STUDENTS' DIFFICULTIES IN LISTENING TO CONVERSATION THROUGH PODCAST MEDIA

A Thesis

Submitted to the English Department as a Particular Fulfillment of

Requirement for S1- Degree

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ABSTRACT

The research aimed to find out the problems encountered by the students in using Podcast media. The second aim was to find students' difficulties listening to the conversation through Podcast media. The descriptive method was used to analyze the difficulties faced by the students in listening to the conversation through Podcast media. The subject of this research was class XI.5 Science in the second semester of SMAN 1 in the academic year 2021/2022, which consists of 33 students in the academic year 2021/2022. Data were gathered by questionnaire, interview, and observation.

The result of this research is explained with two points. First, the student's problems in using Podcast include: less interested in using Podcast, prefer using videos than audio Podcast, less vocabulary, the speaker speaking too fast, losing concentration when listening to the Podcast, not being able to understand the meaning of the word as a whole in the sentences, and have problems when answering the question and hear the Podcast at the same time. Second, the student's difficulties in listening to the conversation through Podcast media include unfamiliar words, lexical density, speakers' pronunciation and accent, the duration of the speakers in making conversation, bored, losing concentration, background noise, and defective equipment were significant difficulties encountered by XI.5 Science students of SMAN 1 Seputih Banyak.

Keywords: *Descriptive research, difficulties in listening, listening through Podcast media, listening to conversation, problems using Podcast media*

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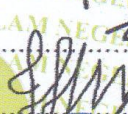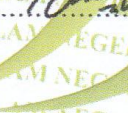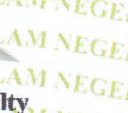**UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG**
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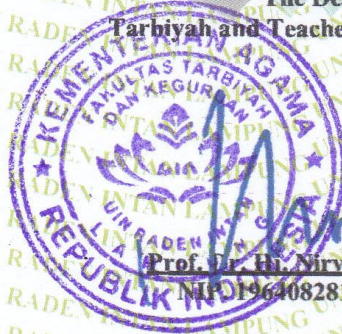*Alamat : Jl. H.Endro Suratmin Sukarame Bandar Lampung Tlp. 0721703260*

ADMISSSION

A research thesis entitled "**STUDENTS' DIFFICULTIES IN LISTENING TO CONVERSATION THROUGH PODCAST MEDIA**", by **DINDA TRI PRATIWI, NPM: 1811040046, Department: English Education,** has been successfully defended at Thesis Defense of Tarbiyah and Teacher Training, Raden Intan State Islamic University, Lampung. The thesis defense was held on: Wednesday, September 14th 2022

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There by declared that the thesis entitled "Students' Difficulties in Listening to Conversation through Podcast Media" is truly the researcher's own original work. The responsibility is fully for the publication of the thesis. The sources and structure of the writings in the research have complied with the profisions and ethical standards.

Bandar Lampung,   July 2022
Declared by

Dinda Tri Pratiwi
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MOTTO

<div dir="rtl">

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥)إِنَّ مَعَ الْعُسْرِ يُسْرًا (٦)فَإِذَا فَرَغْتَ فَانْصَبْ (٧)وَإِلَىٰ رَبِّكَ فَارْغَبْ (٨)

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Verily, along with every hardship is relief. Verily, along with every hardship is relief. So when you have finished (your occupation), devote yourself to Allah's worship. And to your Lord (Alone) turn (All your) intentions and hopes. (Q.S. Al- Insyirah: 5-8).[1]

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[1] Muhammad Taqi-ud-Din Al-Hilali, Muhammad Muhsin Khan, Noble Qur'an, The English Translation of the Meanings and Commentary, (King Fahd Complex for the Printing of the Holy Qur'an), p. 841

DEDICATION

This graduating paper is dedicated to:

1. First of all, thanks to Allah SWT my lord almighty who has guided me to face everything in this extraordinary world.
2. My parents, Mr. Sukamto and Mrs. Sri Widati for showing faith in me and giving me. Thank you for all the motivation and support.
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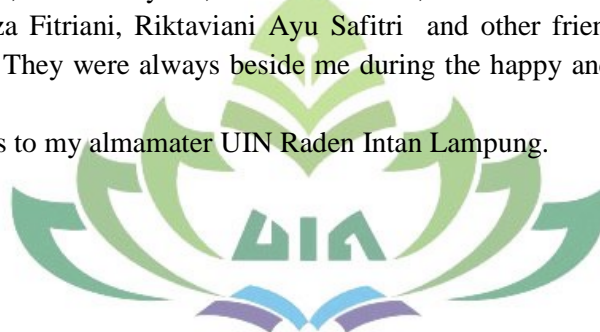
CURRICULUM VITAE

Dinda Tri Pratiwi was born on December 08th, 1999 in Tanjung Harapan, Seputih Banyak Lampung Tengah. She famously called by her friends, Dinda. Dinda is the third daughter of Mr. Sukamto and Mrs. Sri Widati. She have two beloved sister, their names are Dani Suryani and Meri Susanti.

In academic background, Dinda accomplished her formal education at SDN 01 Tanjung Harapan in 2006 and she graduated in 2012. In the same year, she continued her study in SMPN 01 Seputih Banyak and finished in 2015. Then she continued to SMAN 1 Seputih Banyak and graduated in 2018. Then she continued her study at UIN Raden Intan Lampung in 2018, and she was join in the UKM KOPMA (Koperasi Mahasiswa) in the university.

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7. All of my friends who I could not write one by one.

Finally this graduating paper is expected to be able to provide useful knowledge and information to the readers. Moreover, the researcher is pleased to accept more suggestion and contribution from readers for the improvement of the graduating paper.

Bandar Lampung,   August 2022
The Writer

Dinda Tri Pratiwi
1811040046

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CHAPTER I
INTRODUCTION

A. Title Confirmation

As the first step to understanding the title of this thesis and to avoid misunderstanding, the researcher considers it was needed to explain certain words that are the key to the title of this proposal. The title was "Students' Difficulties in Listening to Conversation Through Podcast Media". The following is the description of several terms contained in this research.

First, the term "Difficulties" can be defined as the effort needed to complete the task.[2] The difficulty also defined as any learning or emotional problem that affects or substantially affects, a person's ability to learn.[3] It means that difficulties were a condition where students have obstacles in learning activities, so a more active effort was needed to overcome these obstacles.

Second, the term "Listening" can be defined as the ability to identify and understand what others are saying.[4]

Third, the term "Conversation" can be defined as Conversation was, a joined activity in which two, or more participants, use linguistic forms and nonverbal signals to communicate interactively.[5]

Fourth, the term "Podcast" is defined as digital files in the form of sound that can be accessed on the web for download to media players, PCs, and so on.[6] So, in this thesis, the researcher wants to know what are the difficulties faced by students in listening to conversation through podcast media.

B. Backround of the Problem

Listening is an important skill in learning English as a foreign language. Listening is one of four skills in learning English (writing, reading, listening, and speaking) recognized as the keys to knowing a language.[7] These skills are useful in communication. Listening is the ability to identify and understand what others are saying.[8] This process involves understanding a speaker's accent or pronunciation, grammar, and vocabulary and grasping the meaning. In the world of education itself, listening can help students carry out academic activities such as listening to presentations and speeches or getting information that allows for their assignments. Listening used in foreign language teaching refers to a complex process that allows us to understand spoken language. In line with Rost stated that listening is catching what the speaker says.[9] That way, listening will give students a diverse vocabulary too because it will encourage them to speak and allow them to imitate the speaker's speech. This means that by listening, students are not only better at listening but also better at communicating.

However, listening skill is often a big problem for students in learning English. Some of the difficulties faced by students include not understanding what the content talked about. In many cases, listeners cannot predict what speakers are going to say, whether it is a news report on the

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[2] Novie Atiqoch Ameliani, 'Students' Difficulties in Grammar of Seventh Grade Junior High School 1 Magelang', *Proceeding of 1 St Conference of English Language and Literature (CELL)*, 2019, 2.

[3] Raihan. Maulida, 'An Analysis of Students' Difficulties in Learning Listening' (Ar-Raniry State Islamic University Darussalam Banda Aceh, 2018).p, 6

[4] Fan Yagang, 'Listening : Problem and Solution', *English Teaching Forum*, 31 (1993), p, 1.

[5] Susan E. Brennan, 'Conversation and Dialogue', *Encyclopedia of the Mind*, 2010, 1.

[6] Al Qasim Nada and Hind Al Fadda, 'From Call to Mall:The Effectiveness of Podcast on EFL Higher Education Students' Listening Comprehension', *English Language Teaching*, Vol. 6, No (2013), 31.

[7] JJ Wilson, *How to Teach Listening* (England: Pearson Education Limited, 2008), p. 17.

[8] Yagang. p, 1

[9] Michael Rost, *Teaching and Researching Listening*, Second (United Kingdom: Pearson Education Limited, 2011).

radio, an interviewer's questions, an everyday conversation, etc[10] According to Goh, "The most common problems faced by students in listening in the order of frequency are quickly forgetting what is heard, not recognizing the words they know, understanding the message but not the intended message, neglecting next part while thinking about meaning, enabling to form a mental representation from words heard."[11] In line with this statement, Wilson explains that one of the student's difficulties in listening is the characteristic of the listeners. Some of the students are easily distracted and cannot maintain concentration[12]

The researcher often found that there were still many students who had difficulty listening. In the actual context of implementing listening, learning is still far from expectations, textbooks teachers in schools often used were not equipped with audio files, and teachers still use conventional tools in teaching listening. Another difficulty is that listening is ignored because there are still people who see listening as a passive skill. Listening is vital in the language classroom because it provides input for the learner. Without understanding information at the right level, any learning cannot begin.

The next cause of the low listening skills of students is the students' listening habits. For most students, listening is considered a skill they should avoid because they cannot understand what they are listening to. It is too difficult for them to grasp the information conveyed by the speaker in the audio because of the class noise, their lack of vocabulary or they rarely know about the topic. For that, the teacher must provide audio that is easy to understand according to the topics they hear daily. Such as daily conversation.

The conversation is a joint activity in which two, or more participants, use linguistic forms and nonverbal signals to communicate interactively. It means that the conversation is not about only talking but can use a gesture to communicate with the other. The audio conversation can enrich students' vocabulary and help them understand the meaning of what was conveyed, especially in English conversation. In the audio conversation, when they interacted with other people used the word that we know every day, which means daily conversation, which is often what we hear. So, the students quickly see the topic in the audio using media.

In choosing learning media, of course, the teacher finds it difficult. For this reason, teachers must actively explore media, understand media such as processes and how to use media to listen, and learn listening skill theory to improve listening skill results and make students realize that listening is an important aspect of learning English as a foreign language. In line with the situation above, one of the teacher in Senior High School 1 Seputih Banyak used one of the media for teaching listening skills. One of the media is a podcast. A podcast can easily be created with many desktop tools and small digital recording devices such as smartphones.[13] A podcast is viewed as an innovation for building up students' listening and talking abilities.[14] In the other word, Athena stated that "Podcast is one example of electronic learning (E-Learning) which is very familiar in the academic world."[15] Podcast contains have variation themes such as jokes, story, and poetry which were suitable for each student's levels. Podcast contains have various themes such as jokes, stories, and poetry which were suitable for each student's levels.

From those descriptions, Podcast can be an innovation to support student listening skills. In addition, there were many advantages offered by podcasts as a medium for listening learning, among them, Podcasts are easy to carry anywhere and listen to anywhere because Podcasts can be

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[10] Ibid, p5

[11] Christine C.M. Goh, 'A Cognitive Perspective on Language Learners' Listening Comprehension Problems', *System*, 1999, 59.

[12] Wilson. P.14

[13] Deakin, *Using Audio and Video for Educational Purposes*, 2013.p,4

[14] Paul Man-Man SZE, 'Developing Students' Listening and Speaking Skills through ELT Podcasts', *Education Journal 《教育學報》*, 34 no 2 (2006), 127.

[15] Tera Athena, 'The Effectiveness of Podcast in Listening Class (Intensive Course Program)', *Humaniora*, Vol. 13 No (2016), 171 <https://doi.org/https://doi.org/10.36456/jet.v1.n02.2016.1333>.171

downloaded anywhere, either on a mobile phone or PC, and can be listened to anytime. Then the next advantage Podcast itself can be set when the audio is paused, fast forward, rewind, or stopped. Listening using Podcasts also costs nothing meaning downloading free learning materials. There were various kinds of audio themes offered, there were stories, knowledge, poetry, etc.

Based on the results of interviews that have been recorded by the researcher with the English teacher, Mr. I Putu Wirya Suta S.Pd, who had use podcasts in teaching at school, said that "Only some students can understand well when we provide material about listening, both from audio Podcasts and videos provided. Maybe in one class, only 25% can understand. Then, some of the problems that become obstacles in teaching were difficulties in understanding vocabulary, so that what was conveyed cannot be reached." Based on the interview above, it can be conclude that in one class only 25% can understand the material about listening through audio Podcast and videos provided. One of the problems faced by students was difficulties in understanding vocabulary.

Apparently, from the media there were still shortcomings, that was students still have difficulty understanding listening material, for that researcher analyzed what difficulties students face when using podcast media for listening material. The results of this study provided an analysis of what are the difficulties students face in listening through podcast media. Furthermore, this research was expected to be a benchmark for improving listening to conversation through podcast media for teaching listening skill, because listening skill was important in learning English for students to understand other material.

There have been several previous researcher disscusing related to the used of podcast in listening. Firstly, the research concluded by France and Wheeler in their journal, the title is "Reflections on using podcasting for student Feedback" tried to know the student perceptions and attitudes to podcasting assignment feedback (PAF) using data gathered from a pre- and post-podcasting questionnaire survey and a focus group discussion.[16] Secondly, the research was done by Collier-Reed, Case & Stott in their journal in 2013, the title is *"The influence of podcasting on student learning: a case study across two courses"* tried to know how students used lecture podcasts produced in two engineering courses at a South African university.[17] Thirdly, the research conducted by Rachmaniputri, Purnawarman, and Gunawan in their journal, the title is *"Students' Perceptions Towards the Use of Podcasts in Listening Class"*, tried to investigate students' perception towards the use of podcasts in classroom and reveal students' challenges in listening to podcasts in classroom.[18] Fourthly, the research related to used Podcast for listening was conducted by Antonie Alm in his journal, the title is *"Extensive listening 2.0 with foreign language podcasts"* tried to investigates the use of podcasts for out-of-class listening practice using personal blogs in which they documented their podcast use, each wrote a podcast review and completed a survey on their use of podcasts, their blog and listening strategies.[19] Lastly, Widodo and Gunawan mentioned in their research entitled "Investigating The Effect of Using Podcast on Students' Listening Comprehension" tried to investigate whether or not Podcast significantly effects on Students' Listening Comprehension.[20]

After knowing some research related to this field, than the similiarities of this research among the previous researches were this research focus on the use of the podcast as a media for

[16] Derek France and Anne Wheeler, 'Reflections on Using Podcasting for Student Feedback', *Planet*, 2007, 9 <https://doi.org/http://dx.doi.org/10.11120/plan.2007.00180009>.p.9

[17] Brandon I Collier-Reed, Jennifer M. case, and Angela Stott, 'The Influence of Podcasting on Student Learning: A Case Study across Two Courses', *European Journal of Engineering Education*, 2014, 328.

[18] Pupung Purnawarman, Fiena Intan Rachmaniputri, and Muhammad Handi Gunawan, 'Students' Perceptions Towards the Use of Podcasts in Listening Class,' <https://doi.org/10.2991/assehr.k.210427.028>.p.179

[19] Antonie Alm, 'Extensive Listening 2.0 with Foreign Language Podcasts', *Innovation in Language Learning and Teaching*, Vol. 7, No (2013), 266 <https://doi.org/10.1080/17501229.2013.836207>.p.266

[20] Muhammad Rizky Widodo and Agus Gunawan, 'INVESTIGATING THE EFFECT OF USING PODCAST ON STUDENTS' LISTENING COMPREHENSION', *Lingua Jurnal Pendidikan Bahasa*, Vol 15 No (2019), 35 <https://doi.org/https://doi.org/10.34005/lingua.v15i2.358>.p.35

teaching listening, and in one of the research, Widodo and Gunawan also used Senior High School students as a sample. The difference of this research among the previous researcher, were the researcher want to know student problems in using Podcast, then to know students difficulties in listening to conversation through Podcast media its different from previous research. The material was different from previous research, in this research, researcher used listening to conversation material. The method was different from previous research, the researcher used descriptive research method and the previous research used quantitative and case study method. Based on the explanation above, the researcher was interested in conduct the research in students' problems using Podcast, and students difficulties in listening to conversation through podcast media. Thus, the research entitled: "*Students' Difficulties in Listening to Conversation Through Podcast Media*".

C. Focus and subfocus of the research

Based on the problem, it was necessary to focus on the problem discussed in the research. Researcher focus on student problems related to the using podcast. Then the researcher focused on students difficulties in listening to conversation through Podcast media. While the difficulty that the researcher means here is the difficulty in listening to the conversation.

D. Formulation of the Problem

Based on what has been stated in the background of the study above, the problem of the research can be formulated as follows:
1. What are the problems faced by students in using Podcast media?
2. What are the difficulties students face in listening to the conversation through Podcast media?

E. Objective of the research

In line with the problem formulation above, so the objectives of this research are as follows:
1. To find out the problem faced by students' in using Podcast media.
2. To find out the difficulties faced by students' in listening to conversation through Podcast media.

F. Uses of the Research

It is hoped that the the benefits and uses of this research will be useful, among other is:
1. Theoretically
   a. To develop listening knowledge
   b. To develop scientific studies in listening
2. Practically
   a. Benefit for students

   The benefits for students, they can overcome the problems in using Podcast media and the difficulties in listening to conversation then, overcome the problems in using Podcast media and difficulties in listening to conversation through Podcast media.
3. Benefit for researcher

   The benefit for researcher is the researcher got some information related to students' problems in using Podcast media and students' difficulties in listening to conversation through Podcast media, then, overcome the problems in using Podcast media and difficulties in listening to conversation through Podcast media
4. Benefit for teacher

   The benefit for teacher it can help the teacher to know the information about student problems in using Podcast media and students difficulties in listening to conversation through Podcast media, then, overcome the problems in using Podcast media and the difficulties in listening to conversation through Podcast media..

G. Relevant Study

To support and improve understanding of this research, the researcher presents five relevant studies. There were some researches related to the use of Podcast in listening. Firstly, the research related to the use of Podcast in listening was conducted by France and Wheeler in their journal, the title is "*Reflections on using podcasting for student Feedback*" tried to know the student perceptions and attitudes to podcasting assignment feedback (PAF) using data gathered from a pre- and post-podcasting questionnaire survey and a focus group discussion. This research conduct at University of Chester. The sample of this research were 26 students (10 males and 12 females aged 20-25, and four females aged over 30) who studied a Level 3, Semester 1 module (15 credits) 'Climate Change and Natural Hazard Management'. Then the researcher get information about PAF (podcasting assignment feedback) by collecting it through a questionnaire survey before and after doing podcasting. The pre-podcasting questionnaire was designed to ensure initial perceptions, experiences, and attitudes towards podcast feedback. The post-podcasting questionnaire reviewed the actual student learning experience compared with more traditional methods of feedback. The pre- and post-podcasting questionnaire data was presented thematically according to the two main themes technology and personalised feedback. According to the result of students feedback, suggested that the use of PAF enhanced the student experience of this module. The benefits were most tangible in terms of improved assignment feedback that incorporated both generic and student-specific feedback. However, the focus group highlighted more subtle 'side-effects', including the importance of the tone of delivery of the podcast, and the less superficial nature with which podcast feedback is apparently treated. The student experience during this module indicated that PAF is an interesting and worthwhile way of diversifying assessment feedback.[21]

Secondly, Collier-Reed, Case & Stott in their journal, the title is "The influence of podcasting on student learning: a case study across two courses" tried to know how students used lecture podcasts produced in two engineering courses at a South African university. This research conduct at Engineering Education, University of Cape Town, Cape Town, South Africa. This study draws on two undergraduate engineering courses in the Faculty of Engineering and the Built Environment at the University of Cape Town in South Africa, one located in the Department of Chemical Engineering and the other in the Department of Mechanical Engineering. The chemical engineering course is a second-year course in material and energy balances typically taught to in the order of 120 students and the mechanical engineering course is a second-year course focusing on manufacturing processes and typically has in the order of 160 students enrolled. This research was case study on the use of podcasts in two second-year university courses taught by the researchers in this journal. A number of course-based surveys assisted in the collection of these data. This survey discusses the use of several sources for learning by students such as old tests and exams, textbooks, tutors, lecturers, podcasts, and PowerPoint slides from lectures. For each of these resources, students were asked how the resource was used or alternatively, why certain resources were not used. This survey-based data is complemented by in-depth interviews with a purposive sample of students at the end of each course. In both courses, students with different academics are invited to participate. In the chemical engineering course, a total of 23 students were interviewed in four focus group sessions, while in the mechanical engineering course, 13 students contributed to three focus group interviews and an additional three individual interviews. According to the result can be conclude first, mostly students in selected courses to use podcasts. Second, the study noted that lecture attendance, in the context in which lectures are seen as useful, is not negatively affected. Third, some students use podcasts in mobile mode but most use it as an additional resource in their personal study space.[22]

Third, Rachmaniputri, Purnawarman, and Gunawan in their journal, the title is "Students'

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[21] France and Wheeler. P. 9-18
[22] Collier-Reed, M. case, and Stott.p.328-339

Perceptions Towards the Use of Podcasts in Listening Class", tried to investigate students' perception towards the use of podcasts in classroom and reveal students' challenges in listening to podcasts in classroom. This research conduct at one public Senior High School in Bandung. The sample of this research were 25 students. This research use qualitative approach with case study design. The data were gathered through questionnaires, interview, and classroom observation. According to the result, it indicates that students' perceptions towards the use of podcasts in classroom are generally positive. The implementation of podcasts is believed to be beneficial to students' interest, motivation, and self-perceived performance in listening. Since the content of podcasts adjusted to the materials learned in classroom, podcasts are believed to generate students' motivation in learning English. Even though podcasts are positively perceived by students, several challenges regarding to listening activity in classroom are also found.[23]

Fourth, Antonie Alm in his journal, the title is "Extensive listening 2.0 with foreign language podcasts" tried to investigates the use of podcasts for out-of-class listening practice using personal blogs in which they documented their podcast use, each wrote a podcast review and completed a survey on their use of podcasts, their blog and listening strategies. This research involved 28 university students from an intermediate German course. Data were analysis quantitatively. The data were gathered through survey, interview, and questionnaire. According to the result the blogging activity provided language learners with the guidance and structure needed for varied and regular listening practice. Participants enjoyed the ability to choose their own listening materials and were able to align them with personal listening practices and individual listening goals.[24]

Last, Widodo and Gunawan mentioned in their research entitled "Investigating The Effect of Using Podcast on Students' Listening Comprehension" tried to investigate whether or not Podcast significantly effects on Students' Listening Comprehension. This research conduct at one public senior high school in SMA Angkasa 2 Jakarta. The sample of this research were 60 students. This research methodology adopted was quasi-experimental method. To collect the data, the students were given objective test, numbering 30 items. The research data were analyzed descriptively and inferentially. According to the result there was significant difference of post-test score between the students who were taught using Podcast and students who were taught without using Podcast. In this research was analysis the data using ANOVA. According to the result can be conclude that Podcast has significant effect on Students' Listening Comprehension.[25]

From previous research, this research was different. Firstly, the researcher want to know students' problem in using Podcast media and overcome the difficulties in listening to conversation through Podcast media it was different from previous research. Secondly, the material is different from previous research, in this research researcher used listening to daily conversation material. Thirtly, the method was different from previous research, the researcher used descriptive research and the previous research used quantitative and case study research.

H. Research Methodology

1. Research Design

In this research, the researcher used the descriptive research method. The researcher used descriptive research because the researcher wanted to analyze and describe students' problems in using Podcast media and students' difficulties in listening to the conversation through podcast media. According to Chandra and Sharma in their book stated that "descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and, whenever possible, to draw valid general conclusion from the fact

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[23] Purnawarman, Intan Rachmaniputri, and Gunawan. P.179-185
[24] Alm.p. 266-278
[25] Rizky Widodo and Gunawan.. p. 35

discovered".[26] It means that descriptive research determines and reports what it was from the situation that occurs in the field. Descriptive research are more than just a collection of data. They involve measurement, classification, analysis, comparison and interpretation.[27] It means that, descriptive research does not only involve data collection, but descriptive research also involves classifying, analyzing, comparing, and measuring data in research. Based on the explanation above, the researcher concludes that the descriptive method was a type of research that describes a situation, or phenomenon that was currently happening in the field.

2. Research Instrument

In this research, the researcher used three instruments: observation, questionnaire, and interview. First, the researcher observed the students' problems in using Podcast media. The observation sheet consists of 5 aspects: Person knowledge, problem-solving, directed attention, translation, and planning evaluation. Then, the researcher observed the difficulties in listening to the conversation using Podcast media. The observation sheet consisted of 4 aspects there were: listening material (The characteristic of the message), the delivery characteristic, the students (Characteristics of listeners), and the charactetristic of the environment. The researcher used observational checklists when observing students in a natural setting. (see Appendix 1).

Second, the questionnaire the researcher gave to the students was in the form of multiple-choice questions regarding the problem in conducted podcast media for students and the questionnaire about students' difficulties in listening to the conversation through Podcast media. A questionnaire was done offline using a questionnaire sheet. In the questionnaire of problems in using Podcast, there were 5 aspects, namely person knowledge, problem-solving, directed attention, translation, and the last was planning evaluation (see Appendix 2a). First, person knowledge is perceptions concerning the problem of listening and the ability to succeed in listening tasks. Second, problem-solving is guessing and monitoring inferences. Third, directed attention is concentrating and focusing on the listening task. Fourth, translation is finding equivalents in the learners' language. The last planning evaluation was prepared for the listening task, evaluating understanding.[28] Next, in the questionnaire about students' difficulties in listening to the conversation through Podcast media, there were 4 aspects of difficulties in listening, namely characteristics of the message, delivery characteristic, characteristic of the listener. The last is characteristic of the environment (see Appendix 2b). First, the characteristic of the message is the message conveyed has unknown words, and lexical density (short distances between word for word, thus forcing listeners to concentrate harder). Second, the delivery characteristic is the way the speaker was delivered. Third, the characteristic of the listener is the situation of the listener, whether they were easily distracted and less able to maintain concentration or students have problems motivating themselves to listen. The last characteristic of the environment is refers to the environment when listening..[29]

Third, the researcher used structured interview to know aboout students problem in using Podcast and students difficulties in listening to conversation through podcast media (see Appendix 3). The interview was conducted with several students.

3. Data Collecting Technique

The data collecting technique was one important step of research and the first main step in research. Data collection was the process of identifying and collecting information carried out

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[26] Soti Shivendra Chandra and Sharma Rajendra K, *Research in Education* (New Delhi: New Delhi:Atlantic Publisher and Distributor, 2004), p. 263.

[27] Chandra, Sharma, Loc.Cit

[28] Alm.p.274

[29] Wilson.p.14

by researchers, in accordance with research objectives.[30] It means that the first step in analyzing students difficulties is identifying and collecting information. In collecting data, the researcher was used the following technique:

a. Observation

Observation is an activity to see and observe objects, carried out by the researcher to collect data where the researcher records the information witnessed during the research. Through observation, the researcher learns about behavior and the meaning attached to those behavior.[31] The researcher observes students' problems in using Podcast media and students' difficulties in listening to the conversation through Podcast media. The observation sheet about students' problems consists of 5 aspects, there were: Person knowledge, problem solving, directed attention, translation, and planning evaluation. The observation sheet about students difficulties in listening to conversation through Podcast media consist of 4 aspects there were: listening material (The characteristic of the message), the delivery characteristic, the students (Characteristic of listeners), and charactetristic of the environment. In this research, the researcher collects data using observational checklists when observing participants in natural settings. The checklist functions as a list of criteria or items the researcher was looking to find. It means that the researcher used observation checklists to determine students' actual conditions during listening to the conversation through podcast media. The researcher has to adapt the theories from Antonie Alm to understand students problems in using Podcast and theories from Wilson to know students difficulties in listening to conversation through Podcast media to conduct the observation.

b. Questionnaires

In this research, the researcher used questionnaires to collect data of students problems in using Podcast and students' difficulties in listening to conversation through podcast media. The researcher used a questionnaire because the questionnaire can reach many respondents, then the researcher collects information from them through the questions asked by the researcher which were then answered by the respondent and analyzed by the researcher. A questionnaire was simply a list of mimeographed or printed questions that were completed by or for a respondent to give his opinion.[32] The researcher used the type of opened questionnaire and closed questionnaire. According to Arikunto opened questionnaire was the question which answered by students' sentences and close questionnaire is the question that the respondent can privately answer.[33] It means that opened and closed questionnaire is a questionnaire that has the same questions for all of the students but they can answer them privately based on what they feel. Question formats in this research used yes/no questions. Yes/no questions mean the respondents were given a statement about one condition and they have to make choices between yes or no and then they circle their choice.

c. Interview

In this research, the researcher used interview to collect data of students' problems in using Podcast media and students difficulties in listening to conversation through podcast media. Interview is usually called as interviews or tongue questionnaires that dialogue conducted by the interviewer to obtain the information from the interview.[34] According to Esterberg in Sugiyono's book with the title "Metode Penelitian Pendidikan" divided interview into three types :

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[30] M.E Winarno, *Metodologi Penelitian dalam Pendidikan Jasmani,* (Malang: IKIP Malang, 2013) p.143

[31] Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta Bandung, 2018), p. 310.

[32] S Roopa and MS Rani, 'Questionnaire Designing for a Survey', *The Journal of Indian Orthodontic Society*, 2012, 273.

[33] Arikunto Suharsimi, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2011), p. 127.

[34] M.E Winarno, *Metodologi Penelitian Dalam Pendidikan Jasmani* (Semarang: IKIP Malang, 2013), p. 103.

1) Structured Interview

A structured interview was used as a data collection technique if the researcher knows what information wants to get. In conducting interview, the researcher has prepared interviews in the form of written questions.

2) Semistructured Interview

Semistructured interview are interviews to find problems more openly, where respondents are asked for their opinions and ideas.

3) Unstructured Interview

Unstructured interviews are free interviews which do not used interview guidelines that are arranged systematically.[35]

In this research, the researcher used structured interview to obtain information from several students about the difficulties faced by students in listening to conversations using podcast media. With this structured interview, the researcher can prepare questions and ask the same questions, then the researcher used writing notes. The researcher adapted interview from Wilson.

4. Trustworthiness of the Data

In this research, the researcher used a methodology to maintain the validity of the data to obtain more accurate results. The researcher used triangulation to make the data valid. Data triangulation used various data sources, including time, space, and persons, in the research. Findings can be corroborated, and any weaknesses in the data can be compensated for by the strengths of other data, thereby increasing the validity and reliability of the results[36]

This research used the triangulation method. In the triangulation of method, data collecting techniques were used: observation, questionnaire, and interview. The researcher used the triangulation method because the researcher used the instruments to validate the data about students' problems in using Podcast media and students' difficulties in listening to the conversation through Podcast media. First, the researcher used observation to determine student behavior during listening, and class conditions, as well as determine appropriate interview questions based on observations in class. Second, the researcher used a questionnaire to collect data on students' problems in using Podcast media students; difficulties in listening to the conversation through podcast media. The last researcher used an interview to obtain information from several students about the problems in using Podcast media and students' difficulties faced by students in listening to conversations using podcast media.

5. Research Procedure

The procedure of the research as follows:

a. Finding the students' samples. The students' sample was second-semester students of eleventh grade at Senior High School 1 Seputih Banyak in Central Lampung in the academic year of 2021/2022.

b. The researcher came and made observations of the students and took notes of any problems taken during the teaching and learning by listening to the conversation through Podcast media.

c. After giving the questionnaire, the researcher was conducted structured interviews with several students about students' difficulties in listening to conversation using Podcast media.

d. Analyzing the notes of observation, questionnaire, interview, and then making the research report.

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[35] Sugiyono, pp. 319–22.

[36] David Hales, *An Introduction of Data Triangulation* (Switzerland: UNAIDS Monitoring and Evaluation Division, 2010). P.13

6. **Data Analysis**

Data analysis is a process of processing data into new information desired by the researcher. This process was needed so that the data becomes easier to understand and useful as a solution to a problem, especially relate to research. In this research, the researcher used three main phases in analyzing the data from Miles and Huberman namely: data condensation, data display, and conclusion drawing or verification.[37]
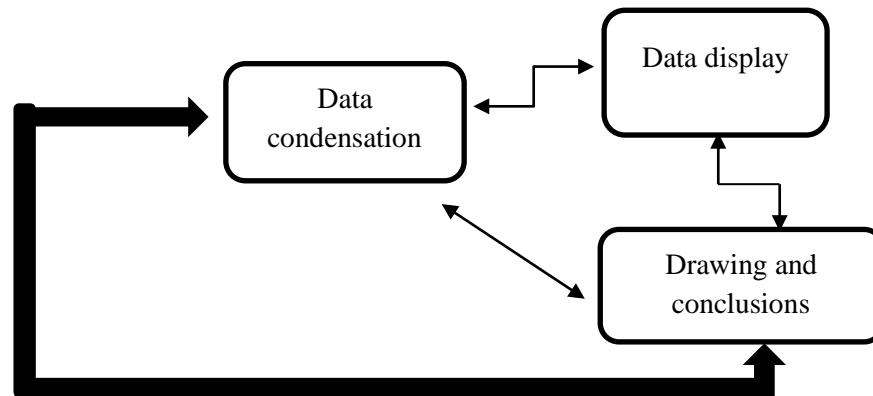

Figure 1.1

a. **Data Condensation**

Data condensation is the process of focusing, selecting, simplifying data in documents, field notes, interviews, and others. Researcher select documenttion, observation in class, a questionnaire given to students, and interview with several students.

b. **Data Display**

The next step was to display the data in a more organized manner by presenting data in the form of tables, graphs, matrices, diagrams, or narratives. Through this form of presentation, it is hoped that it will make it easier to understand the data that is already available. The researcher used a table to display the data.

c. **Conclusion Drawing and Verification.**

The last stage was drawing conclusions and verifying after passing the data condensation and display stages. In this step, the researcher notes the conclusions and verifies the observation, answers to the research questionnaires that the researcher has conducted for students, and concludes the interview with several students. After that, the researcher concludes about the students' difficulties in listening to the conversation through podcast media.

7. **Population and Sample**

a. **Population**

In this research, the researcher took the population in all student of class XI Science at Senior High School 1 Seputih Banyak in the academic year 2021/2022 in the second semester located in Central Lampung. There are five classes within which each class consists of 34-36 students, and therefore the total number of the students is 174 students.

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[37] M.B Miles and A.M Huberman, *Qualitative Data Analysis: A Method Sourcebook,* (California: Sage Publication, 2014), p. 8.

Table 1.1

The Number of the Population at the Second Semester of the XI Science of Senior High

School 1 Seputih Banyak

No	Class	Male	Female	Age	Total
1	XI.1 Science	11	25	16-17	36
2	XI.2 Science	11	24	16-17	35
3	XI.3 Science	11	24	16-17	35
4	XI.4 Science	10	25	16-17	35
5	XI.5 Science	10	23	16-17	33
Total		**53**	**122**		**174**

Source: The Data of the XI Science of Senior High School 1 Seputih Banyak in 2021/2022

b. Sample and Sampling Technique

The researcher used purposive sampling. According to Arikunto (2010), purposive sampling is choosing a sample by taking a subject that is not based on the level or area but is decided based on the purpose of a specific purpose.[38] The researcher used purposive sampling because the researcher want to find a research sample in the form of a class that has been taught listening using podcast media. In line with this situation, the researcher will use class XI.5 science as a research sample because it had been taught using podcasts and English teachers who used podcasts recommended class XI.5. So, this research taking a sample of class XI.5 Science students at Senior High School 1 Seputih Banyak in the academic year 2021/2022 in the second semester in Central Lampung.

I. Systematic of the Research

1. Chapter I Introduction

This chapter contains the title confirmation, backround of the problem, Focus and subfocus of the research, formulation of the problem, objective of the research, scope of the studie, used of the research, relevant study, research methodology, and also systematic of the research. This introduction was useful for providing initial information to readers about this research and also in this chapter contains in detail the research method that was used in this research.

2. Chapter II Theoritical Framework

This chapter contains the frame of the theory used in this research. It was intended to provide an overview to the reader regarding the theories that the research used as a reference or foundation.

3. Chapter III Description of the Research Object

This chapter contains a general description of the object that describes the general description of the object of research that underlies the research findings. The display of facts and data describes the facts found in the field.

4. Chapter IV Research Analysis

This chapter explains about the result of students problems in using Podcast and the students difficulties in listening to conversation through Podcast media

5. Chapter V Conclusion and Suggestion

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[38] Arikunto, S, *Prosedur Penelitian Suatu Pendekatan Praktik, (*Jakarta: Rineka Cipta, 2010).

This chapter is closing as the end of the research which contains conclusions and recommendations.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

The purpose of the research was to find out what students' problems in using Podcast media and students' difficulties in listening to the conversation through Podcast media difficulties do eleventh-grade students of Senior High School 1 encounter in listening to conversation through Podcast media and conditions influence students' difficulties. Based on the data analyses in chapter IV, it can be concluded that:

Based on the triangulation method, seven problems in using Podcast media were found in analyzing students' problems. They were: less interested in using Podcast, preferred to use videos than audio Podcast, had less vocabulary, the speaker spoke too fast, lost concentration when listening to the Podcast, and were not able to understand the meaning of the word and answer the question and hear the audio at the same time. Students' problems in using Podcast can be grouped into 5 categories. They are Person knowledge, problem, directed attention, translation, and planning evaluation.

Then, there were eight students with difficulties in listening to the conversation through Podcast media that were found in analyzing students' difficulties based on the triangulation method: unfamiliar words, lexical density, speakers' pronunciation and accent, and the duration of the speakers in making conversation, not interested or bored, lose concentration, background noise, and defective equipment. All of the difficulties students encounter in listening to the conversation through Podcast media can be grouped into 4 categories. They are the characteristic of the message, the characteristic of listeners, the characteristic of delivery, and the characteristic of the environment.

B. SUGGESTION

Based on the results of the research in chapter IV, listening to conversations through podcast media was one of the most challenging skills for students as foreign language learners. Furthermore, students experience various kinds of problems and difficulties in listening to conversations, and they need to study hard to become better listeners because listening is one of the important skills that provide input for learners not only in language learning but also in daily communication. Therefore, the researcher offers the following suggestions:

1. Students as Listeners

Students need to train more actively in listening, especially listening to conversations through Podcast media at home intensively, to help them overcome their difficulties with how the speaker pronounces words so that they get used to listening to conversations both at a slow and fast tempo. They also need to increase their English vocabulary, and they can use it by listening to English songs, watching TV, YouTube, or other media they are interested in. This will help them to increase their vocabulary automatically. Students can also ask the teacher about things they don't understand. When the lesson is over, students can ask for the correct answers to the exercises they did while listening to conversations via audio podcasts. Next, don't forget to apply the listening strategy, which is the main point if the students want to succeed in listening to the conversation test.

2. English Teacher

English teachers should prepare their students to know the importance of communication

skills and put in place good strategies to teach them, such as listening to gist, learning intonation, or stress in audio. It will train them to focus on the part they need. Teachers also need to be aware of students' psychology, namely boredom or lack of topics that students think are less interesting will interfere with their learning. This shows that there were obstacles in their ability to listen to the conversation comprehension test using audio podcasts. Teachers should also be more aware of the difficulties their students face in academics to find good strategies to teach and make students better listeners.

3. **Reader**

For readers who then want to examine the same interest in conducting similar research, researchers suggest to developed this research because the reader has received data about the difficulties of students in listening to podcasts. The data in this research can be further developed by using other research methods to find out more effects of using podcasts to listen to. The researcher also suggests that further research will focus more on aspects that require students' attention (who, what, where, empathic expressions of surprise, idioms, negative and positive expressions, negative with comparison, desire, and synonyms). It was suggested by the researcher because the answers in listening to conversations or short conversation tests were stated implicitly.

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