fully on understanding it. Podcasts also can be a media that deliver a good influence on the students. There are many possibilities for podcasts to have a certain influence on students. However, in this research found that podcast cannot stand alone in learning process, it needs other media or methods that support podcast in learning. Therefore, this media needs concentrate on using it. The main key of concentrate using this media is a topic that interesting for students. If the topic interesting, the podcast can more effective to use.

Keywords: Reflection, English Podcast, Listening skill

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CHAPTER I

INTRODUCTION

A. Background of The Study

Listening is one of the language skills. It is the main factor of successful communication, especially in verbal communication. Rost (2001) states, "Listening is used in language teaching to refer to a complex process that allows us to understand spoken language". Therefore, practicing listening in language learning is very necessary. Learning English skills can be easier if supported by good media.

The use of podcasts as educational tools has dramatically increased. McNamara & Drew (2019) stated that podcasts deliver digital content through audio or even with visual mediums, and can be shared via the internet to a variety of social media. Podcasts are an innovative way for students to learn in every situation without any of visual clues (Rosell-Aguilar, 2007). Listening is considered to be difficult for several students, because it is difficult for them to understand the purpose and also meaning of the sound of the Podcast. According to Amalia (2023), she stated that there are several difficulties in listening skills. First, English is rarely used by students in daily activity. Second, the limitations of appropriate material for listening class. Third, students are rarely chat with non-native in class or in everyday life. Podcast can be the one of solution to provide new experience for students in carrying out the learning activity in listening class.

Media has been an important part and tool in current learning activity. It helps the teacher to deliver the material to the students more easily and understandable. The teachers can use various media and technique forms to improve the quality of the learning process and the efficacy of English instruction. Technology has a big potential to improve the current education techniques. According to Syahabuddin & Rizqa (2021), they stated that when students learn with technology, they develop higher-order cognitive skills.

Teacher competence will improve through a good understanding of the learning media, appropriate strategies and techniques, and the use of creative various ways to deliver the material to the students. The presence of the Internet has an impact on both students and teachers in education especially in the learning process. The Internet would contribute to improving learning results in educational settings when teachers use it to enhance English language abilities, especially listening skills (Elmayantie, 2018).

Podcast started to become a trend because of the internet and social media. Podcast still give an impact and influence to the teachers and students as a learning media. Therefore, researcher can raise this social issue related to reflection on the use of podcasts as a learning media. That can be confirmed because the researcher's respondents have a good listening knowledge regarding to their score, and also podcast provide an impact that can be evaluated for the future learning activity. With those two things, this reflection research more proper to become a reference for many teachers who want to use podcasts as their learning media.

B. Reason of Choosing the Topic

Many people around the world use English language as their second language to facilitate the communication in the onslaught of this modern era. In the era of globalization, English plays a key role in many ways: economics, politics, culture, communication, and education. In response to that, obstacles. Listening in English is very important to master (Lipari, 2010). During current learning activities, many digital learning media tools are used by teachers to make effective and easy in learning, especially in listening skills. One of those media is a podcast. McNamara & Drew (2019) stated that podcasts deliver digital content through audio or even visual mediums, and can be shared via the internet to a variety of social media. Podcasts are an innovative way for students to learn in every situation without any visual clues (Rosell-Aguilar, 2007). There are some reasons why the researcher chose the topic related to listening skills in using podcasts as a media in learning activity.

This research aims to investigate students' reflections on using English podcasts to improve their listening skills. Hébert (2015) states that "Reflective practice has been lauded as a crucial component of teacher education for decades, and remains a central focus of pedagogical research". Therefore, the researcher chose podcasts as research material because podcasts are one of the media that are easy to access and have many types to suit the material. In addition, the researcher tries to investigate students' reflections on using English Podcast toward their listening skills.

C. Aim of the Research

Based on the problem stated, this research aims to investigate students' reflection of using English podcasts on their listening skills.

D. Research Question

Based on the aim of this research, the research question is what are the student's reflection of using English Podcast on their listening skill?

E. Research Focus

The research will focus on the components of the students' reflection of using English Podcast toward their listening skill; Knowledge in action, Reflection IN action, Reflection ON action.

F. Operational Definition

To support this research, the researcher would like to explain terms related to the topic of the research.

1. Listening is one of the language skills who very important to master. It is the main factor of successful communication especially in verbal communication (Lipari, 2010). Listening is used in language teaching to refer to a complex process that allows us to understand spoken language (Rost, 2001)

2. Podcasts is a deliver digital content through audio or even with visual mediums, and can be shared via the internet to a variety of social media (McNamara & Drew, 2019). Podcasts are also an innovative way for students to learn in every situation without any visual clues (Rosell-Aguilar, 2007).

3. Hébert (2015) states that "Reflective practice has been lauded as a crucial component of teacher education for decades, and remains a central focus of pedagogical research", and also reflection is widely used in various practice types of forms such as journals, portfolios, and reports. Reflection in learning is important for students to recall what they have learned for improvement. It gives students an opportunity to document and note their learning journey and provide references and suggestions for future students and learning process (Chang, 2019).

G. Research Significance

It is expected that this study can contribute to teachers, and other researchers. It is described as follows:

1. For teachers

    This research can help the teacher to teach listening skills by using a new media that is more interesting.

2. For other researchers

    This research is expected to give information in leading other researchers to further study this certain issue.

CHAPTER II

THEORETICAL FOUNDATION

A. Reflection

1. Definition of Reflection

Reflection plays a key role in the field of education. Many researchers have defined reflection from different perspectives for different purposes. For example, in Chang (2019) reflection in learning, reflection is the key for students to transform their experiences into abstract concepts. Schon (1987) and Helyer (2015) differentiated the concepts into reflection on action and reflection in action. Reflection is also used in practice with various types of forms such as journals, portfolios, and reports (Helyer, 2015).

Students sometimes complete their assignments without reflection. Reflection in learning is important for students to recall what they have learned for improvement in learning in the future. It gives students an opportunity to note their learning experience and provide some references and suggestions for future learning activities. Through reflection, students will "become accomplished at recognizing that they are learning and building skills continuously" (Helyer, 2015).

Some experts widely discussed reflection and categorized reflection from different perspectives. According to Roskos, Vukelich, and Risko (2001) and Helyer (2015) cited by Chang (2019), they summarised the types of reflection based on its function, structure, and timeline. Based on

function, there are personal reflection and classroom practice reflection. Based on structure, There are scaffolding, reframing, and debriefing. Based on a timeline, reflection includes retrospective reflection (reflecting on past actions), contemporaneous reflection (reflecting on the activities in-action), and anticipatory reflection (reflecting on future actions).

Heyler (2015) cited by Chang (2019), he suggested that Reflection is not just about looking back on what happened, it is involving. Reflection stimulates students to ask their philosophy and beliefs and make connections between students' thinking and their assignments, and relate it to theory with students' personal beliefs. "Developing a reflection means that an individual begins to automatically challenge and question why tasks were undertaken in a certain way rather than how they were carried out" (Helyer, 2015).

2. **Process of Reflection**

Reflection enables students to generalise the main ideas, principles, and abstract concepts from experience and their journey of learning. The process of reflection includes debriefing and reframing to adding students' beliefs and understanding, using their journaling as a form of reflection to help students improve the awareness, and using prompts and feedback to guide students' reflection (Roskos, Vukelich, & Risko, 2001). Agouridas and Race (2007) cited by Chang (2019), he said that reflection is a process of personalising and comprehending the contents and process, for what students learned. Through reflection, students relate to the personal

experience and journey to a wider perspective, which helps us to see the bigger perspective. The process of reflection using knowledge that tacit knowledge, this is often dismissed as non-existent and not explicitly acknowledged, however this is data that humans use to make instinctive decisions based on accumulated knowledge from past actions and experiences (Helyer, 2015).

In simple terms, Case Western Reserve University School (2022) said that reflection has 4 main steps in the process. There are Look, Think, Learn, Plan. Step one, students should look back at the situation or experience in class or can look about the learning process. Look back at what happened or thought who should find by themself focusing on and describe it briefly. According to Agouridas and Race (2007) cited by Hébert (2015), they also agreed that we can step back and reflect on the process of assignments and think of their broader meanings. Step two, think in depth about the experience or thought. Think in depth about why their experience happened or why their thought is so important for them. The third step, explains what they have learned about themselves or their role in that learning process. Write down what they have learned about themselves, their role, or and the situation. Fourth step, plan what to do next. Explain what will be planned and what actions will be prepared. Winitzky (1992) cited by Chang (2019) stated that viewed reflection as a process to retrieve, apply, and analyse knowledge, and to relate that knowledge to larger issues.

3. Components of Reflection

Reflection has many models put forward by experts. According to Schön (1991) and Helyer (2015) cited by Chang (2019), there are several aspects of reflection models, as follows:

1. Knowledge in action

Knowlegde in action is a concept that show how much of our professional expertise works below the surface of our conscious mind, allowing us to know a complex situations with what seems like an instinctual ease (Helyer, 2015). In this part, it will highlight the knowledge that already know and why that information is important. This form of competence can be compared with a tons of knowledge and experience hidden in mind, invisible but very powerful. It involve the skills trained through years of practice, obtained and implemented into one's way of being and acting in the professional realm. The process of bringing this hidden knowledge through reflection in action and reflection on action. This first step involved in this aspect is thinking about knowledge in action where a student can consider actions that are implemented in day-to-day learning beforehand. This can help to boost the confidence and strength of the students (Chang, 2019). Some of the questions that can help in answering this section:

- What do you already know about the situation?

In this part, students will highlight the knowledge and skills that they already possess and all those things will help to deal with the situation more efficiently.

- How is that information helpful?

Students will focus on believing the reason that information will help for dealing with the situation in a certain manner.

2. Reflection IN action

Reflection in action is the dynamic skills of evaluating and adapting to one's decisions and actions while fully engaged in learning activity (Helyer, 2015). Therefore, reflection in action does not occur in a part. This is seriously informed by one's prior knowledge base and experience (knowing in action) and further combined through later reflection on the actions taken (reflection on action). According to Schön (1991) cited by Chang (2019), this reflective practice uses individuals' thinking to know complex situations with confidence, adapting their strategies to meet the demands of the moment with informed intuition and expertise. This next stage includes reflection in action where students can reflect on actions that can be done to deal with this situation. This includes reflection during the doing stage where students reflect on their practice while the learning is occurring. Some of the questions that can help in answering this section:

- What is happening?

  In this, Students will highlight the current situations happening when they are in the learning process and taking actions.

- What are you feeling?

  While answering this, Students will describe the feelings that they are experiencing at the time of the incident they are reflecting upon.

- What other factors are involved?

  Here they will highlight the involvement of other factors which can be people or other situations that contributed to the occurrence of the event.

3. Reflection ON action

   Reflection on action stands as a crucial part where the individual looks back to analyse and investigate the actions have done and the outcomes (Chang, 2019). This reflective practice occurs after an action, providing valuable space for introspection and critical evaluation (Helyer, 2015). The last stage of 'reflection on action' where students can provide complete detail on the learning outcome after the activity has happened. Questions that can help answering this section are listed below:

- What happened?

    Once the situation has occurred, now students will get to the conclusion to the whole activity and explain it with context of the situation.

- Why did it happen?

    Highlight the reasons they think contributed to the occurrence of the event.

- How can we deal with this situation in the future?

    Highlight the action they will take in order to ensure that to deal with similar situations more efficiently in the future.

B. Podcast

1. Definition of Podcast

Podcast media is very favourite among the wider community, not only among adults, but also among high school students, and even college students. The use of podcast as educational tools has dramatically increased in the past five years. Podcasts are an innovative way for students to learn in every situation without any visual clues (Rosell-Aguilar, 2007). According to Braun (2007) cited by Pratiwi (2022), he states that podcasts are regularly produced audio and video files that are available for a subscription and that can automatically be downloaded to a computer and/or portable audio and video device. It means that the listener can subscribe and listen to the podcast regularly.

In addition, from Stanley (2006) cited by Pratiwi (2022), he declares that podcasts can give a large amount of possibilities for extra listening to the language teacher and students in learning activity. Podcasts have many different and interesting topics (Rost, 2001), so it can help the teacher and the students to choose material that could support and be suitable for teaching and learning activity in the classroom and also outside the classroom. The process of learning languages, especially in listening, teachers can use podcasts as a media because according to Lutfia (2021) in teaching listening, the material used in the class should be required to practise listening comprehension. Therefore, podcasts as one of the audio listening tools are appropriate tools to achieve this goal.

From the experts and scholars' elaborations above, it shows that a podcast can be a tool in the pedagogical sector that gives many materials to support language teaching and learning activity. According to Hargis and Wilson (2005) cited by Amalia (2023), they also stated, "podcasting can promise a unique approach to improve foundational pedagogical approaches to information processing and conceptual learning". It is because the students can listen or share their ideas to each other, that activity allows the students facilitating self-learning.

2. Type of Podcast

In the last five years, podcasts have transformed and improved from a specialized media to a popular form of entertainment similar to traditional media. There is many variety of material and topics in podcasts today that can attract many people to listen the podcasts. According to Lipari (2010), there are 8 main types of podcasts, namely:

1. Interview podcasts

   Interview podcasts usually involve one or more people as presenters and also with one or more guests per episode or per video and audio. In this format, guests will talk about unique skills or insights on a specific topic, industry, or theme, and can talk about a thing being popular in the society.

2. Conversation podcasts

   Conversation podcasts are very similar with the traditional radio shows or audio of a podcast, where two presenters or more, or can be one host and one guest will have an entertaining conversation about specific themes and topics. The presenters will cover trending news or provide insightful or humorous comments, and the goals for entertaining the audience.

3. Podcast monologue

    Monologue podcasts are where only one host will speak the entirety of the podcast. This podcast is usually hosted by someone who is an expert in a particular field or topic so that the audience who listens can learn and know more about a particular topic.

4. Storytelling/Investigation Podcast

    In this podcast format, there will be one or more presenters per podcats to tell the whole story or chapter of the ongoing story or can be a story of experience. Each of the episode covers a specific case with varying details.

5. Roundtable podcasts

    In this format there will be a consistent group of presenters who will take turns giving a commentary and conversation around a specific topic.

6. Theatrical podcasts

    Fiction podcasts have been a growing popular in this era. Theatrical podcasts are very similar to audiobooks that shows and consist of a single host telling fun stories to entertain listeners.

7. Podcast reused

Reused podcasts are podcasts that already exist and then converted or recreated as new podcasts.

8. Hybrid podcasts

Podcasts are a very flexible media. These podcasts mix or match two formats into one podcast. For example, a podcaster with expertise in a particular subject might host a monologue style podcast and interview guests too.

C. Listening

1. Definition of Listening

Listening is the best way to learn a language, but there are many difficulties and obstacles facing the students. Listening is a crucial skill, because it allows the speaker and listener to interact, so that the listener can respond to the speaker and understand each other. Communication cannot be split between listeners and speakers, they are linked to each other (Amalia, 2023). Listening is the main factor of successful communication especially in verbal communication. Rost (2001) states, "Listening is used in language teaching to refer to a complex process that allows us to understand spoken language". Therefore, practicing listening in language learning is very necessary.

When we are speaking with people, our capacity to listen contributes to your ability to receive information properly. These abilities are important for job connection and survive in the society. Strong listening skills can help understanding the news more clearly, analyse messages more accurately, and optimise the discussions and communications for efficiency (Hue, 2019). Based on Brown (2015), "Listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain". It means the process of listening cannot be seen, because it happens in our thought.

Based on the explanation above, listening skills is defined as the ability to comprehend the meaning of spoken words. When people listen, they understand the sound of what the speaker says, and they apply prior knowledge to make perfect understanding of what they are hearing, and eventually their knowledge of information takes form through the listening process. Based on Harmer (2000) cited by Luthfia (2021), he agrees with the statement that listening is an important part of communication and is considered the special ability, because listening comprehension is a process of receiving, processing, and interacting with the knowledge that our mind already has and then solving it instantly. However, in order to build a knowledge of the spoken language, listeners will face and also overcome various challenges or obstacles whether internal or external (Hue, 2019).

2. Type of Listening

There are six types of listening practice, with task types and activities for each (Rost, 2004 & Lipari, 2010). The six types of listening discussed are:

Table 2. 1 Listening Type

Listening Type	Learning Focus	Activity Focus
Intensive	Focus on Phonology and syntax.	Learner pays attention to what is spoke. Teacher feedback on the accuracy.
Selective	Focus on main ideas, and pre-set tasks.	Learner attempts to get important information and construct or utilize data meaningfully. Teacher involved during tasks and feedback on task completion.
Interactive	Focus on becoming active as a listener; attempt to clarify meaning or form	In collaborative tasks, the learner collaborates verbally with others to discover information or negotiate solutions and get the conclusion. Teacher gives feedback and states an outcome of the interaction.
Extensive	Focus on listening continuously, managing large amounts of listening input	Learner listens to longer extracts and performs meaning-oriented tasks. Teacher direct instruction on comprehension strategies; global feedback from the teacher

D. Related Research

The researcher found related research to support the similar variables to be sources for conducting the current research. The first was written by Rizqika Amalia (2023) this research was made with the same background as the researcher because it contained the use of podcast in listening, with the title "Students' Perception of the Use of English Podcast in Listening Skills". This study used a qualitative method which focused on students' perception of using podcast on their listening skills.

The conclusion of this study was found some important things and also the researcher summarises students' perception on utilising English podcasts in listening skills at MAN 3 Palembang. First, it was found that 77% of students thought using English podcasts was enough to help students improve their listening skills because podcasts have many themes that students can choose according to their wishes. Second, it was found that 47% of students chose the Spotify platform as a supporting application for using English podcasts because Spotify has more podcast references and is also open almost every day. The third, it was found that 33% of students had problems with a lack of familiar vocabulary due to a lack of consistency in using English podcasts. And the solution that students do is to take note of unknown vocabulary and look it up in the dictionary or Google translate.

The second related research was written by Dara Luthfia (2021) entitled "Students' Perception on Using English Podcasts to Improve Listening Skill". In this study, the researcher aimed to find out the students' perceptions about the effectiveness of using English podcasts and their favorite types of podcasts that improve listening skills. This study uses a qualitative approach. This study has a similar title to the writer. The population of this research are students of the English language education department at UIN Ar-Raniry batch 2019, which amounts to around 150 students who are divided into 6 class units.

Based on the results of the processing, and analyzed the data has been done by the researcher, it can be concluded that the use of English podcasts are effective in improving listening skills. The evidenced by the average index value of 75.81%, which means that the use of English podcasts very effective in improving listening skills. The researcher concludes that podcasts have a impact on students in developing listening skills. Podcast is one of the effective media that can be used as an alternative to support listening learning because the use of podcasts in learning has an effect on improving students' listening skills.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Design

Research method is important in conducting the research. Research design refers to the strategy to integrate the various components of a research project in a cohesive way. Based on the title of this research entitled "Students' reflection towards the use of English podcast on their listening skill". The Researcher try to investigate what is the students' reflection towards using English podcast on their listening skill. This research uses the qualitative approach and descriptive method.

According to Creswell (2017), research design is a plan and procedure in research that covers the decision from broad assumptions until detailed methods of data collection and analysis. According to Sugiyono (2013), Qualitative research is providing an approach for investigating and deepening a social phenomenon or the social environment which includes the actors, events, location, and times. Therefore, researchers observe those students about and related to the phenomenon. This method aims to describe everything related to the research. From this statement, that means descriptive qualitative analysis can be applied to investigate what is the students' reflection on the use of English podcast as learning media.

Student's Reflection Towards the Use of English Podcast on Their Listening Skill

↓

Constructing Research question
What are the student's reflection of using English Podcast on their listening skill?

↓

Deciding Research Focus
The research focus on the components of the students' reflection of using English Podcast toward their listening skill; Knowledge in action, Reflection IN action, Reflection ON action

↓

Determining Research Site and Participant
This research was conducted at Pakuan University and the participants are 4th semester students of English education department

↓

Conducting The Research

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Questionnaire	**Interview the Students**
The researcher distributed the questionnaire to the 28 students	The researcher selected and interviewed the students about their reflection of using English Podcast on their listening skill

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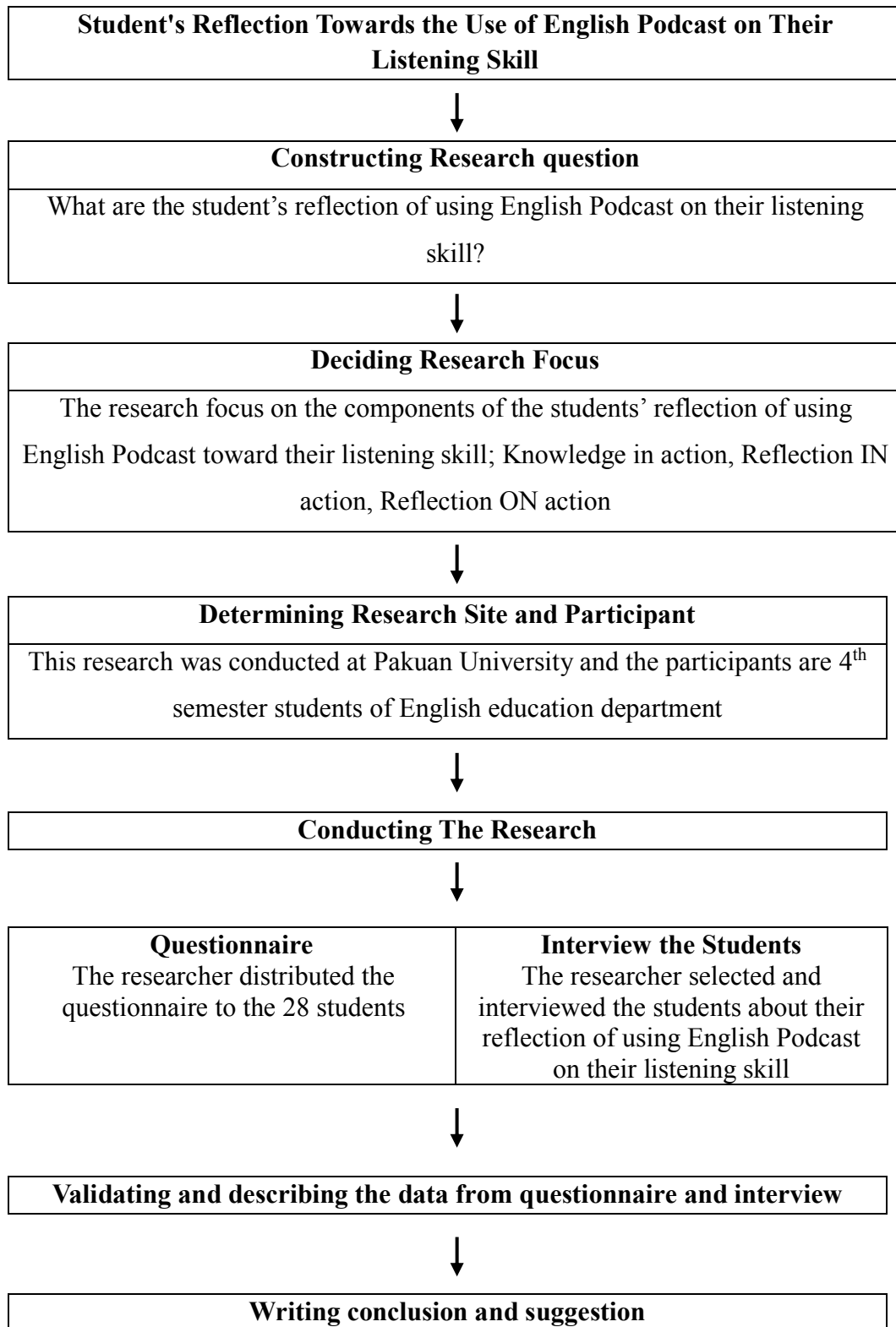| **Validating and describing the data from questionnaire and interview** |
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Writing conclusion and suggestion

Figure 3.1

Research design

B. Research Site and Participant

The researcher conducts research at English Education Study Program, Pakuan University. English Education Study Program, Pakuan University was chosen by the researcher because almost all students have experienced using podcasts as a learning media in their class. This research was conducted to the students of 4th semester in the academic year 2023/2024.

The researcher used purposive sampling technique in selecting the participant. According to Efendi (2019) purposive sampling is a sampling technique by selecting certain people who are considered to provide the required data. This technique used to choose students who have learned English by using podcast as their media. Therefore, the researcher were selecting 28 students based on who have using English podcast as their media. In selecting respondents, researchers choose respondents who provide different answers from others and researchers also take representative respondents from each class to enhance and strengthen the research data.

C. Research Instrument

Research instrument is a medium or technique that the researcher uses to gather data. To consider data collection, the researcher first defined the method and instruments. Qualitative researchers as human instruments have a function to determine research focus, select informants as data sources, collect data, assess data quality, and analyse data, separate data and draw conclusions on their findings (Sugiyono, 2013). This research used two techniques to gather the data. The researcher used non-test instruments, questionnaire and interview.

1. Questionnaire

    The first step was a questionnaire. The purpose of the questionnaire is to get data about students' reflection towards the use of English podcast on their listening skill. Sugiyono (2013) explained that the questionnaire is a technique of collecting or getting a data that is done by giving some questions or statements to informant. The author used closed-ended questions for the questionnaire, Lidiana (2011) state in Alfi Rahmatia and Widiastuty (2019) that close-ended question is a question that requires a more specific answer that is the way.

    According to Patten (2020) cited by Amalia (2023), the questionnaire has three advantages. There are questionnaire provides an efficient way to collect data, questionnaires are useful for collecting information on sensitive matters, and questionnaire research is economical. The writer uses the Guttmann scale that requires a "yes" or "no" question. The instruction of the questionnaire is to put a tick (V) to the degree of agreement based on the students' opinions. There are 20 statements in the questionnaire for informant to answer. These questionnaire construct by the researcher with the help of references from the mentor text Amalia (2023) and Luthfia (2021). To get more accurate research results and data analysis, researchers choose three indicators for this instrument: Understanding, Sense, and Values (Helyer, R. 2015; Hébert, 2015; Chang, 2019).

Table 3.1

Statement for questionnaire

Reference	Indicator	Statement
Knowledge in action Helyer, R. (2015); (Hébert, 2015) stated that knowledge in action is a type of knowledge that can be revealed in the manner we perform our duties and tackle problems. This tacit knowledge is obtained from investigations and also from the practitioner's own reflections and experience. In this section, you will highlight the knowledge and skills that you have and you think will help you deal with the situation more efficiently. Therefore, knowledge in action does not drive from a rational thought process (Helyer, R. 2015).	Understanding	1) *Using podcast allows me to understand how to pronounce words correctly.* 2) *Using podcast allows me to understand how to use grammar correctly.* 3) *Using podcast allows me to Increase my vocabulary in English* 4) *Podcasts allows me to properly understand the main idea of the topic being listened.* 5) *Podcast makes me understand the conclusion of the topic being listened.*

Reflection IN action	Sense	
Hébert (2015), differentiated the concepts of 'reflection in action' and 'reflection on action'. Reflection-in-action carried out during practice rather than reflecting on how you would do things differently in the future. This seen as an efficient method of reflection as it allows you to react and change an event at the time it happens, and it is reflecting on behaviour as it happens (Helyer, 2015). This aspect focuses on hearing behaviour and related with perception theory. According to Bimo Walgito (2010), perception contains 3 main aspects. Cognitive (awareness, knowledge, beliefs), Affective (feelings, emotions, values), Conative (behavioral tendencies based on cognitive and affective attitudes).		6) *The podcast helped me listen to the native speakers who speak English very well and it improves my listening skill in English* 7) *Podcast makes me entertained in using it as a learning media* 8) *I can concentrate more on learning when using podcasts as a learning media.* 9) *I can use Podcast as my first place for practice my listening compared with other media.* 10) *I could not tell the difference between the use of regular English dialogue audio and English podcasts.* 11) *Podcasts are very difficult to use, because there are no specific standards as a suitable podcast media for students.* 12) *I can find homophones and homonyms in several podcasts and that things can improve my listening.*

Reflection ON action	Values	
Helyer, R. (2015), differentiated the concepts of 'reflection in action' and 'reflection on action'. 'Reflection-on-action' involves reflecting on an experience, situation or phenomenon after it has occurred. When someone "reflect-on-action", they explore what happened in that particular situation (Hébert, 2015). This aspect also related with evaluation. According to (Wirawan, 2011) he stated that: "evaluation is a study to collect, analyze, and provide a useful information regarding to the evaluation object, assess it and compare it with the indicators and the results are used to make decisions regarding the evaluation object."		*13) Podcast is easy to access and to use by all students.* *14) Podcast can be a media that very effective for exercising my listening skills* *15) Podcast is the best media I can recommend it to use in listening class.* *16) Podcast does not give a huge impact on improving my listening.* *17) My listening score is not change after using podcast as my learning media.* *18) The use of podcasts as a learning media gave an impact to my learning outcomes in listening class.* *19) Listening to podcasts cannot improve your hearing in no time.* *20) Not all podcasts are appropriate to be applied in learning listening.*

2. Interview

The second step is interview and it was conducted with students using several question. Semi-structured interviews are more commonly used in the field qualitative research. Interviews are usually based on a flexible topic guide that provides a loose structure of open questions for exploring experiences and attitudes. It has the advantage of great flexibility and can generate more data. In addition, semi-structured interviews obtain the views and descriptions of others and benefit from disclosing problems or concerns that the researcher has not anticipated (Sugiyono, 2013).

The interview conducted with the students using 18 questions to obtain the information. The researcher used semi-structured interviews and open-ended questions form. Sugiyono (2013) stated this type of interview is included the in-dept interview category but freer. This interview is used to validate the data collected from the questionnaire that has been informant by the students. The recorder turned on to record the answer obtained from the student. Indicators that used in interviews include: Understanding, Sense, and Values (Helyer, R. 2015; Hébert, 2015; Chang, 2019).

Table 3.2

Interview question

Reference	Indicator	Question
Knowledge in action Helyer, R. (2015); (Hébert, 2015) stated that knowledge in action is a type of knowledge that can be revealed in the manner we perform our duties and tackle problems. This tacit knowledge is obtained from investigations and also from the practitioner's own reflections and experience. In this section, you will highlight the knowledge and skills that you have and you think will help you deal with the situation more efficiently. Therefore, knowledge in action does not drive from a rational thought process (Helyer, R. 2015).	Understanding	1) *What do you know about podcast?* 2) *What types of English podcasts do you listen to?* 3) *Do you think all the material taught in listening class can be applied in a podcast? Why?* 4) *Can you mention the function of using podcast in your daily activities?* 5) *Does using podcast help improve your grammar, vocabulary, and listening skills? Why?*

Reflection IN action Hébert (2015), differentiated the concepts of 'reflection in action' and 'reflection on action'. Reflection-in-action carried out during practice rather than reflecting on how you would do things differently in the future. This seen as an efficient method of reflection as it allows you to react and change an event at the time it happens, and it is reflecting on behaviour as it happens (Helyer, 2015). This aspect focuses on hearing behaviour and related with perception theory. According to Bimo Walgito (2010), perception contains 3 main aspects. Cognitive (awareness, knowledge, beliefs), Affective (feelings, emotions, values), Conative (behavioral tendencies based on cognitive and affective attitudes).	Sense	6) *Can you concentrate on your listening while use podcast as learning media? Why?* 7) *Can you give some examples of changes in your listening comprehension skills in class after listening to English podcasts regularly?* 8) *Can you mention the impact on your habits of using podcast in your learning activity?* 9) *Can you mention the good influence you feel from using podcasts?* 10) *Can you mention the bad influence you feel from using podcasts?*

Reflection ON action	Values	11) How do you feel after listening to the Podcast?
Helyer, R. (2015), differentiated the concepts of 'reflection in action' and 'reflection on action'. 'Reflection-on-action' involves reflecting on an experience, situation or phenomenon after it has occurred. When someone "reflect-on-action", they explore what happened in that particular situation (Hébert, 2015). This aspect also related with evaluation. According to (Wirawan, 2011) he stated that: "evaluation is a study to collect, analyze, and provide a useful information regarding to the evaluation object, assess it and compare it with the indicators and the results are used to make decisions regarding the evaluation object."		12) Do you use subtitles or read the transcript when listening to Podcasts? Why?
		13) Are there any problems while listening to the Podcast?
		14) What did you do to overcome the obstacles?
		15) What benefits do you feel from using podcast as a learning media?
		16) What shortcomings do you feel while using Podcast as a learning media?
		17) Do you interest in creating or using a podcast as your student learning media in the future? Why?
		18) What are your suggestions and criticisms regarding the use of podcasts in listening class?

3. Describing the data

   In the final step, the researcher validated the data instrument between questionnaire and interview that have been done. The results of the data analysed between both of them and then it used as supporting data by the writer in this research to get research results regarding students' reflection towards the use of English podcast on their listening skill.

D. Research Procedure

Several procedures were carried out by the researcher to obtain data in this study, first, the researcher asked for a letter of support from the campus to conduct research at English Education Study Program, Pakuan University. After all that finish, researcher begin the research. The research conducted in fourth semester students in English language education study program at Pakuan University. The researcher determined the informant in the fourth semester students because they have carried out listening class using English Podcast as their learning media. There are several procedures that carried out by researcher to obtain data for this research, such as:

1) The writer distributed a questionnaire containing questions related to the students' reflection of using English Podcast on their listening skill.

2) After the questionnaire have been completed distributed and filled in by students, the writer choose several students in terms of the result from the questionnaire to conduct oral interviews. In Heryana (2018) stated that the researchers can determine the number of informants needed. These representatives selected according to the researcher needs for credibility of the data, and also have a criterion to be selected by researchers.

3) In the end, the researcher made a research report after collecting and analysing data consisting of the questionnaire and interview, and write the result and conclusion in form of a paragraph.

E. Data Analysis

The researcher analyses the data after it has been collected. During the research, qualitative data was examined from questionnaires and interviews. In the questionnaire, there were several graphs and percentages of answers chosen by the informants. The use of graphs and percentage numbers by researchers to support credibility and clarity of the data, and those help researchers in selecting the next informant for interview. In the interview, researcher wrote down the results of the interview and described the results of the interview.

1) Questionnaire

The data collected from the questionnaire analyzed and described based on indicators. In analyzing the questionnaire, the reliability of the questionnaire is counted as follows:

a. Counting every answer from the questionnaire to determine the frequency.

b. Describing the data from the questionnaire.

c. Count the percentage by using $P = \dfrac{F}{N} \times 100\%$

   Note: P = Percentage

   F = Frequency of the answer

   N = Number of samples

   (Braun & Clarke, 2006)

2) Interview

The information gathered from the interview was broken down by transcribing and coding. Also, the writer re-checking to make sure information from interviews with the students.

3) Describing the data

The researcher describes and analyzes the data obtained through the document from the interview before and compares the data with the results from student statements obtained through questionnaires and interviews, then it can be seen in the conclusions in students' reflection of using English Podcast on their listening skill.

CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

A. **Data Description**

This research was conducted to explore the students' reflection towards the use of English podcast on their listening skill at fourth semester students of the English Education Study Program, Pakuan University. The researcher uses a questionnaire and interviews to obtain the data. The goal is to answer the research question with collecting the data by using questionnaires that consist of 20 items, and conducted an interview that consists of 18 questions. The researcher distributed questionnaires to all fourth semester students, as many as 28 students and the researcher conducted the interview to 8 students.

This research was done from June, 14 to June, 30 2024, to get all of the data. All the data were analyzed and interpreted to obtain the final result of the research. The research data was taken to answer the research question, "What are the student's reflection of using English Podcast on their listening skill?".

1. **Data from questionnaire**

The questionnaire is the first instrument for collecting data. The researcher created a closed-ended question and uses Guttman scale for questionnaire. The questionnaires were distributed on June, 14 to June, 16 2024. The statement is based on indicators and components of reflection, Knowledge in action, Reflection IN action, and Reflection ON action. Each of these components uses indicators Understanding, Sense, and Values.

a. Understanding

"Understanding" is the first indicator in questionnaire instrument. This indicator related to one component of reflection, that is knowledge in action. This indicator focuses on the prior knowledge that students own, regarding the use of podcasts in learning activities. In this first indicator, there are five statements. The description can be seen below:

Table 4.1

Questionnaires Result on Understanding Indicator.

Indicator	No	Statements	Σ	YES	NO
Understanding	1	*Using podcast allows me to understand how to pronounce words correctly.*	28	28 (100%)	-
	2	*Using podcast allows me to understand how to use grammar correctly.*	28	16 (57%)	12 (43%)
	3	*Using podcast allows me to increase my vocabulary in English.*	28	27 (96%)	1 (4%)
	4	*Podcasts allows me to properly understand the main idea of the topic being listened.*	28	20 (71%)	8 (29%)

	5	*Podcast makes me understand the conclusion of the topic being listened.*	28	22 (79%)	6 (21%)

The first statement shows a positive response with (100%) "yes" from 28 students and none at all students answered "no". All students agree that using podcasts can make them understand how to pronounce words correctly. In the second statement, it showed that 16 (57%) students responded with a "yes" answer and (43%) "no" from 12 students. It means that almost half of the students agree of using podcasts helps them to understand how to use grammar correctly, but most of them also feel of using podcasts not give a big impact on their understanding about grammar. For the third statement, 27 (96%) of students agree of using podcasts allows them to understand how to use grammar correctly. The fourth statement, 20 (71%) students really understand the main idea of the topic being listened while using a podcast as their media, but 8 (29%) students do not feel same about while using a podcast can make them know the main idea of the topic being listened. The fifth statement showed similar response as the previous statement that 22 (79%) students know the conclusion of the topic being listened while using the podcasts, but the other 6 (21%) students do not feel that way.

b. Sense

"Sense" is the second indicator in questionnaire instrument. This indicator related to one component of reflection, that is reflection in action. This indicator focuses on the reflection during the doing stage where students reflect on their practice while the learning is occurring. In this second indicator, there are seven statements. The description can be seen below:

Table 4.2

Questionnaires Result on Sense Indicator.

Indicator	No	Statements	∑	YES	NO
Sense	6	*The podcast helped me listen to the native speakers who speak English very well and it improves my listening skill in English.*	28	26 (93%)	2 (7%)
	7	*Podcast makes me entertained in using it as a learning media.*	28	20 (71%)	8 (29%)
	8	*I can concentrate more on learning when using podcasts as a learning media.*	28	8 (29%)	20 (71%)
	9	*I can use Podcast as my first place for practice my listening compared with other media.*	28	9 (32%)	19 (68%)

	10	*I could not tell the difference between the use of regular English dialogue audio and English podcasts.*	28	15 (54%)	13 (46%)
	11	*Podcasts are very difficult to use, because there are no specific standards as a suitable podcast media for students.*	28	12 (43%)	16 (57%)
	12	*I can find homophones and homonyms in several podcasts and that things can improve my listening.*	28	19 (68%)	9 (32%)

For the first statement, 26 (93%) students agree with the statement that podcast helps them to hear a native speakers and with that way can improve their listening skill. The second statement showed a positive response with (71%) "yes" from 20 students and (29%) "no" from 8 students which means that using podcasts can entertain students while using them, with the note that there are still some students who are not entertained when using it. In the third statement, it showed a negative response that 20 (71%) students responded with a "no" answer and (29%) "yes" from 8 students. That means most of the students cannot concentrate while using podcasts as their learning media.

The fourth statement, 19 (68%) students cannot use podcasts as their first choice for practising their listening skill, but the other students (32%) choosing podcast as their first choice for exercising. The fifth statement showed a response with 15 (54%) students answered "yes" and (46%) "no" from 13 students. The fifth statement shows that most of the students cannot differentiate between the regular English dialogue audio and the English podcast. In the sixth statement, it showed a negative response that 16 (57%) students stated that podcast difficult to use because there are no standards suitable for students in learning activities. In statement number seven, there are 19 (68%) students agree that they can find homophones and homonyms and it can help them to improve their listening skill, but the other 9 (32%) students still cannot find homophones and homonyms.

c. Values

"Values" is the third indicator in questionnaire instrument. This indicator related to one component of reflection, that is reflection on action. This indicator focuses on where students can provide complete detail on the learning outcome after the activity has happened. In this third indicator, there are eight statements. The description can be seen below:

Table 4.3

Questionnaires Result on Understanding Indicator.

Indicator	No	Statements	∑	YES	NO
Values	13	*Podcast is easy to access and to use by all students.*	28	28 (100%)	-
	14	*Podcast can be a media that very effective for exercising my listening skills.*	28	27 (96%)	1 (4%)
	15	*Podcast is the best media I can recommend it to use in listening class.*	28	24 (86%)	4 (14%)
	16	*Podcast does not give a huge impact on improving my listening.*	28	6 (21%)	22 (79%)
	17	*My listening score is not change after using podcast as my learning media.*	28	4 (14%)	24 (86%)
	18	*The use of podcasts as a learning media gave an impact to my learning outcomes in listening class.*	28	26 (93%)	2 (7%)
	19	*Listening to podcasts can not improve your hearing in no time.*	28	14 (50%)	14 (50%)
	20	*Not all podcasts are appropriate to be applied in learning listening.*	28	27 (96%)	1 (4%)

The first statement shows a positive response with (100%) "yes" from 28 students and none at all students answered "no". All students agree that using podcasts is easy to access and use by all students. For the second statement, 27 (96%) of students agree of podcasts can be a media that effective for exercising their listening skills. The third statement showed a positive response with (86%) "yes" from 24 students and (14%) "no" from 4 students which means that 24 (86%) students can recommend the podcast to use in listening class, and for the other 4 (14%) students not recommend for reuse the podcast in listening class. The fourth statement, 22 (79%) stated that podcast give an impact on improving their listening, but the 6 (21%) students choosing podcast does not give an impact on improving the listening.

The fifth statement showed a negative response to the statement with 24 (86%) students answered "no" and (14%) "yes" from 4 students. The fifth statement shows that most of the students feel a change in their scores when using podcasts as a learning media. . In the sixth statement, it showed a positive response that 26 (93%) students stated that podcast give an impact to their learning outcomes after use the podcast in learning activity.

In statement number seven, showed a response with (50%)"yes" from 14 students and (50%) "no" from 14 students. That means half students in the classroom stated that using podcasts does not speed up improving their listening skills, but the others half believe the statement.

The eighth statement 27 (96%) of students agree that not all podcasts appropriate to be applied in listening class. In this indicator, it is same as the previous indicator, not all statements receive a positive response, but there are also receive a negative response to the statements.

2. **Data from the interview**

After distributing the questionnaire, the researcher took other data from interview. Eight students are selected based on their experience using podcast in their learning activity. The interview was conducted on June, 23 to June, 30 2024. The researcher distributed eighteen open-ended questions related to the three indicators Understanding, Sense, Values, which referred to the interview indicators of reflection theory. The result can be seen as follows:

a. Understanding

The first indicator in this Interview is Understanding. This understanding indicator refers to one aspect of reflection, namely Knowledge in action. In this aspect, it is thinking about knowledge in action where a student can consider actions that implemented in day-to-day learning beforehand. From this indicator, there are five questions relating to aspect knowledge in action.

1) The first question is about their opinion about the definition of a podcast. All the students stated similar about the definition,

podcast is a digital audio recording which can be accessed online via the internet and also can be used anywhere and at any time, has many varied topics. As stated by Student#1, her opinion can be seen on the following excerpt:

Excerpt #1

Student#1

Yang saya ketahui tentang podcast itu adalah salah satu media rekaman audio yang bisa didengarkan kapan saja dan di mana saja dan juga topiknya bisa bervariasi bisa dari berita hiburan, pendidikan, hingga obrolan santai.

[What I know about podcasts is that it is an audio recording media that can be listened to anytime and anywhere and the topics can be from entertainment news, education, and casual chat.]

Regarding the first statement, Student#3 stated the same statement that podcast can be accessed online via the internet and the podcast has many varied topics. The student added that a podcast consists of several people, which that reinforces the definition of a podcast that a podcast not only consist of one person, it can be multiple person. It can be seen on the following excerpt:

Excerpt #2

> Student#3
>
> *Menurut saya, podcast itu suatu rekaman audio percakapan yang bisa satu orang atau dua ataupun lebih yang memiliki beberapa konten seperti education, berita, hiburan, dan sebagainya yang bisa diakses di berbagai platform internet.*
>
> [In my opinion, a podcast is an audio recording of a conversation by one person or two or more which has some content such as education, news, entertainment, and which can be accessed on various internet platforms.]

2) In the second question, students provide answer about the types of English podcasts they listen. Apart from mentioning the type of podcast, students can also tell the applications they usually use. Student#3 mentioned the types of podcasts she really likes, and she also gave the reason why she love it. It can be seen on the following excerpt:

Excerpt #3

> Student#3
>
> *Biasanya untuk podcast berbahasa Inggris itu conversation podcast sama narrative podcast. Menurut Salma itu yang memang cukup efektif, Karena untuk conversation podcast itu pasti ada dua*

> *orang yang memiliki intonasi dan juga dialek yang berbeda jadi bisa lebih apa ya lebih bisa memahami gitu Bagaimana cara memahami diantara intonasi dan dialeknya, lalu kalau naratif podcast itu lebih ke supaya enggak bosan sama orang conversation podcast jadi milihnya naratif podcast buat semacam hiburan saja.*
>
> [Usually, I listen to conversation podcasts and narrative podcasts. In my opinion, this is quite effective, because for a podcast conversation there must be two people who have different intonations and dialects, so you can understand better, how do you understand the intonation and dialect. Then, the podcast narrative is more entertaining if I get bored with conversation podcast, so I choose narrative podcasts just for entertainment.]

However, it can be drawn that the most of students like the Conversation podcast. There are also another who mentioned the conversation podcast, namely Student#4 and Student#7. That can be seen on the following excerpt:

Excerpt #4

> Student#4
>
> *Kalau aplikasi lebih menggunakan YouTube sih kang, jadi kayak lihat atau menonton native speaker membicarakan sesuatu gitu.*

[For the application, I often use YouTube, it's like seeing or watching a native speaker talk about something like that.]

Excerpt #5

Student#7

Lifestyle podcast atau conversation podcast paling.

[I often use lifestyle podcast or conversation podcast.]

3) The third question asked whether with can all the material be applied to the podcast or not. The researcher found five answers stated that not all material can be applied to the podcast, and the other three answer agree with podcast can be a media for all material. However, the five answers that not agree about podcasts could be a media for all material had different reasons. One example of an answer that disagrees with detailed reasons is Student#5. It can be seen on the following excerpt:

Excerpt #6

Student#5

Menurut saya gak semua materi, apalagi buat orang yang baru belajar bahasa inggris di semester 2 misalnya. Karena menurut saya harus bertahap gitu, dari ngedengerin video yang mudah

dulu baru ke podcast yang isinya lebih padet. Terus kalau denger

podcast doang juga pasti bosen apalagi rata² podcast durasinya

cukup lama, ada juga yang dibagi kebeberapa segmen, dan gak

semua anak suka dengerin podcast. Ada juga materi yang lebih

cocok diimplementasikan dalam bentuk menonton vodcast yang

ada illustarinya atau vlog. Seperti pada saat semester 3 juga yang

bisa didengarkan tidak hanya podcast, bisa juga vlog atau vodcast

yang berbentuk video agar si anak tidak bosan.

[In my opinion, not all the material, especially for people who are

just learning English in semester 2. Because in my opinion it has

to be gradual, from listening to easy videos, podcasts have more

concise content. Then, if you just listen to podcasts, you will

definitely get bored, especially since the average podcast is quite

long, some of it divided into several segments, and not all students

like listening to podcasts. There also material that is more suitable

to be implemented in the form of watching vodcasts with

illustrations or vlogs. Like in semester 3, you can listen not only

to podcasts, you can also listen to vlogs or vodcasts in the form of

videos, so that the students don't get bored.]

Regarding to that statement, Student#3 stated the similar

statement that not all material can be applied to the podcast.

The student added that a podcasts must be applied with the

correct learning strategy. It can be seen on the following excerpt:

Excerpt #7

Menurut Saya sih Nggak semua podcast bisa diterapkan di kelas listening, karena pasti yang pertama itu harus disesuaikan dengan tingkat kemampuan siswanya. Lalu juga pemilihan podcast yang lebih mudah dipahami dengan kecepatan intonasi berbicara pembicaranya, lalu harus juga dengan strategi yang tepat agar siswanya bisa meningkatkan kemampuannya dalam mendengarkan ataupun mendapatkan kosakata dan juga tata bahasa serta wawasan baru yang bisa dia dapatkan. Contohnya seperti di mata kuliah extensive listening Di semester 3, dosen memberikan pembelajaran yang bukan hanya dengan podcast tetapi juga vodcast jadi video-video podcast gitu dalam media pembelajarannya dan itu cukup efektif.

Student#3

[In my opinion, not all podcasts can be applied in listening classes, because first of all they must be adjusted to the student's ability level. Then also choose the podcast that is easier to understand with the speed of the speaker's speaking intonation, then you also have to use the right strategy, so that students can improve their ability to listen or gain vocabulary and grammar as well as new

insights that they can gain. For example, in the extensive listening course in semester 3, teacher provides not only with podcasts but also vodcasts, and it is quite effective.

4) The fourth question is about the function of using podcast in their daily activities. Researchers found that most students felt the main function of podcasts was to improve their English skills, such as their listening, vocabulary, grammar, and pronunciation. For example, from the statement Student#2. It can be seen on the following excerpt:

Excerpt #8

Student#2

Podcast bisa digunakan untuk mendapatkan informasi terbaru, belajar bahasa asing, dan mengembangkan keterampilan listening dan juga speaking saya, karena bisa belajar berbagai aksen. Dan sebagai hiburan saat mengerjakan pekerjaan rumah atau berolahraga.

[Podcasts can be used to get the latest information, learn foreign languages, and develop my listening and speaking skills, because I can learn various accents. And also, as my entertainment while doing homework or exercising.]

Student#2 revealed that podcasts helped to develop the listening and speaking skill, and she also added that podcasts can be an entertainment for her. Besides that, there also Student#4 said that podcasts could help him practice pronouncing the words, and Student#8 stated that podcast help him to concentrate better in listening something. That can be seen on the following excerpt:

Excerpt #9

Student#4

Lebih tahu cara pronouncenya sih kang, jadi native speaker kan kadang beda tuh walaupun kita diajarin sama dosen juga, dari native pun kadang berbeda. Jadi kita lebih bisa mengetahui bagaimana cara native speaker berbicara kata-kata tersebut, sedangkan yang susah-susah.

[It's better to know how to pronounce, it's different between a native speaker with we were taught by the lecturer too, sometimes it's different from native speakers. So we can better understand how native speakers speak these words, whereas it's difficult for me.

Excerpt #10

Student#8

Menurut saya dampak yang paling terlihat Setelah mempelajari

materi podcast ini adalah melatih pendengaran kita jadi fokusnya

lebih pendengaran. Pendengaran kita lebih jelas ketika orang

berbahasa ketika orang berbicara tentang bahasa Inggris itu.

[In my opinion, the most visible impact after studying this podcast

material is training our hearing and also the focus too. Our hearing

is clearer when people speak English.]

5) In the fifth question, students provide answer about using
   podcast help improve their grammar, vocabulary, and listening
   skills or not. Most of the students agree that podcasts can help
   them to improve their skills in terms of grammar, vocabulary and
   listening in English. Student#7 revealed that podcasts helped her
   in improving of grammar, vocabulary and listening in English.
   More precisely, it can be seen on the following excerpt:

Excerpt #11

Student#7

Menurut saya Iya, karena saya jadi terbiasa gitu mendengarkan

native speaker yang berbicara jadi hal itu dapat membantu saya

meningkatkan keterampilan tata bahasa, kosa kata, dan

mendengarkan saya.

[I think yes, because I'm used to listening to native speakers

speaking so it can help me improve my grammar, vocabulary and

listening skills.]

Furthermore, researchers found two answers from students who

revealed that podcasts did not help them with grammar.

Regarding to that, Student#8 stated the same statement with

Student#7 that podcast also can improving of grammar,

vocabulary and listening on him. It can be concluded that most

of the students are still helped in terms of grammar too. That can

be seen on the following excerpt:

Excerpt #12

Student#8

Tentu saja, karena podcast ini adalah salah satu media

pembelajaran yang melatih skill listening kita, terus dari tata

bahasa dan kosakata tentu saja karena di dalam sebuah podcast

itu selalu ada vocabulary baru yang saya catat untuk menambah

kosakata baru dalam untuk diri saya.

[Of course, because this podcast is a learning media that trains our

listening skills, starting with grammar and vocabulary, because in

a podcast there is always new vocabulary that I note down to add new vocabulary to myself.]

b. Sense

The second indicator in this interview is sense. This sense indicator refers to one aspect of reflection, namely Reflection IN action. In this aspect, reflection in action where students can reflect on actions that can be done to deal with this situation. This includes reflection during the doing stage where students reflect on their practice while the learning is occurring. From this indicator, there are five questions relating to aspect reflection in action.

1) The first question in this indicator is about concentrating while using a podcast is possible or not. Researchers found four answers stated that they could concentrate if the topic was interesting to them. That is the most dominant answer to this question. Even though, the most common answer that students can concentrate on listening to podcast. Student#3 stated that if she is in the class, it can disturb her concentration, and the topic of podcast should be interesting for her. It can be seen on the following excerpt:

Excerpt #13

Student#3

Untuk berkonsentrasi itu nggak selalu bisa, karena mungkin kalau di kelas kan ada banyak mahasiswa yang lain, jadi terkadang ada sedikit gangguan dan sedikit tuh bisa menghilangkan fokus. Caranya biasanya tuh mengulangi podcastnya itu beberapa kali kayak tiga kali diulangi dan soalnya kadang susah untuk menangkap atau memahami isi dari pembicaranya itu. Juga ada beberapa hal yang biasanya diperhatikan kayak, Apakah topik yang menarik? Kalau topiknya menarik itu terkadang lebih mudah untuk bisa berkonsentrasi, tapi jika agak kurang dimengerti atau susah atau tidak menarik topinya tuh agak susah gitu untuk memahami isinya.

[It's not always possible to concentrate, because maybe in class there are lots of other students, sometimes there are a few distractions and I can lose focus. Repeating the podcast several times, like three times, it is the solution because sometimes it is difficult to catch or understand the content of the speaker. There are also several things that are usually considered, such as, Is the topic interesting? If the topic is interesting, sometimes it's easier to concentrate, but if it's a bit difficult to understand, I really cannot concentrate to it.]

Regarding to that statement, Student#1 stated the similar statement that if the topic of podcast was interesting, it can be an extra advantages for her. It can be seen on the following excerpt:

Excerpt #14

Student#1

Bisa, saya dapat berkonsentrasi jika sedang menggunakan podcast. Ditambah dengan mendengarkan topik yang menurut saya menarik, itu dapat menambah konsentrasi saya dalam memahami apa yang sedang saya dengarkan di podcast.

[Yes, I can concentrate if I'm using a podcast. Plus, by listening to topics that interesting for me, it can increase my concentration in understanding what I'm listening to the podcast.]

2) In the second question, students provide answer about the examples of changes in their listening comprehension skills in class after using podcasts. Researchers found the changes that occurred in learning activity as the students became quicker and more precise in understanding the words spoken by the interlocutor, especially by the lecturer. Student#7 revealed that she

56

can understand the lecturer's words in more detail, and improving

the vocabulary. It can be seen on the following excerpt:

Excerpt #15

Student#7

Mungkin salah satu contohnya ya yang perubahan yang saya alami gitu jadi mengerti beberapa kosakata yang dosen katakan gitu jadi karena mendengarkan podcast ini kan saya mendapatkan kosakata baru gitu. Sebelumnya, saya tidak tahu apa artinya gitu jadi setelah mendengarkan podcast ini dapat membantu saya dalam meningkatkan vocabulary saya.

[One of the examples is the change that I experienced, I understood some of the vocabulary that the lecturer said, so because of listening to the podcast, I got new vocabulary. Previously, I didn't know what that meant, so after listening to this podcast it can help me improve my vocabulary.]

Student#5 stated the similar statement that she can understand the lecturer's words in more detail, and she added also understand what her friends said when they presentation. It can be seen on the following excerpt:

Excerpt #16

Student#5

Saya jadi lebih paham apa yang dosen jelaskan pada saat mereka berbicara dalam menggunakan bahasa inggris. Saya juga jadi mengerti apa yang teman saya bicarakan pada saat mereka presentasi menggunakan bahasa inggris.

[I understand better what the lecturers explain when they speak in English. I also understand what my friends are talking about when they presentation in English.]

3) The third question asked whether the impact on their habit of using podcasts in learning activities. Researchers found four answers from students that gave the similar answer with question number seven. The changes that occurred to these four students were related to their habits, and this was the most dominant answer compared to the others. Just like Student#3 stated that the habit of having difficulty to know what people say turns into understand, even with music and videos. More precisely, it can be seen on the following excerpt:

Excerpt #17

Student#3

Ya sama, jadi sedikit mudah memahami ketika mendengarkan orang berbicara bahasa Inggris, kayak bukan cuman ketika orang berbicara, kadang di film juga udah mulai bisa nangkep gitu sama kayak di lagu atau penggalan video.

[Yes, it's same, it becomes a little easier to understand when listening to people while speaking, like not only when people speak, sometimes in films you can start to catch the meaning, also in songs or video clips.]

Student#8 stated the similar statement that the habit of having difficulty to know what lecturer say turns into understand. It can be seen on the following excerpt:

Excerpt #18

Student#8

Karena saya mengambil jurusan pendidikan bahasa Inggris itu hampir 95% Itu dosen berbicara bahasa Inggris gitu. Jadi sebelum saya mendapat materi tentang podcast Ini mendengar penjelasan dosen itu kayak masih ngambang gitu, masih nerawang, masih belum jelas, masih unclear. Jadi setelah

mendapat podcast itu apa yang dibicarakan dosen itu tuh dalam berbahasa Inggris tuh lebih nangkap gitu lebih masuk.

[Because I majored in English education, almost 95% of the lecturers spoke in English. So, before I got the material about the podcast, hearing the lecturer's explanation seemed like it was still unclear. So, after using the podcast, what the lecturer was talking about in English was more catchy and more insightful.]

4) The fourth question is about mentioning the good influence they feel from using podcasts. The researcher found five answers stated that the good influence experienced by the students is the influence to be better in listening ability. The statement from Student#1 said that some of the good influences are improving listening skills, increasing the knowledge about the topics of the podcasts, and also increasing the vocabulary. It can be seen on the following excerpt:

    Excerpt #19

Student#1

Pengaruh baiknya Tentu saja itu meningkatkan listening skill saya dan juga menambah pengetahuan saya karena topik dari podcast yang saya pilih ini bervariasi sekali, serta menambah vocabulary saya.

> [Some of the good influences are improving my listening skills, and also increasing my knowledge because the topics of the podcasts I choose are very varied, and increasing my vocabulary.]

Regarding to the statement, Student#4 stated the similar statement that one of the good influences from podcast is improving listening skills, but he added that pronunciation and vocabulary were affected too. That can be seen on the following excerpt:

Excerpt #20

> Student#4
>
> *Lebih mengerti cara pronounce nya dan vacobulary nya, selain dari kalo listening skill sama pembelajaran mah pasti dari topik tersebut jadi lebih jelas, mendapatkan inti dari topik tersebut.*
>
> [I understand better how to pronounce and increase my vocabulary, apart from listening skills and learning, the topic will definitely become clearer, and also get the essence of the topic.]

5) In the fifth question, students provide answer about mentioning the bad influence from using podcast. Seven answers from the students stated that there is no bad influence on using podcast as their learning media. Student#8 stated that he only gets a good influences. It can be seen on the following excerpt:

Excerpt #21

Student#8

Kalau dampak buruknya itu hampir bisa dikatakan tidak ada karena yang saya dapatkan selama materi podcast itu dampak baik semua.

[There are no any negative impacts, because what I got during the use of podcast material was all good impacts.]

There just only one student who felt the bad influence, Student#3 stated that because of using podcasts takes a long time. As the result of that, she misses some activities both outside and inside the learning. It can be seen on the following excerpt:

Excerpt #22

Student#3

Pengaruh buruk mungkin kadang kalau misalkan untuk mendengarkan podcast kan bukan cuman satu dua kali doang, jadi dengan waktu yang lama mungkin ada beberapa kegiatan yang terlewatkan gitu hanya dengan fokus terhadap podcast tersebut.

[Sometimes it might have a bad effect. For example, you don't just listen to a podcast once or twice, so over a long period of time you might miss out on some activities just by focusing on the podcast.]

c. Values

The third indicator in this Interview is values. This values indicator refers to one aspect of reflection, namely Reflection ON action. This reflective practice occurs after an action, providing valuable space for introspection and critical evaluation. The last stage of 'reflection on action' where students can provide complete detail on the learning outcome after the activity has happened. From this indicator, there are eight questions relating to aspect reflection on action.

1) The first question in this indicator is about feeling after listening to the Podcast. The researcher found five answers stated that they feel motivated after listening to a new topic or an interesting topic from the podcast, because they got new information after listening to it. Apart from being motivated, Student#1 also feels comfortable and entertained when using podcats. More precisely, it can be seen on the following excerpt:

Excerpt #23

Student#1

Perasaan saya comfortable ya karena podcast sendiri kan bisa diakses di mana saja dan kapan saja dan juga membuat saya lebih terinformasi dan terhibur juga karena topik yang bervariasi dan juga kadang dari topik tersebut saya bisa jadi lebih terinspirasi dan juga termotivasi akan hal baru.

[I feel comfortable because the podcast itself can be accessed anywhere and at any time, and also makes me more informed and entertained because the topics are varied. Sometimes from these topics, I can become more inspired and also motivated about new things.]

Regarding to the statement, Student#2 stated the similar statement that feel motivated after listening to the relevant topic or an interesting topic from the podcast. It can be seen on the following excerpt:

Excerpt #24

Student#2

Perasaan saya menggunakan podcast lebih terus termotivasi dan terinspirasi, terutama kalau topiknya itu relevan dan menarik bagi saya.

[I feel that using podcasts keeps me motivated and inspired, especially if the topic is relevant and interesting to me.]

2) In the second question, students provide answer about the students use subtitles and read the transcript when listening to Podcasts or not. Researchers found that the half of the students always use transcripts, but for the others transcripts are optional for them. However, all of them have used transcripts or subtitles. Student#2 said that she often use transcript, because it for ensures that her understanding is correct or not. It can be seen on the following excerpt:

Excerpt #25

Student#2

Saya sering menggunakan transkrip, karena ya agar memastikan pemahaman saya itu benar.

[I often use transcripts, because it for ensures that my understanding is correct.]

Besides that, there are also Student#5 stated that starting from using transcripts until not using it again, because it for challenge her own abilities. It can be seen on the following excerpt:

Excerpt #26

Student#5

Saat kegiatan awal mendengar podcast saya sering melihat transkrip. Tapi lama-lama karena sering saya jadi jarang menyalakan transkrip karena saya ingin mengetes kemampuan saya, saat ada kata-kata yang sulit untuk dimengerti atau pronounciation yang kurang familiar baru saya nyalaian transkripnya buat make sure yang saya denger bener nggak sih.

[I often look at the transcript. But over the time, because I often rarely turn on the transcript because I want to test my skills, I never use it again. When there are words that are difficult to understand or pronunciation that is unfamiliar, then I turn on the transcript to make sure I heard it correctly or not.]

3) The third question asked whether problems while listening to the Podcast. Researchers found that there were three students who did not feel any problems, there were several students who felt problems related to the speakers in the podcast, and the last about problems related to the podcast itself. As experienced by Student#1, the student felt that the speaker is difficult to understand because of the accent, and sometimes speaks too fast. It can be seen on the following excerpt:

Excerpt #27

Student#1

Biasanya itu kadang aksen dari berbagai speaker yang ada itu sulit untuk dipahami karena berbeda-beda ya aksennya dan juga salah satu masalah utamanya itu speakernya kadang bicara terlalu cepat jadi sulit untuk dipahami.

[Usually, sometimes the accents of the various speakers are difficult to understand because the accents are different. One of the main problems is the speakers sometimes speak too fast. So, it is difficult to understand.]

There are also Student#3 who experience problems related to podcast, because podcast is too long. More precisely, it can be seen on the following excerpt:

Excerpt #28

Student#3

Pengaruh buruk mungkin kadang kalau misalkan untuk mendengarkan podcast kan bukan cuman satu dua kali doang, jadi dengan waktu yang lama mungkin ada beberapa kegiatan yang terlewatkan gitu hanya dengan fokus terhadap podcast tersebut.

[Sometimes it might have a bad effect. For example, you don't listen to a podcast once or twice. So, over a long period of the time, you might miss out on some activities just by focusing on the podcast.]

4) The fourth question is about solutions to previously experienced problems while using podcast. Because there were three students who did not feel any problems or obstacles, they were not asked for this question. Three of the students who experienced the problems had the same solution, by repeating the podcast recording. One of them is student#1, stated that the solution for the problem is set to the slower speed to make it easier and also repeat the difficult parts. More precisely, it can be seen on the following excerpt:

Excerpt #29

Student#1

Biasanya saya mengatur kecepatan lebih lambat ya agar lebih mudah dipahami dan juga atau mengulang mengulang bagian yang sulit atau part yang di mana katanya sulit untuk saya pahami atau menggunakan transkrip.

[Usually, I set to the slower speed to make it easier to understand and also repeat difficult parts, or use a transcript.]

For Student#3, the student has a solution to the problem, it is taking a break if cannot continue to understand the podcast. It can be seen on the following excerpt:

Excerpt #30

Student#3

Mungkin untuk masalah waktu, kita memberikan batasan tersendiri ketika ingin mendengarkan podcast kayak 30 menit kayak gitu. Jadi kalau misalkan memang belum benar-benar memahami lebih baik diistirahatkan dulu aja karena dengan mendengarkan podcast terus-menerus juga kadang jadi pusing gitu ke kitanya.

[For matter of time, I set own limits when want to listen to a podcast for like 30 minutes. So, for example, if you don't really understand it, it's better to just take a break because listening to podcasts all the time can sometimes make us feel dizzy.]

5) In the fifth question, students provide answer about benefits from using podcast as a learning media. Researchers found that students' answers were the same as questions regarding to the impact and influence caused by podcasts. Student #3 said that the benefits of podcasts, as she mentioned previously, were improving her English language skills. It can be seen on the following excerpt:

Excerpt #31

Student#3

Manfaat yang saya rasakan sih kayak yang tadi sudah disebutkan kayak meningkatkan kemampuan aja, yang sudah disebutkan.

[The benefits that I feel are like those mentioned earlier, such as just improving my abilities, which have already been mentioned.]

Just like Student #5, she added that apart from improving his English skills, when making presentations she became less stiff in expressing the material. It can be seen on the following excerpt:

Excerpt #32

Student#5

Tentunya meningkatkan listening skill, menambah vocab juga. Tapi mungkin secara gak sadar karena sering denger podcast, pronunciation saya jadi gak terlalu kaku waktu presentasi, karena tadi itu, saya suka latihan ngulang apa yang pembicaranya omongin.

[Of course, improving listening skills, increasing vocabulary too. But maybe subconsciously, because I often listen to podcasts, my pronunciation is less stiff during presentations, because I like to practice repeating what the speaker says.]

6) In the sixth question, students provide answer about shortcomings while using Podcast as a learning media. The shortcomings stated include the lack of direct interaction with teachers or lecturers, and also the podcast form which is only audio with no visuals. Student#7 stated that lack of interaction between students and lecturers, that can be a disadvantage for podcast as learning media. It can be seen on the following excerpt:

Excerpt #33

Student#7

Itu sih paling kaya kurang interaksi antara siswa dan dosen karena kan cuma dikasih tugas doang gitu buat dengerin podcast. [The lack of interaction between students and lecturers can be a problem, because they're only given assignments to listen to podcasts.]

Student #8 stated that podcasts without visuals bored the listeners. It can be seen on the following excerpt:

Excerpt #34

> Student#8
>
> *Kekurangannya mungkin ya yang tadi gitu, Kayak misalnya cuman podcast itu kalau selama pelajaran listening gitu cuman bentuk audio gitu bukan audio visual Jadi kurang menarik..*
>
> [The downside might be the same, like for example, if you only listen to podcasts during lessons, it's only in audio form, not audio visual, so it's less interesting.]

7) The seventh question is about interest in creating or using a podcast as the student learning media in the future. Researchers found that five out of eight students were confidently interested in using podcasts as a learning media in the future. The five students have the same reason, because podcasts are a media that very flexible enough for all material and also easy to use and access anywhere. Student#1 stated that podcasts are a flexible media and also can help students hear native speakers speak directly. It can be seen on the following excerpt:

Excerpt #35

> Student#1
>
> *Ya tertarik, karena podcast itu sendiri itu fleksibel ya dan juga mudah untuk diakses di mana saja, juga bisa membantu siswa*

> *belajar bahasa dengan cara yang lebih alami langsung dari native*
>
> *English speaker.*
>
> [Yes, I'm interested, because the podcast itself is flexible and easy
>
> to access anywhere, it can also help students learn the language in
>
> a more natural way directly from native English speakers.]

Student#6 stated the similar statement that podcasts are a media
that very flexible enough for all material and also easy to use and
access anywhere. It can be seen on the following excerpt:

Excerpt #36

> Student#6
>
> *Tertarik. Karena lebih mudah terjangkau, fleksibel juga. Tapi*
>
> *menurut saya sih lebih ke dibebaskan podcastnya, Jadi kalau*
>
> *anak-anak terserah deh sesuka kalian, lebih fleksibel*
>
> [Interested. Because it is more affordable, flexible too. But in my
>
> opinion, the podcast is freer to use, so if the student are more
>
> flexible to choose.]

8) The eighth question is about suggestions and criticisms
regarding the use of podcasts in listening class. Researchers
found that five students gave similar comments regarding do not
using podcasts as the main and the only learning media, podcast
as learning media needs to be accompanied by other things.

Student#1 stated that choosing a podcast needs to be according to each person's abilities, and make podcasts only a complement for learning process. More precisely, it can be seen on the following excerpt:

Excerpt #37

Student#1

Mungkin saran dan kritiknya itu bisa memilih podcast yang sesuai dengan kemampuan para siswanya dan juga memastikan podcast yang dipilih ini sesuatu konten yang berkualitas dan juga jangan hanya bergantung pada podcast, podcast ini digunakan untuk sebagai pelengkap saja.

[For the advice and criticism, podcast could be to choose wisely that suits to the students' abilities and also don't just depend on the podcast, this podcast is only used as a complement.]

Student#2 stated the similar statement that do not using podcasts as the main and the only learning media, podcast as learning media needs to be accompanied by other media or support. More precisely, it can be seen on the following excerpt:

Excerpt #38

> Student#2
>
> *Saya menyarankan podcast itu cuman sebagai pelengkap bukan pengganti metode pembelajaran, jadi kombinasi dengan diskusi kelas dan aktivitas interaktif jadi membuat pembelajaran lebih efektif.*
>
> [I suggest that podcasts only serve as a complement, not a replacement for learning methods, so that the combination with class discussions and interactive activities makes learning more effective.]

B. Data Analysis

1. Understanding

The results of the questionnaire show that the "understanding" indicator received a positive response from students. Almost all students do not feel any problems in their "understanding" when using podcasts as their learning media. All students agreed that podcasts could help them improve their understanding of pronunciation, and also improve students vocabulary. Besides, most of the students agree that using podcasts can easily understand the main topic and summary of the podcast. However, there are still many students who got some problems while improving their grammar with podcasts and it should be considered. Therefore, researcher need

another investigation regarding to this indicator. Interview is the answer for researchers to clarify the investigation.

The data obtained from the questionnaire was strengthened by data from interviews, and added other information related to this indicator. The results of the interview show that all the students agreed with the definition of podcast is a digital audio recording consisting of several people talking, which can be accessed online via the internet and also can be used anywhere and at any time, and the podcast has many varied topics. Students in the English education study program, at Pakuan University, 4th semester predominantly like a podcast such as conversation podcasts, interview podcasts, and even podcasts with topics about education and current issues. Therefore, most of the students agreed that podcasts helped them improve their grammar, vocabulary, and listening skills. With so many types and variations of podcasts, most of students agree that podcasts cannot be implemented in all materials.

Students almost perfectly understand the meaning of podcast as a learning media. Without realizing it, they understand exactly what they like and what they need to avoid when using podcasts. This is in line with Helyer's (2015) statement that knowledge in action is a concept that indicates how much of our professional expertise operates by itself of our conscious mind, allowing us to figure out complex situations. Therefore, podcasts can help most of the student to improve their English ability. This is also supported by Hue's (2019) statement that strong listening skills can

help to understand the news more clearly, analyze messages more accurately, and optimize discussions and communications for efficiency. The students already know several types of podcasts mentioned by Lipari (2010).

2. **Sense**

The results of the questionnaire show that in the "Sense" indicator not all statements receive a positive response. Most of the students agreed that podcasts can help them to improve the listening skills, and also can entertain students when listening to it. However, podcasts are not the main media for training the listening skills of some students, and also not all students can concentrate on using it. Almost all students at Pakuan University in, the 4th semester of English language education, experience some difficulties when using podcasts. Moreover, the answers for researchers regarding the problem of students' interest in podcast was contained in the interview.

The answers regarding to concentration, problems, and details related to the influence of podcasts were obtained in interviews. The results of the interview show that most of students can concentrate on using podcasts if the topic is interesting. Moreover, most of students agree that podcasts provide more positive impacts when used as a learning media. One big example of a good influence in students' daily activity, students more understand about what lecturers and friends say when they use English. In fact, almost all students do not feel bad effects of using podcasts.

Students feel the change in assessing podcasts as a learning media. The difficulties faced by students are supported by that statement by Hue (2019), in order to build a knowledge of the spoken language, listeners will face and also overcome various challenges or obstacles whether internal or external. Most students stated that they could not concentrate when using podcasts, but when they find an interesting podcast topic, they can concentrate fully on understanding it. This statement is in accordance with Helyer (2015) that reflection in action is the dynamic skill of evaluating and adapting to one's decisions and actions while fully engaged in the learning activity. Podcasts are also a media that has a good influence on most students, and a few bad influences. That statement is in accordance with Stanley (2006) that podcasts can give a large amount of possibilities for extra listening to the language teacher and students in learning activities. That is why, there are many possibilities for podcasts to have a certain influence on students.

3. **Values**

The results of the questionnaire show that in "Values" indicator received sufficient responses from the students. All the students agreed that podcasts are easy to access and to use by all students. Most of the students also agreed that podcasts have a good impact on student learning outcomes, and also a fairly effective media to use as English listening practice. However, everyone almost agreed that all podcasts cannot be used as appropriate learning media. This indicator still got a negative responses

from student in the questionnaire. Besides, this indicator also becomes a conclusion.

There were several questions in interview that prompted students to make statements about podcast in general. The results of the interview show that most of the students are motivated after using podcasts, but most of them also experience problems and obstacles when using podcasts. However, most of them still have their own solutions to these problems, for example, using transcripts, repeating the audio, and even choosing certain interesting topics to make it easier to understand. This indicator closes with a question in the form of suggestions and criticism. Most students commented and suggested that podcasts should be used as supporting media in learning, not as the main learning media. Besides that, most of them also criticized that the podcast cannot stand alone in learning process, it needs to be other media or methods that support podcast in learning.

Podcasts are supporting learning media, not the main media. This is in line with Rost (2001) and Rosell-Aguilar (2007) stated that podcasts are an innovative way for students to learn in every situation and also have many different and interesting topics, so it can help the teacher and the students to choose the material that could support and be suitable for teaching and learning activity in the classroom and also outside the classroom. The words above say "help" and also "support", not the opposite word. Besides that, most students can conclude and evaluate the use of podcasts after using them. This statement is in accordance with Helyer's

(2015) statement that reflective practice occurs after an action, providing valuable space for introspection and critical evaluation. The statement from Hue (2019) that to build a knowledge of the spoken language, listeners will face and also overcome various challenges or obstacles whether internal or external. After knowing the problems and challenges, then they look for solutions and summarize that things.

CHAPTER V

CONCLUSION AND SUGGESTION

A. **Conclusion**

This chapter provides significant information on the research conclusions. The research is entitled "Student's Reflection Towards the Use of English Podcast on Their Listening Skill". The focus of this research is exploring the students' components about reflection on using English podcast toward their listening skills. This research used qualitative as the approach and descriptive as the method. The instruments that the researcher used in this research were questionnaires and semi-structured interviews. The respondents of this research were students in the 4th semester of English Education Study Program, Pakuan University who had experienced using podcasts as a learning media in their class. In this research, the researcher used three Indicator, Understanding, Sense, and Values.

Based on data analysis, the findings of this research reveal that most of the students have positive responses related to their listening skills in using English Podcast. This can be seen in the conclusions of the findings referring to indicator. Students almost perfectly understand what a podcast as a learning media. Without realizing it, they understand exactly what they like and what they need to avoid when using podcasts. Therefore, podcasts can help most the student improve their English ability. Moreover, researchers found new conclusions obtained from this research.

Podcast is supporting learning media, not the main media. This is in line with statement that podcasts are an innovative way for students to learn in every situation and also have many different and interesting topics, so it can help the teacher and the students to choose the material that could support and be suitable for teaching and learning activity in the classroom and also outside the classroom. The words above say "help" and also "support", not the opposite word. Besides that, most of the students can conclude and evaluate the use of podcasts after using them. After knowing the problems and the challenges, then they look for solutions and summarize that thing.

Students feel the change in assessing podcasts as a learning media. Most students stated that they could not concentrate when using podcasts, but when they find an interesting podcast topic, they can concentrate fully on understanding it. Podcasts are also a media that has a good influence on most of the students. There are many possibilities for podcasts to have a certain influence on students. Podcasts have a good impact but only as supporting media. Podcasts can also be a very interesting media, if the topic is interesting for the students who use it. Therefore, all of these conclusions answer the research question of this study. The reflection obtained from students in using podcast as learning media that podcast is supporting learning media, not the main media. Podcast cannot stand alone in learning process, it needs to be other media or methods that support podcast in learning.

B. Suggestion

Based on the conclusions outlined above, the researcher would like to present several suggestions for English teachers and also for future researchers who will address similar topics. For teachers, podcasts can help most of the student improve their English ability. However, podcasts should be used as supporting media in learning, not as the main media. Besides that, the podcast could not be stand alone, there needs to be other media or methods that support podcasts in learning activity. Apart from that, teachers need to pay attention to the topics that will be given to students. Most students stated that they could not concentrate when using podcasts, but when they find an interesting podcast topic, they can concentrate fully on understanding it.

In this research, it has several weaknesses. Example of weakness include the small number of respondents. If this research conducted in a place that has a large number of respondents, it can possible to find other views regarding the use of podcasts. The results of this study can also show a weakness of the research. The result shows that podcasts need to be accompanied by other media. However, researchers did not investigate further regarding a suitable media to be accompanied by podcast. Therefore, that can be a weakness of this research. All of these things can be suggestions for other researchers in the future.

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Appointment Letter of Thesis Advisor

YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian
Jalan Pakuan Kotak Pos 452, E-mail: fkip@unpak.ac.id, Telepon (0251) 8375608 Bogor

SURAT KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN
Nomor : 3513/SKD/FKIP/VII/2024
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3. Skripsi merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana.
4. Ujian Sarjana harus terselenggara dengan baik.

Mengingat :
1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional.
2. Peraturan Pemerintah Nomor 32 Tahun 2013 Merupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan.
3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan.
4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi.
5. Keputusan Rektor Universitas Pakuan Nomor 150/KEP/REK/XI/2021, tentang Pemberhentian dan Pengangkatan Antar Waktu Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan Masa Bakti 2021-2025. "

Memperhatikan : Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.

MEMUTUSKAN

Menetapkan :
Pertama : Mengangkat Saudara

Abdul Rosyid, M.Pd. : Pembimbing Utama
Gusnadi, M.M, M.Pd. : Pembimbing Pendamping

Nama : AMIRRULLAH RAMADHANI
NPM : 031120015
Program Studi : PENDIDIKAN BAHASA INGGRIS
Judul Skripsi : STUDENTS' REFLECTION TOWARDS THE USE OF ENGLISH PODCAST ON THEIR LISTENING SKILL

Kedua : Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.
Ketiga : Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperlunya.

Ditetapkan di Bogor
Pada tanggal 11 Juli 2024

Tembusan :
1. Rektor Universitas Pakuan
2. Wakil Rektor I, II, dan III Universitas Pakuan

1. Appendix

Research Permit

YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian
Jalan Pakuan Kotak Pos 452, E-mail: fkip@unpak.ac.id, Telepon (0251) 8375608 Bogor

Nomor : 8521/WADEK I/FKIP/VI/2024
Perihal : Izin Penelitian

08 Juni 2024

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Universitas Pakuan
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama	:	AMIRRULLAH RAMADHANI
NPM	:	031120015
Program Studi	:	PENDIDIKAN BAHASA INGGRIS
Semester	:	Akhir

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 14 Juni s.d. 28 Juni 2024 mengenai: STUDENTS' REFLECTION TOWARDS THE USE OF ENGLISH PODCAST ON THEIR LISTENING SKILL

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan
Wakil Dekan
Bidang Akademik dan kemahasiswaan

Dr. Sandi Budiana, M.Pd.
NIK. 11006025469