

**Podcasting to Improve EFL University Students' Listening
Comprehension: Voices and Challenges**

A Paper

Submitted to the English Language Education Study Program in partial fulfilment
of the requirements for *Sarjana Pendidikan* degree in English Language
Education



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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGE AND LITERATURE EDUCATION
UNIVERSITAS PENDIDIKAN INDONESIA**

2022

PAGE OF APPROVAL

**“Podcasting to Improve EFL University Students' Listening
Comprehension: Voices and Challenges”**

A Research Paper

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STATEMENT OF AUTHORIZATION

I hereby certify that this research, entitled “*Podcasting to Improve EFL University Students' Listening Comprehension: Voices and Challenges*”, is my own work to fulfill one of the requirements for *Sarjana Pendidikan* degree of the English Language Education Study Program, Faculty Language and Literature Education, Universitas Pendidikan Indonesia. I am fully aware that I have cited some statements and ideas from many types of sources. All of the statements and ideas from other sources are properly acknowledged. If there is any mistakes related to the paper, I am willing to give further clarification.

Bandung, August 2022

A handwritten signature in black ink, appearing to read 'Rafly', followed by a horizontal line and a period.

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PREFACE

Alhamdulillah *rabbil'aalamiin*, I express my highest gratitude to the Lord of the Universe, Allah SWT, who has given His blessings and guidance so that the writer could finally accomplish this research paper entitled “*Podcasting to Improve EFL University Students' Listening Comprehension: Voices and Challenges*”. Shalawat and salam also might be always blessed upon to our Greatest Messenger, Prophet Muhammad SAW. May we get his intercession on the Day of Resurrection. *Aamiin*.

This paper is submitted to fulfill one of the requirements for the Bachelor Degree in English Language Education at Faculty Language and Literature Education, Universitas Pendidikan Indonesia. It cannot be denied that this work would not have been completed without the people who support and help me. Therefore, I would like to express my deepest gratitude to those who have helped the writer finish writing this paper. May all your kindness and help be rewarded and blessed by Allah SWT.

Finally, I realize that this research is still far from perfect and has many flaws because of the writer's limited knowledge. For this reason, I humbly expect suggestions and constructive criticism for the improvement of this research in the future. Notwithstanding those weaknesses of this paper, the writer hopes that this paper can contribute to the improvement of learning process, help other researcher regarding ICT and podcasts, and be beneficial particularly for future researchers in the English language learning who need it.

Bandung, August 2022



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ACKNOWLEDGMENT

First of all, I would like to express my highest gratitude to Allah SWT, who always guides me in all aspects of my life. *Alhamdulillah* *rabbi'l' alamin*, because of His mercy, I could complete this research paper entitled “*Podcasting to Improve EFL University Students' Listening Comprehension: Voices and Challenges*” smoothly.

Many people have helped and supported me in completing my study. Therefore, in this section, I would like to show my appreciation to those who have helped me finish my journey in completing this undergraduate thesis.

I would like to convey my appreciation and gratitude to my supervisor, Bapak Dr. Fazri Nur Yusuf, M.Pd, for the positive feedback, comments, motivation, and advice he has provided me during the research learning process. Thank you for your help and support throughout the drafting of this research paper. To complete this research, I am quite grateful to be able to get a wealth of important information under his direction.

I would also like to express my gratitude and appreciation to all lecturers of the English Language Education Study Program for all knowledge that has been given to me during my study at Universitas Pendidikan Indonesia. I am very grateful that I have an opportunity to learn such beneficial knowledge and skills as a provision to support my future career under their guidance.

With all my heart, I would like to thank my beloved family for their never-ending support and motivation. I would also thank my one special person Najla Aulis Shabira. Thank you for always by my side through my ups and down in accomplishing this paper. Thank you also for reminding me to do my best in pursuing my dreams.

Last but not least, thank you very much to everyone who has supported me to finish my study. Big thanks are also given to all participants who were willing to participate in this research. I am fully aware that this paper is still far from perfect and has many flaws. However, I hope that this paper would give a beneficial contribution for those who are interested in the practice of using podcast to improve listening comprehension.

Podcasting to Improve EFL University Students' Listening Comprehension: Voices and Challenges

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ABSTRACT

The advancement of ICT has resulted in innovative approaches to technology advancement for education and foreign language learning, particularly in English. Podcasts are a type of educational technology that has been widely used and proven to be an excellent method for learning English. The purpose of this study is to find out what the students' voices about using podcasts to improve their English listening skill, as well as to investigate the difficulties encountered by the students in using podcasts. This study involved fifteen university students in one public university in Bandung. The instruments used to collect data in this study were a questionnaire and an interview. Findings revealed that podcast improved students' listening comprehension ability by the more the students listen to podcast, the better they become. The students believed that through podcasts, they could familiarize themselves with English language. Also, because the students listen to what they want to hear and listen to topics or materials that they liked was the reason they improved their listening comprehension when listening to podcasts. Rossel-Aguilar (2013) concurred with the notion that listening to podcasts helps students feel more interested in their own learning since the content that is presented is authentic and relevant. Kohar et al. (2014) Having said that, this is as a result of the podcast offering a diverse selection of topics to be discussed, the availability of the text, a discussion of how words are being used, helpful expressions, phrases, and idioms, as well as the option to select one's own topic. All of these factors could help the students engage when listening to podcast and motivate them to improve their listening comprehension. However, besides all the benefits gained from podcast, there are also problems that the students encountered in using podcast. Most of the students assume that they could not understand some of the vocabulary that the content of the podcast delivered. They overcome those obstacles by listening more and taking notes to familiarized themselves with the vocabulary.

Keywords: Educational technology, English teaching and learning, Podcast, students' voices

Podcasting untuk Meningkatkan Pemahaman Mendengarkan Mahasiswa EFL: Suara dan Tantangan

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ABSTRAK

Kemajuan TIK telah menghasilkan pendekatan inovatif terhadap kemajuan teknologi untuk pendidikan dan pembelajaran bahasa asing, khususnya dalam bahasa Inggris. Podcast adalah jenis teknologi pendidikan yang telah banyak digunakan dan terbukti menjadi metode yang sangat baik untuk belajar bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengetahui apa persepsi siswa tentang penggunaan podcast untuk meningkatkan keterampilan mendengarkan bahasa Inggris mereka, serta untuk menyelidiki kesulitan yang dihadapi oleh siswa dalam menggunakan podcast. Penelitian ini melibatkan lima belas mahasiswa di salah satu perguruan tinggi negeri di Bandung. Instrumen yang digunakan untuk mengumpulkan data dalam penelitian ini adalah kuesioner dan wawancara. Secara keseluruhan, temuan mengungkapkan bahwa podcast meningkatkan kemampuan pemahaman mendengarkan siswa dengan semakin banyak siswa mendengarkan podcast, semakin baik mereka. Para siswa percaya bahwa melalui podcast, mereka dapat membiasakan diri dengan bahasa Inggris. Juga, karena siswa mendengarkan apa yang ingin mereka dengar dan mendengarkan topik atau materi yang mereka sukai adalah alasan mereka meningkatkan pemahaman mendengarkan mereka saat mendengarkan podcast. Rossel-Aguilar (2013) sependapat dengan gagasan bahwa mendengarkan podcast membantu siswa merasa lebih tertarik pada pembelajaran mereka sendiri karena konten yang disajikan otentik dan relevan. Kohar dkk. (2014) Karena itu, ini adalah hasil dari podcast yang menawarkan beragam pilihan topik untuk dibahas, ketersediaan teks, diskusi tentang bagaimana kata-kata digunakan, ekspresi, frasa, dan idiom yang membantu, serta sebagai pilihan untuk memilih topik sendiri. Semua faktor ini dapat membantu siswa terlibat ketika mendengarkan podcast dan memotivasi mereka untuk meningkatkan pemahaman mendengarkan mereka. Namun, selain semua manfaat yang diperoleh dari podcast, ada juga masalah yang dihadapi siswa dalam menggunakan podcast. Sebagian besar siswa beranggapan bahwa mereka tidak dapat memahami beberapa kosakata yang disampaikan oleh konten podcast. Mereka mengatasi hambatan tersebut dengan lebih banyak mendengarkan dan mencatat untuk membiasakan diri dengan kosa kata.

Kata kunci: teknologi pendidikan, pembelajaran bahasa Inggris, Podcast, persepsi siswa

Moch Rafly Putra Wardiman, 2023

PODCASTING TO IMPROVE EFL UNIVERSITY STUDENTS' LISTENING COMPREHENSION: VOICES AND CHALLENGES

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