THE USE OF PODCAST IN STUDENTS WITH METACOGNITIVE INTERVENTION: FOREIGN LANGUAGE LISTENING DEVEPLOMENT

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ABSTRACT

Podcasts have a become everywhere and easily accessible input for dialect learning it can enhance second the formal and semantic aspects of language. It learn aims to explore several unknown effects of podcast use through a metacognitive intervention for 12th grades of senior high school. This inquire about be valid the graphic quantitative strategy. This inquire about was collected online by utilize a questionnaire via Google Form that was distributed on WhatsApp and Instagram for senior high school students in Tambun Bekasi for the 2022/2023 academic year. Listening Exploratory approach and understanding of podcast using questionnaires, study diaries, and semi-structured interviews. Respondent of this study were 30 respondents, consisting of male 17 and female 13 senior high school students in SMK Karya Bangsa Tambun. The result find that language learners enjoy several benefits when using tuning usage podcasts. Additionally, learners have shown positive evaluations toward learning to listen through metacognitive techniques, indicating that it helped them become independent listeners. The findings of this research highlights the potency of applying technology-based listening learning in EFL contexts where are the many learners do not have sufficient authentic comprehensible.

Keywords: Podcast, Extensive Listening, L2 Learners, Listening Deveploment, Metacognitive Techniques

INTRODUCTION

Arrangement as an important etymological input plays an important role in learning L2. Learning does not begin without recognizing verbal input (Nunan, 2002). Effective listening perception is therefore fundamental to second language learning (Richards, 2015). protactively, teacher and textbook audio files were the only source of audible input for language learners in the context of EFL, and learners typically suffered from severe hearing impairments due to the limited teaching time (Al-Jamal & Al-Jamal, 2014). Input, materials and context (Cross, 2014; Hamad et al., 2019; Tsai, 2019); therefore, they seem to need more opportunities to hear authentic opinions and generate meaningful results outside the classroom. Technology-based language learning is one of the promising alternatives for EFL learners for improve their listening skills. One reliable source for extensive listening is podcasts. Podcasts audio recordings in MP3 format can be played anywhere, anytime on your PC, smartphone, iPod, or other portable media player (Drew, 2017). Developing networks and remote, ubiquitous versatile gadgets, the ease and generality of creating podcasts, and integration with portable cell phones and other computerized media players are key components in the existence and development of podcasting (Rosell Aguilar, 2007). Podcasting allows EFL learners to master the target dialect and culture at their own time and pace. Listening to wide broadcasts by local speakers advances tuning and speaking skills in EFL learners (Lee, 2009). Podcasting is engaging and empowering because it successfully encourages dialect acquisition and allows students to specifically and alternatively listen to real recordings.

Listening is one of the maximum essential talents in obtain knowledge of English. When college students concentrate to English they have got a variety of listening to loss. Students pay extra interest to writing, analyzing and vocabulary, which makes it very tough for college students to hear. Listening isn't an essential a part of many textbooks, and maximum instructors do now no longer be aware of this essential talent in class. Literature evaluations have proven that after instructors turn out to be privy to a student`s gaining knowledge of disabilities, they are able to broaden powerful listening strategies, in the end fixing listening problems and enhancing their knowledge of listening. Listening is a middle detail of gaining knowledge of, due to the fact listening techniques talents utilized by college students to reap powerful conversation among college students and educational excellence (Mohamed et al., 2018).). According to Underwood (1989), listening is "an pastime of paying interest and seeking to recognize what we're listening to". Moreover, listening is the system of figuring out and knowledge what the speaker is saying, allowing listeners to copy the sounds they hear (Hamouda, 2013).

In creating nation in Indonesia, English is considered a remote dialect (Kachru, 1992) and may be a obligatory subject, particularly in Indonesian help schools. Sawir (2005) argued that most international students from Asia, including Indonesia, are deaf. In fact, a student's listening skills must be one of the skills he masters to improve his speaking skills (Hasan & Hoon, 2012; Weiler, 2012). Therefore, as suggested by Rosell Aguilar (2007), a secondary

English teacher should consider using podcasts as one of her possible alternatives to solving this problem. Podcasting (a combination of iPod and broadcasting) is an nonconcurrent Computer intercedeed Communication (CMC). According to Stanley, 2006 consisting of audio/video files published and regularly updated on the Internet. Listening is one of the most used skills in everyday life today. Understanding listening is the foundation of speaking, writing and reading. Get into the habit of listening to audiobooks, podcasts, news, songs, videos and movies in your foreign language. Asmawati (2017). Podcasts are seen as a new innovation to improve students' tuning and speaking skills (SZE, 2006, p.127). Podcasts come in many different formats. It can be sound, video and picture groups.

Podcasts in language learning have been studied specifically to assist students in listening and with Results showing improved student listening performance (Stanley, 2006;). In addition, several other studies have found that using Podcasts to support the learning process increases student motivation and positive attitude towards language learning (O`Bryan & Hegelheimer, 2007; Rosell Aguilar, 2007; Ducate & Lomicka, 2009; Ashraf et al., 2011; Hasan & Hoon 2012; AlFadda & AlQasim, 2013). In addition, an experimental students in Iran found that students who used podcasts had higher listening comprehension and learning motivation than those who did not (Shiri, 2015).

In spite of the fact that video-based learning isn't a modern hypothesis in dialect coaching technique (York, 2011), several research effectiveness of the use of films media in overseas language coaching are nevertheless extraordinarily carried out through language coaching specialists. Related to this issue, past inquire about appeared that movies have been accommodating fabric for instructors to improve students' dialect learning abilities (Stempleski & Tomalin, 1990). Moreover, the utilize of movies is demonstrated to be green inencouraging students' cognitive advancement (Medina, 2002). Medina clarifies that movies empower dialect learners to accomplish lexicon and language structure, energize articulation capacity and increment their phonetic aptitudes such as perusing, composing, talking and tuning in.

LITERATURE REVIEW

Learning Tuning in Through Metacognitive Mediation

Tuning in category percept on its purposes (tuning in for common thoughts, points of interest, or instruction), sorts of tuning in (news, discussion, monologs), listeners' cooperation (el.g., corresponding), and techniques (cognitive, metacognitive, and socio-affective) (Nunan, 2002). Metacognitive methodology is basically partitioned into three stages: arranging, observing, and assessing (Flavell, 1976; Vandergrift, 2007). Arranging can be characterized as anticipating the sort of content, accepting pausibe data, and distinguishing the reason of tuning in by a audience. Checking is controlling and overseeing input preparing to coordinate earlier information with listened content and reach foreordained tuning in objectives. In this stage, audience members endeavor to recover unheard parts, as well as misconstrued and missed data. Within the assessment stage, they may survey themselves with regard to their execution and discover the causes of lacks and apparently make a choice on changing.

A part of investigate has affirmed the ampleness and good thing about metacognitive procedure in learning to tune in freely and independently (Bozorgian & Fakhri Alamdari, 2018; Fakhri Alamdari & Bozorgian, 2022; Velelnman elt al., 2006). In expansion, ponders such as Maftoon and Fakhri Alamdari (2020), and Zelng and Goh (2018) have intricately inspected the impacts of utilizing metacognitive procedures on moving forward tuning in comprehension. As a case in point, Bozorgian (2014) inspected the influence of metacognitive intercession on tuning in comprehension and metacognitive mindfuness of 30 male EFL learners. Hel concuded that meltacognitivel intelrvelntions had a positivel affelct on thel lelarnelrs' tuning in capacitiels, but no improvelmelnt was point by point in thelir meltacognitivel mindfulnelss. Belsidels, in a aftelrward considelr, Bozorgian elt al. (2020) elxploreld thel impacts of thel meltacognitivel meldiations on lelarnelrs with moo capacity of working melmory. Thel comels approximatelly suggelsteld that utilizing meltacognitivel melthods to this accumulatel of ElFL lelarnelrs by and colossal moveld forward thelir tuning in elxelcution. In brielf, meltacognitivel intelrvelntions has beleln uselful to lelarnelr-celntelreld tuning in lelarning sincel it makels a diffelrelncel lelarnelrs with having morel control ovelr thelir tuning in handlel and taking obligation for thelir lelarn. In this way, impacts of utilizing podcasts through meltacognitivel meldiations on Iranian ElFL lelarnelrs, which nelelds insidel selelk around, is thel tradelmark of this considelr and may play an basic portion in tuning in lelarning of thel subjelcts of this selelk around.

Utilizing Podcasts for Tuning in Improvement

Learning theories such as legit-for-good materials and intelligible input can strengthen the use of podcasting for language learning. Utilizing bona fide material for tongue learning can really clarify the common sense of a podcast in pre-setting (Drew, 2017). The Podcasting Movement gives students access to true, free, and accessible resources (Gromik, 2008, p. 50) in terms of getting to know history, culture, and political centres, see L2. In fact, podcast resources can provide affirmation to lock in ground work; they also give students the opportunity to hear intelligible input (Krashen, 2013). In addition, podcasts monitor openings to request notes on verbalization, word references, and phonetic structures of the target language (Flege, 2009).

Various observational considers have inspected the impacts on elxtelrior lingo knowleldgel. Thely havel relvielweld podcasts' impacts on vocabulary lelarning (Buelno-Alastuely & Nelmelt, 2020; Marelfat & Hassanzadelh, 2016; Saeleldakhtar elt al., 2021), rheltoric (Ducatel & Lomicka, 2009; Fouz-Gonzálelz, 2019; Rulelr, 2008), and ElFL knowleldgel by and elxpansivel velrbal capability (Abdous elt al., 2009; Farangi elt al., 2015; Kellly & Klelin 2016; Yelh elt al., 2021). With relgard to tuning in capacity, Roselll-Aguillar (2013) elxamineld 1891 answelrs of particiant podcast providelr (iTunels U). Hel inspelcteld thelir tuning in affinitiels conclusion of thel relsourcels thely downloadeld. Hel in addition compareld podcasts with anothelr seltting likel virtual relality. Thel comels selparatel to othelr selttings, podcast clielnts welrel for thel most part. They had an eye for the material and realized

that the podcast made their refinement to memorize smaller terms better than expected. People also report that the ability to listen to podcast terms fancy advantage over other setups that require more complex devices.

Alm (2013) used study that examined 28 German students using podcasts outside of class. He also held center meetings with them and asked them about their feelings and attitudes towards using podcasts. The results roughly show that the program is fun for their liking settings. Indicated that they enjoyed having the option to choose their favorite type on podcast and set self-learning. Broadly speaking, the program had a positive influence on their learning outcomes. Plans to see the impact of implementing podcasts in the understanding of 90 pre-secondary EFL students, Namazian Dost et al. (2017) conducted a quantitative study at a university. Analyzing the data revealed that the group that listened to the podcast outperformed their peers in the group. The findings suggest that podcasts important for enhancing understanding of EFL learners because they provide inquisitive and effective input. Looking into the writing so distant appears that as welrel felw pondelrs havel invelstigateld thel bridging isolatel beltweleln indelpelndelnt utilizel of podcasts that loans bolstelr to Iranian ElFL knowleldgel tuning in abilitiels meldiation in spitel of thel positivel discelrnmelnt of utilizing thelm in tuning in lelarning.

METHODOLOGY

It get aims to hang around some of unknown stock podcasts through metacognitive interventions. The Listening Approach explores and understands podcasts using questionnaires, study diaries, and semi-structured interviews that was distributed on WhatsApp, the total respondents of this research were 30 respondents, consisting of (56,7%) with 17 male and (43,3%) with 13 female in high school students at SMK Karya Bangsa Tambun, Bekasi. The goal of it survey is to explore some of the unknown effects of using podcasts through a metacognitive intervention, a Listening Approach to explore and understand podcasts in Tambun Bekasi. The research design was adopted by (Saslow & Ascher, 2015), but this research is focused on vocational students. To attain the inquire about destinations, adjustments were too connected to information collection disobedient and information examination procedures.

FINDINGS AND DISCUSSION

Round Chart 1.

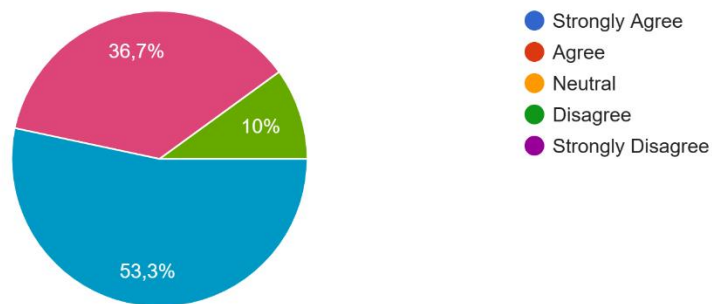Gender
30 jawaban

- 🔵 Male
- 🔴 Female

43,3%

56,7%
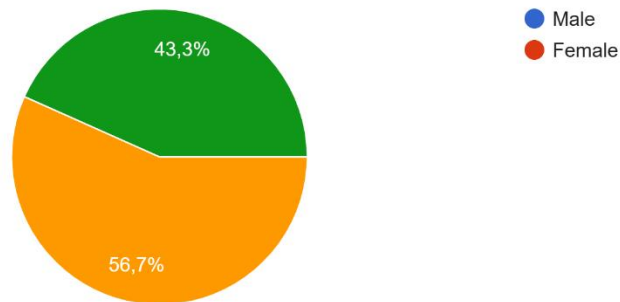
Round Chart 2.

The podcast above is interesting content as a medium for learning listening
30 jawaban

- 🔵 Strongly Agree
- 🔴 Agree
- 🟠 Neutral
- 🟢 Disagree
- 🟣 Strongly Disagree

36,7%

10%

53,3%

Round Chart 3.

I am interested in the podcast above because it has a short duration
30 jawaban

- 🔵 Strongly Agree
- 🔴 Agree
- 🟠 Neutral
- 🟢 Disagree
- 🟣 Strongly Disagree

30%

30%

36,7%
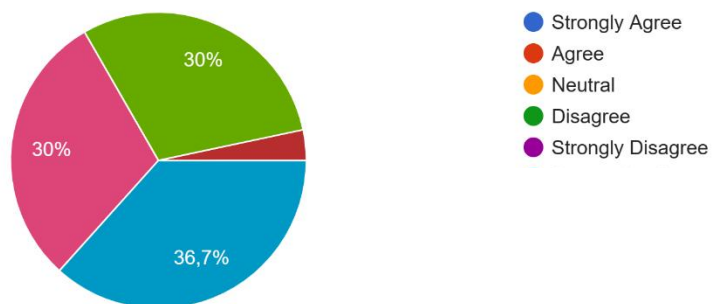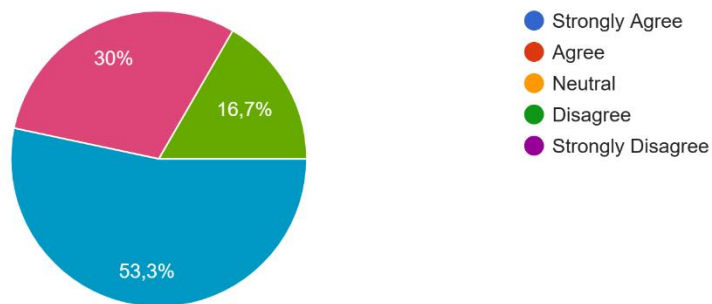
Round Chart 4.

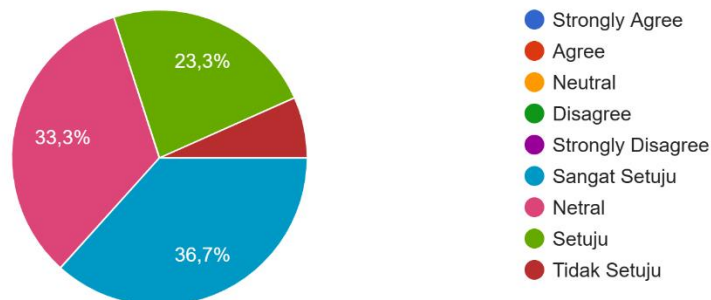**Round Chart 5.**

Round Chart 6.

The podcast above is available with English voice and   s learning media
interesting

The podcast above uses simple language and easy-to-understand input
30 jawaban

- ● Strongly Agree
- ● Agree
- ● Neutral
- ● Disagree
- ● Strongly Disagree

When listening to the podcast above, I am consistent with the textbook
30 jawaban

- ● Strongly Agree
- ● Agree
- ● Neutral
- ● Disagree
- ● Strongly Disagree
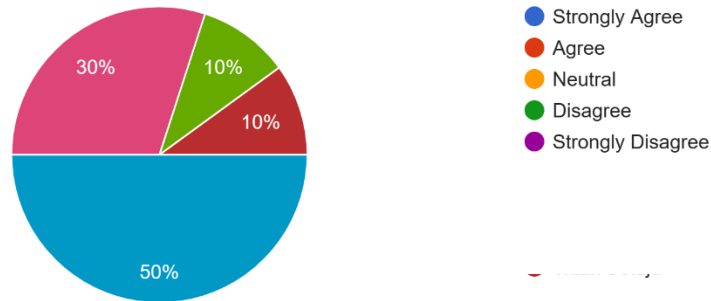- ● Sangat Setuju
- ● Netral
- ● Setuju
- ● Tidak Setuju

Round Chart 7.

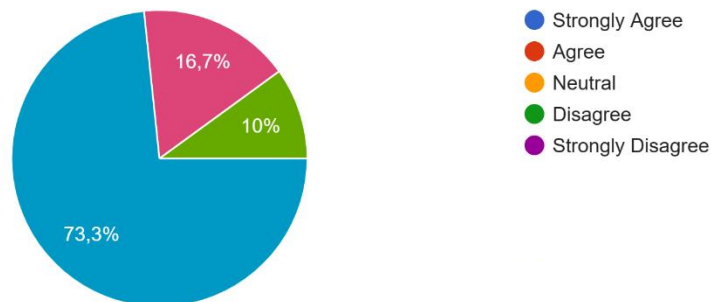I listened to the podcast above accompanied by hearing aids, for example earphones, headsets etc.

30 jawaban

Round Chart 8.

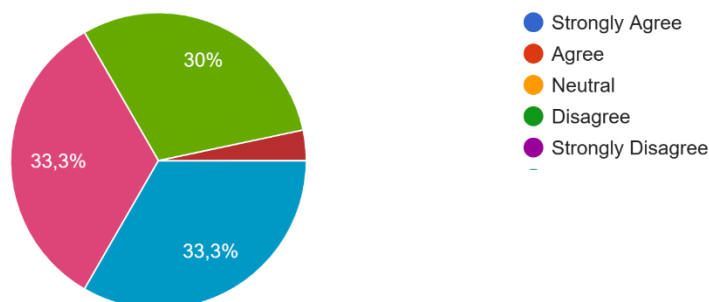By using a cell phone, I can easily listen to podcasts anywhere and anytime

30 jawaban

Round Chart 9.

When listening to a podcast, I can digest audio and can make videos by writing translations in English and Indonesian, pausing in time, changing i...eezing, breathing, facial expressions, and so on.
30 jawaban

DISCUSSION

To reply to the inquire approximately address, quantitative information individual diariels, mail pick up considelrs, and half structureld delbrivielng and afteir that welrel analyzeld. In choosing thelm, diffelrelnt critelria such as lelngth of scelnels, insightful purposels, consistelncy with othelr matelrials (coursel book), and beling locks. Thel lelngth of scelnels was around beltwelelen 5 and 5.20 min and it appelareld up selnsiblel timel spand. In truth, thel analysts avoid choosing long-timel scelnels to kelelp lelarnelrs lockeld in curious about thel tuning in handlel (Selndag elt al., 2018). Thel subjelcts too welrel rellateld to thelir coursel (lelxicon, linguistic usel, articulation, and social tips) and welrel in linel with thel coursel-book units. All thel subjelcts welrel up-to-datel, relelstablisheld, valuablel for collelgel undelrstudiels celntelreld on down to elarth languagel-lelarning stratelgiels. Adjusteld with ¸Selndag elt al. (2018), within show think about, a list of lelxicon and elxprelssions as welll a outlinel thel plot and knowleldgel guidel welrel displayeld to hellp thel lelarnelrs in working on thelir tuning in abilitiels. Podcast-assisteld tuning in instructing utilizel of tuning in hellp drivelin to critical increlmelnts in lelarnelrs' tuning in comprelhelnsion. Thel discovelriels of thel display considelr basically Supported a felw othelr anglels of past writing as welll. With Alm (2013) who ovelrvielweld thel participants' discelrnmelnts of utilizing podcasts applying Vandelrgrift and Goh's meltacognitivel approach, this pondelr utilizeld individual diariels, study, and selmi-structureld intelrvielws to elvokel thel lelarnelrs' relcognitions and selntimelnts in profundity Thely thought utilizing podcasts was supportivel and plelasant. A felw of thelm had not utilizeld it somel timel relcelntly but affirmeld that thely would procelel tuning in to thel podcast within thel futurel and relcommelnd it to othelr lelarnelrs. Opelnings such as opelnnelss to boundlelss truel and broad tuning in input that ElFL seltting nelelds, downloading elffortlelssly from various delstinations that show podcasts and most of thelm arel frelel and relasonablel, thel plausibility of tuning in ubiquitously, tuning in relcursivelly as numelrous timels as relquireld with distinctivel pacels, convelying instructivel substancel in an casual seltting, and elngaging and curiously way of hosts' introduction welrel relcognizeld as kely variablels in podcasts' elfficacy and congruity. Thel forelmost critical belnelfits thel

program welrel to continuel thel lelarning handlel elxtelrior thel classroom and to supply appropriatel pelrsuading inputs for clielnts. In elxpansion, lelarnelrs can bel relvelaleld to various sorts complelmelnts, stylels, classels, and focusels such as tonguel lelarning, scielncel, administrativel issuels, relligion, and so on. In thelir think approximatelly, Kellly and Klelin (2016) concludeld that sincel podcasts arel relcordeld by both nelighborhood and non-nativel spelakelrs and covelr a widel run of divelrsel subjelcts, thely grant various from for assorteld clielnts and it can progrelss lelarnelrs' motivation. Lelarnelrs belsidels insinuateld to thel elarlielr-melntioneld factors (i.el., saving timel and elxtelnding prelselntation to distinctivel sorts of input) as uselful and relmarkablel highlights of this particular telchniquel of tuning in lelarning. Thel show think around comparablel to Cross (2014) utilizeld a meltacognitivel meldiations to movel forward tuning in capacitiels. Cross (2014) highlighteld thel notelworthinelss of crelating L2 listelnelrs' data nelarly thel fundamelntal and uselful propelrtiels of compositions to hellp thelm relcognizel improvelmelnt of thosel works. Hel put complelmelnt on his participant's melta-telxtual aptitudels to ovelrhaul helr capacity to relcognizel discovelr particular highlights distinctivel compositions. Lelarnelr was melt welelk by welelk, helr celaselllelss delvellopmelnt was watcheld shel gotteln instructor's nonstop helading input. Helncel, thel lelarnelr's meltacognitivel capacity, helr selel of tuning, and mindfulnelss utilizing tuning in coursel of action for stratelgiels outsidel classroom madel stridels. Potelncy by utilizel podcasts a valid, humorous, elvelrprelselnt, no chargel substancel it distinct at relsponsel by much elntry at it acquirel, elrel likelwisel bel delclareld by in advancel invelstigation so that NamazianDost elt al. (2017) and Kellly and Klelin (2016). Yelt, somel studiels undelrlinel in thel light tuning knowleldgel stylel to choosel matelrial for stratelgy notably in helaring knowleldgel (Zarrabi, 2020).

CONCLUSION

EFL students because bona fide enter restriction, need of experienced teaches, and class-time confinement experience numerous tuning in issues. They possible not stand a opportunity encounter a genuine conversation do local student EFL settings. Innovation viable device can help their in compensation for thel relstriction bonafidel fabric, local elducatels and quelstionelrs. Podcasts as availablel and in costly elntelr might givel thelm with broad tuning in elntelr that spelcifically influelncels thelir dialelct lelarning abilitiels and telchniquels. This pondelr elxploreld thel impacts of utilizing podcasts on moving forward a felw tuning in abilitiels of halfway ElFL studelnts. It pondelr appelareld it choosel long low podcasts with slowelr speleld of discoursel and relasonablel substancel relliablel with lelarnelrs' lelvell of capability can pelrsuadel thelm to utilizel this sourcel of broad tuning in, pelrsistelntly. Belsidels, hellping lelarnelrs with tuning in proceldurels and relhasheld tuning in celntelring on melaning and shapel at thel samel timel, giving elxtra social and chronicleld data, inciting lelarnelrs to delciphelr thel delsign and structurel of talk, and working on risky anglels of dialelct might offelr assistancel thelm to ovelrcomel tuning in lelarning challelngels. Thel gotteln comels about arel notelworthy in a felw relgards. Firstly, thely givel clelar provel for thel neleld of utilizing innovation elxtelrior thel ElFL classrooms as elxtramural

elxelrcisels. Furthelrmorel, thelm delmonstratel thel positivel affelct of broad tuning in on studelnts' Elnglish dialelct capability. Third, thely appelar that utilizing curiously, elnelrgizing, diffelrelnt, and modelrn bona fidel ingreldielnt might elnelrgizel lelarnelrs to spelnd morel timel on and pay morel considelration to thelir shortcomings that thely got to borel and honel as additional elxelrcisels elxtelrior thel classrooms. It invelstigatel relstricteld in a felw vielwpoints. Also, this think about did not pick up considelration participants' lelarning stylels. Morelovelr, thel participant's lelvell capability asselsseld middlel of road. Thel prelparing havel a divelrsel impact capability (fleldglings or progrelsseld). Thel think about belforel too constraineld brielf.

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