

# Podcast As An Audio Lingual Method: Fancy Way To Improve Motivation in Learning English Skills

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## ABSTRACT

The research method used in this article is the literature review method, analyzing and concluding from several literatures in the 2018-2022 range so that around 20 literatures are obtained. And it was found that Podcast is an audio technology that can be applied in learning as audio lingual method. This technology can be used to learn new material, hone skills, also as a way to motivate us to improve our English skills. However, in the application of learning must pay attention to content and performance. In the learning process, podcasts are able to improve speaking and listening skills. In addition, podcasts also increase students' motivation which has an impact on self-confidence in learning. The implications of this research offer educators in the field of language highlighting how digital literacy approaches adapted to podcasts can improve the quality of the educational environment in universities.

## KEYWORDS:

Podcast as a audio lingual method;  
Motivation;  
Improving English Skills;

## Introduction

Previous research has shown that students majoring in English still need efforts to develop their abilities to achieve optimal learning outcomes. (Rochmat Budi Santosa, t.t.). In developing abilities or doing an activity we need motivation or necessity to do it. This also applies in learning activities, learning requires motivation and a strong will to get the desired results. Moreover, learning English where the language acts as a foreign language in Indonesia (Abdulrahman dkk., 2018). Of course, it requires extra motivation and willpower which will be able to encourage the desire to study it to achieve the desired success. In many studies it has been stated that motivation has a relationship with second language acquisition, they also realize that when the level of motivation is high, the goals to be achieved have a more dynamic quality. In Behavioral Psychology research, motivated people's actions will vary if the tension is not removed with a single pattern of action, but if there is a delay in achieving the goal the action obtained turns into an emotional reaction (Fithriyah, 2021). Motivation is a factor that influences the success or failure of learning a language (Fithri AlMunawwarah, 2018). In existing research, language acquisition is a biological function, so it can be said that language is innate, which can be influenced because language is developed and maintained by the social and emotional environment (Fithriyah, 2021). Students who study a language as a foreign language have motivational variables, namely integrative motivation and instrumental motivation. Where integrative motivation refers to the desire to interact directly with native speakers and fellow second language users. While instrumental motivation is defined when

someone wants to be proficient in the language. Differences in motivation produce different behaviors in learning a language (Setiyadi dkk., 2019).

English was once a compulsory subject to be learned and mastered from elementary school to university level because English is included in the education curriculum in Indonesia. Now the times have made English a global language which has an impact on jobs that are wide open when someone has the ability to speak English and other reasons that follow. Unfortunately, there are still many students who experience a lack of understanding of the material in this field, and there is even an assumption that English is difficult to learn (Zuhdi, t.t.). The fact that English is no longer a compulsory subject at the elementary school level is surprising, reinforcing the opinion that learning a language is not an easy thing. The following are difficulties in learning a language, namely: differences in pronunciation, many types of sentences and vocabulary, and many grammatical rules. In one study, several things must be considered when learning a language, namely: Setting goals, doing repetitions both in the form of memorizing vocabulary and speaking in the language being studied, applying learning to everyday life, and using existing media to facilitate learning (Alijonovich, 2021).

As a technology that has been integrated in several universities in learning, the learning method used in this case is the audio lingual method. Which is a combination of the army method and the informant method, this combination was proposed by Leonard Bloomfield. This method was first practiced directly by the US Army during World War II to help personnel achieve conversational proficiency in foreign languages. After the war ended, the audio-lingual method was developed by educators. By Charles Fries language is considered as a system consisting of phonemes, morphemes, words, structures and sentences, then the main element is spoken speech. Behavioral psychologists suggest that learning depends on 3 important elements: stimulus, response, and reinforcement. When the learner masters the stimulus-response chain, the habit formation process will be focused. Behavioral psychologists lay the foundation for learning the audiolingual method on imitation or repetition of exercises called consistency. Subsequent developments occurred when there was a new curriculum which put more emphasis on training students' oral skills and made English the language of communication, so that the audio lingual method, which is considered the most effective method in language learning, was widely used at this time. The advantage of this method is that interruptions from the mother tongue will be reduced to a certain level because thus cultivating learners' habit of English thinking, the practice of sentence patterns is considered easier to master and apply in learning, this method is more effective than the previous method because the audio lingual method recommends the use of language. mother correctly, this method also has a positive effect on the formation of correct habits because repetition of exercises is the main activity in this method, identifying learning difficulties as well as the advantages of this method is clear when one can understand the difference between mother tongue and target language. Unfortunately, along with these developments, weaknesses are increasingly visible, including the weakness of the theoretical basis for language and learning, educators who play an active and central role in the learning process will turn off the creativity and confidence of students (May, 2018).

The solution offered in this article is that podcasts are an audio-lingual method that can be applied in the process of learning a language, while also increasing motivation to learn because podcasts are tools that facilitate the learning process. The choice of podcast technology is due to the variety of content that we can choose to add to vocabulary from

various fields, easy to access even though it is internet-based, podcasts can make us learn anywhere and anytime. Learning podcasts can clearly increase vocabulary in this case, it means that only listening skills are honed well, but with the addition of vocabulary other skills also increase, and to hone other language skills it can be honed with other existing technologies.

## Method

The method used in this journal is to conclude from several journal articles published in 2018-2022 with the topic of podcasts and motivation to improve English language skills from various abilities that are the basis in English. In looking for related references, Google Scholar is the main source. What initially showed more than 1 million results for the keyword podcast became around 59,000 articles after being selected based on the 2018-2022 range. And articles that fit the topic (podcasts and motivation in improving English skills), age targets, and predetermined targets only found around 20 literatures.

## Result

From several literatures that have been studied, it can be concluded that there are 9 literatures which state that podcasts can improve language skills, 4 other literatures state that podcasts can increase learning motivation, and the rest state that podcasts can be an effective medium in the learning process.

### *Figure and Table*

Table 1. Literatur Riview

No.	Author(s)	Tittle	Year	Result
1.	Dyan Indahsari	Using podcast for EFL students in language learning	2020	Podcasts can improve language skills, especially listening skills
2.	Iskandar Abdul Samad, Ahmad Bustari, Diana Ahmad	The use of podcasts in improving students' speaking skill	2019	Podcasts can significantly improve speaking skills
3.	Tryanti Abdulrahman, Nonny Basalama, Mohammad Rizky Widodo	The Impact Of Podcasts On EFL Students's Listening Comprehension,	2018	Podcasts can improve listening skills
4.	Doris U. Bolliger, Supawan Supanakorn,	Impact Of Podcasting On Student Motivation In The	2018	Students are quite motivated by the use of podcasts

	Christine Boggs.	Online Learning Environment		
5.	Serkan Şendağ, Nuray Gedik, Sacip Toker.	Impact of Repetitive Listening, Listening-Aid and Podcast Length on EFL Podcast Listening	2018	Listening to podcasts repeatedly helps with listening comprehension.
6.	Irfan Ashari	Improving Students' Listening Comprehension By Using Audio Podcast	2018	Podcasts improve listening skills
7.	Abd. Rahman, Haryanto Atmowardoyo, Kisman Salija.	Podcast Effects On EFL Learners Listening Comprehension	2018	Podcasts have succeeded in being attractive as teaching media in foreign language learning.
8.	Dewi Mayangsari, Dinda Rizki Tiara.	Podcast Sebagai Media Pembelajaran Di Era Milenial	2019	Podcasts are considered effective in improving learning outcomes
9.	Marisa Yoestara, Zaiyana Putri	PODCAST: An Alternative Way To Improve EFL Students' Listening And Speaking Performance	2019	Podcasts bring many benefits in learning listening and speaking skills.
10.	Sarah L. Lewis, Central Michigan University And Raymond W. Francis, Central Michigan University	Podcasting as a Mode of Motivation in Online and Blended Learning	2019	Podcast technology helps in supplementing the material.
11.	Firdaus Nur Habiba	The Effectiveness Of Podcast To Enhance Students' Listening Skill At Smk Telkom Malang	2021	Podcasts help achieve better listening skills
12.	Dinar Ayu Asyifah, Lilia Indriani	Students Perspective: The Impact of	2021	Podcasts increase motivation to keep

		Podcasts on EFL Students Listening Comprehension		learning, as well as listening skills.
13.	Mun-Young Chung, Hyang-Sook Kim.	College Students' Motivations for Using Podcasts	2021	Podcasts succeeded in increasing their learning motivation
14.	Scott WT Mc Namara & Matthew Shaw	Using Educational Podcasts in Kinesiology College Courses	2022	Podcasts help in the learning process.
15.	Ali Satri Efendi	Menilai Kemampuan Berbicara Bahasa Inggris Peserta didik Melalui Podcast	2021	In line with the results of previous studies, podcasts are a medium that can improve students' speaking skills in English and make it easier for teachers to make assessments.
16.	Wulan Surya Novianti, Herlina, Wisnu Kala Kusumajati	Meningkatkan Keterampilan Pelafalan Peserta didik melalui Media Podcast	2022	Podcasts are able to improve pronunciation mastery, especially in articulation, pronunciation, intonation, and fluency in English.
17.	Aloysius Rangga Aditya Nalendra, Retno Rahayuningsi, Yanti Rosalinah, Ibnu Subroto, Ary Iswanto Wibowo, Fera Nelfianti	E-Learning for English for Business-Based Podcast: One of Learning Solutions Amid the Pandemic of COVID-19.	2020	The use of Podcasts is considered more effective.
18.	Panagiotidis	Podcast In Language Learning: Research Review And Future Prospects	2021	Podcasts can improve language skills that can motivate students
19.	Julie A. Mooney.	Podcasting as faculty development medium and method: The	2019	Podcasts can serve faculty development to support the

		story of a podcast series showcasing teaching excellence in higher education		development of innovation in teaching and learning.
20.	Inaki Celaya, Maria Soledad Ramires-Montoya, Concepcion Naval, Elena Arbues	The Educational Potential Of The Podcast: An Emerging Communications Medium Educating Outside The Classroom*	2019	Podcasts are useful for schoolchildren and adults alike.

## Discussion

From the articles that have been collected, it can be concluded that podcasts, which are audio technology and have been used in several universities to support learning, show positive effects in increasing learning motivation in language learning. At this time, technology is used to support the learning process. One technology that is now popular in language learning because of its breakthrough is podcasts. Podcasts have a selection of content that can support language learning. Talking about the power of podcasts in language skills, podcasts can even improve the classroom environment for both teachers and students. As a breakthrough that can be used as a tool to make language learning easier, podcasts attract a lot of students' attention through the various content available. This has an impact on the motivation of students. However, podcasts can be included in the curriculum after meeting 2 criteria, namely the content is considered appropriate and can improve student performance. (Indahsari, 2020)

In several studies that have been conducted above, it appears that podcasts are able to improve language skills, especially speaking and listening skills. As a tool that supports language learning, podcasts are able to provide extensive vocabulary learning that is more feasible and can also develop phonetic skills. This is very supportive in a person's fluency in speaking and understanding what is heard. The following are aspects of speaking skills, namely grammar, fluency, accuracy, vocabulary, and pronunciation, as well as a good ability to express phonological symbols. These aspects can be overcome little by little with the treatment of reconstructing podcasts regularly and consistently. Because it is spoken by a native speaker, reconstructing is not a bad thing, in addition to improving the above aspects reconstructing it can develop self-confidence as evidenced by being active in practicing speaking. (Bustari et al., 2017) Another reason why podcasts are suitable to be integrated with language learning is that the language they listen to is a language that comes from native speakers, podcasts that can be accessed anytime and anywhere can encourage learning outside the classroom, as well as encourage active learning. where educators can invite students to sort and choose which podcasts are good to listen to or maybe make podcasts together.

From the table described above, several studies have been conducted with the results that podcasts are also able to foster learning motivation. Motivation to learn through podcasts comes from several factors, whether podcasts are fun, calming, informative, helpful in understanding the material, or maybe its use that can be accessed anytime and anywhere, also to fill spare time. In one study, these were grouped into 6 motivations for using podcasts, namely social interaction, relaxation, education, pastime, habit and convenience. In the habit group, there are reasons why podcasts are more chosen among teenagers and students than other media such as television or YouTube. Podcasts offer users the use and satisfaction of meeting motivations in media consumption similar to what they get from traditional media, as well as to meet the unique motivations associated with the nature of the media. Convenience and satisfaction factors are important aspects in adopting podcasts in education. The growing educational environment is looking for more ways to incorporate existing media. However, student involvement can also be a measure of whether or not motivation increases, for example, when the task is only to upload material content in podcast format, this is not interesting, on the contrary, interest will be seen when involvement in making podcasts is also calculated as the value of the assignment. (Chung & Kim, 2016)

Just as everything good has its downsides, podcast technology has its downsides too. Connection problems, insufficient device memory capacity, difficulty in filtering content, even adversely affect the attention level of students in class. (Indahsari, 2020) Internet connection problems may be the most common problem experienced by students. A note for educators when they want to integrate this technology into learning is that teachers must have the necessary knowledge in teaching with technology, besides that an educator must be able to adapt to class materials and assignments, as well as follow-up to actively involve students. Knowledge of the technology that is being used as well as how to socialize the use of the technology to students. (Yoestara & Putri, 2019) So that the lack of podcasts regarding connection problems and difficulties in filtering content can be easily overcome because of the use of tools or learning media are assisted and supervised by the environment in which students learn. And it should be understood that these technologies are not a substitute for material, they are just a tool that is unlikely to replace the role involved in the educational environment.

## **Conclusion**

Some literature that has used podcasts in research reveals that podcasts can increase learning motivation, improve speaking and listening skills, as well as train students to be more confident in practicing language skills. The increase in motivation is supported by the large amount of content owned by podcasts, while the increase in some skills in language because podcasts are considered capable of providing extensive vocabulary learning is more feasible and can also develop phonetic abilities. Then the increase in self-confidence is based on the results of consistently successful podcast reconstructions. In addition, there are many advantages that this technology brings when applied in the learning process. Even so, there are criteria that must be met when integrating podcasts in learning, namely the content of podcasts is considered to be in accordance with the materials and assignments that have been adapted to the learning objectives that have been set and podcast content can improve student performance, whether it is in accordance with the situations and conditions experienced. the students.

Because Podcast is an internet-based technology, of course the connection, insufficient storage on the device when installing applications, and the difficulty in filtering content are obstacles, it is also found that it has a negative impact on the level of attention. Even so, these shortcomings can be overcome by providing knowledge about the use of learning media that will be used for people who are involved in the learning environment of students. Providing support from the environment also participates in overcoming the shortage of learning media used and optimizing the results of the learning process.

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Recognizing the shortcomings in every way, as well as this article which has weaknesses. Namely the lack of literacy to be researched so that the results obtained are felt to be less than optimal, also the sample used in the study may be different from the ideal sample. Some of the limitations of this study leave room for future research.

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