

UTILIZING PODCAST TO IMPROVE INFORMATICS MANAGEMENT STUDENTS' LISTENING COMPREHENSION AND PARTICIPATION AT AMIK MITRA GAMA

Eka Melati¹, Yessi Ratna Sari², Syamsiah Depalina Siregar³

¹AMIK Mitra Gama, Duri- Riau

²AMIK Mitra Gama, Duri-Riau

³STAIN Mandailing Natal

Corresponding author's E-mail eccamelati84@gmail.com,

Corresponding author's E-mail yessiratnasari91@gmail.com,

Corresponding author's E-mail syamsiahdepalina@stain-madina.ac.id

Abstract

Technology of podcasting became a popular teaching media in education nowadays. It gave the students opportunity to study anytime and anywhere. It was flexible, dynamics and powerful to improve students listening comprehension. It gave new challenge in the context of language learning especially listening that as first skill of language acquisition. This was a classroom action research study. It aimed at identifying the listening improvement of third semester students of Informatics Management at AMIK Mitra Gama academic year 2019/2020 by using podcasts. The participants were 24 students(3 MMI class). Finding of this study showed that utilizing podcast can improve not only student's listening comprehension achievement (66.96% in first cycle to 68,29% in second cycle) but also student's participation (46,67% in cycle 1 to 56,67% in cycle 2). In sum, podcasts can be an attractive media in teaching listening at AMIK Mitra Gama.

Keywords: Podcast, Listening Comprehension, Participation, Informatics Management Students

INTRODUCTION

Listening as one of the valuable skill has accomplished first before another skills such as speaking, reading and writing at the early stage. It becomes an essential one in developing second language learning because after a learner listens an utterance she could speak what she heard. It relates to the development of speaking proficiency. Listening comprehension includes the right situation to expand and acquire other language skills (Gilakjani & Sabouri, 2016).

Listening process involves comprehension. The comprehension refers to the mind acting to deeper understanding by using context clues and critically thinking to get better understanding toward received information. It is an active and intentional process that the learner constructs meaning by mixed together between clues of contextual information and background knowledge (O'Malley and Chamot, 1996). Next, to interpret the discourse, a sufficient knowledge of language system such as understanding the phonological, syntactic, and semantic knowledge is needed.

In English Language Teaching (ELT) especially in teaching listening, teacher should facilitate the students to understand about utterances or word that she heard happened in

situational or real context. The teacher attempts to find the appropriate methods and strategies and media to help the students get participation actively in learning listening.

Technology in ELT recently has changed over the last decade. Traditional classroom is completely different with classroom environment today. When the traditional method based on lecturing and rote learning has begun switching with technologies such as internet, podcast, Skype, youTube, etc. Teacher and students must be able to use the technologies based internet which is accessed by using smart phone. It means the learning process continues not only in the classroom but also outside one.

Podcast is one of the media that becomes buzz word in teaching listening nowadays. It is massive advancement of internet and portable wireless technologies. It is enabled the gradual development of intrinsic part of e-learning and m-learning (mobile learning). It is relatively new and becomes a very popular method in education. It gives the large opportunity to the students to study anytime and anywhere (Jain, 2013).

In fact, when the writer taught listening to the third grade Informatics Management students in the language lab, the students had difficult in making perception after listening what the speaker said in the recording. The teacher had to repeated the recording more than twice. The situation suddenly became noisy because most of the students grumbled after listening to the last recording. Furthermore it made the students could not the answer the questions based on the recording. The listening activities became a stressful one which is no one students could get good mark at the end of the class. At the end, their listening test achievement still low (around 75% got mark < 65, and 25% got > 65).

From the description of the problem above, since making a student becomes a successful learner is the purpose of teaching listening in English subject, the teacher should create some strategies, consider with media and utilize the technology. The writer suggests the teacher to utilize podcast in teaching listening to improve student's listening comprehension. The podcast may help the students in studying listening by playing it independently until the students understand what the speaker said.

Listening Comprehension

The development of language learning depends on listening since it involves the oral input as the basis of language acquisition that sets up the learner to interact the spoken communication. It is the fundamental language ability since it plays important role in the communication process.

Listening comprehension is a primary process in understanding the speaker's words. It involves the ability to identify and comprehend what other's saying. It also engages understanding text, conversation, statement and vocabulary (Nunan, 1991).

According to Nation (2009) listening comprehension means interactive process when the listener use both of top down and bottom up processes at once. While she is listening to a passage, she applies some knowledge: sounds, grammar, mechanism of conversation, cohesion, discourse structure, discourse type and social relationship concurrently.

Furthermore, Richard in (NamazianDost et al., 2017) explained the basis capacity of listening in ELT is to advance comprehension of spoken communication. It means that to comprehend the way of listening procedures like the qualities of talks and extraordinary issues stated by listener could be considered. Spoken discourse is different from qualities of talk and it results different comprehension for each audience.

In sum, from the definition above listening comprehension refers to the process of gaining information from speaker to the listener. The process of comprehension is to identify and comprehend what's other saying which includes top down and bottom up processes.

Podcast in Listening Comprehension

The improvement of internet has introduced great occasion to the ESL especially to teacher in communicating with the students. They catch the convenience of the great potential of virtual learning and organize e-learning into their traditional teaching methods. It can be as a part of blended-learning approach. E-learning gives flexibilities convenience to the students to choose accessed study (when, where, and how) everywhere.

“Podcast defines as audio programs on the web which are usually updated at regular intervals” (Jain, 2013). It uploaded automatically to the PC by using podcatching software called RSS (Really Simple Syndication). The podcast can cover extensive topics and it contains music and video.

Moreover, podcast derives from a mix two words: Pod and iPod. Pod refers to iPod (the famous name of MP3 player and Broadcasting. So, podcast refers to recording of sound or video on the web that can be downloaded and listened to a PC or gadgets by using MP3 setting (NamazianDost et al., 2017).

Man in (NamazianDost et al., 2017) divided podcast based on its sorts into two: (1) Radio Podcasts. It is created by radio projects live which transmit into podcasts, for example RTHK-radio TV Hongkong, BBC news, etc; and (2) Autonomous Podcasts or ELT Podcasts. It is created online by people and associations. The purpose of this podcast is to establish dialect of English for education. It can be used to both of intensive and extensive listening. But using podcast is more suitable for extensive listening because

podcast provides the students with native speaker speech orientation. It motivates the student's interest in English listening.

Moreover, there are three kinds of ELT podcasts based on its partition. The podcasts are: (1) Authentic podcasts. It is believed to be a possible source of listening. It is suitable for advanced level students and some others are suitable for intermediate and basic level. The example of this podcasts are Six-Minutes English by BBC World Service, Listen to English, Learn English and TOEFL iBT; (2) Teacher-created podcasts. It is created by the teacher. It helps students to learn by using the content of producing listening. The content is not always available; and (3) Students-created podcasts. This kind of podcasts made by the students and the teacher helps them. (NamazianDost et al., 2017)

In the classroom, the process of teaching and learning can be done as the following steps : (1) Teacher asks the students to log in to the some podcasts sites; (2) The students listen to the podcast carefully and take a note of s report; and (3) The students write down some important expressions and vocabulary.

Furthermore, using podcasts in teaching listening has some advantages. The advantages are (a) such kind of fascinating activity in learning the skills of communication; (b) teaching English can be a simple and easy way; (c) the students are able to be an effective listeners as well as good speakers based on certain topics given; (d) to improve the competency of using technology for both of the teacher and the students; (e) a motivational teaching steps on task engagement; and (f) to promote collaborative learning, motivation and better communication. (Jain, 2013)

METHODOLOGY

This study was a Classroom Action Research (CAR). It used data observation of teaching learning proces in listening comprehension. It engaged the teacher, researcher, and teacher's colleague in classroom. It concerned to solve the problem in the classroom (Nunan, 1992).

There are four components in one cycle of classroom action research. The components are (1) Planning. In this step, the writer prepares some materials, lesson plan, and suitable podcasts used that related to the TOEFL, observation checklist, and formative test before conducting the classroom action reasearch; (2) Acting. The writer takes the data of students' listening ability improvement, gives the treatment and assignment, evaluates the mistakes and make a summary about the materials; (3) Observing. The observation process includes situation in language lab during lecturer, response and attitude of the students, finishing the task given and investigating their difficulties; (4) Reflecting. This step refers to investigating effort on the success or failure in reaching the goals in order to determine alternative steps to get the final goals.

The subject of this classroom action research was third grade Informatics Management students (3 MMI) of AMIK Mitra Gama. They registered on 2019/2020 academic year, totally 24 students. The collaborator who helps the writer collecting the data was another English lecturer at AMIK Mitra Gama – Ms. Yessi Ratna Sari, S.S, M. Hum. Preliminary study was done at September 19th 2019. Then the study started from October 8th 2019 and ended on November 12th 2019.

The writer used some instruments for example: (1) Observation. The writer used observation form to observed the situation and activities of the classroom during the lecturer, response and attitude of the students when the teacher gave explanation, used the podcasts, and knew the difficulties. Making this study was more objective, the writer helped by collaborator to observed the classroom during teaching listening; (2) Documentation. Some documentation used in this study such as student's attendance list, listening achievement (score) and photograph of using podcasts during listening class; and (3) Test. The writer used TOEFL listening test by English Testing Service to measure student's ability in listening.

In this study, the writer conducted two cycles of classroom action research. At the end of the cycle, the test assigned. Before the first cycle conducted, the writer did pre-cycle to know the motivation of the students in using podcasts during teaching listening.

FINDING AND DISCUSSION

Utilizing podcast at teaching listening improved listening comprehension of the third semester students of Informatics Management at AMIK Mitra Gama. The percentage of teacher's performance and student's participation during teaching and learning process influenced the student's achievement in listening in which it began from pre-research, 1st cycle and 2nd cycle. It can be observed from the following tables below.

Table 1. Percentages of Teachers' Performance Comparison

No	Cycle	Percentages
1	Prereeach	58%
2	I	66,67%
3	II	73,33%

Table 1 presented the percentage of teacher's performance of each cycle. It was shown that 8,67% deviated from 58% in preresearch to 66,67% in the first cycle. For the second cycle, the percentage improved 6,66% from 66,67% until 73,33.

Table 2. Percentages of Students' Participation Comparison

No	Cycle	Percentages
1	Preresearch	33,33%
2	I	46,67%
3	II	56,67%

Furthermore, based on data on Table 2, the percentage of student's participation increased 13% from preresearch 33,33% to 46, 67% in the first cycle. It increased until 10% in the second cycle from 46,67% in the first cycle became 56,67% in the second cycle after the teacher utilized the podcasts. Most of the students were keen on teaching and learning process.

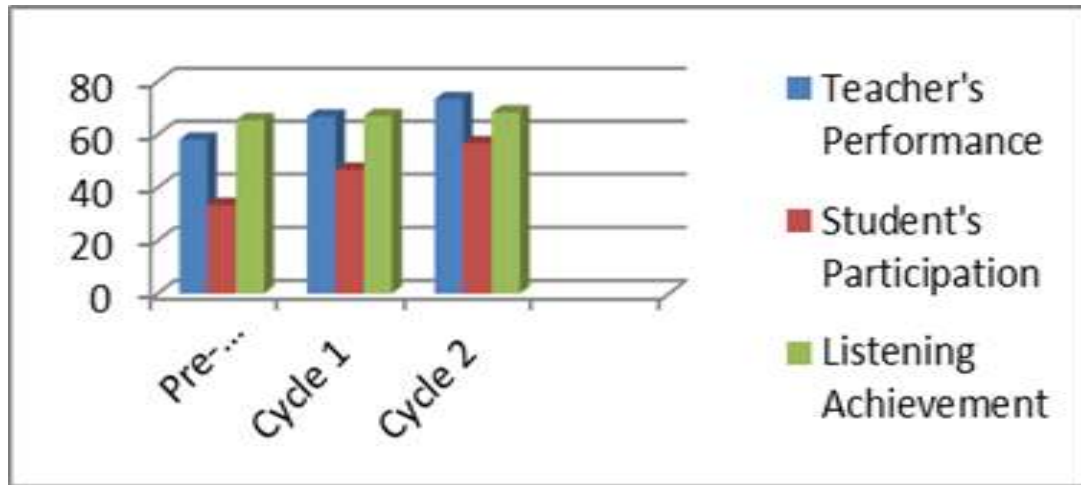
Table 3. Percentage Students' Listening Achievement Comparison

No	Cycle	Percentages
1	Preresearch	65,33%
2	I	66,96%
3	II	68,29%

Based on Table 3, the percentage of listening achievement improved. Since the important indicator to measure the improvement of teaching and learning process was the student's achievement, it was possible if the average of student's score achieved 66,96 % in the first cycle after it got 65,33%. In the second cycle, student's achievement increased around 68,29%. Based on the result of the study, the writer and the teacher decided to finish the treatment.

Using podcast as teaching media stimulated student's participation in learning listening. This media gave a chance to the students to improve their comprehending to listen other's utterances while speaking. In line with (Jain, 2013) one of the advantages of using podcasts could be the interesting activity to improve student's comprehension in listening.

Figure 1. Improvement of Using Podcast for Each Cycle



In conclusion, based on Graph 1, using podcasts can enhance student's listening comprehension. The improvement is not only student's listening achievement but also their participation in learning. It means the classroom action research in utilizing podcasts to improve listening comprehension of third semester students of Informatics Management at AMIK Mitra Gama was successful.

CONCLUSION

Utilizing podcasts had better improved students' listening comprehension of third semester of Informatics Management at AMIK Mitra Gama. The findings showed that not only the average achievement of the listening comprehension but also the student's participation improved. There was a factor influenced this improvement such as tutoring activities that the students had in the classroom. Teacher roles in using interesting media could gave better effect to the achievement score and their participation.

It is suggested to the English lecturer to consider using this media. Even this media improved lecturer's ability in using technology, they also learn something new about the world. Then this result of this study could not be applied in general to the others students, this media can be used as references to the other lecturer/researchers in exploring of using various media based on technology.

REFERENCES

- Gilakjani, A. P., & Sabouri, N. B. (2016). The Significance of Listening Comprehension in English Language Teaching. 6(8), 1670–1677.
- Jain, S. (2013). Advantages of Podcasts in English Language. *Journal of Indian Research*, 1, 158–163.

- NamazianDost, I., Bohloulzadeh, G., & Rahmatollahi, R. (2017). The Effects of Using Podcast on Listening Comprehension among Iranian Pre-intermediate EFL Learners. *International Journal of Applied Linguistics and English Literature*, 6(6), 57. <https://doi.org/10.7575/aiac.ijalel.v.6n.6p.57>
- Nunan, David. 1991. *The Practice of English Language Teaching*. New York: Prentice Hall.
- Nunan, David. 1992. **Research Methods in Language Learning**. New York: Cambridge University Press.
- O'Malley, J.M. Chamot A.U and Kuper. 1989. Listening Comprehension Strategies in Second Language Acquisition. *Journal of Applied Linguistics*. 10(4). 418-437.