

THE EFFECTIVE OF USING PODCAST ON STUDENTS' LISTENING AND LEARNING MOTIVATION

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ABSTRAK

Kegiatan menyimak yang merupakan proses interaktif perlu disajikan sebagai proses interaktif dalam pembelajaran untuk meningkatkan motivasi siswa. Penelitian ini dilakukan untuk menggali informasi tentang peningkatan keterampilan mendengarkan dan minat belajar siswa melalui pemanfaatan podcast. Metode penelitian kualitatif digunakan dalam penelitian ini. Penelitian tentang strategi pengajaran motivasi yang dapat meningkatkan keterampilan mendengarkan siswa. Strategi yang diusulkan disini antara lain dengan menerapkan Student Teams Achievement Division (STAD) menggunakan media podcast. Penelitian menunjukkan bahwa podcast tidak hanya dapat meningkatkan keterampilan mendengarkan siswa tetapi juga meningkatkan partisipasi aktif mereka dalam kegiatan pembelajaran.

Keywords: *Podcast, Mendengarkan, Motivasi*

ABSTRACT

Listening activities which are interactive processes need to be presented as interactive processes in learning to increase student motivation. This research was conducted to explore information about improving students' listening skills and interest in learning through the use of podcasts. Qualitative research methods were used in this research. Research on motivational teaching strategies that can improve students' listening skills. The strategy proposed here includes implementing Student Teams Achievement Division (STAD) using podcast media. Research shows that podcasts can not only improve students' listening skills but also increase their active participation in learning activities.

Keywords: *Podcast, Listening, Motivation*

INTRODUCTION

Listening is an important skill when communicating with other people, especially in everyday life. Listening helps us understand our environment and whether we can communicate well or not (Gilakjani & Ahmadi, 2011). Effective communication can occur if the speaker is able to express his thoughts clearly and the listener is able to listen well so that he can absorb his ideas. It is also important to learn listening skills in addition to learning speaking skills. Listening is the first skill that must be mastered to learn a language (Kurniasih, 2016). Moreover, listening plays an important role that should take precedence over speaking, reading, and writing. (Hirumatsunisa et al., 2018).

Based on preliminary studies, researchers found that students' listening performance was still poor. It was found that there were problems affecting students' listening skills. especially is the lack of vocabulary. It is easier for students to understand the meaning of an audio passage when they hear something that contains familiar words. On the other hand, when students hear foreign words, they lack vocabulary and have difficulty understanding them. Interviews with Grade 7 students stated that

podcasts can increase students' motivation and interest in listening. Many words have many meanings and students will be confused if they are not used effectively and placed in the right context (Gilakjani & Sabouri, 2016).

In connection with the importance of listening in the development of language learning, a lot of research has been carried out on how to train listening activities. The discussion about language learning is about how to create an effective and enjoyable learning atmosphere in the teaching and learning process. Because such an atmosphere motivates language learning. In language learning, motivation is one of the factors that determines whether the teaching and learning process is effective or not. Every student has different motivations, so teachers need to ensure that they motivate their students. Class activities are one thing that can influence student motivation.

Therefore, Douglas shows that learning techniques in the classroom are a factor that can influence motivation when learning a foreign language. Jeremy Harmer also added that several factors that can directly increase student motivation are the instructor and his teaching methods. Therefore, teachers

have a mission to teach effectively and motivate students. He is responsible for encouraging students to learn English both inside and outside the classroom. Teachers also need to improve student learning through motivating attitudes.

According to the researcher's classroom observations, most students tended to participate more passively in listening exercises. As a result, neither teachers nor students can successfully engage in the learning process. To overcome this problem, podcasts can play a big role in increasing student-teacher engagement. After researching 13 sources, Goldman (2018) stated that implementing podcasts in the classroom can provide benefits and increase teacher and student engagement. The teaching and learning process becomes interactive when students actively participate in podcast discussions about the meaning of new vocabulary, differences in personal accents, culture, and more. This shows that podcast technology is the best choice for creating a positive atmosphere in the classroom. In short, podcasts are a powerful tool that can complement an engaging learning process (Fernandez et al., 2009).

Using podcasts in your classroom not only has its benefits, but it can also help motivate your students. Chan et al. (2011) conducted a survey of Chinese and Korean citizens using a questionnaire after the project was completed. It was found that Korean and Chinese people responded positively to podcasts and were more motivated to learn the language. Another research conducted by (Indahsari, 2020) found that podcasts are very useful in language learning because they not only help students learn listening skills but also motivate them to learn.

DISCUSSION

Listening Skill

Some experts emphasize that listening is an active process. Valder said that listening is an active process in understanding and constructing messages from sound streams. In this case, listening can be said to be an active process where the listener plays a very active role in forming the overall message that is exchanged quickly between the listener and the speaker. However, some experts argue that listening is the skill of recognizing what the speaker is saying. According to Fari, listening is the ability to recognize and understand what other

people say. David Nunan also stated that second language listening is a complex process and is very important for the development of second language skills.

From the explanation above we can conclude that listening is an active process that requires listeners to be actively involved in forming a message from a sound stream. As an active skill, listening requires a variety of skills, including vocabulary, mastery of grammar, and the ability to understand the speaker's message.

Listening is conceptualized as a complex interactive process in which listeners are engaged in an infinitely dynamic construction of meaning. Foreign language must master this because they tend to turn words into thoughts to get meaning from a passage. Rost (2002) describes listening as the process of hearing what the speaker says; constructing and reflecting meaning; discuss the meaning with the speaker and respond; and creating meaning through interaction, creativity and empathy. Successful listening can also be monitored based on the strategies used by the listener in listening. Strategies can be taught in the way a learner approaches and manages a task, and listeners are taught effective ways to approach and manage

listening. These activities make listeners active in the listening process.

There are a great several reasons to listen in everyday situations. Brown and Yule divided goals into two main categories: interactions and transaction. Interactive goals mediate the social causes of communication, how to chat at a party while the deal is on information, for example follow directions. (Hedge, 2003:243).

Comprehension Process In Listening Learning

Listening is one of the four language skills students need to learn because it allows them to gain insight and information. Learning a language means learning how it helps you learn. Learning a language allows you to communicate, exchange ideas, and interact with others for learning purposes.

Rost defines listening in a broad sense as the process of receiving what the speaker actually says (receptive orientation). Building and expressing meaning (constructive orientation). Negotiate and respond to meaning with the speaker (collaborative orientation) and create meaning through engagement, imagination, and empathy (transformative orientation). Furthermore, listening is a

complex and active interpretive process in which listeners adapt what they hear to what they hear. already know it through background knowledge and combine the two processes.

Podcast

Podcasts are audio files that can be downloaded from the Internet. Podcasts first became popular in his 2004 year. This is defined as online audio blogging or internet audio publishing. The term "podcasting" is a combination of the words "iPod" and "broadcasting" (O'Bryan and Hegelheimer, 2008). The term is no longer associated solely with the iPod, but refers to a combination of software and hardware that allows users to automatically download audio files and listen to them at their convenience. Therefore, audio recordings are intended to be downloaded and listened to on a portable MP3 (Moving Picture Expert Group Layer-3) player or computer.

Podcasts differ from other audio content in that they are automatically distributed online through a website. Podcasts use audio. Audio is the most impactful tool you can use to connect directly with your audience. This revolutionizes the English learning process, giving students the hope of learning anytime, anywhere, at

the pace and learning path they want. In other words, a podcast is a collection of audio files that contain comprehensive educational information to help you become an advanced learner.

There are three main features of podcasts: Episodic, downloadable and programmatic, most with a specific theme. There are three types of podcasts:

- 1) Audio Podcasts. The most common podcasts are usually MP3 files.
- 2) Expanded Podcasts. Podcast in image format with audio.
- 3) Video Podcasts. It's a movie. Equipped with sound and audio. Usually in MP4 format. Specifically, this research uses audio podcasts. (Toyib, 2012).

A source of interesting material is podcasts, usually in MP3 format. Podcasts allow students to practice English more conveniently. This is because podcasts can be easily downloaded and saved to portable media players such as iPods. This means students can practice while walking, sitting on public transport, or before bed. Baer said podcasts are particularly appealing to English learners because they provide students with an opportunity to access "authentic" listening resources on almost any topic

they might be interested in. In fact, Kirikaya said that using authentic materials, such as web-based materials, allows students to interact with real language. Podcasts can also be used across different topics and levels, making it easy for teachers to tailor podcasts to students' ability levels. Compared to traditional information sources/materials, podcasts are more engaging. Podcasts are a source of authentic audio text. The language presented is the "familiar" language. Another reason is the availability of themes and levels. (Toyib, 2012).

Listening Strategies

Listening Strategies are divided into cognitive, metacognitive and social affective strategies. Cognitive strategies mean mental activities related to understanding and storing input in working memory or long-term memory for later retrieval. These strategies include comprehension processes, storage and memory processes, and using retrieval processes. Most activities demonstrate students' cognitive abilities, for example comprehension processes related to linguistic and non-linguistic input processes, such as inferencing the sounds of certain words or chunks or tones. The resources of cognitive strategies

can be managed. Cognitive strategy management regarding conscious or subconscious thinking refers to metacognitive strategies. Strategy includes planning, monitoring and evaluation.

In short, Metacognitive strategies include deciding what type of listening skills to use, assessing the effectiveness of listening, orchestrating procedures and skills to achieve effective listening skills. This metacognitive strategy is important because it monitors, organizes and directs the language learning process. However, without the deployment of appropriate cognitive strategies, the potential of metacognitive strategies can be hampered, because cognitive strategies use certain techniques in completing learning tasks.

Teachers can use techniques, such as modeling by the teacher, pointing out students, mental activities, in this case listening strategies, that they engage in, to build their understanding of the text. It is very important for language teachers to help students become effective listeners.

Cooperative Learning

Cooperative learning is one type of learning developed from constructivism theory because it

develops cognitive structures to build one's own knowledge through rational thinking.

Robert Slavin said that Cooperative Learning is a learning model where students learn and work in small groups collaboratively whose members consist of 4 to 6 people. With a heterogeneous group structure. Furthermore, it is also said that the success of learning from groups depends on the abilities and activities of group members, both individually and as a group. Meanwhile, various types of Cooperative Learning can be categorized as follows:

- a. Number Heads Together (NHT). NHT type cooperative learning was developed by Spencer Kagan. In general, NHT is used to involve students in strengthening learning understanding or checking students' understanding of learning material.
- b. Type Team Assisted Individualization (TAI). This type of TAI cooperative learning was developed by Slavin. This type is also a heterogeneous ability group model. Each student learns a specific aspect of learning individually. Team members use answer sheets which are used to check each other's teammates' answers, and all are responsible for the overall answers at the end of the activity. Discussion occurs when students question each other's answers to their group friends.
- c. Teams Games-Tournament (TGT). TGT emphasizes competition, the activity is like STAD, but the competition is carried out by comparing the abilities of team members in a 'tournament'. Then the scores are taken from the tournament results and also given awards to the successful teams.
- d. Type Student Teams Achievement Divisions (STAD). This method was developed by Robert Slavin and his friends from John Hopkins University. This method is seen as the simplest and most direct method of cooperative learning. This method is seen as the simplest and most direct method of cooperative learning.
- e. Jigsaw Type. Through the Jigsaw method the class is divided into several teams whose members consist of 5 or 6 students with heterogeneous characteristics. Academic materials are presented to students in text form, and

each student is responsible for studying a part of the academic materials. Members of different teams have the responsibility to study the same academic section and then come together to help each other study that section of material. A group of students like this is called an "expert group". Next, the students in the expert group return to their original group (home teams) to teach other members about the material they have learned in the expert group. After holding meetings and discussions in home teams, students are evaluated individually regarding the material they have studied.

- f. Type Group Investigation (GI)
The basics of this method were designed by Herbert Thelen. The GI method is often seen as the most complex and most difficult to implement and cooperative learning method. This method requires students to have good communication skills and group process skills.

Student Teams Achievement Division (STAD)

As part of collaborative learning, Student Team Achievement Division (STAD) is one of several forms of team learning in which groups of

individuals form teams and compete against each other. This is the easiest model to implement (Syafiq Humaisi, 2012).

STAD consists of five main components, namely class presentations, teams, tests individual improvement scores and team recognition. STAD Student Teams Achievement Division strategy prioritizes attitudes rather than techniques and principles, namely an attitude of participation in order to develop cognitive and affective potential. The advantages of this system include:

- 1) Students are better able to hear, accept and respect and accept other people's mistakes.
- 2) Students are able to identify their feelings as well as the feelings of other people.
- 3) Students can accept experiences and be understood by others.
- 4) Students can persuade others by helping others and understanding and understanding each other.
- 5) Students will be able to develop their personal potential to be effective, efficient, creative, responsible and able to adapt and optimize changes that occur.

The steps for learning using this method are:

- 1) Form a group consisting of four members.
- 2) The teacher delivers the material.
- 3) The teacher gives assignments to students to be done by group members. Members who already understand can explain to all existing members until all members understand.
- 4) The teacher gives quizzes/questions to all students. At the time of answering the quiz should not help each other.
- 5) The teacher gives an evaluation.
- 6) Conclusion.

CONCLUSION

Based on the results of research entitled "Penggunaan Podcast Dalam (STAD) Untuk Meningkatkan Kemampuan Menyimak Pada Mata Kuliah Listening Prodi Tadris Inggris Jurusan Tarbiyah Stain Ponorogo" conducted by Muhammad Toyib (2012) and research entitled "The Effectiveness of Student Teams Achievement Divisions/ STAD (Compared with Lecture Method) in Teaching Listening Viewed from Students' Self Esteem" conducted by Cahya Ningrum (2011) can be concluded that the use of podcast material in the Student Teams Achievement

Division (STAD) strategy in listening learning is as follows:

1. STAD is more effective for teaching listening skills.
2. Students with high self-esteem have better listening skills.
3. There is an interaction between teaching methods and self-esteem.
4. STAD can increase student participation in group discussions which includes involvement in discussions, collaboration in providing understanding to friends in a group and presentation skills always increase in each cycle.
5. The use of podcasts in the Student Teams Achievement Division (STAD) strategy can improve student achievement by obtaining increasing grades in each cycle.
6. The use of podcasts in the Student Teams Achievement Division (STAD) strategy can provide benefits to students as indicated by positive student responses which always increases in each cycle.

Recommendation

After learning about the learning process through the application of podcasts in the Student Teams Achievement Division (STAD) strategy:

1. Teachers should be able to apply this learning model so that they can increase student participation and achievement.
2. For students, after following the podcast learning process through the Student Teams Achievement Division (STAD) strategy, it is hoped that students will be able to get used to active, creative and innovative.

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