

Pelangi Bahasa Indonesia Podcast: What, Why and How?

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Abstract

The rapid evolution of information and communication technologies (ICT) has created many pedagogical possibilities for the use of these technologies to support second and foreign language learning. ICT applications have been employed by the Bahasa Indonesia Programme at the Centre for Language Studies, National University of Singapore (CLS-NUS), since 2001 as supplementary tools to enhance students' proficiency beyond classroom instruction. The most recent development is the integration of podcasting into the Bahasa Indonesia Level 1 curriculum. This paper describes how podcast units are used to optimize students' learning experiences. Five podcast units were designed as supplementary materials to develop students' listening skills and grammar knowledge in the beginners' level course. A qualitative survey administered to 20 undergraduate students learning Indonesian as a foreign language was the main means of data collection. The result indicates that the application of podcasting enhanced students' listening skills, grammar knowledge, and knowledge of the culture of the target community. It facilitated self-paced learning and provided a means of reviewing in preparation for tests. It was also a useful platform for remediation, especially for slower learners.

1 Introduction

It has been noted that the use of multimedia can have a significant impact on the foreign language learning process: "The process of multimedia learning can be viewed as information acquisition in which multimedia is information delivery vehicle or as knowledge construction in which multimedia messages are aids to sense making." (Mayer, 2000, p. 1) Multimedia include a combination of text, audio, still images, animation, video, and interactivity content forms which allow learners to experience different learning modes as they represent the information in different ways. Multimedia provide an additional platform to accommodate learners with different learning styles.

Starting in July, 2001, the Bahasa Indonesia Programme at CLS-NUS implemented the use of ICT by developing and introducing its Interactive Multimedia Courseware¹ to beginners' level students of Indonesian language. The courseware was designed as to provide supplementary materials to enhance students' proficiency beyond classroom instruction. The most recent development is the integration of the Pelangi Bahasa Indonesia Podcast² into the courseware by the authors in January 2009. The podcast offers greater flexibility for auditory learners in the learning process and supports learning on the move.

The word 'podcast' is a combination of the words 'iPod' and 'broadcast.' However, the use of the word 'pod' is considered to be imprecise by many. Podcasts are usually delivered in MP3 format, which can be played not just by the iPod, but also by other kinds of media players, as well as the computer and stereo systems (Kaplan-Leiserson, 2005; Campbell, 2005; Meng, 2005, as cited in Rosell-Aguilar, 2007).

Chan, Chen and Döpel (2011) defined a podcast as a media stream consisting of audio and/or video files, but it can also contain PDF files. The meta data of these files (URLs, titles and descriptions) are stored in a file called 'RSS feed', which is checked regularly by software called podcatchers and the files are downloaded automatically.

2 Literature review

It has been argued that the use of multimedia in language learning allows the multimodal presentation and the multicoding of information (Weidenmann, 2002 as cited in Chan, Chen, & Döpel, 2008). By using different modes of presentation such as text, sound, pictures, animation etc., learners will process the information through different sensory channels. Thus, the information will be encoded in various forms in learners' memory. Providing information in different modes will allow learners to improve recall and comprehension (Mayer, 2000). Students' learning styles should be taken into account as well so that the process of teaching and learning will be more effective. Therefore, the teaching style should cater to various individual learning styles and physiological characteristics including learners' preferred perceptual channels such as the auditory, visual, tactual and/or kinesthetic channels, their time-of-day energy levels, and their mobility needs (Dunn & Dunn, 1979, 1999).

Weidenmann (2002, as cited in Chan et al., 2008) argues that one should use the auditory mode to complement the visual mode in order to enhance students' perception of the learning materials. Nowadays, most learning materials are designed to be perceived through the visual mode in the form of texts and pictures. According to Weidenmann, the use of audio materials will enhance retention in memory, arouse attention, and be more personal because of the voice, intonation and expression. Podcasting is especially beneficial for those who prefer to learn through the auditory channel.

Podcasting has become a popular new medium worldwide. It is available for many different types of content with different purposes such as for personal use, business, entertainment and education. Tavales and Skevoulis (2006) mentioned that podcasting technology has been increasingly employed in higher education. Sloan ((2005, as cited in Rosell-Aguilar, 2007) stated that podcasting offers a richer learning environment. The implementation of podcasting integrates in-class and out-of-class activities and materials (Thorne & Payne, 2005, as cited in Rosell-Aguilar, 2007).

Language learning has been identified as one of the disciplines likely to benefit from developments in podcasting (Kukulska-Hulme, 2006). The integration of podcasting into language learning process can give additional language exposure and enhance learners' language skills. Stanley (2006) suggested that "podcasts could be used as a supplement to textbook material, a source of authentic listening materials, a way for students to gain information on specific aspects of the language such as idiomatic expression or grammatical construction" (as cited in O'Bryan & Hegelheimer, 2007, p. 165). Chan et al. (2011) asserts that a "podcast can support students' learning not just in listening but in other language skills and areas as well such as grammar, pronunciation, vocabulary, speaking and learning strategies" (p. 34).

Previous research on the use of podcasts in language learning has identified the potential of podcasting in improving the learning process. Sloan (2005, as cited in Rosell-Aguilar, 2007) stated that podcasting facilitates self-paced learning and offers slower learners a platform for remediation. Kaplan-Leiserson (2005) indicated that podcasting provides another channel for material review and assists auditory learners. She also stated that podcasting is beneficial for non-native speaker to facilitate self-paced learning. It allows them to pause, fast-forward, rewind or skip accordingly. Chan et al.'s (2011) study showed that podcasting could encourage students to learn beyond the confines of their classrooms and homes in public places such as buses, subway

trains, or fast-food restaurants. This argument is in line with Kukulska-Hulme's claim that podcasting facilitates mobile learning. Thorne and Payne (2005, as cited in Rosell-Aguilar, 2007)) mentioned that podcasting provides increased flexibility and portability, and allows for time-shifting and multi-tasking. According to Mitschian (2010, as cited in Chi & Chan, 2011), learners should be encouraged to make good use of any available pockets of time in one's daily routine and achieve greater learning efficiency. Goodwin-Jones (2005, as cited in O'Bryan & Hegelheimer, 2007) argued that the popularity of MP3 players among younger learners might mean that they will engage in "listening on the go" more willingly (p. 166).

On the other hand, Menzies (2005, as cited in Rosell-Aguilar, 2007) mentioned that podcasting may be a barrier for teachers and students who are technically challenged and it might raise other issues such as the non-searchability of files and the potential for information overload. Sloan (2005, as cited in Rosell-Aguilar, 2007) also highlighted that the teacher workload would be increased through the content creation for the podcast.

According to Rosell-Aguilar (2007), learning podcast resources can be classified into two main groups. The first includes authentic content provided by native speakers of the target language and are primarily used by native speakers. Authentic content can be found on the web pages of major television and radio broadcasting stations, depending on the topics of interest. The second involves language teaching content specifically designed for language learning. It is meant to provide an independent course or a supporting materials. This contents are designed for two types of audience, namely an established audience enrolled in a certain institution or independent learners not enrolled in a particular course. Materials designed for an established audience is custom-made by the teachers and support the course syllabi by providing additional materials to their classroom-based lessons. Materials designed for independent learners are delivered through public broadcast as separate materials apart from any classroom-based courses.

Edirisingha (2006) recommended, among other things, the following design principles for podcast implementation in foreign language learning (as cited in Chan et al., 2011):

- a. integrate podcast into online courses with strong links to other activities and resources
- b. make them partly reusable and recyclable
- c. make sure the file size is small enough so that they are downloadable onto mobile devices.

The University of Wisconsin Madison (2005, as cited in O'Bryan & Hegelheimer, 2007) encouraged teachers to first determine their instructional goals before recording their podcasts. A podcast could help to arouse interest or curiosity in new topics, explain connections between new and previous materials or difficult concepts. It also encouraged educators to closely integrate a podcast into the course content and learning activities (p. 165).

3 Pelangi Bahasa Indonesia Podcast

3.1 Background

The Pelangi Bahasa Indonesia Podcast was designed to achieve these objectives:

- Encourage mobile learning outside the classroom.
- Expose students to more listening texts
- Enhance grammar knowledge and vocabulary
- Provide additional writing practices
- Provide students with information about the culture of the target language.

As mentioned, the Pelangi Bahasa Indonesia Podcast was first introduced by the authors in January, 2009. For the initial pilot phase, only two podcast units were broadcast. A podcast page was created on the Interactive Multimedia Courseware at the Bahasa Indonesia Programme (IM@BIP) website to provide students with the URL of the RSS feed and an information flyer on hardware and software requirements. Instructions for subscribing to the podcast was also posted on the website. The university server was used to store the lessons such that the podcast units are only

accessible to registered NUS students. In the semester that began in August, 2010, the full package of the podcasting material consisting of five podcast units was launched.

3.2 *Structure and design*

There were five podcast lessons created and the topics were:

1. Welcome to Indonesia
2. My Family
3. Indonesian Food
4. Activities during the Weekend
5. Places of Interest in Indonesia

For every lesson, the functions, grammar points and the tasks were defined. There were listening, grammar and writing tasks for each lesson. Cultural notes related to the topics were added and discussed in the lessons. Traditional and pop music were included as a means to enhance the cultural focus of the podcast lessons (see Table 1 for detailed information).

The Pelangi Bahasa Indonesia Podcast units start and end with standardized intro-music and extro-music. Traditional music was chosen for the intro and extro to induce an Indonesian ambience. Pop songs were inserted before the writing task to demonstrate how the grammar and vocabulary learned in the respective units are used in real-life contexts and also to introduce the pop culture of Indonesia to students.

The content of the podcast was presented in the form of recorded narrations or dialogues. The narrations and the dialogues included the use of the grammar highlighted for the respective units. This was intended to give students more input to allow them see how the grammar is used in suitable contexts. Explicit grammar explanation was given after the students have grasped the usage of the new grammar from the context.

Notes on aspects of culture, which were related to the podcast unit's topic but were not explained in class, were provided in every unit, as culture is one of the sub-skills that should be mastered by students in learning foreign languages. In Unit 1 (Welcome to Indonesia), Sara, a student from America comes to Yogyakarta to study at Gadjah Mada University. Students needed to know where in Indonesia Yogyakarta is geographically located, and why the authors chose Yogyakarta instead of other cities in Indonesia. In Unit 2 (My Family), the cultural note was about the extended family which is still common in most rural Indonesian areas, compared to the ones in urban Jakarta, the capital city, and also about how Indonesians value the extended family and the relationship among the members. In Unit 3 (Indonesian food), the cuisines of various regions of Indonesia were introduced with information about their specific taste and ingredients. For example, it informed learners that in some parts of Indonesia, pork and non-halal food are also served and consumed by non-Muslims. In Unit 4 (Activities during the weekend), besides informing about activities usually conducted over the weekend, some notes about the wet market, its opening times, and the differences between it and the supermarket, were also provided. In Unit 5 (Places of interest in Indonesia), besides introducing places of interest and the five biggest among more than 17,000 islands in the archipelago (Jawa, Sumatra, Kalimantan, Sulawesi and Irian), the authors also explained the different traditions practiced by different ethnic groups in Indonesia.

A sample of the podcast script for Unit 2 of the Pelangi Bahasa Indonesia Podcast can be found in Appendix 2.

| LESSON | TOPIC | GRAMMAR POINTS | TASK |
|---|--|---|--|
| Lesson 1: “Selamat Datang di Indonesia” (Welcome to Indonesia) | Introduction of places in the neighbourhood Culture Notes: Yogyakarta | “ada”, “adalah”, “punya” | L - personal information G - creating sentences using “ada”, “adalah”, “punya” W - listen to the dialogue and rewrite it in paragraphs. |
| Lesson 2: “Keluarga Saya” (My Family) | People, relationship, physical appearances Culture Notes: The roles of extended family in Indonesia | Negation : “bukan” and “tidak” | L - describing people G - answering questions using negation “bukan” and “tidak” based on dialogue in task one W - describing family member using negation |
| Lesson 3: “Makanan Indonesia” (Indonesian Food) | Tastes, ingredients, measurements, preferences Culture Notes: Different kinds of food from different areas in Indonesia | Question Words “apa”, “siapa”, “di mana”, “ke mana”, “dari mana”, “kapan”, “mengapa” | L - ordering Food G - create question using correct question words W - writing a dialogue to continue the dialogue in task one. |
| Lesson 4: “Aktivitas Akhir Minggu” (Activities during the weekend) | Clock times, times of day, commencement, termination, sequence, duration Culture Notes: Different leisure activities usually done by Indonesian Wet market vs supermarket | Adverb “sudah”, “belum” Preposition: “di”, “ke”, “dari” | L - sequencing with “belum” and “sudah” G - “di”, “ke”, “dari” exercise W - writing a dialogue based on the narration in task 1 (listening) |
| Lesson 5: “Tempat-tempat Menarik di Indonesia” (Places of Interest in Indonesia) | Modes of transportation Duration Itinerary Culture Notes: Different traditions practiced in different ethnic groups living in Indonesia . | Types of verbs: simple verb meN-verb ber-verb Passive Voice | L - finding a place on Indonesian map G - identifying different kind of verbs. W - writing a holiday plan using passive voice |

N.B. L – listening; G – grammar; W - writing

Table 1: Pelangi Bahasa Indonesia Podcast content

4 Research on the implementation of Pelangi Bahasa Indonesia Podcast

4.1 Research goals

The study on the Pelangi Bahasa Indonesia Podcast was conducted to achieve the following objectives:

- To investigate students’ motives in listening to the Pelangi Bahasa Indonesia Podcast.

- To find out about students' perceptions of the benefits of podcasting in the process of learning Bahasa Indonesia as a foreign language.
- To seek students' feedback for the improvement of the content, structure and technology of the Pelangi Bahasa Indonesia Podcast.

4.2 Participants

Bahasa Indonesia I is the first beginners' module for students with no prior knowledge of or exposure to the target language. The enrollment size of the module is usually between 185 and 200 students, who are from various faculties. They enroll in this module as an elective module. However, as this was a preliminary study, only 20 students (from one tutorial group) were invited to participate in the data collection. The participants consisted of ten male and ten female students. All the students were undergraduates from the Faculties of Arts and Social Science, Science, Computing, Business, and the School of Design and Environment. Their ages ranged from 19 to 24 years.

4.3 Procedure

To achieve the research objectives, qualitative data were collected through an anonymous questionnaire administered at the end of the semester. The questionnaire consisted of three parts. The first part contained demographic questions and was designed to elicit data on the respondents' background such as age, gender and the faculty they were from.

The second part was designed to collect data on the respondents' MP3 player ownership, and access to computer hardware and internet. This part also elicited information about their prior experience with podcasting. The second part of the questionnaire was adapted from Chan et al. (2011).

The third part of the questionnaire consisted of three open-ended questions. The following three questions were included to obtain information related to the goals of the study:

1. Please tell us your reason(s)/motivation(s) for listening to the podcast unit.
2. Please tell us your opinion about the Pelangi Bahasa Indonesia Podcast.
3. Do you have any suggestions related to the topic, exercises or language skills that you would like to have included in the podcast?

The questionnaire was administered at the end of the semester after the respondents had listened to at least three podcast units that were assigned as compulsory homework.

The data from all three parts of the questionnaire were collated and analysed to achieve the findings detailed below.

5 Findings

5.1 Students' accessibility to podcasting

In order to ensure the success of the new podcast project, it is important to obtain information on the accessibility of the podcast to users. The questionnaire responses reveal that all 20 respondents have a personal computer and internet access at home. This means that all users have easy access to the basic technology needed to support the use of podcasting in their learning.

17 of the 20 respondents stated that they owned an MP3 player, which means that 85 percent of the respondents have the required gadget to facilitate mobile learning through podcasting. Eight respondents are iPod or iPhone users and nine others own a regular MP3 player.

To get a better understanding of the students' patterns in using the gadget, the respondents were asked to state the duration they use their MP3 player every day and the purposes for which they use their MP3 player.

Four of the respondents use their MP3 player less than 20 minutes per day. Six of them use it for half an hour to one hour. Five of them use it for one to two hours and 2 respondents use their

MP3 players for more than 2 hours per day. The results show that students are familiar with the technology required for podcasting. Therefore, it is feasible to introduce podcasting as a supplementary tool to enhance students' experiences in learning Indonesian as a foreign language.

With regard to their reasons for using the MP3 player, 17 of 20 respondents stated that they use the gadget to listen to music. Five respondents added that they also watch videos using their MP3 player. Eight of the respondents play games on their MP3 player. Only one respondent mentioned that he/she listened to podcasts using his/her MP3 player. These numbers suggest that podcasting is not as yet popular among the population of the sample.

In addition, the respondents were also asked to state if they had listened to any podcasts prior to the Pelangi Bahasa Indonesia Podcast. Ten respondents stated that they had experience listening to other podcast materials. Three of them stated that they had experience subscribing to several kinds of podcasts for entertainment, music, news, technology, language and education. The other ten respondents stated that they did not have any prior experience listening to a podcast. The findings in this section suggest that familiarization with podcasting is necessary, since half of the participants were not previously exposed to podcasting.

5.2 Students' motives in listening to the Pelangi Bahasa Indonesia Podcast

The survey shows that the main reason for students to listen to the Pelangi Bahasa Indonesia Podcast was to practice listening in order to improve their listening skills. 14 of the 20 respondents mentioned that practicing listening was one of their reasons for subscribing to the podcast, since they felt that they did not have enough time to practice listening in the classroom. This is due to the limited time for face-to-face interaction every week. Since there are four language skills to be mastered by the students, various activities to develop the students' speaking, reading, listening and writing skills are incorporated in every lesson. Every lesson cannot solely focus on developing students' listening ability. This result is predictable, since a podcast is typically presented through an audio format and students might therefore assume that they will be able to develop their listening skills by listening to the podcast. Six respondents mentioned that listening to the podcast is one way for them to prepare for their tests, especially for their listening test, and to reinforce what was learned in class. The students were also aware of the importance of having better listening skills, since the listening test constituted a part of their overall assessment. In the following is how some students stated the above reasons for listening to the podcast:

I want to improve my listening skill and it's convenient.

Better listening skills to practice for test 2.

To enhance my listening skill by completing the handouts. I expect my listening skill to be enhanced.

To reinforce what is taught in lessons and prepare for listening test.

The other motive stated by the respondents in the questionnaire is to practice their pronunciation. The students stated that by listening to the podcast, they can become more familiar with how native speakers pronounce the target language and they can mimic the sounds produced by the native speakers. This result was not anticipated during the development of the podcast units, since pronunciation practice was not one of the intended targets when designing the podcast. It is surprising to see this result since not many studies mentioned the use of podcasting to assist students in pronunciation practice. In the following are some comments from students who expected to improve their pronunciation after listening to the podcast units:

To familiar myself with the pronunciation in Bahasa Indonesia and to be able to mimic the native speaker.

I expect to understand how the native speakers speak in the future and become more familiar with the sound and normal speed of speech.

I want to listen clearly to pronunciation of native speaker.

Better pronunciation.

Two of the 20 respondents stated that they expected to get more information related to the Indonesian culture by listening to the podcast units. Learning a language cannot be separated from learning the culture of the language, as this will lead to a deeper understanding of the people who speak the language. Cultural notes were included in every podcast unit so that the students can get more information about the culture of Indonesia. Even though the number of the students who stated their interest in culture is very small, the result still shows that students started to become aware of the importance of learning about the Indonesian culture. This awareness should be nurtured and facilitated.

The last common reason given by some students was that they had to do the homework as one of their assessment components. Since the grammar section (task two) in the three podcast units were assigned as homework for students, it is predictable that one practical motive for listening to the podcast would be to complete the assignments. The students felt obliged to listen to the podcast in order to achieve a better grade. This implies that the students may not have had an intrinsic motive to listen to the podcast. Six of the 20 respondents stated that was one of their reasons for listening to the podcast was to do the required homework. However, the respondents also mentioned that after listening to the three compulsory podcast units assigned as homework, they found the podcast beneficial for them and thus provided a more intrinsic motivation for them to listen to the rest of the podcast units which were not compulsory. In the following are some remarks from the respondents with regard to this:

Class requirements.

To do the required homework, to learn more about how Indonesians communicate. It was to do homework but it was more leisure than a chore that I had to do.

More to do homework, but I also want to improve my listening skill.

Besides that we have homework for it, I listened to the grammar explanation for better understanding.

5.3 *Students' perceptions of the Pelangi Bahasa Indonesia Podcast*

The results of the survey suggest that the respondents found the podcast helpful in enhancing their listening skills. 16 respondents mentioned that the podcast helped them practice for their listening test, as evidenced by the following comments from the respondents:

I can improve my listening skills so as to prepare for the test and to enhance my conversation skills.

Improving my listening so that I do not have to ask my speaker to repeat.

Better listening skill.

According to students' feedback, another benefit of integrating the podcast with the classroom lessons was that the podcast units broadcast during the semester can provide another channel for material review. Nine respondents mentioned that the podcast could be used as a tool to reinforce what was learned in class. Since explicit explanation of certain grammar points was included in every podcast unit, the students could learn from the explanations given and also see examples for

the use of these grammar points. The following comments from the respondents provide an indication of this:

Help me to revise what have been gone through in class.

Besides that we have homework for it. I listened to the grammar explanation for better understanding. I learned how to better structure my sentences.

It reinforces what I learnt in class and I become more familiar with conversational Indonesian.

The results of the questionnaire also imply that the respondents found that the podcast units can foster self-paced learning. This was especially useful for slower learners. Five respondents stated that they could review their lessons at their own pace. They can re-listen to a podcast unit if they could not understand the unit's content or the grammar explanation. The format of the podcast allows the listeners to pause, fast-forward, and rewind or skip accordingly. It can facilitate revision after tutorials. In the following are some comments from the students about the above:

I feel that it enables me to learn at my own pace and will definitely helping my overall understanding of the language.

To have a stronger understanding of the language by learning at own pace after tutorials in school.

Listen clearly to pronunciation, able to learn slowly by rewinding.

It helps me to listen to conversations and also I can replay them to hear them again.

Easy access to the podcast units is another benefit uncovered through the survey. The students could download the audio files and listen whenever and wherever they wanted to. Four respondents mentioned the convenience of the podcast as another channel for learning a language. The use of podcasting encouraged mobile learning. The respondents found it very convenient to use the learning tool anywhere and at any time they wanted to, as the following comments seem to suggest:

Learning on the go. Convenience.

It is convenient to learn on the go. Pop song makes the language interesting. Learning a language in a fun and interesting way.

However, we need to consider that ten respondents had stated that they were not familiar with the concept of podcasting in the survey. Six respondents considered the podcast homework to be an additional burden, because they were not IT savvy, as the following statements show:

I had difficulty downloading iTunes. For all the podcasts I had to use my friend's laptop. I think it should be better if it was directly inside IVLE multimedia.

I could only subscribe to the first podcast. I am not sure if it is just my laptop.

It should be more easily downloadable.

5.4 Students' suggestions

Three respondents stated in the survey that they wanted additional information about the Indonesian culture. The students felt that it is important for the podcast to include more cultural exposure due to limited time available in the classroom to cover all cultural aspects of the target language. They also stated that they wanted more pop culture to be included in the podcast. One stu-

dent mentioned that it would be good to include traditional music in the podcast. Two respondents mentioned that short stories or folk tales could be included in the podcast to increase their interest in listening to it. Aside from the cultural aspects of the language, 13 of the 20 respondents mentioned that they needed more grammar and listening exercises to help them prepare for their tests. They also requested the inclusion of vocabulary exercises and vocabulary lists in the podcast. Some students wrote that providing five podcast units for one semester was not sufficient for them. They also mentioned that podcasting could be used more frequently in the course. Finally, one respondent suggested creating and including videos and animation in the podcast in order to make it more interesting and more motivating.

6 Conclusion

This study aimed to report on the use of podcasting as a medium in language learning to enhance students' learning experiences beyond classroom instruction.

The findings suggest that the Pelangi Bahasa Indonesia Podcast can be used as a channel to encourage students to learn Indonesian as a foreign language on the move and outside the classroom setting.

It facilitates self-paced learning that allows students to learn the target language at their own pace. Students are able to learn individually without any pressure from other students or their teachers, and can take control of their own learning.

The students think that the application of podcasting in the programme helps them to enhance their listening skills, familiarize them with the sounds and pronunciation of the target language, and deepen their grammar knowledge.

The podcast provides a platform to give additional information related to aspects of the culture of the target language that cannot be covered in class. Aside from the cultural notes given in class and in the podcast, students also have the opportunity to become more familiar with the Indonesian pop music and culture as well as with traditional music.

Despite the benefits generally perceived by most students, the findings also imply that podcasting may not be highly beneficial for those who are not IT savvy. In addition to the respondents' feedback, some of the teachers in the team also reported having difficulties in utilizing the podcast. Thus, podcasting may present a barrier to students and teachers who are technically challenged. The application of podcasting in the programme also generated an additional workload for the teachers preparing the materials used in the podcast units. It is time consuming to write the script, to choose the appropriate songs, to record the script, to edit the recording, to embed songs, and to upload the podcast on the website. Therefore, some consideration should be given to these issues before implementing a podcast project. The current study is limited by its small sample size and research involving larger numbers of participants is therefore necessary.

Notes

¹ URL: <http://courseware.nus.edu.sg/IM@BIP/index.htm>

² URL: <http://courseware.nus.edu.sg/IM@BIP/podcast/LAB1201/pelangi.htm>

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Appendices

Appendix 1

QUESTIONNAIRE

PART I

Please provide the following information about yourself. Questionnaire (Adapted from Gardner, 1985)

Age: _____

Sex: M / F (Please circle the appropriate option)

Year of Study: _____

Faculty: _____

PART II

1. Do you have a MP3 player?

☐ yes ☐ no

(The term MP3 player refers to portable devices which can play MP3-files, including iPods and mobile phones with music players. If your answer is “no”, skip to question 5.)

2. Is your MP3-Player an Apple iPod or iPhone?

☐ yes ☐ no

3. How long would you usually listen to your MP3 player at a stretch?

☐ less than 30 min ☐ 30 min to 1 hr ☐ 1 to 2 hrs ☐ 2 to 3 hrs ☐ more than 3 hrs

4. What do you usually use your MP3 player for (before the Bahasa Indonesia I course)?

(You may tick more than one option.)

- ☐ listen to music
- ☐ listen to news
- ☐ listen to podcasts & audioblogs
- ☐ listen to recorded lectures
- ☐ watch videos
- ☐ other purposes (Please specify: _____)

5. Did you listen to any podcasts (before the Bahasa Indonesia I course)?

☐ yes ☐ no

(If “no”, skip to question 19)

6. Were you subscribed to any podcast (before Bahasa Indonesia I course)?

☐ yes – more than 20 ☐ yes – 11 to 20

☐ yes – 5 to 10 ☐ yes – less than 5

o no

7. If yes, what kind of podcasts were you subscribed to (before the Bahasa Indonesia I course)?

- o education o science
- o entertainment o music
- o news o sports
- o religion o technology
- o self-improvement
- o other (Please specify: _____)

8. Did you learn any languages through podcasts (before the Bahasa Indonesia I course)?

- o yes o no

If you are learning or learned languages through podcasts, please specify the languages:

PART III

1. Would you please mention your reason(s)/motivation(s) for listening to the Pelangi Bahasa Indonesia Podcast?

2. What benefit(s) can you gain by listening to the Pelangi Bahasa Indonesia Podcast?

3. Do you have any suggestions related to the topic, exercises or language skills that you would like to be included in the podcast?

Appendix 2

Sample from Unit 2 (My Family)

[Authors' note: In each lesson, we introduce dialog to enhance the listening skill and created a listening task. For example, in unit two we asked the students to identify people on the picture based on the description given in the dialog aurally. The following is the sample of the listening task.]

Sample of Handout Unit 2

Task One - Listening

Situation: Sara is visiting Tuti and she sees a photo on the table. Please listen to their dialogue and find which one is Widya, Rita, Ronald, Olivia and Sandra.

Please identify the person according to the description in the dialogue



The script of a recorded dialogue of unit 2:

- Sara: Mbak Tuti, ini foto siapa? Apa ini foto teman Anda? (Mbak Tuti, whose photo is this? Is it your friend's photo?)
- Tuti: Bukan, itu bukan foto teman saya. Itu foto keluarga mbak Widya kakak saya. (No, it's not my friend's. It's my elder sister's, Mbak Widya, family photo)
- Sara: Oh, mbak Widya. Dia tinggal di Jakarta ya? (Oh, Mbak Widya. Does she live in Jakarta?)
- Tuti: Tidak, dia tidak tinggal di Jakarta. Dia tinggal di Bali. (No, she doesn't live in Jakarta. She lives in Bali)
- Sara: Oh, yang rambutnya pendek dan sedikit keriting ini ibunya kan? (Oh, the one with a short and rather curly hair is her mother, isn't she?)
- Tuti: Bukan, itu bukan ibu kami, itu tante Rita, adik ibu saya. (No, she is not our mother. She is aunt Rita, my mother's younger sister).
- Sara: Oh, begitu. Yang laki-laki ini suami Mbak Widya ya? (Oh, I see. This man is Widya's husband, isn't he?)
- Tuti: Betul, dia mas Ronald, suami Mbak Widya. Dia botak tetapi tampan lho. (Correct, he is Mas Ronald, Mbak Widya's husband. He is bald but he is handsome.)
- Sara: Kalau begitu dua anak perempuan ini anak Mbak Widya dan Mas Ronald ya? (So, the two girls in the photo are Mbak Widya's and Mas Ronald's daughter, aren't they?)
- Tuti: Betul, yang besar namanya Olivia dan yang kecil namanya Sandra. Mereka rambutnya keriting. Lucu ya. (Correct, the older one is Olivia and the younger one is Sandra. They have curly hair. They are really cute, aren't they?)

[Authors' note: Subsequently, we gave grammar explanation followed by the grammar practice. For example in unit two we discuss the two different negation in Indonesian; *bukan* and *tidak*. We incorporated the usage of the two negations in the provided dialog as a sample.]

Task Two – Grammar

In the dialog you listened how the negation “*bukan*” and “*tidak*” were used. When do you use “*bukan*” and when do you use “*tidak*”?

Keep in mind that “*bukan*” is only followed by noun and pronoun. For example:

Sara **bukan** orang Indonesia .

Dia bukan Tuti.

“*Tidak*” is followed by verb and adjectives. For example:

Seno tidak makan

Rambut Seno **tidak** lurus.

Please listen again to the dialogue, see the picture, and answer the questions based on the information in the dialog and the picture

1. Apa Rita rambutnya panjang dan lurus? (Is Rita's hair long and straight?)
2. Apa rambut Widya keriting? (Is Widya's hair curly?)

3. Apa rambut bapak Olivia pendek? (Is Olivia's father's hair short?)
4. Apa Widya adik Tuti? (Is Widya Tuti's younger sister?)
5. Apa Rita itu ibu Tuti? (Is Rita Tuti's mother?)
6. Apa Ronald itu suami Rita? (Is Ronald Rita's husband?)
7. Apa Sandra kakak Olivia? (Is Sandra Olivia's older sister?)

Task Three – Writing

After you get to know about Widya's family, please describe your family in 50 words. Use the negation *bukan* and *tidak* in your description.

Cultural Notes:

[Authors' note: As mentioned that every lesson is provided with the cultural notes, the following is the sample of cultural note for lesson 2 which is presented orally:

In this lesson we are going to talk about Indonesian family. Generally, most Indonesian live in an extended family consisting of grandparents, parents, children, uncles, aunties and cousins under the same roof. However, in urban Jakarta more people live in a nucleus family consisting of parents and children only. As Indonesian values extended family, the relationship among the family member is usually quite close. Important matters in life such as marriage, education, and housing are often discussed among the members of the extended family.]

Music:

[Authors' note: Besides the intro and extro (traditional) music used in the beginning and the end of each unit, a selected popular song which contains the function taught in the lesson is inserted before the writing task. In unit 2 students learn about negation "bukan" and "tidak" so part of the song "Ku bukan Superstar" is played to reinforce the usage of the negation "bukan" in real life context.]