

CHAPTER IV

RESULT AND DISCUSSION OF RESEARCH

In this chapter, the researcher will present research findings and discussions. In this research, data were called from observations, interviews, documentation which were discussed based on the theories and concepts from the previous chapter relating to students' perceptions towards the use of English podcasts for listening comprehension at the twelfth grades students of MA Miftahul Ulum Kebun Wangi Bluuran Karangpenang Sampang.

A. Research finding

MA Miftahul Ulum Kebun Wangi is one of the educational units with an MA level in Bluuran Kec. Karangpenang, Kab. Sampang, Jawa Timur. In carrying out its activities MA miftahul ulum kebun wangi is under the auspices of the ministry of religion. MA Miftahul Ulum Kebun Wangi is located in Bluuran, Kec. Karangpenang Kab. Sampang, Jawa Timur.

On October 12th and November 16th, 2023, the researcher conducted observation and documentations, especially with twelfth grades students of MA miftahul ulum kebun wangi bluuran karangpenang sampan, which were needed to obtain research data. This research involved 20 students who were willing to be interviewed in the twelfth grades students of MA Miftahul Ulum Kebun Wangi using structured interviews.

In this section the researcher will describe the results of students' perception towards the use of English podcasts in learning listening in learning listening comprehension in the twelfth grades students of MA Miftahul Ulum Kebun Wangi

Bluuran Karangpang Sampang based on the focus of the research, what are students' perception on the use of English podcasts in listening comprehension at twelfth grades students of MA Mihtahul Ulum Kebun Wangi Bluuran Karangpenang Sampang, weather from a positive perception or negative perception of using English podcasts in learning listening comprehension in twelfth grades students of MA Miftahul Ulum Kebun Wangi Bluuran Karangpenang Sampang, this section explains the findings of using English podcasts in learning listening comprehension. The researcher presents students' perception about the use of English podcasts in learning listening comprehension in the twelfth grades students of MA Miftahul Ulum Kebun Wangi Bluuran Karangpenang Sampang.

1. Students' perceptions on the use of English podcasts in learning listening at twelfth grades students of MA Miftahul Ulum Kebun Wangi Bluuran Karangpenang Sampang

The researcher made first observation on November 12th, 2023. The researcher entered the class according to the direction of the teacher, who was ready to teach in the twelfth grades students of MA Miftahul Ulum Kebun Wangi Bluuran Karangpenang Sampang. The researcher chose twelfth grades students because they had made initial observations and discovered the phenomena to be studied. When the researcher observed the class conditions, the students in the MA Miftahul Ulum Kebun Wangi Bluuran Karangpenag Sampang class were a mixed class of male and female students. Even though, the school here is included the Islamic boarding

school environment, male and female students were not separated, and before learning started, the teacher opened the class with an opening and consisting of greetings and also checking the attendance list.

Then the teacher turns on the audio speaker and prepares an audio-podcasts about the related material that will that be discussed is about listening, but the teacher does not play the audio podcast, he just prepares it. Then the teacher explains the listening material that will be discussed to students use an audio-podcast, and when finished, they use an audio podcast as a learning medium.

Then, when the teacher started using podcasts as a medium for English teaching and learning process some students were more enthusiastic and motivated to learn as seen by those who began to listen carefully to the audio podcast played by the teacher and did not act different like when they only learned to listen using books, as well as those who started actively asking the teacher if there was something they did not understand. This is what makes it easier for students to understand listening lessons. Apart from that, sometimes some students start to feel uncomfortable and complain when there is a loud noise that disturbs them from listening to the audio podcast that is being played, thus disturbing the students' focus on the lesson. In this case, students have to be patient with it, interference like this. Apart from that, obstacles do not only come from international factors but also external hard factors for the students, namely that sometimes there are still many students who lack vocabulary, so they do not understand and do

not understand what they are listening to in the audio podcast, so the audio podcast has to be repeated 2 to 3 times. To overcome this, the teacher as an educator, asked his students at the end of the meeting to form groups 4 to 5 people and then give them to record whatever points they got in the audio podcast that had been played, and the assignment would be submitted next week. In giving assessments, the teacher makes it easier for students by providing a You Tub link containing audio podcasts played by the teacher so that students can more easily find points in the podcasts they have studied and so that students can play podcast again so that they can learn independently.

From the observations obtained by the researcher, students have different perceptions when using podcasts for learning English listening. After making observations, the researcher conducted interviews with several students.

In this section, researcher want to know students' perceptions when they use English podcasts as a listening learning medium. Researcher conducted interviews with 20 students from twelfth grades students at MA Miftahul Ulum Kebun Wangi Bluuran Karangpenang Sampang, and found that students has been some perceptions, namely positive perception and negative perception. There were 20 students that the researcher interviewed, the researcher would like to present some results of the students interviewed.

a. Positive perception

1) Being happy and having fun

Being happy in learning is necessary to achieve a positive learning process. The interview results show that the use of English podcasts in learning to listen to English creates a positive learning situation for students. This can be seen from several interview excerpts as follows:

Abd Wafi, “I feel that using English podcasts is fun because is international language”¹

Hasan Andika, “I feel happy because I can learn English in a new way”²

Moh Roni, “It is fun because the way to learn is fun and not difficult”³

Yusuf Alwondi, “I feel happy because I like English subjects”⁴

Nafis Halimi, “I am very happy because the process of learning English is can be varied”⁵

¹ Abd Wafi, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview,” December 12, 2023.

² Hasan Andika, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview,” December 13, 2023.

³ Moh Roni, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview,” December 14, 2023.

⁴ Yusuf Alwondi, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview,” December 15, 2023.

⁵ Nafis Halimi, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview,” December 11, 2023.

Moh Faruk, “I think English podcasts are fun because the way of lessons can be varied”⁶

Helmiatus Zahroh, “I feel it is really fun because I can learn English in new ways dan through new media, and it does not make the class boring”⁷

Makbullah, “I think it is quite fun because I can learn English in a new way”⁸

Abrori, “I feel happy because I can learn English in a new way and do not always have to write and read”⁹

Lailatul Magfiroh , “I enjoy using English podcasts to learn English, sometimes I also feel bored. That is normal; it depends on my mood”¹⁰

2) Making it easier to understand when learning English listening

The next students’ perception of the use of English podcasts in learning to listen to English is that they easier to understand in learning to listen to English. This is also part of students’ perceptions of the use English podcasts in learning listen to English. This can be seen in several interviews below:

⁶ Moh Faruk, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview,” December 10, 2023.

⁷ Helmiatus Zahroh, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview,” December 12, 2023.

⁸ Makbullah, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview,” December 14, 2023.

⁹ Abrori, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview,” December 15, 2023.

¹⁰ Lailatul Magfiroh, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview,” December 12, 2023.

Moh Hoseh, “It is easy to understand if you use a YouTube video podcast because there are translations if you do not understand”¹¹

Abd Wafi, “It easy to understand as long as it is done in a group, but if it is done individually, there are difficulties”¹²

Halimatus Sa’diyah, “It is easy to understand because it has been explained previously how to listen to the podcast”¹³

Hasan Andika, “Easy to understand because I am an expert in English lessons”¹⁴

Moh Roni, “Yes, is is easy to understand because sometimes it is done in groups”¹⁵

Yusuf Alwondi, “I think it is easy to understand because when we use English podcasts it is often done in groups”¹⁶

Nafis Halimi, “I think it is easy to use because the teacher has explained it before the podcast starts”¹⁷

¹¹ Moh Hoseh, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview,” December 14, 2023.

¹² Abd Wafi, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

¹³ Halimatus Sa’diyah, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview,” December 15, 2023.

¹⁴ Hasan Andika, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

¹⁵ Moh Roni, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

¹⁶ Yusuf Alwondi, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

¹⁷ Nafis Halimi, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

Moh Faruk, “Easy to understand because it is often done in groups”¹⁸

Helmiatus Zahroh, “I think it is quite easy to understand if you use YouTube video podcasts because there are translations of you do not understand, but if you use other media such as audio, it is a bit difficult because we still have don’t really understand English and our understanding is still limited”¹⁹

Wulandari, “It is easy to understand if you use YouTube podcast that have English subtitles translations, it is easier to understand, if you use the audio, it is a bit difficult because I only have a small English vocabulary”²⁰

Lailatul Magfiroh, “I think it is easy to understand, even though sometimes I have to listen to the voice over and over again to understand what is being said in the audio and video”²¹

3) Easy to use in learning English listening

The use of easy and practical media in learning English has a significant on student’s learning process, especially in learning listening English. This was gleaned from the student interviews shown below:

¹⁸ Moh Faruk, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

¹⁹ Helmiatus Zahroh, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

²⁰ Wulandari, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview,” December 12, 2023.

²¹ Lailatul Magfiroh, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

Moh Hoseh, “It is easy to use and does not require much effort”²²

Abd Wafi, “Easy to listen to and understand, it can be used anytime and anywhere”²³

Hasan Andika, “It is easy to use and efficient because it is easy to listen to anytime and anywhere”²⁴

Halimatus Sa’diyah , “It is easy to use and can be used any time”²⁵

Moh Roni, “In my opinion, the advantage is that is easy to use and easy to understand”²⁶

Yusuf Alwondi, “I find it easy to use, can be used any time, and can be listened to over the and over again”²⁷

Moh Faruk, “In my opinion, the advantage is that it is easy to use and can be used anywhere and anytime”²⁸

Helmiatus Zahroh, “The advantage is that it is easy to understand and not difficult to use for me”²⁹

²² Moh Hoseh, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

²³ Abd Wafi, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

²⁴ Hasan Andika, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

²⁵ Halimatus Sa’diyah, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

²⁶ Moh Roni, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

²⁷ Yusuf Alwondi, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

²⁸ Moh Faruk, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

²⁹ Helmiatus Zahroh, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

Makbullah, “The advantage is that it is easy to use, fun, and simple”³⁰

Abrori, “The advantage is that it is easy to use, just listen, and can be done alone or in groups”³¹

Wulandari, “The advantages are that it is easy to use, not complicated, and can be used alone or in groups”³²

Lailatul Magfiroh, “In my opinion, the advantage is that it is quite easy to use, and you do not have to always write and read when learning English”³³

Nafis Halimi, “In my opinion, the advantage is that it is very easy to use and understand, and it also does not bother my brain”³⁴

4) Practice English listening

Podcast as a medium also play an important role in training students to listen to English. This is because podcasts are both audio media and audio-visual media. As audio media or audio-visual media, podcasts be used as a tool for training listening to English. This was gleaned from student interviews shown below:

³⁰ Makbullah, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

³¹ Abrori, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

³² Wulandari, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

³³ Lailatul Magfiroh, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

³⁴ Nafis Halimi, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

Abd Wafi, "In my opinion, it is very good because it can practice English listening"³⁵

Yusuf Alwondi, "I think it is good because it can practice listening to English"³⁶

Aril Robianto, "Can practice listening to English, and the learning process can vary"³⁷

Nafis Halimi, "I think this is very good because it can practice listening to English"³⁸

Makbullah, "In my opinion, it is quite good because it can train us to listen to English conversations"³⁹

Lailatul Magfiroh, "In my opinion, using English to learn English is quite good because it can train comprehension by listening to English"⁴⁰

5) Make the process of learning English more varied

In learning English, what is no less important is improving students with varied and non-monotonous learning models. This will have a significant impact on students so that, the English learning process

³⁵ Abd Wafi, "The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview."

³⁶ Yusuf Alwondi, "The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview."

³⁷ Aril Robiyanto, "The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview," December 15, 2023.

³⁸ Nafis Halimi, "The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview."

³⁹ Makbullah, "The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview."

⁴⁰ Lailatul Magfiroh, "The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview."

which only focuses on reading and writing will make students quickly feel bored because the learning process seems very monotonous. Therefore, the learning process must be more varied so that students do not feel bored when learning English. By using English podcasts, teachers can be provided a greater variety of learning opportunities to students. This was gleaned from the student interviews shown below:

Halimatus Sa'diyah, "I think it is good because it can add variety to learning English"⁴¹

Wulandari, "I think this podcast is very good to use because it can add variety to learning the English language and is quite easy to use"⁴²

Abrori, "In my opinion, using podcasts to learn English is quite good because it can provide variety in learning so it does not get boring"⁴³

Moh Suhdi, "I think it is good because it is not just reading and writing"⁴⁴

⁴¹ Halimatus Sa'diyah, "The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview."

⁴² Wulandari, "The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview."

⁴³ Abrori, "The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview."

⁴⁴ Moh Suhdi, "The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview," December 10, 2023.

Aril Robianto, “Can practice listening to English, and the learning process can vary”⁴⁵

b. Negative perception

The researcher also found negative perceptions from students regarding the use of English podcasts in learning to listen to English. Students sometimes feel bored and find it difficult to understand English podcasts. Not only that, some students stated that they did not like English lessons, so they felt bored and found it difficult to understand English lessons. It can be identified from below:

1) Being boring

Some students say that they feel bored and do not like English lessons, this is because they do not like English or are in bad mood to study. This is proven below:

Supriyadi, “I felt clueless, bored, did not understand, and did not know what to do”⁴⁶

Khozairi, “I feel bored because sometimes I do not understand”⁴⁷

Moh Ady, “I am not interested in English lessons, which makes the podcast boring”⁴⁸

⁴⁵ Aril Robiyanto, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

⁴⁶ Supriyadi, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview,” December 13, 2023.

⁴⁷ Khozairi, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview,” December 13, 2023.

⁴⁸ Moh Ady, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview,” December 14, 2023.

Aril Robiyanto, “Sometimes I feel happy, and sometimes I feel bored, depending on the material being taught”⁴⁹

Fadlillah, “I feel bored because I am not interested in English lessons. It is completed, it is boring if you do not know, and I do not understand English”⁵⁰

Yusuf Efendi, “I feel lazy and bored because I do not know and cannot speak English”⁵¹

Wulandari, “Sometimes I feel happy and sometimes I feel bored, depending on the topic and tools used to teach”⁵²

Lailatul Magfiroh, “I enjoy using podcasts to learn English, sometimes I also feel bored. That is normal, it depends on my mood”⁵³

2) Difficult to understand

In another opinion, there are still many students who do not understand, even though they have been taught how to use English podcasts by the teachers, so this causes a negative perception of the use of English podcasts. This negative perception can be proven below:

⁴⁹ Aril Robiyanto, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

⁵⁰ Fadlillah, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview,” December 10, 2023.

⁵¹ Yusuf Efendi, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview,” December 10, 2023.

⁵² Wulandari, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

⁵³ Lailatul Magfiroh, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

Supriyadi, “I feel like I do not know, I am bored, I do not understand, and I do not know what to do. I told you earlier I do not understand why I am still asking again”⁵⁴

Khozairi, “I do not know and do not understand because English is difficult”⁵⁵

Moh Ady, “I do not understand, and something I ask my friends if they have assignments”⁵⁶

Aril Robiyanto, “Yes, sometimes it is easy to understand and sometimes it is difficult to understand, depending on teacher’s explanation and the material in the podcast”⁵⁷

Fadlillah, “I think it is difficult to understand, the reason is that I am not interested in English anyway”⁵⁸

Moh Suhdi, “Sometimes it is easy to understand and sometimes it is difficult to understand. It is easy to if done in groups, but if done individually, it is difficult to understand”⁵⁹

⁵⁴ Supriyadi, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

⁵⁵ Khozairi, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

⁵⁶ Moh Ady, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

⁵⁷ Aril Robiyanto, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

⁵⁸ Fadlillah, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

⁵⁹ Moh Suhdi, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

Makbullah, “Sometimes it is easy, sometimes it is difficult, depending on the materials and tools used when studying”⁶⁰

Abrori, “It is a little difficult because I do not really like English lessons, so for me, this is not easy”⁶¹

3) Need a good internet connection and quiet place

The next negative perception is that you need a good internet connection and a place that is not crowded. A good internet connection is needed when the English podcast used a YouTube video which requires an internet connection, while a place is not crowded so that when listening to audio or video podcasts students are not disturbed, by the noisy sounds around them. This can be proven below:

Moh Hoseh, “It requires a place that is not crowded and has a good signal if using YouTube video podcasts”⁶²

Supriyadi, “Yes, the disadvantage is that it should not be crowded, and if you do not feel comfortable alone, it is better to be in a group because you can help each other, that is all”⁶³

⁶⁰ Makbullah, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

⁶¹ Abrori, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

⁶² Moh Hoseh, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

⁶³ Supriyadi, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

Khozairi, “The downside is that it can’t be crowded because if it is busy, you won’t be heard”⁶⁴

Halimatus Sa’diyah, “The signal and internet connection must be strong, and the place must not be crowded”⁶⁵

Moh Roni, “It needs a quiet place and a good signal”⁶⁶

Yusuf Alwondi, “In my opinion, it just requires a good internet signal and a place that is not busy, because if it is noisy, it will make you lose focus”⁶⁷

Moh Suhdi, “In my opinion, the only drawbacks are that the place should not be crowded and the internet signal should be strong”⁶⁸

Moh Faruk, “In my opinion, the downside is that the place should not be crowded and the internet signal should be strong”⁶⁹

Halimatus Zahroh, “The downside is that using YouTube is sometimes slow, and the class should not be too busy because it will be difficult to listen”⁷⁰

⁶⁴ Khozairi, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

⁶⁵ Halimatus Sa’diyah, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

⁶⁶ Moh Roni, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

⁶⁷ Yusuf Alwondi, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

⁶⁸ Moh Suhdi, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

⁶⁹ Moh Faruk, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

⁷⁰ Helmiatus Zahroh, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

Makbullah, “The downside is that it requires a good internet connection, the class should not be noisy, and sometimes it is boring if we do not understand”⁷¹

Wulandari, “In my opinion, the downside is that sometimes, if you use the internet, you need a strong signal. We also have to have a lot of knowledge of English and do not use it too much so we can listen with focus”⁷²

Lailatul Magfiroh, “As for the drawbacks, maybe when using the internet, it is sometimes slow because the signal is unstable, and also, when listening sometimes you have to over and over again to understand clearly. Oh yes, if it is noisy, it is also a bit bothersome, you cannot do much in class”⁷³

B. Discussion

Based on the presentation of data findings and research findings through several data collection procedures from data sources will be discussed in detail. In this section, the researcher wants to discuss the findings on the use of English podcasts for listening comprehension. The researcher explains the findings based on the research focus, of courses, this discussion will refer to the field review that is carried out to compare and strengthen the findings obtained. In this case, the researcher tries to describe students' perception on the use of

⁷¹ Makbullah, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

⁷² Wulandari, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

⁷³ Lailatul Magfiroh, “The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Direct Interview.”

English podcasts for listening comprehension at twelfth grade students of MA Miftahul Ulum Kebun Wangi Bluuran Karangpenang Sampang.

In explaining this perception, there will be two types of perception, namely positive perception and negative perception, both of which will be explained by researcher based on the results of data findings in the field taken from observations, interviews, and documentation that have been carried out at MA Miftahul Ulum Kebun Wangi Bluuran Karangpenang Sampang.

1. Students' perceptions on the use of English podcasts for listening comprehension at twelfth grade students of MA Miftahul Ulum Kebun Wangi Bluuran Karangpenang Sampang

According to the data findings about the students' perceptions of the use English podcasts for listening comprehension at twelfth grade students of MA Miftahul Ulum Kebun Wangi Bluuran Karangpenang Sampang, the researcher knew that all students have different perceptions because different people have different perceptions about an object or information around it. Perception is the consciousness of particular material things present to sense, which means perception is the way of people think to get a sense of their surroundings that is obtained consciously. It is suitable with theory from Akareema and Hossain, which mentioned that a student's perception defined as the process of preferential treatment of students toward information that they get from an object.⁷⁴ Which is why students may have different perceptions of using English podcasts as media in

⁷⁴ Akareem and Hossain, "Determinants of Education Quality," 62.

listening to learning because the statement that is delivered by students comes from their thought of something that they felt before.

Based on the data obtained by researcher, students have two perceptions, namely positive perceptions and negative perceptions. This is suitable Hidayat, Tanduklangi, and Badara's theory, human perception cannot separate from feelings towards an object. Perception itself is divided in two types namely positive perception and negative perception. A good view of an object will produce a positive perception, and bad view of an object will produce a negative perception. This shows that listening comprehension learning is good and beneficial for students.⁷⁵ English podcasts are good and useful because, by using this medium, students can learn something by listening to some of the audio and video presented. This means that this medium can be useful for students, especially for their listening skills. With English podcasts as a learning medium, students can learn well and have fun with what they learning, which will have an impact on their skills, especially for listening. Therefore, learning using English podcasts is good and beneficial for students.

Apart from that, learning using podcasts is easier to understand than just reading text. Students realize that podcasts can be a medium that makes it easier for them to understand unclear material. This is because the user of English podcasts has a good impact on students learning something. This

⁷⁵ Hidayat, Tanduklangi, and Badara, "Teachers Perception of Instructional Technology Integration into English Language Learning," 6.

method will be an effective way of learning compared to using other media, especially in the field of listening. This means that the lessons or subject Matter that students will study can be easier to understand.

In the previous paragraph mentioned by the researcher, using English podcasts is a good and beneficial for students. However, on the other hand, several students stated that the use of English podcasts can be a motivational medium for learning. This statement is supported by several opinions expressed by students on the finding that learning by using English podcasts is more interesting. Students think that English podcasts can make them learn material in a fun way. So, motivation to learn something will arise because of the interesting things on English podcasts themselves. So, learning will run better, and students' understanding will be easier.

On the other hand, some students have negative perceptions of English podcasts for listening. Negative perceptions expressed by students include problems and places that are not crowded when using podcast media. Connection and place that is not crewed are the main things about the podcast media used. This is because students will have difficulty operating a podcast if they face a bad connection and a place is not crowded. Especially when studying material. This was interference with students' activities when learning something using podcasts. Therefore, some students expressed the negative side of using English podcasts because they felt it was based on their experience while using podcasts. Likewise, the thoughts of students who prefer using books rather than learning using

podcasts. Other students also stated that advertisements that appeared suddenly while studying were annoying in my opinion. This can disturb the students' concentration the material will study. So those are the negative perceptions mentioned by students based on the data obtained by the researcher.

Positive perceptions and negative perceptions are perceptions that arise after some sees or experiences something they like or do not like. Humans' feelings have an important role in determining the perception they will make. Therefore, in this study, the researcher details the definitions of positive perception and negative perception of twelfth grade students of MA Miftahul Ulum Kebun Wangi Bluuran Karangpenang Sampang as follows:

a. Positive perception

A good view will produce good perception of an object that is observed. It means that positive perception is evaluating an objective that involve their self which has positive interpretation. Moreover, someone who has positive perception will accept and support the object that is perceived.⁷⁶ Learning listening by using English podcasts has several positive perceptions. In this case, the researcher wants to discuss it based on the data findings.

1) Being happy and having fun

In this era, the use of media is very influential for students, especially if the media is fun. Students' feeling have a big role in

⁷⁶ Hidayat, Tanduklangi, and Badara, 6.

what they do. Therefore, using media that is fun and can make them feel happy will have a positive impact on the students' learning process. Based on the find, English podcasts are medium tha can make students happy and fun to use. Using media like this can motivate students to study harder, especially for English listening comprehension.

2) Making it easier to understand when learning English listening

Using media that is easy to understand will make easier for students to understand the lessons they receive, especially English lessons. The easier the media is for students to understand, the better the impact will be on students' understanding of receiving lessons. Based on the findings, English podcasts are a medium that is easy for students to understand both in terms of use and in terms of the learning provided when using English podcast; therefore, the use of English podcasts can be said to be a good step in the learning process for students, especially in the process of English listening comprehension.

3) Easy to use for learning English listening

The use of media that is easy to use is one of the supporting factors of learning. The easier the learning medium is to use, the faster the effects of the medium will be seen. Based on the findings, English podcasts are a medium that is easy to use, especially for learning English listening comprehension. Using podcasts that are easy to use

is an advantage of using English podcasts for learning English listening comprehension.

4) Practice English learning

Podcasts are a medium that can be used to practice English listening. Based on finding, several students said that English podcasts are a medium that can be used to practice English listening because they are easy to use and can be used anytime and anywhere. So English podcasts are a suitable medium to practice listening comprehension of English.

5) Make the process of learning English more varied

The use of English podcasts is a new variation in the teaching and learning process. Based on the findings, students said that podcasts can add variety to learning so that they do not just learn by reading and writing, the effects of which makes them bored. With English podcasts as a new variation in learning, students can be more motivated and not easily bored with existing learning media.

b. Negative perception

A bad view will produce negative perception of an object being observed. It means that negative perception is evaluating an object that involve their self which has negative perception. Moreover, someone who has negative perception will reject the object that is perceived.⁷⁷

Apart from positive perceptions towards the use of English podcasts for

⁷⁷ Hidayat, Tanduklangi, and Badara, 6.

English listening comprehension, there are also negative perception towards the use of English podcasts for English listening comprehension. As mentioned:

1) Being boring

Based on the findings in the field, several students say that officers are a medium that can make you bored. This is because many students did not like English lessons, and they also do not understand the use of English podcasts, which makes them feel bored when learning the English lessons. Apart from that, students' moods also influenced their feeling, making the use of English podcasts feel boring for some students.

2) Difficult to understand

English podcasts are a new medium in the English teaching and learning process, so many students have difficulty understanding both the use and application of the material in this medium. Based on the findings, many students do not understand and find it difficult to use podcasts, this them it is many students do not like English and also because podcasts are a new medium for students so they still need adaptation in the use of English podcasts for English listening comprehension.

3) Need a good internet connection and quite place

A good internet connection and a quiet place can affect the success of using English podcasts greatly. Based on the findings, a good

internet connection can have a significant impact on the teaching and learning process using English podcasts, especially if the material is a video podcasts that used YouTube. If the internet connection is bad, students will experience difficulties when playing YouTube videos that they watch and listen to in places that are not crowded, which can have a positive impact. A place that is not crowded also has an important role in the successful use of English podcasts because if the place is noisy, students will have difficulty listening to the video or audio podcasts that are being used by students.

Based on data findings regarding the perceptions of students who use English podcasts as a medium for listening and learning, researcher knew that all students have different perceptions because each person has a different perception of an object. According to the theory of Akareem and Hossain, student's perception is defined as the process of students' preferential treatment of the information they obtain from an object.⁷⁸ So, that is why students may have different perceptions of using English podcasts for listening and learning.

Based on these data findings, almost all students gave positive students' perceptions of the use of English podcasts for listening comprehension. Related to several statements that mentioned that it helped them and motivated them to learn to listen. They said that using podcasts can make students more enthusiastic and motivated to learn because they

⁷⁸ Akareem and Hossain, "Determinants of Education Quality," 62.

are fun and interesting. Feeling, motives, interests, and desires can influence a person's perception of their environment. Therefore, learning media must be able to motivate students and create students who are interested in learning.

Moreover, podcasts as a medium can make it easier for students to learn listening. Learning does not make it easier for us to understand and learn if we are not serious and focused when learning to listen. Listening is defined as an effort to hear something or pay attention, so listening is not just about listening; we also have to try to understand it. Because no matter how good the learning media we use, it will not make it easier for us to understand a lesson if we are not serious and focused on learning.

Even though podcasts as a medium almost have a positive impact on learning listening, it cannot be said that podcasts do not have advantages and disadvantages. In this case, several students mentioned both. First, regarding the benefits of podcasts in learning listening, several students said that the use of English podcasts can attract and motivate students to participate in learning. The reason is because it is easy to understand and uses podcasts as a medium that is made more interesting so you do not get bored while studying, which can increase learning creativity. On the other hand, using podcasts as a medium has an impact on listening skills. Students mentioned that using podcast media helps students because by using English podcasts we can learn to listen using podcasts audio or while watching podcasts videos on YouTube and that makes us understand more.

In contrast to the advantages of podcasts, which are used as a learning and listening medium, there were several disadvantages. This is an internet connection that is suddenly unstable, and sometimes there is noise when listening to English podcasts, making students feel disturbed and not focused on studying. The use of new media, such as podcasts, will face disadvantages when operating them. Some students think that using podcasts can be disrupted while studying because the internet connection is suddenly unstable when listening to English podcasts on YouTube, making students uncomfortable when listening to them. But that does not mean podcasts are a bad medium for learning English listening. Because there are still so many positive benefits to using it.