

## **The Effect of Audio Podcast Application on Guessing Meaning Skill on Teaching Listening Comprehension**

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### **Abstract**

Audio podcast application is one of media which is appropriate for the learner to train their listening. This quasi experimental research was conducted to investigate the contributions of Audio Podcast Application as a teaching media in listening subject. This research examined whether students achieve better in their understanding on listening passage through skill of guessing meaning of listening by using audio podcast than by using conventional teaching media. The research findings showed the implementation of audio podcast application gives advantages for the learners. The data analysis result showed that the students in experimental group achieved better than the students in control group in their listening comprehension tests. It can be explained that the t value on equal variance assumed were 0.000. Then, the distribution of t table on  $\alpha = 5\%: 2 = 2.5\%$  (2 -Tailed) with degree of freedom (df)  $n - 2$  ( $44 - 2 = 42$ ) were 2.018. It means that there was differences between the students who utilized audio podcast application and the students who implemented conventional teaching media in comprehending listening passage by students' guessing meaning skill, of listening.

**Keywords:** *Audio Podcast Application, Guessing Meaning Skill, Teaching Listening Comprehension.*

### A. Introduction

Media application is a part of instructional technology which helps teaching activities gain the purpose of teaching. Media application is a combination of words and pictures; sounds and feelings; audios and visuals which can make students more attracted to take part in learning activities.<sup>1</sup> It can also provide speech or other sounds, pictures or diagrams, animated pictures or diagrams, video clips, printed words, and photographs.<sup>2</sup> Accordingly, media application becomes a pivotal tool to help teachers transfer knowledge and information to the learners in the teaching learning process.

Podcast is one of the media application used to deliver audio recording by using internet connection. Podcast is a process of capturing audio, song, news or speech then posting it as digital sound to a web or blog in software version 2.0 envelope.<sup>3</sup> This application provides several types of audio recording material for the students via an internet connection. Then, the learners can download the file and save it in their gadget or computer. Podcast is also a type of media application that can be used to teach listening. It is believed that listening is the way of learning the language through the activity of capturing sounds and processing it in the brain.

According to Nation & Newton, listening gives the learner information from which they develop their knowledge by using language.<sup>4</sup> In addition, Kashdan assumed that the media such as audio recording helps the learners remember the meaning of what is being studied to gain learning target of listening.<sup>5</sup> However, It is the fact that many English

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<sup>1</sup> X. He, CAI and Its Application in Rural Junior English Class, *English Language Teaching*, 8 No. 11, 2015, p. 11

<sup>2</sup> J. Collins, M. Hammond & J. Wellington, *Teaching and Learning With Multimedia*, (USA and Canada: Routledge, 2002), p. 4

<sup>3</sup> P. Meng, *Podcasting & Vodcasting: Definitions, Discussions & Implications*, Paper Presented at the A White paper by IAT Services at University of Missouri, Missouri, 2005, p. 1

<sup>4</sup> I. S. P. Nation & J. Newton, *Teaching ESL/EFL Listening and Speaking*, (New York: Routledge, 2009), p. 38

<sup>5</sup> S. Kashdan, *Using an Audio Recorder in Lessons for New English Learners Who are Blind or Have Low Vision*, 2006, p. 1

language teachers in university level still use the conventional way in teaching listening. In this present study, the researcher believes that audio podcast may be useful to train the students in comprehending the content of audio passages in listening activity.

The main focus of this research is macroskill in listening, especially in guessing the meaning of the passage. This research will implement podcast media in teaching listening by focusing on audio podcast. It might give new experience for students on how to activate podcast media effectively for learning the listening skill. Therefore, this research is aimed at answering the following question: “Do students of the English Language Department achieve better in understanding of listening through guessing the meaning by using Audio English podcast application than by using Audio Conventional Teaching Media?”

## **B. Review of Related Literatures**

This section describes the review of related literature. It explains definition of listening, the definition of macroskill of listening, the use of audio podcast in teaching listening, the steps of teaching listening by using audio podcast, evaluation process on teaching listening by audio podcast. each section reveals below.

### **1. Definition of Listening**

Listening is a part in language skill that must be mastered in language teaching. Richards defined that Listening is a receptive use of language that showed it as the mastery of discrete skills such as recognizing reduced forms of words, recognizing cohesive devices in texts, and identifying key words in a text.<sup>6</sup> In addition, Sevik assumed that listening skill is indeed the initial stage

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<sup>6</sup> Richards, *Teaching Listening and Speaking From Theory to Practice*, (Cambridge USA: Cambridge University Press, 2008), p. 17

both in the case of language acquisition and Foreign Language learning<sup>7</sup>. Researcher thinks that these items include a language skill that should form the focus of listening activities in classroom.

## 2. The Definition of Macroskill of Listening

Macroskill of listening is a part of specific listening skill that become important aspect in listening process. Richards defined that it is an analysis of listening process and features of spoken discourse.<sup>8</sup> In addition, Brown stated that macroskill of listening is also useful to identify specific skill of the listener or learner.<sup>9</sup> According to Richards, Macroskill of listening were divided into 32 features but the researcher in this research only focuses on three aspects of macroskill of listening.<sup>10</sup> The aspects of macroskill of listening that will be discussed is the ability to guess the meanings of words from the contexts in which they occur. This skills indicated that listening comprehension is complex. It covers not only one aspect but also many features to complete the understanding of context in listening activities.

To sum up, The macroskills are specific aspects in listening skill. The aspect such recognizing the vocabularies, guessing the meaning, and distinguishing between literal and implied meaning are parts of the component in macroskill of listening. Therefore, the researcher in this study assumed that

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<sup>7</sup> M. Sevik, First Step to Effective Listening: "Listen and Show" Songs. *International Journal of English and Education* 1, 2012, p. 12

<sup>8</sup> Richards, Listening Comprehension: Approach, Design, Procedure, *TESOL QUARTERLY*, 17 (02), 1983, p. 66

<sup>9</sup> D. Brown, *Language Assessment Principles and Classroom Practices*, (New York: Pearson Education. Inc. 2004), p. 120

<sup>10</sup> Richards Listening Comprehension: Approach, Design, Procedure,...p. 67

those specific features of listening are needed to be analyzed to accomplish the certain target of listening competence.

### **3. The Use of Audio Podcast in Teaching Listening**

Podcast provides authentic material for listening activity that was accessed through the smartphone then the students have been motivated to get involved in listening activity and interested to use podcast in their leisure time because they would like to listen and practice the content of audio podcast.<sup>11</sup> The students showed interest in listening to podcast in different courses and the teacher seemed enthusiastic about implementing their podcast to use in teaching.<sup>12</sup> It offers students wide range of possibilities for extra listening both inside and outside the classroom.<sup>13</sup> Therefore, it may be assumed that both teacher and students feel enjoy to use podcast in improving four skills in English language.

### **4. The steps of Teaching Listening by Using Audio Podcast**

Stanley stated that All the students may be encouraged to install the podcast application from internet services to their smartphone. After finding several menus, the students are asked to choose the topic that may be appropriate to discuss. Then, The teacher asked the students to listen to entire episodes of podcast. The teacher gives instructions to students to explain the content of audio base on their understanding. Stanley assumed that by implementing this steps, the students will automatically receive extra listening as the course progress because the audio that consist of listening material can be played in their home.

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<sup>11</sup> S. Lubaba, *Impact of Podcast on Listening Skill of the Students of Higher Secondary Level*, Brac University, 2014, p. 46

<sup>12</sup> A. Carvalho & C. Aguiar, *Impact of Podcast in Teacher Education from Consumer to Producer*, 2008, p. 7

<sup>13</sup> G. Stanley, *Podcasting: Audio on the Internet Comes of Age*, *TESL-EJ*, 9 No. 4. p. 2

## 5. Evaluation Process on Teaching Listening by Audio Podcast

There are some designs how to test macroskill of listening that was selected by the researcher. The ability to guess the meanings (GM) of words from the contexts in which they occur was becoming concern by the researcher in this research. The ability to guess the meaning of word from the context involves extensive listening. Thus, the researcher thinks that this skill can be tested by using stimulus response tasks by multiple choice comprehensions item. This skill is to develop a top down, global understanding of spoken language listening for the gist, for main idea, and making inferences.<sup>14</sup> Therefore, retelling test or interpretive tasks may be used by the researcher to know students' capability in mastering this skill.

### C. Research Method

The research methods describes the way of researcher find the data. It explains the research design, the setting and research participants, the treatment model, the instrument, the technique of collecting data, technique of data analysis. All descriptions revealed below.

#### 1. The Research Design

This research employed quantitative design. Muijs stated that quantitative research was about explaining real phenomena by collecting quantitative data which were analysed using mathematically based methods.<sup>15</sup> Thus, this research used statistical data to analyze the findings in the end of this research.

This research used Quasi-experimental designs. Quasi-experiment was the kind of experimental design which test a hypothesis. White & Sabarwal stated that

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<sup>14</sup> D. Brown, *Language Assessment Principles and Classroom Practices*,... p. 120

<sup>15</sup> D. Muijs, *Doing Quantitative Research in Education with SPSS*, (London, Thousand Oaks, California, New Delhi: SAGE Publications Ltd, 2004), p. 3

it had known how well it achieves its objectives, as measured by a prespecified set of indicator.<sup>16</sup> It will be explained on table 3.1

Table. 3.1  
Non Equivalent Group Research Design

Group	Pre-test	Treatment	Pot-test
Experiment ( ED.A)	<b>O1</b>	<b>X</b>	<b>O2</b>
Control ( ED. B)	<b>O1</b>		<b>O2</b>

Explanations :

ED A : English Education Departement Class A as Experiment Group

ED.B : English Education Departement Class B as Control Group

O1 : Pretest both experiment and control group

X : Treatment ( The use of Audio Podcast in experiment group)

O2 : Post test after giving treatment on experiment group

## 2. The Setting and Research Participants

This study was carried out in State Institute of Islamic Studies ( IAIN) Ponorogo. It is located at Jl Ronowijayan 156 Ponorogo East Java. This was a islamic campus based university which has seven faculties and eighteen departement programs. It means that some students of IAIN Ponorogo live in dormitory until 8 semesters for all levels. The researcher has started to write the research proposal from January 2017 to October 2017.

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<sup>16</sup> H. White & S. Sabarwal, *Quasi-Experimental Design and Methods* (Vol. 8), Florenze: United Nations Children's Fund (UNICEF), 2014, p. 88

### The Treatment Model

Experimental Group	Control Group
<ol style="list-style-type: none"> <li>1. all the students were encouraged to install the Audio Podcast Application</li> <li>2. The students were asked to open several menus.</li> <li>3. the students were asked to choose one topic.</li> <li>4. The lecturer gave instructions to students to explain the content of audio base on their understanding</li> <li>5. the lecturer examined the students' macroskill of listening</li> </ol>	<ol style="list-style-type: none"> <li>1. The lecturer employed Audio English Listening Application and audio recording as media to deliver material to the students.</li> <li>2. The lecturer encouraged the students to install English Listening Application</li> <li>3. Then, the students listened to the audio that was played for several minutes.</li> <li>4. The students were asked to analyze the content of the audio passage based on their understanding</li> </ol>

### 3. The Instrument

This research used test or worksheets to elicit or collect information and data. The use of worksheets as an instrument was to measure the students' comprehension in listening passage by their macroskill through audio podcast. The reason why the researcher used worksheet as an instrument was to support the objectivity of research data. Thus, the main instrument of this research was in the form of test.

### 4. The Technique of Collecting Data

- a. Pre-test : this test was held in the begining of teaching activities. The score from this test was a data which would be collected through pre-test in both classes in order to know the difference between the two classes taught by different treatment.



- b. Post-test : this test was conducted after the researcher applied the treatment in experiment group. Then, the result of the test had been scored, calculated and analyzed to compare experimental group with the control group which use conventional teaching media with the same question item on pre-test.

### **5. Technique of Data Analysis**

After collecting the data pre-test and post-test from the experimental group and control group, the researcher measured the differences of score between pre-test and post-test of experimental group and control group by the statistical calculation. It was through Independent sample test. In this study, the researcher conducted homogeneity test in the first analysis through F test (Levine's Test). if the data was homogenous, t-test can be read on Equal Variance Assumed. However, if the data was not homogenous, the t -test could be read on Equal Variance not assumed.

### **D. Research Findings and Discussion**

As stated on the background of the study, this research has proposed the research question "Do students of the English Language Education achieve better in understanding of listening through guessing meaning skill by using Audio English Podcast Application than by using Audio Conventional Teaching Media ?.

Then, the answer of research question was that students of the English Language Education achieve better in understanding of listening through macroskill by using Audio English Podcast Application. It can be proved by the statistical analysis which was shown in the independent sample t-test formula. The significance value ( sig 2 tailed ) Guessing The Meaning was 1.000.

## 1. Analysis of Post-test in Each Skill

Table 1 : Independent Samples Test on each skill

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
GM	Equal variances assumed	.065	.799	.000	42	1.000	.000	2.058	-4.152	4.152
	Equal variances not assumed			.000	41.624	1.000	.000	2.058	-4.153	4.153

For GM skill, it can be shown that the t value on equal variance assumed were 0.000. Then, the distribution of t table on  $\alpha = 5\%: 2 = 2.5\%$  (2 -Tailed) with degree of freedom (df)  $n - 2$  ( $44 - 2 = 42$ ) were 2.018 (see the appendix). It can be continued by analyzing the criterion of examining. it can also be shown that the t value was less than t table ( $0.000 < 2.018$ ). Then, P value or significant 2-tailed was more than 5 % ( $1.000 > 0.05$ ). Therefore, it can be concluded that Hypothesis alternative ( $H_a$ ) was accepted or Null Hypothesis ( $H_0$ ) was rejected. It means that there was difference between students on experimental group and control group on understanding listening passage through their skill in guessing meaning.

## E. Conclusion

According to the findings, the researcher had found several basic information to answer research question in this experiment research. The assumptions that audio podcast application will give beneficial to train and to improve students' skill on guessing the meaning in listening skill was received. It means that the null hypothesis was rejected.

Therefore, students of English Language Education Department do not achieve better in understanding of listening through their skill on guessing meaning using audio English podcast.

#### **F. Suggestions**

- a. English Foreign Language educators are recommended to introduce and implement podcasts in their classes. Then, the lecturer motivates the learners to use audio podcast application in their own supplement to support their own learning.
- b. Both lecturers and the student start to be familiar in using the Podcast media yet. Therefore, they both should be trained well, before implementing it till they can truly operate it in teaching.
- c. The lecturer should enhance students' cognitive by giving some exercises to emerge their macroskill of listening such as giving guided task to sharpen their guessing on meaning, recognizing the vocabularies and distinguishing between implied and literal meaning related to the material after teaching learning process over. .
- d. The lecturer should control students activities in order to make them concern in the material given.

Following to the description above, this chapter has explained the conclusion and suggestions. Those are to answer the thesis statement and to describe some factors that influence the results of research findings. Finally, this research shows one of the effectiveness of media podcast application in teaching macroskill of listening.

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