



**ENHANCING LISTENING SKILLS OF THE TENTH GRADES
STUDENTS OF MAN 2 REMBANG THROUGH BRITISH
COUNCIL PODCAST**

**A Quasi-Experimental Study of the Tenth Grade Students of MAN 2
Rembang in the Academic Year of 2018/2019**

A Final Project

Submitted in a partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan* Degree in English

by

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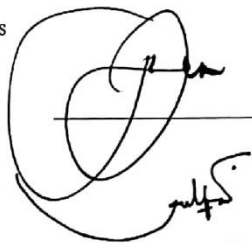
APPROVAL

This final project entitled *Enhancing Listening Skills of the Tenth Grades Students of MAN 2 Rembang through British Council Podcast (A Quasi-Experimental Study of the Tenth Grade Students of MAN 2 Rembang in the Academic Year of 2018/2019)* has been approved by board of examiners and officially verified by the Dean of the Faculty of Languages and Arts of Universitas Negeri Semarang on February 2020.

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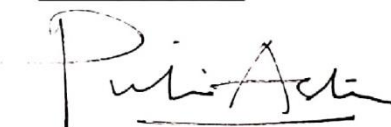
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DECLARATION OF ORIGINALITY

I, Julia Tsamrotul Jannah, hereby, declare that this final project entitled *“Enhancing the Listening Skills of the Tenth Grade Students of MAN 2 Rembang through British Council Podcast (A Quasi-Experimental Study of the Tenth Grade Students of MAN 2 Rembang in the Academic Year 2019/2020)”* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and list of references is given in the bibliography.



Julia Tsamrotul Jannah

MOTTO AND DEDICATION

“Happiness is not something that you have to achieve. You can still feel happy during the process of achieving something.”

(Kim Nam Joon)

*“Maybe I made mistake yesterday, but yesterday me is still me.
Today I am who I am with all my faults and my mistakes.
Tomorrow, I might be a tiny bit wiser and that would be me too.
These faults and mistakes are what I am, making up the brightest stars in the
constellation of my life.
I have come to love myself, for who I am, for who I was, and for who I hope to
become.”*

(BTS – UNICEF Speech)

To my beloved parents, family, and friends

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ABSTRACT

Jannah, Julia Tsamrotul. 2020. *Enhancing Listening Skills of the Tenth Grades Students of MAN 2 Rembang through British Council Podcast (A Quasi-Experimental Study of the Tenth Grade Students of MAN 2 Rembang in the Academic Year of 2018/2019)*. Final Project. English Department. Universitas Negeri Semarang. Advisor: Arif Suryo Priyatmojo, S.Pd., M.Pd.

Key Words: quasi-experimental research, senior high school, podcast, listening.

This quasi-experimental research was conducted for senior high school students especially the first year students of MAN 2 Rembang. This study was intended to apply podcast as an innovative media to improve the students' listening skills. This study used the nonequivalent quasi-experimental pre-test post-test design to collect the data. The subject of this research was two classes of the tenth grades students of MAN 2 Rembang that were X MIPA 3 as the control group and X MIPA 4 as the experimental group. The sample consisted of 60 students. The pre-test, treatment, and post-test were given to both groups. The findings shows that the mean score of pre-test from the experimental group is 73.13, while the control group is 73.03 and the mean score of post-test from the experimental group is 83.33, while the control group is 77.57. It means that the ability of students from experimental and control group increased after the intervention given. The post-test score from the experimental group was also higher than the control group. From the calculation of the post-test, it was obtained the t_{value} is 6.85 while t_{table} is 0.018. It means that the t_{value} was higher than the t_{table} . The result of the p-value at sig. (2-tailed) is 0.024 which is lower than $\alpha = 0.05$. It can be concluded that there is a significant effect of British Council podcast to improve students' listening skills.

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CHAPTER 1

INTRODUCTION

This chapter presents the background of the study, reason for choosing the topic, research question, research objective, significances of the study, limitation of the study, and outline of the study.

1.1 Background of the Study

Recently, the advancement of technology is inevitable. Technology has affected many sectors, such as in communication, economy, and education. Bull and Ma (2001) said that with the existence of technology, we can explore unlimited resources through the internet especially to help students' learning. It is also considered as the best place for the most rapid information to spread (Tomlison, 2009) that let the learners experience what happens around the world (Anderson, 2011).

Computer Assisted Language Learning (CALL) has been used since 1980s. CALL programs usually involve the activity of filling in gapped texts, text reconstructions, and multiple choices tasks. Now, the implementation of CALL itself facilitates the internet use to be applied in class teaching as the Information and Communication Technology (ICT) become more popular among teachers and students (Dudeney & Hockly, 2008).

Even learners born in the new era of technology improvement, they still need the skill to use it. On the one hand, technology is very useful to manifest

successful learning. On the other hand, it also has negative sides which cannot be evaded. The role of teachers as an organizer of learning, of course, is needed to give a clear explanation and guidance during the teaching and learning process.

To provide a better learning environment, teachers are asked to modernize their way of teaching as good as possible. Teachers are expected to keep up with the technology so that they do not miss any information. Eady and Lockyer (2013) said that technology becomes an important factor and crucial part to prepare the learning experience for teachers. Particularly, for language learning, the methods of teaching have changed so much. These things simply happened because technology brings both teachers and learners to access the website through the internet and to find the best materials suitable to their subjects.

However, there are a lot of teachers who have negative attitudes towards technology. It can happen because either due to lack of facilities from the school, or the fact that they do not much know about the benefit of using technology. Teachers may also feel insecure with their ability in operating technology.

English has been a lingua franca even though it is not the most frequently used language in the world. A lingua franca can be defined as a language that is used by two people from different language background to communicate so that they can understand each other (Harmer, 2007).

For more than six decades now, research and practice in English language teaching have identified the four skills – listening, speaking, reading, and writing – as of paramount importance (Brown, 2001). Even so, out of those

four skills, listening is often ignored despite its role as the main stage that students must have before learning something. Huei-Chun, (1998) stated that in lieu of the theory, listening for EFL has been ignored for a long time. It even called as ‘Cinderella Skill’ which is neglected in language learning (Solak & Altay, 2014). According to Nunan (1997), listening has been ignored in both research and practice compared to other language skill, regarding its difficulty to acquire (Ghaderpanahi, 2012).

Listening is the process of hearing the sounds, how our brain tries to understand and negotiate the new information with our background knowledge. Listening became an important part not only for communication but also for learning. Through listening, learners are able to receive input from teachers.

Listening lessons have clear objectives that fit into the curriculum which requires a careful plan to be done. Listening activity should be made in an interesting way as it forces the students to be active and focus on what they hear. Thus, teachers need to provide a wider range of materials that support them besides the textbook.

Podcast is one of the mobile technologies, which is a combination of two words: iPod (Apple’s MP3 Player) and broadcast (Duke, 2006; Rossell-Aguilar, 2007). It offers the users to choose topics they like to play, including the audio or video content which can be listened at their convenient time.

Beheler (2007) claimed that the teacher might implement podcast as an effective teaching tool by delivering podcast learning to classroom websites and

inviting their students to access the websites to expand their learning. However, it will need students' encouragement themselves to do such activity. Teachers can give sources of podcasts and make deals to choose the most favorite topics they like to listen to.

Based on the description above, the researcher would like to conduct a study especially in the field of listening. The researcher will also investigate whether podcast as a product of technology in the form of listening material, can enhance the students' listening skills.

1.2 Reason for Choosing the Topic

In the process of learning a new language, students need to have four-main skills namely listening, speaking, reading, and writing. Listening as the first start to learn new material, has to be developed in order to get and understand the meaning of what has been delivered to finally reach the next stage of learning. Yet, what actually happened in real life is the fact teachers and students are unaware of the importance of listening skills.

Technology has provided a very large scale to explore materials that support many aspects, especially education. Language learning, for instance, is one of the examples that everything is possible to be accessed through the internet.

Podcast is an application available for mobile or PC which let the listeners hear the audio broadcast on several topics they can choose. Previous studies showed that the use of podcast has a significant result on the students'

achievement, not only affected their listening skills but also played an important role to enrich their new vocabulary mastery. While listening to the podcast, students are expected to pay much attention to the words that they heard and understand what the speaker says.

As the importance of listening skills for the students who learn a new language, especially English as a foreign language, the researcher selects podcast as a tool and expects it to be one of the best techniques to help students improve their listening skills.

1.3 Research Questions

Research question(s) is an open-ended probe that, with the benefit of theoretical reasoning and some scene casing, orients the investigator's interests to the scene (Lindlof, Thomas, & Taylor, 2002, p.88). Based on the research background above, the researcher formulates this following question:

Can British Council podcast help the X Grades Students of MAN 2 Rembang enhance their listening skills?

1.4 Research Objectives

The objective of this research is to investigate whether using British Council podcasts can give a significant impact to the listening skills of X Grades Students of MAN 2 Rembang.

1.5 Significance of the Study

The significance of this study will be useful, theoretically, practically and pedagogically for English learners and teachers. Theoretically, it is expected that the result of this research can be a useful reference in teaching listening.

Practically, this research is expected to give a better way for teachers and students to explore podcast as listening material. It is also expected to give general knowledge for other researchers to conduct similar research related to this field.

Pedagogically, this research is expected to give benefit to teachers by offering additional knowledge and remake their teaching techniques. It is also expected that the students can reach successful learning, especially in listening using podcast.

1.6 Limitation of the Study

Seeing the numerous students and limited times, this research would not collect the data from the whole students of MAN 2 Rembang. Therefore, this study is aimed to examine podcast as a listening tool especially to enhance the first year students of MAN 2 Rembang listening skills.

1.7 Definition of Key Terms

1.7.1 Podcast

The terms podcast comes from the words iPod and broadcast (Duke, 2006; Rosell-Aguilar, 2007). It is also defined as an application which is available on the internet that can be played and downloaded to a mobile device (Kidd & Chen, 2009). It can be concluded that podcast is an audio or video that can be

downloaded from the internet to electronic devices and can be played at a convenient time.

1.7.2 Listening

Harrowth (1966) defined listening is an integrative activity including identifying, understanding, and interpreting spoken language. It can be concluded that listening is a complex integrated process of identifying and understanding sounds in spoken form.

1.8 Outline of the Study

This research paper contains of five chapters.

Chapter 1 as an introduction presents the background of the study, reason for choosing the topic, research question, research objective, significances of the study, definition of key terms, limitation of the study, and also the outline of the study.

Chapter 2 includes a review of related literature, definition of podcast, British Council podcast, the benefits and weaknesses of podcast, general terms of listening, listening strategies, teaching listening for senior high school, and theoretical framework of the research.

Chapter 3 deals with research methodology, scoping with the research design, population, sample, research variables, type of data, instrument of the data, and data analysis including analysis of validity, reliability, item difficulty, item discrimination, normality, and homogeneity.

Chapter 4 involves description of the study, research findings, the significance difference between the experimental and control group before and after podcast implementation, and discussion of the research findings.

Chapter 5 presents the conclusion of the research after podcast implementation. This chapter also states the suggestion of the research. Bibliography will also be attached at the last page of this paper.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter presents a review of the previous study, theoretical foundations, and theoretical framework.

2.1 Previous Study

This section will explain some reviews of previous study related to the podcast.

The first study about the use of podcast in effective teaching of vocabulary by Farshi & Mohammadi (2013) investigated the female students with age ranged 22-27 of the University of Isfahan. They were given video podcast through e-mail about kitchen appliances, sports, weather, and shapes. The findings showed that the students' awareness of podcast for educational purposes were very limited as they did not have unlimited access to the podcast. They also judged that podcasts were effective and engaging to help them learn English vocabularies.

The second research conducted by Bamanger & Alhassan (2013) was aimed to explore podcast in English as a foreign language learners' writing performance. The level two male students at the scientific section of the Preparatory Year in King Saud University were divided into the experimental and control group. Both groups were given pre-test and post-test. The treatment was given for four weeks only to the experimental group, while the control group only given traditional classroom lessons. The experimental group also received a

questionnaire survey as an evaluation. The results showed that the students in experimental group scored significantly higher than the control group. The questionnaire also showed that the students of experimental group expressed positive attitudes toward podcast.

The third study about the impact of podcast on English vocabulary development in a blended educational model by Mashhadi, Hayati & Jalilifar (2016) were assigned the 315 undergraduate male and female students at Ahvaz Jundishapour University into three groups. They were asked to study the materials containing the same vocabulary items and expressions through self-study, conventional learning, and podcast mediated learning. The researcher-made Vocabulary Level Test (VLT) and questionnaire were given to the participants. The result found that podcast potentially develop learners' language skills and encourage them to study the materials more often than the other two group who did not receive podcast mediated learning.

The fourth research by Hasan & Hoon (2013) reviewed twenty recent studies related to podcast applications in language learning and determined its effectiveness for ESL students. This review followed a grounded approach to analyze each article from ProQuest Dissertations and Theses, Taylor & Francis, J-store, Oxford Journals Online, ERIC, Cambridge Journals Online, SAGE Journals Online, SpringerLink, and Britannica. Overall findings showed that learners generally enjoy using podcast and like to listen to the podcast at home as well as outside the classroom using desktop computer or mobile devices.

The fifth study about podcast for listening skills by Kavaliauskiene & Anusiene (2009) investigated the Mykolas Romeris University students' self-evaluation of performance. The students of psychology and law were asked to contribute their weblogs as their homework in two weeks. They were given a designed questionnaire related to the podcast. The findings showed that podcast allows learners to carry out their assignments at their own pace under non-threatening conditions. A follow-up classroom discussion on benefits or failures of listening to podcast enables each learner to evaluate their ability to understand authentic records.

The sixth study conducted by Mbah, E. E., Mbah, B. M., Iloene, M. I. & Iloene G. O. (2013) identified the students' background in Computer Assisted Language Learning (CALL) affect the use podcast for learning English pronunciation by students in Igboland. Two universities were chosen as the population. The researcher applied a proportional sampling technique and a structured questionnaire. The study found that there was a significant difference between male and female students who listen to an online podcast. The participants also agreed that podcast is interactive, easy to download, helpful, and convenient to listen at any time and any place.

The seventh study about levels of podcast integration and developing vocabulary knowledge by Golami & Mohammadi (2015) investigated the Iranian learners' lexical knowledge learning EFL. The population of this study is 90 intermediate students between 20-30 years old. 60 participants whose scores were at the modified percentile level were selected as two experimental group and the

rest 30 participants as a control group. This research used pre-test and post-test using an achievement vocabulary test consisted of 50 multiple items conducted before and after the intervention. The results showed that podcast integration significantly improves learners' knowledge of vocabulary. Moreover, podcast help to establish a learner-centered environment during the learning process.

The eighth study by Faramarzi & Bagheri (2015) investigated the role of podcast, reviewed the past issues and offered future directions in instructional technology and language learning. The researchers considered the required materials, learning styles and habits, and effectiveness of podcasting. The findings showed that based on the previous studies, language learners should get useful educational RSS feeds, clear and necessary instruction, motivation and encouragement to use podcast, outlining podcast materials and also supplementary materials to help them understand the learning process better. The researchers mentioned that future research should focus on students' preference types of podcast and give a feedback after monitoring.

The ninth study about podcasting approaches for learning by Edirisingha, Hawkrige & Fothergill (2009) investigated the potential of podcasting for teaching, learning, and assessment. Three approaches were used from three different universities: 1) helping students to prepare presentations and assessed work, 2) offering feedback from staff on students' assessed work, and 3) assisting undergraduates to make the transition from school or college to university. The result showed that podcasting gave benefits for distance education of the long-distance learners.

The tenth study about college students' motivations for using podcasts by Chung & Kim investigated students' motivations, attitudes and behaviors concerning podcasts use including their learning environment. The survey included 636 college students. The research found that six dimensions of motivations were prominent for podcasts use: (1) voyeurism/social interaction/companionship, (2) entertainment/relaxation/arousal, (3) education/information, (4) pastime/escape, (5) habit, and (6) convenience.

The eleventh study from McClung & Johnson (2010) about examining the motives of podcast users. The survey was conducted of 354 fans found via fan websites of the shows on Facebook and MySpace. The results showed that the bulk of the podcast users are well educated and affluent. The respondents also preferred to listen to the podcasts via portable devices. Almost 90% of the users showed they were interested in choosing podcast topics related to entertainment, time-shifting, library building, and a favorable view of advertising.

The twelfth study about exploring the use of video podcasts in education by Kay (2012) provided a comprehensive review of research on video podcasts from 2002 to 2011 to guide future studies and educational practice. 53 articles from an extensive search were chosen including key words about history, types, benefits and challenges of podcast, previous literature reviews, methodological concerns, and suggestion for the future research. This study concluded that future research should focus on the quality and design of video podcasts, pedagogical strategies, viewing patterns and impact on learning effectiveness, and individual differences in video podcast use.

The thirteenth study about how do students use podcasts to support learning by Scutter, Stupans, Sawyer & King (2010) described how podcasts were used by students in a medical radiation program. Podcast generally used to review lecture content and understand new terminology. Students generally listened to the recordings during the time they received *PowerPoint* presentations. The findings showed podcast lectures need to be introduced as instructional methods within the broader context of instructional goals.

The fourteenth study about the use of podcasts to improve students' listening and speaking skills for EFL learners by Ramli (2018). The study aimed to investigate the podcast use in developing students' English skills, *listening and speaking*. This study aimed to give review to some previous research and designed teaching instruction using podcasts. The result found that the achievement in using technology affected both teachers and learners. To perform more creative instruction in a classroom setting, the teachers was also challenged to have an ability to integrate technology tools (such as *podcasts*).

The fifteenth study about podcasts and mobile assessment enhance student learning experience and academic performance conducted by Morris (2010) combined podcasts to assess the effect on examination performance and lectures with mobile assessments (completed via SMS on mobile telephones) Students on a final year, research-led, module were randomly divided into equal-sized control and trial groups. Podcasts / mobile formative assessments for lectures on the module were applied to the trial group. The results of this study

concluded that providing supporting resources does have a positive impact on student performance.

The sixteenth study from Carvalho, Aguiar, Santos, Oliveira, Marques, & Maciel (2009) about students' and lecturers' perspectives reports the use of podcasts in blended-learning at the University of Minho, in Portugal. To support their undergraduate and graduate courses and their students' learning, six lecturers created their podcasts for different purposes. The findings showed that podcast is beneficial for teaching and learning, but they are time-consuming and there is no institutional recognition.

The seventeenth study about the potential value of student-created podcasts as assessment tools in higher education by Hopkins & Grosseteste (2012) described how groups of the second year undergraduate students on an Education and Subject Studies honors degree course at a small university college in the UK, engaged in a podcast creation assignment. They were asked to create their own podcast and reflective journals as part of their on-going assessment. The findings indicated that the students' achievement in the podcast creation assignment was significantly better compared with the marks achieved in six other assignments, marked using comparable criteria.

The eighteenth study about an investigation of Turkish teacher candidates listening skills by Karagöz, İşcan, Baskin, Irşi (2017) aimed to specify the behaviors and attitudes of students who are studying Turkish Language Teaching. The survey sample was composed of 148 Turkish Language Prospective Teachers. The data collection was obtained by implementing the "Listening Skill

Scale “. In conclusion, 148 prospective teachers had 59,122 average points from this scale.

The nineteenth study about the impact of podcasts in education by Goldman (2018) presents evidence from various researchers and first-hand experiences that precisely demonstrate the positive impact podcasts have in education. The analysis included podcasts as a teaching and learning resource and podcast for teachers’ preparation. The conclusion of the research showed that podcasts is indeed beneficial for teachers and students by creating new classroom assignments and expanding their learning materials.

The twentieth study about the role of podcasting in effective curriculum renewal by Niew, Armellinia, Harringtonb, Barklambb & Randall (2010) reports on a case study into the contribution of podcasting to the curriculum transformation of two distance-taught master’s programs. 59 podcasts were introduced into the curriculum over 12 months included the challenges related to add flexibility to the curricula, increase learner engagement (both with learning materials and feedback) and reduce learner isolation. The result showed that the students’ learning experiences improved as a result of four key benefits associated with the integration of podcasting in learning design.

The twenty-first study about the value of using short-format podcasts to enhance learning and teaching by Brady, Scott, Taylor, Carabetta & Clark (2009) presented the findings of a podcasting trial in the Faculty of Economics and Business at the University of Sydney, Australia. The trial investigated the value of using short-format podcasts to support assessment for postgraduate and

undergraduate students. In investigating perceptions of the benefits of podcasting, incorporating surveys, focus groups, and interviews, a multi-method approach is taken. The results showed students believed that podcasts is useful to improve their learning. The lecturers also felt podcasts helped diversify their pedagogical approach and support a diverse student population.

The twenty-second study about using podcasts for learning English by Ching Li (2010) examined the Hong Kong secondary six (S.6) English as Second Language (ESL) students' perceptions in the use of podcasting in English learning. It was introduced by Apple's iPod and is now rapidly increasing the variety of podcasts for educational purposes. The educational benefit of podcasts had been investigated by many experts, yet the idea has still not been introduced in Hong Kong. The findings concluded that all of the participants agreed that podcasts help them enhanced their language skills.

The twenty-third study about the academic efficacy of podcasting by Heilesen (2010) reviewed scholarly literature published 2004–2009 on experiences with podcasting in higher education. Indications of the efficacy of podcasting were as yet fairly weak in terms of assessing student performance. Still, podcasting did seem to have a generally positive impact on the academic environment. One such effect was opening up for experimentation with known forms of teaching. Another effect was that many students experienced podcasts as a genuine improvement to the study.

The twenty fourth study from Tabatabaee & Rezvani (2019) about effects of using English podcasts on idioms and vocabulary learning investigated idiom

and vocabulary learning of Iranian EFL upper and lower intermediate learners using podcasts. 100 participants were chosen and divided into two experimental groups and two control groups. The researcher conducted vocabulary and idiom pre-tests to assess the learners' knowledge of the target vocabulary and idioms prior to treatment. The control group were taught conventionally using an ELT textbook, whereas the experimental groups' learners were taught using podcasts. All groups received post-test after the intervention. The findings showed that the learners who are taught using podcasts outperformed the control group on the post-test. The learners also gave positive attitude toward podcasts.

The twenty fifth study about the effect of vodcasting tasks on EFL listening comprehension progress in an online program by Faramarzi, Tabrizi & Chalak (2018) examined the listening comprehension progress of Iranian intermediate learners using video podcasting tasks. A quasi-experimental design was used with 120 English learners were selected as the participants. Online vodcasting tasks from five different genres were applied for twelve weeks. The results of the study showed that there was a statistically significant increase in listening comprehension scores from pre-test to post-test.

The twenty sixth study about using podcast to improve students' listening and speaking achievements by Fitria, Vianty & Petrus aimed to investigate whether or not there were significant differences between the twelfth grade students of MAN 3 Palembang especially on their English listening and speaking achievements. The sample of this research was the 60 twelfth grade students of MAN 3 Palembang in the academic year 2014/2015. Both experimental and

control groups were given pre-test and post-tests. Questionnaire was also administered to the students in the experimental group. The results showed that there were significant differences in both listening and speaking achievements between the experimental and control groups. The results of questionnaire also indicated that podcasts offered meaningful, appropriate, interesting tasks, activities and authentic materials that attract the students' attention, increase their motivation, and improve their comprehension.

The twenty seventh study about improving students' listening skills through podcasts by Permatasari (2012) applied podcast as a media to improve the listening skill of the grade VIII A students of SMP Bopkri 1 Yogyakarta in the academic year of 2012 / 2013. This study was action research which comprised two cycles. The participants of this research were the teacher, the researcher, and 27 students of VIII A class of SMP Bopkri 1 Yogyakarta in the academic year of 2012 / 2013. The data of this study were qualitative and quantitative. Field notes and interview transcripts were obtained during the observation of teaching and learning process. The pre-test and post-test were also conducted to assess the students' speaking ability. The findings indicated that the students' listening skill improved along with a lot of listening practices and the implementation of podcast improves the students' listening skill. Moreover, the findings were also showed that the means of the students' listening score significantly improved from 70.22 in the pre-test to 76.59 in the post-test.

The twenty eighth study about use of podcasts in improving students' speaking skill by Samad, Bustari & Ahmad (2017) aimed to find out if there is a

significant improvement on students' speaking skills using podcast. The sample of this study with total 30 students was chosen to employ pre-test and post-test. These tests are provided in the form of oral tests. The finding showed that there was a significant improvement of the students' speaking skills performance after the undertaking treatments and that the post-test score was significantly higher than the pre-test result.

The twenty ninth study by Cheta & Eberechukwu (2018) compared the effectiveness of podcast versus vodcast towards undergraduate students of Faculty of Education in University of Port-Harcourt academic achievement in ICT. Fifty two students formed podcast while forty six students used vodcast. Post-test were applied to the participants contained 20 item test. The study found that the reliability coefficient was 0.60. It also showed that students who used podcast had higher academic achievement than who used vodcast.

The thirty study by Saputra (2014) about podcast used in listening comprehension examined the students of SMP Muhammadiyah 1 Way Jepara in the academic year 2014/2015 listening habits interaction to the podcast as the teaching media. Multiple choice test and questionnaire were given to the both group who had high and low listening habits. The result showed that podcast affects their listening comprehension. There was an interaction between students' listening habits and the podcast used as the media to teach listening.

From the previous study above, there are differences and similarities of each study and this research. Regarding the similarities, all of the previous study

were investigated the effectiveness of podcast in language learning. This research has similarity with some previous study mentioned above, in terms of the research design, where the pre-test and post-test were conducted and podcast was given as an intervention. The previous studies and this research are different in parts of population, sample, and place of where the data was taken. Most of the previous studies reviewed how podcast affected students' writing and vocabulary performance, while this study would examine podcast as an effective teaching tool in learning listening.

2.2 Theoretical Foundations

This section will explain about podcast related to its definition, British Council podcast, and the benefits and the weaknesses of podcast.

2.2.1 Podcast

2.2.1.1 Definition of Podcast

The improvement of networks has changed the way of e-learning. E-learning helps to connect the teachers and students at a convenient time and place. Podcast has been considered as an interesting way of learning among colleges and universities (Dupugne, Millette, & Grinfeder, 2009). The use of podcast to support education, especially in language learning, has been growing (French, 2006). However, there are a few teachers applied podcast as a media in the EFL context (Celik, 2013).

The terms podcast comes from the words iPod and broadcast (Duke, 2006; Rosell-Aguilar, 2007). It is also defined as an application which is available on the internet that can be played and downloaded to a mobile device (Kidd &

Chen, 2009). Podcast is also known as a radio or TV shows that can be downloaded to our desktop using RSS (Really Simple Syndication) and to be listened or watched based on the topic that interest the users (Dudeny & Hockly, 2008).

Educational podcasting allows the learner to listen, to download, and review what they hear from the podcast (Copley, 2007). Evans (2008) stated that podcast can be shared via electronic portable devices and can be listened to every time and everywhere.

Man Sze (2006) mentioned that podcasts is an audio program that updates its new episodes in a certain interval. Putman & Kingsley (2009, p. 101) explained that podcast is a digital form of traditional broadcast like radio.

From the terms above, it can be concluded that podcast is an audio or video that can be downloaded from the internet to electronic devices and can be played at a convenient time. Podcast also allows the user to choose various topics they like.

2.2.1.2 British Council Podcast

Many experts have argued that podcast can be an inventive technique for teachers and students in language learning. Podcast showed that it has a significant role in affecting students' learning outcomes. Experts believe the application of podcast is beneficial to encourage students practicing on listening at their convenient time and place.

British Council is one of hundreds platform that provides podcast as a learning material for free, especially for listening skills. It has been developed for

educational purposes (Coleman, 2011) and has been the largest organization that supports English language teaching (Fisher, 2009). Wallace and Dunn (2013) claimed that this website provides activities for people to learn English in an interesting way. There are a lot of episodes and series for each theme that can be an option based on students' preferences. Not simply offers audio files, this type of podcast brings a natural conversation more alive, since the students can hear the native speakers' says.

From beginner, intermediate, and to advanced levels, British Council provides various podcast themes and topics based on the students' ability to learn English. EFL learners are also able to prompt their knowledge language with the best experts in the world (Coleman, 2011). Audio transcriptions are available for the user who is likely new to the podcast so that they are able to check the sentences, the language structures, and etc.

To prevent the users get bored, British Council podcast also offers kinds of games and quizzes. During the listening time, students may hear a little joke from the speakers. British Council podcast comes with some comprehension questions. Moreover, a further explanation about grammar and language features given at the end of the podcast series.

2.2.1.3 The Benefits of Podcast

Podcasting is said beneficial for both teachers and learners since the both parties can utilize this tool by using the existing podcast or even creating their own original podcast (Rosell-Aguilar: 2007). Yaman on his journal (2016) stated that it is hard to access authentic materials especially for EFL learners; however

podcast removes this barrier by providing original speech, dialogues, radio and TV programs, etc.

Podcast gives some advantages for its users (Meng: 2005) such as record and distribute news broadcasts, recorded teacher's notes, recorded lectures distributed directly to student's MP3 players, recorded meeting and conference notes, students projects and project support interviews, and oral history archiving and on-demand distribution. All these activities seem hard to do yet it will enhance the sense of learning by doing, raise students learning centered, and broaden the students' out-of-class experience.

Other benefits are podcast supports other language skills, for example, the students may hear a new vocabulary during the process of listening podcast. It is also available both online and offline with limitless resources and authentic materials.

2.2.1.4 The Weaknesses of Podcast

The use of podcast for learning purposes definitely has several merits and weaknesses. The role of teachers is needed to assist these disadvantaged students.

Digital immigrant teacher may be disadvantageous as creating podcast requires a certain level of technical knowledge. Podcast will seem limited if the language learners did not supported by rich linguistics contents. It may not be possible for students to have an access the internet 24/7.

Maag (2006) identified some potential challenges of using podcast: students' adoption of the educational aspect of the device, member subscription,

and also technical support from school e.g., server space, bandwidth, and maintenance.

2.2.2 Listening

2.2.2.1 General Terms of Listening

Nunan (1998) mentioned that listening includes a process of decode and construct both verbal and nonverbal meaning that followed by two cognitive processes, including bottom-up (data driven) and top-down (conceptually driven). The bottom-up process happened as the activity of listening started from the smallest to the largest units of linguistics. Meanwhile, the top-down processing pointed out that the learners' background of knowledge they already had is used to grasp the new information.

According to the Council of Chief State Officer (CCSSO, U.S., 2009), listening is the ability to get the meaning of an instruction, scan the gist and abstract information, and follow up the training modules. Listening is an integrative activity including identifying, understanding, and interpreting spoken language (Harrowth, 1966). Mendelsohn (1994) defined listening as a skill of understanding spoken language of native speakers that requires the ability to process the linguistic forms, cope an interaction, understand and comprehend the messages, and also recognize each genre.

From the definitions above, listening can be defined as a complex integrated process of identifying and understanding sounds in spoken form. Both teachers and students are expected to find the best way to overcome the obstacles and maximize the strategies in teaching and learning process.

2.2.2.2 Listening Strategies

Listening became a substantial skill as people spend a large proportion in communication. However, there are many factors that can disturb the process of listening, such as insufficient emphasis on listening, immature teaching methodologies, ineffective listening strategies, and students' lack of vocabulary (Golchi, 2012, p.112). Therefore, successful strategies are needed to reach successful listening comprehension.

In conducting the listening process, many possible obstacles cannot be denied. The lack of facility from school, the problem of native speakers who speak too fast either with low voice, different English accents, are some of the reasons why listening is considered as the hardest among the main four language skills.

Ho (2006) defined listening strategies as a method to help students to achieve the listening input. There are at least three types of listening strategies, which are cognitive, metacognitive, and also socio-affective strategies (O'Malley & Chamots, 1990). Cognitive strategy is mental activities which help students to understand the linguistics system, especially in long term memory (Huy, 2015). Metacognitive strategy (Ratebi, 2013) involves the knowing of process of planning, monitoring, and evaluating the learning activity. Socio-affective strategy includes the individual or group activities such as cooperation, recasting, and clarification of meaning.

2.2.2.3 Teaching Listening for Senior High School

Teenagers are affected by social and emotional issues during second language learning. They often feel unmotivated, inactive, yet very critical to their teachers. They may be anxious and sensitive while learning with their peers who can do much better than themselves (Wilson, 2008).

Rubin (1994 as stated in Brown (2001) identified the listener characteristics of proficiency, memory, attention, affect, age, gender, background schemata, and also learning disabilities in the L1 are such factors that affect to the listening process. Moreover, things like clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, and intonation make listening sounds a lot more difficult.

Kemendiknas (2016) mentioned students pushed to comprehend and compress the meaning through an interpersonal, transactional, special, and functional form within past years. Usually, the tenth-grade students were demanded to learn descriptive, recount, narrative, and also song text. However, teaching listening still becomes a frightening obstacle for both teachers and learners.

Nowadays, teachers are asked to make use of the technology improvement of the twenty-first century. Technology facilitates integrative learning through multimedia sophistication. Moreover, students deserve to get authentic, accessible and reliable listening materials to encourage learning a language.

Erben, Ban, & Castañeda (2009) stated that the use of a wide range of authentic materials from the internet can engage the students with language input.

A generation of digital native right now perhaps needs a new way to learn and understand through the internet. With technology advances, they have more chances to access listening materials from basic to expert levels.

2.3 Theoretical Framework

In conducting this study, the researcher expected that the students would be able to improve their listening skills through podcasting activity. Try out test would be given before conducting the pretest. Both the experimental and control group would receive pretest. Then, the researcher applied podcasting activity as the intervention only to the experimental group. Finally, the researcher would conduct post-test for both experimental and control group to see the result.

To make it short, the researcher provided the following scheme.

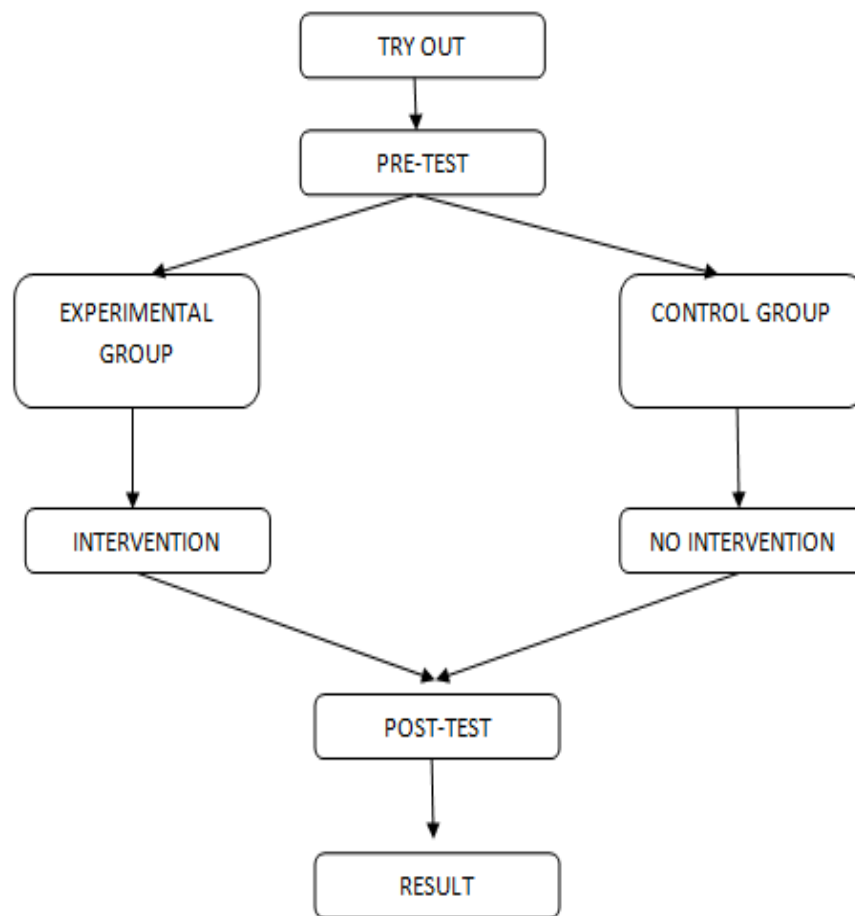


Figure 1. The Scheme of Podcasting Application

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion and suggestions of the study based on the research findings.

5.1 Conclusions

After conducting this study, the researcher can draw conclusions related to the effect of British Council podcast.

Based on the research findings, British Council podcast is an effective tool for language teaching especially listening of the students of MAN 2 Rembang.

It could be seen from the result of t-test analysis which obtained 6.85, for $\alpha = 5\%$ with $df = 58$, and $t_{table} = 0.018$. It means that the t_{value} was higher than t_{table} . There is a significant difference between the experimental and control group. The mean score of pretest from the experimental group was 73.13 while the control group was 73.03. After the treatment was given to the experimental and control group, the score of both groups increased. The result of post-test also shows that the experimental group was higher than the control group. The mean score of post-test from the experimental group was 83.33 while the control group was 77.57. It means that the students' achievement of the tenth-grade students of MAN 2 Rembang who were given British Council podcast as the treatment was

significantly different from the students who only taught using conventional method.

Although this research has weaknesses by not providing additional data such as questionnaires or interviews from the participants, this study has proved that British Council podcast affected students' achievement where the experimental group was scored significantly higher than the control group. Therefore, the researcher hopes that this study can be an alternative way for teachers and learners to expand their listening materials.

5.2 Suggestions

Based on the conclusion above, the researcher would like to give some suggestions. Theoretically, this study can be used as an alternative reference and source, specifically using British Council podcast as the media to teach listening.

Practically, this research offers a better way for teachers and students to explore British Council podcast as listening material. It will give general knowledge for other researchers to conduct similar research related to this field.

Pedagogically, the researcher hopes that this study is beneficial for teachers by offering additional knowledge and remaking their teaching techniques. It will support the students can reach better understanding and learning outcomes, especially in learning listening.

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