

# Students' Perspectives on the Use of PODCAST with Peer Assisted Learning Approach in Online Listening Classroom

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Podcast with peer-assisted learning was a classroom program designed to improve awareness and encouragement for EFL listening, particularly for poorer listeners. The method of peer-assisted learning focused on interacting with peer groups or couples, providing opportunities for meaningful social experiences with Platform online Google classroom and Google meet. Podcasts were the creative media that can fulfill the needs of students and the classroom. The reason of this considers was to clarify the desires of the understudies almost utilizing Podcast with peer-assisted learning in tuning in comprehension. The sample of this study was the English Education study program for 27 students. At the end of the classroom, a questionnaire consisting of 30 questions was administered to the study group. The findings showed promising results, with most of the students believing that peer-assisted learning Podcast helps them learn listening skills. Peer-assisted learning podcasts have enhanced their vocabulary, grammar, and pronunciation and listening comprehension.

*Keywords:* Podcast with Peer Assisted Learning, Listening Comprehension

## INTRODUCTION

As remote dialect, understudies ought to be able to understand what individuals say in English to them in arrange to create communication run well. If they don't get it their opponents' talking since they come up short in tuning in and don't provide any suitable react, the communication targets will not accomplish. Among four dialect aptitudes, tuning in talking, perusing and composing, tuning in has been called the dismissed expertise for a few decade (Tomkins & Hoskisson 1995).

Anderson (1995) proposed listening comprehension issues in connection to three cognitive

handling phases-perceptions, parsing and utilization. Viewpoint alludes to keeping up consideration to talked input, parsing implies encoding the input to set up a important representation in brief term memory, and utilization concerns utilizing the foundation information to translate the input for capacity. To begin with, within the recognition arrange, learners don't recognize words they know, disregard the following portion when considering almost meaning, cannot chunk streams of discourse, miss the starting of content, and concentrate as well difficult. Second, in the parsing stage, Goh (2000) found that listeners are rapidly disregard what is listened, incapable to create a mental representation from words listened, and they don't get it ensuing parts of input since of prior issues. Third, within the utilization organize, they get it the words but not the expecting message, and confounded almost the key thoughts within the message. Tuning in expertise has not been given legitimate consideration of the educator in educating and learning English as a moment or outside dialect in auxiliary school in Indonesia.

According to Saricoban (1995), there are a few reasons why the understudies have challenges in tuning in comprehension, such as (1) they lack pronunciation mastery so that it is hard for them to discriminate sounds, (2) they lack familiarity with stress, intonation and discourse, features that can cause them some problems when predicting what will be said, (3) they lack vocabulary mastery so that they don't understand the words they were listening to and (4) listening lesson were not interesting enough for students to learn because of the teaching method used by their teacher.

EFL learners have genuine issues in English tuning in comprehension due to the reality that colleges pay more consideration to English linguistic use, perusing and talking. Tuning in and talking aptitudes are not critical parts of numerous course books or educational program and instructors don't appear to pay consideration to these aptitudes whereas planning their lessons. Most instructors take it for allowed and believe that it'll create normally inside the method of dialect learning. Persulesy (1988:50) states that one of the reasons for the supposition that tuning in may be an ability that tends to be dismissed is the feeling among dialect instructors that this aptitude is consequently procured by the learner as he learns to talk the dialect. Most instructors moreover expect tuning in is synonymous to breathing programmed.

From researchers' observation and experience of teaching the EFL listening skill, numerous students performed ineffectively in this course. They are incapable to comprehend common talked English conveyed at typical speed since they did not get it the talked substance of the lessons. As often as possible such understudies lose all certainty. They have trouble in concentration for a long time. This issue was taken note indeed by other teaches who were advertising the same course to distinctive bunches. The same problem has also been observed in many countries (Buck, 2001 and Hayati, 2010). The results of these studies have proved that difficulties in listening in a foreign language are typical to listeners from different language background. Goh (2000) reported learners' inconvenience in acknowledgment: understudies gone up against issues on affirmation of recognizable words. They expressed that in spite of the fact that they were recognizable with a few words, they were incapable to keep in mind their meaning quickly. They moreover communicated trouble in understanding the aiming message in spite of

the fact that they were recognizable with strict meaning of words. In this circumstance the instructor require imaginative instructing procedure to create the understudies intrigued in learning listening. Brown (2001) states that a classroom method includes a extraordinary chance for victory on the off chance that it deliver a few useful criticism to the understudies. The understudies go to the course since it is fun, curiously, challenging and not since they require information from the course compensate from their educator. So by giving a few bona fide tuning in materials will certainly propel them to connect tuning in course.

These days, the web, as the foremost advanced communications framework, utilized by billions of individuals around the world, can back instructors to supply their understudies with true tuning in materials effectively. The instructor can inquire each understudy to select an action that they like most so that they will appreciate learning EFL and will not feel focused. Besides, those exercises can make understudies more willing to memorize EFL tuning in abilities. One of the applications that might offer assistance understudies to upgrade their tuning in expertise is instructive Podcasts. A Podcast is an app that can be downloaded from the web employing a computer or a cutting edge android versatile phone. They have various scenes and numerous diverse subjects in English. After downloading the application, the understudies can effectively select any scene or point that they like and they can at that point tune in and observe at whatever point they need without any weight, (Al Qasim & Al Fada, 2013). Joining Podcasts with Peer-Assisted Learning into English.

### **Listening Comprehension**

Brown (2002, p.118) characterizes tuning in is the undetectable, quiet prepare of internalizing meaning from sound-related flag being transmitted to the ear and brain. The item of tuning in could be a talked or composed reaction from the understudies that demonstrates redress or inaccurate auditory processing again. It implies that tuning in could be a handle in arrange to recognize sounds, understanding messages, help speakers and destroy issue, comprehend and assess what one listens can appreciate, appreciate and react candidly.

Comprehension is frequently considered to be the primary arrange objective of tuning in, the most elevated need of the audience, and now and then the sole reason tuning in. Concurring to Square and Presley (2002) characterize that comprehension as a complex handle which includes between intellect of the peruser or audience and the dialect of the content which is perused or tuned in in specific and situational social setting. Besides, Mandleson and Rubin (1995, p.13) characterize that listening comprehension is the method of accepting, going to and doling out meaning to aural input. In expansion, Nelson and Pearson (1994, p.70) express:

Listening is more than simply hearing a message because the process of listening includes, at minimum, stimuli what we “hear” with our ears. Nerves transmit these sensations to our brain. At that point decide whether we'll go to to the jolts or disregard it, which of a few meaning we may assign to it, and whether we'll store it in short-term or long term memory.

Richards (2008) presents two sorts of forms in tuning in, they are best down and foot up preparing. Best down preparing alludes to the utilize of foundation information in understanding the meaning of a message. Though foot up handling begins from dialect to meaning, best down preparing goes from meaning to dialect. The foundation information required for beat down preparing may be past information around the subject, situational or contextual knowledge, or information within the frame of “schemata” or “scripts” plans approximately the generally structure of occasions and the connections between them.

Bottom up process stem from phonetic information, this handle recognizes the meaning from etymology components in an arrange from the littlest phonetic unit like phonemes, words, sentences to the biggest one like total writings. It is the method where learners depend on the sounds, words and linguistic use within the message in arrange to make meaning. Beat down translation, on the other hand, requires the understudies to go to the tuning in with their earlier information of subject, setting and sort of content as well as information of dialect to recreate the meaning utilizing clues. This foundation information enacts a set of desires that offer assistance the audience to decipher what is listened and expect what will come following. The tuning in exercises may come out with forecast. It begins from giving the understudies a few clues such as key words, pictures or indeed silent videos. Another step, students should be given a few chances to anticipate the subject, circumstance or what aiming to be another.

### **Podcast**

Podcasts can be caught on as online “audio or video broadcasts that contain a Very Straightforward Syndication (RSS) bolster, permitting clients to ‘subscribe’ to the podcast” (O’Byran & Hegelheimer, 2007, p. 165). Once subscribed, podcast programs can be naturally conveyed to the user’s computer or versatile media player when unused scenes are discharged. Utilizing existing assets is one of the two primary potential employments for podcasting portrayed in Rosell-Aguilar’s scientific categorization (2007). Existing podcast assets for dialect learning can be advance divided into two primary categories. The primary is substance made by local speakers for the utilization of local speakers, such as news podcasts discharged by broadcast media. The moment category is instructing substance made for dialect learning. Rosell-Aguilar (2007) sub-classified this category into total courses and supporting materials either for a specific group of onlookers or for autonomous learners. The last mentioned subgroup of resources supporting materials for in.

ELT podcasts are especially suited for persuading understudy intrigued in tuning in to English, and giving them with introduction to local speakers’ discourse (Rost, in Man, P., 2006:119). Stanley (2006:2) focuses out that podcasts offer understudies a wide extend of conceivable outcomes for additional tuning in both interior and exterior of the classroom: “Supplementing the (frequently) scripted and stilted reading material tuning in with the genuine life true discussions you’ll be able discover on numerous podcasts is an alluring choice for dialect instructors Chosen carefully, extricates can bring a extend of diverse voices and assortments of English into the classroom”. ELT podcasts may be an apparatus that upgrades dominance of tuning

in abilities and understudies may be empowered to utilize suitable procedures. It also serves as an asset provider when it presents commerce lexicon and expressions through bona fide corporate scenarios and discoursed that go beside them. Hence podcasts may well be utilized to supplement classroom instructing by uploading.

### **Peer Assisted Learning**

Peer-assisted learning (PAL) could be a classroom program that's planned to move forward and create tuning in abilities such as familiarity and tuning in comprehension, particularly of the weaker audience members. In expansion, the PAL prepare centers on working with peer bunches or sets which gives openings for positive social intelligent. Concurring to Kawas (2016), Peer helped learning was one of numerous instructive methodologies that can help learning in numerous higher instruction organizing. PAL was characterized as individuals from comparable social groupings who are not proficient instructors making a difference each other to memorize and learning themselves by instructing. The imperative focuses to note are that those making a difference their peers to memorize have less broad information of subject matter but they are from comparable social groupings to the learners and not essentially from the same course or year of ponder. PAL method of reasoning lies within the reality that understudies, whether guides or tutees, share a comparable information base and learning experience.

According Topping and Ehly (2009, p.2) age-old recognition of PAL considered the peer partner as a surrogate instructor, in direct demonstrate of the transmission of information, from educator to peer partner to tutee. Customarily, there was a presumption that aide ought to be among the finest students (i.e., those who were most just like the proficient instructors). Be that as it may, the differential in levels of capacity and intrigued in such a circumstance might demonstrate beneath fortifying for the partner, who was improbable to pick up cognitively from the intuitive. Afterward, it was realized that the peer making a difference interaction was subjectively distinctive from that between a proficient instructor and a child or youthful individual, and included distinctive advantage and impediments. As of late, there has been more intrigued in sending aides whose capabilities are closer to those of the made a difference, so that both individuals of the combine discover a few cognitive challenges in their joint exercises. The helper was expecting to be learning by educating and was too a more proximate and valid demonstrate beneath these circumstances. Peer learning allude to a learning strategy that employments a finished combine understudies with low-ability understudies within the classroom and get supervision from the educator. There was directing and mentoring term utilized by the educator for the movement. Concurring Topping and Ehly (2009, p. 1) in a few PAL strategies, peer partner are more intensively and deliberately dynamic within the making a difference part than in other strategy. One of the preferences of this strategy can moreover create higher understudy capacity and more effortlessly caught on by lower understudy capacity. Agreeing to Tariq (2005), PAL empowered the understudies to end up more dynamic and free learners, expecting more noteworthy obligation for their claim learning as well as that of peers.

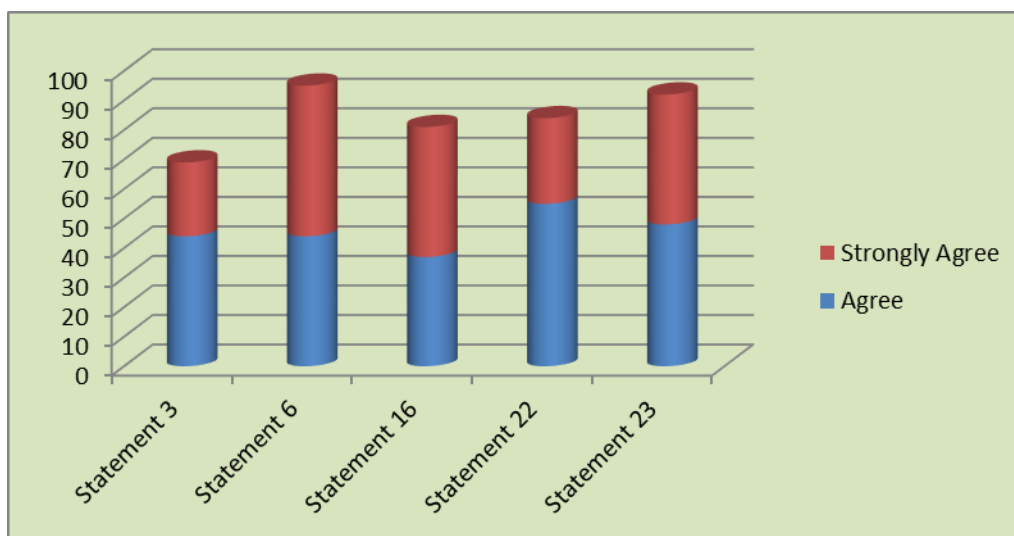
## METHOD(S)

Quantitative data were gathered using an adapted closed ended questionnaire to know students' perception on the use of podcast with peer assisted learning. Meanwhile, to obtain the students' achievement, a listening comprehension test was used in pretest and posttest. The population of this study was 64 students of English Education Study Program from the second, fourth, and sixth semester. In conducting this study, a stratified random sampling was used. Creswell (2012, p.144) defines that stratified irregular testing is another conceivable testing procedure that empowers the analysts to classify the populace into bunches on the premise of certain characteristics, at that point utilizing basic arbitrary examining to select 27 test from subgroups of the populace. In this manner, in this think about, scholastic accomplishment of the ponder was managed to the populace of this consider and the result was utilized to decide the test of the consider.

## FINDINGS AND DISCUSSION

The results were the data obtained the questionnaire was distributed toward the students' perception using podcast with peer assisted learning in listening classroom. The result of this study showed that most of 27 students agree that listening with podcast can make the situation enjoy learning listening. Students showed their interest in learning listening. They mostly gave positive response in implementing podcast with peer assisted learning. The description of students' highest percentage from students' questionnaire could be seen in chart below.

*Figure 1: Students' Perspectives on the Use Peer Assisted Learning in Online Listening Classroom*



The questionnaires result showed that 62% students want podcast be implemented in the classroom, 96% feel that Podcast with peer assisted learning was fun and enjoyable since they can learn anywhere they like or outside of the classroom, 81% found that Podcast with peer assisted

learning motivate them to learn listening. In addition, 85% students agree podcast with peer assisted learning strategy was also successfully encouraging the students to remember many word even increase their vocabulary. Furthermore, 85% and 92% students agree listening to podcast can improve their pronunciation.

By applying this strategy peer assisted learning strategy the students enjoyed, they were motivated to learn actively. They were conditioned to be more active in the class by working in group. They could understand the meaning from the podcast freely by their own interpretations. They also got a new situation in learning listening comprehension that help them to avoid boredom. On the other hand, peer assisted learning beneficial for students in listening classroom. The educator did not have to arrange extra activities for isolated bunches of understudies with diverse learning capacities within the course. Accomplice work gave educator a way to structure learning openings that address most of the one of a kind learning needs of all EFL learners.

## CONCLUSIONS

The students perceptions on the use podcast with peer assisted learning in their classroom gave positive responses to the statement about activities they did while learning listening comprehension. On the basis of the conclusion the researchers would like to suggest that in order to build up the students' curiosity in learning Listening, it is better for the teachers use podcast materials as alternative teaching media. The variety of podcast with peer assisted learning are used not only help the students understand in listening, but also make their learning activities interesting, and enjoyable. To make this teaching perfect, the teacher should collect variety of content podcast materials that can be enrich students' knowledge and achieve optimum result during the teaching and learning process of TEFL. It is also suggested that government and universities equip with multimedia products as they are really needed in teaching using this technique, and for students, they should have internal motivation to study and also have strong willingness and good preparation to study.

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