

UTILIZING PODCAST AS PEDAGOGICAL MEDIA IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (EFL) IN MADRASAH: A CASE STUDY

Tatu Zakiyatun Nufus

Tatuzakiyatun2@gmail.com

UIN Syarif Hidayatullah Jakarta - Indonesia

ABSTRACT

The podcast is one pedagogical media that can be used to help learners in learning language, it is considered as one of the innovations that can be implemented in English language teaching in Madrasah in Indonesia, and it is an effective media to improve the language skills of students in learning English as a foreign language (EFL). This present study is aimed to examine the utilizing of podcast in teaching English to students and to analyze the challenges that teachers have in utilizing the innovation of podcast and to know to what extent the podcast improve students' English skill. The researcher conducted classroom observation, interview and questionnaire to get data, and the participants of this research were teacher and 15 students at Madrasah in Tangerang. Due to the finding, the podcast gives about 80% success in improving the language skills of students. It can be indicated from the classroom observation of the researcher, also the interview that has been conducted to the participants where the researcher found that students are getting high self confidence in using English in their classroom activity. Finally, this podcast as pedagogical Media can give innovation in English teaching as a foreign language for students.

Keywords: Podcasts, Language Skill, EFL in Madrasah.

INTRODUCTION

Today, technology provided many resources for learning and it is utilized to assist teacher in conducting activity in the classroom. In line with issues, language learning has some extent to transmute into a more flexible and cost-effective format without being limited to a physical space or time (Chan 2009). There are many platforms that can assist teaching to conduct the classroom activity, such as, the use of YouTube, telegram, WhatsApp, etc. Indeed, recent mobile technologies (e.g., smartphones, tablets) and widespread availability of L2 materials on the Internet can greatly benefit L2 learners. From this perspective, one particular method that can both embrace mobile technology, and combine flexible and extensive learning is the implementation of video blogging, and video podcast (vodcast) (Lestari, 2019).

Podcasts are the audio files that are distributed over the Internet through subscription. Podcasts are usually in the format of an MP3 and can be played on any digital device, such as laptops, tablets, and smartphones. Podcasts are automatically delivered to subscribed users and they can listen to them whenever and wherever they want (Chan, 2011).

There are many platforms that can be utilized by teacher to assist teaching process in the classroom, either in online or offline session, one of the platforms is Podcast which is used

to improve students' language skill in learning, teaching English in the school through podcast invites the enthusiastic of students in learning English, the students used podcast and train their selves to perform the languages in the classroom.

The plethora of the research dealing with podcast use in teaching ELT in the classroom but still limit study which concern on the utilizing podcast in teaching English as a language teaching in the classroom. But only a limit study which concerned to utilize podcast in teaching English as a foreign language in Madrasah, therefore to fill this gap, the researcher intended to examine the utilization of podcast for students at Madrasah and explore the implementation of podcasts in teaching English and find out the challenges of using this platform for the students and to what extent the podcast impact to students' language skills.

Podcast and Vodcast

Podcasting is a method of publishing files to the Internet through a subscription model. Once people subscribe to a podcast feed, new episodes are automatically downloaded to their computers and can be listened to or viewed on computers or portable players. Podcasting has been used for educational purposes for several years, helping students learn anytime and anywhere, catch up if they miss class, review after class or before an exam, or come to class better prepared. (Thomas, 2006., & Rossel, 2007).

The use of podcast in teaching English as a foreign language can be utilized to improve language skills, it can arise students' motivation in acquiring languages and used in the communication. The students are having great effort to acquire languages and the teacher must provide the media and try to find the innovation in teaching English.

Podcast been used in higher education in a variety of ways, including podcast in whole classroom lectures, provide supplementary materials or highlights, and make podcast as student assignments. The latter two uses are less common. In most cases, professors record entire lectures as podcasts and it can be created as video podcast (vodcast) so that students can replay the video recordings after class.

In addition, the utilizing of podcast has the advantage of increasing student engagement by:

- Giving students the ability to structure learning on their own time and schedule³ •
- Enabling portability and multitasking
- Reducing pre-class anxiety
- Practice students 'language
- Arise students' motivation

More specifically, use of podcast in teaching as a technology is reportedly beneficial as an instructional tool for learning foreign languages. Learning theories that support the use of podcasting in foreign language instruction include constructivism, informal and lifelong learning, and mobile learning. Podcasting also facilitates specific practices in foreign language instruction such as the use of authentic materials, chunking, and just-in-time teaching⁸ and has been used in the form of recorded instructor lectures, student presentations, round-table discussions, and oral exam interviews with students. A review of podcasting resources to

support language learning, as well as steps to create and publish podcasts,

The use of podcast and video podcast in learning invites many educators to share the benefit or pros and cons of how use the podcast and vodcast in learning. First, as might be expected, smartphones were the most preferred device of the students while doing the extensive listening practice. Only a quarter of the students used their laptops, whereas tablets were preferred by only a few students. Second, the year-long extensive listening practice with podcasts and vodcasts had significantly positive influences on the development of listening skills. That is, the students managed to double their listening test scores by the end of year. Evidence supporting the potential of podcasting and vodcasting technology in developing listening skills has also been previously reported (Lewin, 2009; Chi, Chan. 201; Mitschian , 2010).

Language skill

Language skills are communication skills that help students convey ideas with clarity and precision. Not only do learn to speak well but also listen attentively. Writing clearly with brevity is another skill that's considered crucial in a professional setting. Reading helps learners make sense of vast amounts of data and information. Basic language skills that learner need are listening, speaking, reading and writing (Chan, Chen., & Dopen, 2011)

1. Listening

Listening is a lot more than simply hearing what someone is saying. There's a big difference between hearing and listening. Hearing is when you don't really register the words, instead, you nod and smile while your mind is drifting off to neverland. Listening is an activity where you're fully engaged. Not only are you registering their words but also getting curious to learn more. Listening successfully will usually end with you asking follow-up questions about the speaker's intent, drive and purpose.

2. Reading

When you read, you take your time to understand what the author's trying to convey with their words. Whether it's a novel, online article or even a business report, it's important to take your time with it and make sense of the original intent. Reading well and deeply requires complete attention but also efficiency so you don't end up going over the same sentence multiple times. You can make notes, add comments or summarize the contents of a text to get a deeper insight. Here are some of the characteristics of deep reading:

- Able To Understand What The Author Wants To Convey The First Time
- Manage Time Well Without Spending Hours With A Text
- Draw Conclusions, Write Summaries And Analyze The Content Without A Problem

- Make Notes And Memos So It's Easier To Identify Parts Of A Text 3.

Speaking

If there's one communication skill everyone needs, but many fear, it's speaking effectively. The fear is in terms of speaking in front of an audience—presentations, meetings and speeches. It may even be communicating with an interviewer if you've applied for a job. Speaking well helps you in many areas of life. Talking to friends, workers or clients requires some skill, attention and concentration. Here are some characteristics of speaking with good impact:

- Speak Clearly And Concisely To Draw Your Audience's Attention
- Able To Convey Your Ideas, Thoughts And Opinions With Impact
- Articulate Things Well Into Words With A Strong Verbal Delivery

4. Writing

Linguistic skills are incomplete without proficient writing abilities. Writing well means you're able to succinctly present your ideas. You don't have to write long, complex sentences stuffed with heavy vocabulary to write well. What you do need is the ability to convey your thoughts in short, crisp sentences. Writing well will help you with business communication or if you're in a creative field that involves copywriting, blogs or social media posts.

Teaching EFL in Madrasah

English is an obligatory subject that must be learnt by students in the classroom in Madrasah in Indonesia, teaching English or ELT is one subject that can allow students to know about foreigners and their languages in communication. Madrasah is the place or school where students get the lessons majoring in religion and it has the similar curriculum that is used in general school.

Madrasa is the Arabic word for any type of educational institution, whether secular or religious (of any religion), and whether a school, college or university. The word is variously transliterated *madrasah*, *medresa*, *madrassa*, *madraza*, *medrese*, etc. As on date, the word usually refers to a specific type of religious school or college for the study of the Islamic religion, though this may not be the only subject studied. In countries like India, not all students in madrasas are Muslims; there is also a modern curriculum (Das. 2020)

There are language skills that must be acquired by students in Madrasah. One major skill in English that needs to be mastered is speaking skills. Speaking itself is the process of delivering a message or speech to give information. Speaking is the process to construct meaning that includes producing, processing, and receiving information. It becomes a productive skill as well as a complicated skill to be learned which involves many aspects including pronunciation. Speaking skill also acts as the core of second language learning that differs from the other three skills such as listening, reading, and writing because it involves the

process of constructing meaning to receive information.

To make successful in enhancing students' speaking skills, students need support from the curriculum in their school, as it becomes an important skill which includes in the curriculum of language teaching. This skill may affect students' achievements through their assessments. The curriculum should encompass learners' involvement in the lesson and practical setting to the authentic situation whereas the international and local cultures involve in it. Besides, other experts argued that the curriculum must be suitable for classroom activities to enhance speaking outcomes.

According to Sutini et al.(2020) The use of podcast can be very effective if it fulfils the essential components in learning, namely discussion, adaptive, interactive, and reflective that are integrated with the environment. One of the uses of podcast can be done in the process of learning English. In order for learning English to be carried out effectively, the teacher must be able to fulfil these components. English is a foreign language that is very important to learn. Because in today's development, a person's ability to use English is very much needed. The ability to read in learning English is one of the skills that students must learn. Reading is an activity to find information from written sources. According to Tarigan in Asnawi (2017), reading is a process carried out and used by readers to obtain messages conveyed by writers through written language media. Reading activities are activities carried out to stimulate someone's thinking. In this case, it means that reading activities cannot be owned quickly, but requires a continuous process

METHOD

The study used a qualitative design with descriptive analysis which analyze the use of podcast in teaching English as a foreign language (EFL) in Madrasah. The participant of this research is 15 students in the eleventh (XI) grade of Madrasah Al-Mansyuriyah in Tangerang. To get data, the researcher used classroom observation, and interview with student and teachers. In classroom observation, the researcher transcribes the classroom activities where the students join the classroom with podcast and does interview focus to ask students about their perspectives on getting the material through vodcast

Podcast is taken from media sources such as YouTube and any podcast which relates to the topic, the students watch YouTube, and the teacher pleases students to practice and make their vodcast with a variety of topics that they acquired.

At the last activity, the researcher asked students to make their podcast that consists of a transcription, podcast, or audio recording maker. The students are required to make a short podcast which trains them to practice the language and speak using English among all speakers and listeners. To support students' confidence, the researcher rewards the best participant or students with their great confidence in speaking. After doing an observation, the researcher did an in-depth interview which consists of 10 questions that involve speaking and vodcast. The questions relate to how they enjoy the classroom activities through the media and to what extent the vodcast improve students' ability especially in speaking (see table 1). Furthermore, the researcher used bilingualism during the interview to get more information from the participants easily and deeply.

RESULTS AND DISCUSSION

The results of this research are explained in three discussions. They are 1) the implementation of podcast in teaching English as a foreign language (EFL) in Madrasah. 2) challenge on using Podcast in teaching English, and 3) to what extent the Podcast improve student's language skill. The explanation of each discussion is below.

1. Implementation of podcast in teaching English

Podcast is one pedagogical media that is used by the researcher in teaching English as a foreign language (EFL) in Madrasah Al-Mansyuriyah, in this case, the researcher was a participatory researcher who did research in the classroom held by the researcher. After doing classroom observation, the researcher found that the Students' perspectives on using podcast varied. This is because the type of learning is different and the impact that students get may be different in improving speaking skills.

Podcast can help students to improve language skills because utilizing podcast can add new vocabulary, and help improving pronunciation and fluency. From the perspective of the respondents, they use podcast because they easy to get audio and video just open youtube and search for their favorite podcast and they are so interesting to use it. While they listened and watched the video they train themselves to follow how the speaker talked and try to understand what the speaker talked about. And it raised the respondent's confidence in talking and add their grammatical sciences to language.

After watching the video, the teachers allow students to make group and they have to make their own podcast on the topic that provided by teacher (see table 1). The group consists of three students who will be video and audio taker, speaker and also editor for the contents. The podcast is taken in English and the students are obligated to use their English in conveying messages and description about the topic.

Table 1: The theme of video blogging that students take

No	Group 1	Group 2	Group 3	Group 4	Group 5
Topic	School visit	Talent	Room visit	Daily activity	Students' hobby

According to Respondents, the use of podcast can improve pronunciation by following what the students said. As identified in the interview *"I can improve my speaking by watching podcast. And I can try to make video podcast based on my interest therefore I can improve my ability in speaking"*, it is also similar to other respondents who feel glad and interesting to use podcast as a media of learning because it doesn't make them bored and also she prefers to watch and practice directly than read textbooks. As identified in the interview. *"I am interesting use podcast because it does not make me bored and I like to watch and create podcast as media of my English"*.

2. The challenge of using podcast in teaching English

Podcast makes the English learning situation is very challenging and interesting, students are feeling confident to learn more about the language, especially they like to watch the video played by the teacher and train themselves to follow how the speaker talked about the material. The students are able to watch themselves in a camera and they can make peer feedback directly from the vodcast that they recorded.

The advantage of using Podcast for the participants is quite similar, according to the participants the use of Podcast in learning can improve their pronunciation quickly and add their vocabulary, and then they know different accents in each country. Meanwhile, the researcher also found the disadvantages of using Podcast, such as the accent and intonation of a speaker who speak faster and unable to followed by the respondents, and seeing this disadvantage can be utilized by the teacher to facilitate them in understanding the context earlier then the students will know how well the topic that they will see.

In addition, the solution to the disadvantages and challenges in using Vodcast according to students could be solved by understanding digital literacy well to be able to filter the good and bad information, watching podcast which can boost motivation in learning by selecting good content of video podcast, finding out lots of video so it could be an alternative video podcast. watching podcast to improve a speaking skill is effective because it is very helpful in mastering conversations in English, there are always new things that are presented or shown by each vlogger to enrich the vocabulary and cultural treasures, helping to increase knowledge in terms of pronunciation, and improving the ability to understand English language in general. Thus, according to the students, they will continue to use Vodcast to enrich their knowledge related to speaking skills.

3. To what extent the podcast improves student's language skill

When looking more closely at students' experiences and opinions of the speaking practice with vodcasts, students voiced similar ideas regarding the effectiveness of vodcast to improve students' speaking. That is, students largely believed that they significantly improved their overall speaking skills by the end of the assignment. Furthermore, in the current study almost students pointed out that their pronunciation improved reasonably as a result of speaking and training themselves in language practice to authentic aural input constantly and regularly.

Based on the observation and interview that were conducted by the researcher, she found that 80 % of students are eager and have more confidence in doing speaking activities in the classroom. The researcher found that podcast can improve language skills and raise students' confidence in speaking and it makes students immersed in speaking ability.

Table 2: aspect of speaking measurement

Aspect	Group 1			Group 2			Group 3			Group 4			Group 5		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Fluently		√			√			√				√			√

Confidence			√		√				√			√		√
Grammatical		√			√			√			√			√
Expression			√			√			√		√			√

From the table above, the researcher found that the participant is very confident in getting the podcast that is used as media in teaching, but some of the participants still have difficulty in understanding the content and they have only a little experience in grammar. The respondents have seen that podcast is very helpful in improving students' skills in speaking, starting from watching the video together and create video podcast based on their interest issue around the environment that they like most.

CONCLUSION

English is important to be acquired. Because this language can be used as communication tool around the world. The use of podcast is one media that can be used in arising student's talent and interest in learning English, open brainstorm, and deep talk with other. To improve language skills, podcast is one of the medias that can help to improve language skills. Using podcast is effective to improve speaking skills because has many advantages compared to its disadvantages. podcast also can enrich students with a variety of knowledge about vocabulary, grammar, pronunciation, accent, and knowledge of culture. Thus, students can continue to practice their speaking skills by watching video which fits their needs.

Podcast has been successful media that can use to utilized by students to improve language skills and it can be used to raise confidence in society. The teacher must have the ability to design appropriate media to enhance students' motivation in learning and facilitate them in the intuition among society, therefore, Podcast can be one media that can be used by the teacher in raising students' confidence and improving students' skill in language. The study gives insightful information on students' preferences with regard to language vodcast design and presentation. The students had suggested more frequent podcast units, which they felt should be broadcast weekly or even twice weekly. While this would require substantial investments of time and logistical resources, it is conceivable that a more comprehensive course podcast and the more practice of students in podcast session will develop student's speaking faster and better.

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