
EXPLORING PODCAST AND TEACHING WRITING, WHY NOT?

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Abstract

There were very extremely rare study exploring the integration of podcast and the writing skill. Therefore, this paper aimed at discussing pedagogical aspects toward the utilization of podcast for writing skill, at exploring the use of podcast for writing skill, at conveying some benefits and weakness toward the use of podcast for writing lesson. As conceptual paper, this study used library research method. Thus, the data were gathered via research paper, book, journal and broader relevance references. The findings were that students challenge in writing in terms of lack of grammar, lack of vocabulary acquisition and so forth, teachers challenge in terms of strategy' usage to enhance every different students' lack level, and ICT challenge in terms of the lack of technical support, discouragement to use it, less confident and so forth. There were five steps in integrating podcast, namely preparation, composing, recording, revising and publishing. The preparation was to set technical devices and software. The composing was to list writing materials such as its topic, objectives, writing strategy and so forth. The recording was to record all the content. Meanwhile the revising was to revise in terms of content writing material, voice clarity, visual and so forth. Then the publishing was to publish in the online platforms. The suggestions were provided for pedagogic aspect and future research.

Keywords: ICT, challenge, podcast, students' challenge, teachers' challenge, the writing skill

Manuscript submitted: March 09, 2022

Manuscript revised: April 19, 2022

Accepted for publication: June 30, 2022

Introduction

The virtual education program commonly develops. It trigger many educators to foster up their creativity on how integrate a virtual particular technology and teaching-learning program. This utilization, as one example, is used podcast. It allows any users to listen their favorite podcast contents in their own i-Tunes. It is easy downloadable. Lafferty & Walch (2006), thus, it was as digital audio and video recording in web which was supported with Rapid Simple Syndication (RSS) feeds. Various podcast in the online media i.e radio podcast, group podcast, classroom podcast and so forth. Many study utilized podcast for the teaching and learning process (Aditya, 2018; Alfa, 2020; Ampuni, 2017; Bamanger & Alhassan, 2015; Faramarzi, Tabrizi, & Chalak, 2018; Hasan & Hoon, 2013; Nwachokor, Onah, & Uddin, 2019; Saputra, 2014; Supanakorn-Davila & Bolliger, 2014; Wiyanah 2015). Aditya (2014) conducted the research for the teaching of listening comprehension through podcast at university. He applied quantitative research and one class. He proved that there was positive influence of podcast for the teaching

listening comprehension. It was shown that t-value 23.18 was higher than t-table with degree 0.05 (1.72). He suggested for lecturers to use appropriate technique of listening comprehension in their teaching activities. Alfa (2020) led discussion on the speaking skill through podcast as its learning materials. She asserted that teachers play most pivotal roles to guide the learning process. Another study in the podcast scope, Ampuni (2017) examined how podcast affect to students' achievements of pronunciation levels. She recruited 15 grade students of junior high school. She, then, deployed instruments in terms of flashcard, pronunciation rubric, and so forth as long with applying pre-test and post-test. The findings pinned that podcast assisted students achievements in pronunciation, created good learning atmosphere and encourage students be autonomous. Faramarzi et al., (2018) performed the study on how effects of vodcasting tasks on EFL listening comprehension during e-learning. They applied quasi experimental study and engaged 120 English learners to participate in their study. Paired sample test to assess the listing achievements and test taking performance by comparing pre and post test results. They discovered that better performances of learners contribute to better completing vodcasting tasks. They also highlighted that learners' engagements roles rate in learning correlate with vodcasting tasks and their test performance.

Podcast impacts positively in certain skills in English. Hasan and Hoon (2013) insisted that podcast not only affect positively to listening and speaking skill but also other language components such as grammar, pronunciation, and vocabulary. Saputra (2014) studied on the use of podcast for listening comprehension based on students listening habit. He employed 84 students. They divided into experimental and control groups. He found that podcast is more effectively rather than movie as the learning media, students with higher listening habit outperformed than students' lower listening habit and existences particular effects between media and different listening habits of students during the learning of listening comprehension. Wiyanah (2015) led the research toward the use of podcast of listening skill. She optimized an action research. She realized podcast assisted students' listening skill.

Another study has contradictions point of views toward podcast for learning. Nwachokor, Onah and Uddin (2019) conducted the students' perception toward vodcast and podcast as learning media. They recruited 225 participants in their study. They found that lacks of using podcast and vodcast in the lesson process. The study by Supanakorn-Davila and Bolliger (2014), they analyzed about instructor utilization of podcast in the online learning environments. They examined 35 instructors during the use of podcast for their teaching. They underlined that the producing of the study through podcast set new skill and more time consuming also some technical problems might emerge. In addition, Darwis (2016) studied on students' perception toward the use of podcast in learning English. He found that students gained problems toward the use of podcast for their learning such as time duration of podcast content too long, lack of gadget support, and lack of internet access. Many researches explore podcast for speaking and listening skill. However, there were extremely rare study to discuss the use of podcast for the teaching and learning of writing skill. It impacts on very limited empirical findings to be fostered up. Therefore, this paper aimed at discussing pedagogical challenge may emerge toward the use of podcast for writing skill, at discussing the utilization of podcast for writing skill, at explaining some benefits and weakness toward the use of podcast for writing lesson.

Literature Review: Overviews of Podcast

One of the technology improvements is podcast. It is multimedia which is available in the internet to be downloaded. It derives from the words iPod and broadcast (Chan, Lee & McLoughlin,

2007; RosellAguilar, 2007). It is multimedia which content of audio and visual video which uploaded in the internet platform within certain time interval (Chan, Chen & Dopel 2011; Sze, 2007). Students' positive attitudes on the internet easily support their won learning process (Prasetyo, 2021b). Sze (2007) categorized podcast as radio podcast and independent podcast. Radio podcast is radio program in podcast. Meanwhile independent podcast is web based podcast which made by individual or institutional. Panday (2009) suggested that podcast can be made based on need such as an institutional podcast, a department podcast, a class podcast, an instructor podcast, and a student podcast. Rosell-Aguilar (2007) divided two parts of podcast for learning activities. The first part is developing own podcast materials. It can be teachers developed and student developed. The second part is using existing resource for podcast. It can be authentic material and language course. The valuable in the utilization of podcast contributed to improve students' English skill as well as their linguistic features. Yaman (2016) asserted that podcast decrease barriers of learning through original speech, dialogues, radio, TV programs and others.

Podcast also commonly provides transcript audio- video files. Those can be used as lesson materials and exercises. He also adds some podcast strengthens generally such as motivating, no time and place restriction to be accessed, enhance learner autonomy, developing listening skill and pronunciation, limitless resources, authentic and involving actively teachers and students. Kavaliauskiene (2008) additionally argued that podcast generates more vivid visual. Sloan (2005) asserted that podcast can be accessed through the internet and as innovative learning instruments. It can transfer the file (audio-visual or video forms) to mobile phone. Podcast commonly is applied for listening course (Helgesen, 2003; Morris, 2010).

Methodology

This study is to elaborate podcast for the learning of writing. As conceptual paper, it used library research methodology to find any empirical findings related to the topic discussed. Sugiyono (2012) mentioned that library research is to collect as many as possible scientific references and research findings to build new perspectives in the particular field such as education, norm, culture, social, and so forth. In addition, Arikunto (2010) asserted that it needs the data collection technique through documenting from research paper, book, journal and others. Further, the writer also explored, interpreted, combined, compared, and categorized the data to result an outcome of new paradigm and perspective.

Findings and Discussion

Students challenges in the writing skill

The writing process is not simple as the listening and speaking skill. Writing skill is by training step by step. It involves complex process which is determined by theme, clarity, purpose, target readers, sequence, cohesion, vocabulary and so forth (Westwood, 2008). Therefore, it sometimes triggers some learning writing problems. The teaching and learning process which, of course, engaged teachers and student to work together that will potentially face difficulties and issues during the teaching and learning writing. Therefore, the challenge and issues of the teaching and learning writing can derive from two side, teachers and students. Gridharan and Robson (2011) reported that 44% university member argued their students not ready yet for college level writing.

Another problem might emerge based on Jabur, Maloyan and Smith's reported (2013). They argued that students problems of writing which concerned on grammar. They underlined that students tended to use particular grammar without taking attention to others grammars pattern to produce more accurate language. Al-Seyabi and Tuzlukova (2014) led the research to examine writing problems and strategies might appear. They employed 1114 school students and 317 university students. Both institutional students have similar issues on the writing, lexical and content issues. However, university students were more assertive to handle up their writing problems. They further clarified five main problems during the writing lesson which might emerge. Those were (1) deciding how start paragraphs, (2) less knowledge to write correct English sentence, (3) lack of arranging ideas into the right chronological order or about ideas coherency, (4) lack of abilities to choose proper vocabulary to express writing' ideas, and (5) less abilities to gain the writing ideas. Another writing issues revealed by Hasan and Akhand (2010), they investigated the strengths and weaknesses of EFL writing lesson. They found that most of students gathered difficulties in interpreting the important writing topics points to develop as paragraph into their own writing. They also reported that brainstorming were still as problem faced by students whose did not comprehend how implement brainstorming technique. Students also faced difficulties to organize ideas coherently and cohesively. Another students' challenge in the learning of writing is an exposure to books and any reading material to enhance their inputs (Fareed et al., 2016). Reading book references benefit to gain ideas as many as possible

Teachers challenges to teach the writing skill

Another issues or challenge rises potentially also from the teacher's perspectives. Alnufaie and Grenfell (2012) also reported that lecturers gained more time to deploy brainstorming technique to their students rather than teachers school. It implied that brainstorming technique in the writing issues still properly needs obviously efforts to be solved. Almubark (2016) conducted the study to explore the writing problems faced by teachers during their teaching writing. He highlighted that some problems might influence. The first was grammatical problems. Students' limited variance of grammar usage would be boundaries to their grammar level achievement in their writing lesson. This is challenge to the teachers to teach more on grammar to their students. Second challenge, vocabulary problem was also the main prominent. Teachers challenge was on how upgrade the students' vocabulary as many as possible. This was to gain more accuracy written results for their students. The third challenge was the less attractive and persuasive of topics and other materials for teaching writing. Teachers were demanded to gain various ideas as many as possible to avoid students' boredom during the learning of writing. The fourth challenge, lacks motivation of students in the learning of writing badly influenced to their writing proficiency level. The fifth challenge, the less collaborative among students during the learning writing led to less effort to gain feedback. This would impact also to their writing error corrections. The fifth challenge, less credit hour of teaching writing impacted to the less teaching attentions. The sixth challenge was less teachers' competence to apply devices for the teaching of writing. Another challenges based on Gündoğmuş (2018), lack of parents supported students in the learning. It decreased students' willingness to achieve the writing learning goals. They felt probably less support and fewer enthusiasts to join the lesson process. Different level of students in the writing skill is also challenge for teachers (Setiawan et al., 2014). Teachers sometime need different strategies to acquire different lack level of student in the writing skill. They need to design lesson plan and appropriates approaches on how coordinate those

different level of writing proficiency level. This particularly affect to students interest if the teachers fail to innovate interesting lesson. Students' lack of interesting in the teaching of writing is part of challenge to be considered. In Short, Sociocultural factors in terms of teachers' roles, students' habit, learning environments, motivation and so forth impact on the teaching and learning process (Prasetyo, 2021a).

ICT challenges in the teaching and learning process

Rapid the developments of technology affects to the teaching and learning process. It triggers some innovative teaching approach as long as its stumbles within. Podcast is as one kind of ICT. Kurniawan (2014) conducted the study in analyzing obstacles faced by teachers toward integrating of ICT in their teaching. He engaged 50 teachers from ten senior high schools in Palembang to be involved in his research. He found that teachers faced difficulties on professional development and training on how integrate ICT into their teaching process. Another teacher lack was less technical support, less incentives, lack of time and lack attitude of teacher such as avoiding ICT in their teaching process. In line with Salehi and Salehi (2012), they revealed that more than 70% teachers were familiar and used ICT in their daily life, however, they resisted to use ICT in their teaching process. They also added that one most discouragement factor to use ICT in the daily teaching activities was because of lack technical support system in the school. Less training of teacher in the ICT also is as the one of the factors where teachers avoid using ICT in their teaching (Bingimlass, 2009). Nair et al., (2012) found that the significant difference between teachers attitude toward the use of ICT for their teaching media and teachers' age. They found that the older teachers, the less competence on ICT usage, meanwhile the younger teachers, more competence they use ICT. They added that older teachers need more training which focus both in ICT skill competence, and pedagogical training to gain more inputs. The less ICT competence influences to the usage of ICT attitude. Bingimlass (2009) asserted that teachers with less competence of ICT usage, they felt less confident to use it. Some study classified some dilemmas might occur toward the integrations of ICT in the teaching (Harendita, 2013; Orlando, 2014). Those were a pedagogic, concept, culture, and politic dilemma.

Pedagogic dilemma refers on how design lesson plan based on teachers experiences, curriculum and students' needs in ICT properly. Concept dilemma is as an effort to comprehend and elaborate among philosophy, psychology and epistemology to new dynamic progress context of teaching including the integrations of ICT. Culture dilemma derives from students and teachers role in the teaching and learning process. In the ICT media, the teaching and learning process should move to students centered, where students actively involved in the learning. It is different with the conventional classroom where the teacher does do didactic role by explaining the whole learning materials. Politic dilemma rises on teachers' authority in the teaching disturbs by certain stakeholders. The most difficult dilemma is the cultural dilemma where should change teachers centered to the students centered. It needs much effort to shift those proper habits (Harendita, 2013 & Orlando, 2014). A student centered is most appropriate approach to integrate with ICT (Ertmer & Ottenbreit-Leftwich, 2010). In Podcast issues, Supanakorn-Davila and Bolliger (2014) also mentioned some problems which appeared potentially such as longer time durations of podcast and technical problems. Those problems also have to conceptualize to gain better goals.

Integrating Podcast and the writing skill

Since the rapid technology growth, the education field must follow those developments, including the use of online media within. The integrations of podcast and EFL writing are rarely to be explored. Most of previous study utilized podcast with listening and speaking skill also with language component as its treatments. Here, the writer exerts the integration of podcast with EFL writing. The writer composes three steps broadly namely preparation, compose the content, record the content, revise the content and publish.

The first step is the preparation. This step allows teachers to prepare podcast software and technical devices such as audio recording, audio voices, others. As mentioned with Supanakorn-Davila and Bolliger (2014), time consuming of podcast takes a considerations also. The teachers, before recording podcast, have to consider the time content of their podcast. Too longer time podcast content will lead to students' boredoms, and still keep brief explanations as learning writing material in podcast. Thus it avoids longer durations without much concerning on the main topics. Too longer time duration will raise issues in the podcast content (Brown & Green, 2008). The next consideration is about the place recording the podcast. It affect to the sound quality and visual podcast. Teachers have to select the appropriate place for teaching writing in which it triggers students' enthusiast, concentration and motivation to join the learning process. Podcast also can use to motivate students in the learning (Hill et al., 2012). The most important part is that set the learning goals what teachers expect at the end of EFL writing lessons. Teachers have to list the topics related to the writing skill such as learning writing outcomes, the writing strategy, writing topics, and so forth.

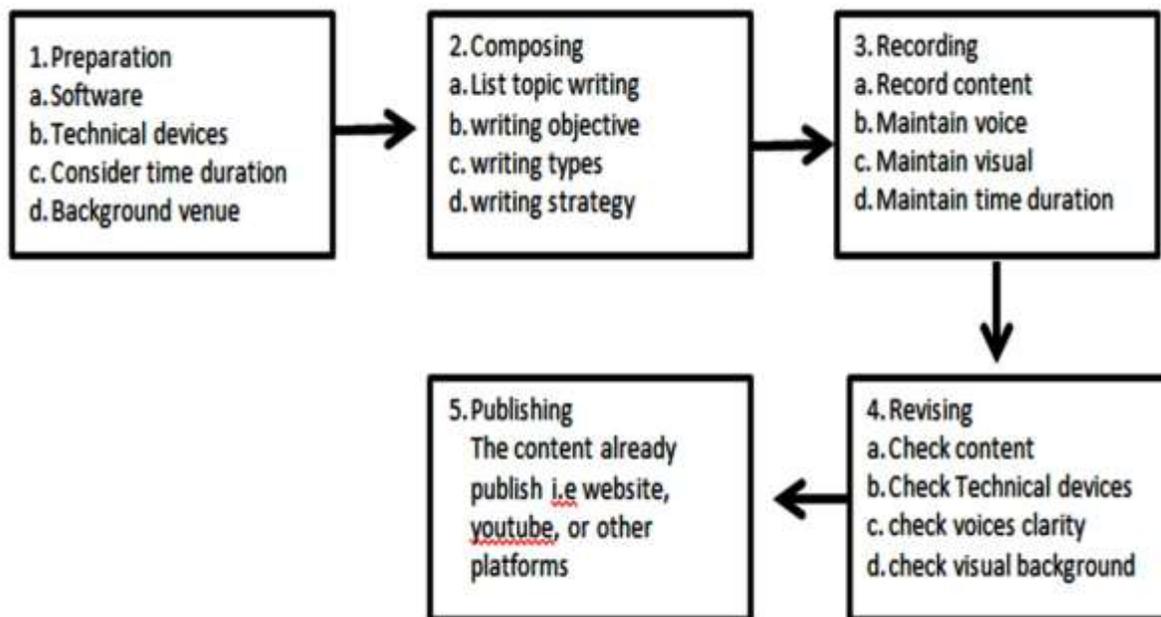
Second step is composing the content. The teachers have to develop lists of topic contents of material such as the teachers first about the goal of learning writing, explaining the writing strategy used during the lesson, explaining language features and text structure might be applied, why choosing the certain topics for the writing, and so forth. Podcast can be optimized by instructors to share new knowledge to students (McGarr, 2009). Teachers also have to think how to illustrate their explanations clearly and naturally flow. Every segment of topics which will be explained within the podcast have to consider on how link each segment. Thus the podcast content coherently illustrates. It is to enhance students' engagement in the learning (Armstrong et al., 2009). The best way is that teachers have to write all the contents segments from the beginning until the end parts. At the beginning segment, the teachers explain the objective of the learning writing and its correlations to the real life. It is to foster students' motivation and comprehension about the importance of writing skill. Then teachers delineate the type of writing which will be taught i.e narrative, descriptive, report, scientific writing or other. The teachers also emphasize some writing indicators such as content, grammar, and punctuation, and so forth, together with the writing strategy. It can be adapted from Harmer' writing strategy (2007) namely planning until finishing.

Third step is recording the content. Recording the content easily is by asking other teachers to listen and correct the scripts whether any some mistakes such as wrong pronunciation, too long script content which are made in the composing content step or some breathing pause during the reading of scripts, and others. It is better to ask some helps to others technical experts to handle up some technical problems might emerge such as setting audio, setting video, and editing the content podcast. Technical issues may rise during the use of podcast (Seo et al., 2010). Too noise sound background affects the quality sound of source persons and conversation within podcast content. Therefore, asking other teachers to review the scripts and trial in the first podcast recording will

improve teacher’s ability in terms of pedagogic, cognitive and technology competence to gain comprehensive process and outputs.

Forth step is revising the podcast’s content. Before revising the podcast content, it is better to comprehend what kinds of software in order to edit the podcast content. If the teachers do not understand well about podcast content, they can ask the expert to edits some unnecessary podcast content. Teachers also can ask other teachers to observe the scripts and its explanations. It also can be edited by adding some music. However, it has to bear in mind that the music background should be lower volume or sound than the resource person of learning material. Hence, podcast can promote cross-subject learning (De Souza-Hart, 2011). Thus, the voice of teachers and others other learning resource person are not conquered by music background sound. Finding the certain parts of podcast content which have some inconsistent content material or other stumbles can be edited. The teachers also have to determine each segments transition such as first segments explaining about writing objective, second segment about writing categorization. Conversational styles assist students learning achievement be better (Chanlin, 2009). Before moving to second segment, let the listener guess what will be discussed in the second segment or it can be done through give some clues to be guessed by the listeners or students. This is also to trigger listeners or students critical thinking.

Figure 1. The integration step of Podcast and the teaching writing



The fifth step is to publish the podcast. This is the final step where the teachers can publish their podcast. Teachers can select their home base publication such as in the website, youtube or other platforms. Teachers also can choose only audio uploaded or audio-video uploaded to be published. It depends of their learning needs, their learning objectives and target audiences.

The advantages and weakness of podcast for teaching writing skill

Like other media, podcast has benefit as well as its weakness. Therefore, it is pivotal points to be considered by educator before applying podcast to support their teaching activities. Podcast gains several strengths. First, podcast is accessible. It means that it is easily to use, is portable and podcast features are easily to control the content which is watched and also decline to the addiction on the conventional media (Menzies, 2005; Rosell-Aguilar, 2007). The use of book in the teaching and learning is like a must. Therefore, podcast can be alternative media in order to change its habit. Podcast makes easily in the teaching and learning to be accessed in everywhere. students do not need to bring heavy book when they learn through podcast. They only need their own gadget and play the podcast. Second, it motivates students during the learning progress. when rare learning activities is by using innovative media, students are boredom during the learning. podcast can be alternative media to attract students to listen, comprehend, write and discuss the learning writing topic to others students (Hill, Nelson, France, & Woodland, 2012). Third, it creates the proximity between students and teachers (Hill, Nelson, France, & Woodland, 2012). Podcast offers conversations between teachers and students. however, this conversation lead to familiar and close partnership in the teaching and learning. this situation is quite different in classroom activities which need formal attributed within the teaching and learning process. fourth, podcast accomodate students to more complex comprehension concept of learning (Brown & Green, 2008) . podcast features which offers a complete audio and visual features can develop students comprehension writing proficiency level. It is equal to the direct teaching learning process where the teachers explain directly to students. the process of teaching and learning are bridged easily through podcast. Fifth, podcast triggers students critical thinking skill. It can be used as the learning materials in order as topic discussion, feedback and sharing to other students (McGarr, 2009).

Integrating podcast and the teaching of writing skill potentially emerge some weaknesses. First, the weakness of using podcast in the teaching writing can be longer time duration. Too longer time duration of podcast content is as challenge (Carvalho et al., 2009). It builds students boredom during the learning without strictly to the lesson writing materials. This is kinds of problems which should be taken account for researchers and educators in order to compose proper time content of their podcast. Second. Technology challenging will be issues which might emerge to instructors (Kay, 2012). This raises issues when instructors less skill to operate and manage the podcast application to be utilized in their teaching and learning media. Therefore, the teachers with less proper training to use podcast will result low file quality (Santos & Ali, 2012). Third, considering too large file size will be hard to download (Caladine, 2008). Hence the proper file size should be managed by teachers in their podcast files. Fourth, the cost issues lead to less productivity of content. Bartos (2008) mentioned the cost also should be considered during producing the content. Managing podcast content by amateur is not easy. They have to recruit experts to edit and manage the content. It is because less technical skill (Seo et al., 2010). Of course, it will be financial issues. Fifth, podcast should content informal conversation (Mayer, 2009). This is different with the formal conversation in the classroom. The teachers should be aware to this issue in terms of how they explain learning material with the certain tones to attract students' attention during the learning.

Conclusion and recommendation/implications

Since the use of technology rapidly spread around the world and global Covid 19 pandemic, online media used to support the educational field including podcast. Podcast is alternative media which can be utilized and embed with EFL skills. The integration of Podcast with the EFL writing skill, due to the previous researches, was still very rare undertaking. Therefore this paper aimed at overviewing of podcast, at providing teachers and students' challenges in writing, at explaining the ICT challenge in the teaching learning process, at integrating podcast and the teaching writing skill and at conveying the strengths and weaknesses of podcast for the teaching writing. The findings implied some points. The first point was that students challenge in writing were lack of grammar, lack of vocabulary acquisition, less knowledge of writing comprehensively, lack of writing technique, and less motivation in writing. The second point was teachers challenge such as lack of varied teaching method for writing skill. The third point was ICT challenge in terms of the lack of technical support, lack of collaboration between students and teacher to utilize ICT during the learning, anxiety to apply ICT and so forth. The fourth point of the finding corroborated on five steps of integration between podcast and the writing skill, namely preparation, composing, recording, revising and publishing. The preparation was to prepare and maintain the technical derive and software. The composing step was to concept and lists some writing materials in terms of its topics, goals, strategy and others. The recording step was to record all the learning of writing process as the content. The revising step to revise some potential emerged within the content such as voice clarity, writing material, visual clearness and so forth. The last was publishing step to publish all the recording content during the learning via podcast session to the online platforms.

The suggestions refer to the pedagogic and future research. The pedagogic suggestions, further discussion is very required to confer comprehensively toward the embedding of podcast and the writing skill because most commonly previous researches utilized podcast for treating the listening and speaking skill as long with language components. Those discussions can be acted by teachers, curriculum developer, and technical devices experts to gain more comprehensive the process and output learning. For future research suggestion, this paper can be used as the basis foundation to be developed again in other research in order to measure and investigate such as the implementation, the correlation and so forth toward the use of podcast for the teaching writing skill.

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