CHAPTER III

RESEARCH METHOD

A. Research Design

This study investigated students' perspectives on learning through podcasts using a qualitative methodology and a narrative inquiry design. This method was chosen since the study's goal was to fully comprehend how students used podcasts as a learning tool, especially when it came to honing their listening abilities. In the context of the study entitled *Students' Perspectives on Learning Through Podcasts*, narrative inquiry was particularly appropriate because the focus of the research was not merely on learning outcomes, but on how students interpreted and gave meaning to their learning experiences through podcasts. Through the stories shared by the participants, the researcher was able to explore their perceptions of the effectiveness of podcasts in improving listening comprehension, the benefits they experienced, the challenges they encountered, and the ways they practiced using podcasts in learning English.

A sample was selected from the 2023 cohort of English education students participating in this study. The data collection procedure involved recruiting students, gathering them in a WhatsApp group, and showing them English-language podcasts. Ethical considerations included obtaining informed consent from all subjects, maintaining the confidentiality and anonymity of participants, and complying with ethical standards in research involving human subjects. The combination of in-depth interviews allowed the study to gather a

variety of opinions and experiences. This qualitative data collection method provided comprehensive insights into the use of podcasts to improve listening skills among English education students, enabling an in-depth evaluation of their perspectives.

Therefore, this study's use of narrative inquiry was in line with its goal, which was to gain a thorough understanding of students' perspectives on podcast-based learning by drawing on their own experiences.

B. Research Setting

This study was carried out at UIN Antasari Banjarmasin, specifically in the Department of English Education. For a number of scholarly and contextual factors, the researcher specifically chose this university as the research site.

To begin with, students in the English Education Department received academic preparation for their future careers as teachers. They were equipped to acquire pedagogical competence and creative teaching techniques in addition to mastering the English language during their studies. As aspiring educators, they were expected to be knowledgeable about different teaching resources and techniques that could improve students' educational experiences. Podcasts were seen as a pertinent and cutting-edge medium in this context that might be used in the teaching of English, particularly in listening training. Examining the opinions of students in this area was therefore extremely pertinent since their experiences and opinions could affect how they taught in the future.

Second, the choice of UIN Antasari Banjarmasin was consistent with the

study's topic, which was Students' Perspectives on Learning Through Podcasts. The participants' opinions on using podcasts as a learning tool offered insightful information on how podcasts might be used as an alternative teaching strategy in classroom settings because they were aspiring English teachers.

The study was carried out between October 1, 2025, and December 1, 2025, a period of two months. In order to gather thorough information about students' experiences and viewpoints on learning through podcasts, the researcher conducted data collection during this time through interviews and documentation.

C. Participants

Students from UIN Antasari Banjarmasin's English Education Department, class of 2023, participated in this study. These volunteers were purposefully chosen by the researcher based on particular scholarly factors pertaining to the study's goals.

Because they were in their fifth semester when the research was conducted, the class of 2023 was selected. The students were thought to have enough experience learning English at this academic level because they had already taken a variety of listening and teaching-related courses. More significantly, they had already completed coursework assignments pertaining to podcasts. Because of this earlier experience, the participants were guaranteed to be familiar with podcasts as both informal and scholarly instructional resources.

It was crucial to choose participants who had firsthand experience with podcasts in their learning process because the study's focus was on students'

perspectives on learning through them. They were able to give more thoughtful, insightful, and experience-based answers during the interviews since they were accustomed to podcast-based assignments. As aspiring English teachers, their perspectives were also helpful in comprehending how podcasts might be used in the classroom in the future.

As a result, it was thought that choosing fifth-semester students from the class of 2023 was appropriate and pertinent to the study's goals because they had the experiential background and intellectual maturity required to provide rich narrative data.

D. Data

Six The data obtained in this study were derived from in-depth interviews with six fifth-semester students of the English Education Study Program. Based on the interviews, the researcher gathered information regarding students' perspectives on the use of podcasts in improving listening comprehension, the benefits they experienced, and the challenges they encountered while using podcasts as a learning medium.

The findings indicate that most students perceived podcasts as an effective medium because they provide authentic English exposure that resembles real-life conversations. The participants stated that podcasts helped them become accustomed to native speakers' speech rates, enriched their vocabulary, and improved their ability to understand different accents, particularly American and British accents. Several informants also mentioned that the more frequently they

listened to podcasts, the more their ability to comprehend conversations without subtitles improved.

In addition, the data reveal that podcasts offer flexibility in learning. Students can listen to podcasts anytime and anywhere, such as during their free time, before going to sleep, or while engaging in other activities. This flexibility makes the learning process feel more relaxed and less monotonous. Some students also reported that they selected podcasts based on their personal interests, which increased their motivation to learn.

However, the data also show several challenges. Some students experienced difficulties in understanding certain accents, especially British accents, as well as conversations delivered at a very fast speaking rate. Furthermore, students with visual learning preferences found podcasts less effective when not accompanied by subtitles or visual support. Environmental factors, such as background noise, also affected their concentration while listening.

Overall, the data obtained illustrate that podcasts are perceived as a beneficial supplementary learning medium for improving listening comprehension, although their effectiveness depends on students' learning styles, English proficiency levels, and learning environments.

E. Technique of Data Collection

In order to gather thorough and reliable data about students' opinions on podcast-based learning, the study's data was gathered using a number of

methodical procedures.

In order to determine which students in UIN Antasari Banjarmasin's English Education Department (TBI) were familiar with or had previously learned using podcasts, the researcher first performed a first observation of the class. To make sure the chosen participants had relevant experience relating to the study's objective, this preliminary observation was crucial.

To help with coordination and communication, the researcher assembled qualified people into a WhatsApp group. The researcher invited the participants in this group to watch and listen to a chosen podcast after sharing the URL with them. Before the interview process started, this stage was meant to refresh their prior knowledge and make sure that everyone had a comparatively similar point of reference.

The researcher next scheduled one-on-one meetings with each participant to carry out in-depth interviews. In order to foster a relaxed environment and enable participants to share their experiences more freely and thoughtfully, the interviews were done in person.

Based on the developed study instrument, the researcher asked a number of questions during the interviews. The purpose of the questions was to investigate students' opinions, experiences, advantages, and difficulties with podcast-based learning. With the participants' permission, the conversations were audio recorded to guarantee the data's completeness and accuracy.

Following the collection of interview data, the researcher identified important themes associated with the research questions by analyzing and

transcribing the responses. To support the analysis, the results were next examined in light of earlier research and pertinent hypotheses. The patterns and meanings that surfaced from the participant narratives were then used to make conclusions.

The researcher sought to gather rich and significant data that appropriately reflected students' perceptions on learning through podcasts by using these methodical techniques.

F. Research Instrument

To accomplish its goal of understanding how podcasts are used in English language learning and how students react to their use, this study uses a narrative inquiry research design. Investigating and analyzing people's lived experiences as they are conveyed via their stories is the main goal of narrative inquiry. In contrast to a case study, which looks at a limited program, system, or activity, narrative inquiry places a strong emphasis on delving deeply into participants' individual stories about a given phenomenon. By looking at students' narratives, reflections, and interpretations of the learning process, the researcher hopes to gain insight into how they interpret their experiences learning English through podcasts. The study intends to uncover how podcasts are viewed, experienced, and incorporated into students' academic learning experiences by examining these narratives. Qualitative research relies on observation and interviews for data collection in the field. While in the field, the researcher takes notes and organizes them after returning home or to their residence.(Saepuloh et al., 2021).

1. Interview

The interview process commenced with the researchers engaging individual students in thoughtful conversations. With questions carefully crafted to elicit detailed responses, they explored various aspects of the students' experiences with podcast- based learning. From inquiries about preferred podcast topics to reflections on learning effectiveness, every angle was explored to capture the richness of the students' perspectives.

2. Observation

Observation involves closely watching people as they perform tasks or actions to understand specific aspects of their behavior, content, processes, or interactions. This could involve monitoring students in a school, engineers on a construction site, or nurses in a medical setting. It's a way to gain a better insight into individuals or groups in any context relevant to the study topic.

G. Data Analysis

Within the context of narrative inquiry, theme analysis was used to examine the study's data. The analysis focused on participant stories, reflections, and meaning-making processes because the research is about students' lived experiences and perspectives on learning through podcasts. Instead of just classifying answers, narrative inquiry aims to comprehend how people create and interpret their experiences within a certain setting.

The data analysis process was carried out in a number of methodical processes. To guarantee the accuracy and completeness of the data, the researcher

first transcribed every audio tape verbatim after finishing the interviews. The researcher was able to familiarize themselves with the participant narratives through the transcription process, which also made sure that no crucial details were missed.

Second, in order to better comprehend the experiences of the participants, the researcher reviewed the interview transcripts several times. At this point, the researcher thoroughly examined the data to find noteworthy quotes, recurrent themes, and insightful expressions pertaining to students' experiences utilizing podcasts to learn English, especially in terms of enhancing listening comprehension.

Third, by emphasizing important words, sentences, and answers that were pertinent to the research topics, the researcher carried out preliminary coding. Descriptive codes that represented key ideas including authentic input, vocabulary growth, listening fluency, learning independence, motivation, difficulties comprehending accents, and rapid speech rate were used to name these significant units.

Fourth, themes were produced by classifying the codes into more general categories. These themes were arranged in accordance with how the study questions were formulated. Themes for the first study question centered on how students thought podcasts helped them with their listening comprehension. Themes for the second research question focused on the advantages, difficulties, and methods of using podcasts as an additional learning tool.

Fifth, the researcher used the narrative inquiry approach to understand the

themes by looking at how participants made sense of their educational experiences. The context of the events, the students' reflections, and the evolution of their perceptions over time were all taken into account in the analysis. The researcher was able to comprehend not only what the students went through, but also how and why those events held significance for them thanks to this interpretive process.

Lastly, to support the analytical interpretation, the results were examined in light of pertinent theories and earlier research. The researcher was able to determine the parallels, differences, and contributions of the current study by contrasting participant accounts with previously published works. The overall interpretation of the participant tales and recurrent patterns were then used to make conclusions.

By following these methodical steps, the data analysis sought to generate a thorough and reliable knowledge of students' viewpoints on podcast-based learning.