

**TEACHING LISTENING USING PODCAST OF EIGHT GRADE  
STUDENTS IN SECONDARY SCHOOL**

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**Abstract**

The research is to describe the teaching listening conducted by teacher to the eight grade students of secondary school. It is conducted to know how the teaching listening implemented by teacher such as the material that the teacher used, the media that teacher used, the technique that teacher used, the problems and solutions were faced in the implementation of teaching learning process.

The researcher used descriptive qualitative to analyze the data. the researcher collected the data by observing teaching learning process, conducting the interview, and documenting some important data that support to this research. The data were collected from interview script, field note, syllabus, text book, and lesson plan. The techniques of analyzing data were reduction the data, data analysis, presenting the data, and drawing conclusion. The subject of this research was the English teachers of secondary school. The object of this research focuses on the process of teaching listening to the eight grade students.

Keywords : listening, listening comprehension, podcasting media

## INTRODUCTION

Listening is one of the important skill that should be mastered because it helps students to improve other English skills.

In the daily life, people listen more than they read, speak or write. According to the School-Based Curriculum (SBC), listening is the language skill that should be mastered by students. In the Standard of Competence and Basic Competence of the Junior High School, the students are expected to have good ability in comprehending and responding to the spoken language such as intrasactional or interpersonal conversation. In this case, listening is an important skill and urgently needed in comprehending and responding to the spoken language.

However, it is not easy for English teachers to teach the students to reach the primary goal. It can be seen from the scores of their exam. Many of them failed to meet the minimum standard score. It happens because they are unable to listen to the English text well in the class. When they can listen to the sentence, they

sometimes fail to write what they hear.

Some of them even fail to find the main idea and also some supporting ideas or details from the recording. According to the previous research finding. The first, a study was done by Kavaliauskiene (2008). The aims of this study are to examine the challenges that students face in listening to various authentic English podcasts and analyze learners' self-assessment data for improving listening skills.

The intended outcome of the study is to formulate the tips for good practice in perfecting listening skills. The participants in this study are students of different specializations who study English for Specific Purposes at the Faculty of Social Policy. The result of that study is there is an opportunity for raising language awareness by employing podcasting which allows learners to carry out homework assignments at their own pace and under non-threatening conditions.

The second study was done by Edirisingha, Rizzi, Ming Nie and Rothwell (2007). This study is aimed at a report's findings from research into the benefits of integrating podcasts into a first-year undergraduate module on English Language and Communication. The study describes the teaching and learning context and how the podcasts were integrated as part of the blended learning delivery. The result of this study is podcasts can be a useful addition to the range of tools available. Data analysis of the study showed that podcasts were successful in supporting students' preparation for assessed work, providing significant advice on portfolio and presentations.

The third study was done by Morris (2010). The aim of this study was to combine podcasts of lectures with mobile assessments (completed via SMS on mobile telephones) to assess the effect on examination performance. The trial group was given access to podcasts mobile formative assessments for

lectures on the module. Towards the end of the module, all students on the module completed a 'mock' examination of the material in the lectures. The results of this study indicate that providing supporting resources does have a positive impact on student performance.

From those previous studies, this research is different. The research will be conduct to junior high school students grade VIII that have the different background with those previous researchers. The research also has not to combine between podcast of lectures with mobile assessments. The treatment does not use as homework. Furthermore, the study of this research is using podcasts to improve students' listening skill.

To overcome those problems, it is important for the teacher to find a new learning media in the listening teaching to help the students to be more active in the learning process. There are many kinds of learning media in teaching listening. One of them is using podcasts.

According to Anna (2010), a podcast is an audio file made available on the internet. It is a combination of two words broadcasting (the term used for the transmission of television and radio and iPod ( a well known portable media MP3 player developed by Apple Computer Inc.) The term 'podcast' was first coined in 2004, and it is defined as an internet audio publishing. The audio recording is designed to be downloaded and listened to on a portable MP3 player of any type, or on a personal computer. Different from other audios, podcasts are delivered online automatically via a website. Those offers language teachers and students a widerange of possibilities of extralisting practices both inside and outside the classroom.

Using podcasts is a good way to develop students' listening skill. According to Constantine's journal (2007), one innovative usage of podcasts is to have a student listen to podcasts and read along its transcript. Then the student will make a recording of the material on a cassette

tape and turn it into the teacher along with a written journal. The teacher then listens to the student's recording and gives appropriate feedback to the student. This type of activity helps the students to develop fluency in reading, to improve pronunciation, to acquire new vocabulary words, and to perfect listening skills.

Podcasts are created by former MTV VJ Adam Curry. Those are a term that was devised as a way to describe the technology used to push audio content from websites down to consumers of that content, who typically listen to it on their iPod or other audio players that support MP3 at their convenience. It is available on the Website broadly into two types: "radio podcasts" and "independent podcasts." Radio podcasts are an existing radio program produced by BBC (British Broadcasting Corporation) and RTHK (Radio Television Hong Kong). Independent podcasts are a Web-based podcast produced by individuals and organizations. Those are the type of podcasts which has huge potential for

ELT because this can fulfill the needs of different learners. Those can be created by learners themselves, and of free and user-friendly sound recording and editing software such as Audacity, and to MP3 players and increasingly the iPod becoming an electronic gadget owned by every teenager. Students are expected to be more interested in having a listening class by using a podcast. They are also expected to have more opportunities to practice listening, which in turn will make them attend the listening class. Based on previous study about podcast have been done by some researcher, there is not yet a research about How can podcast be implemented in Listening Class ?

The objective of the study is expected to describe how can podcast media support the student's listening comprehension.

## **METHOD**

This item presents what design used in conducting the research. The design of this research is qualitative research. Qualitative research, in contrast focuses

on understanding social phenomena from the perspective of the human participants in the research. Descriptive qualitative research is a study designed to obtain information concerning the phenomenon (Ary, 1985: 325). According to Moelong (2006:5) descriptive research is a method of research which trying to picture out and interprets the objects as in the fact. So, in this research descriptive research is conducted in the purpose to describe systematically about the fact and characteristics of the subject accurately.

The researcher uses descriptive design in this research because this research is focused on a certain phenomenon in the school environment. In this case the phenomenon is the activities of teaching and learning English. This research also does not need to give the treatment to the object of the research. Then, the researcher observes and describes the phenomena as in the fact as clear as possible without manipulation. Therefore, the appropriate design can be

used in conducting this research is descriptive research. The design consists of two stages. The first is observation to the teacher and the student. The researcher observes the class the school condition and teaching learning process. The second stage is doing the interview with the English teacher. This interview happens after the researcher doing the observation. In this process the interview the researcher ask detail about the strategies that he used for his teaching.

## **FINDINGS AND DISCUSSION**

Based on the observations of researchers in this class, if the teacher uses English to convey the material, many students do not understand the material. It means students are weak in understanding the words used by the teacher to convey the material from English song. Besides that, the effects can be caused from students do not understand the words from the lyric that is when the teacher gives some examples of song and then students imitate the spelling the words, it means

the students are also weak because students have difficulty in listening song so it must be repeated several times until students are able to answer the blank lyric correct. In this case, the researcher shows observations about how teachers help students understand material in listening class. First, the teacher gives students the opportunity to ask questions about the difficulties they experience. But in this class, students do not take advantage of the opportunity well but students choose not to ask even if they experience difficulties. However, for the teacher practice, how to pronounce the correct vocabulary gets a score of five because Mrs. Y gives examples of the answer script.

After the teacher understands the podcast application for listening learning, the teacher starts trying to teach students so that listening lessons can be understood by students. Because in this application is presented by completing song lyrics, paragraphs, and etc-. And for the paragraph used in this application is a

paragraph relating to the daily lives of students, so students can understand the contents of the reading or paragraph that is heard through this media and can easily answer the questions given by their teacher.

In the discussion, the writer divides into 2 chapters consist of the implementing podcast in listening class, student can incomplete the listening song and answer script. And media in teaching listening As had been stated before, the implementation of using podcast successfully improved the students' listening class and performance the English teacher. It's in line to Sumarni (2013) say that Learning English with podcast is fun, podcast is flexible, learning with podcast improves listening and speaking skills, podcasts are a useful tool for language learning. Student's I think that the simplicity, various content and easy access made learning with podcast comfortable, lead him to become an independent learner, and motivated him to learn English. He further added

that podcast should be applied for listening and speaking class and even replaces the textbook since the materials are more interesting. Like student showed that learning English with podcast is fun, motivated, as podcast made available to learn from audio which is more interesting and ease her in learning English. Podcast has a lot to offer, knowledge about other culture, people, and job, which broaden her mind, and motivate her to learn English better and feel what the podcaster feel's and see what podcaster see. I'm get motivated to learn English with podcast because basically I loved learning, so I usually traditionally will learn to read. But, because of podcast we can learn from audio and it's more interesting".

"I do enjoy to learning by using podcast because the first reason is I can learn to it in anytime and anyplace and then I also can repeated whenever I want, also I see from the speaker they have good intonation, and what we call, accent, the tone, and then you can also have the

script if you don't understand" (interview another student).

Although she admitted that sometimes she encounters difficulty and feels stuck when the script is not available. For her, the script helps a lot to review the material and overcome the difficulty in understanding new vocabularies.

Strongly believes that podcast made her speak English better as it allows repetition and imitation. Student A and C feels that learning with podcast bring the learning situation that made them relax and reduce stress, where the materials are not difficult, and formal, but it reflect on real world. They further added that podcast help in terms of pronunciation as it provide the best model of English, as the podcasters are native speaker and help her in understanding the words in real life.

Furthermore, student D stressed out that she need a relaxing situation to learn English in order to get the knowledge, she need to feel relax. According to student D, listening to podcast is like

listening to radio which is relaxing and no pressure were given to her. Moreover, she feels more comfortable as she can learn English without feeling rushed like she would have if she was in the classroom and podcast ease tense situation in learning as it an enable her to learn English outside the classroom.

"I need the relaxing situation, enjoyable situation to learn English because to get knowledge we need to fun and enjoy with the situation" (student D).

From the above quotes, it is clearly showed that learning English with podcast bring no pressure for student D, and it made English easier for student D to understand and get to know many new vocabulary that she hardly heard before. Student J expressed her enjoyment from learning with podcast as stated:

"The podcast speaker delivers the materials with tone and rhythm that make me enjoy learning English" (student J).

"Podcast presents English learning situation with fun, in other media the



most of the learning situation is really serious” (student J).

The questionnaires result showed that 9 students (45%) feel relax learning English with podcast since they can learn anywhere they like or outside the classroom, and 7 students (35%) found that learning with podcast is like listening to radio without any pressure. Among 20 participants, 13 students (65%) feel comfortable in the process of learning English with podcast since they can learn without feeling being rushed like they would have in the classroom. All students agreed to recommend podcast as a media to learn English, they even this indicate that they felt enjoyment learning English with podcast.

Flexibility is one of the characteristics that podcast had. Flexibility in terms of time and space where learner takes control is important in learning. All students enjoy learning English with podcast since they can learn English wherever and whenever they like, choose whatever topic that they interested. There

are 9 students who like to learn English with podcast since they can learn English whenever and wherever they want. Below are students’ comments regarding flexibility of podcasts for learning English.

“Very effective. For example, before I know much about podcast, I have the problem especially for my listening and speaking skill, but after I use podcast, my listening and speaking are still sharpened and podcast is a good tool because I can use it everywhere and whenever I want” (student J).

Student I like to learn English with podcast in his leisure time, while doing other activities like jogging and cooking. Where he doesn’t want to waste his time. The first time student I listen to podcasts, he thought that he will have a problem since he knew his English ability, but he keep repeating and play the podcast again and again until he get accustomed with the materials. What student I like most from podcasts are its easy access, you can have a lot of information in one place,

portable, where compare to the textbook which is too heavy to bring. Furthermore, student I added that learning English with podcast is very effective, as stated below:

“Very effective. For example, before I know much about podcast, I have the problem especially for my listening and speaking skills. but after I use podcast, my listening and speaking skill are still sharpened and podcast is a good tool because I can use it everywhere and whenever I want” (student I).

Nine students like to learn with podcast since they can learn English whenever and wherever they want. Podcast flexibility provides opportunities for students to be an independent learners as podcast offer complete materials and information, where students can learn independently without any instructors or teachers. Below are students’ comments regarding podcast flexibility:

“Effective, for time and place. I can play it whenever and wherever I like” (student H). “Podcast is effective because you can download it, store it and play it later, not

right away, where you can still listen to it” (student D). “Very effective, as I can play the podcast whenever I like, when I want to learn. I just play the podcast and listen to it” (student E). From the above result, it can be concluded that students like learning English with podcast due to its flexibility, where learners take control, and can learn at their convenience time.

All students agreed that podcasts bring benefits for language learner. From the interview and questionnaires result, it can be indicates that all students realized that podcasts are a useful tool for language learning. Increase students’ self confident, increased vocabulary, lead students to be an independent learner, motivate students to learn English, and change attitudes towards English language itself. From the interview result, it can be seen that 10 students felt more confident about their speaking as podcast made them familiar with spoken English which is useful in their daily communication.

Language learning influence by many factors: one of them is positive attitudes. Attitudes is one of the key predominant factors for success in language learning. Attitudes & motivation influence how well someone learns second language.

The use of podcast can assist this aspects since podcast had been told by student I that he found that learning with podcast increased his interest in learning English, because he can learn English without any pressure like he had in the classroom, where there are a lot of task must be finished in a hurry and his friends sometimes underestimate his skills. Student C then felt afraid to speak English because of the situation in the classroom. Then he becomes silent and passive, as he afraid of making mistakes, afraid that his friends will judge his pronunciation. But after found that learning with podcast is fun, relax, and no pressure were given, idioms, phrases, easy access, various interesting topic, can listen while he's doing his activities, like jogging, student C become motivated to

learn English. He doesn't want to waste his time, he always listens to podcast in his leisure time. At present, student C found that his listening and speaking ability improving significantly by learning with podcast. He also added that podcast elevated his vocabulary. This showed that when student I interested in learning English with podcast, he become motivated to learn English better.

This changed student I attitudes. He got motivated to learn English better, and that made student I listen to podcast regularly, which here indicate the importance of attitudes. As we know, attitudes have three interrelated components, namely: cognitive aspects, affective, and behavioral. As had been showed by student I, when he had a good feeling towards podcast for learning English, student I believed that podcast had improved his listening and speaking skills, he took an action by listen to the podcast regularly. That is why attitudes is one of the key predominant factors for success in language learning.

Student I expressed the benefit of using podcast for learning English had been found positive, such as: relax, no pressure, less anxiety. Anxiety can have a negative effect on the language learning process (Mac Intyre & Gardner, cited in Brown, 2007, p. 162). Further Spielberger (cited in Brown, 2007, p. 161) added that anxiety plays a major affective role in SLA. Research result by Gregersen (cited in Brown, 2007, p. 163) shown that anxious learners made more errors and corrected themselves more than less anxious learners. To have a motivation from within is important for learners in language learning (Deci and Flaste, 1996, cited in Griffiths, 2008, p. 21). People motivated because they discover the value of reading, they meet the need of exploration, stimulation, knowledge, self-esteem, autonomy and they do so. When students have positive attitude towards English language, then a desire to understand will arise and understand with the language. According to Gardner and Lambert, that was found

to be significant correlate of success (cited in Griffiths, 2008, p. 20).

## **CONCLUSION**

Based on the research findings in Chapter IV, it can be concluded that the result of this research was satisfying. This research was successful in the effort to improve the students' listening skill through podcast supported by some other actions such as correcting the word spelling, giving the students rewards, applying some listening assignments, etc. After conducting the research at SMP Islam Rengel, the researcher concluded that podcasts could improve students' listening skill. It could be seen from the improvement of students at each meeting. The English created some fun activities using podcasts for the students. During the teaching and learning process, she often used the audio podcasts to motivate them in learning listening. In addition, she also completed the audio with varied assignments, so they did not get bored.

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