Utilizing Podcasts to Enhance Students' Speaking and Listening Skill: A Library Research

Nurbaiti Ali[1], Rizky Vita Losi[2], Virdyra Tasril[3], Amaral Aulia Rizki[4]

[1,2,4]Department of Computer System, Faculty of Science and Technology, Universitas Pembangunan Panca Budi, Medan-Indonesia
[3]Department of Information Technology, Faculty of Science and Technology, Universitas Pembangunan Panca Budi, Medan-Indonesia

email correspondence: nurbaitiali@dosen.pancabudi.ac.id

ABSTRACT

The expectation for mastering speaking and listening skills is still far off, and EFL students continue to encounter a number of issues related to inappropriate, unreliable, and non-availability of speaking and listening materials. The library research approach was used in this study. Studies on the benefits of podcasting for language learning, especially to help students with speaking and listening skills, have shown that students' speaking and listening abilities have improved. Podcasts are an effective teaching tool that can improve EFL students' speaking and listening skills because they provide authentic content, support self-regulated learning, increase dialect certainty, and create a dynamic learning environment

Keywords: Podcast, Speaking Skill, Listening Skill

INTRODUCTION

Many students still find it difficult to communicate in English even after years of study, especially when speaking, which frequently requires them to express their views orally, among other abilities (Abrar et al., 2018). Many students are rarely motivated to study English because of the challenges, lack of resources, time constraints, and practice opportunities. Students even experience the same issues. Additionally, in order to engage students in English teaching and learning, English lecturers must foster their motivation (Jon et al., 2021). It is thought that particular characteristics looked at in the field of second language acquisition provide the background for the variations in language learners' performance in learning. In response, the purpose of this study is to examine the characteristics of students' cognitive learning strategies and approaches for language in relation to speaking success and grammatical competence (Nasution & Losi, 2023).

Speaking is the most difficult ability in daily life and is one of the four fundamental abilities in learning English. Speaking is a necessary form of communication for all people. When engaging in social interactions with others to exchange knowledge, speaking is crucial (Efrizah et al., 2024). Speaking is the capacity to communicate thoughts, opinions, and ideas verbally. It entails making methodical vocal utterances that transmit meaning so that we may be understood by the other person. Speaking is significant since language users are aware that they are referred to as "the speakers" of the language. Speaking fluency is considered by many language learners to be the benchmark for language proficiency. For this reason, mastering a language is primarily about becoming proficient speakers and effective communicators. Speaking is the most valuable skill they can learn, and they evaluate their progress based on their spoken communication achievements (Riski et al., 2018).

The students speaking difficulties were mostly threefold: (a) they struggled to speak English fluently. When asked to share a narrative or engage in discussion, the students preferred to read instead of talk for the following reasons: (a) they had trouble pronouncing English words correctly;

(b) they lacked the confidence to speak in English during English instruction. In addition to these issues, students found it difficult to express themselves freely when speaking in English. It took them a long time to ponder and come up with English terms to express ideas or facts. The students who had been interviewed claimed that they required time to prepare their speeches previously. It was brought on by their limited vocabulary. They also feared making grammatical errors. The students became hesitant to communicate in English as a result. They were embarrassed to make errors (Dianithi, 2017).

Listening is also essential in language classrooms because it gives students input while teaching English as a foreign language. It also provides intelligible input. Learning cannot start unless there is a sufficient level of comprehension. From these, it is clear that a student cannot develop speaking, reading, or writing skills if they do not also possess listening skills (Aditya, 2018). The expectation for mastering listening skills is still far off, and EFL students continue to encounter a number of issues related to inappropriate, unreliable, and non-availability of listening materials. Most EFL students aren't even exposed to the target language enough. In addition to the pandemic scenario, which forces students to study at home, it is undoubtedly more difficult for teachers to present the listening material because occasionally there are connection problems that result in unclear audio. Additionally, it will get harder for students to comprehend the content.

As IT advances, a lot of people come up with creative ways to make IT that can be used to facilitate other people's daily activities, such as online task completion, messaging, and shopping, booking tickets and other forms of transportation, and more. As a result, advancements in information technology have an impact on many facets of human existence, including education and learning (Fadly et al., 2023).

By analyzing the conversations that high school students have with one another when creating podcasts for their literary classes, the current study explores the possibilities of educational podcasting for exploratory discourse. According to Drew (2017), podcasts are "audio recordings that can be delivered directly to consumers' media devices, including portable music players, computers, laptops, and smartphones." Taking into account the latest advancements in podcast technology's adaptability and accessibility (Norsworthy & Herndon, 2020). The students acquire the skills necessary to successfully interact with their audience and conduct research as part of the production process (Besser et al., 2021). Students thus move from being passive consumers of knowledge to active producers of it (Bolden, 2013). According to Coutinho & Mota (2011) and Goodson & Skillen (2010), this can make studying more interesting and pleasurable, which encourages students to put up greater effort in their academic work (Sprague & Pixley, 2008). Research has also demonstrated that educational podcasting allows students to openly express and discuss their ideas while fostering collaboration, motivation, and student involvement (Cain, 2020; Cain et al., 2021; Dversnes, 2022).

RESEARCH METHODS

Using George's (2008) library research approach, the current study addressed the research questions by utilizing expert opinions and the results of previous studies. Selecting the topic for the study—the use of comics in language instruction—was the first stage in the research process. Then, two research topics regarding the benefits and challenges of using podcast in language instruction were presented. Systematic browsing and skimming were used to compile articles, books, and other pertinent sources. In the fourth step, the references and databases for the sources—Semantic Scholar, ERIC, Taylor & Francis Online, and SINTA—were found by searching Google Scholar (Losi et al., 2023). The abundance of available sources led to the application of the following criteria in their acquisition (Wijaya et al., 2021).

RESULTS AND DISCUSSION

Numerous studies have looked into the use of podcasts in learning second languages. Jordan (2007) previously argued that podcasts are used in education because of their many benefits. Using Mp3/MP4, students can listen to English podcasts whenever they wish. They can therefore use podcasts to practice speaking and listening (Hasan & Hoon, 2013). According to Barber (2007), one

of the advantages of podcasting is that it gives students access to real resources for speaking or listening to English. For university students in particular, podcast usage is crucial since they face the task of becoming independent English language learners (Peterson, 2010). Additionally, as students may select their own resources and express themselves through speaking in English, learning to talk in English via podcasts can inspire and interest students (Siregar & Marpaung, 2020).

The evolution of communication technology has resulted in the multiplication of all forms of media. Audio and visual media were previously kept apart. In the classroom, audio media is viewed as uninteresting and less helpful to the learning process. However, as time and technology advance, audio media is becoming more and more in demand. Individuals are growing more and more mobile, and they don't have time to read information on their gadgets. A podcast is an online-distributed digital recording medium that is typically offered in episodic form. The majority of podcasts are in audio format, however occasionally there are ones that are in PDF or video file format. Podcasts can be listened to on PCs or portable audio players such as iPods, MP3 players, and cellphones that support digital audio files. It is compatible with digital music players. It can be heard, for instance, on Soundcloud, Apple Podcast, Spotify, and many more platforms. MP3 is the most widely used format. We can listen to content while traveling, working out, or operating a vehicle by employing audio files that are readable across numerous devices. Another way to learn on the go is to use mobile devices to listen to audio podcasts. Podcasts are primarily in audio format, while some are occasionally used in PDF or video file formats. Podcasts are compatible with computers and mobile devices (such as smartphones, iPods, and other MP3 players) that can play digital audio files. On a digital music platform, it is playable. It is playable on numerous platforms, such as Soundcloud, Apple Podcast, Spotify, and many more. The MP3 format is the most used one. We can listen to material while performing other tasks, including operating a vehicle, traveling, or working out, by utilizing audio files that are readable across numerous devices. Another type of mobile learning is using mobile devices to listen to audio podcasts (Tarmawan et al., 2021).

Studies on the benefits of podcasting for language learning, especially to help students with speaking and listening skills, have shown that students' speaking and listening abilities have improved. Furthermore, using podcasts to support language learning was found to increase students' motivation and positive attitude toward language acquisition. Additionally, compared to students who did not use podcasts, those who did had higher listening comprehension scores and higher learning motivation, according to an experimental study conducted with Iranian EFL students. According to the students' responses during the interview, podcasts are a valuable educational resource that can help them improve their speaking and listening skills. It is clear from these earlier research findings that podcasts are beneficial for language learning (Yoestara & Putri, 2018).

Its content will span a wide range of subjects, including jokes, songs, stories, poems, and some particular language elements like grammar, vocabulary, and pronunciation that can be used as teaching resources. With the iTunes store, listeners may now access a vast library of podcasts without constantly checking each website for new episodes. Podcasts come in a variety of forms on the Internet, including radio, television, classroom, and individual or group podcasts. Podcasts that are developed from pre-existing programs and lectures, like those produced by VOA (Voice of America), can be found on television, radio, and in classrooms (Harahap, 2020).

According to Putri and Marisa (2018), podcasts are an effective teaching tool that can improve Indonesian students' speaking and listening skills because they provide authentic content, support self-regulated learning, increase dialect certainty, and create a dynamic learning environment. This is consistent with the definition provided by Chan et al. (2011), who stated that podcasts are now regarded to do more than only improve listening skills, and Petrus (2015), who showed that podcasts demonstrate a strong commitment to advancing students' speaking abilities. One of the options and cutting-edge resources that can significantly advance students' comprehension and unspoken growth is the podcast. By employing this instructional strategy, teachers can stay in touch with their students outside of the classroom and enhance learning beyond the curriculum (Bongey, Cizadlo, & Kalnback, 2006). According to these studies, podcasts help pupils improve their speaking abilities. Additionally, students can enjoy playing it whenever and wherever they choose on their devices.

CONCLUSIONS

They have extra learning chances because to podcasts. They wanted to learn more about their learning process and keep listening to podcasts as a result. A few issues with using podcasts as a tool are also mentioned in this case study. They were taken into consideration by the author for additional research. To sum up, podcasts present a novel and effective approach for English language learners to enhance their cognitive abilities in speaking and listening (Sotlikova & Haerazi, 2023).

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