

ARTICLE

**PENGARUH DARI PEMBELAJARAN MENGGUNAKAN PODCAST
TERHADAP PEMAHAMAN MENDENGAR SISWA KELAS X SMA
NEGERI 4 KEDIR TAHUN AJARAN 2015-2016**

***THE INFLUENCE OF USING PODCAST ON STUDENTS' LISTENING
COMPREHENSION AT TENTH GRADE OF SMA NEGERI 4 KEDIRI IN
ACADEMIC YEAR 2015-2016***



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Abstract

Podcast is rarely used as media in teaching learning process especially in listening. In fact, there are many materials from podcasts that can be used to improve students' ability of English. The purpose of this research were to know whether a podcast influences on students' listening comprehension or not and how significant the influence of teaching listening using podcast on students' listening comprehension at tenth grade of SMAN 4 Kediri in academic year 2015-2016. This research used quantitative approach with pre-experimental design (one-group pre-test post-test design). The sample were 31 students of X-3 in SMAN 4 Kediri. After comparing t-result and t-table, it is known that t-score is higher than t-table of significance 5%; $3,906 > 2,457$. So, it can be concluded that there is a very significant influence of Podcast on Students' Listening Comprehension at Tenth Grade Students of SMAN 4 Kediri in Academic Year 2015/2016.

Keywords : podcast, listening comprehension

I. BACKGROUND

Listening as one of the English language skills is the receptive skill which is the most common communication activity in daily life. To master speaking and writing, listening comes as bridge of those productive skill because it is an active activity that involves receiving, and perceiving a message from a conversation which has an important role to understand foreign language and as input to learn

speaking. Rivers and Morley in Fang (2008:21) note that listening as one of the language skills is a crucial element that needs to be mastered by adult foreign language learners because people can expect to listen twice as much as they speak, four times more than they read, and five times more than they write.

In other words, listening has important roles in human life as people listen more than they speak, read, and write. The importance of

listening in English language learning is also highlighted by Richards (2008) who states that language learning depends on listening, which provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. Listening can also provide much of the input and data that learners receive in language learning, because when people start to learn a foreign language, their earliest learning comes mainly through their ears.

In order to make an effective teaching listening skill, a teacher should know the difficulties in listening. According to Harmer (1998:99) "While listening, the students are exposed to a flowing text. If they fail to recognize a word or a phrase they have not understood, they often miss the next part on the tape." The fact, that listening skill does not receive as much attention as the other skills cannot be neglected. Some efforts should be done to solve this problem. Using podcast is one of the ways to solve the problem.

Podcasts are shows, similar to radio or TV shows that are produced by professionals or

amateurs and posted to the Internet for download and listening or viewing. Many podcasts are made available for free, though some must be purchased. The name derives from the combination of broadcast and iPod.

Podcasts can be downloaded individually or subscribed to so that each new episode of the podcast is automatically downloaded to the subscriber's computer. The podcasts come in series or episodes and the listeners will get the notification if there is a new episode of the podcasts published.

There are some advantages of podcast according to Constatine (2007), such as: learners can benefit from global listening, even if they only listen from three to five minutes a day; students will be exposed to the new language; the intermediate learner has a need for authentic texts and to be exposed to a variety of voices. Rallis and Shannon (2006) state that in the class using podcast the students can learn through more than one modality (listen to audio files/watch video on content as well as read course material. It is supported by Hasan and Hoo (2013) that podcasting has

already been acknowledged for its potential. They documented many evidences that podcast can greatly help develop students' language skills, especially in developing students' speaking and listening skill in general and particularly in developing students' listening comprehension at different habit.

Teaching listening through the use of podcasts can be very useful for the effective and joyful learning. Podcast can attract students' attention through the sounds and moving pictures so that they can be more motivated in learning English. Podcasts also enable the students to learn the use of English in real context and develop their listening skills through exposures to the native speakers' talk.

Morley (2001) states that there are at least two concepts that teachers must focus on in choosing a podcast for the students to hear. The first has to do with relevance. In order for students to benefit from listening to a podcast the content must be relevant to the learners. When a topic is relevant, it holds the attention of the learners and thus increases motivation.

The second concept that a teacher must consider in choosing a podcast is that of transferability. Actually, relevance and transferability are often connected. If students feel that the content is relevant, there is a strong possibility that what is learned can be applied to other situations whether it is at school or out in the real world. "Best listening activities present in-class activities that mirror real life". For instance, students can listen to a news broadcast with topics that can later be used in a real life conversation.

The last, the use of podcasts should be accompanied by the appropriate techniques. Constantine (2007) offers some techniques that enhance learning and help the listeners focus on any listening activity: 1) listen for one crucial detail; 2) listen for all the details; 3) listen for the gist; 4) listen for mood and atmosphere; 5) listen to form hypotheses and make predictions; and 6) listen to make an inference.

Based on the researcher's experience during her teaching practice at SMAN 4 Kediri, showed that listening skill was rarely be taught to the students, although there is a multimedia classroom which

provide facilities (tape recorder, speaker, and headset) for teaching listening skill. From an informal interview between the researcher and English teachers concluded that listening skill seemed being ignored by the teacher in teaching and learning English. There are some factors, the time allocation for teaching listening skill is not adequate, and lack of teaching materials.

When the researcher gave listening activity, there was problem that indicated from the low score of students' listening comprehension and students seem that they listen for fun only then become lazy to follow up the material. Another reason is because the language in spoken text sometimes spoken very fast or hard to understand. In addition, listening skill did not receive priority in language teaching. The listening problems that exist in the school are considered crucial to be solve, since in order to complete the listening task, the students should give attention to the listening material.

So, the researcher used podcast as media to teach listening to increase the students' listening comprehension as podcast provides

students with authentic and contextual material because podcast made student easy to learn listening. Podcast also can interest student to learn more about English especially in listening. In Indonesia, Podcast is a new media for teaching learning process. Podcast is rarely used as media in teaching learning process especially in listening. In fact, there are many material from podcast that can be used to improve students' ability in English. This research may solve students' problem because there were many various materials that can interest student to follow it up. There are also some choices of audio speed that can be choosen based on students' ability in listening so they can understand the spoken text.

II. METHOD

This research was conducted in SMAN 4 Kediri especially in the second semester. This research was focused on the students' listening comprehension in form of news item text. The researcher used quantitative approach with pre-experimental design (one-group pre-test post-test design). The technique of collecting data used are pre-test

that is given before students have a treatment. Then, treatment is the activities of listening using podcast as a media. The last is post-test, that is given after the students have a treatment.

The population that was observed in this study was tenth grade students of SMAN 4 Kediri in academic year 2015-2016 with the number of the students was 305. The sample was X-3. There were 31 students.

In analyzing the data, t-test was used to prove the hypothesis and to know whether there is an influence of podcast on students' listening comprehension or not and how significant is the influence of teaching listening using podcast on students' listening comprehension at tenth grade of students of SMAN 4 Kediri in academic year 2015-2016.

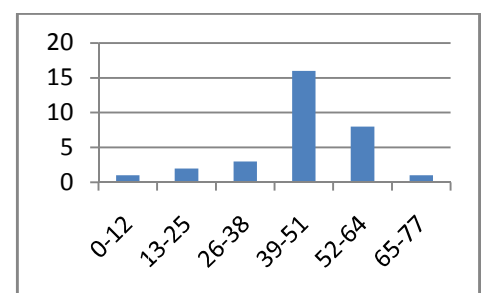
III. RESULT AND CONCLUSION

In this sub-chapter the researcher would like to explain about description of students' listening comprehension before being taught using podcast, process of treatment using podcast and description of students' listening comprehension after being taught using podcast.

a. The Description of Students' Listening Comprehension before being taught using Podcast

The pre-test was done on 18 March 2016. At the first meeting the researcher introduced herself and introduced the podcast as a new media in learning English especially in listening. The researcher also give examples how to use podcast online for students who want to learn English more in their home or everywhere. Then, the researcher gave a worksheet that consists of 20 items of listening questions to the students by using podcast media. The score of pre-test was used to measure the listening comprehension before being taught using Podcast.

Chart 4.1. Frequency of Pre-Test



b. Process of Treatment Teaching Listenig Using Podcast

a) Pre-teaching

In this pre teaching activities, first the researcher greeted the students, checked the attendance list and asked students to prepare for learning. The second, the researcher told the purpose of teaching learning process to students, this included the goal of learning and review the material using podcast media.

b) Whilst-teaching

In this activity, the researcher gave example of podcast, kind of podcast and how to get and use the podcast as media in learning listening then, gave a worksheet and asked students to answer those question based on the podcast that they heard and asked them to write the answer on the whiteboard. At the last part of listening, the researcher and students discussed the answer. The researcher also gave some questions based on the the text for students discussion.

Then the researcher asked three students to retell the text based on their undestanding when they heard the text.

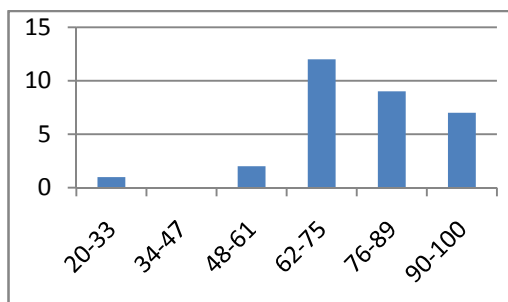
c) Post-teaching

After the students have listened, it is important to do some follow-up activities. The researcher asked the students about their difficulty, answered the students' questions then concluded the lesson.

c. The Description Students' Listening Comprehension after being taught using Podcast

After giving treatment to the students, the researcher gave post-test to the students. The post-test was done on 01 April 2016. The researcher gave 20 items of listening questions to the students. But the test is different. It was used to measure the listening comprehension after being taught listening using podcast.

Chart 4.2. Frequency of
Post-Test



From the diagram score of pre-test and post-test, it can be seen that after being taught using Podcast the students' scores are increasing. It can be concluded that the chart score above showing the post-test score is better than pre-test score.

After the procedure of data analysis was done, the researcher needed to analyse data using t-test. From the result of data analysis, it is known that t-score is 3,906 at the degree of freedom $31-1 = 30$ and the t-table is 2,457 at a level of significance 5%. After comparing t-result and t-table, it is known that t-score is higher than t-table of significance 5%; $3,906 > 2,457$. It means that t-result was very significant. Thus, the Null Hypothesis (H_0) was rejected and Alternative Hypothesis (H_a) was accepted.

Based on students' score, there is significant increase in which the mean of post-test (76,45) is higher than the mean of pre-test (45,33). So, it is known that there is significant influence of Podcast on Students'

Listening Comprehension at Tenth Grade Students of SMAN 4 Kediri in Academic Year 2015/2016.

This finding reinforces the finding of previous research that was conducted by Saputra (2014) whose aim was to find out whether podcast is more effective than movie to teach listening comprehension. His research showed that podcast is more effective than movie to teach listening comprehension.

Although the purpose of this research and the previous research was different, it can be concluded that podcasts significantly affect students' listening comprehension. There was improvement of students' score after they had given material through podcasting program.

This research also found that podcast has already improved the students' listening score. It can be seen before being taught using Podcast, most of students get difficulty to do the listening test and the score of pre-test was low, all of students got bad score and that was below standart score. After the researcher gave the treatment using podcast, there is a significant increase. Students looked enjoy to do the listening test. They also said that podcast has helped them

to learn because they can use it as a listening exercise. It can also be seen from the post test score that most of students have higher score than the standart score.

The use of podcast as media in teaching listening is more effective than other media because podcast provides several choices of themes that can be used in teaching listening process. Based on this research result, Podcast can attract students' attention during the teaching learning process. They were more interested in podcast because they felt that learning using podcast is much easier than learning using other media.

Since Podcast is an effective media to teach listening, English teacher can apply Podcast as one of media in teaching listening. Podcast can help the students understand the materials better and increase their confidence while doing the listening activity. The English teachers do not need to be worried about the source of the Podcast because it is largely available on the internet. English teacher also must be able to select the appropriate Podcast to apply in teaching learning process which based on the syllabus and lesson plan. Because not all

Podcast can be applied in teaching learning process.

Podcast is an effective media to teaching listening comprehension. It needs internet connection. Therefore, the school should supply the tool of teaching for example language laboratory with good internet connection. On the other hand,, gadget is necessary tool to bring to the class. With good internet connection, students can be encouraged and motivated to search other podcasts with their own gadget. School does not need to forbid students to bring their gadget but the school can give good understanding how to use their gadget wisely.

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