

THE USE OF PODCAST IN TEACHING LISTENING COMPREHENSION

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Received: April 10, 2023

Accepted: June 15, 2023

Published: June 30, 2023

Abstract

As today's generation belongs to Z generation who has been familiar with technology and internet from their young age, it is expected that teachers can maximize their function as learning facilitators by making use of technology and internet resources as learning media. Podcast is one of technology learning media that can be used in teaching listening. For this reason, the present study was intended to examine the effects of using podcast as the media for teaching listening comprehension in students' listening ability. Two intact classes of 60 eighth graders taking an English class at one secondary school in Tulungagung, East Java were involved in this study. A listening test in multiple choice format was developed for use as the instrument to collect data. The findings show that there is a statistically significant difference in the mean scores of the students' listening ability when they were taught by using podcast and those taught without using podcast. Thus, it could be concluded that the use of podcast media is effective for teaching listening comprehension in the eighth grade of secondary school.

Keywords: Podcast; Teaching Media; Listening Comprehension

1. INTRODUCTION

Education is the process of imparting knowledge or teaching knowledge by facilitating students with the aim of acquiring knowledge. Meanwhile, from the student's perspective, education means a process or action to acquire knowledge. This means that education has two meanings, namely understanding from the point of view of the person providing education and meaning from the point of view of the person being educated (Purnomo, 2019: 33).

Education in Indonesia has now entered the era of generation Z or post-millennial. Most of this generation has used the internet at a young age. This generation has the characteristics of quickly adapting or using new technology. With the changing characteristics of students, it is expected that teachers can maximize their function as learning facilitators so that they are able to adapt to the shift in student periodization. As explained by Mulyasa (2013) that the teacher's duty is to be a facilitator whose task is to facilitate students for learning, so they can study with fun and enthusiasm. These feelings are the basic capital for

students to grow and develop into human beings who are ready to adapt and face various possibilities in this era of globalization.

Teachers as facilitators are required to prepare the completeness of learning in follow and comply with the challenges and demands of technology of the times so that they can keep pace with technological developments from time to time. According to Sanjaya (2011), the abilities that need to be mastered by teachers to achieve success in the learning process includes learning materials, teaching methods, learning media, learning assessment and classroom management.

The learning process in Indonesia is currently being hit by the COVID-19 pandemic. Due to the current pandemic, sometimes teachers have to do distance learning or so-called online learning. The message or material conveyed by the teacher must still reach the students as a whole even though the learning is carried out remotely. Therefore, teachers must use interesting learning media that can be used for face-to-face classes or online learning. Furthermore, according to Uno (2007: 54) learning is as a process of synergy that occurs between learning participants and teachers that the purpose is carried out to achieve certain learning goals. Furthermore, the learning objectives are explained by Lubis (2014) that when students can understand the lesson after learning, the learning includes kind of good learning.

The purpose of learning is for students to understand the material that has been studied. As explained by Arzyad (2003), the use of appropriate learning media can generate motivation in students. Then it can be said that learning media is a tool that can help teachers to teach in the learning process (Kustandi, 2013). Learning media is a means to improve teaching and learning process activities. According to Csabay (2006:24), one powerful and well-known way to increase student interest in learning is to bring something extraordinary and new

into the classroom because motivation is very important in language learning.

Agustin (2015) explained that the position of English in Indonesia was the same as in other languages such as German, Dutch, French and others. Except Indonesian language and regional languages. In their position as foreign languages, English functions as a means of international communication and then as a tool for the development of Indonesian language into a modern. The position of English education in Indonesia includes foreign language education, but English subjects in Indonesia have been taught since kindergarten. Now, most of the information and knowledge obtained from the internet or digital platforms uses English. English will also be useful for students in preparing their careers because in this digital era, there are many companies that give more value to applicants who have English language skills.

One important skill in English is the listening ability. Listening is the first skill that needs to be trained and mastered in English learning. Listening comprehension has a very important role as the beginning of other skills, as explained by Budiasih (2020) and Gilakjani & Narjes (2016) that listening is placed first because before we speak, we need to listen first in order to create meaning. We listen to how English words are spoken by speakers (Siregar, 2014). Then we imitate what we have heard by saying it. After we can hear and speak in English, then we can read various writings in English to get various knowledges which then we make some responses. This is in line with the listening stages proposed by Tyagi (2013) which consist of hearing, understanding, remembering, evaluating, and responding. Therefore, listening is a skill that must be mastered first in learning English before other skills.

Furthermore, according to Underwood (1990:15) as quoted in Adnan (2012), it has been found that there are several difficulties experienced by English learners in learning

to listen well. One of the problems is that listeners do not have any opportunity to ask the speaker to repeat or clarify. The next problem revealed by Ummah (2012) is native speakers' speaking which is considered too fast for them. Another obstacle in listening put forward by Loren (2017) is that the audio recording played by the teacher is not clear because other sounds interfere the listening material making it difficult for students to concentrate.

Considering the many problems explained previously, teachers are advised to find the right media in teaching listening because learning media is one of the external factors that influence the success of learning. Well-designed learning media can help students digest and understand learning materials (Muhson, 2010). Therefore, the selection of effective learning media is very important

The development of technology also plays a role in the development of a learning media. Technology-based learning media is becoming more interesting and more practical but does not reduce the essence of the material presented by the teacher (Mustaqim, 2017). One of potential learning media in teaching listening is podcast. As stated by Susilowati et.al (2020), Rahman et.al, (2018) and Rajic (2013), podcasts are audio that has been downloaded and stored on mobile phones/smartphones, and can be played anytime and anywhere, and can also be played back when we do other activities. Podcasts offer students a lucrative opportunity to repeatedly access content for free and can control the speed at which verbal and visual displays are offered, allowing students to adequately process content before the next information presented is lost (Stephen, et.al 2010). The use of podcast media can be used in listening class because podcasts provide a wide selection of topics to get a lot of information and knowledge. Also, this media can also be obtained for free via the internet and can be distributed through social media. Podcast as one of learning

media is a vehicle for disseminating learning messages and information (Fadilah et al, 2017).

Moreover, according to Lubaba (2014) as in (Fachriza, 2020), podcasts provide authentic material for listening activities that are accessed via smartphones, then students are motivated to engage in listening activities and are interested in using podcasts in their spare time because they want to listen and practice the content of audio podcasts.

Several studies on the use of podcast for teaching listening have been conducted by Saputra (2014), Widodo & Gunawan (2019) and Sari (2021). The results of those studies indicate the effectiveness of using podcast for teaching listening comprehension and, thus, were used as the theoretical basis for this research. Another study on podcasts has been done Asmara (2017) finding that podcasts can be an alternative solution for teachers and students who face common problems of developing listening comprehension. Teachers and students can download various kinds of podcasts on the internet. Podcast can assist teachers in providing interesting new authentic material for listening with the aim of increasing their level of listening comprehension development.

The results of research conducted by Harahap (2020) indicate that students perceived podcasts as helpful media in learning English and had a positive attitude towards using them. It was explained that podcasts also motivate them.

From the previous studies reviewed above, it can be concluded that podcasts have great potential to improve students' listening skills. However, that has been missing from those previous studies is the use of podcast in teaching listening in the post pandemic era in different context. Therefore, more studies are needed to elucidate more conclusive effects of using podcast in teaching listening in different context as well as to confirm the findings of the previous research.

The current study was intended to investigate the effects of using podcast as media of teaching listening on students' listening comprehension. In order to make this study more focused, a research question is formulated as follows: "Is there any significant difference in students' listening comprehension score between students who are taught using podcast learning media and students who are taught without using podcast media?"

2. METHOD

This study was a quasi-experimental in design. This study involved 60 students in two intact classes which were randomly assigned to the experimental and the control groups. 30 students were in the experimental group and 30 were in the control group. These two groups in this study were the eighth grade students taking the English class at MTsN 6 Tulungagung, East Java. Through Levene's Test of the SPSS 20 version, the two classes were found to have equal English proficiency as their scores of listening test statistically showed insignificant difference ($p = 0.891 > \text{sig.} = 0.05$). Having this evidence, the two groups were equally comparable for further testing the effect of using podcast as media for teaching listening comprehension.

The instrument employed in this study was a listening test. The test questions were arranged based on the syllabus for English subjects at MTsN 6 Tulungagung. Prior to test development, a test specification was developed. The test is in the form of multiple choices with 4 alternative answers, each question only has 1 correct answer. The topic being tested in the listening test covered asking and giving information about daily routines.

For ensuring the content validity of the instrument of this study, the listening test was developed based on learning objectives and learning materials that were adapted to the syllabus and curriculum used at the school. See Appendix 1 for the test

specification of the instrument. For the construct validity check, the items of the test were developed in the form of multiple choice as suggested by Hemmati & Gadheri. (2014) indicating that multiple choice question format is a practical type of exam to measure listening comprehension ability. In addition, the test items were also consulted and reviewed by an expert to make sure that all aspects of test were well developed. The expert validation resulted that test was declared eligible to be used as a research instrument. In addition, the empirical validity of the instrument was also checked by analyzing the results of tryout of the listening test to 30 students before its actual use. The results show that 30 items that would be used as post-test had value of $r > 0.361$, and, thus, all of them were valid. Besides validity check, the reliability of the instrument was measured from tryout test and resulted in reliability score of 0.744 indicating reliable instrument.

Finally, for data analysis, after all data were obtained in the form of scores of students' listening comprehension, the data went through the descriptive statistics analysis as well as homogeneity and normality testing before the main statistical analysis was conducted. The main inferential statistical analysis was then conducted by using SPSS 25.0 to answer the research questions of this study.

3. FINDING AND DISCUSSION

The findings of the current study are related with the research question on whether there is significant difference in students' listening comprehension score between students who are taught using podcast learning media and students who are taught without using podcast media. Preceding the main inferential statistical analysis, it is necessary to describe the data. The results of descriptive statistics are shown in Table 1.

Table 1. Descriptive Data of Students' Scores of Listening Comprehension.

	N	R	Min	Max	Mean	SD
Exp.	30	60	30	90	68.23	19.998
Cont.	30	50	30	80	54.03	15.762

Table 1 visually shows that the mean score of the experimental group was greater than that of the control group in which the mean score of the experimental group was 68.23 and the mean score of the control group was 54.03. The range score of the experimental group was 60, from the minimum score of 30 to the maximum score of 90, while the standard deviation was 19.998. The range score of the control group was 50, ranging from the minimum score of 30 to the maximum score of 80. The standard deviation of the control group was 15.762. From the mean scores, it is clear that the experimental group had a greater mean score than that of the control group. The standard deviation scores also indicate that the scores of the students in the experimental group had a greater variation around the mean compared to those of the control group.

In addition, prior to the main data analyses, it is also essential to fulfill the statistical assumptions involving homogeneity and normality testing (Peers, 2006:294). In order to examine the homogeneity of the data between the scores of the students' listening comprehension in the experimental and control groups, the Levene's test was conducted by using SPSS 25.0 version. The result showed that both classes were considered homogeneous ($p = 0.162 > sig. = 0.05$). See Table 2.

Table 2. Test of Homogeneity of Variance.

	Levene Statistic		df1	df2	Sig.
Post Test	Based on Mean	2.01	1	58	.162
	Based on Median	1.32	1	58	.255
	Based on Median and with adjusted df	1.32	1	52.8	.255
	Based on trimmed mean	1.81	1	58	.184

In addition to the homogeneity testing, the normality testing employing

Kolmogorov-Smirnov test showed that the data on the experimental class was $Sig = 0.063 > 0.05$, while for the control class the Asymp value. Sig is $0.200 > 0.05$. So, it is clear that both kinds of data are normally distributed.). See Table 3.

Table 3. Test of Homogeneity of Variance.

Group		Kolmogorov-Smirnov		
		Statistic	df	Sig.
Posttest	Experimental	.155	30	.063
	Control	.125	30	.200*

As the results of homogeneity and normality testing which all fulfilled the statistical assumptions, an independent sample t-test was used for further analysis to investigate whether there is significant difference in students' listening comprehension score between students who are taught using podcast learning media and students who are taught without using podcast media.

The analysis was done to find out the significant difference in the mean scores of the experimental and the control groups. The results of comparing the two mean scores can be seen in Table 4. The analysis using the independent sample t-test showed there is significant difference in students' listening comprehension score between students who are taught using podcast learning media and students who are taught without using podcast media because the significant value was lower than the alpha at the significance level of 0.05 ($p = 0.003 < sig. = 0.05$). It means that the null hypothesis stating that there is no significant difference scores of students who were taught using podcasts and those who were not taught using podcasts was rejected.

Table 1. Independent Samples t-Test.

t-test for Equality of Means							
	T	df	Sig.	Mean Dif	Std. Err Diff	95% Conf. Interv. of the Diff.	
						Low	Up
Equal var.	3.06	58	0.003	14.2	4.65	4.89	23.5

assu med							
Equal var. not assu med	3.06	54.99	0.003	14.2	4.65	4.89	23.5

Based on the results of this study, it is found that the use of podcast as the media for teaching listening comprehension was effective. This is in line with the findings of the previous research conducted by Sari (2020) showing that there is significant improvement in the student's listening skills after using podcast as the media for teaching listening. She stated that podcast can help students follow the learning process in listening and student can develop their listening skills correctly. Widodo and Gunawan's (2019) study also found that by teaching using podcast media, students become more imaginative. Podcast can enrich students' vocabulary. Podcast make the students motivated in improving their English listening skill.

The effectiveness of using podcast can be traced back from its flexible and practical nature in which the materials can be heard repeatedly and, thus, can help students deepen their understanding of the material. It is supported by Burns (2007) saying that podcasts facilitate listeners to listen to recordings as they wish, when and where listeners want them. Furthermore, he explains that most podcasts are free because the production process is relatively cheap. This is very helpful for listeners or students because they can get knowledge for free and easily accessible.

4. CONCLUSION

The present study has provided some evidence on the potential use of podcast in teaching listening. A significant difference could be clearly identified by comparing the mean scores of both groups in which the mean scores of posttest of students taught by using podcast was higher than whom taught by using conventional method. This

brings a positive implication on using podcast as media in teaching listening comprehension. To be more specific, it could be concluded that podcast was effective as media for teaching listening comprehension.

As a final remark, since this study has a limitation in terms of its short treatment period, more studies with longer and more intensive use of podcast need to be conducted to get more valid results. In addition, in order to get the effect of using podcast in teaching English in general, some studies on using podcast as media in teaching other skills in English are urgently required to get more comprehensive finding of using podcast in students' English learning.

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