



**Students' Interpersonal Meaning Towards Podcast -Assisted Listening Learning: An Appraisal Perspective**

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**Article Info**

Article History:

Received: October 23, 2021

Revised: November 18, 2021

Published: December 2021

e-ISSN: 2623-2324

p-ISSN: 2654-2528

DOI: 10.5281/zenodo.5747015

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**Abstract:**

Podcasts are a medium that can help teachers and students in distance learning or electronic learning. Podcasts can help teachers provide learning material and students can access it on each of the devices they have. Podcasts can also help students in learning English, especially in listening skills. This study aims to understand students' interpersonal meaning focus on attitude towards podcast assisted listening learning. The researcher used a qualitative narrative inquiry design in this research to discover data from real-life situations. The instruments of this research were interview and diary. The collecting data was obtained through Google meeting. The researcher took place the research at Senior High School in Karawang. The participants of this research were four students of the 3<sup>rd</sup> grade at senior high school in Karawang. The questions were asked by semi structured interview. The findings revealed that the students' attitude towards podcast assisted listening learning which include by three components, namely: affect, judgement and appreciation. Affect contain by students' feeling, judgement contains by normality, capacity, tenacity, veracity, propriety and appreciation contains by quality, composition, and valuation.

**Keywords:** Listening skills, Narrative inquiry, Podcasts, Students' attitudes

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**INTRODUCTION**

Listening is one of the English skills learned at school, especially high school level. According to Gilakjani (2016) in Khalid (2019), listening skill is very important in foreign language learning because the key to learn a language is to receive language input. Listening is also a skill that is considered difficult but neglected, when compared to other language skills such as speaking, reading and writing (Adnan, 2012). This is because in teaching English in schools teachers tend to prioritize teaching speaking, reading and writing skills. In language learning process, listening provides input for students. If students cannot understand the input, the learning process cannot begin (Rost, 1994).

Learning activities do not always have to be done in a classroom between all students and teachers. Learning activities especially in listening skills can be done from home or other places in various ways such as internet use. The use of podcasts can also assist students in learning and delivering material from the teacher to students because podcast-based audio media feasible and effectively used in the learning process (Adhitya et al., 2019). The distance between teachers and students is not a barrier to learning activities, especially now that internet access can be obtained easily anytime and anywhere so that learning material in the form of audio or video can be obtained easily.

Electronic learning (E-learning) is increasingly recognized in the academic world, especially when technology is increasingly developing as it is today, as well as the use of podcast technology. Podcast technology is currently often used to support teaching and learning activities in the academic world, especially among students who are now generally familiar with the advancement of information technology. However the form of podcasting, student satisfaction is usually high and students generally view podcasts as having enhanced their learning (Goldberg & McKhann, 2000; Maag, 2006; Soong, Chan, Cheers, & Hu, 2006). For example, in a large Australian study involving four universities, 80% of students indicated that podcasts made it easier for them to learn and two-thirds noted that the recordings helped them achieve better results (Gosper et al., 2007). In smaller studies, podcasts have been rated as an important component of the course (McElroy & Blount, 2006) and as more crucial to the learning experience than attending lectures (McKenzie, 2008).

English is one of the subjects that can use podcast assistance to improve students' understanding and ability in English (Jeffrey, 2009). With the help of podcasts students will become more accustomed to listening to learning material in English compared to just listening to the teacher explain in front of the class. With more and more students listening to English through podcast media, it is expected that this will result in increased hearing sensitivity of students with English. In addition students can be repeat the material and prepare for the exam even if there is material left behind. Instructions, explanations, and direct voice from the teacher can also be heard through podcasts (Blanche et al., 2011), so that all of these can improve students' attitudes and confidence as well as encourage students' motivation in learning English.

Podcast is one of learning sources that provide huge samples of real language and authentic materials. In addition, (Hegelheimer & O'Bryan, 2008, p. 332) discovered that podcast technology provides a positive effect on motivation to learn. Podcast has been stated to promote English language learning. However, students will not succeed in learning English through podcast if they do not have positive attitudes toward this media. Research studies on podcasting have already acknowledged its potentiality and have documented many evidences that podcasts can greatly help develop students' language skills, especially in developing students' speaking and listening skills in general (Hasan & Hoon, 2013; Ashton-Hay & Brookes, 2011; O'Bryan & Hegelheimer, 2007).

According to Hogg and Vaughan (2010, p. 94), attitude refers to the behavioral tendencies or general feelings, beliefs, and appraisal, either positive or negative to something like a person, object, issue or institution. Attitude is one of the significant factors to achieve success in learning second or foreign language (Hosseini & Pourmandnia, 2013 p. 45). Either a negative or positive attitude will give a crucial impact on the process of learning.

Furthermore, the previous study show many benefit from using podcast as a media to study English language. Also many previous study explained about students' positive and negative attitude by using podcast as a media for English language learning. In previous studies, the results of research through quantitative methods showed that students' positive attitudes were more dominant than students' negative attitudes towards learning using lyric of song, but they had not explained in detail the attitude or interpersonal meaning using podcast.

Therefore, to fill this research gap, researcher took the theory of attitude based on interpersonal meaning and appraisal perspective by using podcast. The researcher considers that this research very useful to study, the study of this research is using podcasts to exploring students' interpersonal meaning especially students in one of Senior High School in Karawang.

## RESEARCH METHOD

This study designed qualitatively with a narrative inquiry approach to gain a deeper insight into students' attitudes toward the use of web technology, particularly podcasts in learning English as a second or foreign language. The researcher also used qualitative method to achieve a deep understanding of the issues that arise in this study, the attitude towards the application of information technology as a medium of language learning. As Holliday (2007) has demonstrated the basic purpose of qualitative research was to get what was going on in all aspects of social behavior.

This study also use narrative inquiry to decipher the meanings and experiences presented in the participants' stories. The participant's stories are used as research data, a method of analyzing data, and presenting findings in this study (Barkhuizen, 2014). Participants who will be involved in this research are students studying at SMAN 1 Karawang in 12 grade. I choose the participants in the senior high school because they were already tech savvy, and were no stranger to podcasts. I take the location at SMAN 1 Karawang because almost all students at SMAN 1 Karawang have a device to be able to access podcasts.

The technique of data collections in this study consists of interview and diary. In applying a qualitative method with a narrative inquiry approach, this study used a semi-structure interview explore the reactions, perceptions, and assumptions that shape the attitudes of the students during the conversation based on their experience when they learning English language using podcast.

## RESULT AND DISCUSSION

### Students' Interpersonal meaning/attitude of using podcast as a media for listening learning.

From the data that has been determined, there are 12 diaries and 4 results of interviews with students who have an attitude assessment element consisting of affect, judgment, and appreciation, all of which are further divided into positive and negative polarities.

#### A. Affect

Affect is a type of evaluation that is realized through the expression of the author's feelings. This type of evaluation is divided into three types, namely un/happiness which focuses on the type of feeling happy or glad, dis/satisfaction, while in/security refers to feelings about feeling safe about what is happening. This study produces affect in the form of positive and negative responses as follows:

**Table 1. Affect Analysis**

Kind of Affect	Postive	Negative
<i>Un/happiness</i>	4	
<i>Dis/satisfaction</i>	2	2
<i>In/security</i>	4	
Total	10	2

From these results, in general, students gave an evaluation in the form of positive feelings and followed by negative feelings. In this case, the expression of feeling happy or happy was more expressed by students. This positive feeling is also implemented through the expression that learning to use podcasts is fun. The following

are some examples of analysis of diary that result in an evaluation in the form of an expression of feelings:

#### Student's Vignette 1

*Hari kamis jam 13.00 sampai jam 14.00 kami belajar tentang "Tips and Trick Mengerjakan Soal Listening" dan kami mendengarkan 2 podcast lalu mengerjakan quiz/soal bersama-sama. Itu sangat menyenangkan, saya mendapatkan ilmu baru dan menjadi tau kalau listening itu seru. Miss Siti juga menjelaskannya dengan jelas dan mudah dimengerti. Saya juga ingin meminta maaf jika kami ada salah, membuat mrs tidak nyaman dan join google meetingnya terlambat.*

[Thursdays from 13.00 to 14.00 we learn about "Tips and Trick Doing Listening Problems" and we listen to 2 podcasts and then do quizzes/questions together. **It was very fun**, I got new knowledge and I know that listening is fun. Miss Siti also explained it clearly and easy to understand. I also want to apologize if we made a mistake, made mrs uncomfortable and joined the google meeting late.]

#### Student's Vignette 2

*Pada tanggal ini mulai dari jam 13.00 sampai jam 14.00 kami belajar mengenai "Tips and Trick Mengerjakan Soal Listening". Metode pembelajaran yang digunakan oleh Miss Fajri adalah podcast, ini kali pertama saya (atau mungkin kami) melakukan hal tersebut. Kami mendengarkan 2 podcast lalu mengerjakan quiz/soal yang telah disediakan bersama-sama. Sangat menyenangkan menurut saya, saya mendapatkan banyak ilmu baru dan menjadi ketagihan untuk mengerjakan quiz listening, haha.*

[On this date from 13.00 to 14.00 we will learn about "Tips and Trick Doing Listening Problems". The learning method used by Miss Fajri is podcast, this is the first time I (or maybe we) have done this. We listened to 2 podcasts and then worked on the quiz/questions that had been provided together. **It's really fun** in my opinion, I got a lot of new knowledge and became addicted to doing listening quizzes, haha.]

In addition to diaries, several interview results also show that students are happy to use podcasts as a medium for learning English, including:

#### Student's Vignette 3

*"Tentunya perasaan saya senang, karena dengan adanya pembelajaran melalui podcast jadi lebih mudah dipahami dan kebetulan saya juga menjadi mengerti bagaimana cara belajar menggunakan podcast."*

[Of course, **I feel happy**, because learning through podcasts is easier to understand and I also understand how to learn to use podcasts.]"

Moreover, students also feel satisfied and dissatisfied when they learn English mediated by podcast, as in the following interview:

#### Student's Vignette 4

*"Di awal pembelajaran pasti ragu dan takut ya Ms, tapi pas udah masuk ke pembelajaran pakai podcastnya itu cukup menarik terus menyenangkan gitu jadi ga lagi takut jadi mau belajar terus aja, dan cukup puas juga."*

[At the beginning of the lesson, I must have been doubtful and afraid, Ms., but when I got into learning using the podcast, it was quite interesting and fun, so I was no longer afraid, so I just wanted to learn, and I was **quite satisfied** too.]

#### Student's Vignette 5

*"Iya Ms, mendengarkan podcast dapat melatih mendengarkan orang lain berbicara, cukup bahagia, namun saya kurang puas karena terdapat kata-kata yang terlewat."*

[Yes Ms, listening to podcasts can practice listening to other people speak, quite happy, but I am **not satisfied** because there are words that are missed.]

## B. Judgement

Judgement deals with authors' attitude towards the behaviour of people; how authors applaud or reproach the actions of others, how author criticize, praise or condemn (Martin and White 2005: 42). There are five types of judgment consisting of normality (outward nature), capacity (ability), tenacity (reliability in solving problems), veracity (truth or honesty), propriety (morality). The following is judgement data results from interviews and student diaries:

**Table 2. Judgement Analysis**

Kind of Judgement	Positive	Negative
<i>Normality</i>	-	-
<i>Capacity</i>	-	-
<i>Tenacity</i>	4	-
<i>Veracity</i>	-	-
<i>Propriety</i>	-	-
Total	4	-

From the tenacity point of view, podcasts help students in listening learning. In this case, student assessment focuses on the power of podcasts in solving each problem, especially in listening learning. Some students think that by using podcasts, problems in listening learning can be resolved well, as is the case in the following student's diary:

### Student's Vignette 6

*Hari ini adalah pertemuan kedua saya dan teman-teman belajar bahasa Inggris menggunakan podcast. Saya senang sekali karena penjelasan yang diberikan oleh Ms. Siti Fajriyah sangat jelas dan dengan podcast saya dapat mengerjakan kuis yang diberikan dengan mudah, podcast **sangat membantu saya dalam pembelajaran listening (mendengarkan).***

[Today is my second meeting with my friends to learn English using podcasts. I am very happy because of the explanation given by Ms. Siti Fajriyah is very clear and with podcasts I can do the quizzes given easily, **podcasts really help me in learning listening.**]

### Student's Vignette 7

*Pada keesokan harinya jam 07.15 sampai jam 08.15 kami masih belajar listening dengan menggunakan podcast. Kami mendengarkan 3 podcast. Sebenarnya dulu saya kurang suka belajar listening karena menurut saya itu susah dan menakutkan. Tetapi berkat Miss Fajri dan pembelajaran menggunakan podcast saya **menjadi sadar bahwa listening tidak semenakutkan yang saya bayangkan, malah ternyata seru sekali sampai membuat ketagihan.***

[The next day at 07.15 to 08.15 we were still learning listening by using podcasts. We listened to 3 podcasts. Actually, I didn't like learning listening before because I thought it was difficult and scary. But thanks to Miss Fajri and learning to use podcasts, **I realized that listening isn't as scary as I thought, it's actually so much fun that it's addictive.**]

### C. Appreciation

Appreciation is an evaluation in the form of an assessment of something both abstract and concrete. There are three types of appreciation, namely in terms of quality, composition, and valuation (Dahlan et al. 2020). The following is a table of appreciation analysis obtained from the results of interviews with students.

**Table 3. Appreciation Analysis**

<b>Kind of Appreciation</b>	<b>Postive</b>	<b>Negative</b>
<i>Quality</i>	4	-
<i>Composition</i>	-	-
<i>Valuation</i>	-	-
<b>Total</b>	<b>4</b>	<b>0</b>

In this study, there are several appreciations that appear in the following interview results:

#### Student's Vignette 8

*"Kualitas podcast menurut saya **bagus sih, menarik gitu, seru, kaya kan rata-rata itu podcast kan orang ngobrol saling cerita gitu berbagi pendapat gitu kan menurut saya seru sih kaya mendengarkan orang bercerita gitu penjelasan itu seru sih kaya menarik aja gitu dan buat saya sih kaya lebih paham mendengarkan dari pada menonton gitu kalau menurut saya menonton bikin saya ngantuk sih."***

[**In my opinion, the quality of podcasts is good, interesting, fun**, like the average podcast, people talk to each other and share their opinions, I think it's fun, it's like listening to people tell stories. I understands listening better than watching, so I think watching makes me sleepy.]

#### Student's Vignette 9

*"Kualitas podcast selama pembelajaran menurut saya **bagus, materi yang didengarkan juga sangat mudah dimengerti, dan menarik, suaranya pun terdengar jelas"***

[The quality of podcasts during learning in my opinion is **good, the material that is listened to is also very easy to understand, and interesting, the voice can be heard clearly**]

#### Student's Vignette 10

*"Pembelajaran menggunakan podcast **sangat menarik** menurut saya, terus karena tugas kita tuh cuma dengerin aja gitu dengan seksama apa yang diucapkan sama pembicaranya gitu"*

[In my opinion, learning to use podcasts is **very interesting**, because our task is to just listen carefully to what the speaker is saying]

Based on these statements, students gave a positive appreciation for the quality of podcasts. These statements show that the quality of podcasts is very good, and also interesting for listening learning.

## CONCLUSION

Generally, Podcast media help students to develop their English skill especially listening. The use of Podcast media helps them to use proper English by listening to the native speaker audios. By listening to the podcast, students feel happy, satisfy, and secure. Beside that, student's judgement about podcast is also have positive judgement, for example

student get tenacity from learning English assisted by podcast. Students also feel more excited when they learn listening assisted by podcast. In addition, students also have some appreciation when they learn English with the help of podcasts. Their assessment of the quality of podcasts is very good, some of them think that learning to listen using audio podcasts is more interesting than just watching videos.

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