

PODCAST MEDIA AS A LINE LEARNING ALTERNATIVE AND STIMULATION OF STUDENT LANGUAGE SKILLS

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ABSTRACT

This article aims to describe podcast media as an alternative to online learning and to stimulate students' language skills. During the Covid-19 pandemic, face-to-face learning was converted into online learning or learning from home (BDR). This requires teachers or lecturers to be more creative and innovative in choosing learning media or making teaching materials that can achieve learning objectives. Likewise, students are required to have skills in using learning media. The use of podcast media is one of the alternatives used in learning by lecturers, such as several courses in the Indonesian Language and Literature Education program, FKIP, Suryakancana University. The method in this research is descriptive qualitative. The data collection technique used a google form questionnaire with Indonesian Literature and Language Education student respondents. Questionnaire in the form of student responses about learning using podcast media and stimulation in student language skills. In this study, language skills were focused on listening and speaking skills.

Keywords: *learning media, podcasts, online learning, language skills*

INTRODUCTION

Technological advances today are very rapid. Most of human activities are almost always side by side with technology. For example, the use of gadgets, which is now a primary need for people living in big cities. All aspects of life today are supported by the use of technology. One of them is education. The development of technology, followed by the situation during the Covid-19 pandemic, requires the education system in Indonesia to use technology in implementing learning. In the past, technology only touched the middle school to university level, now kindergartens and elementary schools must know and familiarize themselves with technology. Technology is used to carry out learning, communication, and interaction between teachers and students. Interaction or communication carried out in learning must be understood by both parties, because the delivery is not direct, or not face to face. Communication that is possible during the Covid-19 pandemic is communication indirectly or can be done online. Every person in communicating needs to pay attention to and apply ethics so as to create a peaceful atmosphere (Sultan & Akhmad, 2020). The application of communication ethics can be trained through learning, one of which is language learning. Communication or interaction that is carried out in learning at this time, mostly through online learning systems (in network). As stated by Ibninati & Rani (2020), the online learning system (online) is direct face-to-face learning between lecturers or teachers and students or students, conducted *online* using the internet network. Nakaya (quoted by Putri, 2020), argues that all literature in *e-learning* indicates that not all students will succeed in online learning, because there are learning environmental factors and the characteristics of each student. There are positive and negative sides in the implementation of online learning, this can affect the effectiveness of the learning, so it can be said that the effectiveness of online learning is relatively dependent on each component that supports or participates in the online learning process (Putri, 2020). Online learning is supported by the use of several digital media or applications chosen by the lecturer. Learning from home (BDR) through an online system is the government's solution in implementing learning during the Covid-19 pandemic. Teachers and lecturers must ensure that

teaching and learning activities continue even though students are at home, which is why teachers and lecturers are required to be able to design learning innovatively by utilizing online media (Harnani, 2020). Some digital media that can be used include *google classroom*, *schoolology*, *whatsapp group*, *zoom*, *google meet*, *webex*, *video conference* and so on. In general, the media that are often used in distributing material for students to study are *google classroom* and *whatsapp*. However, the distribution of material in the form of *powerpoints*, documents, or pdf, usually made some students feel bored or even lazy to read the material. This makes lecturers demanded to be more creative in providing material that can be explained and understood by students even though they are not through *teleconference* or *zoom*, looking at the screen between lecturers and students. Presentation of learning materials is one of the keys to successful online learning. The material is presented in an attractive, clear, and easily accessible way for students to make learning easy to understand. Some interactive media can be used as an option for presenting the material, for example with audio or audio-visual media. For, the *example powtoon* can make the material more interesting because it is accompanied by images and can also record sound, learning videos that are uploaded to YouTube or not, or *podcasts* in the form of recorded material explanations.

Podcasts are audio or video files uploaded on the web so that individuals can access them, whether subscribed or not, and can be watched and listened to using digital media players *portable* (Brown, A., & Green, TD quoted by Zellatifanny, 2020). The same thing was stated by Novianti & Kusumajati (2019) podcast media is a type of audio or video media that is relatively small in size so that it can be stored on a *google drive*, *flashdisk*, or internal / external memory on a smartphone or laptop, can be moved, is practical and easy to use by students so that they are able to support learning and practice language skills. The use of media *podcast* in learning requires good listening and speaking skills, because in general, the material delivered by the lecturer is audio explanation, while speaking skills are needed when students make presentations using these media. Listening has a very important role in gaining other language skills, as stated by Al-Nughaimish (quoted by Sultan & Akhmad, 2020) that in general every day, students spend around 55% of their communication time listening, 23% speaking, 13% reading, and 8% wrote. *Podcasts* have been widely used, especially in the entertainment industry in the entertainment sector, especially in the form of audio, such as music. In addition, *podcasts* have also been used in education. In the field of education, the use of *podcasts* as an medium *e-learning* has several advantages, namely *reusability* and *replaying* of teaching materials, availability and independence of technology, because *podcasts* can be used through various playing media such as MP3 *players*, MP4 *players*, cell phones, and so on (Indriastuti & Saksono, 2015). Several studies regarding the use of *podcasts* in learning have been suggested. For example, AndiWicaksono's research (quoted by Asmi, 2019) examines the role of audio media in improving the quality of the short story appreciation learning process, which shows that learning objectives can be achieved optimally by recording sound for short stories which indicates an increase in student activeness and courage in the learning process. In the implementation of this research, will be described *Podcast* as an alternative learning media for stimulating language skills, especially students' listening and speaking skills.

METHOD

The method used in the implementation of this research is a qualitative descriptive method, using a research instrument in the questionnaire *formgoogle form* of regarding student responses to podcast media as an alternative to online learning media and stimulation of language skills. The intended respondents were students of Indonesian Language and Literature Education FKIP Suryakancana University. The data processing technique is done by presenting and describing the results of the questionnaire from the *google form*.

FINDING AND DISCUSSION

The results of the questionnaire distributed to students of the Indonesian Language and Literature Study Program were processed and described to determine the response to learning using media *podcast*.

1. Student response diagram

Data collected from the results of questionnaires distributed, there are 59 respondents from levels 1-4 of the Indonesian Language and Literature Education Program. Of the 59 respondents, 32% of first-year students gave responses, 25% of second-year students, 20% of third-level students, and 23% of fourth-level students. The following is a diagram of the number of student responses.

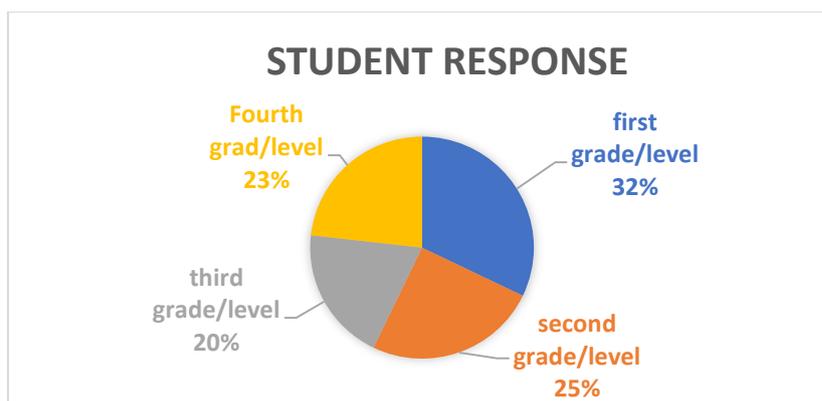


Diagram 1 Student Responses in Indonesian Language and Literature Education Study Program

2. The results of the Questionnaire that were processed and described were determined based on the criteria and score of the questionnaire using the Likert scale. The questionnaire assessment criteria and score ranges are presented in the following table.

Table 1 Criteria and Range of Score Questionnaire Assessment

Criteria	Score Range
3.34 - 4	Very Good
2.34 - 3.3	Good
1.34 - 2.33	Fair
<1.33	Less

The distributed questionnaire contains 16 statements that can be answered with four answer choices, namely strongly agree (SS), agree (S), disagree (TS), and strongly disagree (STS), with a scale value of 4-1 on a positive statement, and 1-4 in the negative statement. In addition to the 16 statements, there are two questions about courses that use media *podcast* in learning and the lack of use of media *podcast* used in lectures. The data results are presented in the following table and description.

Table 2 Results of Student Response Questionnaire on Online Learning Using Podcasts

No	Indicators	STS	TS	S	SS	Average	Conclusion

1	I feel facilitated by online learning	2	17	34	6	2.71	Good
2	Online learning makes me bored	3	13	30	13	2.85	Good
3	I focus more when studying online	2	40	14	3	2.27	Enough
4	I can develop myself, be creative, and be innovative with online learning	1	23	28	6	2.61	Good
5	With online learning, it makes me technology literate	1	4	30	24	3,29	Good
6	I can learn some new technology for learning	0	2	28	28	3,39	Very good
7	I can be more creative and innovative in choosing technology-based materials or media when learning	0	3	37	19	3,27	Good
8	I often have problems using technology	2	12	33	12	2.90	Good
9	I already know podcast media	0	4	26	29	3,42	Very good
10	I just found out that podcast media can be used in learning	3	13	34	9	2.78	Good
11	The materials presented in the podcast can help me understand learning	3	7	39	10	2.90	Good
12 The	explanation in the podcast is sometimes not very clear	1	7	35	15	3.03	Good

13	I often make resumes or summaries of material that presented by lecturers in podcasts	1	10	30	17	3.02	Good
14	Podcasts can help me improve my listening / listening skills	0	7	32	19	3.15	Good
15	I use podcasts in lecture material presentations	4	12	27	16	2.86	Good
16	podcasts can help me to practice speaking skills	1	4	32	22	3.25	Good
						2.98	Good

Description of Questionnaire Results

Based on table 2, the results of the questionnaire can be described as follows.

1. As many as 3.38% of students stated that they strongly disagreed with the statement "I feel that it is facilitated by the existence of online learning", as many as 28, 81% stated that they did not agree, as many as 57, 62% stated that they agreed, and as many as 10.16% stated that they agreed. If this statement is concluded, it is in the Good category with an overall score of 2.71.
2. As many as 5.08% of students stated that they strongly with the statement "disagreedOnline learning makes me bored", as many as 22.03% said they did not agree, 50.84% stated that they agreed, and as many as 22.03% said they agreed. If this statement is concluded, it is in the Good category with an overall score of 2.85.
3. As many as 3.388% of students stated that they strongly disagreed with the statement "I am more focused when studying online", as many as 67.79% stated that they did not agree, 23.72% stated that they agreed, and as much as 5.08% stated that they agreed. If the statement is concluded, it is in the Enough category with an overall score of 2.27.
4. As many as 1.69% of students stated that they strongly disagreed with the statement "I can develop myself, be creative, and be innovative with online learning", as many as 38.98% stated that they did not agree, 47.45% stated that they agreed, and as many as 10.16 % Agree. If this statement is concluded, it is in the Good category with an overall score of 2.61.
5. As many as 1.69% of students stated that they strongly disagreed with the statement "With online learning, it makes me technology literate", as many as 6.77% said they did not agree, 50.84% stated that they agreed, and as many as 40.67% said they agreed. If this statement is concluded, it is in the Good category with an overall score of 3.29.
6. As many as 0% of students stated that they strongly disagreed with the statement "I can learn some new technology for learning", as many as 3.38% stated that they did not agree, 47.45% stated that they agreed, and as many as 47.45% said that they agreed. If this statement is concluded, it is in the Very Good category with an overall score of 3.39.
7. As many as 0% of students stated that they strongly disagreed with the statement "I can be more creative and innovative in choosing technology-based materials or media during learning", as many as 5.08% stated Disagree, 62.71% stated Agree, and as many as 32, 20% agreed. If this statement is concluded, it is in the Good category with an overall score of 3.27.
8. As many as 3.38% of students stated that they strongly disagreed with the statement "I often experience problems in using technology", as many as 20.33% stated that they did not agree,

- as much as 55.95% stated that they agreed, and as many as 20.33% stated that they agreed. If this statement is concluded, it is in the Good category with an overall score of 2.90.
9. As many as 0% of students stated that they strongly disagreed with the statement "I already know the podcast media", as many as 6.77% said they did not agree, 44.06% stated that they agreed, and as many as 49.15% said they agreed. If this statement is concluded, it is in the Very Good category with an overall score of 3.42.
 10. As many as 5.08% of students stated that they strongly disagreed with the statement "I just found out that podcast media can be used in learning", as many as 22.03% stated that they did not agree, as many as 57.62% stated that they agreed, and as many as 15.25% said that they agreed. If this statement is concluded, it is in the Good category with an overall score of 2.78.
 11. As many as 5.08% of students stated that they strongly disagreed with the statement "The material presented in the podcast can help me understand learning", as many as 11.86% stated that they did not agree, 66.10% stated that they agreed, and as many as 16.94% agree. If this statement is concluded, it is in the Good category with an overall score of 2.90.
 12. As many as 1.69% of students stated that they strongly disagreed with the statement "Sometimes the explanation in the podcast is not very clear", as many as 11.86% stated that they did not agree, 59.32% stated that they agreed, and 25.42% stated that they agreed. If this statement is concluded, it is in the Good category with an overall score of 3.03.
 13. Students as much as 1.69% stated Strongly Disagree with the statement "I often make a resume or a summary of the material presented by the lecturer in the podcast", 16.94% stated Disagree, 50.84% stated Agree, and as many as 28.81% agree. If this statement is concluded, it is in the Good category with an overall score of 3.02.
 14. Students as much as 6.77% stated Strongly Disagree on the statement "Podcast can help me improve my listening / listening skills", as many as 20.33% stated Disagree, 45.76% stated Agree, and 27.11% stated Agree. If this statement is concluded, it is in the Good category with an overall score of 2.86.
 15. As many as 0% of students stated that they strongly disagreed with the statement "I use podcasts in the presentation of lecture materials", as many as 11.86% stated that they did not agree, as much as 54.23% stated that they agreed, and as many as 32.20% stated that they agreed. If this statement is concluded, it is in the Good category with an overall score of 3.15.
 16. As many as 1.69% of students stated that they strongly disagreed with the statement "podcast can help me to practice speaking skills", as many as 6.77% said they did not agree, 54.23% stated that they agreed, and as many as 31.28% said that they agreed. If this statement is concluded, it is in the Good category with an overall score of 3.25.

Based on the results of the overall questionnaire, a score of 2.98 was obtained which could be categorized as Good. This could illustrate that online learning and the use of media *podcast* in learning Indonesian language and literature mostly received good responses.

Subjects Using Podcast Media

There are 9 courses that use Podcasts according to 59 respondents. These subjects are courses namely Sundanese Art and Culture, Speaking Dialectics, Sundanese Language and Literature, Discourse, Teaching Materials, Generative Morphology, Generative Morphology, Study and Appreciation of Poetry, Introduction to Education, and Phonology.

Weaknesses of Podcast Media

In addition to the podcast has its advantages and disadvantages. Therefore, the results of the questionnaire regarding things that must be improved in learning using Podcast according to 58 respondents, namely:

1. The volume of the background music must be adjusted to the presenter's voice so that the music is not too strong than the learning presenter's voice
2. Intonation and articulation should be made clearer
3. Delivery of material is slower in tempo so that it is not too fast

4. The duration is better not too long, because so you don't get bored when listening to it.

Conclusion of Podcast Usage

From the results of the above questionnaire, it can be seen that the use of podcasts presented by lecturers is an imbalance between the speaker's voice and the background music. Therefore, the volume used should be smaller in volume. Do not let the background music cover the voice of the speaker / lecturer. In addition, the use of intonation and articulation is expected to be clear and understandable by students. In a sense, don't be too fast or slow and the strength and weakness of the voice must be right so that students can understand what the speaker / lecturer says. Furthermore, students expect the delivery of material to be not too long, because they are bored if the podcast duration is long. Finally, they cannot be driven to listen to the full podcast from start to finish. Of all the shortcomings, it should be a note for the lecturer in making podcast content to be better and desired by students.

CONCLUSION

Based on the results and discussion, it can be concluded that online learning gets a sufficient response, while learning using media is *podcast* categorized either with a few notes or deficiencies contained in the presentation of material by each lecturer of the course, which generally is the volume of music. background on the *podcast* and lecturer volume. The use of *podcasts* in the Indonesian Language and Literature Study Program is only applied to 9 subjects, namely Sundanese Cultural Arts, Speaking Dialectics, Sundanese Language and Literature, Discourse, Writing Teaching Materials, Generative Morphology, Study and Appreciation of Poetry, Introduction to Education and Phonology .

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