

THE USE OF ENGLISH LANGUAGE TEACHING PODCAST IN TEACHING LISTENING OF STUDENTS

Ismail Sangkala, Muhammad Zia ul Haq, Fitriah Binti Sakka
English Education Department, Faculty of Teacher Training and Education
Muhammadiyah University of Makassar

ismail@unismuh.ac.id

ABSTRACT

This research is descriptive method, it aimed to give description about the effectiveness of ELT Podcast in encouraging the students' motivation in learning listening skill at Students' of Class XI MA GUPPI Samata, Gowa. The treatment in this research was giving ELT Podcast focus to dialog material for six meeting. After that, the researcher used the questionnaire to collect the data of sample to determine the motivation of students in studying listening. The instrument was questionnaire, it used to get the students' motivation in learning listening through ELT podcast. The questionnaire consisted of 20 items and they were divided into two statements; they are 15 positive statements and 5 negative statements. After doing the research, the researcher found that the students had a high motivation in learning listening by using ELT Podcast at Students' of Class XI MA GUPPI Samata, Gowa. This statement was proved by the finding of the data through using a questionnaire that showed the students' response was dominated by strongly agreed and agree there were 15 students (51.72%) chose high motivation, 14 students (48.28%) chose very high motivation and the mean score of questionnaire is 79. Based on these data, the researcher concluded that ELT Podcast is a good media that should be considered to be applied in the English classroom, because it showed a good interest on the students in learning listening.

Keywords: *English Language Teaching Podcast, Teaching Listening*

INTRODUCTION

English as a formal subject is important to study by the students from Elementary School until Senior High School. In learning English, they are four basic language skills that should be master by the students. They are speaking, writing, listening and reading. Speaking and writing involve language production and are therefore often referred to as productive skills. Listening and reading, on the other hand, involve receiving messages and are therefore often referred to as receptive skills. Harmer, J., (1992).

According to Kavaliouskiene, G., (2008:1) listening skills in language teaching have been neglected and shifted to a secondary position after speaking and writing. This is a surprising fact given that it is the skill that is most often used in communication. It is thought that about forty percent of our daily communication is spent on listening, thirty-five percent on speaking, sixteen percent on reading,

and only nine percent on writing. Yet, in spite of its critical role in communication and language acquisition, listening comprehension remains one of the least understood processes in language learning. By now language practitioners have accepted that listening skills have to be taught like any other language skills.

To overcome the problem above, applying multimedia can be one of solution as it has some advantages for improving students' listening skill. By using multimedia students not only hear the sound but also can capture the pictures, moreover by using multimedia a teacher can download native voice as a source material for teaching listening. One of the programs that can be applied is podcast program. (Juniardi, Y., 2008:2).

Podcast is a program that can be applied in learning listening. By operating podcast it can operate music, news, TV program etc. Podcast has two files audio (MP3) and video (MP4). These files can be downloading free of charge. Podcasting is an opportunity for teachers to explore new teaching styles and transform themselves into Techno-Teachers and their classrooms into Smart rooms. This digital knowledge file is revolutionizing the learning process. (Rajpal, S., & Devi, A., 2011:3).

ELT podcasts are particularly suited for listening skills, for the purpose of motivating student interest in listening to English, and providing them with exposure to native speakers' speech. (Rost, in Man, P., 2006:119).

Podcasting offers language teachers and students a wide range of possibilities for extra listening practice both inside and outside of the classroom. Moreover, podcasts enable students to practice listening in a self-directed manner and at their own pace. (Man, P., 2006:119).

Podcast is a standard digital audio and video broadcast that can be downloaded and played in mobile devices, iPhones and iPods. The term "podcast" was derived from two technologies used in media player, "iPod", and "Broadcast". Traditionally, Broadcast means getting information from Radio or Television. The two united terms identify a new technology called "Podcast". It is same as radio but there is a thin line between radio and podcast. Through Podcast listener can select his favorite program according to his convenience and listen to it. It is a user choice technology. It was initially developed around the year 2005.

a. Listening and Podcasting

Teaching listening by using podcast is possible to increase student listening comprehension as podcast provide students with authentic and contextual material and it can improve students' knowledge because they share their podcast.

Podcasting offers an ideal tool for the creative expression of knowledge preferred by today's students, and provides an exciting way for students and educators to explore and discover listening content or material. Podcasts are audio or video files that are automatically delivered over a network, and then played back on any Mac, PC, or iPod. When students create a podcast for class, they not only learn the content in a creative way, they learn 21st-century communications skills at the same time. (Juniardi, J. 2008: 3)

Podcasting allows teachers to take their students beyond traditional assignments by allowing them to include voice recordings, photos, movies, and sound effects to share their knowledge. For example, students can draft and perform scripts as a writing assignment, create a visual progress report for an ongoing project, or submit a recorded version of a science presentation.

Beare (2005:112) feels that, "Podcasting is especially interesting for English learners as it provides a means for students to get access to 'authentic' listening sources about almost any subject that may interest them. Teachers can take advantage of podcasts as a basis for listening comprehension exercises, as a means of generating conversation based on students' reaction to podcasts, and as a way of providing each and every student diverse listening materials".

ELT podcasts are particularly suited for motivating student interest in listening to English, and providing them with exposure to native speakers' speech (Rost, in Man, P., 2006:119). Stanley (2006:2) points out that podcasts offer students a wide range of possibilities for extra listening both inside and outside of the classroom: "Supplementing the (often) scripted and stilted textbook listening with the real life authentic conversations you can find on many podcasts is an attractive option for language teachers Chosen carefully, extracts can bring a range of different voices and varieties of English into the classroom".

ELT podcasts is a tool that enhances mastery of listening skills and students could be encouraged to use appropriate strategies. It also serves as a resource provider when it presents business vocabulary and expressions through authentic corporate scenarios and dialogues that go along with them. Thus podcasts could be used to supplement classroom teaching by uploading audio files and encouraging students to listen to them.

Podcasting is also a great way for teachers to deliver listening content to their students. They can distribute homework assignments, record book narration for beginning readers to read along with, or create foreign language lessons that students can review at their own pace.

RESEARCH METHODOLOGY

The method that applied in this research is descriptive method. It is aimed to examining the effectiveness of ELT Podcast in encouraging the students' motivation in learning English specially listening skill at Students' of Class XI MA GUPPI Samata, Gowa.

1. Independent variable is the use of ELT Podcast. It is the media will be used by the researcher to increasing the students' motivation in learning listening comprehension.
2. Dependent variable consists of the students' motivation in learning listening comprehension focused in learning English dialog.

The population of this research was the students of grade XI; it consists of class XI_A and XI_B of MA GUPPI Samata, Gowa, who were registered in 2012-

2013 academic year. The numbers of population was 69 students. This research applied purposive sampling technique. In this case, researcher took only one class as representative of the population. The class was Grade XI_B which is containing 29 students. In this case, the researcher chose XI_B class because:

1. Many students in XI_B class have higher motivation to study English than other.
2. The English teachers recommended me to choose the XI_B class.
3. The researcher had limit time, energy and money to conduct the research.

To find out the students' motivation, the research used questionnaire. Questionnaire aimed to finding the students' motivation in learning listening through ELT podcast. The questionnaire consisted of 20 items and they were divided into two statements; they are 15 positive statements and 5 negative statements. The questionnaire used attitude scale, they were: strongly agree (SA), agree (A), undecided (UN), disagree (D), or strongly disagree (SD).

FINDINGS AND DISCUSSION

A. Findings

The findings of this research deals with the scoring classification of students' questionnaire.

1. Scoring classification of students' questionnaire for each item

The questionnaire in this research consisted of 20 items, each items provided with five alternatives of response categories namely: strongly agree, agree, neutral, disagree, and strongly disagree.

a. Item 1: "learning listening by using ELT Podcast is interesting."

This statement is about the students' opinion about their interest in learning listening by using ELT Podcast. The students' responses to this statement can be seen in the following table:

Table 1: The Students' Opinion about Their Interest in Learning Listening by Using ELT Podcast

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	6	20.69%
2	Agree	20	68.97%
3	Neutral	3	10.34%
4	Disagree	-	0%
5	Strongly Disagree	-	0%
Total		29	100%

Table 1 above shows that most of the students were interested in learned listening by used ELT Podcast. It was supported with the empirical data where the highest rate percentage shows that from 29 students there were 20 students (68.97%) stated agree. Meanwhile 6 students (20.69%) stated strongly agree, 3 students (10.34%) stated neutral, and none of the students stated disagree and strongly disagree.

b. Item 2: “The use of ELT Podcast in Learning Listening is Enjoyable for Me”

This statement is about the students’ opinion about whether or not ELT Podcast is enjoyable in learning listening. The students’ responses to this statement can be seen in the following table:

Table 2: The Students’ Opinion about Whether or Not ELT Podcast is Enjoyable in Learning Listening.

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	5	17.24%
2	Agree	20	68.97%
3	Neutral	4	13.79%
4	Disagree	-	0%
5	Strongly Disagree	-	0%
Total		29	100%

c. Item 3: “The use of ELT podcast in learning listening is effective and creative in helping me increase my listening”

Table 3: The Students’ Opinion about Whether or Not the Use of ELT Podcast in Learning Listening is Effective and Creative.

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	13	44.83%
2	Agree	15	51.72%
3	Neutral	1	3.45%
4	Disagree	-	0%
5	Strongly Disagree	-	0%
Total		29	100%

d. Item 4: “The use of ELT Podcast can be a good alternative media in learning listening”

This statement is about the students’ opinion about whether or not the ELT Podcast can be a good alternative media in learning listening. The students’ responses to this statement can be seen in the following table:

Table 4: The Students’ Opinion about Whether or Not the ELT Podcast Can Be a Good Alternative Media in Learning Listening.

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	10	34.48%
2	Agree	16	55.17%
3	Neutral	3	10.34%
4	Disagree	-	-

5	Strongly Disagree	-	-
Total		29	100%

e. Item 5: “The Use of ELT Podcast Can Activate Participation in Learning Process”

This statement is about the students’ opinion about whether or not the ELT Podcast can activate their participation in the learning process. The students’ responses to this statement can be seen in the following table:

Table 5: The Students’ Opinion about Whether or Not the ELT Podcast Can Activate Their Participation in the Learning Process.

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	3	10.34%
2	Agree	11	37.93%
3	Neutral	11	37.93%
4	Disagree	4	13.79%
5	Strongly Disagree	-	0%
Total		100	100%

f. Item 6: “ELT Podcast is easy to use”

This statement is about the students’ opinion about whether or not the ELT Podcast is easy to use in the learning listening. The students’ responses to this statement can be seen in the following table:

Table 6: The Students’ Opinion about Whether or Not ELT Podcast Easy to Use.

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	5	17.24%
2	Agree	13	44.83%
3	Neutral	9	31.03%
4	Disagree	2	6.90%
5	Strongly Disagree	-	0%
Total		29	100%

Table 5 above shows that most of the students thought that ELT Podcast could activate their participation in learning listening. It was supported with the empirical data show that from 29 students there were 5 students (17.24%) stated strongly agree, 13 students (44.83%) stated agree, 9 students (31.03%) stated neutral, 2 students (6.90%) stated disagree and none of the students stated strongly disagree.

g. Item 7: “ELT Podcast are motivate to increase my listening”

This statement is about the students’ opinion about whether or not the ELT Podcast can motivate the students to increase their listening. The students’ responses to this statement can be seen in the following table:

Table 7: The Students' Opinion about Whether or Not ELT Podcast Can Motivate Them to Increase Their Listening.

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	8	27.59%
2	Agree	19	65.52%
3	Neutral	2	6.90%
4	Disagree	-	0%
5	Strongly Disagree	-	0%
Total		29	100%

Table 7 above shows that most of the students thought that ELT Podcast could motivate the students to increase their listening. It was supported with the empirical data where the highest rate percentage shows that from 29 students there were 19 students (65.52%) stated agree. Meanwhile 8 students (27.59%) stated strongly agree, 2 students (6.90%) stated neutral, and none of the students stated disagree and strongly disagree.

h. Item 8: "By Using ELT Podcast learning listening are more interesting"

This statement is about the students' opinion about whether or not their more interest in learning listening by using ELT Podcast. The students' responses to this statement can be seen in the following table:

Table 8: The Students' Opinion about Whether or Not They More Interest in Learning Listening by Using ELT Podcast are Increased.

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	7	24.14%
2	Agree	17	58.62%
3	Neutral	5	17.24%
4	Disagree	-	0%
5	Strongly Disagree	-	0%
Total		29	100%

Table 8 above shows that most of the students thought that the students more interested in learned listening by using ELT Podcast. It was supported with the empirical data where the highest rate percentage shows that from 29 students there were 17 students (58.62%) stated agree. Meanwhile 7 students (24.14%) stated strongly agree, 5 students (17.24%) stated neutral, and none of the students stated disagree and strongly disagree.

i. Item 9: "The use of ELT Podcast are new to me"

This statement is about the students' opinion about whether or not the use of ELT Podcast in learning process. The students' responses to this statement can be seen in the following table:

Table 9: The Students' Opinion about Whether or Not ELT Podcast are to New for Them in Learning Listening.

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	5	17.24%
2	Agree	12	41.38%
3	Neutral	8	27.59%
4	Disagree	4	13.79%
5	Strongly Disagree	-	0%
Total		29	100%

Table 9 above shows that most of the students thought that the use of ELT Podcast in learning listening is new for them. It was supported with the empirical data where the highest rate percentage shows that from 29 students there were 12 students (41.38%) stated agree. Meanwhile 5 students (17.24%) stated strongly agree, 8 students (27.59%) stated neutral, 4 students (13.79%) stated disagree and none of the students stated strongly disagree.

j. Item 10: "After following the learning process by using ELT Podcast, I fell motivate to increase my listening by using ELT Podcast"

This statement is about the students' opinion about whether or not after following the learning process by using ELT Podcast, the students are motivate to increase their listening by using ELT Podcast. The students' responses to this statement can be seen in the following

Table10: The Students' Opinion about Whether or Not They Feel Motivate to Learn Listening by Using ELT Podcast.

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	14	48.28%
2	Agree	12	41.38%
3	Neutral	3	10.34%
4	Disagree	-	0%
5	Strongly Disagree	-	0%
Total		29	100%

Table 10 above shows that most of the students thought that after following the learning process by using ELT Podcast, the students are motivate to increase their listening by using ELT Podcast. It was supported with the empirical data where the highest rate percentage shows that from 29 students there were 14 students (48.28%) stated strongly agree. Meanwhile 12 students (41.38%) stated agree, 3 students (10.34%) stated neutral, and none of the students stated disagree and strongly disagree.

DISCUSSION

The result of the data analysis the questionnaire can be described that the level of the students' motivation at the class XI MA GUPPI Samata, Gowa in studying listening by using ELT Podcast was categorized high level. It is proved the mean score is 79. The students who had high motivation in studying listening will be easy to it.

Therefore, the students of the eleventh years of MA GUPPI Samata, Gowa consisting of 29 as sample had high level motivation in studying listening by using ELT Podcast. It can be prove that from 29 samples there were 15 students (51.72%) chose high motivation and 14 students (48.28%) chose very high motivation. The researcher has inferred that the whole sample agree that using ELT Podcast are very good to motivate them in studying listening skill.

Further the known; the researcher described the variable of questionnaire items as follows:

Interest variable.

Interest variable described of interested students in studying listening by using ELT Podcast. It was proved 20 students (68.97%) stated agree. They were not bored that was proved that 17 students (58.62%) stated disagree. It is obvious that the students were interested in studying English through supplementary materials.

Relevance variable

Talking relevance variable is relevance between the materials and the students. The teacher has to be creative looking for the materials as relevant to the students. In this research found that the students understood more in studying listening by using ELT Podcast which it was proved 13 students (44.83%) stated neutral. Then, they feel more focus in studying listening it was proved 17 students (58.62%) stated agree. Therefore, the ELT Podcast is relevance with the students.

Expectation for success

With being diligent to study English, it is expected be successful in studying. The students will be diligent to study listening through ELT Podcast. It was proved 17 students (58.62%) stated agree. Therefore, the students were expectation for success in learning listening by using ELT Podcast.

Satisfaction.

Satisfaction students were very happy in studying English thought supplementary materials. It was proved 20 students (68.97%) stated agree. Besides, they got motivate to increase their listening that it was proved that 14 students (48.28%) stated strongly agree. Hence, the students were satisfaction in studying listening by using ELT Podcast.

CONCLUSION

After conducting the result about students' motivation in studying listening by using ELT Podcast at students at students' of class XI_B MA GUPPI Samata,

Gowa and based on the research finding in the previous chapter, the writer put forwards the following conclusion: The eleventh grade students of MA GUPPI Samata, Gowa mostly agree that ELT Podcast had important materials to motivate them in studying listening. It was indicated by the mean score of the questionnaire 79 which is categorized as high.

BIBLIOGRAPHY

- Abolt, et.al, 1981, *The teaching of English as an international Language al Guide*, London: Coling Glasglo.
- Brown, G, and Yule, G. 1983. *Teaching The Spoken Language*. New York: Cambridge University Press.
- Depdiknas, 2003, *Pedoman khusus pengembangan system penilaian berbasis kompetensi sekolah menengah*. Jakarta : Direktorat Jendral Pendidikan Dasar dan Menengah. Direktorat Pendidikan Lanjutan Pertama.
- Depdikbud. 1985. *Petunjuk Proses Pelaksanaan Belajar Mengajar dan Petunjuk Sistem Pendidikan*. Jakarta: Depdikbud.
- Devito, Joseph. 2000. *Human Comunication*. Hunter college of the university of New York; Mc. Millan Inc.
- Good, Carter, V. 1959. *The Dictionary of Education*. New York: Mc. Grow Hill Book Company.
- Hamalik, Oemar. 2001. *Proses belajar mengajar*. Jakarta. PT. Bumi Aksara
- Harmer, J. 1992. *The Practice of English Language Teaching (New ed.)*. London. Longman.
- Hornby, S. A. 2006. *Oxford Advanced Learner's Dictionary 7th Edition*. New York, Oxford University Press
- Jasmin, M., 2002. *Using Native Speaker Recording to Improve Students' Listening Comprehension*. Thesis, FBS UNM Makassar.
- Kaplan-Leiserson, E., 2005, *Trend: Podcasting in academic and corporate learning*. Learning Circuits.
- Marcus, Marle. 1997. *Diagnostic of Teaching the Language Arts*. New York. Wilei and Song Inc.

- Mason and Bramble. 1978. *Understanding and Conducting Research*. New York: Mc Graw Hill Inc.
- Petty, W. I. and Julie M. J., 1980, *Developing children's language*, Boston, Allyn and Bacon
- Pierce, Ioraines (1983). *Teaching strategies for Developing oral language skills*, English language teaching forum volume (XX VI P.13-15)
- Riduwan and Akdon. 2007. *Rumus dan Data dalam Aplikasi Statistika*. Bandung: PT Alfabeta.
- Rost, M. (1991). *Listening in action: Activities for developing listening in language teaching*. Englewood Cliffs, NJ: Prentice Hall.
- Underwood, Mary., 1989, *Teaching Listening*. New York. Long Man Inc.
- Walter, O.M, and Scoot, R. L. 1979. *Thinking speaking* , New York. MC Million Publisher.
- Zuriah, N. 2005. *Metodology Penelitian Sosoal dan Pendidikan*. Malang. Bumi Aksara