

THE EFFECTS OF USING PODCASTS IN THE TEACHING OF LISTENING ON STUDENTS' LISTENING COMPREHENSION ACHIEVEMENT

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ABSTRACT

The use of podcast in the world of education has been going on for a while, but some experts still have different opinions about the benefits of it for the education itself. The aim of this research was to investigate whether or not students who were taught listening by using podcasts get higher score on their listening comprehension test compare to other students who were taught listening by using non-podcasts materials. This study was a quasi-experimental post-test only design which employed eleventh graders majoring mathematics and natural sciences 1 as the control group and eleventh graders of mathematics and natural sciences 2 as the experimental group. The research itself lasted for 5 meetings, 4 meetings were used as teaching and learning process and 1 meeting for post-test. The data of this study were collected by using multiple choice listening comprehension test. The data that were obtained were then analyzed by using independent sample t-test and calculated through the use of SPSS 16 with 5% (0.05) significant level. Based on the result of the data analysis, there is no significant effect on using podcasts in the teaching of listening on students' listening comprehension achievement. In summary, it can be concluded that students who were taught listening by using podcasts do not get better score on their listening comprehension test than those who were taught listening by using non-podcasts materials.

Keywords: podcasts, listening comprehension

INTRODUCTION

Communication requires intensive understanding between speaker and listener. Misperception of message being delivered can cause misunderstanding. In line with this, Gulec and Nurmus (2014) state that a good listener must have a high level of understanding of what is being heard from the other speakers because communication includes carefully following and perceiving messages sent by the speaker to the listener and making sense of them by retrieving relevant experiences from the memory. To develop listening skill, listeners need to pay attention to the speakers and try to get the message from them. It is an active process because the listener must process the information obtained so that he can understand what the speaker means. O'Malley, Chamot and Kupper (1989) argue that listening comprehension is viewed theoretically as an active process in which individuals focus on selected aspects of aural input, construct meaning from passages, and relate what they hear to existing knowledge. In developing students' listening skill, students can be benefited from audio-visual aids around them which is readily available to them.

In Indonesia context, curriculum suggests that English language teaching should be integrated into one subject instead of separating it individually according to the skill being

learned. Ahmad (2014) states that curriculum 2013 revised this understanding of competence and all of these should not be discussed separately and covered in integrative behavior in all core competence and basic competence. Furthermore, generally many schools in Indonesia focus more on teaching reading, writing or even speaking in their day to day teaching and learning and the teaching of listening is not very common, especially in lower education such as primary and secondary education. Cahyono and Widiati (2009) state that

“So little was information concerning the importance of developing listening skill in its own right and generally, instructional language programs put forward the pragmatic skills focusing on the development of reading, writing, and speaking competences; compared to materials for other language skills, listening materials are still limited, in the sense that there is no material that can be used readily to teach English (p.195)”.

It is because learning listening is perceived time consuming and very difficult to master. Rivers (1992) argues that one of the most difficult tasks for any teacher is to teach the skills of listening, because successful listening skills are acquired over time and with lots of practice. Moreover, teacher teaches listening skills with monotonous teaching methods such as listening to CD's and answering comprehension questions and this can cause boredom for most of students. Putra (2014) states that instead of focusing on teaching students communication skills in English, most teacher focus on preparing their students to face national examination by giving more portion on teaching strategies of answering reading / listening comprehension test. Living in this digital age, our lives revolve around gadgets whether we need them or not.

Technology has many advantages that everyone able to use it, not least the world of education. O'Bryan and Hegelheimer (2007) state that one of the privileges of technological advancement is that it can be used as a tool to help improve students' listening skills. So, one of the roles of modern technology is to provide a level of input, regardless of what the content is about. This means that teachers and students have technology in their hands, they can use it for the benefit of teaching and learning. However, the users must know how to use it appropriately.

Podcast is a new technology which everyone can access very easily and it is also hassle free. This is because once users or language learners in particular subscribe it, they will get the update automatically and they can download it on their gadget. Podcasts is a regularly updated audio or video file on the internet which can be played on MP3 players, mobile phone, laptop, tab or computer and it can be obtained via subscription. Cambridge Online Dictionary (2018) defines podcast as “a radio program that is stored in a digital form that you can download from the internet and play on a computer or on an MP3 player.” Podcasts can be accessed anytime, anywhere and limitless. Once downloaded, it can be played over and over again. The ease of downloading podcasts to MP3 players and iPods means that learners can now engage in plenty of listening practice while traveling with intensive and extensive listening activities (Sze, 2007). Podcasts can be used for many different kinds of purposes, such as vocabulary revision, listening exercises, summaries from a teacher, sending oral homework assignment, giving feedback from and to teacher as well as developing students' study skills through collaborative learning among peers. O'Bryan and Hegelheimer (2007) state that “Educational podcasts are becoming increasingly common on college and university campuses in the United States, and the most popular use of these podcasts seems to be for delivery of recorded lectures or speeches and the instructor-produced podcasts also serve to motivate students by given them control over the input they receive and taking advantage of a popular technology that has potential for helping students improve their listening comprehension”. In other words, it is believed that utilizing podcasts to teach listening are very beneficial because they are portable, easy to use, easy to access, free, and the format is motivating and attractive.

A previous study was conducted by Hasan and Hoon (2012) through an expository study to investigate ESL students' perceptions and attitudes towards the use of podcasts in developing their listening competence. The researchers found that the majority of the participants were positive toward the use of podcasts technology and eager to assimilate it into their language learning routine. Another previous research on the use of podcast technology in education was conducted by Al Qasim and Al Fadda (2013) through quantitative study with 46 female EFL higher education students as the respondent. The control group was composed of 21 participants, who were given no special treatment; whereas the experimental group consisted of 25 participants received podcasts on their mobiles. Both groups were studying listening comprehension with the same teacher. The finding of the research showed that the experimental group performed better than the control group and it implied that the podcasts can improve students listening comprehension in an EFL context.

In this study, the researcher is interested to conduct a quasi-experimental research on podcasting technology with quasi-experimental post-test design. The objective of this study is to investigate whether or not the students who have been taught listening using podcasts get higher score on their listening comprehension score compare to other students who are taught listening by using non-podcasts materials.

Podcasts are any video or audio files that have been uploaded on the web via the internet. Podcast is a new technology which everyone can access very easily and it is also hassle free. It is because once users or language learners in particular subscribe to it via RSS (Really Simple Syndication) feed, they will get the update automatically and they can download it on their gadget. Lacoma (2017) states that

“RSS stands for “really simple syndication,” or, depending on who you ask, “rich site summary.” At their heart they are just simple text files with basic updated information — news pieces, articles, that sort of thing. This stripped-down content is usually plugged into what is called a “feed reader” or an interface that quickly converts the RSS text files into a stream of the latest updates from around the web. As internet content became more complex, so did RSS files, which quickly adopted images, video, and more, but still in a stripped down format for easier loading and compatibility across all feed readers. Readers usually automatically update, so that it delivers the newest content right to your device. Basically, this approach allows internet users to create their own online e-zine filled with custom updates from the sites that they like to visit regularly.”

Lin, Daping and Lingling (2011) state that the podcast uses RSS 2.0 file format to subscribe and deliver information and visitors can automatically aggregates the latest released resources, quickly subscribe and get the required information by channel, date, title, description or other information provided by RSS file. Furthermore, the audio or video files that has been downloaded can be accessed on any gadget available such as mobile phone, MP3 player or iPod, laptop or even computer desktop. To support this, Sze (2007) states that podcasts are audio (sometimes video) programs on the Web which are usually updated at regular intervals, new episodes can be listened to on the computer, or downloaded to an MP3 player or iPod for later listening and user can subscribe through an RSS feed.

The use of podcasts in education is not new anymore and it has been used for quite sometimes. Many educators believe podcasts are very useful for learning instead of only use it for leisure. The trend of using podcasts itself is based on some of its advantages such as the easy to access video or audio files, cheap or even free, portable and can be integrated into various types of learning situations. Scutter et al. (2010) state that podcasting is used commonly recreationally and is now increasingly used in education. The technology for podcasting is readily available, easy to use and inexpensive, making it an attractive option for providing additional flexible learning resources for students.

When talking about the advantages of podcasts, the first thing that come into the users mind is that it is easy to use, low cost and it also represents a very attractive teaching tool (Jham et al., 2007). In addition, McGarr (2009) states that some of the advantages of the use of podcasts in education are that it could improve learning flexibility, access to mobile learning, and students' learning experience. Moreover, Scutter et al. (2010) state that podcasts can accommodate a wide variety of learning strategies for students and it also provides additional resources for students who are unable to attend face to face classes. Furthermore, podcasts are accessible without any limitation to time, place and still, it also provides innovative and creative opportunities to support learning, (Kargozari and Zarinkamar, 2014). Students are free to choose their study material as an additional work and they also able to create their own podcast.

Every technological advancement undoubtedly comes with all its consequences, no exception to podcasts as a learning tool. One of the most commonly expressed disadvantages of using podcasts in the world of education is the potential effect on student attendance. However, McGarr (2009) states that a number of studies have shown, that this does not appear to have a negative effect on student attendance. Another potential shortcoming of the use of podcasts in education according to Jham et al. (2007) is that podcast is essentially a passive learning experience focused on an audio or audio/video facility alone. However, to overcome this problem teacher should use podcasts as an additional material in learning instead of utilizing it as the main teaching tool and do not use it to replace the teacher's role completely. Another potential weakness of using podcasts in education is that it could replace real-time classroom interactions with the students (Jham et al., 2007). To overcome this, teacher can integrate podcasts into a collaborative learning and give students more group project or other types of cooperative learning project in order to make the students interact more with each other.

Listening comprehension is an ability to understand to what the speaker has said. It is considered to be an active process where the listeners have to pay attention to specific word and then activate their prior knowledge in order to gain the full understanding of the message being delivered. Brown (2006) explains that one very important idea to teach listening is that the listening programs should use the students' initial knowledge to improve their listening comprehension. Furthermore, O'Malley et al. (1989) state that listening comprehension is viewed theoretically as an active process in which individuals focus on selected aspects of aural input, construct meaning from passages, and relate what they hear to existing knowledge. In addition, Ableeva (2008) states that language pedagogy views listening comprehension as an interactive process entailing the learners' knowledge of the linguistic code (bottom-up) and the learners' knowledge of the world (top-down) based on schema structures that aid comprehension. She believes that the learners' current as well as prior knowledge and their semantics understanding such as sounds, word meanings, and discourse markers like first, then and after that are actively involve into one another and it can help the students grasp the listening comprehension better.

At this time, mastering listening comprehension well is very important and also extremely needed indeed. It is because listening is one of the components in national examination especially in vocational high school, university as well as other proficiency test such as TOEIC, TOEFL and IELTS. Richards (2008) states that teaching of listening has attracted greater interest in recent years than in the past and recognizes that listening skills are a core component of second language proficiency. The listening test is a material tested in a variety of English language exams and this also reflects the assumption that if listening is not tested, the teacher will not teach it properly.

Students' listening comprehension in this research deals with the students' listening comprehension grade which was taken from the listening test alone. It consisted of discovering general, specific and inferential information from the listening task given.

Listening for general information means that the listener wants to get a general idea of what is being said, (Brown, 2006). The example of recognizing the general information or main idea can be seen below:

Woman: We're going out to dinner after class. Do you want to come, too?
Man: Maybe. Where are you going?
Woman: Pizza King.
Man: Pizza? I love pizza!

What is the main idea of this conversation? / What is the topic of the conversation?

Adopted from Brown (2006:5)

Listening for specific information means that the listener needs to get the details of the specific information in the conversation being discussed, (Brown, 2006). The example of recognizing the specific information can be seen below:

Woman: We're going out to dinner after class. Do you want to come, too?
Man: Maybe. Where are you going?
Woman: Pizza King. Man: Pizza? I love pizza!

Adopted from Brown (2006:5)

Listening for making inferences means that the listener have to try to understand the meaning of the conversation by guessing what the speaker means as it is not being said directly in the conversation and most likely just being implied rather than stated, (Brown, 2006). The example of identifying the inferential information can be seen below:

Woman: We're going out to dinner after class. Do you want to come, too?
Man: Maybe. Where are you going?
Woman: Pizza King.
Man: Pizza? I love pizza!

Is the man going to go with them? What can be implied from the conversation?

The inferential information of this conversation is that although the man didn't

Adopted from Brown (2006:5)

There are some previous researches about the use of podcasts in education as a media in language teaching. First, the study was conducted by Hasan and Hoon (2012) through the use of expository study to find out ESL students' perceptions and attitudes towards the use of podcasts in developing their listening competence. There were 53 participants in this study, consisting of 44 female and 9 male respectively. The participants are students of Putra University of Malaysia, chosen by using intact random sampling. Most of the students' age

range between 21 and 25 years old. The researchers found that the majority of the participants were positive toward the use of podcasts technology and eager to assimilate it into their language learning routine.

Second previous research on the use of podcast in education was conducted by Al Qasim and Al Fadda (2013) through quantitative study which employed 46 female EFL higher education students as the respondent. The control group was composed of 21 participants, who were given no special treatment; whereas the experimental group consisted of 25 participants received podcasts on their mobiles. Both groups were studying listening comprehension with the same teacher. At the end of treatment of the experimental group, both control and experimental group were given post-test to measure the effectiveness of podcasts as a teaching strategy. In addition, the experimental group were also given questionnaires to measure motivation and students' attitudes towards using podcasts as a learning strategy for their listening class. The finding of the research showed that the experimental group performed better than the control group and it implied that the podcasts can improve students listening comprehension in an EFL context.

Third previous research on the use of podcast technology in education was conducted by Özdener and Güngör (2010) by employing an experimental design of the post-test only group design with 52 students selected for the experimental group and 42 for control group. This study is trying to determine the effects of video podcast technology on peer learning. The finding of the research indicated that video podcast usage as a project submission tool does not affect the content quality of the project, however, they mentioned that it has a positive effect on design presentation quality

Some previous research often involved university students as the subject of the research. Additionally, the research were situated in an ESL context. Thus, in this study, the researcher is intended to conduct a research on the use of podcasts as a teaching media in language learning in an EFL context. Furthermore, the researcher is going to involve Islamic senior high schools students as the subject of the research as it is still quite rare to conduct this kind of research in this kind of setting.

Based on the background of the research and review of related literature, the hypothesis of this research is formulated as students who have been taught listening by using podcasts get higher score on their listening comprehension score compare to other students who are taught listening by using non-podcasts materials.

METHOD

Research Design

Determining the research design helps researcher manage the implementation of the research. In respect to that, Khotari (2004) defines research design as the conceptual structure to arrange research in data collection, measurement and data analysis of a study in accordance with the objectives of the research. Quasi-experimental research is employed as the design in this research. Muijs (2004) states that quasi-experiment is designed to reduce as many confounding variables as possible and just concentrate on a certain variable that has been selected, given that randomization is not available. It is intended to find out the effectiveness of using media podcasting on students' listening comprehension achievement. This means that in experimental research, control is the most important thing in doing the research and this is also what distinguishes it from other types of research.

This study employed post-test only group design. This type of design needed two classes as the samples of the research which were categorized as the experimental group and the control group. Leavy (2017) states that "Quasi-experimental designs may involve experimental groups only or experimental and control groups" (p.97). Both of the groups would be given post-test after the treatment for the experimental class.

The model of the post-test only design group is as follows:

Table 1. The Design of Quasi Experimental with Post-Test Only Group Design

Group	Experiment	Post-test
Experimental group	X	X
Control group	-	X

(Adopted from Muijs, 2004:18)

In this study, the experimental class received the treatment of the research by utilizing media podcasts and the control class was taught listening by using non-podcasts materials. Thereafter, both of the groups were given post-test.

Overall, the research procedures is described as follows:

- a. Select two classes out of all the existing classes which are of equivalent level through intact random sampling.
- b. Randomly select one of the classes into experimental group and the other one into the control group by using intact random sampling.
- c. Provide treatment to the experimental group and non-treatment to the control group.
- d. Give post-test to both groups.
- e. Asses the results of the treatment of both groups.
- f. Compute the difference between the average score of the experimental group and the control group by using independent sample t-test SPSS23 program.
- g. Draw a conclusion.

(Adopted from Latief, 2013:96)

Participants

Hikmat (2011:59) states that the most important thing in research is to determine the population and sample of the research as it will affect the level of truth in accordance with the purpose of the research itself. The respondents in this study are students who are chosen from the school where the research will be conducted. Arikunto (2006) states that respondents are people who answers questions from the researcher in the form of either spoken or written.

The respondents of this study were the eleventh grade students of Islamic secondary school in Banyuwangi. The eleventh grade of the school consisted of 5 classes. The total number of students in each class were varied from 19 – 40 students depending on the chosen major. The spread of the pupils in each class was done randomly, it was not necessary to take all the population as the sample of the research. Therefore, the researcher uses the intact comparison group, so rather than randomly allocating person to a group, the researcher chose two similar classes which then be grouped into control group and experimental group by using intact random sampling. Muijs (2004) states that since the randomization of the sample is less practical, typically in quasi- experimental it uses similar control group comparison instead. The respondents of this study were the eleventh graders of mathematics and natural sciences 1 as the control class and the eleventh graders of mathematics and natural sciences 2 as the experimental class.

In listening class, the students are expected to be able to comprehend the information that is either mentioned directly in the audio or not. There are three activities for listening class which include pre-listening, while-listening and post-listening. In line with this, Richards (2008) states that the pre-listening phase prepares students for both top-down and bottom-up processing through activities involving activating prior knowledge, making predictions, and reviewing key vocabulary. The while-listening phase focuses on comprehension through exercises that require selective listening, gist listening, sequencing, etc. The post-listening phase typically involves a response to comprehension and may require

students to give opinions about a topic. Ideally, teaching and learning by using podcasts should be implemented by combining e-learning methods and traditional classroom methods, but because of some drawback so the researcher modifies the learning model with the classroom conditions. Pedagogical design in teaching listening using podcasts can be seen below:

Stage	Activity	Goal
Pre-listening	1. The teacher explain what is podcast and introduces the educational sites that going to be use by the students. After that, the teacher ask the students to make an email address and then sign up to some particular website. Moreover, the teacher then demonstrate to the students on how to use the podcast on the site efficiently.	Introducing students to the world of podcast and how to use it.
	2. Students are requested to listen to a monolog or dialogue without taking any note activities.	To build students' prior knowledge. Activating students' current knowledge
	3. After listening to the audio, students are asked to discuss the difficult words that they heard in the audio they have listened.	To provide students with the understanding of the listening task
	4. Along with their pair, students are encouraged to discuss the general information of the monolog or dialogue.	
While-listening	1. Listening for gist with one gist question. Example questions: What is the subject or main idea or purpose of the conversation? / What is the conversation or dialogue about?	Students should be trying to get the topic or main idea of the listening track.
	2. Listening for details with one or two details questions. Example questions: How much was the meal? / Where was the bus going?	Students should get the specific information.
	3. Making inferences with two or three inference questions. For example: How do the two people feel about each other? / Where do you think the man will go next?	Students should get information not explicitly stated on the track.
Post-listening	1. Implementing class discussion about the topic being discussed in regard to which sections are the most difficult and what cause them confusion or misunderstanding or how they feel about the topic whether they agree or disagree and give reasons for their position.	To make students response to the listening comprehension and also make them give opinions about a topic.
	2. Reading the script.	To help students learn the difference between the written and spoken English words.
	3. Giving the students speaking task with similar situation in the topic being discussed either individually or collaboratively.	

Data Collection Method

Data collection method is a way of collecting data in accordance with the research design. This study only requires the students' listening comprehension score as data by giving post-test at the end of the treatment. Test is an assessment intended to measure the students'

knowledge. Arikunto (2002) states that the test is an instrument used to measure basic skills and achievement, such as tests to measure intelligence, interest, special talent and so forth.

In this study, the researcher used formative test as an instrument for the post-test instead of using the standardized one. There were about 25 items in this listening comprehension test and the test were in the form of multiple choice test with 4 choices of answers, namely a, b, c and d. The students were given an approximately about one and half hours to finish all the listening comprehension test. The test itself were constructed by the researcher in accordance with the listening materials being taught which include finding general information, specific information and making inferences.

In general, the test which were given to the students must be valid and reliable. It is supported by Khotari (2004) he states that a legitimate test or measurement should be valid, reliable and practical. He further states that “Validity refers to the extent to which a test measures what we actually wish to measure. Reliability has to do with the accuracy and precision of a measurement procedure. Practicality is concerned with a wide range of factors of economy, convenience, and interpretability, (p. 90)”. Moreover, he also states that there are three types of validity which can be classified as content validity, construct validity and criterion-related validity. Content validity is supported by the items that have been studied and are suitable with the competences in syllabus; construct validity is supported by some expert explanation or theory and statistical analysis to construct test which has been mentioned in the indicator; and criterion-related validity is the criteria of the test which can be looked at correlation between students’ score with competence measurement in other way, however it is usually used in a placement test such as a test to get into a university.

Tests that were made based on syllabus can definitely establish content validity. Since the test that the researcher constructed to test about students’ listening comprehension to find general information, specific information and inferential information were based on the indicators of the syllabus in curriculum 2013, it can be concluded that it was valid and accurate. Furthermore, the researcher had also consulted to both of her counselors as well as the English teacher where the researcher conducted the research.

Additionally, reliability in this case is the degree to which measurement have consistency result when it was applied repeatedly to different group of students. In connection with that, Dornyei (2007) states that “reliability indicates the extent to which our measurement instruments and procedure produces consistent result in a given population in different circumstances, (p. 51)”. The researcher have to measure the reliability of the test in order to know whether the test is consistent or not. In this study, the researcher measured the reliability of the post-test which had been given to both experimental and control group at the end of the treatment by administering try out to other classes which was not part of the sample of the study. The result of the try out was then analyzed by using product moment formula through the use of SPSS16. The category of the reliability is in the following table below:

Table 2. The Category of the Reliability

Correlation Coefficient	Category
0,800 – 1,00	Very high reliability
0,600 – 0,800	High reliability
0,400 – 0,600	Moderate reliability
0,200 – 0,400	Low Reliability
0,000 – 0,200	Very low reliability

(Adopted from Arikunto, 2002:245)

The analysis of the test was used to analyze the difficulty of the test which include how easy, moderate or difficult each item is. To analyze it, the researcher used the difficulty index formula and the formula of the difficulty index is as follows:

$$P = \frac{B}{JS}$$

Notes:

- P : Difficulty index
- B : The number of students who answer correctly
- JS : The total number of the test taker / testee

Table 3. The level of difficulties

Items with P	0 – 0,30 are considered difficult
Items with P	0,30 – 0.70 are considered moderate
Items with P	0,70 – 1,00 are considered easy

(Adopted from Arikunto, 2005: 210)

Data Analysis Method

The data that was obtained from this research was analyzed by using independent sample t-test through SPSS version 16 (Statistical Package for the Social Science). The researcher uses independent sample t-test because both experimental and control group are independently collected, both come from the same population and therefore it can be concluded that it does not differ in their mean value. The use of SPSS in this research is very appropriate as it is a quantitative research. Muijs (2004:98) states that “SPSS is probably the most common statistical data analysis software package used in educational research and is available at most institutions of higher education, it is also quite user-friendly and does everything we need it to do”. This research is part of an educational research because it clarifies about the educational issues. Therefore, this study utilizes SPSS for data analysis method.

Significant level indicates how likely the results will change. Khotari (2004:172) states that “The confidence level or reliability is the expected percentage of times that the actual value will fall within the stated precision limits. Thus, if we take a confidence level of 95%, then we mean that there are 95 chances in 100 (or .95 in 1) that the sample results represent the true condition of the population within a specified precision range against 5 chances in 100 (or .05 in 1) that it does not. Precision is the range within which the answer may vary and still be acceptable; confidence level indicates the likelihood that the answer will fall within that range, and the significance level indicates the likelihood that the answer will fall outside that range. We can always remember that if the confidence level is 95%, then the significance level will be (100 – 95) i.e., 5%; if the confidence level is 99%, the significance level is (100 – 99) i.e., 1%, and so on, (p. 172)”.

The significance level set by the researcher in this study was 5% of the time when the null hypothesis is true. If the result of the analysis data through SPSS16 is (t-value $\geq t_t$ (5%)), it means that the hypothesis is accepted or the result is statistically significant at the level of 5%.

FINDINGS AND DISCUSSION

Finding

The result of independent sample t-test showed that the statistical t-value was 0.069 whereas the value of 5% significant level was 0.05. It can be concluded that the t-statistic was

higher than the 5% significant level ($t=0.069 > p=0.05$). It can be assumed that the null hypothesis (H_0) which was formulated as “There is no significant effect of using Podcasts on the eleventh year students’ listening comprehension achievement” was not rejected. In the meantime, the alternative hypothesis (H_a) which was formulated as “There is significant effect of using Podcasts on the eleventh year students’ listening comprehension achievement” was rejected.

The research findings suggest that podcast has no statistically significant effect on the eleventh grade students’ listening comprehension achievement. This showed that the experimental class which was taught listening by utilizing podcast did not score much better than the control class who was taught listening by using non-podcast materials. However, even if the improvement is negligible and it does not prove to be significant statistically the mean score of experimental class was slightly higher than those of control class which stand at 66.93 and 59.09 respectively.

Contrary to the findings of Al Qasim and Al Fadda (2013) which showed that the experimental group performed better than the control group and it implied that the podcasts can improve students listening comprehension in an EFL context. All of students taking part in this study were university students majoring in English course and the research itself lasted for 6 weeks with blended learning style where the students were able to access the podcast anytime and anywhere on their mobile phone once they subscribe to it via RSS. However, in this study, the researcher did not find it to be the case. Nevertheless, this present research is consistent with what has been found in previous study done by Özdener and Güngör (2010) which also employed an experimental design of the post-test only group design which stated that the score from the video podcast usage as a project submission tool does not affect the content quality of the project.

A major source of limitation of this study is due to time, especially where the number of meetings is not adequate enough to be able to determine the effectiveness of the media used in this study. Rivers (1992) states that one of the most difficult tasks for any teacher is to teach listening as successful listening skills because it is acquired over time and with plenty of practice. It should be remembered that mastering listening skill can only be achieved with lot of practice and in a sufficient amount of time.

The main potential reasons why this research was contrary to the researcher’s expectation was also involved the issue of setting or place, in which learning process was held in an outdoor classroom setting where in a listening lesson it will be a very difficult thing to do. It should be kept in mind that it is very hard for many students to concentrate on their listening tasks when the learning environment is less supportive. Since the present study was done in an outdoor classroom environment and the outcome was not as expected, the researcher believe that it will have a better result if it is done in an enclosed room or even better if implemented in a language laboratory. Chambers and Bax’s as cited by O’Bryan and Hegelheimer, (2007) state that factors such as the technology, the teacher and the setting can impact the integration of podcast in the language classroom.

Another limitation in this study was also involves the issue of teaching method, where learning listening by using podcasts was ideally done by combining between the traditional classroom method and the online digital media, so that the students were able to utilize the media being used not only in the classroom, but also where ever they are without any limitation. Kargozari and Zarinkamar (2014) state that podcasts are accessible without any limitation to time, place and still, it also provides innovative and creative opportunities to support learning. In addition, McGarr (2009) states that some of the advantages of the use of podcasts in education are that it could improve learning flexibility, access to mobile learning, and students’ learning experience. As we already know that learning to listen requires a lot of time and effort to reach an adequate level and giving students the freedom to practice their

listening whenever they desire to do so was most likely one of the best things that educators can do. None the less, these are some guidance for students on how to learn autonomously by utilizing podcasts: 1) Students should be given an adequate knowledge concerning the learning arrangement; like on how to choose a reliable website, and also on how to select a suitable learning site, especially on how to improve their listening comprehension skill; 2) Students also have to make some note regarding to what they listen to outside of their classroom with some information such as the website they have visited recently, make a note about the listening material as well as a summary of it. However, in this research, the students were only able to access the podcast which was given by the researcher when they were in the classroom because of the school regulation which forbid the students in accessing the gadget and or the internet on a regular basis.

Further, students' interest and background knowledge may also contribute to the result of the recent study as this was something that the researcher will not be able to control. The listening materials in this study were generally chosen by the researcher and the result showed that podcast media does not seem to impact the students' listening achievement. French as cited by Scutter et al, (2010) suggests that if students can replay lecture or podcasts at their own free will and as often as they would like to, they most likely will be able to absorb the information better. With this in mind, providing opportunities for students to find material that is of interest for them to learn may help improve their listening skills.

In summary, based on the result of this research and discussion above, podcasts has no significant effect in helping the students to comprehend their listening comprehension better, however, this situation could possibly be improved with some adjustment in teaching and learning process. 4 recommendations were presented by the researcher for future researchers:

- 1) It will be best if the lesson is conducted in a language laboratory or indoor classroom with appropriate tools that always within reach whenever it is needed;
- 2) Have a longer period of research of at least a semester so the results are satisfactory;
- 3) It is recommendable to conduct this research in a blended learning as it will give the students more freedom and time to practice the topic given;
- 4) Another recommendation is to conduct this study in a qualitative research with pre-test and post-test designed so that the researcher know the true ability of the students in the area where they want to measure before conducting the study.

CONCLUSION

Based on the previous discussion, it can be inferred that there is no significant effect on the use of podcasts on the eleventh grade students' listening comprehension achievement as there is not much different achievement between the group's mean score, 59.03 for the control class and 66.93 for the experimental class respectively. It means that students who have been given treatment with podcast do not achieved better result than students who were taught listening using non- podcasts material.

In reference to the result, the use of podcast in the teaching of listening has evidently gave no significant effects on students' listening comprehension achievement. Some suggestions for teaching and learning process in listening class are made specifically for the English teacher and the future researchers. The English teacher may employ this media in his listening class with certain condition: Firstly, this can be practiced inside and outside of the classroom, where learning is done by combining both traditional method and e-learning as to provide students with independent learning. Secondly, where possible listening session should be done in an indoor class as to provide an adequate learning environment to the students. Furthermore, it is readily available in many educational site, affordable and there are plenty of different content to choose from that make it more appealing as well as

attractive to be used for educational purposes. For future researcher, it is suggested that the result of this research can be used as reference or information to conduct a further research on the use of podcast in the language teaching. Initially, this study only concentrated on the use of podcast on the teaching of listening, however, further exploration on the use of podcast is recommendable and it could be extended in the area of teaching speaking instead. Moreover, it is suggested to conduct a similar research in a qualitative study as the current research is quantitative one.

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