IMPROVING THE LISTENING SKILL OF GRADE XI STUDENTS OF SMAN 1 YOGYAKARTA BY USING PODCAST IN THE ACADEMIC YEAR OF 2016/ 2017

E-Journal

Presented as Partial Fulfillment of Specialization Program
for Teaching as Profession

By:

Andriana Vita Nurjannah
15222299010

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
2016

IMPROVING THE LISTENING SKILL OF GRADE XI STUDENTS OF SMAN 1 YOGYAKARTA BY USING PODCAST IN THE ACADEMIC YEAR OF 2016/ 2017

Andriana Vita Nurjannah, Margana
Yogyakarta State University
andrianavita16@gmail.com, agana_2002@yahoo.com

Abstract

This research is aimed at improving the listening skill of grade XI students' of SMA Negeri 1 Yogyakarta in the academic year of 2016/2017 with the use of podcast as the listening input. The research was conducted through action research that consisted of two cycles. Each cycle consisted of three meetings. The researcher worked collaboratively with English teacher and the collaborator. The data were obtained from the observation during the implementation of the actions in the teaching and learning process; interview with the English teacher and the XI grade students of XI MIA 5; and discussion with the English teacher. The data were on forms of field notes, interview transcript, and photographs. The validity of the data was gained by applying democratic, outcome, process, catalytic, and dialogic validity. In gaining the trustworthiness, the researcher used a triangulation technique, it was done by gathering data from different points of view, including the point of view from the students, the teacher, and the collaborator. The findings of the study showed that the use of podcast combined with the three-phase technique of listening found to be effective in improving the students' listening skill. The students made a good improvement in grabbing the main points from audio played by the teacher. They also showed enthusiasm in doing the tasks given in post-listening phase.

Keywords: podcast, three-phase technique, listening skill

Abstrak

Penelitian ini bertujuan untuk meningkatkan kemampuan listening siswa kelas XI SMA Negeri 1 Yogyakarta pada tahun ajaran 2016/2017 dengan menggunakan *podcast*. Penelitian ini diklasifikasikan ke dalam penelitian tindakan kelas yang terdiri dari dua siklus. Setiap siklus terdiri dari tiga pertemuan. Peneliti bekerjasama dengan guru Bahasa Inggris dan kolaborator. Data diperoleh melalui observasi selama kegiatan belajar mengajar berlangsung; wawancara dengan guru Bahasa Inggris serta siswa kelas XI MIA 5; diskusi dengan guru Bahasa Inggris. Data diperoleh dalam bentuk catatan lapangan, transkrip wawancara, dan foto. Data validitas diperoleh dengan mengaplikasikan validitas demokratik, hasil, proses, katalitik, dan dialogis. Untuk mendapatkan keabsahan data, peneliti menggunakan teknik triangulasi, dengan mengumpulkan data dari berbagai sudut pandang, termasuk dari siswa, guru, dan kolaborator. Temuan dari penelitian ini menunjukkan bahwa pengkolaborasian *podcast* dengan three-phase technique of listening dapat meningkatkan kemampuan listening siswa. Siswa membuat peningkatan yang baik dalam memahami poin penting dari audio yang diperdengarkan oleh guru. Mereka juga menunjukkan entusiasme mereka dalam mengerjakan tugas pada tahap *post-listening*.

Kata kunci: *podcast*, *three-phase technique*, kemampuan mendengarkan

Introduction

Communicating in English seems to be a difficult task for most Indonesian students. In fact, the use of English becomes mandatory along with the globalization era. The students are expected to master English, so that they can compete in international field. However, English as a Foreign Language seems to have their own challenge in the acquiring process. Since the language is a means of habit, Indonesian may have the barriers because they do not use this kind of language in the daily life.

In addition, listening skill plays a major part in the examination as well, like national examination for Indonesian students. The students are expected to understand what people says in English. Commonly, they have to choose the best responses that follow the utterances spoken in English. In this case, listening is not only understanding the utterances based on the grammar used but also the context where the conversation takes place and with whom the conversation happens.

SMA Negeri 1 Yogyakarta as one of the favorite schools in Yogyakarta plays an important role in giving the example for the other schools. One of the good examples comes from the students who are sent to join the competition abroad. In this case, although the students do not take English debate competition for example, but they take Mathematics competition, they still have to use English to communicate with the native and the other competitors who may come from the other countries. Therefore, the ability in listening in English is obviously required since the native speaker may have different accent, and faster rate of delivery when they are talking.

The lack of the listening skill was seen when the researcher conducted an observation in one of the classes. When the teacher played a video as in the while-listening, some students laid their head on the table. It seemed that they were less motivated in the teaching and learning process. The other reason was that they were less interested to the topic being discussed in the class, therefore their gesture did not show a positive energy towards the lesson.

Teaching listening is different from teaching the other language skill since listening is categorized as receptive skill. Therefore, the appropriate sequence is needed to overcome the situation. As cited in Wilson (2008: 60), there are three fundamental sequences in teaching listening; pre-listening, while-listening, post-listening.

The researcher in this research decided to use podcast as the language input for the students. Fontichiaro (2007: 155) proposes that podcast is a growing trend in which audio recordings are made using an inexpensive microphone and free or inexpensive computer software. The term podcast is derived from the word "iPod" and "broadcast", even though iPods or mp3 players are not a necessity. Therefore, if there is not any iPod, you can still get access to listen to it.

In line with earlier definition, Braun (2007: 2) claims that podcast is a regularly produced audio and video files that are available for subscription and that can automatically be downloaded to a computer and/ or portable audio and video device.

Another perspective comes from Man (2006). He describes podcast as audio or video program on the website which has more episodes at regular intervals. The thing that makes podcast different from the other audio in the web is that it can be subscribed. Facilitated by the use of RSS (Really Simple Syndication) feed, people are able to choose the type of podcast they want to listen to.

Research Methods

This study was an action research study and conducted from August to November 2016 in the first semester of the academic year of 2016/2017. The subjects of the research were 28 students of Class XI MIA 5 of SMA N 1 Yogyakarta. The researcher collaborated with the English teacher and a collaborator in conducting the research. This study was based on Kemmis and Mc Taggart model as cited in Burns (2010: 7-9). There were three phases in each cycle involved in this research. Those were planning, action, observation, and reflection.

The data were collected in the form of qualitative data. It meant that the data were the description of the teaching and learning process happened during the research. In gaining the data, the researcher conducted some observation to the English teaching and learning process either before the actions. The researcher also collected opinions, suggestions, comments, and expectations by interviewing the English teacher, the students, and the collaborator by recording each conversation and those are transcribed.

The data that were obtained from the research must be valid and reliable. As this study is action research, there are five criteria of validity that must be achieved by the researcher (Burns, 1999: 161-162). They are democratic, outcome, process, catalytic, and dialogic validity. To obtain the trustworthiness, the researcher used the triangulation technique, like time, investigator, and theoretical triangulation.

Findings and Discussions

In Cycle I, it was found out that the students pay attention to the podcast played. They were quiet and tried to get the words from the listening activity. The British accent which is fast and seemed unclear made the students asked to play the audio again. Thus, the curiosity could lead to motivation. However, the challenge could lead to the opposite direction. The students could feel that the task was too difficult and made them giving up in finishing the task. Therefore, the researcher considered this in creating the activities in Cycle II.

In the teaching and learning process, the students were taught by using English as the daily communication as well as the instruction. The students knew what should they do as they could do the task as it was instructed. Although they mainly still answered the question with Bahasa Indonesia, they understood what the researcher being asked.

There were some successful actions in Cycle I: (1) The podcasts were effective in solving the field problems; (2) The three phases of listening processes were effective in gaining the students' background knowledge; (3) The use of classroom English during the teaching and learning process was effective. Whether the unsuccessful actions were: (1) Some students who sat at the back had difficulties in getting the words from the podcast clearly because of the speaker; (2) Some students felt that some podcasts were too fast, so that it was hard to get grab the words accurately; (3) The students lacked vocabularies.

The finding showed that podcast combined with three-phases technique of listening was able to gain the students' ability in listening. In Cycle II, it was found that the actions were able to overcome the unsuccessful things. It can be concluded that the students had improvement in some areas like it was observed in the class. In addition, the interviews conducted with the collaborators were the other evidence of the student's listening ability.

Conclusions

From Cycle I, it was found that podcast could improve the students' motivation and involvement. However, some students thought that the podcasts presented were too fast. Thus, some students considered the listening was too difficult to understand. In addition, the students still needed to improve the vocabulary mastery so that they can get the speaker's intention. They were the reasons why the researcher thought that she had to continue in implementing podcast and add some actions for the second cycle. From Cycle II, it was found that podcast was able to improve the students' listening skill. It was proved by their work in making sense the podcast and write it on their own words on their worksheets. Their participation and involvement in post-listening also highly improved.

References

Braun, Linda W. 2007. Listen up!: Podcasting for Schools and Libraries. New Jersey: Information Today, Inc.

Burns, A. (1999). *Collaborative Action Research for English Language Teachers*. Cambridge: The University of Cambridge.

Burns, A. 2010. *Doing Action Research in English Language Teaching: A Guide for Practitioners*. Cambridge: The University of Cambridge.

Fontichiaro, Kristin. 2007. *Active Learning through Drama, Podcasting, and Puppetry*. Westport, CT: Libraries Unlimited.

Man, Paul-Man SZE . 2006. "Developing Students" Listening and Speaking Skills Through ELT Podcasts". *Education Journal the Chinese University of Hong Kong, Vol. 34, No. 2, Winter 2006*.

Wilson, J. J. 2008. *How to Teach Listening*. London: Pearson Longman, Inc.