

The Effectiveness of English Podcast for Fourth Semester Students' Listening Ability at Universitas Bhinneka PGRI

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Abstrak

Dalam penelitian ini, peneliti menguji keefektifan English Podcast pada mahasiswa semester empat di Program Studi Pendidikan Bahasa Inggris Universitas Bhinneka PGRI tahun ajaran 2019/2020. Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan English Podcast efektif dalam meningkatkan kemampuan mendengarkan mereka. Penelitian ini merupakan penelitian kuantitatif dengan metode survei yang dilaksanakan di Program Studi Bahasa Inggris Universitas Bhinneka PGRI tahun ajaran 2019/2020. Populasi dalam penelitian ini adalah mahasiswa semester empat Program Studi Pendidikan Bahasa Inggris Universitas Bhinneka PGRI tahun ajaran 2019/2020. Sampel penelitian adalah seluruh siswa kelas B, sebanyak 15 siswa diambil dengan teknik purposive sampling. Untuk mengumpulkan data, peneliti menggunakan kuesioner sebagai instrumen penelitian yang dibagikan secara online melalui Google Classroom. Data yang diperoleh kemudian dihitung dan dianalisis menggunakan Skala Likert. Dan hasil penelitian menyatakan bahwa skor tertinggi 57 dan skor terendah 40. Hasil analisis hipotesis yang dihitung menggunakan IBM SPSS Statistics 24 menggunakan rumus Mann-Whitney menunjukkan bahwa nilai signifikan (2-tailed) > 0,05 yang berarti H0 diterima dan H1 ditolak. Terlihat bahwa $0,531 > 0,05$. Dengan demikian dapat disimpulkan bahwa penggunaan English Podcast tidak memberikan perbedaan yang signifikan pada siswa yang mendengarkan dengan yang tidak mendengarkan. Namun Podcast tetap dapat digunakan sebagai berbagai media untuk meningkatkan keterampilan menyimak mahasiswa semester IV karena memiliki berbagai macam manfaat. Seperti materi yang dibahas oleh Podcast tidak hanya menyajikan informasi umum tetapi juga dari sudut pandang lain.

Kata kunci: *efektifitas, kemampuan mendengar, podcast bahasa Inggris.*

Abstract

In this study, the researcher tested the effectiveness of the English Podcast on fourth semester students in the English Education Study Program Universitas Bhinneka PGRI academic year 2019/2020. The purpose of this study is to find out whether the use of English Podcast is effective in improving their listening abilities. This research is a quantitative study using a survey method conducted in the English Language Study Program Universitas Bhinneka PGRI academic year 2019/2020. The population in this study was the fourth semester students of the English Education Study Program Universitas Bhinneka PGRI in the academic year 2019/2020. The research sample was all B class students, a total of 15

students were taken by purposive sampling technique. To collect data, the researcher used a questionnaire as a research instrument that was shared online through Google Classroom. The data obtained are then calculated and analyzed using a Likert Scale. And the results state that the highest score is 57 and the lowest score is 40. The result of hypothesis analysis calculated using IBM SPSS Statistics 24 using the Mann-Whitney formula show that a significant value (2-tailed) > 0.05, which means H₀ is accepted and H₁ is rejected. It can be seen that 0.531 > 0.05. Thus, it can be concluded that the use of English Podcast does not make a significant difference in students who listen to those who do not listen. But Podcast can still be used as a variety of media to improve listening skills of fourth semester students because they have a variety of benefit. Such as the material discussed by a Podcast not only presents general information but also from another perspective

Keywords: Effectiveness, Listening Ability, English Podcast

INTRODUCTION

In improving language mastery, there are four skill students must master, namely listening, reading, speaking and writing. All of these skills can be used to assess the extent to which a person masters all languages including English. These skills are divided into two main skill, namely receptive skill or skill used to capture and understand information or ideas both in writing and orally. And the second is productive skill or skill used to convey information or idea both in writing and orally. Reading and listening are receptive skill, while speaking and writing are productive skill. Sometimes these skill blend into one unit in an activity in language learning because in a learning activity requires more than one skill. For example, in dialogue activities students, especially students of English education not only speak but also listen. Therefore, students need to acquire four skills even though in general students are only dominant in one skill. Listening is the first skill students must learn, because listening is the most basic of the four skills in improving language acquisition. Listening has an important role in communication. Listening also has great important in foreign language classroom (Shi & Nunan, 2000) (Richards & Renandya, 2002). In language learning process, listening provide input for students. If students cannot understand the input, the learning process cannot begin (Rost, 1994). Therefore, listening has an important role in language learning. In the process of listening, students try to accept and then translate messages or information spoken by another

speaker. Students will have good communication if students can receive messages or information well. That way, students can learn effectively.

The researcher try to use English Podcast as a research media for improving listening skill. Crawford (2007) states that if Podcasting is applied, it can build different literacies because of the multimodal communication approach or the application of multiple literacies in one media. This is also one form of utilizing information technology. According to (Warlick, 2005; Adams, 2006) Podcast are interesting media and have some information and entertainment. In relation to that, students will not feel bored and monotonous because all this time we know that to test listening skill can only use a tape recorder. Therefore, in this study the researcher chose English Podcast as a research media because the researcher believes that English Podcast was the right choice to use as a good technique in improving listening skill.

English Podcast has several advantages in addition to entertainment, Podcast can improve listening skill, can identify different accents and speaking style, can build the vocabulary with modern English that is used today, understand native speakers, even when they speak quickly.

METHOD

This research uses the quantitative research method. Quantitative research method is an inductive, objective and scientific research approach in which the data obtained are in the form of numbers (score, value) or statement that are valued, and analyzed by statistical analysis. For this research, the researcher uses one of technique primary quantitative research methods namely survey research. In all quantitative research methodologies and studies, there is the most basic tool namely Survey Research. Survey can be used to ask a question to respondents using online polls, online survey, questionnaires, web interception survey and others. The researcher used a deductive approach. Deductive approach is an approach that draws one or more conclusions based on a set of premises given using logic. In this research, the researcher provided the instrument of the research is questionnaire. The questionnaire is a data collection technique that is done by giving a set of written statements to the respondent to answer (Sugiyono, 2015).

The instrument used to measure the variables of this study was a four point Likert scale. For the details, the scale of educational background questionnaire is presented as follows :

- a. Score 4, for strongly agree
- b. Score 3, for agree
- c. Score 2, for disagree
- d. Score 1, for strongly disagree

Equality and Formula

Validity refers to the extent to which an instrument measure what one think it is measuring and reliability is concerned with the consistency of score if the instrument used repeatedly for different subject or different times Ngadiso (2007, p. 8). For find the empirical validity of an instrument, the instrument must be tried at the target in the study. After getting the questionnaire result, then analyzed using the Product Moment technique developed by Karl Pearson with the following formula:

$$r_{xy} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\}\{n \sum Y^2 - (\sum Y)^2\}}}$$

Notes:

r = product moment correlation value

n = number of respondents

X = item score

Y =total item score

The alpha formula is used to find the reliability of instruments whose scores are not 1 and 0, as follows:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right)$$

Notes:

- r_{11} = instrument reliability
- k = number of questions or number of questions
- $\sum \sigma_b^2$ = number of item variances
- σ_t^2 = total variance

FINDINGS AND DISCUSSION

Findings

Based on the form, the questionnaire is calculated using a rating scale or what is called a Likert Scale. The result as shown in the following table:

Table 1. Respondents Profile

Criteria	Sub Criteria	Amount
Gender	Male	4
	Female	11

Table 2. Respondents Response to Questionnaire

NO	Statement	Score	Percentage	Category
1.	Bahasa Inggris adalah bahasa asing yang penting dipelajari karena merupakan bahasa yang sering digunakan di seluruh dunia	57	95%	Good
2.	Anda tertarik mempelajari mata kuliah <i>Listening Skill</i> untuk meningkatkan kemampuan berbahasa inggris	49	82%	Good
3.	<i>Listening Skill</i> mempunyai peran penting terhadap penguasaan Bahasa Inggris	51	85%	Good
4.	Menurut Anda <i>Listening Skill</i> adalah kemampuan yang sulit untuk dipelajari	47	78%	Good
5.	Media pembelajaran yang digunakan oleh dosen dalam mata kuliah <i>Listening</i> membuat Anda memahami materi yang disampaikan	43	72%	Enough Good
6.	Metode pembelajaran <i>Listening Skill</i> di perkuliahan sangat menarik	40	67%	Enough Good
7.	Anda merasa kesulitan untuk meningkatkan <i>Listening Skill</i>	47	78%	Good
8.	Anda ingin meningkatkan nilai mata kuliah <i>Listening Skill</i> supaya tidak mengulang mata kuliah tersebut di semester berikutnya	51	85%	Good
9.	Anda meningkatkan <i>Listening Skill</i> dengan cara mendengarkan musik atau menonton film dalam Bahasa Inggris	52	87%	Good
10.	Anda familiar dengan Podcast	42	70%	Enough Good
11.	Anda tertarik mencoba media yang modern seperti	48	80%	Good

NO	Statement	Score	Percentage	Category
	Podcast untuk meningkatkan <i>Listening Skill</i> Anda			
12.	Anda mempunyai aplikasi atau layanan streaming musik untuk mendengarkan lagu atau Podcast seperti Spotify, Podcast Go, Google Podcast dll	41	68%	Enough Good
13.	Podcast dapat didownload secara gratis di smartphone sehingga dapat didengarkan dimanapun dan kapanpun	45	75%	Enough Good
14.	Podcast dalam Bahasa Inggris mempunyai banyak topik dan kategori yang dapat dipilih sehingga tidak akan merasa bosan	45	75%	Enough Good
15.	Mendengarkan Podcast dalam Bahasa Inggris merupakan kegiatan yang positif untuk mengisi waktu luang karena juga dapat meningkatkan <i>Listening Skill</i> Anda	46	77%	Good
16.	Selain untuk meningkatkan <i>Listening Skill</i> , kegiatan tersebut juga dapat meningkatkan <i>Reading</i> , <i>Speaking</i> dan <i>Writing Skill</i> Anda karena dapat meningkatkan perbendaharaan kosakata, frasa dan idiom yang umum digunakan oleh native speaker	45	75%	Enough Good
17.	Mendengarkan Podcast dalam Bahasa Inggris dapat memperluas wawasan Anda karena banyak topik yang bisa Anda pilih dan dengarkan	50	83%	Good
18.	Selain sebagai hiburan, Anda merasakan manfaat lain mendengarkan Podcast dalam Bahasa Inggris seperti melatih <i>Listening Skill</i> Anda	45	75%	Enough Good
19.	Mendengarkan Podcast dalam Bahasa Inggris dapat meningkatkan motivasi Anda untuk meningkatkan <i>Listening Skill</i> Anda	46	77%	Good
20.	Mendengarkan Podcast dalam Bahasa Inggris dapat meningkatkan keahlian dalam mengenal kata	46	77%	Good
21.	Mendengarkan Podcast dalam Bahasa Inggris membantu meningkatkan penguasaan kosa kata	48	80%	Good
22.	Mendengarkan Podcast dalam Bahasa Inggris adalah salah satu cara sederhana yang efektif dalam membantu meningkatkan <i>Listening Skill</i> karena dapat mendengarkan percakapan atau narasi dalam Bahasa Inggris	47	78%	Good
23.	Mendengarkan Podcast dalam Bahasa Inggris dapat membantu Anda mengenali dan mempelajari aksen British dan Amerika	45	75%	Enough Good
24.	Dengan mendengarkan Podcast Bahasa Inggris, Anda bisa mendengarkan cara pengucapan sebuah kata yang benar menurut penutur aslinya, sehingga secara perlahan bisa meningkatkan kualitas <i>Speaking Skill</i> Anda	51	85%	Good
25.	Anda tertarik jika Podcast sebagai media untuk meningkatkan <i>Listening Skill</i> Anda	46	77%	Good
26.	Mendengarkan Podcast dalam Bahasa Inggris dapat membantu Anda untuk meningkatkan kemampuan lain dalam berbahasa seperti <i>grammar</i> , <i>pronunciation</i> dan <i>vocabulary</i>	46	77%	Good

NO	Statement	Score	Percentage	Category
27.	Anda setuju jika Podcast dalam Bahasa Inggris sebagai media untuk meningkatkan <i>Listening Skill</i>	49	82%	Good
28.	Podcast adalah media modern yang bisa divariasikan pada pembelajaran <i>Listening Skill</i> supaya tidak merasa bosan	45	75%	Enough Good
29.	Anda setuju jika Podcast dalam Bahasa Inggris menjadi media pembelajaran <i>Listening Skill</i> yang efektif dan efisien	50	83%	Good
30.	Podcast lebih menarik daripada metode pembelajaran lama	44	73%	Enough Good
Total		1.407		
Average		46.9		

Discussion

The data obtained from questionnaire distribution and calculated using a Likert Scale show that the highest score is 57 and the lowest is 40, so the range is 17. And the total score is 1,407 and the average is 46.9. It can be concluded according to the scores above that according to students English is an important foreign language to learn because it is a language that is often used throughout the world, but according to students the Listening Skill learning method in lectures cannot be said to be interesting. Based on the results of testing the hypothesis that has been done, it was found the results of the study there is no significant different between the students who listen English Podcast and the students who do not.

These results can be seen in the table above the value obtained $0.531 > 0.05$, meaning that H_0 is accepted while H_1 is rejected, which means there is no significant difference in the development of Listening Skill between students who listen to English Podcast and those who do not listen. However the use of Podcast is flexible because the material can be repeated as needed. According to Rosell-Aguilar (2007) they can find interesting topic and favorite information, relevant and useful information for their ideas to listen and speak. And then is practical, because there is no need to take notes, besides the students now have made various information technology devices as part of their lives. Students also more quickly absorb various things in the form of audio, visual, or a combination of both. According to Constantine (2007) Podcast are the names of digital recordings of radio broadcasts or similar

programs. Podcast is published on the internet as MP3 file. So that the use of Podcast will further help them in improving Listening Skill. The easiness of Podcast can direct students to control their own space in learning outside the classroom.

From the results of the above research, it can be concluded that the use of English Podcast may not be able to be used as a permanent media to improve Listening Skill but it can be used as a variation so the students will not feel bored. In addition to improving Listening Skill, they will also gain a lot of knowledge because Podcast have many topics that they can choose suitable with their need.

CONCLUSION

Based on the research finding in the previous chapter, it can be seen that there is no significant different between the students who listen to English Podcast and who do not. Listen to Podcast can still be used as a variety of media to improve listening skills of fourth semester students because they have a variety of benefits. Podcast can help learning not only in speaking and listening, but also can develop in other language skill such as pronunciation, accent, and grammar. And also The material discussed by a podcast not only presents general information but also from another perspective. There is an interesting argument submitted by the podcaster, making listener able to be open-minded and learn to analyze the information conveyed. More Podcast are available in audio form, although sometimes there are video Podcast. Now there are Podcast applications for the Android and iPhone operating system. Therefore Podcast are free to listen to wherever and whenever. According to Rosell-Aguilar (2007) said that after being downloaded, files can be retrieved and listened to anywhere, as many times as needed, at a convenient time. Podcast do not have advertisement, so we can continue to listen to the topic of discussion without feeling distracted. According to Sloan (2005) functions such as pause, forward, or skip the mean that the user controls the speed. So students can arrange themselves where and when they will listen to Podcast in their free time. So, they will not miss the Podcast they will listen to. Podcast also has other advantages, it can increase student awareness to know the important messages and topics can be delivered to students

through the Podcast. And after listening to the Podcast, students will get important quotes.

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