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THE IMPLEMENTATION OF PODCAST AUDIO ON TEACHING LISTENING COMPREHENSION

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Abstract

The E-learning today has influenced more aspects of pedagogy including in learning foreign language such as English language for non-native speakers, and one of format of e-learning is podcast. podcasting is being introduced into academic fields as an e-learning tool. The existence of podcasting contributes to help teaching learning activities running well. However, there were difficulties for the students to attain the meaning in listening subject. It was because that listening comprehension is becoming complex process to comprehend spoken language on English Foreign Language learner. This study aimed to investigate the use of audio podcast in achieving listening skill in teaching activities. This study used library research using systematic reviews method to find the effectiveness of audio podcast in teaching listening on all level of students. According to literature reviews, this study revealed the use of audio podcast in teaching listening is effective for the students both in classroom and out-door class.

Keywords: *Listening Comprehension, Podcast Audio, Teaching*

Introduction

Podcast is one of media application which is used to deliver audio recording by internet connection. Podcast is a digital media file or a series such files which is ditributed over the internet using syndication feed for playback on portable media players and personal player (Yamaguchi,2005). It is a process of capturing an audio, song, news or speech then posting as digital sound to a web or blog in RSS 2.0 envelope (Meng, 2005). This application provides several types of audio recording and appropriate material for the students using internet connection then the learner can download using their gadget or computer.

Podcasting is an innovative technology for broadcasting audio files which has been introduced in 2005. Anyone can make recording or audio podcast without downloading from internet. Everyone can create the content of podcast using a computer, microphone and a software program (Ducate, 2009) and distribute it over the internet via subscription services.Therefore, anyone can decide the content of audio podcast base on their need to learn

Podcasting is an innovation approach to use podcast application in language teaching (Selingo,2006).It is believed that language teaching can be better developed for both instructed and non-instructed learners using podcast media. The audio recording such news in English program, broadcast, film, song,may help the learners to gain learning target such kind of listening aspect (Carter, 2002). This is a rapid advanced for the teacher to use this media in teaching English listening.

English teacher believes that the main goal of teaching listening in classroom is comprehending the meaning from the spoken language. Listening comprehension lies at the heart of language learning, but it is the least understood and least researched skill in language learning, and the listening process is often disregarded by foreign and second language instructors (Field, 2008). In addition, Meaning is a part and goal in listening and speaking course (S. S. P. a. N. J. Nation, 2009). It means that to get comprehension, The learner should know the meaning of the spoken language and comprehension is a key in listening skill especially in understanding meaning in English spoken or word text.

The teachers believe that guesing the meaning and word context are so difficult for students in listening activities. Based on previous study about meaning word in reading skill, The students use clue to find difficult word in guessing the meaning (Yin, 2013). This study claimed that the students should use clue by using students' background knowledge in finding difficult word and get the meaning to comprehend the word text. It indicated that finding the meaning from spoken text like audio sound may also difficult for them if they do not have good background knowledge because the potential purpose in listening activities are based on determining meaning of auditory input and developing the gist,a global or comprehensive understanding of spoken language (D. Brown, 2004). Guesing the meaning of word from context involves macroskill of listening comprehension (Jack Richards, C, 1983).

In addition, Burns claimed: "In relation to language learning, It is important to remember that learners are unlikely to be able to process language simply by hearing it; They must also be able to make sense of what they hear (Burns, 1997). So that, Determining meaning of word from the text is an important aspect needed in teaching listening activity. The main focus of this study is to describe different way to apply podcast media by focusing in audio podcast. It may give new experience for student about how to apply podcast media effectively for learning so that the research questions of this study are the identification of current literature about the Audio podcast in teaching activities and the investigation current literature the effectiveness of audio podcast in teaching listening comprehension.

Literature Reviews

In this phase, the writer tries to find similar research finding about the use of podcast or audio podcast in any field. It was about the positive and negative effect of using podcast. These finding will contribute to answer the hypothesis which was arranged by the writer in the beginning of this paper. The first finding, podcasting offers great opportunity for learning through listening so that listening became more interesting than reading activities(Cabeci & Tekdal, 2006). It means that learning everything was more enjoyed than reading activity. In this finding, the writer assume that podcasting gives positive effect in learning.

The second finding was from Hasan & Hoon. Their research found that podcast motivated learner in improving their language learning especially in listening object (Hasan & Hoon, 2012). Besides, Podcasting

also as a tool to entail designing reflective learning tasks whose accomplishment require listening to a podcast (Ng'ambi, 2008) It means that the learners were motivated learning listening through podcast

The third finding was from the University of Minnesota. Podcasting involves a shift from e-learning to m-learning. It provides to wide experiences of the students beyond campus settings through the use of mobile devices such as laptops, mobile phones, MP3 player and iPods (Minnesota, 2006). It means that to access the information from institutional academic was easier through podcast.

The next finding states that podcast was useful in helping students gained control of their own learning. The students can focus from knowledge transmission to knowledge creation, a tenet on constructivism. Podcast also allows the students to engage in constructing knowledge and understanding while using same devices already used for social and entertainment purposes (Edirisingha, Salmon, & Nie, 2008). The students also build upon previous knowledge about the material of learning by consolidating concepts and discussed it with the lecturer. It also facilitate students learning viewed from a constructivist perspective (Ng'ambi & Lombe, 2012). Thus, podcasting contributes to help the students to make their own learning base on their need.

The other research, podcast contributes In English language learning. Learners can use the podcasted lectures of some others language to learn a new language. podcasted lecturer can help the students especially for slow learners in learning English as second language. the students can use note –taking strategies by using podcasted lecture in gaining the missing material (P Panday, 2009). Besides, podcasting is an opportunity to extend and improve lectures beyond classroom especially for courses such as music, theater, language etc. (Cabeci & Tekdal, 2006). Because the content of podcast is audio learning. It was better for the auditory learner learning through listening (Downes, 2004). Podcast also assumed as innovative way of practicing listening skill which enable learners to conduct the activity at their own pace and at the convenient time (Kavaliauskiene & Anusiene, 2009). These findings conclude that podcasting is an opportunity for raising language awareness especially in listening skill.

Method

This study was to develop a framwork for integerating Audio podcast into macroskilll of listening. The framwork was based on empirical finding of an nvestigation. the systematic review will include only relevant papers, which have been submitted from 5 to the present time and will exclude older materials. The search for materials will be limited to data from journals kept in databases.

Discussion

Podcast is a media which is used to share audio recording or information to public over internet access. Podcast is an audio recording that can be downloaded from the internet(History, 2014). Podcast also defined as audio or video content that can be downloaded on a computer or fed to a mobile music player (Learning, 2014). It is a digital recording of audio or web/visual content (web conference, radio program or music), made available on the internet for downloading to a personal computer or MP3 player (www.readytalk.com). Podcast were originally audio files uploaded to the internet to be downloaded onto a mobile devices such as a cellphones, mp3 player, iPod or else simply to be listened to directly from the computer.(Fox, 2008).It can be played on a computer or on any device that has the ability to play digital audio files. The file format that used is MP3. Thus, anyone can find the audio podcast from internet.

The term of podcasting derives from Apple's "iPod" and word "broadcast". Podcasting is delivering audio content usually over the internet to iPod and other portable media player (sheet, 2008). It is a simple process of disseminating audio content tends to overwhelm many first time users (PP Panday, 2009). It is also an optimum way of using the music devices, especially mp3 players, for the purpose of education. So that. media application like apple's iPod can support podcast content to share information for education purpose.

There are some programs to get content of podcasting. Podcasting uses standard Really Simple Syndication (RSS). It is designed to automatically refresh internet content without the user having to re-search for updates the news content. RSS was only suitable for text files. Podcast can be displayed on websites with clickable links to audio files. Subscribes then download the files to iPod, cell phones, iTunes directory, computers or other locations to listen to whenever they want. The common programs used to play podcasts include iTunes, windows media player, Win Amp, real

player and QuickTime player. Many of these programs come bundled with operating systems or can be downloaded for free.

The equipment needed to make podcast content is sound recorder such provide on smartphones, tablet and computer. Besides, it also needs microphone to catch our sound before uploading the content. The user also can use Audacity software to edit audio program. So that, it needs high quality tool to get best audio recording.

Figure 1. **Audacity software to edit audio recording**

The steps to make audio podcast are, transfer the audio files from the sound recorder to a computer. Then, create a backup of these unedited files. next open the audio files with Audacity, save file as a new project file. next, edit the audio, finally export audio file into MP3 files.

Figure 2. **The steps on making audio podcast**
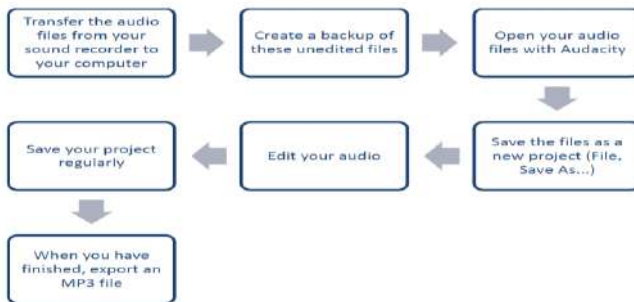
The other step is to produce audio podcast are the publisher needs to create audio file. This needs to be in mp3 format and can be created using software such Microsoft sound recorder. Then, create the RSS file for

extension tags. The text editor is needed to achieve this by using code to create an RSS tag (Petterson, 2006). The next step is the audio is published by the server. After producing audio podcast, the content of audio can be downloaded by anyone. They only subscribe to RSS and download the audio that they need and transfer into their tool like iPod or smartphones. This figure showed the complete process of producing unit consuming audio podcast.

Figure 3. **Complete process of podcast publishing**

Podcasting publish and subscribe model.

Figure 1. Publishing and subscribing to a podcast [9]
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Type of Podcast

There are different types of podcast – public podcast, personal podcast and professional podcast (educational or corporate). Podcast can also be classified by the format of content- basic podcast, enhanced podcast and video podcast. Public podcast is usually to share information that the publisher would like to share with the world. personal podcast is to share a private photo album, private video to a public. Professional podcast means share everything that be needed for educational purpose such information (report Text), story, academic information and information for institution.(PP Panday, 2009). These types contribute to help anyone in get information through podcast.

Podcasting can be considered as a complimentary tool to e-learning because some contents of audio podcast give advantages for pedagogic fields. It was a great way of telling children and parent what is going on at school. The teacher can deliver educational content for listening or viewing on a computer or MP3 player. Teacher can emphasize important aspects of course if the students absent to get access to classroom interaction. Besides, students can create and publish content and deliver their work to teacher and their friend. The teacher also shares lesson plan before conducting teaching

learning activity. In language learning, the students can practice sound and word and share to classmates when they get difficulties in learning language. Thus, that why podcasting is so important for educational field.

Teaching Listening

Listening involves one aspect in language learning. Lund Steen stated that listening is the first process that people do to acquire language because it provides the basis for the other language aspects(Lundsteen, 1979)So that, It is believed that the first aspect which students must acquire in language learning is listening skill. Listening is also believed as dominant aspect in language learning. Rankin stated that listening skill was the most dominant skill for the mode of human communication because listening occupies almost 50%, speaking (30%), reading (16%), and writing (9%) of our daily communications (Rankin, 1926). Base on the percentage, It is known that listening skill is most dominant than the other skill. If human has good listening. It will give good influence others skill such**,** reading speaking and writing.

Listening demonstrates as an active process. Listening defines as a process entailing hearing, attending to, understanding, evaluating, and responding to spoken messages(Floyed, 1985).So, listening is active olein comprehending a message from the spoken discourse in human daily communication. Listening is a basic precursor to speaking. It is the first "stages" of language development in a person's first language because oracy and literacy development need ongoing attention in first language education (G. Brown, Anderson, A., Shillcock, R. and Yule, G, 1984). In the view of language learning, listening is the way of learning the language such that the learner will develop their knowledge base on the information that they get (I. S. P. a. N. Nation, Jonathan, 2009). Thus, listening is a starting point for the person in learning everything.

Acquiring listening skill seems complicated for learner. It needs several aspects to help them. Brown states that listening needs students' prior knowledge to get the message and information from the other speaker (S. Brown, 2006). Vandergrift also stated that listening comprehension is a complete process where listeners take an active role in differentiating between sounds, comprehending vocabulary and grammatical pattern,

interpreting intonation and pronunciation, and finally, making use of all the skills that should be respond, interpreting the utterance within the socio-cultural context (Vandergrift, 1999). Besides, the difficulties in learning listening are the learners not only hear spoken discourse but also, they listen and comprehend the meaning of utterance. So that students need more effort and exercises to learn how to get the meaning from the sounds that they hear clearly to overcome their difficulties in learning listening.

Richards stated that there are two perspectives in teaching listening; listening as a comprehension and listening as acquisition. Listening as comprehension means that the main function in listening is to facilitate understanding of spoken discourse. while as acquisition, listening serves the goal of extracting meaning from messages(J Richards, C, 2008). The teacher needs to combine both two perspectives to gain the purpose in teaching listening activities base on students need in the classroom.

The activity to teach listening in classroom must be done base on process of listening. They are Bottom up and Top down process (J Richards, C, 2008). It includes strategies in listening activity for students. Bottom-up processing refers to using the incoming input as the basis forunderstanding the message. Clark and Clark(Clark, 1977) summarize this viewof listening in the following way:

1. Listeners take in raw speech and hold a phonological representation of it in working memory.
2. They immediately attempt to organize the phonological representation into constituents, identifying their content and function.
3. They identify each constituent and then construct underlying propositions, building continually onto a hierarchical representation of propositions.
4. Once they have identified the propositions for a constituent, they retain them in working memory and at some point, purge memory of the phonological representation. In doing this, they forget the exact wording and retain the meaning

Learners need a large vocabulary and a good working knowledge of sentencestructure to process texts bottom-up. Exercises that develop bottom-up processinghelp the learner to do such things as the following:

1. Retain input while it is being processed
2. Recognize word and clause divisions
3. Recognize key words
4. Recognize key transitions in a discourse

5. Recognize grammatical relationships between key elements in sentences
6. Use stress and intonation to identify word and sentence functions

In traditional way, many classroom still use bottom up processing activities with exercises such as dictation, cloze listening, the use of multiplechoicequestions after a text, and similar activities that require close and detailedrecognition, and processing of the input. They assume that everything thelistener needs to understand is contained in the input.

In the classroom, examples of the kinds of tasks that develop bottom-uplistening skills require listeners to do the following kinds of things:

1. Identify the referents of pronouns in an utterance
2. Recognize the time reference of an utterance
3. Distinguish between positive and negative statements
4. Recognize the order in which words occurred in an utterance
5. Identify sequence markers
6. Identify key words that occurred in a spoken text
7. Identify which modal verbs occurred in a spoken text

Top-down processing, on the other hand, refers to the use of backgroundknowledge in understanding the meaning of a message. Whereas bottom-upprocessing goes from language to meaning, top-down processing goes frommeaning to language. Exercises that require top-down processing develop the learner's ability to dothe following:

1. Use key words to construct the schema of a discourse
2. Infer the setting for a text
3. Infer the role of the participants and their goals
4. Infer causes or effects
5. Infer unstated details of a situation
6. Anticipate questions related to the topic or situation

The following activities develop top-down listening skills:

1. Students generate a set of questions they expect to hear about atopic, then listen to see if they are answered.
2. Students generate a list of things they already know about a topic and things they would like to learn more about, then listen and compare.
3. Students read one speaker's part in a conversation, predict the other speaker's part, then listen and compare.

4. Students read a list of key points to be covered in a talk, then listen to see which ones are mentioned.
5. Students listen to part of a story, complete the story ending, then listen and compare endings
6. Students read news headlines, guess what happened, then listen to the full news items and compare.

Generalization and Principles

From explanations from theory of podcast, theory of listening and review of research finding, there were known that learning activities can be effective through podcast. The content of podcast can help the students get many information about knowledge. the students know the information by listening. It makes the students concern to sharpen their listening skill. Because of some contents of podcast in MP3 player format. the students more interest and replay the audio every time they want. Podcast make them more enjoy and motivate in their learning activities. The students also were motivated to learn language because they can choose the material that they want to learn. They will be independent learner because the teacher just be facilitator in their activities. So that the existence of podcast media can help them to build their awareness to learn. The use of audio podcast will be efficacious in learning language such listening in classroom. They can listen and memorize the information that they listen. The students can improve their listening skill by emphasizing their mind or cognitive aspect to concern in listening the vocabulary in audio podcast.

The core of listening activities in learning languages to comprehend the content of the text and to know the meaning of content the audio. It is believed that learning the language is "building a map" of meaning in the mind (Nord, 1980). It begins from listening activities then the learner practices it to talk base on they listen.

In addition, Podcast-Audio helps the teacher convey information, news and entertainment in teaching and learning process(Adams, 2006).The use of podcasts can be utilized for both extensive and intensive listening activities. Besides, Podcasting also motivate the learner in learning listening comprehension (Shiri, 2015). Based on the previous study, The researcher believes that it may be useful to influence the student's ability in comprehending an English listening skill. The learners not only listen the audio but also see the trancript by using audio podcast. Thus, It may be easy

for the students to guess, to find the meaning of word and comprehend the text by listening the recording before seeing the transcript.

Based on the research finding about the function of podcast in listening skill, it was believed that The use of audio podcast helps students to gain the macro skill of listening such Recognize the communicative functions of utterances, according to situations ,participants and goal, Infer situations, participants, goal using real –world knowledge, infer links and connections between events, deduce cause and effect , and detect such relation as main idea ,supporting idea, new information, generalization and exemplification, Detecting keyword and guessing the meaning of word from context. Therefore, the writer assume that audio podcast can help the learner to detect keyword and guessing the meaning of word from context.

Conclusion

The identification of literature of audio podcast in teaching activities revealed that the use of audio podcast gives advantages for the learner. It provides material that they want to learn or need. Students will aware to learn because the material of learning is available on their smartphone or gadget. The audio recording allows the students to have vast amount of material. They free to play audio material anytime that they want. Therefore, they become independent learner by using podcast. Besides, students can be motivated   to learn English especially in listening comprehension through audio podcast. The use of audio podcast is also effective for learner. The students can be active to get the material by downloading the content of podcast from internet. Besides, the teachers assumed that the use of bottom –up in listening process such recognize word and clause divisions, recognize key words, recognize key transitions in a discourse, recognize grammatical relationships between key elements in sentences and use stress and intonation to identify word and sentence functions, the learner can accomplish to master the macro skill of listening through podcast.

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podcasting is being introduced into

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5. Recognize grammatical relationships between key elements insentences6. Use ...

core.ac.uk

the RSS file for

docplayer.net

usedto play podcasts include iTunes, windows media player

(6-4-12) http://66.35.37.230/sites/default/files/docs/support-training/Podcasting-what%20is%20it%20and...

listening serves thegoal of extracting meaning from messages(J

www.slideshare.net

The term

the effectiveness of

of listening. They are Bottom up and Top down