

PODCAST ON DEVELOPING LISTENING COMPREHENSION OF EFL LEARNERS

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ABSTRACT

Podcast on developing listening comprehension of EFL Learners (An Experimental Study at the eleventh students of SMAN 1 Sikur in the school years of 2013/2014)? This research is aimed at finding out whether: (1) *Podcast* is more effective than conventional technique to teach listening skill at the eleventh students of SMAN 1 Sikur in the school years of 2013/2014, (2) In what way does the effect of podcast influence listening comprehension of EFL learners for the eleventh students of *SMAN 1 Sikur* in the school years of 2013/2014? The method which was applied in this research was experimental study. It was conducted at the eleventh students of SMAN 1 Sikur in the school years of 2013/2014. The population of the research is the IX.A Grade Students of eleventh students of SMAN 1 Sikur in the school years of 2013/2014. The sample was 1 class. In taking the sample, a cluster random sampling technique was used. Each class was divided into two groups (Experimental and control groups). Then, the techniques which were used to collect the data were an intelligence test for getting the data of the students' intelligence and a multiple choice test for getting the data of the students' listening comprehension. The instruments were tried out to get valid and reliable items. The data were analyzed by using multifactor analysis of ANOVA 2x2 and tukey test. Based on the findings, it can be concluded that in general podcast technique is more effective than conventional technique to teach listening. For the students who have high or low intelligence, podcast technique is more effective than conventional technique to teach listening. In accordance with the above result, the English teacher is expected to be able to select the appropriate teaching technique to teach vocabulary for the students who have high or low intelligence.

Key words: Podcast, conventional Technique, Listening

INTRODUCTION

Listening is one of the most problematic skills for foreign language learners (FLL) since it does not develop easily. In order to develop this skill, many different methods have been applied and various activities have been employed in classrooms. Teachers have sought ways to teach FLL strategies to adopt.

Listening has generally been neglected as a skill in the field of English Language Teaching (ELT). This neglect was even more serious in the early period of ELT when the focus was on reading and grammatical skills. With the interest of researchers, it has gained ground in the research field, but formal instruction in the ELT classroom has often failed to act upon this interest. Although being neglected, listening is one of the most important but difficult skills to acquire.

In addition to applying strategies, researchers and teachers have designed and tried to follow different techniques such as using visual aids and particular computer programs. With the help of technology, opportunities for classroom instruction arise and teachers try to take advantage of these opportunities. Nevertheless, listening has remained one of the most difficult skills due

to certain reasons. For instance, no matter how different the techniques that the teachers employ in classrooms, the materials lack the strength to cover how the real listening process occurs (Brown & Yule, 1983; Rosa, 2002). The listening texts used in classrooms are usually modified according to the levels of the FLL such that even advanced learners are exposed to reduced language.

This causes the FLL to have problems in comprehending “real speech”. Learners may understand what has been uttered in taped recordings, but may miss some important details when they encounter real life communication (Brown, G., 1977; Brown, J.D., 2006; Brown & Yule, 1983). In order to apprehend what is meant thoroughly, one has to be aware of the nature of spoken language which is directly related to the phonological features of the language. Therefore, pronunciation awareness of a foreign language deserves consideration. With respect to this assumption, this study attempts to find if the Web-syndication Podcast of www.breakingnewsenglish.com has any effect on developing listening skill.

Learning English is learning four language skills, those are listening, speaking, reading, and writing skills.

Listening is assumed as a greater important skill in Foreign language classroom. As Rost (1994, p. 141-142) points out that listening is vital in the language classroom because it provides input for the learners and also it is considered as a necessary skill because of its essential role in facilitating learners to master English Listening proficiency. Listening skill can help learners to participate well in oral communication. But in fact many students consider that listening is one of the most difficult skill because of many students face some of problems in listening practice, mainly the trouble with sounds, and it is the basic problem for the learners besides the learners need to hear things more than once. The learners cannot respond the native speakers directly because of the different voices and accents. It is true that natural speech is hard to distinguish and it is difficult for students to identify the different voices and cope with frequent overlaps.

In teaching listening skill, the teacher must be able to prepare the good media that can be used to help students to study listening skill easier. In this research one of the newest media that can be used is web syndication podcast. The researcher will use the podcast of www.breakingnewsenglish.com.

www.breakingnewsenglish.com is one of the web syndications that provide the useful news for the world, besides as the tool for studying english as well, it contents of four language skills and american and british pronunciation. And it also as one the media that can motivate the students and reinforce some of language skills.

Besides provides the newest news using web syndication podcast of www.breakingnewsenglish.com is very easy and it has a good accurate sound, Web syndication podcast of www.breakingnewsenglish.com can be used to teach some levels of students started from the junior high school level, up to university level. In using the web syndication podcast of www.breakingnewsenglish.com is easier than using the others computer's software because to operate it, the teacher just browse the situs of www.breakingnewsenglish.com and the teacher just choose one of the news that they want to hear. And the most important things is its sound can help the student to increase their listening comprehension.

As discussed by Richard Berry (2005), podcasting is a converged medium bringing together audio, the web and portable media player, and a disruptive technology that has caused some in the radio

business to reconsider some of the established practices. And preconceptions about audiences, consumption, production and distribution.

(<http://en.wikipedia.org/wiki/Podcast>)

Based on the above phenomena, the present researcher tries to investigate about “The effect of podcast on developing listening comprehension of EFL learners for the eleventh students of *SMAN 1 Sikur* in the school years of 2013/2014?”

MATERIALS AND METHOD

This research is experimental study with a quantitative approach. Fraenkel and wallen(1993: 240) state that experimental study is one of the most powerful research methodologies, because it is the best way to establish cause and effect relationship between variables. Besides that, it is the only type of research that directly attempts to influence a particular variable.

Referring to this research, the writer chose the experimental research method because this research was related to the effectiveness of teaching techniques used as the independent variables and intelligence as the attribute variable in teaching vocabulary for eleventh students of *SMAN 1 Sikur* in the school years of 2013/2014,. The research

design used in this research was a simple factorial design. This research involved three kinds of variables namely independent variables, dependent variable, and attribute variable. The independent variable of this research is the teaching techniques. The teaching techniques are the factors of this study which are manipulated, measured and selected to know the effect and the relationship to the phenomenon investigated. The teaching techniques used in this study were podcast technique and conventional techniques. These two different techniques were related to two groups of students. In this way, the demonstrating group of students functioned as an experimental group and conventional group of students functioned as a control group.

Then, the dependent variable of this research is the students' listening comprehension of the fourth grade students eleventh students of *SMAN 1 Sikur* in the school years of 2013/2014,. The attribute variable of this study is students' intelligence. This variable is also assumed as the secondary independent variable to the phenomenon investigated. In this study the writer is interested in investigating the effect of independent variable (X) or teaching techniques on dependent variable (Y) or vocabulary, in which the relationship

between X and Y is influenced by the attribute variable (Z) or students intelligence. Furthermore, this study was conducted at the fourth grade eleventh students of SMAN 1 Sikur in the school years of 2013/2014,. Then, the research was conducted on November up to April 2014.

The population of this study was all of the fourth grade students of eleventh students of SMAN 1 Sikur in the school years of 2013/2014,. eleventh students of SMAN 1 Sikur in the school years of 2013/2014, and divided into 1 class; that was which consisted of 38 students.

The writer decided to take only 38 students (19 students for each groups for experimental dan 19 students for control group) In dividing each of the class into the group of high and low intelligence, the writer took 19 students who had high intelligence and 19 students who had low intelligence from grade of them (Experimental class). Furthermore, the writer took 15 students who had high intelligence and 15 students who had low intelligence from grade of them (Control class).

In this study, the researcher used objective tests in the form of multiple choices related to the material and the topic

provided. Intelligence test was conducted by an article that took from podcast.

The technique used in analyzing the data of this study was descriptive and inferential analysis. Descriptive analysis was used to know the mean, median, mode, and standard deviation of students' scores in writing and questionnaire answered by involving all variables of this study. In this study the researcher applied multifactor analysis of variance (ANOVA).

The Design of 2x2 ANOVA

		Teaching Techniques	
		Podcast Technique A ₁	Conventional Technique A ₂
Intelligence	High Intelligence (B ₁)	First group Students (A ₁ B ₁)	Second group Students (A ₂ B ₁)
	Low Intelligence (B ₂)	Third group Students (A ₁ B ₂)	Fourth group Students (A ₂ B ₂)

Then, Tukey test was used to know the difference between two teaching techniques and the mean score obtained is used to know which technique is more effective to teach vocabulary, whether

demonstrating technique or translation technique.

RESULTS AND DISCUSSION

As the mention above, The design of the study was experimental and the group of the samples, are : experimental group was taught Listening Comprehension by using Podcast while the control group was taught by using the conventional activity. After that, both groups were given a post test. In collecting the data, test that used was consisted of 20 questions of Multiple choice(MC) and 10 Question of dictation.

The data of the test which were in the form of the gained score was analyzed by using t-test with the significance level of $p=5\%$. It was found that the mean score of the experimental group was 66.11. Meanwhile, the mean score of the control group was 59.47. Then, the statistical computation on the gained score revealed that the t value based on the independent samples of t-test was 2.55 while the t table value at $p = 5\%$ is 2.00. It shows that the obtained t value was much greater than that of the critical one. Thus, it is clear that the difference of the two means gained score was significant. Therefore, it can be concluded that the application podcast on

students' listening comprehension achievement was much more effective than the conventional one.

Then, based on the result of this research, it is suggested to the English teachers to apply this method in the listening class. Meanwhile, the researcher hopes that other researchers can use the findings as the basic to conduct other research designs.

After knowing the histogram and polygon of each group, the researcher analyzes the normality and homogeneity of the data. The normality of the data is to know whether the sample is in normal distribution and the homogeneity of the data is to know whether data are homogeneous.

A. Data Analysis

The data, which have been collected need to be analyzed orderly. It means to answer the problems as follows: (1) *Podcast* is more effective than conventional technique to teach listening skill at the eleventh students of SMAN 1 Sikur in the school years of 2013/2014, (2) In what way does the effect of podcast influence listening comprehension of EFL learners for the eleventh students of *SMAN 1 Sikur* in the school years of 2013/2014?

CONCLUSION

Based on the result of the data analysis presented in this paper, it can be concluded that the finding of the research are:

1. Using podcast technique is better than conventional technique for teaching listening at the eleventh students of SMAN 1 Sikur in the school years of 2013/2014
2. The students having high intelligence have better in listening than the students having low intelligence listening at the the eleventh students of SMAN 1 Sikur in the school years of 2013/2014.

Based on the finding above, it can be concluded that in general Podcast technique is an effective teaching technique to teach listening. The level of student listening mastery is determined by the level of student intelligence and teaching technique.

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