Utilizing Students' Podcast Media to Improve Listening and Text Composing Skills Dialogue MIS AL Hidayah

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Abstract

This study aims to describe the use of podcast media in improving listening skills and composing dialogue texts in fifth grade students at MIS Al Hidayah. This research uses a descriptive qualitative approach with a case study approach that seeks to explore how students utilize podcasts to hone their listening and dialogue building skills. The research was conducted in Mis Al Hidayah. The research subjects were fifth grade students at Mis Al Hidayah which has 25 students. The data collection techniques used were observation and interviews. Data analysis used was reduction, presentation, and verification. Based on the research results, it is known that the effective use of podcast media can improve students' listening skills in learning Indonesian. Through the activity of listening to audio conversations, students become more skilled at understanding the content of dialogue, capturing intonation and language expressions, and recognizing interaction patterns contained in a dialogue text. Podcasts provide a more contextual and engaging learning experience than conventional methods, making it easier for students to understand the material naturally.

Keywords: media, podcast, listening skills, composing dialogue text

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan pemanfaatan media podcast dalam meningkatkan kemampuan mendengarkan dan menyusun teks dialog pada siswa kelas V di Mis Al Hidayah. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan pendekatan studi kasus yang berupaya menggali cara siswa memanfaatkan podcast dalam mengasah keterampilan mendengar dan menyusun dialog. Penelitian dilakukan di Mis Al Hidayah. Subjek penelitian yaitu siswa kelas V di Mis Al Hidayah yang berjumlah 25 siswa. Teknik pengumpulan data yang digunakan yaitu observasi, dan wawancara. Analisis data yang digunakan yaitu reduksi, penyajian dan verifikasi. Berdasarkan hasil penelitian diketahui bahwa penggunaan media podcast secara efektif mampu meningkatkan kemampuan menyimak siswa dalam pembelajaran Bahasa Indonesia. Melalui aktivitas mendengarkan audio percakapan, siswa menjadi lebih terlatih dalam memahami isi dialog, menangkap intonasi serta ekspresi bahasa, dan mengenali pola interaksi yang terdapat dalam sebuah teks dialog. Podcast memberikan pengalaman belajar yang lebih kontekstual dan menarik dibandingkan metode konvensional, sehingga memudahkan siswa untuk memahami materi secara alami.

Kata Kunci: media, podcast, kemampuan mendengarkan, menyusun teks dialog

Introduction

In today's technological era, children are increasingly familiar with audio media, especially podcasts. They often listen to short stories and dialogues on their devices at home or while traveling. Utilizing what's readily available can be an effective learning strategy in the classroom (McGrath, 2017). Podcasts offer the advantage of flexibility, accessibility anytime and anywhere, and a rich variety of sounds, music, and intonation (Ali et al., 2024). This allows students to learn to listen to Indonesian language materials naturally and enjoyably.

Besides being a listening tool, podcasts also present a new challenge for students: they can become both speakers and writers. Writing dialogue and then recording it makes podcasts a two way medium, allowing students to learn to listen and express ideas verbally.

In many classes at Mis Al Hidayah, teachers still use traditional methods: students simply listen to the teacher read dialogues, then write individually. The use of conventional learning methods by most teachers presents a serious challenge in today's education world. Traditional approaches tend to be less able to stimulate active student participation, especially in practical skills such as listening and writing dialogues. Limitations in these two aspects of ability have a direct impact on students' poor understanding and overall language skills. Amidst curriculum demands that emphasize mastery of communication competencies, this condition is certainly a pressing issue that needs to be addressed immediately to make the learning process more effective, interactive, and relevant to the needs of the times.

As a result, students' listening and writing skills remain limited, especially when faced with the challenge of composing their own dialogue. Using student-produced podcasts is expected to foster a sense of responsibility and creativity. Bezbaruah (2025) notes that students become not only consumers of material but also creators, contemplating themes, plots, and vocal expressions, honing their writing and speaking skills simultaneously.

From a teacher's perspective, podcasts also offer efficiency. Once a podcast is created, the material can be reused by other classes or even used as a learning archive. Teachers can evaluate students' abilities based on the content and quality of the recorded dialogue (Hennesy et al., 2023). Using podcasts as a learning medium can also support learning differentiation. Zhai & Wibowo (2023) found that students with lower abilities

can create simple dialogues, while more advanced students can design more complex narratives. This approach provides space for individual development. Activities like these make podcasts also require group collaboration: designing dialogues, assigning roles, and editing recordings. Students not only learn language but also practice social skills such as cooperation, communication, and mutual respect (Camaco et al., 2021). In addition to improving language skills, podcasts encourage social-emotional maturity. Students learn to express emotions through voice, manage peer opinions, and accept feedback. This is highly relevant for developing communicative and empathetic characters (Guan et al., 2024).

Practically, podcasts are very affordable. They only require simple devices like a smartphone, tablet, or computer with a microphone. Corzo et al. (2024) found this to be a realistic alternative solution for junior high schools lacking comprehensive multimedia facilities. Qualitative research methods were highly appropriate for this study. Through observation, in-depth interviews, and recorded documentation, the research was able to explore students' experiences, perceptions, and changes in skills in detail and contextually, reflecting the classroom realities at Mis Al Hidayah.

It is hoped that this research will not only provide data on language development but also provide practical models for teachers. The podcast creation protocol, guide to encouraging group participation, and sample dialogues can inspire more creative and relevant learning practices.

Research methods

This research uses a descriptive qualitative approach with a case study approach that seeks to explore how students utilize podcasts to hone their listening skills and construct dialogue. The primary focus is on capturing in-depth experiences and perspectives of students and teachers in the classroom. The primary focus is not on quantitative measurements, but rather on a deep understanding of the subjective experiences, responses, and perspectives of students and teachers during the learning process. Methodologically, this approach allows researchers to capture classroom dynamics holistically, including interactions, learning strategies, and contextual factors that cannot be captured by quantitative methods. The research was conducted in Mis Al Hidayah. The research subjects were fifth grade students at Mis Al Hidayah as many as 25 students. The data collection techniques used were: (a) observation, carried out

directly in the classroom to observe learning activities using podcast media, including interactions between teachers and students and student responses during the process of listening and composing dialogues, (b) interviews, conducted in a semi-structured manner with teachers and several selected students to explore their views, experiences, and responses to the use of podcasts as a learning aid.

The data analysis used is (a) reduction, carried out by sorting, simplifying, and focusing on important information from the results of observations, interviews, and documentation related to the use of podcasts by students, (b) presentation, the filtered data is then systematically arranged in narrative or table form to make it easier to understand and analyze thematically and (c) verification, verification is carried out or conclusions are drawn based on the patterns of findings that emerge, so that it can be known to what extent podcasts contribute to improving students' listening and dialogue building abilities. This process is continuous throughout the research to maintain data validity.

Results and Discussion
Result

This research was conducted at Mis Al Hidayah, an Islamic elementary school located in a rural area with 25 fifth grade students. The school implements an independent curriculum that emphasizes the development of literacy and numeracy competencies, as well as the use of technology in learning. Digital-based learning media have begun to be introduced, although they are still limited. This research used qualitative methods with a case study approach.

Based on the results of initial observations and interviews with Indonesian language teachers, it was found that students' ability to listen to dialogues was still low. Students often had difficulty grasping the main message of the conversation read by the teacher, as well as difficulty constructing dialogue sentences with the correct structure and language. The findings were: (a) Most students were not accustomed to listening to audio texts, (b) they relied on written or visual reading texts, and (c) limited vocabulary made it difficult to understand the content of the dialogue.

Podcasts have begun to be implemented in several learning sessions. Nguyen et al., (2022) reported that teachers played recordings of simple conversations created by senior students or taken from online sources (with contextual adjustments). Students

were asked to (a) listen to the audio dialogue twice, (b) write down key points from the conversation, (c) answer oral questions in pairs, and (d) compose a new dialogue text based on the podcast theme.

The activity takes place in three stages, namely (a) pre activity, explaining the learning objectives and motivating students with provocative questions, (b) core, playing podcasts and discussing, and (c) closing, students compose and present simple dialogues.

Based on the results of interviews with teachers and observation notes, there was an increase in student participation and language skills. The indicators of change observed were (a) students began to actively note important points when listening to audio, (b) they were able to answer questions about the podcast content more accurately, (c) in compiling dialogue texts, the structure and word choice became more appropriate, and (d) several students who were previously passive began to show confidence in compiling and reading dialogues.

Discussion

In Indonesian language learning, listening skills are often under emphasized compared to reading and writing. Yet, listening skills are essential for communication and the development of both spoken and written texts. Podcasts, as an audio based learning medium, provide students with a new experience in actively listening to material.

Based on observations during the study, the use of podcasts (a) facilitates students to hear a variety of authentic language sounds, intonations, and expressions, (b) helps build students' understanding of dialogue structures such as greetings, questions and answers, and closings, and (c) stimulates critical thinking skills because students not only listen but also have to understand the context, content, and meaning. Podcast-based learning is in line with constructivism theory, which states that knowledge is constructed by students themselves through experience and interaction with the learning environment (Mumtahana et al., 2025). Podcasts are an effective stimulus for creating meaningful learning experiences (Harrison et al., 2023).

Before the podcast was implemented, students showed a high dependence on written text. They often had difficulty understanding dialogue read aloud without visualization. However, after listening to the podcast repeatedly, students showed

improvements in their listening skills, such as: (a) being able to grasp the core information of the conversation, (b) being able to identify the speaker, the topic of conversation, and the purpose of communication, and (c) being able to summarize the content of the conversation independently. This is in accordance with the listening comprehension theory proposed by Vandergrift (1999), which emphasizes that listening comprehension is influenced by exposure to authentic input and structured reflective activities.

Improved ability to compose dialogue texts is seen in students' writing results that are better in structure, language, and content (Zhai & Wibowo., 2023). This can be explained from two perspectives: (a) modeling through podcasts, students learn indirectly how to form natural dialogues, following examples from the podcasts they hear, and (b) transfer of listening skills to writing: After understanding the content of the conversation, students find it easier to imitate the structure and style of language to create their own dialogues. From the perspective of integrated language skills theory, listening and writing skills are interrelated. Language input from listening activities can be the main source in producing written output such as dialogue texts.

In addition to cognitive aspects, the use of podcasts also impacts students' affective aspects (Errabo et al., 2024). Based on observations and interviews: (a) students are more enthusiastic and find learning activities more enjoyable, (b) they feel "entertained" and learn when listening to varied voices and interesting narratives, and (c) students become more confident when composing and practicing their own dialogues in front of the class. This is in line with Budhai & Skipwith (2021) with an active and experiential learning approach that positions students as active subjects who learn through direct involvement.

Besser et al (2022) stated that despite showing positive results, the use of podcast media also faces several obstacles: (a) device limitations, not all students have access to individual audio devices, (b) the speed of speech in podcasts, some students have difficulty if the podcast is too fast or uses unfamiliar vocabulary, and (c) the need for teacher guidance, without direction and structured tasks, podcasts can be merely entertainment. To overcome this, teachers can do (a) provide podcasts with a slow speaking speed and use language appropriate to the student's level, (b) provide accompanying transcripts for students with listening difficulties, and (c) provide worksheets as a guide when listening.

Based on the description above, podcasts have been proven to improve the listening and dialogue composition skills of fifth grade students at Mis Al Hidayah. Podcasts are not just entertainment, but can be a powerful and effective learning tool when used with the right pedagogical strategies. Language skills taught through an audio approach provide opportunities for students to learn in a more natural, contextual, and enjoyable way.

Conclusion

Based on the findings of this study, it can be concluded that the effective use of podcasts can improve students' listening skills in learning Indonesian. By listening to audio conversations, students become more skilled at understanding dialogue, capturing intonation and expression, and recognizing interaction patterns within a dialogue. Podcasts provide a more contextual and engaging learning experience than conventional methods, making it easier for students to naturally grasp the material.

Furthermore, podcasts have also had a positive impact on students' ability to construct dialogue. Students who previously struggled to write coherent and contextual dialogue began to show improvement in constructing logical and communicative conversations. Podcasts serve as real-world examples that provide inspiration and language references, while also increasing student interest and confidence. In other words, podcasts not only help cognitively but also build students' emotional engagement in the learning process.

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