STUDENTS' PERCEPTION ON THE USE OF PODCAST IN ENCOURAGING LISTENING COMPREHENSION

(A Descriptive Study to the Third-Semester Students of English Language Education Study Program of Teacher Training and Education Faculty, Universitas Tanjungpura in Academic Year 2023/2024)

A THESIS

Jurisdiction Responsibility by:

EGA RAHMA PRATIWI

F1021191028

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

LANGUAGE AND ARTS EDUCATION DEPARTMENT

TEACHER TRAINING AND EDUCATION FACULTY

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Jurisdiction Responsibility by:
EGA RAHMA PRATIWI
F1021191028

Approved by:

Supervisor I	Supervisor II
Eusabinus Bunau, S. Pd., M. Si., Ph.D	Wardah, S. Pd., M. Pd.
NIP. 196812301998031001	NIP. 197801072005012003

Legalized by:

Dean of Teacher Training and Education Faculty
Universitas Tanjungpura

Dr. Ahmad Yani T, M.Pd.
NIP. 19660401991021001

Date of Pass: Tuesday, 09 January 2024

STUDENTS' PERCEPTION ON THE USE OF PODCAST IN ENCOURAGING LISTENING COMPREHENSION

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Supervisor I	Supervisor II
Eusabinus Bunau, S.Pd., M.Si., Ph.D	Wardah, S.Pd., M.Pd
NIP. 196812301998031001	NIP.197801072005012003

Legalized by:

The Head of Language and Arts Education Department

Dr. Agus Wartiningsih, M.Pd
NIP. 197908162002122002

Date of Pass: Tuesday, 9 January 2024

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A THESIS

Jurisdiction Responsibility by:
EGA RAHMA PRATIWI
F1021191028

Approved by:

Supervisor I	Supervisor II
Eusabinus Bunau, S.Pd., M.Si., Ph.D	Wardah, S.Pd., M.Pd
NIP. 196812301998031001	NIP.197801072005012003
Examiner I	**Examiner II**
Dr. Ikhsanudin, M.Hum	Surmiyati, M.Ed., Ph.D
NIP. 19661105199200310031	NIP. 197310242003122001

Legalized by:

The Head of English Education Study Program

Yanti Sri Rezeki, M.Ed., Ph.D.
NIP. 197706192002122009

Date of Pass: Tuesday, 9 January 2024

DECLARATION OF AUTHENTICITY

I am a student with the following identity:

Name : Ega Rahma Pratiwi

Student Number : F1021191028

Study Program : English Language Study Program

Department : Languages and Arts Education Department

I hereby sincerely state this thesis entitled "STUDENTS' PERCEPTION ON THE USE OF PODCAST IN ENCOURAGING LISTENING COMPREHENSION (A Descriptive Study on the Third-Semester Students of English Education Study Program of Teacher Training and Education, Universitas Tanjungpura)" is my work. It does not contain other people's work, except the opinions or findings from other writers included in this thesis are quoted and cited accordingly with ethical standards. The writer can be responsible for her graduation if in the future, it is proven to contain other's work or imitation others' graduation papers. This declaration was written by the writer.

Pontinak, 8 Januari 2024



Ega Rahma Pratiwi

F1021191028

ABSTRACT

Pratiwi, Ega Rahma (2023), Students' Perception on the Use of Podcast in Encouraging Listening Comprehension.

Supervisor 1: Eusabinus Bunau, M.Si., Ph.D

Supervisor 2: Wardah, M.Pd

This research entitled "Students' Perception on the Use of Podcast in Encouraging Listening Comprehension" (A Descriptive Study to the third-semester students of English Language Education Study Program of Teacher Training and Education Faculty, Universitas Tanjungpura in Academic Year 2023/2024). This research aimed to find out students' perceptions on the use of Podcast in Encouraging Listening Comprehension. This research implemented descriptive study with quantitative approach. The technique of data collection applied was survey. The participants were 97 third-semester students from the classes A1, A2, A3 Regular and B1, B2 PPAPK. However, only 38 of them were suitable for the characteristics of the research. The tool was closed-ended questionnaire, implementing a 4 likert scale with 13 statements concerning on perception in using podcast in listening. The data were analyzed using percentage formula. The result revealed that students' responses to the questionnaire are 81% which indicated they have very positive perception that podcast can encourage listening comprehension. Therefore, podcast with the various features provided can be the effective media to encourage listening comprehension.

Keywords: Podcast, Listening, Descriptive Study

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Finally, the author is open to recommendation and criticism toward this thesis as a room for improvement. The author wishes the thesis would be helpful to readers and interested parties, especially in the field of English instruction.

Pontianak, Januari 2024

The Author

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CHAPTER I

INTRODUCTION

1.1 Background

Listening is one of English basic skills that people use to communicate and share ideas. It is a process of understanding the voice that is being heard by people. Listener do not only hear the voice but they also need to understand what the meaning by the voice. Wardah (2019) stated that listening is categorized as receptive skill which requires listener to receive and comprehend the information listened. Learning listening properly will help students comprehend the language itself. In learning language, listening provides input for students because through listening students can understand each other. Thus, mastering listening is very essential for everyone, especially the students.

However, some students believe that listening is difficult to be learned. Bunau (2020) stated that the lack of grammar, vocabulary, punctuation, and the difficulty in distinguishing both singular and plural sounds are the difficulties faced by students in transcribing a text. The difficulties faced by students can impact students' comprehension in listening.

On the other hand, the advance of technology can help students solve their problems in listening. One of the media is podcast. According to Constantine (2007) podcast is an internet audio publishing designed which can be downloaded and listened to on a portable device. In other word, podcast is an audio recording that can be heard by everyone on the internet which downloadable and portable. Podcast consists of some episodes in a channel that free to be downloaded with various topic. By the various topic provided in podcast make it can be one of the media to solve problem in listening.

Based on the preliminary research through a survey, it found that most of the third-semester students of English Language Education Study Program of Teacher Training and Education Faculty, Universitas Tanjungpura have listened to Podcast. The researcher chose them as the participants of this research because all of them are future teachers, so they need to have good communication which also need good listening skills. It is in line with Mandelsohn cited in Gilakjani and Ahmadi (2011), listening takes an important role in communication which the total spent on communicating; Listening, 40-50%, speaking, 25-30%, reading 11-16%, and writing 9%. Therefore, it is crucial for the students to have good listening comprehension to communicate. Listening to Podcast gives them perceptions which can be good and bad perception. Considering the case above, the researcher intends to find out students' perception on the use of Podcast in encouraging listening comprehension.

Previous studies have been done related to this current research. Abdurahman et al (2018) conducted an experimental study that investigated the impact that podcast gives on EFL students for their listening comprehension. The findings reveal that EFL students have a significant impact on their listening comprehension. On the other hand, Pratiwi (2022) has conducted descriptive qualitative research regarding to the use of podcast for listening comprehension. The findings reported that the students felt podcast as the media was helpful, accessible, and suitable media for teaching virtual listening. The similarity of both the previous studies and this current study is the use of Podcast in listening comprehension. Meanwhile, the difference is the previous study focused on podcast and listening in the classroom. This current research was to find out

students' perception who have listened to podcast in the classroom and still using it for their listening media.

Based on the explanation above, the researcher conducted research regarding perceptions on the third-semester students of English Language Education Study Program of Teacher Training and Education Faculty, Universitas Tanjungpura in Academic Year 2023/2024 on the use of podcast in encouraging listening comprehension.

1.2 Research Question

From the explanation in the background section, the researcher arranges a research question to be solved in this research. The research question is: What are perceptions of the third-semester students of English Education Study Program of Teacher Training and Education, Universitas Tanjungpura in Academic Year 2023/2024 on the use of Podcast in encouraging listening comprehension?

1.3 Research Purpose

After arranging a research question, the researcher needs to decide what the purpose of the research. The purpose of this research is to find out perception of the third-semester students of English Education Study Program of Teacher Training and Education, Univertas Tanjungpura in Academic Year 2023/2024 on the use of Podcast in encouraging listening comprehension.

1.4 Research Significance

The result of this research is hoped to be useful for:

1. The students

   Hopefully, this research can help students improve their listening comprehension in an engaging and interactive manner, thereby enhancing their overall communication skills.

2. The teacher

   The result of this research will be useful for the teachers in choosing appropriate media in learning listening and make a more attractive learning activity in the classroom.

1.5 Scope of Research

The advance of technology offers many kinds of learning media that make students easier to learn English. Thus, the researcher is interested in conducting research on the perceptions of the third-semester students of English Language Education Study Program of Teacher Training and Education Faculty, Universitas Tanjungpura on the use of Podcast in encouraging listening comprehension. To limit this research, the researcher focuses on collecting data on participants who listen to podcast almost every day.

1.6 Terminology

To clarify the terms and avoid misunderstanding, the researcher provides explanations as follows:

1.6.1 Students' Perception

Students' perception in this research refers to students' point of view after listening to podcast and how podcast gives them impact to their listening comprehension.

1.6.2 Listening Comprehension

Listening comprehension is the ability of a person to understand spoken text.

1.6.3 Podcast

Podcast in this research is an audio recording that provides various kinds of talks that can be heard from You Tube, Spotify, and Website.

CHAPTER 2

LITERATURE REVIEW

2.1 Perception

2.1.1 Definition of Perception

Perception is a term that related closely to human psychology environment through physical sensation, which shows individual ability to understand something. According to Demuth (2013), perception is about feelings and ideas that allow people to create various contents of the world. In other word, perception is one's expression of what they feel that has an influence on a particular thing. Saks and Johns (2011) stated that perception is the process of interpreting the messages of the senses to provide order and meaning to the environment. In addition, Kumar (2010) explains that perception as viewed in philosophy, psychology, and cognitive science, is how people become aware and understand information from their sense. It involves the steps of choosing, arranging, and explaining stimuli to make sense of things and give them meaning. Thus, by passing the perceptual process, people can interpret their ideas meaningfully based on what they see, taste, smell, hear, and touch.

In giving perception, people may have negative or positive perception on a thing. Perception that people have on a thing can be positive or negative. Perception refers to the process where individuals

interpret and understand the information received from their environment. Furthermore, according to Tankard (2017), a perception of an object is influenced by several factors in her/his environment. In addition, Walgito (2010) stated that perception is a process that is preceded by sensing process, which is the process of receiving stimulus by individuals through the sensory devices. But the process does not just stop, the stimulus is continued and the next process is the process of perception.

In conclusion, perception, closely related to human psychology, is the way individuals understand and interpret information from their surroundings through physical sensation. From the definitions mentioned above, perception involves the expression of feelings and idea, allowing people to create their understanding of the worlds.

2.1.2 Components of Perception

A perception consists of several components. Robbins & Judge (2013) divided several fundamental elements of perception such as, perceiver, an object, and the context/the situation.

a. The perceiver

   A perceiver is an experiencing person whose awareness is focused on the stimulus and thus begins to perceive it. The perceiver is same with the subject of the study.

b. The object

An object is the target of perception; something or someone or situation that is being perceived. When the subject likes the target, the subject's perception will be positive. If the subject does not like the target, the perception from the subject will be negative (Robbins & Judge, 2013).

c. The situation

The situation is the environmental factors, timing, and degree of stimulation that affect the process of perception. It is the relationship between the perceiver and the target when it takes place. Robbins & Judge (2013) divided the situations into three aspects, namely, time, work setting, and social setting.

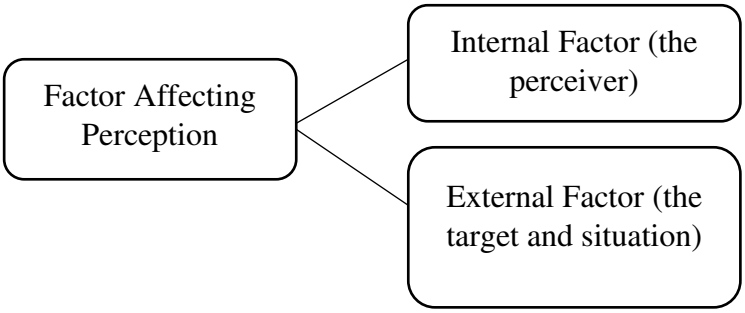
From the explanation above, the perceiver in this research is the students, the object here means the podcast that they listened to, and the situation is the time or the place when they listened to podcast.

2.1.3 Factors Affecting Perceptions

There are several factors which come from each component of perceptions. According to Toha (2003) these factors are divided into internal factors and external factors which can be seen in figure 2.1 as follows:

Figure 2.2

Factors Affecting Perception



a. Internal Factors

Internal factors of perception come from the perceiver. Some factors within the perceiver are includes what individual has previously experienced, learned, the personality of the perceiver, cognitive differences, attitudes, interests, motivates, expectations, cultural background, dynamics of person perception and the perceptions of causality in social events.

b. External Factors

The external factors come from the target and the situational contexts. There are two factors arise from the target; physical and dynamic elements. Physical aspects consist of the size or physical appearance, intensity (a person's resonance), contrast (object or persons which stand out against the background), and novelty. On the other hand, dynamic elements involve motion (moving objects), repetition (stimuli

repeated often garner more attention), and the arrangement of the target.

The way people perceive things is affected by the context in which object and events are noticed. Cultural context, social situations, as well as the location and time of an incident all play a significant role in shaping what is being perceived. These factors influence how a person sees a particular object.

Therefore, each person has different perception about a certain object. It depends on their own point of views toward the object influenced by several factors that come from individual and from the target and situational context. From the explanation above, perception is divided into two factors which are internal factors; factors that come from the perceivers themselves, and the external factors; the factors come from outside the perceiver (the target and the situational context).

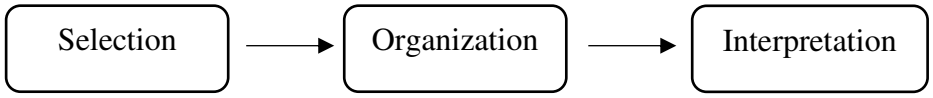
In this research, the researcher investigated the perception from individual's internal factors which is the perception that comes after listening to certain media, in this case, podcast.

2.1.4 The Process of Perception

Perception is the process of using senses to be aware of objects or relationship. There are several processes of perception which are stated by Qiong (2017) that can be seen on the figure 2.2 as follow:

Figure 2.2

The Process of Perception



a. Selection

The first stage in the process of perception is selection where someone convert the stimuli into a meaningful experience. In daily life, people will get a large variety of information. However, they cannot perceive all the information. Therefore, they only perceive some parts of the information from the environment through selective process. In other words, when someone being surrounded by some stimuli, they only pay attention to those stimuli which they interested in through selective process of perception.

b. Organization

The second stage in perception process is organization. After selecting information from the environment, someone needs to organize it in some ways by finding certain meaningful patterns. In this stage, the social and physical events or object encounter will immediately have shape, color, texture, size, interpretation. It refers to the process of attaching meaning to the stimuli that have been selected. Once the selected stimuli the stimuli have been categorized into structured and stable patterns, people try to make sense of these patterns by assigning

meaning to them. But different people may have different interpretations of the same stimulus.

In summary, perception is a three-step processes where perceivers will pick out important details, organize them, and then make sense of what the meanings.

2.1.5 Types of Students' Perception

In identifying students' perception, there are two types of perception which are positive and negative perception. It is as stated by Tewal et al., (2017) which are explained in the following description:

1. Positive Perception

   Positive perception is the perception that describe all the information knowledge positively. In other word, positive perception means that there is a positive response towards the target being perceived.

2. Negative Perception

   The negative perception describes information negatively or not suitable for the perceived object. In other word, it is a negative interpretation given by the perceiver in evaluating something around them.

In conclusion, perception can be categorized into positive and negative types. Positive perception involves interpreting

information and knowledge in a favorable light, resulting in a positive response to the subject being perceived. On the other hand, negative perception describes the information that is not suitable and it is reflecting a negative interpretation by the perceiver in evaluating something. These two types of perception contribute to the diverse ways individuals understand and respond to the world around them.

In this research, the researcher elaborates more the types of perception, which each type divided into two parts; very positive perception, positive perception, very negative perception, and negative perception.

2.2 Listening

2.2.1 Definition of Listening

Listening is the first language skill that someone acquires and the one that very useful for the rest of life. According to Nation & Newton (2009), listening is the first step of the ability to speak. Thus, listening comes before speaking; when learning a first language or acquiring other naturally, early language relies on listening. In the process of developing and learning a language, people will start from listening first. Brown in Yusnida et al (2017) stated that listening is responding and understanding what is heard. Listening is the skill that need to be mastered to have good communication. It is in line with Bite (2013) effective

communication relies on listening as it involves both hearing and active engagement with the speaker, demanding a high concentration level.

Listening allows people to receive an understanding of what is heard. Wallace et al., (2004) states that listening is an ability to add insight and information for the listener. In addition, Schmitt (2010) defined listening is an ability that involves understanding spoken language. It is in line with Nunan (2003), listening is based on meaning. Therefore, listeners will combine what they have heard with ideas to create meanings in accordance with their thoughts.

In conclusion, listening is the first and most important language skill, essential for effective communication in life. The experts of listening also emphasize that listening is not just the starting point for learning language, but a key part of learning to speak. Therefore, mastering listening is crucial for good communication and gaining a deeper understanding of the world.

2.2.2 Listening Comprehension

Listening comprehension is a language skill which needs to be developed properly by foreign learners because it is the way through which the learners receive most of the instructions and information in the target language. According to Vandergrift cited in McDonough and Shaw (2003, p. 17), “Listening comprehension

is anything but a passive activity. It is a complex, active process in which the listeners must discriminate between sound, understand vocabulary and structures, interpret stress and intonation, retain what was gathered in all the above, and interpret it within the immediate as well as the larger sociocultural context of the utterance. Coordinating all this involves a great deal of mental activity on the part of the learner." It can be inferred that listening comprehension is a complex process.

Further, Wardah (2020) defined listening comprehension is a strategy in communication for the learners to understand what was said without additional intention to learn more about the language that was spoken. In addition, Tyagi (2013) stated that listening comprises of some key components, such as, discriminating between sounds, recognizing words, and understanding their meaning, identifying grammatical grouping of words, identifying expressions and sets of utterances that act to create meaning, connecting linguistic cues to non-linguistic and paralinguistic cues, using background knowledge to predict and to confirm meaning, and recalling important words and ideas.

2.2.3 Types of Listening

Listening is divided into two types. According to Rost (2011), there are six types of listening such as:

1. Intensive Listening

Intensive listening refers to listening closely for precise sounds, words, phrases, grammatical units, and pragmatic units. Wardah (2019) stated it is important in listening proficiency is to have the ability to concentrate intensively in listening for specific details or to identify a particular word. Types of intensive listening practice include: dictation, elicited repetition, shadowing, word spotting, grammar processing, and mediation.

2. Selective Listening

In language teaching, this type of listening refers to listening with a planned purpose in mind. Morley (1972) stated that using carefully planned and graded listening lessons would help students learn to listen and get facts so they can be ready to listen and get the idea. In addition, selective listening is often used to gather specific information to perform a task.

3. Interactive Listening

Interactive listening is one of the types of listening in a collaborative conversation where the learners interact with each other or with native speakers. The listener in this case takes a leading role in understanding through providing feedback, asking questions, and supporting the speaker.

4. Extensive Listening

Extensive listening refers to listening for several minutes at a time, staying in the target language, usually with a long-term goal of appreciating and learning the content. This type of listening contains academic listening, also known as listening for academic purposes and sheltered language instruction.

5. Responsive Listening

Responsive listening is a type of listening practice in which the listener's response is the goal of the activity. The listener's response in this type of activity is affective – expressing an opinion rather than informational – giving back facts based on what was heard.

6. Autonomous Listening

It is a type of listening where the listener listens to an audio without the direct guidance of an instructor. In other word, it is an independent listening. Autonomous listening can include all of the types of listening discussed; intensive, selective, extensive, interactive, and responsive.

2.2.4 Listening Processes

There are several listening processes. The processes of listening divided by Brown (2013) into two stages, such as:

1. Bottom-up Processes

These are the processes that the listener takes to put the message together from the speech stream, piece by piece, from the parts to the whole. These bottom-up processes entail the auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic, and interpretative levels of perception and parsing of the speech stream.

2. Top-down Processes

The listener moves from the whole—their past knowledge, content, and rhetorical schemata—to the components during these processes. Stated differently, the listener uses what they know about the context of conversation to predict what contain of the message and uses parts of the message to confirm, correct, or add to this.

2.2.5 Benefit of Having Effective Listening

If someone have good listening comprehension, they will get benefits personal growth and development. Following

benefits of effective listening below as stated by Tyagi (2013):

a. Effective Communication

In human interaction, clear and concise transmission of information is an essential component. In communication, the listener has responsibility to hear and understand message given by the speaker. Therefore, having good listening will guide the listener to have effective communication.

b. Fewer Misunderstanding

Regardless of the clarity of spoken messages, the one who have good listening comprehension can avoid misunderstandings by practicing listening regularly.

c. Improved Relationship

Relationship in life can be damaged by misunderstanding that can hurt one's feelings. Having good listening will tell others that they are important and what they have to say is respected. Therefore, it is very attractive and contributes to strong relationship.

d. Personal Growth

A person who learns listening actively and effectively will not only adds tool for her/his personal development portfolio, but also will have ability to understand other's

point of view, differentiate ideas, and explore conflicting viewpoints which can guide his/her to continue growing for exploring new ideas.

2.3.6 Aspect of Listening Comprehension

Listening skill has some important aspect like other English skills that need to be considered. Helgesen cited in Wardah (2020), explains the following aspects of listening comprehension:

1. Listening for Main Idea

   This aspect of listening requires the listeners to understand the main idea while listening by picking out the most important information, which often involves tasks like identifying main idea.

2. Listening for Specific Information

   It is the most common type of listening exercise. The practice usually involves finding specific information, like names, time, or certain words in the text. It asks about clear facts and details mentioned in the listening

3. Inference

   This aspect involves listeners drawing conclusions indirectly from the information in the listening. Because the information is not given directly, listeners need to listen between the lines,

focusing on implied meanings. Inference, unlike other aspects of listening, requires abstract thinking, making it a crucial skill. The main task in listening for inference is to grasp specific details or understand the overall meaning of the text when information is not explicitly stated.

2.3.7 The Problems in Listening Comprehension

English for Indonesian students is considered as a foreign language, not a second language. It means that Indonesian students will typically use English only at school and in other particular settings so that the students do not have many practical opportunities to use English outside the classroom. This case makes learning English, especially listening is challenging. Rintaningrum (2018) divided several problems in listening comprehension:

1) Quality of Recorded Materials

The quality of recording can affect how well the students understand what is being said. if a recording is clear with no background noise, it is easier for the students to hear and comprehend the words. On the other hand, if the quality of the recording is poor, it becomes harder to understand and follow the information. Good recording quality is important for ensuring that the words are audible, the pronunciation is clear, and there are no distractions. All of which contribute to have better listening comprehension.

2) Cultural Differences

Cultural differences can affect how students understand and interpret what they hear. Different cultures may have unique ways of expressing ideas, using language, or conveying emotions. For instance, non-verbal cues like gestures or facial expressions can vary across cultures, influencing how a message is understood. Therefore, students should be aware of cultural aspect of language that have substantial impact on their comprehension and it is important for them to know the background of the culture before listening to certain listening material.

3) Accent

The way the speaker pronounces words, known as their accent, can affect how well the students understand them. Accents vary based on where someone is from or the language, they are in. Sometimes, if students are not familiar with a particular accent, it may be a bit challenging to catch every word. However, by having practice and exposure to different accents regularly, it will make easier to comprehend what the speaker is saying.

4) Unfamiliar Vocabulary

Hearing unfamiliar words during a conversation or speech can make it more difficult to understand. When the listener encounter words that they do not know, it might be challenging to grasp the full meaning of what the speaker is saying. It is helpful from them to learn new words

and their meanings, so the listener can spark their interest, boost motivation, and encourage their listening comprehension.

5) Length and Speed of Listening

The length and speed of listening can affect how well listener understand it. According to Underwood cited in Gilakjani & Sabouri (2016), there are some barriers to effective listening process, one of them is the listeners cannot control the speed of the speech. The biggest problem with listening comprehension is that listeners are not able to control how quickly speakers talk and they cannot replay a recording section. If something is too long or too fast, it might be harder to catch all the details. Shorter and slower content is generally easier to grasp. Paying attention to the length and speed of the listening audio can help listener have better listening comprehension.

In conclusion, the problem in listening comprehension for Indonesian students learning English as a foreign language are multifaceted. The limited practical opportunities to use English outside the classroom contribute to the overall difficulty in having good listening comprehension. The identified problems that the students faced in listening comprehension include the quality of recorded materials, cultural differences, accents, unfamiliar vocabulary, and the length and speed of listening. These problems should be overcome by improving recording quality, increasing cultural awareness, familiarizing students with different accents, expanding vocabulary, and considering the pacing of listening materials. The listener can learn listening using media that can overcome these problems, where

the media has good audio quality with interesting audio choices from various countries, has several features that make things easier for listeners to that they can have better listening comprehension.

2.3 Podcast

2.3.1 The Concept of Podcast

Podcast is a media that has widely known in social life. Constantine (2007) described podcast is digital recording of a radio broadcast and similar program where the listeners can download the audio. It makes podcast become familiar. In line with Perks (2019) podcast has become a familiar media in society's daily life. Podcast also defined as the media where the combination of iPod and broadcast in audio file that can be listened to directly both streaming and downloaded on a connected internet-mobile device (Stephani, Rachmawaty, and Dyanasari, 2021).

The advancement of technology changes how podcasts are made and consumed. The technological innovation will perceptibly modernize the format of podcast (Berry, 2016). For instance, podcast as a downloadable digital audio file with only distributed over the internet using RSS and designed to be played back on personal MP3 player who stated by Markman (2012) is now dated.

Nowadays, podcasts already offer conveniences with more updated features. In line with Rime., et al (2022) on their research defined podcast is a group of episodical, stream able, and

downloadable spoken audio content which playable anywhere, at any time, produced by anyone and can be found on the internet. In short, podcast indeed is a media that offers several conveniences for the listener.

2.3.2 Aspects of Podcast in Listening Comprehension

Podcast is one of the media that can be used by everyone, especially students to overcome their listening problem. There are some aspects should be considered in podcast, such as:

a. Speed of Delivery

This aspect is the speaking rate of the speaker of podcast. Podcast offers a feature where the listeners can repeat the audio if they cannot hear the speaker clearly. It is as stated by Rajar (2020), the audio in podcast can be fast forwarded, paused, rewind, and listen again. In addition, podcast is not time consuming. In that case, the listeners can repeat the audio several times to get what the speaker say in the audio. So that they can hear the speakers easily. The audio on podcast usually less than an hour which can be paused and listen again if there is enough time to listen it. Moreover, podcast can be beneficial for the listeners with only listening to it 5 minutes each day. It is supported by Constantine (2017), the listers can benefits from 3-5 minutes every day. Therefore, the listeners can have effective listening if they listen

to podcast 3-5minutes in each day which can encourage their listening comprehension.

b. Content

Podcast as the one of the advancements of technology provides opportunity to learn listening easily with the various content in it. Ramli (2017) stated that the authenticity of podcast is very helpful in motivating students and attracting them to practice in the classroom. Furthermore, podcast gives the learner chances to select the audio that they like on podcast.

Moreover, Berry (2016) stated that the concept of podcast is to make an enticing package, where one's favorite audio can be easily accessible with no cost of limitation. So, podcast can be the media that interest them and they will listen to podcast regularly which can encourage their listening comprehension. Fernandez et al., (2009) on their research have proven that some students concluded that podcast enhance students' motivation due to its various and interesting topic provided. In addition, Mclung and Johnson (2010), stated that there are several conveniences offered by podcast, such as, podcast is possible to time-shift and place-shift which means that the listeners can easier listen to podcast whenever they want at their convenience.

c. Pronunciation & Vocabulary

The feature that enables listeners to rewind the audio on podcast makes the listeners can enrich their vocabulary. Also, they will know how to pronounce the words correctly. It is as stated by Rajar (2020), podcast provides the feature where listener can rewind, pause, and fast forward the audio. So, they can listen to the audio several times.

d. Comprehension

Listening to podcast gives the listeners comprehension that can impact their communication. According to several education institutions, podcast has significantly impacted students' communication in life. In addition, Ashraf et al., (2011) on their research reported that podcast has significant impact on Iranian EFL Students' Listening Comprehension.

Listening to podcast can make the listeners have better listening comprehension. In line with this, Bagheri (2016), have proven that podcast enhances students' ability in listening. Besides having better understanding in listening, podcast also can make students enjoy to listen it. Podcast as a media which has a piece of episodical, downloadable, playable anywhere at any time make students enjoy listening to it.

From the explanation above, it can be concluded that some aspects in podcast can guide the listener to encourage listening comprehension and they will have good communication skill afterwards.