

## USING PODCAST TO IMPROVE STUDENTS' LISTENING AND SPEAKING ACHIEVEMENTS

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**Abstract:** This study aimed at investigating whether or not there were significant differences in English listening and speaking achievements between the twelfth grade students of MAN 3 Palembang who were taught by using Podcasts and those who were not, and this study aimed to get the students' feedback about the use of Podcasts to improve their English listening and speaking achievements. There were 60 twelfth grade students of MAN 3 Palembang in the academic year 2014/2015 as the sample and they were divided into experimental (N= 30) and control groups (N= 30). Both groups were given pre- and post tests, but only the experimental group was given the treatment. To collect the data, listening and speaking tests were administered to students in both groups, and a questionnaire was administered to the students in the experimental group. The obtained data were analyzed by using paired and independent sample t-tests. The results showed that there were significant differences in both listening (mean difference= 23, p= 0.000) and speaking (mean difference= 17, p= 0.000) achievements between the experimental and control groups. Next, the results of questionnaire indicated that Podcasts served meaningful, appropriate, interesting tasks, activities and authentic materials which could attract the students' attention, increase their motivation, and improve their comprehension. Hence, based on the results of this study, Podcast was an effective and innovative technology-based learning tool in English classroom, especially in integrating listening and speaking.

**Key words:** *Listening, speaking, Podcast, twelfth graders, technology-based learning*

In a country like Indonesia where English functions as a Foreign Language (EFL), students' exposure to English is mainly in the classroom. The students have very few opportunities to use English outside the classroom. Therefore, Sawir (2005) points out that 1.7 millions of Asian students, face serious learning difficulties and lack of

confidence in speaking English and taking a proactive role in classrooms.

In Indonesia, the aim of teaching English in Senior High School based on the 2006 School-Based curriculum is to help the students to understand and produce oral and written texts in relation to four language skills (listening, reading, speaking, and

writing). Secondly, it aims to help students comprehend and produce various short functional and monolog texts, and essay texts. The third aim is to help the students have competences in linguistics (grammar, vocabulary, spelling, and written rules), social culture (language expression based on the community context), and strategy (problem solving in communication occurred).

Speaking is the English language skill which is necessary to develop because it is the skill which can show that someone is able to use English and deliver their opinions to others in communication. Furthermore, Richards (2008) also says that in communicating with others, someone should understand what other people say by grasping the meaning through listening. This suggests that it is important to balance the learning of the English language skills. Unfortunately, according to Sawir (2005), the activities of English teaching focus almost exclusively on learning to read, and to prepare English language essays and letters, with little attention to the skills of conversation in English. In addition, based on the interview between the writer, three English teachers and ten twelfth grade students of MAN 3 Palembang who were chosen randomly, it was found that the English teaching activities mostly focus on reading and writing activities. The students claimed that they seldom asked questions or talked in English with friends; it was the teacher who mostly used English in the class, for example, to explain a topic. The listening activities tended to be a paper test only. The teachers admitted that they gave listening exercise which was available in the text book only because they did not have much time to find listening materials from other sources. This was in line with what the students claimed that for the listening activities, they were just asked to do the exercise, for example:

to answer the questions or fill the blanks which were available in their text book.

Richards (2008) argues that students must develop the ability to use the language in the real world rather than only to make grammatically correct, and propositional sentences. EFL students need lots of practice using English, especially orally, get them speaking in the classroom, and teach them where to find opportunities to practice speaking English outside class, and reward them for doing so, exposure to living English, and never lead them to believe that English is a set of rules and words to memorize (Richards, 2008).

Furthermore, Richards (2008) adds that speaking is the skill which can show that someone is able to use English and deliver their opinions to others in communication. In communicating with others, someone should understand what other people say by grasping the meaning through listening (Richards, 2008). Warschauer and Meskill (2000) emphasize the fact that the students and their communicative purposes should be at the very core of the teaching program, thus, the main aim of teaching activity is to enable EFL learners to communicate in the target language fluently and freely.

Since both listening and speaking skills are important in the teaching of English language skills, the teacher of English can integrate them. Liyong (2006) suggests to integrate the listening and speaking skills, since they are interrelated in real communication, one can not understand what others talk about without listening, and speaking as well. Nation and Newton (2009) state the more the students get input from listening, the richer the knowledge they acquire then the more fluent they become. Hence, in order to be able to demonstrate comprehensible meaning, students need to get relevant and

meaningful input from listening, so that they acquire not only full understanding of the message being spoken, but also the model to communicate them in the appropriate speaking contexts.

The innovative and effective medium supporting this integration is needed. Rashtchi (2001, as cited in Sze, 2006) mentions that Podcasts is the innovative media which can meet the students' and classroom needs. Edisingha (2007) found that by using Podcasts the students found it easier to access listening practice, and Podcasts helped them to improve their oral presentation skills, too. These are in line with Chan, Chi, Chin, and Lin (2011) who found that Podcast covers a wide range of subject matters so that Podcast can be used for intensive and extensive listening activities, and it can match the students' needs and interests too.

To conduct Podcast in teaching of listening and speaking, Task Based-Learning is an ideal method (Brown, 2007). It provides students to solve problem, write, and perform role-plays or come to an agreed conclusion individually or in group or pairs with the goals to have meaningful communication. Thus, in teaching and learning activities the students are more active in participating and engaging into teaching and learning process.

As previously stated, the teaching of English for the twelfth grade students at MAN 3 Palembang was monotonous. Therefore, the writer decided to conduct her study about the use of Podcast to improve the students' listening and speaking achievements at MAN 3 Palembang. In addition, this school has good ICT facilities, such as computer laboratory, LCD projector, and hot spot area. Most students also have their own laptop and they can access the internet through broadband. Taking into consideration the advantage of Podcast in students' listening and speaking achievements, the writer was

interested in finding out whether or not there was any significant difference in the students' listening and speaking achievements between the twelfth grade students of MAN 3 Palembang who were taught by using Podcasts and those who were not taught by using Podcasts. In addition, the writer also figured out the students' feedbacks towards the use of Podcasts.

## **METHODOLOGY**

### **Research Method**

In conducting the study, the writer used a quasi-experimental research method and the design of the study was the pretest-posttest non equivalent group design. The students of the experimental group got the treatment intensively by using Podcasts for 22 meetings for 2.5 months (including the pre- and post-tests; each meeting consisted of 60 minutes). For the control group, the writer only gave the pre- and post-tests.

### **Population and Sample**

The population of this study was all the twelfth grade students of MAN 3 Palembang in the academic year 2014-2015, with the total number 193 students from 6 different classes. Two classes were involved in this study, the XII IPS 2 was the experimental, and XII IPS 1 was the control group. They were selected based on the following criteria: the class was taught by the same English teacher, the students' English proficiency was considered the same, as shown in the report book, their English average score for each class was similar (XII IPS 2 was 65 and XII IPS 1 was 64), and the number of students in class was the same (30 students for each class).

### **The Teaching Procedure**

The teaching of listening and speaking skills was conducted

integratedly. The teaching and learning process conducted into three steps: pre, whilst and post activities (see Table 1). The materials were taken from books and internet.

**Table 1**  
**Teaching and learning activities of the experimental group**

TEACHING STAGES	OBJECTIVES
<b>Pre-activity (5 minutes)</b> -The writer greeted the students. -The writer checked attendance list. -The writer gave motivation and asked some questions related to the topic would be discussed.	-To prepare the students to study -To encourage the students' attention to study.
<b>Whilst activity (70 minutes)</b> -The writer asked the students to watch video that was muted. -The writer asked the students to guess what actually happened in the video. -The writer played the audio/video with the sound, asked them to jot down the words, phrase, and sentences and mention them by taking turn with friends they choose. -The writer wrote some questions on the board and played the video again. -The writer asked them to answer the questions -The writer asked the students to act out what they had listened to or watched.	-To keep the students' attention while asking them to guess what happen in the audio/video -To make the students' pay attention to discriminate the words, sounds, and intonation while writing down the words, phrases, or sentences they hear -To make the students comprehend the audio/video while answering the questions -To make the students have practice while acting out
<b>Post activity (15 minutes)</b> -The writer asked the student to make sentences using new vocabulary they had got from what they had listened to/ watched. -The writer asked the students to conclude the lesson. -The writer informed the topic for the next meeting. -The writer dismissed the class.	-To evaluate the students' comprehension -To check the students' oral production while making sentences and conclusion at the end of the class.

### Data Collection

To collect the data, two kinds of instruments were used: tests and a questionnaire (see Appendix 1 and 2).

Both experimental and control group were given pre- and post-tests of listening and speaking tests. The samples were asked to answer 35 multiple choice questions of listening comprehension test taken from *Pusat Penilaian Pendidikan* (2005 & 2006). For the speaking test, it was an interview. They were asked to answer some questions asked by the writer. Then, the questionnaire which was in the form of semi-closed- ended question was administered to the experimental group after giving the post-tests to get their feedback concerning the use of Podcast in teaching English listening and speaking skills.

### Validity and Reliability

To ensure the content validity of speaking test, curriculum, syllabus, and textbook used for the twelfth grade are taken into account. In the development of instruments, the writer also asked for the judgment from her advisors and two lecturers of the postgraduate Study of Sriwijaya University about the content of the speaking test and questionnaire. Meanwhile, because the listening test was a ready made test of National Examination taken from *Pusat Penilaian Pendidikan* (2005 & 2006), it was considered that the validity has met the content validity requirements. Therefore, the analyses could be continued to check the reliability of the listening test and speaking results.

In this study, the writer applied Cronbach Alpha to find out the internal consistency of the listening test by trying it out to non sample students. The result showed that all of the questions were valid, with the reliability of Alpha Cronbach coefficient 0.808. The test was considered reliable because its reliability was higher than 0.70.

To score the students' speaking achievement in both pre- and post-tests in experimental and control groups, the

speaking rubric proposed by Heaton (1990, pp. 89-104) was used by three raters to measure. The writer explained it to the three raters before giving judgment in order to make sure that the three raters had the same concept. Then, In checking the speaking results, Inter-rater Reliability was used to see the consistency of three raters with the implementation of rating system. The raters were chosen based on some criteria: they already held master degree, had more than 5-year teaching experience, and obtained at least 550 TOEFL score. It was found that the Correlation Coefficient score was 0.806. It meant that the listening test and the speaking results were assumed reliable. Because the instruments were considered valid and reliable. The normality and homogeneity of the data were checked. Table 2 shows that the scores were higher than 0.05. It meant that all data were considered normal.

**Table 2**  
**The Results of Normality test of Listening and Speaking Tests**

Types of Tests	Sig. (2-tailed)	
	Listening	Speaking
Pretest of Exp Group	0.241	0.205
Posttest of Exp Group	0.433	0.146
Pretest of Control Group	0.208	0.287
Posttest of Control Group	0.109	0.245

In addition, it was also found that all data were higher than 0.05 (Table 3). The data were considered homogenous. Hence, the data could be analyzed statistically.

**Table 3. The Results of Homogeneity test of Listening and Speaking Tests**

Type of Test	Significance (Lavenene Test)
Listening Pretest of Experimental and Control Groups	0.106

Listening Posttest of Experimental and Control Groups	0.945
Speaking Pretest of Experimental and Control Groups Posttest	0.740
Speaking Posttest of Experimental and Control Groups Posttest	0.920

### Data Analyses

The paired sample t-test was applied to see whether or not there was significant difference in listening and speaking achievements between the pre- and posttest means of experimental and control groups. Meanwhile, Independent sample t-test was used to see the significant difference between the experimental and control groups in both listening and speaking achievements. The computation was conducted by using SPSS 21.0. In addition, to analyze the data from the questionnaire, simple percentage analysis and descriptive analysis were applied.

### FINDINGS

The findings consist of descriptive statistics and statistical analyses of the listening and speaking tests, and the results of questionnaire.

### Results of Listening and Speaking Tests

**Table 4. The Results of listening and speaking tests.**

Variables	Experimental				
	Pre test Mean	Post test Mean	Mean Dif	Std.Dev	p-value
Listening	52.5	76.2	23.6	3.2	.000
Speaking	47.22	63.98	16.7	0.4	.000
Accuracy	16.3	21.79	5.433	0.5	.000
Fluency	15.0	20.42	5.367	0.4	.000
Comprehension	15.8	21.20	5.4	0.4	.000
Variables	Control				
	Pre test Mean	Post test Mean	Mean Dif	Std. Dev	p-value
Listening	52.4	53.1	0.7	1.91	0.05

Speaking	47.2	47.2	0	1.81	1
Accuracy	16.6	16.8	.2	0.61	.08
Fluency	14.9	15.0	0.1	1.39	.69
Comprehension	15.7	15.7	0	1.05	1
<b>Variables</b>	<b>Mean Diff of Post Tests between two groups</b>			<b>p-value</b>	
Listening	23.033			.000	
Speaking	16.667			.000	
Accuracy	5.367			.000	
Fluency	5.4			.000	
Comprehension	5.433			.000	

In terms of listening test, Table 2 shows that the mean score of students' listening pretest of the Experimental group was 52.567, and the mean score of students' listening posttest was 76.2. Thus, the mean difference between students' listening pretest and posttest was 23.633. In addition, the p value of listening was 0.000, lower than the alpha value 0.05.

Meanwhile, in the control group, the listening pretest score was 52.467 and the posttest score was 53.167. Therefore, the difference in mean of students' listening score was 0.7. Then, the p value was 0.055, higher than 0.055.

Next, the posttest mean difference of the students' listening achievement between the experimental and control groups was 23.033 with the p- value 0.000. It was lower than 0.05. The null hypothesis ( $H_{01}$ ) was rejected and research hypothesis ( $H_{a1}$ ) was accepted. It meant that there was a significant difference in the students' listening achievement between the students who were taught by using Podcast, and that of those who were not. Hence, the students' listening achievement improved significantly after being taught by using Podcast.

In terms of speaking test, Table 2 also showed the speaking pretest and its aspects mean scores. In the experimental group, the pretest mean

score of speaking was 47.222, the scores of accuracy, fluency and comprehension aspects were 16.366, 15.062, and 15.802. Then, the speaking post test mean score was 63.987, and its aspect mean scores; accuracy was 21.799, fluency was 20.429, and comprehension was 21.202. Hence, the mean difference between students' speaking pretest and posttest was 16.767 and the mean differences of its three aspects orderly were 5.433, 5.367 and 5.4. In addition, the p value of speaking and its aspects was 0.000, smaller than 0.05.

In the control group, the speaking pretest score was 47.284, the scores of accuracy, fluency and comprehension aspects were 16.605, 14.938, and 15.741. Then, the post test score of speaking was 47.284 and its aspects; accuracy, fluency, and comprehension were 16.805, 15.038, and 15.741. Hence, the mean difference between the students' speaking posttest mean score was 0 and its three aspects orderly were 0.2, 0.1, and 0. In addition, the p value of speaking was 1 and its aspects were 0.083, 0.698, and 1, higher than 0.05.

Finally, the posttest mean difference of the students' speaking achievement between the experimental and control groups was 16.667 and the mean differences of the students' speaking aspects; accuracy was 5.367, fluency was 5.4, and comprehension was 5.433 with speaking and its aspect p- value of independent sample t-test was 0.000. It was lower than 0.05. The second null hypothesis ( $H_{02}$ ) was rejected and the second research hypothesis ( $H_{a2}$ ) was accepted. It meant that there was a significant difference in speaking achievement between the students who were taught by using Podcast, and that of those who were not. Hence, the students' speaking achievement improved significantly after being taught by using Podcast.

## Results of Questionnaire

The questionnaire consisted of 4 open-ended questions aimed at investigating the students' feedback towards the teaching and learning by using Podcasts in the classroom. For the first question, the students were asked to choose one or more interesting Podcast topic(s) which they had studied.

**Table 5**  
**Students' Preference on Topics Given**  
**(Question 1)**

Students' Response	% (No Students)	Reason
Introduction	100% (30)	<ul style="list-style-type: none"> <li>Because I like</li> <li>I can introduce myself to others</li> <li>I can tell everything about myself</li> <li>I know how to introduce myself</li> <li>I can memorize the vocabularies</li> <li>I can make me share about my life, so my freinds can know me intimately.</li> </ul>
Like and Dislike	100% (30)	<ul style="list-style-type: none"> <li>I like this topic, because I can tell anything that I like and I don't like.</li> </ul>
Accepting and Refusing Invitation	90% (27)	<ul style="list-style-type: none"> <li>This topic can show my ability while acting out</li> <li>I like to invite, accept and refuse invitation, so I can apply it when I speak to people outside</li> </ul>
Capability	90% (27)	<ul style="list-style-type: none"> <li>I can be braver to stand up in front of the class.</li> <li>I can tell to others what I can do and what I can't do.</li> <li>I can direct someone to the place he means</li> <li>I can ask to others where the place I look for.</li> </ul>
Describing environment and situation	90% (27)	<ul style="list-style-type: none"> <li>Because I can describe my favourite artists, or actors, who inspire me to positive things in my life. So everyone will know about them and I can tell to others why they really inspire me.</li> </ul>
Describing people	90% (27)	<ul style="list-style-type: none"> <li>I can tell about my activity, my routinity to others.</li> <li>I love explaining problems, because i can improve my speaking skills formally.</li> <li>When we talk about some problems, we can share how to solve the problems.</li> </ul>
Talking about activity	26 (87%)	
Explaining Problem	83% (25)	<ul style="list-style-type: none"> <li>Because I can tell to anyone about my memorable moment, so everyone knows my experience.</li> <li>I can memorize more vocabularies</li> </ul>

Unforgettable moment	80% (24)	<ul style="list-style-type: none"> <li>I can tell about wonderful moment which is an amazing story for me.</li> </ul>
Future Plan	80% (24)	<ul style="list-style-type: none"> <li>I can ask and tell about my plan</li> <li>I can speak as much as possible I want to show the world my plan and I will ask them to wish me to reach my dream.</li> </ul>
Expressing Sympathy	73% (22)	<ul style="list-style-type: none"> <li>Because I like to give sympathy to others, especially people who are close to me</li> <li>By expressing sympathy, we can show our care. I can express my sympathy to my friends who help problem, so I can help them.</li> </ul>
Giving Suggestion	73% (22)	<ul style="list-style-type: none"> <li>Because I can give suggestion to others in my daily speaking, so the others can be more spiritual to face the problems.</li> </ul>
Giving Clarification and reason	60% (18)	<ul style="list-style-type: none"> <li>Because this topic is often happened in my life, for example when I go home late I need to clarify or give reason to my mom, so it is very important.</li> </ul>
Giving compliment	60% (18)	<ul style="list-style-type: none"> <li>By giving compliment, we can appreciate what people do.</li> </ul>

The result showed that 100% (30 students) chose Introduction with the reasons; they could tell about themselves, they knew how to introduce themselves to others, etc. Then, 100% (30 students) also chose Like and dislike, because by studying this topic they could tell what they like and dislike. Accepting and Refusing Invitation was chosen by 90% (27 students) because they said that by studying this topic, they could show their ability while acting out, they could be braver to talk to others, especially to invite some one to go with them, etc. For the topic Capability, 90% (27 students) chose it, because they could tell what they could do or what they could not do. 90% (27 students) also chose Describing People, because they could tell about their favourite artists or actors, they could tell about some one who inspired them, and they said that hey also could tell how the one could inspired them.

For the topic Explaining Problem, 83% (25 students) told that they loved explaining problems, because they could share and know how to solve the problems based on others' opinion. 80% (24 students) chose Unforgettable Moment with the reasons; they could tell anyone about their memorable moment, so everyone would know their experience, they could tell their wonderful or sad moment which could be their amazing story. Then, while learning about Future Plan, 80% (24 students) stated that they could tell about their plan after graduation, furthermore, they told that they could tell as much as possible to show the world their plan and asked their people to wish them luck to reach their dreams. To learn about Expressing Sympathy, 73% (22 students) stated that they liked to give sympathy to others, specially the one who was close to them, then they also said that by expressing sympathy, they could show their care, they could help the people who needed help, etc.

It was in line with the students who were interested in the previous topic, 73% (22) students mentioned that by giving suggestion to others, they could practice their speaking, then the one who was given suggestion could also be more spiritfull to face the problems. Next, 60% (18 students) chose Giving Clarification, because the topic is frequently happened in their life; for example when they went home late, they needed to clarify or give reasons to their parents. In short, they said that learning how to give reason or clarification in a good way was very important for them. Finally 60% (18 students) chose Giving Compliment, because they could appreciate what people do. Hence, it could say that most of the students were interested in most of the topics given. Specifically, they were interested in topics which were relevant to their daily life, the topics that really happened in their life.

For the next question, the students were asked to choose the activity(ies) by using Podcast that could improve their listening achievement. 70% (21 students) stated that pre-activity could stimulate them to engage to the materials. They liked to listen to the teacher open the class, motivated them to have good pronunciation, then by answering the questions from the teacher, they tried to find the meaning and tried to understand the vocabularies which the teachers used.

**Table 6**  
**Students' Feedback about Activities Using Podcasts to Improve Listening Achievement (Question 2)**

Next, 90% students (27 students) chose this activity with the reason; because by having this activity, the students were accustomed to use or speak English, furthermore, by guessing what actually happened in the

Activities	% (No Student)	Reason
Pre- activity	70% (21)	<ul style="list-style-type: none"> <li>I like to listen to the teacher open the class, it motivates me to have good pronunciation like her</li> <li>By answering questions from the teachers, i try to understand and find some vocabularies used by the teachers</li> </ul>
Whilst activity	90% (27)	<ul style="list-style-type: none"> <li>Because it makes me accustomed to use English</li> <li>By guessing what actually happen in the video, I can think harder, so it makes me more creative to make sentences.</li> <li>By acting out I can try to improve some words that I have listened or watched and try to memorize them. So I can apply them in my life.</li> </ul>
Post activity	70% (21)	<ul style="list-style-type: none"> <li>We try to listen, make sentence from what I have listened or watched.</li> <li>Listening or watching it make me memorize the vocabularies.</li> </ul>

audio/video, they could think hard that made them more creative to make sentence and by acting out, they could



practice and apply the vocabulary based on what they had listened or watched in. In addition, 70% (21 students) who chose post activity mentioned that during this activity, they could memorize the vocabulary and confirm what they have listened and watched by making sentences and concluding what they had learned in that day. Hence, Podcasts served interesting activities that could stimulate the students to improve their listening achievement. Table 5 shows their comments about the activity using Podcasts towards their listening achievement,

In relation to the activity using Podcasts towards their speaking achievement (question no. 3), the students were asked to choose the activity(ies) that improve their speaking. There was 87% (26 students) mentioned that pre activity made them eager to imitate how the teacher talked, because when the teacher talked or asked questions, it was nice to listen people speak well. There was 90% (27 students) stated that whilst activity could show their expression confidently, it could make them braver to talk more with people inside or outside the class.

They also stated that they realized that studying could be by using the gadgets or social media which they had. The important point was this activity could make their speaking skill better, because they were accustomed to practice every meeting in the class.

Finally, 83% (25 students) stated that post activity made them accustomed to make sentences from new vocabulary they had got by listening/ watching the audio/video. Hence, it could be inferred that the Podcasts contributed to their speaking achievement. Table 7 shows the details.

**Table 7**  
**Students' Feedback about Activities Using Podcasts to Improve Speaking Achievement (Question 3)**

Activity	% / No Student	Reason
Pre activity	87% (26)	<ul style="list-style-type: none"> <li>• I can imitate the teacher speaks, when she talks.</li> <li>• It is very simple and useful, because by greeting and answering some questions from the teacher, I try to speak well.</li> </ul>
Whilst activity	90% (27)	<ul style="list-style-type: none"> <li>• I can retell what I listen or watch.</li> <li>• We can tell everything</li> <li>• We can show our expression. I can talk with friends, and teachers.</li> <li>• I can apply it outside the class.</li> <li>• I am braver to use the vocabularies and expressions</li> <li>• I can speak English better than before</li> <li>• I can improve my speaking by being accustomed to do these activities.</li> <li>• Now i know that I can study from something not bored, I can use my gadgets and social media to study.</li> </ul>
Post activity	83% (25)	<ul style="list-style-type: none"> <li>• Because by making sentences orally, I can conclude the lesson, and make me always practice speaking English.</li> </ul>

Results of questions no. 2 and 3 also indicated that Podcast gave them meaningful and interesting tasks and activities. In short, those activities could stimulate them to improve their listening and speaking achievements.

In the last question, the students were asked to give comments about duration of Podcasts. There was 90% (27 students) suggested not to give them the unclear Podcasts. Because it was hard for some of them to listen. Furthermore, 10% (3 students) added not to give long duration, 5 minute was enough, because if it was too long, it was boring. Table 8 shows the details.

**Table 8**

**Students' Feedback about The Duration of Podcasts in English Language Teaching and Learning (Question 4)**

This fact implied that most of the

Activity	% / No Student	Reason
Duration	90% (27)	<ul style="list-style-type: none"> <li>It is not too long and too short. But there are some audios which are not really clear, when the speaker talks sometimes too fast, so I need to listen it very carefully. Overall, I like to study with audio/ video because it is not boring. It is very interesting.</li> <li>The duration 5 minutes is enough.</li> </ul>
	10% (3)	

students had very good feedbacks towards the use of Podcast in learning listening and speaking. The reasons for the positive feedback were; Podcasts used in this study served relevant material, meaningful and interesting activities and tasks, sufficient information, knowledge and vocabulary, and enough duration. Hence, Podcast could be one of effective and alternative learning tools that might be used by the students in learning listening and speaking.

**INTERPRETATION**

The findings of the study showed that there were significant differences in listening and speaking achievements between the students who were taught by using Podcast and that of those who were not. This fact indicated that the use of Podcast in teaching listening and speaking to the students had improved the students' listening and speaking achievements. In addition, Podcast helped the students to gain significant improvement in their listening and speaking achievements. The results also supported the idea of teaching the language skills integratedly. Podcasts could be used to integrate the students' listening and speaking achievements. This result is in agreement with some research which found significant differences in the students' listening

and achievements when the students were taught by using Podcasts (Tavil, 2010; Shoar, 2011; Bozorgian, 2012; Hasan & Hoon, 2013; & Jain & Hashmi, 2013).

Based on the results of the questionnaire, it was found that there were some factors which might cause the improvement in the students' listening and speaking achievements. First, Podcasts exposed the students to the authentic materials which were relevant to their life. It is an interesting and engaging learning tool that provides a valuable environment especially for an extensive listening activity (Barber, 2007).

Second, Learning through Podcasts is motivating, as it gives students opportunities to confront with a lot of authentic tasks that require them to solve a problem, make a comparison, or construct a hypothesis in relation to real life situation (Peterson, 2010). The students found that the activities and the tasks in the Podcasts were appropriate, interesting and meaningful which could attract their attention, increase their motivation, and improve their comprehension. Therefore, they enjoyed learning listening and speaking through Podcasts. They believed that Podcasts supported them in improving their listening and speaking achievement. These statements inferred that using Podcasts in learning listening and speaking had given the students useful and fun learning experience which led them to have positive perceptions towards the use of Podcasts in learning listening and speaking. In other words, it could be stated that the students had favorable perceptions toward the use of Podcasts in learning listening and speaking because Podcasts was an effective learning tool. It was not only facilitated them in learning listening and speaking but also helped them in improving their listening and speaking achievements.

Third, When the students were motivated, they will put much effort on their study to improve their achievement. During teaching and learning process, the students were exposed to a lot of interesting authentic audio or video in the Podcasts for accomplishing their listening tasks. The exposure to the authentic materials made the students more motivated and got better understanding in learning. Thus, it was beneficial for improving their listening and speaking achievements at the same time. This finding was also supported by Chan, Chi, Chin, & Lin (2011) in their study who also found that Podcast could motivate the students's skills.

Fourth, During the podcast was played in the treatment, the students were provided opportunity to learn new vocabulary and content knowledge through accessing a lot of listening materials (Barber, 2010). In addition, the students also did some meaningful activities based on the task provided in the Podcasts such as: acting out individually, in pair or in group, discussing together, sharing ideas in solving problems and answering listening comprehension questions given by the writers. When the students were exposed to different sources, their vocabulary and knowledge could be improved (Chan, Chi, Chin, & Lin, 2011). It was inferred that Podcast allowed students to absorb information, knowledge, and vocabulary. Furthermore, the students' critical thinking was also improved while analyzing the content of audio/video to answer the questions given by the writer in every meeting. By this way, their comprehension was also enriched. As the meaningful tasks and the vocabulary mastery were influential to the students' comprehension in listening to an audio/video. Hence, it could contribute to the improvement of the students listening achievement, then while confirming what they had

listened, their speaking achievement was also improved (Dudeny & Hockly, 2007).

At last, the students suggested having the clear podcasts in order to make them easier to catch the information in the Podcast. Then they also suggested to use Podcast in which the duration should be 5 until 10 minutes or less. It was as well as it was found by Chan, Chi, Chi, & Lin (2011) in their study, that the Korean students just recommended the duration of Podcast which was only 5 to 10 minutes.

## CONCLUSIONS

On the basis of findings and interpretations of the study, the writer draws three conclusions. First, there was a significant difference in listening achievement between the students who were taught by using Podcast and that of those who were not. Therefore, the first null hypothesis ( $H_{01}$ ) was rejected and the first alternative hypothesis ( $H_{a1}$ ) was accepted. In short, Podcast significantly improved the students' listening achievement.

Next, there was a significant difference in speaking achievement between the students who were taught by using Podcast and that of those who were not. Hence, the second null hypothesis ( $H_{02}$ ) was rejected and the second alternative hypothesis ( $H_{a2}$ ) was accepted. Hence, Podcast significantly improved the students' writing achievement.

Finally, the students' feedback towards the use of Podcast in learning listening and speaking were favorable. Podcast could be one of alternative and innovative Computer-based learning tools which might improve the students' understanding and their achievement in listening and speaking. In other words, it was effective to use Podcast as a medium in learning listening and speaking. In addition, based on the findings and interpretations, it was also found that

there were some reasons which influenced the results of this study. Those reasons were: first, Podcast exposes students to the authentic materials which attract students' attention. Second, Podcast provides meaningful tasks which help students to have better comprehension. Third, Podcast supports students in enriching their vocabulary and knowledge which contribute to their skill improvement. Fourth, Podcast facilitates the integration of technology into teaching and learning activities which increase students' motivation. Fifth, Podcast provides students useful and fun learning experience which leads them to have positive perceptions towards the use of Podcast in learning English listening and speaking. Six, the 5 minutes of Podcast duration is more effective than the longer one.

### SUGGESTIONS

Based on the conclusions of this study, there are some suggestions offered for English teacher, students, and other researchers who are interested in conducting similar research.

For English teachers, it is suggested that they apply Podcast as an alternative web-based medium in teaching listening and speaking to the students. Applying Podcast in teaching and learning process allows the students to have fun learning experience which can increase their motivation. The implementation of Podcast in teaching and learning activities enables the students to access various authentic materials that may support their listening and speaking achievement improvement. In addition, it is also suggested for the teachers to be selective to choose the appropriate Podcasts by considering the students' interest and needs, learning objectives, and also the duration of Podcasts, so that the teaching and learning activities can run well.

It is also recommended for students to use Podcast as an alternative computer-based medium in learning listening and speaking in order to facilitate the development and improvement of their English achievements. Furthermore, the students could access more authentic materials through internet to support their listening and speaking practice. Practice will help them to improve their English skills.

For other researchers who are interested in conducting similar studies. It is good to find out the use of feedback towards the students' self learning outside the classroom.

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