

Using Podcast to Improve Students' Listening Skill

Siti mutiah^{1*}, Vera Yulia Harmayanthi², Sari Astuti²

¹SMK Mathlaul Huda

²Pendidikan Bahasa Inggris, STKIP Kusuma Negara, Jakarta

*sitimutiah@stkipkusumanegara.ac.id

Abstrak

This study aims to see the impact of using podcasts in improving listening skills. The presence of the trend of using ICT in the growth of language teaching has created a variety of media that can be used to improve students' listening skills. Podcast is one of the interactive media that is applied to support the learning process in the classroom in improving listening skills. Several previous studies have shown teaching design using Podcasts. The results of the analysis showed that, there was an increase in students' listening skills to be full of enthusiasm and attract attention. The improvement of students' listening skills is seen in each cycle. The percentage of success in the first cycle is 42%, the second cycle is 78% and the third cycle is 100%. That is, students overall achieved improvement in listening skills. The use of podcasts shows changes in students' attitudes that make listening learning fun. Podcasts are one of the learning media that have a strategic space for students' learning processes, especially listening.

Key words ; Listening skills, Learning media, Podcast

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INTRODUCTION

Nowadays so many new technologies have supported for the teaching listening that expected to improve listening skill. There are some media can be used in teaching listening process such as audio media, example for audio media is radio, music, podcasts, and so on. Therefore the researcher interested in trying to use podcast media to improve their listening skills. According to Podcast Galina Kavaliauskienė (2009 : 28) “defined as an internet audio publishing. The audio recording is designed to be downloaded and listened to on a smart phone or on a personal computer”. Different from other audios, podcasts are delivered online automatically via website. Those offers language teachers and students a wide range of possibilities of extra listening practices both inside and outside of the classroom. In the podcast the teacher also can find audio source which can be combined with the applicable curriculum. By using podcast which can be accessed through each cellphone especially listening. Students are expected to be more interested in having listening class by using podcast. They are also expected to have more opportunities to practice listening, which in turn will make them attend the listening class.

According to (David H, 1964:262). “Listening has a role as an important part in the classroom as it does elsewhere. It takes more part in the classroom than any other skills. More than 40 percent of time which spent in communication activities in classroom is devoted to listening and it proves that listening activities take high frequency in the classroom”. This is because students learn everything in class by listening, therefore student learning is determined by listening efficiency. In other words, listening has an important role to support students in learning. When

students can listen well, they will learn effectively. And conversely, when students cannot listen well, they will find it difficult to learn effectively.

The researchers found some problems at student of SMA Mathlul Huda in the context of the English teaching and learning listening, especially at grade XI. For example, the listening class was seldom conducted there, it was just conducted in two or three times in a month. It made the students become unfamiliar with the listening itself and also unfamiliar with listening to the English native speaker. The last problem was that the listening input given by the teacher is rudimentary. To overcome those problems, it is important for the teacher to find a new strategy in the listening teaching to help the students to be more active in the learning process, then The researcher interested to conducting the study related to listening skills through podcast media.

METHOD OF THE RESEARCH

This research is a classroom action research (CAR). This research was conducted in class XI SMK Mathlul Huda which is located at Jl. Mohamad Toha No. 10, Cibunar, Kec. Parung Panjang, Bogor, West Java. The research was carried out in the first semester of the 2020/2021 academic year from July to September 2020. The research procedure was adapted from the model proposed by Kemmis and Mc Taggart in Burns that action research occurs through a dynamic and interrelated process. complement, which consists of four essential steps: planning, action, observation, and reflection. The researcher and other research team members collaboratively found the obstacles and weaknesses of the listening learning process, identified some problems, and planned and implemented the proposed actions. After that, the researcher and other members of the research team conducted an evaluation, reflection and discussion regarding the actions taken. Data were collected in the form of qualitative data. Qualitative data were obtained by interviewing students and teachers, making observations during the teaching and learning process and implementing actions in the field. Data in the form of field notes and interview transcripts, as well as data in the form of students' listening scores. Scores will be collected through a listening assessment conducted twice in this study. The first is the initial test. This is done to determine the students' listening ability. The second is the post-test. This was done to find out whether there was a significant improvement in students' listening skills after the podcast activity was implemented. There are three kinds of techniques used by researchers to collect data. Namely interviews, tests and observations. The implementation of classroom action research consists of three cycles, where in each cycle consists of 2 meetings. In cycles I, II and III the learning process was carried out online and offline, while online students and researchers used the WhatsApp group application. This is due to the Covid-19 which requires everyone to stay at home. So that the learning process is carried out remotely.

Based on the results of the post-test cycle 1, there were only 12 people who passed the test and the rest did not work. From this, the researcher concluded that the first cycle was not effective and there were still many weaknesses that were seen from the achievements achieved by the students in the post-test cycle I which were still far from the expectations and the learning completeness criteria (KKM), so that the researchers tried to analyse and improve the weaknesses in the first cycle. and proceed to the next cycle, it is second cycle, in cycle 2, there were 22

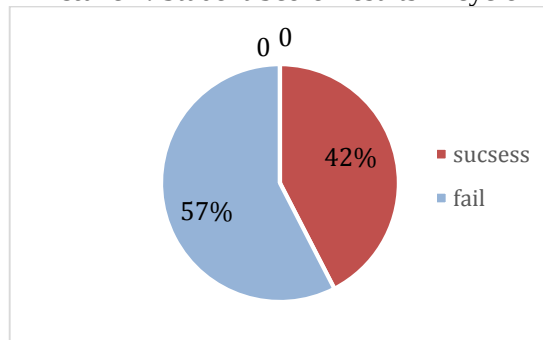
people who passed the test, and the rest did not do it. So the researchers did cycle 3, in cycle 3 there was an increase in the number who passed the test. Because the percentage of students who passed was 100%, the researcher stopped the research because with 100% percentage, the study concluded that all students had improved their listening skills while learning to use podcasts.

Researchers have interviewed 3 students and asked how they felt while using podcasts. They say that they like to use podcasts while studying and that podcasts provide them with a lot of useful audio. Also not only academic audio but also various types of audio which are interesting topics.

RESULTS AND DISCUSSION

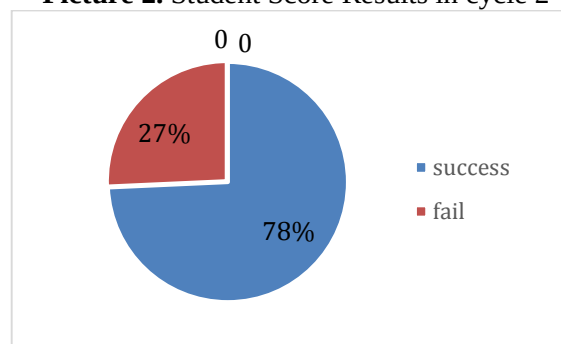
With the results obtained in three cycles, students' listening skill has reached the target of the minimum standard passing score (KKM), all of which are passed. So the researchers and collaborators decided to stop the classroom action research because the teaching and learning process had been completed, and the contract researcher only had two months to do it.

Picture 1. Student Score Results in cycle 1



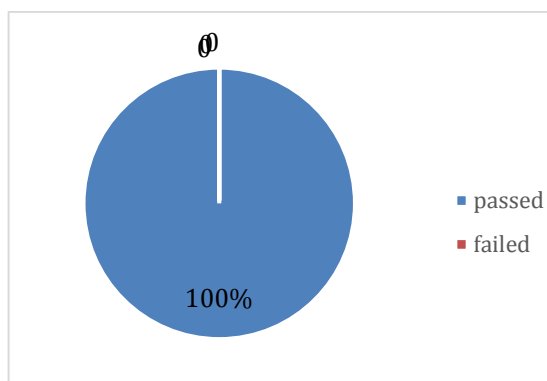
According to the result of post-test in cycle 1, there were only 12 person who pass the test and the rest of them were not making on it. The percentage of the pass one are 42% and the failed one was 57% from this, researcher can conclude that the first cycle is not effective and still much weakness that seen from the achievement that have been achieved by students in the first cycle's post test still far from expectation and minimum criteria of mastery learning (KKM), the researcher finds some reason for this problem. First, the student has not familiar yet with the media and also the audio that is heard is less.

Picture 2. Student Score Results in cycle 2



The cycle 2, base on the observations of the result and test, researcher found 27% or 6 students have not pass the students' KKM. While the students who pass the KKM score 22 students or about 78% . in this stage we can see that there is an improvement from cycle 1 to cycle 2 which is mean that students start to understand about the using of media and also the materials.

Picture 3. Student Score Results in cycle 1 and 2



According to the result of post-test in cycle 3, there were 26 persons who pass the test. It means that all of the students pass this stage. The percentage of the pass students of this stage is 100%. we can see that there are is an improvement in the number who passes the test. Because the percentage of the passed students was 100%, so the researcher has stop the research because with the 100% percentage, we can conclude that all of students have improved their listening skill while learn using podcast.

CONCLUSION

the researcher can write an action hypothesis that in learning activity by using podcast as the media of learning can improved students' listening skill in eleventh grade at SMA Mathla'ul Huda Parung Panjang. By using podcast media of learning listening, students felt more interested and excited, because they have not try to learn podcast before. It is a new thing for them fortunately. When for the first time they did not know podcast is, until they can operate it as their media for learning. Based on the last cycle above, the researcher can conclude that by using podcast as the media for learning English can improved the students' listening skill.

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