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TEACHING ENGLISH BY USING PODCAST: IT'S INFLUENCE ON UNDERGRADUATE STUDENT'S LISTENING COMPREHENSION

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Abstrak: Listening is the most important skill in learning language, especially English as foreign language. This research was done to know the influence of podcast on undergraduate students' listening comprehension. Related to the problem, this is a quantitative research. Where the sample is only chose one class as experimental subjects from all third semester of English Department students at STKIP PGRI Bangkalanin academic year 2018/2019 with random sampling technique. To examine hypothesis of the research, the researcher used t-test in which the researcher defined one class as one group pre-test post-test. The finding of the research, it can be concluded that there is an influence ofpodcast on undergraduate students' listening comprehension. It is shown from the result of this research, that t-value is 23.18 which higher than t-table by the level of significant 0.05 which is 1.72. The suggestion of the researchfor the lecturersthat they can choose the most suitable technique used in listening comprehensiondealing with the level of the students.

Kata kunci: *Podcast, Listening Comprehension, Teaching English*

Introduction

As international language, every nation in the world learn English language, one of them is Indonesia. In Indonesia English is tough from elementary to university level. Even they are taught from elementary. Many students feel difficult in learning this language. It causes of English as foreign language. It comes from west nation that has different culture and component language like: vocabulary, grammar, and pronunciation. Besides those skills are touches in learning English at school like: listening, speaking, reading, and writing. All of skills are important but the most important skill is listening because before they speak, read and write English they listen first. According to Chastain in putri (2008:6) states:

“Listening comprehension is at least as important as any of the other skills, perhaps more so. The phonological system of language is acquired by listening, and oral

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communication is impossible without a listening skill that is much more highly develop than the speaking skill”.

This statement also supported by the idea that in teaching English as foreign language, listening provides a comprehensible input as rost (2000) point out that listening is vital in the language classroom, because it provides input for learners. Without understanding at the right level, any learning cannot begin. From these, it can simply be said that without having listening ability, it is impossibility for student to have ability in speaking, reading and writing skill.

In daily life most people use listening skill than speaking. Many things that they listen and there have purposes depend on the situation that they need. According to burely-allen inflowerdew and miller (2005) that more than forty percent (40%) our daily communication time is spent on the listening, thirty five percent(35%) on speaking, sixteen percent (17%) on reading and only nine percent (9%) on speaking.

The teaching of English is emphasized on the function of the language as a mean of communication. The learners focus on how to use the language and not on what the language is. The curriculum does not concern mainly on the linguistic understanding, but it aims to make students able to use the language appropriately in daily conversation. As the result, it needed for the listening competence has recently attracted considerable attention. Consequently, communicative approaches are proposed to be used in teaching learning method. However teaching listening has been relegated in to a secondary position in the English language teaching classroom. Many teachers give less proportion in teaching listening comprehension. They more use speaking, reading and writing in the class. They have many reasons that they feel difficult in teaching and learning English in listening. The students cannot comprehend and understand what the text they listen, moreover the text is monologue text, it is not short but long and wide, so it make students tired and lack of concentration when they are listening, feel bored and finally they get bad mark, it caused by many factors like the vocabulary they have a little more over empty, and the language is not their level or the sound is not clear.

At higher education setting, the newest digital technology is playing a significant role in shaping the teaching for example, MALL (Mobile Assisted Language Learning), according to Al-Fahad (2009) in 2004; cell phones become a fixture in the present, always living

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intoday's college students. Now, Wifi mobiles with better accessibility has promoted the widespread adoption of 4G smartphones.

The researcher chooses Podcast to be used in this research. The term podcast is a combination of the terms pod (i.e., from the Apple iPod) and broadcast (Oxford Advanced Learner's Dictionary, 2007). Podcasts are series of digital audio and video recordings uploaded on the web with the aid of Rapid Simple Syndication (RSS) feeds (Lafferty & Walch, 2006). RSS feeds allow listeners to download your favorite podcast using podcasting software like iTunes. Listeners do not need to visit each one frequent websites for new podcast episodes; Now they can find a large collection of podcasts in the iTunes store. Many types of podcasts are found on the Internet, such as television podcasts, radio podcasts, class podcasts, and individual podcasts or groups. There are already television podcasts, radio podcasts and class podcasts Programs and conferences become podcasts like those made by VOA (Voice of America).

Four types of podcasts can be identified according to the EFL class, which are related to ESL, original English, preparation for the exam (IELTS and TOEFL) and student production. ESL podcasts are modified to teach English as a second language by providing audio lessons or topics, such as "give direction or idiomatic expressions in English. "Original English podcasts are not designed for pedagogical purposes, but they provide a context for authentic language learning for fluent speakers. The use of a podcast for exam preparation is an option for universities that need their native speakers to pass the English exams such as IELTS or TOEFL. The podcasts produced by the students are different because they depend on the students to develop them as part of the task (McMinn, 2008).

Methodology

The research design used in this research was quantitative based on statement of the problem "Does Podcast have any impact on undergraduate students' listening comprehension?", so the researcher wanted to get answer about it. The researcher wanted to describe whether the independent variable could influence to the dependent variable or not. In implementation, the researcher used one group pre-test-post-test design. It is one kind of pre-experimental design, in which all of both population and sample groups are choosen without randomizing or matching, and also therrre is no control group in this design.

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In this design, there was only one group that was chosen and given the treatments. Before giving the treatments this group was given pre-test to know pre-condition of students ability. Then post-test exactly the same test was also given to the group to know the result of treatments that have been done. This design allowed the researcher to compare the results between pre-test and post-test. The comparison results gave a conclusion to the researcher whether there was influence of podcast on undergraduate student's listening comprehension or not. And also how incidental learning approach could be done as well as possible or not.

In the process of selecting student to be the sample in each population, the researcher employed a random sampling. In other word, chose the sample randomly. The reason for employing a random sampling was to obtain samples that were representative in each population. In this research, the researcher used "third semester of English Department students at STKIP PGRI Bangkalan" as sample to be observed. At this research, the researcher only chose one class as experimental subjects. The researcher then compared the conditions before giving treatments and after giving treatments. They were consist of twenty two students.

The researcher collected the data from the test in the forms of pre-test and post-test. Pre-test is a preliminary test administered to determine a student's baseline knowledge or preparation for an educational experience or course of studies. Post-test is a test given after the term of class activities to determine what the students have learned. It is used as comparasion with the result of pre-test to know the development of treatments.

The researcher used testing external was test-retest. Reliability was measured from correlation coefficient between the first trying with the second trying was correlation coefficient was positive and instrument significance so instrument had reliability.

Pre-test, For the first time, the students had given the test without three phases technique. They are given the materials and do exercise in 40 minutes. After giving the pre-test, the teacher gave treatments to the students in teaching listening comprehension by using podcast as a major source of incidental learning. Three weeks later, the students took the post-test. Among the test happened, the students did not use dictionary and look out the answer their friends.

In this study the researcher used paired sample t-test formula to analyze and find out whether there were significant differences about students' listening comprehension before and after using podcast, and used t-test formula to test the hyphothesis in this research.

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Discussion

The researcher describes the research finding of this research. After collecting the data, the next step is analyzed or processes the data, which is got in this research. Analyze data needed to know the result from the research. And from the result of analyze data used to examine the hypothesis that “is the hypothesis accepted or rejected?”

To know the level of the result relationship from Score of rxy was 0.910. The result of correlation was good and very good. In brief, the instrument was reliable.

The researcher calculated t-test by comparing the listening of the pre and post-test score. The result proved that there was a significant difference between them. It means that at the end of the study, the ability of students were significantly different. Determines the significant or observed t value result was checked on the t table at standard significant 0.05 for a one-tailed test. The value of observed t from calculation which was 23.18 was higher than the t value at t table (1.72) for d.f. 21. So, it showed that there was a significant difference between the gained scores of the class before and after using podcast on undergraduate students' listening comprehension.

Table 1. The results of the test calculation

N	Test	Scores	Means	t-value	t-table
22	Pre-test	1484	67.45		
22	Post-test	1825	82.45	23.18	1.72

The mean of the score of students before using podcast is 67.45, classifying the score is 60-79. From the result, it proved that the students are fair comprehension in listening. The mean of the score of students after using podcast is 82.95, classifying of the score is 80-89. From the result, it proved that students are good comprehension in listening. From the result of t-test, it showed that t value = 23.18 and t table = 1.72. The result of the calculation of t-test showed that the students already made a significant progress.

This research started from the hypothesis that using podcast gives better influence to the students' listening comprehension and more effective than before using podcast. It means that the observed t value is higher than the critical value (t value > t table). It is clear that podcast is effective to be used as a means of increasing the student's listening comprehension for third semester of English Department students at STKIP PGRI Bangkalan. By using podcast, the students would not bored and they more easy to understand and increase their listening skill.

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Conclution

From the previous discussion it can be concluded that there is influence of podcast on undergraduate students' listening comprehension. Therefore, the hypothesis is listening comprehend through podcast gives better influence to the students. It is shown from the result, that t-value is 23.18 and higher than t-table by the level of significant 0.05 which is 1.72.

At the end of this research, the researcher would like to give some suggestions related to this study as follow:

1. The best for teaching learning process especially in English lesson, the teacher must used media such as podcast to make the students more creative and active in class. Furthermore, podcast can attract the students' interest as well as the students' difficulty and boredom in learning listening in English lesson. As a result, the word given to the students will stay longer in their mind.
2. In improving the student learning achievement, the teacher should be having creative idea to create interest situation. Creative idea from the teacher in teaching learning process can influence student's motivation to study, especially in English lesson.
3. The teacher should be give greater motivation and solution to the student in studying English especially in listening.

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