E-Learning for English for Business-Based Podcast: One of Learning Solutions Amid the Pandemic of COVID-19.

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Abstract. This research used qualitative methods of descriptive where information was required directly and where time and resources were limited. It was designed to investigate whether e-learning podcast-based could be used in learning to listen in English for students of the University of Bina Sarana Informatika Management Study program. This research used samples that are 6 classes as a source of research data with the 2nd-semester students who came from Management study program. The number of 1 average class consisted of 20-25 students. Researchers used the Android-based Anchor Application as a podcast maker as well as Google Classroom as an E-Learning learning medium. To collect data, researchers used observations, interviews, and documentation. Interviews were conducted by giving 25 questions through online based on theoretical approaches related to this study with 90 sample data. Researchers used test instruments with pre-test and post-test as research instruments. This research was focused on the use of ICT in the learning process by way of e-learning Podcasts based. The novelty of this research is this study used a different target and numbers of the target from the previous studies, namely Management Program Students who only get Basic English teaching during lectures. As a result of this research was the use of podcasts more effective than e-learning without using the media podcast, characterized by a grade average result of 76.05 after Post tests were done.

1. Introduction

The world is currently facing a joint crisis that is Coronavirus or better known as COVID-19. The Corona epidemic that struck the world at this time has changed the cultures and habits of the community (Aslam, 2020). The community starts a new civilization in the middle of COVID-19 pandemic symptoms characterized by the presence of distance in interacting with community and societal. This is done as a form of breaking the chain epidemic COVID-19. With the diverse world reaction of COVID-19, it brings a new lifestyle. This new lifestyle also affects interaction patterns, especially in teaching and learning activities. Learners face a change in conditions where a direct social interaction is not allowed but learning activities must be undertaken. It takes an equivalent learning medium and commensurate with face-to-face learning. So with such equality, learners can absorb knowledge well in the digital age with the rise of the 4.0 Industrial Revolution. The Internet has become one of the most important parts
of people’s daily lives. Simply by using Internet technology, information can be dispersed and accessed by anyone in every part of the world. So the use of ICT in the educational world amid the outbreak of COVID-19 has become a necessity. ICT (Information and Communication Technology) is a terminology that includes all the technical tools to process and deliver quality information. ICT includes two aspects of information technology and communication technology (Catherall, 2005). The aspect of communication technology is anything related to the use of tools to process and transfer data from one device to another.

Innovations that can be done with the use of ICT are with the use of distance learning or commonly called e-learning. Using E-learning in learning process means there has been transforming the digital technology in the learning process so that the students can still absorb knowledge well even though the COVID-19 outbreak is still a highlight for now (Kaufman, 2014). One of the advantages of using e-learning methods is that learning can be easily gained and accessed. The harvest, using e-learning, will certainly make it easier for learners to access learning content and to do the learning process wherever and whenever (McAvinia, 2016). In e-Learning developers, podcast-based learning media is very interesting to use. Learners can easily learn and absorb knowledge from podcast media. The use of podcast media as part of the e-learning process helps learners because of its ease of use for example students can access podcast-based e-learning in the form of a digital MP3 format, the player at Smartphone so it becomes a learning solution amid this corona plague (Oktalia et al., 2018). With the use of podcasts as a teaching medium, learners are no longer faced with difficulties in Internet access using large quotas as well as multiple uses of bandwidth especially in English mastery (Drigas et al., 2014).

In the study of foreign languages, especially in English, there are three important components in the mastery of English, namely the pronunciation of vocabulary, the use of English, and the understanding in the English language (Hussain et al., 2018). These three pedagogic components can be divided into several supporting elements i.e. the elements are the correctness of the word, understanding each word and word choice (Alkamel and Chouthaiwale, 2018). These elements are categorized as aspects of vocabulary, whereas the fluency aspects can be traced into intonation, pronunciation, and speaking easily. The final aspect is the understanding that can be categorized into understanding meaning, diction and structure, and grammar (Nilsen, 1971). The division of each element in the three components represents the competence of learners in English mastery. The supporting element is a guideline for assessing the ability of learners to master English language learning. Courses in English for Business are applied courses formulated to support the mastery of English with various elements that researchers have explained is the basis in the manufacture of the teaching materials of the English for Business courses (Savery, 2005).

The formulation of problems in this research is how effective the use of e-learning based podcasts in supporting English learning and how the podcast role in the learning process of English e-learning for students outside the English language course of the question will be answered based on the facts obtained in the data collection in the field and supported by the presence of relevant basic arguments following the theory used that can convey research urgency.

The update of this research is this study used a different target and numbers of the target from the previous studies, namely Management Program Students who only get basic English teaching during lectures, besides this research was conducted online where previous studies supporting this research data were obtained through face to face in the classroom. The purpose of this research is to examine the effectiveness of the use of the podcast-based e-learning media for English language learning with the subject of English for Business courses. The respondents of the research were students who come from the management course and do not originate from English language and literature courses. The reason is that students who do not come from language and literature courses often have problems when learning English online. They need a
face to face and regular interaction which are hindered during the outbreak of the COVID-19, so using podcast-based e-learning is expected to be one of the solutions to the limitations of the learning.

A research states that the use of podcasts extensively can help students, other studies have explained that the use of podcasts in e-learning lectures helps the participants in the learning process. The Contribution of scientific research is for the development of science to answer the challenges in the current pandemic situation, and in the future can be used as a solution of remote learning more effective and efficient by utilizing ICT-based technology with PODCAST media as a means of learning.

2. Methods
This research used qualitative methods of descriptive where information was required directly from those experiencing the phenomenon under investigation and where time and resources were limited. It was designed to investigate whether e-learning podcast-based could be used in learning to listen in English for students of the University of Bina Sarana Informatika Management Study program. This research used samples that are 6 classes as a source of research data with the 2nd-semester students who came from outside the English language department. The number of 1 average class consisted of 20-25 students. Researchers used the Android-based Anchor Application as a podcast maker as well as Google Classroom as an E-Learning learning medium.

To collect data, researchers used observations, interviews, and documentation. Interviews were conducted by giving 25 questions through online based on theoretical approaches related to this study with 90 sample data. Researchers did this qualitative study to explore whether learners could absorb the material well even without the process of learning face to face. Observations took 3 (three) months, starting from March to May 2020. The analysis of the data extracted from each section emphasized the vocabulary category, fluency of speech, and understanding of English. Researchers used assessment instruments to gauge the effectiveness of using podcast-based e-learning methods. The research instrument used was divided into two types namely pre-test and post-test. Assessment Criteria: Failed (41-50), Enough (51-60), Average (61-70), Well (71-80), Fluent (81-90), Master (91-100)

The novelty of this research is the existence of several studies on the effectiveness of podcasts as a medium for learning English, the results of the study show that podcasts play an effective role in improving students’ ability to improve their English learning abilities. Previous studies are conducted under normal conditions, where students still enter the classroom and interact with their teachers in the classroom. Nonetheless, this study was conducted by researchers using media podcast where students in conditions could not learn in class but at home. Research was not done face-to-face in class because there was currently a co-19 pandemic, so all students must learn from home as well as their teachers teach from home. In this research, researchers to research the effectiveness of podcasts as one of solutions in E-learning especially in English language learning within the pandemic of covid-19.

Similar research was conducted by Peny (2018) which researchers use podcasts as a media supplement in the learning process while the novelty of the study is to make podcasts a key medium in the learning process. The use of podcasts in various fields is increasingly widespread, it is evident in the presence of several similar studies conducting research using the use of podcast based audio Media that has been developed to become a media learning history (Adhitya, dkk: 2019) where novelty in this research is a podcast not only used with Audio media but also can be used for other media use. So, if we draw conclusions from the 2 researchers before his Podcast is only made as a companion medium in the learning process whereas the novelty of research currently conducted is a Podcast to be the main media in the learning process. The research that uses the Podcast as the main media in the learning process has been conducted by (Dewi, dkk:
2019) but which is researched to improve students’ English speaking skills, while the novelty of the study is podcasts into a major learning medium that aims to improve all English skills.

3. Results and Discussion
The results of the research presented in this study will be explained as follows: Researchers used two research instruments namely pretests and posttest which was useful as an empirical data source. The use of pretests data was done when researchers use e-learning without using podcast media and Posttest done after the researcher using Media Podcast as e-Learning. Previous studies related to this study showed a trend that previous researches support the results of this study.

This research ran through as follows. Researchers divided the assessment into 3 aspects namely vocabulary mastery, fluency, and understanding in the use of English with various aspects that the author had described. Every aspect of the research assessment used a maximum value of 100 with a value range of 0-100. The teaching effectiveness indicator could be shot from the comparison between pretests and posttest values.

| No. | Assessed Aspects | Elements                              | Maximum Score |
|-----|------------------|---------------------------------------|---------------|
| 1   | Vocabulary       | Accuracy of Word Understanding Each Word | 100           |
|     |                  | Word Choice                           |               |
| 2   | Fluency          | Intonation                            | 100           |
|     |                  | Pronunciation                         |               |
|     |                  | Speaking Easily                       |               |
| 3   | Comprehension    | Understanding the Meaning              | 100           |
|     |                  | Diction                               |               |
|     |                  | Structure and Grammar                 |               |

Before learning, researchers conditioned e-learning with two conditions namely the first condition of e-learning without using podcast media and the second condition is e-learning by using podcast media. In the first condition that was online-based learning, researchers only used Google Classroom learning media without any teaching media in the form of podcasts. Researchers used Google Classroom to share information, basic explanations with no examples of pronunciation, and English pronunciation. While in the second condition, researchers used e-learning media in the form of Google Classroom and accompanied by podcast media that had been created by researchers together with media Anchor application as a media podcast maker.

Based on teaching conditions without the use of podcast media, the results of learners had difficulty in mastering vocabulary, the ability to speak, and understanding English because of the offerings in e-learning based on Google classroom more text. As a result, learners were not able to properly absorb English for business teaching materials. The Pretests form used was a multiple-choice as well as the researcher presenting the class average value data with the data results in the table as follows:

The result of the pre-test is visualized on the table 3 below:

Based on table 2, it can be concluded that the lowest value in the fluency element with the total score value was 47.33 while the highest value of the pretests was comprehension is 49.50 and the vocabulary occupies a value of 47.50. Of the total value of these values proves that the conventional e-learning for English language instruction was ineffective. Researchers found
Table 2. Pre-Test

| Respondents | Vocabulary | Fluency | Comprehension |
|-------------|------------|---------|---------------|
| Class A     | 50         | 44      | 50            |
| Class B     | 45         | 56      | 54            |
| Class C     | 44         | 34      | 42            |
| Class D     | 56         | 52      | 45            |
| Class E     | 40         | 43      | 53            |
| Class F     | 50         | 55      | 55            |
| Total per Criteria | 47.50 | 47.33 | 49.50 |
| Means Score |            |         | 48.11         |

This proves that e-learning in language learning practice if without directly being accompanied by the teacher’s instructions would only made learners speak English passively. From the third average of the existing aspect of the 48.11 could be concluded that the teaching of English without using the Media podcast was failed. This corresponds to the criteria that the utility used that the result of the third average value of the aspect only reaches a value of 48.11. In other words, there needed to be another medium to help students learn English well.

After researchers did pretest the learning of e-learning without using podcast media, the second step to which researchers were doing was by conditioned to the learning of e-learning based podcasts. After learning done with the media of the podcast researchers did a posttest with the same type of problem with the pretests then generated the data presented in the following table:

Table 3. Post-Test

| Respondents | Vocabulary | Fluency | Comprehension |
|-------------|------------|---------|---------------|
| Class A     | 70         | 75      | 73            |
| Class B     | 73         | 82      | 75            |
| Class C     | 81         | 82      | 84            |
| Class D     | 76         | 78      | 78            |
| Class E     | 68         | 69      | 73            |
| Class F     | 74         | 81      | 77            |
| Total per Criteria | 73.66 | 77.83 | 76.66 |
| Means Score |            |         | 76.05         |

Based on the table 3, a significant increase in student capacity of 27.94. The value of the 27.94 increase was derived from the average difference of pretests and posttest results describing the condition that there was a significant increase in the ability of learners to speak English. It was characterized by a value of 77.83 that illustrated that a podcast-based e-learning method provided the stimulus to learners to easily understand the use of language. Based, the total value of understanding and mastery of vocabulary also experienced a significant increase and increase. This method made their knowledge of vocabulary risen about 26.16, it was derived from pre-test
score and post-test score. The score of 26.16 showed that there was an improvement process of speaking English. In the beginning of the observation process, they were afraid of speaking English because they were lack of vocabulary. While the escalation of fluency of speaking English lied on 30.50, it meant that the students struggled to strive to make their speaking fluent. Even though, they learned from the e-learning method. The score of 30.50 was derived from pre-test and post-test result. Hence, the last criteria ware comprehension. It elevated about 27.16, it was derived from pre and post-test. It showed that there was a holistic comprehension from podcast method.

Based on data indicated a process of transforming learners understanding that had increased. Media podcasts with all the ease of access and convenience whenever and wherever could be used to made it easy for students to learn articulation that was one of the important aspects of English language learning. With an average value of 76.05 it indicated that the podcast-based e-learning process is effectively used by students in learning especially students who did not come from English language courses.

4. Conclusion
Based on the exposure of the research above, it can be concluded that e-learning for a podcast-based English for business was very effective. The average value of the post-test results of 76.05 enters a good criterion which means that the use of podcasts as an e-learning medium was very effective to help students in learning amid the pandemic COVID-19. This method became an ICT based alternative teaching solution amid pandemic COVID-19 that required learners to learn from home. This success rate was supported by comparison of pre-test results that conditioned on the teaching of e-learning without Podcast media with a class average score of 48.11 which proved that without podcasts students lacked mastery in learning English. This research can be used for further research development of the field of science and the breadth of research.

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