

Original Article

PODCAST ENGLISH FOR SPECIFIC PURPOSES' STUDENTS OF THE NURSING DEPARTMENT, IS IT HELPFUL TO HELP THEM?

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ABSTRACT

Background. The students of health departments face many challenges in learning English for their career in the future, including four language skills and components. In the era of technological advances, there are alternatives to help students improve their English competencies, one of them using Podcast media. Some studies revealed that Podcasts are interactive media in teaching and learning and are useful to give students more meaningful learning experiences for real life. This study aimed to determine the ESP students' point of view on using Podcasts to learn English.

Research Method. The writer employed mixed method research with quantitative and qualitative research with approach survey research and interviews to collect data. Ninety-six (96) nursing department students were the participants/respondents of this study; online questionnaires to find out students' points of view and interviews were used to collect the data. The data found were analyzed quantitatively and descriptively.

Findings. The result showed that more than 75% of respondents had positive perceptions of Podcast use in English language learning. The students also had positive comments during the interview about the Podcasts used in the classroom.

Conclusion. Podcasts have some benefits to be used in English language learning as one of the alternatives of education media both online and offline mode.

Keywords: English for Specific Purposes, Podcasts, Students' Point of View.

BACKGROUND

Language is crucial for effective communication between individuals and groups. It refers to the sounds produced by human speech tools. It also allows humans to communicate while also expressing their identities. A good interaction needs a language to convey the meanings and share ideas. By using a certain type of language, human beings can express, to explain ideas and arguments, and even create better descriptions of things they want other people to understand.

In this world of global trends, international language mastery is highly needed to be able to keep up with the advancement in all works of life. English mastery is one of them. People should get the hang of it to be able to compete and contribute in the modern world today. In line with this demand, Indonesian students from all levels are expected to be able to use the language for their daily conversation, especially related to their field of work.

Students must learn to communicate in English and be capable of applying the language in all language skills.

What is learning and what are the necessary components for second language acquisition? According to Brown [1] learning is the result of experience. As it is a result of experience, so real-life experience should be the best way to learn a language. Students must be faced with real-life situations and conditions where they have to use the language in such a way that they will feel the enjoyment and excitement of using the language.

As of today, Gen Z students are more exposed and have higher adaptability to digital and ICT (Information and Communication Technology), so it is a good opportunity to utilize it in the process of English teaching and learning. Students will be more engaged and encouraged to learn the language when the media used feels close to them.

One of the advancements of ICT that can be used to enhance student's learning process is by using Podcasts. Abraham & Williams [2] stated that podcasts are audio files in mp3 format that may be downloaded from the internet and played on any mobile device. The term originated from a combination of iPod and broadcast. Podcasts are frequently used in various industries, including business and education. Podcasts have also proven to be useful for learning English. Language learners can enhance the four language skills by using podcasts. Podcasts also improve language learners' pronunciation, vocabulary, and grammar, while also increasing motivation and independence in learning the language. Podcasts cover a variety of topics and can be tailored to students' needs and interests, providing both focused and extensive listening opportunities [3].

Some research has proven the effectiveness of utilizing podcasts for English learning. Salmon and Edirisingha [4] stated that podcasts bring an authentic cultural experience to students who are learning foreign languages. It also increases motivation in learning English and improves language skills [5]. Not only that, Abraham and Williams[2] also state that podcasts can build motivation and encourage learners to become autonomous and independent learners. Students were also considered to have positive perceptions toward the use of podcasts for English learning in classroom settings [6].

Referring to the description above, in this study, the writers investigate the students' point of view on the use of podcasts for English for Specific Purposes (ESP) students. This study focused on how the students perceived podcasts as one of the digital learning media alternatives to help them improve their English skills.

RESEARCH METHOD

This study used a mixed method which had quantitative and qualitative data with a survey research design employed. According to Johnson and Onwuegbuzie[7] the method integrated the strengths of quantitative and qualitative techniques by ignoring the drawbacks. Then, the points of view, manners, and preferences of a large population of attention to the author were defined by using a survey research design[8] to find out the views, perceptions, and favorites of a large group of Nursing Department students focusing on the use of Podcasts media for learning English. Through survey research, the writer would capture representative data of the study population and properly tabulate and analyze it. This study was conducted in October 2023 and the questionnaire was distributed to the students of the Diploma 4 Nursing Study Program at Poltekkes Kemenkes Malang with a total number of 96 respondents. They were in the third and fourth grades of the academic year of 2023/2024 and got the English course. In this study, all the students were the target population since there were ninety-six students only at the Nursing Department. Therefore, the total sampling technique was used. Sugiyono[9] stated that total sampling is a technique to collect data in which the total number of samples is the same as the total population. Arikunto[10] also argued if the population of the study is less than 100, it is better to take all of them.

The main instrument of this study was an online questionnaire consisting of 26 items presenting the demographic information and students' points of view regarding the use of Podcasts as a learning media to learn and enhance English skills or competencies. The questionnaire was adopted and modified by the writers from some previous research with the same scope and limitation of the topic[11-13]. The previous instrument had already been tested to find out the validity and reliability so it was a valid instrument. Items number 1 – 9 focused on the demographic data of the respondents particularly dealing with gender, age, department, grades, technology interest, the availability of devices, and students' preferences about Podcasts, English, and technology. Then, items number 10 - 26 corresponded to the student's points of view concerning the use of Podcasts as learning media to help students master English competency for Nursing. All items were adopted and constructed from the previous studies and literature review and were also written in Indonesian to make the students understand all the questions given and choose the corresponding answer related to the scope of this study. The questions were constructed in the form of short answers as well as a linear scale with a range of options from strongly disagree to strongly agree regarding obtaining the exact data needed to be analyzed. Here is the link to the questionnaire <https://forms.gle/mby9PfwgE6VjsVuy5>, data collected from the questionnaire were

analyzed using percentages and descriptions, showing the proportion of the group in the population [8]. The proportion of data was defined in the form of descriptive justification and concluded at the end. The permit of this research was based on the letter of assignment number KP.03.04/FXXI.15.5/407.1/2023.

FINDINGS

The findings regarding the use of Podcasts for Nursing students at Poltekkes Kemenkes Malang were divided into three sections, namely Demographic Data, Students' Point of View towards the Use of Podcasts, and Interview Data.

Demographic Data

Table 1 provides information about the result of demographic data that reported information about gender, department, students' grades, new technology preferences, gadget availability, students' acquaintance with Podcasts, interest in English, and the use of technology for English language learning.

Table 1. Demographic Data

No	Item	N	%
1	Gender		
	- Female	84	87.5
	- Male	12	12.5
2	Age		
	- Under 18 years old	0	0
	- 19 years old	4	4.2
	- 20 years old	41	42.7
	- Above 20 years old	51	53.1
3	Department		
	- D4 Nursing	96	100
4	Grades		
	- 3 rd	79	82.3
	- 4 th	17	17.7
5	New technology preferences		
	- Yes	84	87.5
	- Sometimes	12	12.5
6	Gadget availability	96	100
7	Student's acquaintance with Podcast		
	- Yes	94	97.9
	- No	2	2.1
8	Having an interest in learning English		
	- Yes	70	72.9
	- Unsure	22	22.9
	- No	4	4.2
9	Having an interest in using technology for English learning		
	- Yes	82	85.4
	- Unsure	11	11.5
	- No	3	3.1

Based on Table 1, the research found some information about the sample of the study. It consisted of 87.5% female and 12.5% male students coming from the D4 Nursing Program of 3rd and 4th grades. They were around 20 years old and above (42.7% and 53.1%). Regarding the use of technology and other initial information, the study also found that 87.5% of respondents had a preference to use technology in their learning activities. This is supported by the availability of the gadgets owned by the students and also their interest in using technology for English learning. Based on the data, 72.9% of respondents had an interest in or liked to learn English and 85.4% of respondents stated that they used smartphones or laptops to associate with the learning process. Dealing with the platform used in the class, 97.9% of students are familiar with Podcasts for learning media.

Students Point of View Towards Podcasts

Table 2. Students Point of View Towards the Use of Podcasts for ESP

No	Item	Strongly Disagree	Disagree	Agree	Strongly Agree
1	I like Podcasts	1%	5,2%	58.3%	35.4%
2	I enjoy Podcast	1%	6.3%	52.1%	40.6%
3	Podcast is easy to use	0%	6.3%	51%	42.7%
4	A podcast is helpful for listening practice	1%	9.4%	44.8%	44.8%
5	A podcast helps me practice speaking	0%	12.5%	43.8%	43.8%
6	A podcast helps me improve my grammar	1%	13.5%	44.8%	40.6%
7	A podcast helps me improve my vocabulary	0%	8.3%	44.8%	45.8%
8	A podcast helps me improve my pronunciation skill	0%	5.2%	51%	43.8%
9	Podcasts can improve my motivation to learn English	0%	8.3%	54.2%	37.5%
10	Podcasts can improve my English communication skills	0%	5.2%	54.2%	40.6%
11	Podcasts can improve my creativity in learning English	0%	7.3%	52.1%	40.6%
12	Podcasts can improve my collaboration skills	0%	8.3%	51%	40.6%
13	Podcasts can improve my autonomous learning	0%	7.3%	54.2%	38.5%

Table 2 displays the results of students' points of view regarding the use of Podcasts for ESP students, especially Nursing Department Students. According to the data, 93.7% of respondents in the Nursing Department stated that they liked Podcasts and 92.7% of them also enjoyed the Podcasts in their learning process. Meanwhile, about 6% of students in the Nursing Department did not like and enjoy Podcasts. The next result showed that 93.8% of respondents agreed that Podcasts are easy to use as technology media for learning and about 6% of students did not agree that Podcast is easy to use.

Dealing with the English skills and components, the table presented that 89.6% of students from the Nursing Department reported that Podcasts helped improve their listening skills and 87.6% of students agreed that Podcasts were also helpful in improving their speaking skills. On another hand, about 9% to 12% of students did not help them in improving listening and speaking skills during the English learning process. Another data showed the responses about Podcasts for improving grammar, vocabulary, and pronunciation. 85.4% of students in the Nursing Department agreed that Podcasts helped improve English grammar and 13.5% of them did not agree with that. The study also found that 90.6% of students agreed that Podcasts helped improve vocabulary, while 8.3% of them did not have the same points of view. Then, dealing with pronunciation, 94.8% of students agreed that by using Podcats they could improve their pronunciation skills and 5.2% of them did not agree.

This study also found data about students' motivation in the English learning process by using Podcats and it was reported that 91.7% of students agreed that learning English through Podacts kept them motivated and 8.3% of students were not motivated at all. Another report was about 21st-century skills mastered by the students during the learning process. The first data showed that 94.8% of respondents agreed that Podcasts improved communication skills, and 5.2% of them did not agree with that. The second data reported that 92.7% agreed that Podcasts could improve the students' creativity in English and 7.3% of them did not have the same perceptions about creativity. The next was about students' collaboration skills in which 91.6% of respondents agreed that Podcasts improved their collaboration skills in English, while 8.4% of them did not agree with the statement. The last dealt with students' autonomous learning and Table 2 showed that 92.7% of students agreed that Podcasts could improve their autonomy in the English learning process, while 7.3% did not agree with the statement.

Interview Result

To support the main data of the questionnaire, the author interviewed the use of Podcasts in the English learning process for the students of the Nursing Department. There were 3 items of interview questions, as the following:

1. Why did you like or not like about using Podcasts?

I like it because we as students can be more creative and innovative in creating content

I like it because podcasts can help train someone's speaking skills

I like it because it can add insight and information.

Because I prefer to listen and understand people's conversations

*I like podcasts because the topics discussed can be clear and make listening more focused
I like it, it's just that I don't like it when there is vocabulary I don't understand and I like it because
I can learn more deeply.*

Podcasts can improve English speaking skills and help expand vocabulary learning

*I like podcast media because it is easy to access and can train me if I want to learn several
accents in English*

I like using podcasts because podcasts can improve grammar.

*For someone like me who understands more easily through sound, podcasts are the most
exciting medium for studying or just listening to fill free time*

*Because I've listened to something talked about in a podcast, I feel interested and I can spend
the whole day just listening to the podcast*

*I like using podcasts because from podcasts we can learn to process words, process gestures,
and expressions when meeting or communicating with other people.*

I don't like it because many people are already making podcasts

It's normal because there are pluses and minuses

I like it because it's simple, I don't like it when it's in English, but I prefer it if there are subtitles

*I like it because I think in a podcast someone can add to the knowledge that we can know,
perhaps from someone's experience*

2. In your opinion, do you think Podcasts are beneficial in English language learning?
Why?

It is useful because it trains us how to do public speaking, communication, and creativity

Yes, it's useful because you can practice speaking English

*Yes, because listening can help you understand the correct pronunciation of words or sentences
in English*

*It's useful, especially if there is a translation too. So when we listen we also know the meaning
of the vocabulary*

*Yes, because podcasts can increase my vocabulary and can help me improve or practice how
to pronounce correctly*

*Yes, because from the podcast I know some vocabulary that I didn't understand before, I
understand*

*Yes, it is very useful, because with podcasts we can listen to what is being said, increase
vocabulary in English, and many more so it is very useful for us to learning English*

Yes, because Podcasts help improve my English grammar skills

Yes... because it can train our English skills in terms of listening

*It is quite useful because by doing English podcasts we indirectly learn many things starting
from speaking skills, vocab, grammar, and increasing self-confidence in English*

Yes, because with podcasts you can learn more vocabulary

I think yes, because it helps me to upgrade my English skills

Yes, because it can help improve independent and group learning

Yes, English podcasts make it easier for us to learn English vocabulary

Yes, it is very useful, because getting used to listening to podcasts will make it easier for us to get used to English, and can improve my English pronunciation

3. Are there any challenges in listening to a podcast? How did you deal with them?

The problem is that my English vocabulary is lacking

There are no obstacles.

Maybe only when the topic being discussed is less interesting and seems boring

Sometimes the sound from the podcast is not clear and there is vocabulary that I don't understand. To overcome this obstacle, I repeated the audio and looked for difficult vocabulary

Yes, sometimes the accent used makes me have to repeat myself so I can clearly understand the contents of the podcast

There isn't any yet

If a podcast is more than 30 minutes I usually get sleepy because it's a podcast without visuals

Often there is new vocabulary that is unfamiliar and I don't know what it means, but that way I find out and finally understand what is meant

There isn't any

As a beginner, the problem when listening to a podcast is when the speaker speaks too fast so you can't catch the meaning. To solve this problem, usually turn on subtitle assistance

Sometimes the wifi internet network has problems so that the image resolution becomes blurry, the solution is that I use internet data to make the connection smooth again

Common problems encountered include 1. Unclear audio, which can be overcome by using a handset, 2. Unsupported internet connection, I will lower the resolution of the video I watch if the Podcast is in video form, audio Podcasts rarely experience internet problems, 3. Android storage memory is unstable, I usually solve this problem by switching to using a laptop or other PC

Yes, by discussing with friends

The person who is speaking on the podcast is too fast in pronouncing his sentences. Usually, I repeat parts of words too fast or that I don't understand in the podcast.

DISCUSSIONS

This study focused on finding the points of view of using Podcasts for ESP students, particularly for Nursing Department Students. Based on the data above, most of the students in the Nursing Department were interested in using technology to learn English, one of them Podcasts. They also found that they enjoyed listening to podcasts because it was very useful for them to improve their English skills. Darwis had the same findings about students' preference for using Podcasts in which the students stated that they liked to use Podcasts in their classroom to learn English[12]. This finding was also in line with Sotlikova & Haerazi who reported that university students in Uzbekistan expressed their fondness for Podcasts and enjoyed using them during the learning process[13]. Based on these findings, the writer

applied Podcasts to the classroom of ESP, especially nursing students, and the result showed that they also had the same learning experiences. They said that they liked and enjoyed using Podcasts to learn English in the classroom.

The study also reported that the respondents strongly agreed that Podcasts could help them improve listening and speaking skills as well as grammar, vocabulary, and pronunciation in learning English. These findings provided more evidence that Podcasts are very useful and helpful for students, especially in the context of ESP it is still beneficial for pedagogical aids. Previous studies have figured out that Podcasts can enhance students' four English skills and language components such as grammar, vocabulary, and pronunciation [5,11,14,15]. The results of the previous studies recommended that the application of podcasting improved students' language skills in general, especially listening skills. However, whether the Podcasts are effective or not toward the improvement of listening and speaking skills was found to be questionable. It can be concluded that this result supported the findings of the previous study with different contexts of English for Specific Purposes. As we know, the students of the non-English Department have many challenges in learning English due to some conditions, for example, limited time, short courses, and lack of motivation. But, regarding these findings, Podcasts can help the students to add more vocabulary and practice correct pronunciation.

Kohar, et al reported that through Podcasts, university students could enhance their listening and speaking skills, as well as their pronunciation, and change their attitudes toward the English language itself [16]. According to the questionnaire results, the respondents also stated that they could improve their vocabulary and pronunciation while they were listening to a podcast. Podcast brings many advantages to language learners in terms of time, space, and flexibility. It is in line with the result of a previous study which reported that Podcasts come with lots of advantages for students, including ESP students, such as improved understanding, supplementary information, and improved attention [17].

In addition to the interview results, through Podcasts, respondents also added that they knew new languages or vocabularies. The students listened to long talks or speakers as well as learned new words and pronunciation. In addition to that, Podcasts were also useful to improve students' 21st-century skills, such as communication, creativity, and collaboration (3C's). More than that, learning using Podcasts could keep the students motivated and increase their autonomy in learning English. Kohar, et al also had the same findings, in which students obtained more vocabulary and motivation, and increased self-confidence, as well as led to autonomous learners [14].

In this section, the result of the study presented some responses from the students that they did not enjoy using Podcasts to learn English in the context of ESP. Based on the interview, they said that Podcasts are really common and many people use them, so it is not unique at all. Even though it is just a few who do not like using Podcasts, we still need to give attention and find the solution to bridge their preferences. Dealing with the negative comments on the use of Podcasts, it needed further research or study to find out more about the reasons and find the solution to solve the challenges. Future researchers are recommended to conduct a more comprehensive study regarding the use of Podcasts for ESP students. They can find out the effectiveness of Podcasts for ESP students to improve students' skills and competencies in the English language that meet the needs of their career and add more research variables for deeper results

CONCLUSION

It was reported that the points of view of the students towards the use of Podcasts were very positive at all indicators given regarding the benefits and challenges. The students found various advantages in dealing with the English skills and components, such as listening, speaking, grammar, vocabulary, and pronunciation. Besides, they also found that Podcasts were useful in improving their communication, creativity, and collaboration skills to survive in this digital era. Lastly, learning using Podcasts could keep their motivation and autonomy in learning English about Nursing. In other words, the students' perceptions were significantly good and positive.

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Conflict of Interest

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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