

THE EFFECTIVENESS OF PODCAST APPLICATION IN THE TEACHING OF LISTENING

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Abstract

A Podcast application is software that can be downloaded from play store or app store. A podcast allow students to practice English more comfortably. By using podcast applications as an effective media to develop the students' listening skills. The objective of this research is to find out the effectiveness of podcast application to developing students' listening skills. The sample of this research consisted of 25 students at IX grade of MTS Salafiyah Siman. The instrument of this research is a test. The quantitative data were in the form of students' listening scores. The scores are comparing from pre-test and post-test. To achieve the purpose of this study, the data were analyzed by using paired sample t-test in the SPSS program. After analyzing the test, the researcher found that the mean score of the post-test is greater than the pre-test (77.88 for the post-test and 57.64 for the pre-test). And the results of calculating using paired t-test, the results obtained are sig.2 tailed of $.000 < .05$ with t-count of -9.276 which means that the average before using podcast application is lower than the average after using podcast. Thus, podcast application gives effective learning in the students' listening skill.

Keywords: Podcast, Listening Skill.

INTRODUCTION

In this era, technology has an essential role in the process of teaching. We know that any advancement in technology directly or indirectly has been influential in the methods of teaching and learning. In this part, educational institution that are speculative to prepare their students to extent in "an information society" should put or use the ICT in the curriculum of the school (Ghaviker, Afshari, and Amla Salleh, 2012). The target of teaching and learning English at Junior High School to enable the learners to achieve the functional level to communicate orally and written. The students have to master the four skills of English to reach the target. Listening is one amongst the necessary ability to boost the other English skills. According to Renukadevi (2014) listening is a very important part of communication as it is important in providing a powerful and meaningful response. Other, listening is the process of receiving, spoken or non-verbal messages, building meaning from them, and responding to them (Brownell, 2002). Thus, the mastery of foreign languages in learning strongly emphasizes listening skills as the dominant ability incommunicative. In-class activities, students listen more than read, write,

and speak. So, the students have to master listening skills so they can understand more the learning process and some instruction from their teacher.

Listening is an active process of communication. Listening is an active with a purpose to make sense of what we hear (Helgesen, 2003). Intensive listening is the focus of the lesson to teach new grammar or vocabulary. This focusing on detail is often motivated by having to answer a question on a listening test. Chang and Millet (2014) defined that extensive listening refers to students who practice easily and in a fun way. It is possible to teach listening through extensive listening. A teacher gives confidence to the student to select for themselves what they listen to with pleasure, to get better general language (Harmer, 2007). There are two approaches to teach listening:

a. Intensive listening

Intensive listening is the focus of the lesson to teach new grammar or vocabulary. This focusing on detail is often motivated by having to answer a question on a listening test. Any three main kinds of learning materials that can use for teaching listening.

b. Extensive listening

Chang and Millet (2014) defined that extensive listening state to students who practice easily and in a fun way. It is possible to teach listening through extensive listening. A teacher gives confidence to the student to select for themselves what they listen to with pleasure, to get better general language (Harmer, 2007).

Table 1 Main Kinds of Listening Materials

MAIN KINDS	ADVANTAGES	DISADVANTAGES
Authentic	- Real-life listening. - Challenge for advanced learners. - It is not artificial English.	- It cannot be graded. - Too tricky for a certain level, perhaps in middle school. - Speech can be too rambling.
Recorded	- The learner can stop reply many times. - The learner can use it independently. - It more than one voice, accent. - Learners can concentrate.	- Speech can be too rambling. - Technical problems occur. - Quality of cassette recorder.
Live	- The teachers can grade according to the learner's level. - The teachers can slow down or accelerate the pace. - It is closer to real life.	- It cannot be repeated.

The existing learning media requires development to be more accessible, used, and understood by students. Lots of audio media was made to provide flexible learning tools. The more books that are discuss, the easier it is a media called a podcast. Podcasts have become an application that is widely used today to get desire information. As teacher should have a new strategy in listening teaching to help the students to be more lively and master in the class. So, the researcher tries to using podcasts to developing the listening skills of students. The podcast are splendidly familiar and regarded to be taking a locality within the pedagogy and learning, as a result of it brings students nearer to the target language and has potential to change the method of the language teaching and learning. Through podcast people can listen to things they want to know quickly. The form of distribution of audio content that is currently in demand is podcast. A podcast is an acronym for iPod broadcasting, which refers to the Apple iPod as the first podcast distribution platform. Different conventional radio which broadcasts linearly, podcast come with an on-demand broadcast format, meaning that listeners can decide for themselves the time and topic they want to listen to

This research brings some significance to the teacher and learners in the English Program. The researcher expects that this research will have an impact on English teachers in teaching. Motivate the teacher to be extra innovative in the teaching process. And this research gives new materials as a reference to the teacher. This research gives learners new materials for developing their listening skills. And hopes can motivate the learners to be more active in the teaching and learning process. Then, it will be used as a reference for those who want to conduct research in developing students' skills using podcasts application.

A podcast application is software that can be downloaded from the play store or app store. Many people download it, because it is free. The picture below is a display of the podcast applications icon for Android and Apple users.



(Android User)



(Apple User)

There are many topics in podcast application such as; comedy, education, fiction, health and fitness, news, science, society and culture. So, the students or teachers can choose the topic that they want to listen based on the syllabus at school.

The form of distribution of audio content that is currently in demand is podcast. A podcast is an acronym for iPod broadcasting, which refers to the Apple iPod as the first podcast distribution platform. In simple terms, podcasts are defined as the technology used to distribute, receive, and listen to on-demand content produced by professionals and radio amateurs (Bonini, 2015). Different conventional radio which broadcasts linearly, podcast come with an on-demand broadcast format, meaning that listeners can decide for themselves the time and topic they want to listen to. A podcast are digital audio material in MP3 format. Audio material is currently obtainable in digital formats equivalent to WAV and MP3. The easiest way to understand podcasts is to think of a radio show that you hear frequently. Instead of listening at certain times, you can download to your iPod and listen at your convenience, sometimes on a subscription or free. There are three types of podcasts, namely; (1) the audio podcasts, the foremost common podcasts are MP3 files, (2) enhanced podcast; podcasts within the variety of pictures accompanied by audio, and (3) video podcast; are films that are equipped with sound usually in MP4 format. During this study, the researcher used is audio podcast.

Audio podcast mostly in MP3 format is an exciting source of the material. Podcasts allow students to practice English more comfortably because podcasts can easily download and store on portable media players such as the iPod. Thus, students can practice while walking for a walk, sitting on public transportation, or before bed. Beare (2009) said podcasts are very attractive to English learners as a result of the supply a method for college students to achieve access to "authentic" listening sources on nearly any subject they may have an interested in. Kilickaya (2004) said that authentic materials, such as internet-based materials, allow students to interact with natural language. A podcast can also be used in various themes and levels so that teachers can easily adjust to the ability level of students. Compared to more conventional sources or material, podcasts are more interesting. Podcasts are a source of authentic spoken text. The language presents a "real world" language.

Podcast applications give many advantages for the users. Such as, it can develop their English especially in listening, the learners get pleasure in global listening, and students are going to be visible in a language that they get. The podcasts can also be a means to get closer to the school environment; students can hear inspirational stories so the students get motivation to develop their abilities. Moreover, obtaining learning material and satisfying results makes students have higher motivation when using a podcast as a media for online learning. In some of these studies, it can be concluded that podcasts improve not only learning outcomes but also increase student's motivation, and practical skills. A podcast is a permanent record of an oral performance. Students creating podcasts will be aware of this and pays a lot of attention to their pronunciation accuracy.

The study about podcasts has been done by Seema Jain & Farha Hashmi (2013), who describes the diverse advantages of ELT podcasts. From the study showed positively supports an idea of incorporating technology in the language classroom. The second study was done by Rekha Asmara (2017) that showed the ELT podcast might become an alternative solution for both teachers and students dealing with the common problems of listening comprehension. Another relevant study, Iskandar Abdul Samad, and friends (2017) who conducted the podcast could improve the speaking skills of the student. They got the t-score was higher than t-table. It can be conclude the application of podcast media to improve speaking skill is successful. Next previous study was conducted by Ismail Sangkala (2015) found out the eleventh-grade students of MA Guppi Sama Gowa mostly agree that the ELT podcast had necessary materials to motivate them in studying listening. It was indicated from the mean score of questionnaire 79, which is categorized as high.

The researcher wants to apply using podcast application to students whose majority living in the *pesantren*. Because they are not allowed to bring gadgets while live in the *pesantren* environment, they have difficulty accessing the materials to develop their comprehension. Meanwhile, the teacher's only provides listening material used music media that is playing from teacher's laptop. So, we need other media for learning English listening that is efficient and effective in use. One of the ways to develop performance and facilitate learning is by creating, in reducing teaching of audio for the learning problems of students in MTS Salafiyah Siman in the field of English is by using podcast application.

The researcher conducted to Junior High School grade IX that have a different subject from other researchers. Besides, the researcher used a descriptive topic in podcast as the instrument in conducted this research. The aim of this research is to find out the effectiveness of podcast application to developing students' listening skills by conducting experimental research.

METHOD

RESEARCH DESIGN

The type of this research is pre-experimental research a one-group pretest-posttest design. Experimental research has been chosen because this study is dealt with revealing the effect of teaching methods, in this case the media "podcast application" towards the students' listening skill. The researcher uses a one-group pretest-posttest design because of the limited students during the pandemic covid-19 era.

POPULATION AND SAMPLES

The research population was all ninth-grade students of MTS Salafiyah Lamongan, which amounted to 25 students consisting of 11 male students and 14 female students. The subject was chosen by the researcher based on the English teacher's permission.

RESEARCH INSTRUMENT

The researcher made a teaching scenario before entering the class to make sure that the class will be conducive. The teaching scenario can be seen on the appendix 5. There are 15 questions used in pre-test and post-test. The quantitative data were in the form of students' listening scores. The scores are comparing from pre-test and post-test. A pre-test is a test conducted at the beginning of the treatment. It gives information about the students' listening skill before having the treatment, while the post-test measured the students' listening skill after having the treatment. And the topics of the podcast are descriptive text and a short story based on the syllabus at the school. The treatment was administered for four meetings, two hours a week. In the pre-test session, to the students listened the podcast audio and answer the questions in the answer sheet. Then, they heard the different podcast audio and answer the questions in the post-test – the time allocated is 30 minutes. Then, the test will be scored by the researcher only.

VALIDITY TEST

The items of the test are constructed to measure students' comprehension of listening. The tests are based on indicators of a syllabus that can establish content validity. The content validity of test was measured directly by the expert judgments. It means the researcher ask the English teachers in MTS Salafiyah Siman to give judgment of the test. The expert judgment considered from the betterment of the product before trying it out to the students. The pre-test and post-test used a different topics. The try-out test consists of 25 questions. Construct validity refers to the extent to which a test measures a specific trait or construct. Construct validity is used to measure the validity of item tests. An item test is claimed valid if the significant value (p) is below 0.05, and if the significant value (p) is above 0.05 means an invalid item test. The results of the calculation of the validity test of the

instrument from 25 questions there are 15 questions are valid, and 10 questions are invalid. Some of the invalid questions occurred because many students answered incorrectly. Thus, there are 15 questions were tested.

RELIABILITY TEST

The reliability analysis could be done by administering try out.

Table 2 The Result of Reliability

Cronbach's Alpha	N of Items
.984	15

Based on table 2, it showed that all of the questions were valid with the reliability of Cronbach's alpha coefficient .984. Thus, the test was considered reliable because the reliability was higher than .60. It indicates that this test has a high-reliability test.

DATA ANALYSIS

Quantitative data were obtained from the results of the pre-test and post-test, which identified first, then analyzed. Pre-test and post-test scores compared to see there is effective or not using podcasts on the students' listening skills. Furthermore, after the pre-test and post-test data were obtained, the pre-test and post-test were manually calculated (Total correct answer*100/15). If the answer is correct, the value is 1 and if it is incorrect, the value is 0. Then, the data processing and analysis using the level of significant .05 carried from *Paired T-test* in the SPSS program.

RESULTS AND DISCUSSION

The Result of Data Analysis

The following is a description of podcast application in students, namely the procedure when the podcast application is used by the researcher in the practical class in teaching process. The researcher gave a pre-test. After that, the researcher gave the treatment using a podcast application in one meeting of 1 x 30 minutes. Continue with the second session, where students work on treatment tests. Last, the students performed on the post-test. The result of data analysis there was significant of the students' listening ability by using podcast application in teaching listening. The prior score of pre-test was quite different from the post-test as in the following table:

Table 3 The Results of the Paired Samples Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	57.64	25	7.675	1.535
	POST-TEST	77.88	25	8.017	1.603

There is the data of the Paired Sample T-test from SPSS.

Table 4 The Results of the Paired Samples Correlations

Paired Samples Correlations			
	N	Correlation	Sig.
Pair 1 PRE-TEST & POST-TEST	25	.034	.873

Table 5 The Results of the Paired Differences Samples T-test

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRE-TEST - POST-TEST	-20.240	10.910	2.182	-24.743	-15.737	-9.276	24	.000

Based on table 4, the 25 students who taken as samples, and the table 5 showed the difference means in the pre-test and post-test scores is 20.240. Table 3, the average pre-test score was 57.64 with the highest score of 73 and the lowest score of 47, while the post-test average score was 77.88 with the highest score of 87 and the lowest score of 60. Thus, the difference means the score was significant.

Testing Requirements Analysis

The normality test aims to test whether the dependent and independent variable data has a normal distribution or not. Useful data has a normal or near-normal data distribution. To normality test, it can be using the Kolmogorov Smirnov Test or Shapiro-Wilk Test. The basis for the decision is if the probability value of t-statistic > level of significance .05, then the regression model meets the assumption of normality - this test was used before conducting the paired sample t-test.

Table 6 The Results of Normality Test

	Test	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Pre Test	.181	25	.034	.908	25	.027
	Post Test	.204	25	.009	.872	25	.005

a. Lilliefors Significance Correction

Based on table 6 the Kolmogorov Smirnov showed the probability value of sig. pre-test .034 and post-test .009 > level of significant .05. Thus, the dependent and independent variable have a not normal distribution

Hypothesis Testing

Table 7 The Results of Paired Samples T-test

Variable	T	Sig.	Level of Significant
PRE-TEST & POST-TEST	-9.276	.000	.05
N= 25			

Based on table 7, it is found that the significance = .000 is less than the significant level, .05 then (H_0) is rejected. There is a significant difference between the average value before treatment and the average after treatment. In the table, the t-count is negative, which means that the average before treatment is lower than the average after treatment. Then the hypothesis can be accepted, which states that any significant improvement in the students' listening skills using podcast applications. This significant difference can be interpreted that students who get treatment with podcast media in the listening process have an average score higher than the score before students get treatment. It can be interpreted by learning to use podcast applications more effectively and can improve students listening skills.

DISCUSSION

Learning using the podcast application to improve student's listening skills has reasonably good effectiveness. This can be shown from the results of the calculation of the average post-test score is higher. The results of the paired t-test, which is obtained, are sig.2 tailed of $.000 < .05$ it means that there is a significant difference between the average value before treatment (pre-test) and the average value after treatment (post-test). Then the learning process using podcast application to improve student's listening skills is said to be successful.

This research is one of the efforts to create some improvement in teaching listening to the 9th-grade students of MTS Salafiyah Siman. It has been discussed in the previous chapter that using podcasts is one of the alternative to obtain the purpose. Based on the finding of the research, the implementation of podcast is more useful in helping students in improving their listening skills. The basic idea of teaching use podcast applications is to bring the students to learn the target language in such exciting situation. The situation should not only be an exciting but also should make the students keep paying attention to the following up material. The variation of a podcast that combines some aspects such as audio and video adjusted in an attractive, simple form will make the students feel interested, comfortable, and focus on paying attention to the material being given.

The aim of this study was to find out whether the using a podcast is effective in learning process. This fact showed that podcast application helped the students significantly develop their listening. The results also supported the idea of learning the language integrated skills. Podcast used to incorporate the students' listening skills. Beare (2009) said podcasts is a smart media to English learners because they provide for students to gain admission in "authentic" listening causes on practically any subject they might be interested in.

One of the advantages of learning by using podcast applications is motivating. It means the student has opportunities to face many real tasks that require them to solve problems, make hypotheses, in the real situation (Peterson, 2010). The students found that podcast application has many interesting topics which could attract their attention, and increase their motivation. Thus, they enjoyed learning to listen by using podcast applications. Besides, this media has provided the students with fun experiences that led to students to have a positive opinion using a podcast application in learning listening. A podcast was an effective media that helped the students in improving their listening skills. This finding agrees with the research from (Seema Jain & Farha Hashmi, 2013; Ismail Sangkala, 2015; & Rekha Asmara, 2017).

CONCLUSION

The conclusion may restate the findings of the research; however, it should not merely state the major findings. Instead, it should add to the understanding of your readers of the topics and issues raised in your manuscript.

Furthermore, your conclusion should add emphasis to your manuscript, pull the different parts of the manuscript together, emphasize important points, and demonstrate the possibilities for future exploration of the topic under research. Finally, provide some possible implications of your research for the field of study and education in general.

Based on the result of data analysis, the researcher states that the research findings for IX grade students of MTS Salafiyah Siman are as follows:

- a. Podcast application in the subject of this research goes well and can help students follow the learning process in listening.
- b. Student can develop their listening skills correctly.
- c. There is any significant improvement in the student's listening skills. It can be shown from the results of calculating using paired t-test. The results obtained are sig.2 tailed of $.000 < .05$ with t-count of -9.276 which means that the average before using a podcast application is lower than the average after using a podcast application.

Based on the conclusion above, using a podcast application is more effective and can improve the student's listening skills. Besides, the students can learn independently both at school and at home, train students to be ready in learning, make students actively participate during activities teaching and learning. Because podcast application can access on a smartphone it is automatically accessible, easy, and portable. Also, access to the internet is getting easier and cheaper, making audio podcast applications on the internet more affordable.

Teachers can use this media to develop students' listening skills. And the students can learn independently. If, in the future, podcast application applied to other targets, then an analysis of student's characteristics and needs must be carried out so that the use of media can be optimized according to student's characteristics and target needs. Moreover, the teachers should give more practice to the students to improve their listening skills. This study only obtained data from 25 students, which if using the paired sample t-test it must be more than 30 students. There was one of the weaknesses of this study. So for the next researcher, should increase the number of samples to at least more than 30. If the samples are below 30, it must use the non-parametric test in the SPSS. Therefore, the next researcher should consider the conditions, time and, equipment in recording the material because it is directly related to the clarity of the sound produced. And other variables that can be investigated further related to the podcasts are learning styles, concentration, and self-regulated learning.

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