

DESIGNING PODCAST FOR STUDENTS: A PROTOTYPE FOR TEACHING ENGLISH IN LISTENING CLASS

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Abstract

In the context of language education, listening is recognized as the first skill that learnt by the students in the EFL classroom. However, some problems are commonly found in the process of learning to listen the material in form of English. Students are usually less confident and often confuse to start to listen the material in the EFL classroom. To minimize this problem, this study is aimed at discovering alternative tool in learning listening material by using Podcast. Four instruments were chosen to reveal students' listening skill, they were: direct observation, questionnaire, interview and test. Direct observation was conducted three times, Likert Scale with five options was applied for questionnaires, close interview was conducted at the end of teaching learning process and the tests were conducted to check the students understanding of the materials. Moreover this research used one class in the third semester of English department in Untirta. The result of this research showed two things. First, there was effectiveness of using Podcast in the laboratory, since it has high score, for normalization gain score and the students finally had nice and good communication in the laboratory, the students have many time to download, listen, analysis and discuss the materials from Podcast with their team, out of the laboratory before they came to the laboratory. Second, there were good responses from the students since they got many advantages after using Podcast as the tool in the listening class, by applying podcast in the listening class. It started since the students were allowed to download, listen and give comments in the web blog about materials in critical listening from www.critical listening Podcast 2016.word press. Finally, by using Podcast, the English teacher also help the students to build their interaction skill and students' self-confidence to improve their critical listening.

Keywords: Critical Listening; EFL Classroom; Podcast

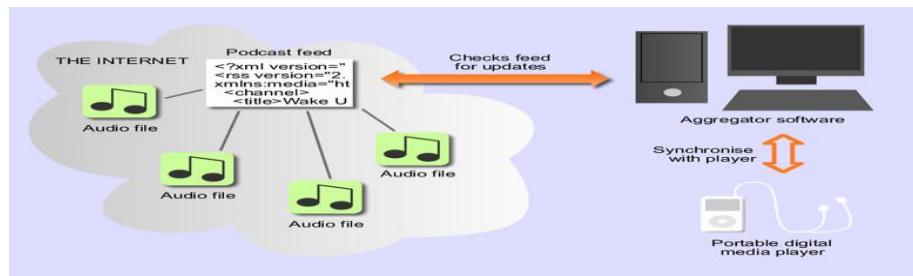
INTRODUCTION

Listening, it is the skill which is acquired and mastered by learners for the first time, and the other skills follow afterward. Saricoban (1999) cited in Nomass (2013: 112) defines listening as a principal language skill. Through listening people can acquire a large portion of their education, their information, their ideas, and their understanding of the world. As an input skill, listening plays a vital role in student's language development. Through listening, learners can build an awareness of the interworking of language systems at various levels and thus establish a base for more fluent skills (Keihaniyan, 2013, p. 132).

Podcasting is the preparation and distribution of audio files using RSS to the computers of subscribed users. These files may then be uploaded to digital music or multimedia players

like the iPod. A podcast can be easily created from a digital audio file. The podcaster first saves the file as an MP3 and then uploads it to the Web site of a service provider.

Picture 1. The Process of Using Podcast



In addition, Pathan (2012: 33) states the use of Podcast also gives students the opportunity to enhance language learning by bringing in the real world. Digitized speech and video, offered by the use of computer, can also be highly effective for developing this important language skill, listening skill. Pathan says that using Podcast with internet, also has plenty of benefits for developing listening.

From the explanation, it can be said that when teacher is in the process of teaching listening, he or she should consider those tools and know which tools that can be used to help and applied in the laboratory in the listening class.

In relation to the research background above, the formulation of the problems are:

1. Is there any effectiveness of using Podcast in enhancing students' listening comprehension in the listening class?
2. How is the students' response of using Podcast for enhancing students' comprehension in the listening class?

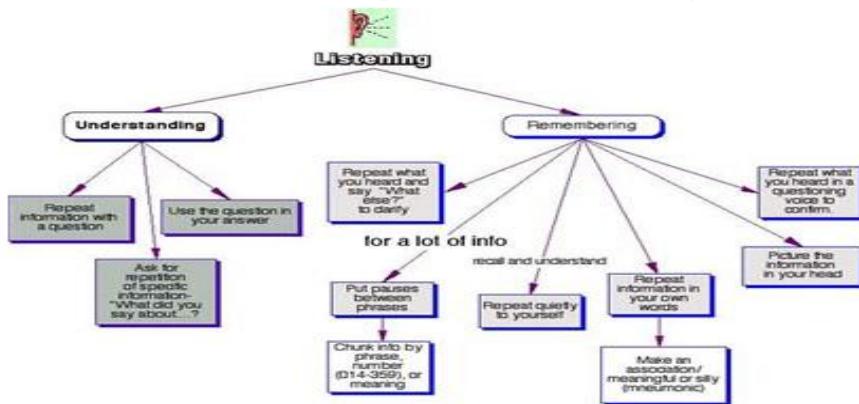
THEORETICAL FRAMEWORK

A. Characteristics of Good Listening Material

There are some characteristics of good listening materials that will be suitable for the students, they are:

1. Materials should be learning-centered rather than teaching-centered. They should focus on helping students to develop their own strategies for learning.
2. Materials should be creative. They should provide stimulating activities to focus students' attention on the things to be learned.
3. Materials should be interesting. They should be related to students' interest. Moreover, there should be a variety of text type and activity types in the materials to motivate the students' interest in writing.

Picture 2. The Implementation of Listening



B. Definition of Podcast

Podcasting (a portmanteau of the words iPod and broadcasting) is the name given to the publishing of audio (usually mp3 files) via the Internet, designed to be downloaded and listened to on a portable mp3 player of any type, or on a personal computer. Podcasting has now become popular as an alternative way of providing '*radio*' type content that can be listened to whenever, wherever and as many times as the listener wants.

C. Kinds of Podcast in the teaching learning process

There are various types of podcasts you can use with your students:

1. Authentic podcasts

Podcasts that are not aimed at ELT students can often be a rich source of listening.

2. Teacher podcasts

Produced by teachers, often for their own classes, these podcasts are usually aimed at helping students learn by producing listening content that is not available elsewhere, or that gives a local flavor.

3. Student podcasts

Produced by students, but often with teacher help, your students can listen to these and experience the culture and hear about the lives and interests of other students from around the world.

In this research, it was focused on teacher podcast that used in the language laboratory, especially in the critical listening class. The researchers applied Podcast as the tool to teach listening skill for students and the Podcast could be accessed and downloaded from certain website.

D. Definition of Prototype

Prototyping is an attractive idea for complicated and large systems for which there is no manual process or existing system to help determining the requirements, taken from <http://istqbexamcertification.com>.

The requirement in this research context was the needs of students to have tools in learning

English, especially in the listening class. Then, in this research, it used paper prototype. Since in this research, it used smartphone, word press and the students could hear the material out and in the laboratory and portable, too.

RESEARCH METHODOLOGY

1. Research Approach

In order to meet the purpose of the research, the researchers used mixed methods (both qualitative and quantitative), which specifically took Current Triangulation Design. According to (Creswell, et all. 2003: 64), current Triangulation design is a phase design in which researchers and with equal weight.

For the quantitative method, the researchers used one- one pretest – posttest design. The design's pattern can be presented as follow:

T1 X1 X2 X3 T2

T1 : Pre Test

X1 X2 X3 : Treatments

T2 : Post Test

(Adapted from Hatch, et al. 1982: 24)

The researchers computed the average score of the pretest and posttest. In order to see the effectiveness of using Podcast on students' listening comprehension in the listening class. Then to analysis gain score normalization $\langle g \rangle$, it was calculated for knowing its effectiveness given. This test used SPSS 20.0 for windows and Microsoft Excel 2010. After got the score, it was calculated in order to get its gain score, with this formula:

$$g = \frac{\text{Pos Test} - \text{Pre test}}{\text{Maximum score} - \text{Pretest}}$$

(Hake, 1999)

After that, it continued by checked to the criteria whether it has high, average or low criteria.

According to Meltzer in Karinaningsih 2010:43, there are several criteria for gain score $\langle g \rangle$, they were:

Table 1

Score $\langle g \rangle$	Criteria
$0,70 \leq n \leq 1,00$	High
$0,30 \leq n < 0,70$	Average
$0,00 \leq n < 0,30$	Low

For the qualitative method, the interview, direct observation and questionnaires be

involved to strengthen data. The researchers took a role as a teachers and include observers as well in the researchers' class. So, the researchers directly followed and observed the teaching learning process.

2. Source of the Data

Data within this research was taken from the students' work on listening class which is assigned in a group project. The students are those from the third semester of English Education Department of Sultan Ageng Tirtayasa University in the critical listening class.

3. Research Instruments

Within this research study, direct observation, questionnaires, interview and tests were the instruments. This means that the researchers used those instruments in order to have maximum result in this research.

4. Research Sampling and Data Collecting Procedure

Research sampling taken from a class in the critical listening, the consideration were the students have lowest scores than other classes. It was proofed from the previous final score in the previous lecture in the listening class.

Data within this research was collected through the following data collecting techniques:

- a. Direct Observation and correction towards the students' work on listening class

Direct observation was conducted in the teaching learning process by the researcher. The field notes were used to write down activities in the teaching learning process.

- b. Questionnaire

The questionnaire was given in the middle of conducting this research. It consisted of two parts. First part was about Podcast and the second part was about cooperative learning. Questionnaires was analyzed by using Likerts Scale. Total of the questions were 20 items that consists of five options they were: Strongly Disagree, Disagree, Uncertain, Agree and Strongly Agree.

- c. Interview

The interview was given after the teaching learning process and it consisted of 10 questions. The questions written in English.

- d. Test

The tests were given after the students listened the materials in Podcast. The first test was given after several meetings, in the middle of the teaching learning process and the second test was given at the end of the last day in the teaching learning process.

FINDINGS

During the period of program development web-blog critical listening 2016- Podcast. wordpress.com has been developed including its podcast material. The materials for the podcast were gained from www.bbc.co.uk. The materials were divided into 10 major topics, i.e. Bjork Special, How to Stay Fit for Holidays, Healthy Snacks on the Go, Develop a Healthy Relationship with Uncertainty, Apprentices - Stereotypes, Girls advocate for girls' education and gender equality, Educations Brings Peace, Outdoor Education, Hellen and Olly's Required Listening, Proms.

To conduct and support the teaching and learning process the syllabus for listening course has been developed. The materials provided in the web-blog were targeted to be carried out within 16 meetings, including the test. Related to the topics, usually one topic was made for one session/ meeting. However, there were two meeting used to discuss 4 topics, since there were correlation among the topics. Then, the syllabus for listening course is as enclosed in this paper.

A. Direct Observation

Direct observation was conducted three times. It was conducted in order see the activities and progress of the students as the participants in this research. It was conducted during the teaching learning process started from the beginning until the last minutes. There were 20 items in the observation's sheets. The contents of direct observation were about podcast, listening class and cooperative learning. Direct observations were conducted started from the beginning until the teaching learning was ended.

B. Questionnaires

In answering the problem of this study, questionnaire of participants' response were employed. The questionnaire had 20 items and used 5 options, they were: Strongly Disagree, Disagree, Uncertain, Agree and Strongly Agree. The Items were developed to gain participants' response and opinion regarding the use of podcast in critical listening course. This questionnaires has point for the highest option (Strongly Agree) 5 points and for the lowest option (strongly disagree) has 1 point. This questionnaire used SPSS 20.0 for windows and Microsoft Excel 2010.

Table 2 - 4. Statistic

Statistics							
	V1	V2	V3	V4	V5	V6	V7
N	Valid	33	33	33	33	33	33
	Missing	0	0	0	0	0	0
	Mean	4.03	4.03	3.82	3.88	3.79	3.88
	Median	4.00	4.00	4.00	4.00	4.00	4.00
	Mode	4	4	4	5	4	4
	Std. Deviation	.467	.637	.882	1.023	.696	.857
	Minimum	3	3	2	1	2	2
	Maximum	5	5	5	5	5	5
	Sum	133	133	126	128	125	128

Statistics							
	V8	V9	V10	V11	V12	V13	V14
N	Valid	33	33	33	33	33	33
	Missing	0	0	0	0	0	0
	Mean	4.24	4.52	4.27	3.94	4.15	4.24
	Median	4.00	5.00	4.00	4.00	4.00	4.00
	Mode	4	5	4	4	4	4
	Std. Deviation	.614	.667	.452	.429	.755	.561
	Minimum	3	3	4	3	2	3
	Maximum	5	5	5	5	5	33
	Sum	140	149	141	130	137	140

Statistics						
	V15	V16	V17	V18	V19	V20
N	Valid	33	33	33	33	33
	Missing	0	0	0	0	0
	Mean	4.09	4.00	4.09	3.79	4.12
	Median	4.00	4.00	4.00	4.00	4.00
	Mode	4	4	4	4	4
	Std. Deviation	.579	.791	.459	.740	.600
	Minimum	3	2	3	3	3
	Maximum	5	5	5	5	5
	Sum	135	132	135	125	136

C. Interview

The interview session was conducted on October 12th, 2016. The questions for this interview session was consist about 10 questions. The content of questions in interview session were about podcast in the listening class in form of its advantages and disadvantages in the

listening class and students' projects by putting the students in the group discussion. Then, in order to get clear data from participants' answer, the questions and answer were given in form of Bahasa Indonesia. But related to the conclusions from the interview session, it was written in form of English. The interview session was conducted in the classroom and helped by some students that also as the members of this research.

D. Test

The test was conducted two times in the laboratory. The functions of the tests were to see about the students' comprehension related to the materials given through podcast. Each test consist of 10 questions, 5 questions in form of multiple choices A, B, C and D and 5 questions in form of True or False.

In order to get the calculation, the researchers used SPSS and Excel 2010 and got its scores for seven items, the researchers continued to calculated for its gain normalization score, and the score was 0.71 It means that the tests has high criteria since the criteria for average score was $0,70 \leq n \leq 1,00$

Finally, from the explanation above, it could be concluded that the Podcast has effectiveness in enhancing students' listening comprehension in the critical listening class.

Table 5. Statistics

Statistics		
	Pre Test	Post Test
N	36	36
Valid	3	3
Missing		

Statistics		
	Pre Test	Post Test
Mean	7.86	9.47
Std. Deviation	1.150	.774
Variance	1.323	.599
Range	4	3
Minimum	6	7
Maximum	10	10
Sum	283	341

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Pre Test	36	7.86	1.150	.192
Post Test	36	9.47	.774	.129

One-Sample Test						
	Test Value = 0				95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Pre Test	41.006	35	.000	7.861	7.47	8.25
Post Test	73.420	35	.000	9.472	9.21	9.73

DISCUSSION

This research was conducted started September 6th, 2016 – October 13th, 2016. It means, this research was conducted for 6 weeks.

A. Direct observation

When the first time the researchers conducted and introduced the podcast in the listening class, on Sept 13th, 2016, there were many questions from students, such as: What about the internet access? What we should after we download the materials?

Then, in the second direct observation, on Tuesday September 27th, 2016, the students felt enjoy after they download the materials. We have class discussions that run smoothly, since the students have download the materials from podcast. And started to listen the materials, everywhere and anywhere. As long as they brought their smartphone and it has data pulse. Moreover, in order to check and recheck about the materials that downloaded and heard by the students, they gave comments in the podcast.

In the last direct observation, that conducted October 4th, 2016. Students could have better comprehension about the material in the critical listening, class run more smoothly. There were interesting class discussion.

So, based on the explanation above students felt enjoy, happy and they were able to download and listen the materials from the podcast. They were able to listen the materials and discussed them with their friends in the team.

B. Questionnaires

There was a purpose of giving questionnaires sheets to the students, it was to check about the responses from the students about the material in the podcast and also the use of cooperative learning in this research. The questionnaire's sheets was distributed on Tuesday, October 4th 2016. There were 33 students who participated in this session.

In the first part of questionnaire, it contain about the use of using Podcast in listening class. The first question, there were 26 students (78.78%) agree that they love doing their

English project in group from the podcast. The second question, there were 20 students (60.60%), agree that English listening class was fun when they learnt it from Podcast with their friends. For the third question, there were 16 students (48.48%) agree that doing listening English is difficult and boring when they have to do it by themselves. Next, the fourth question there were 11 students (48.48%) strongly agree that they project was difficult when they have to do it by themselves. The fifth questions, there were 22 students (66.66%) that agree were felt confidents about their listening project when they work in a team and listen the material from Podcast.

Question number six, there were 18 students (54.54%) agree that they like to share the material from Podcast with their group. Questions number seven, there were 25 students (75.75%) agree that they like to listen it from Podcast and discuss it with their team. Question number eight, there were 19 students (57.57%) agree that learning English was important especially when they learnt it from Podcast and with their team. Question number nine, there were 20 students (60.60%) strongly agree that learning English was important for getting a good job. Question number 10, there were 24 students (72.72%) agree that learning English is important to improve their knowledge especially when they used Podcast.

The second part in the questionnaire, it contains about cooperative learning. For the first question, there were 27 students (81.81%) agree that they liked to work in a team. Second question, there were 17 students (51.51%) that agree since they got many input from other students when they worked in a group. The third question, there were 21 students (63.63%) that agree when they could share the ideas and opinion with the other students in their team. The fourth question, there were 25 students (75.75%) agree that they helped other students with their problem especially in listening project. The fifth question, there were 22 students (66.66%) agree that they had good interaction with their cooperative learning team.

Question number six, there were 16 students (48.48%) agree that they had motivation in order to attribute success with their group. Question number seven, there were 26 students (78.78%) agree that they liked to discuss about the material with other students. Question number eight, there were 14 students (42.42%) that agree about the students liked to work in heterogeneous group member. Question number nine, there were 21 students (63.63%) that agree every students has equal opportunity to be success in their group. The last question, there were 19 students (57.57%) agree that they got many advantages when they worked in a group.

So, based on the explanation above, it could be concluded that most of the students were agree that they got many advantages after they download, listened and discussed the materials from Podcast with their team. And also, they were happy to work in a team since they were able to share the material and its information from Podcast. Finally, it can be stated that there were

good response since that most of the students were agree that there was effectiveness of applying Podcast in the listening class and students were agree when they have to work for their projects in a team.

C. Interview

In interview session, there were 37 participants that interviewed. This interview session was supported by some students. This interview session was conducted in form of Bahasa Indonesia, in order to avoid misunderstanding about the questions given. But when the researchers made the conclusions about the interview session, it was made in form of English. In this interview, # S.19, she said that she got many new vocabulary and like to hear the material from Podcast. In form of cooperative learning, she like to be putted in a team that consist of several student. Since she was able to share her point of view, ideas, and information. Moreover she did not mind when her team consist of several students that have different level of knowledge. Then, it has same opinion from #S.23, although it was the first time for her to download and listen the listening materials from podcast. Podcast was a new thing for her, in learning English especially in listening class. Related to the cooperative learning, she felt enjoy, happy and got many advantages after listening the materials from podcast and shared it in the team.

So, in conclusion, almost the students as the participants in this research were felt happy, enjoy, and got many advantages from podcast that applied in the listening class. Moreover, related to the cooperative learning that applied in the listening class, the students did not have problems with it. Since they were able to communicate, work together and got many information related to the information from the podcast in the listening class.

D. Test

The test was conducted two times in this research, in order to see the students' comprehension about the materials in the podcast and to see the effectiveness of using Podcast in the critical listening class. The questions were taken from two materials, they were: How to Stay Fit for the Holidays and Girls Advocate for Girls' Education and Gender Quality. They were 20 questions for two tests that conducted in this research. The highest progress in form of score was from #S. 10 and #S.31, it was 4 points. Student who has the same score, from the first and the second test was #S.36, she got 10 as her score.

After the score test was calculated, and continued to see the normalization gain score since it used to see the effectiveness criteria of using Podcast in the listening class. Then, the result was high, since the score divided into numbers of student, it means 23.58 divided with 33 students, and result was 0.71. It means that there was effectiveness of using Podcast in the critical listening class and it answered the first research question, too.

In conclusion, by using podcast in the listening class, the students easier to understand the material, it was mobile media since after podcast was download and installed in their smartphone, the students were able to hear the materials everywhere and any time.

In line to the group projects, there was one group project that given in this research. The basic ideas was material from Girls advocate for girls' education and gender equality. Then, there were ten group discussions that deliver their point of view and opinion about the questions given: What do you thing about empowering and giving good education and scholarship for women in Indonesia? Most of the students were agree to that things since education is very important nowadays. Empowering and giving scholarship are solution to make Indonesian's women have better position in the family, society and also as a citizen.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the explanation above, there are some conclusions about designing Podcast for students: a prototype for teaching English in listening class, they were: First, there were many effectiveness after using Podcast as the tool in the listening class. Such as, they had nice and good communication, since the students has many time to listen and discuss the materials with their team, out of the laboratory before they came to the laboratory. And also the normalization gain score was high, too. It means there was effectiveness on using Podcast in the critical listening class. Then, the students could do the projects clearly and able to share their opinion and ideas since they could repeat the materials over and over again. Teacher should consider what they know about the students and, as much as possible, tailor the condition to students' needs and abilities. For example, if two students work better autonomously but others need more scaffolding and structure, their teacher should consider these needs when designing the project and choosing the tools

Second, there were good responses after they got many advantages by applying podcast in the listening class since the students were allowed to download, listen and give comments in the web blog about materials in critical listening. The name of the weblog was www.criticallistening.com 2016.word press. The materials were taken from one source, it was from www.bbc.co.uk. There were nice and good communications among teachers and students to discuss and share ideas about the topics given in the podcast both in the web blog and in their projects. Moreover, it is important to make technology fit the project and not vice versa.

Then, developing effective group could encourage effective interaction in the language classroom. Creating effective groups in technology-enhanced language learning classroom requires the teacher to pay attention to the same factor as in any language learning situation,

such as the students' first language and cultures, educational background, and level of target language proficiency.

Suggestions

There are several suggestions that hopefully useful for three elements, they are:

For English teacher. Hopefully this podcast can be applied the teaching learning process and applied not only in the listening class, but also in the speaking, reading and writing class. So, the students will have many opportunity to develop their ability and skills both in the class and out of the classroom.

For students. By having Podcast in the classroom, especially in the listening class, hopefully the students feel free, enjoy and have many chance to listen the material, before they came to the class or laboratory. So, the students have many time to discuss it with others students since they are put in one group, consist of several students.

For next researchers. This podcast, hopefully can be applied in the many classes, not only in the listening class. But it can be applied in the reading, speaking and also writing class. Since the material in the podcast can be used in many class and also can be develop students understanding and self-confidence related to the material given.

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