

TEACHING AND DEVELOP PRONUNCIATION

USING MEDIA PODCAST IN SENIOR HIGH SCHOOL

Mutia Salma Rosa, Hilma Fitriana, RifdaZulfiana

*Universitas Muhammadiyah Jakarta, JL. K. H. Ahmad Dahlan Cirendeu,
Ciputat Tangerang*

Email : mutia.rosal8@gmail.com

Abstract

A wide range of English teaching and learning approaches have emerged due to information and communication technology advancement. According to Constantine (2007), Podcast was first known in 2004, and it is defined as an internet audio blogging or internet audio publishing. Research on podcasting pedagogy suggests that podcasting helps learners boost their English language skills and support areas such as grammar, pronunciation, and vocabulary. The results of the research consist of 180 students of grade eleven at SMA 1 MAJA and consisting of 6 classes. To determine the sample of this research, the writer used Cluster Random Sampling. The result of the highest score of the pre-test was 75 and the post-test was 90. Learning through podcasts as a learning tool that can attract students' attention and provide information, knowledge and enrich vocabulary.

Keyword: Media podcast, Listening skill, Listening habit

Introduction

Listening skills in language teaching have been neglected and shifted to a secondary position after speaking and writing. This is a surprising fact given that it is the skill that is most often used in communication. In spite of its critical role in communication and language acquisition listening comprehension remains one of the least understood processes in language learning. Basic usages of the podcast in education As claimed by Thomas (2006) podcasts might bring a new paradigm of teaching and learning. With podcasts, students can ruminate, and listen again to lectures and tutorials as a way of encouraging critical, analytical approaches.

According to Robinson (2009), the term podcast is a combination of two words: Pod means iPod- the name of a popular MP3 player and Broadcasting. As he defines, podcasts are audio or video files on the web which can be freely downloaded to a computer and listened to on a computer or any portable playback device that supports MP3 files.

Podcasts are a rich source for authentic materials that could be utilized in teaching and as well as learning foreign languages. In 2007, Gura& King (cited in Bartoš, 2008) points out that podcasts bring new chances for educators to discover the areas of teaching which are attractive but seems not to be tried by teachers.

According to Constantine (2007), Podcast was first known in 2004, and it is defined as an internet audio blogging or internet audio publishing. The audio recording is designed to be downloaded and listened to on a portable mp3 player or a computer. Podcasts are delivered online automatically via a website, so it is different from other audios. Podcasts offer a 'real-life listening' source that all foreign language listeners are allowed to benefit from it. The importance of using Podcasts is all learners can benefit from global listening even if they only listen three or five minutes in a day.

By listening activity, there was a research conducted by Rizzi, Rothwell, Nie and Edirisingha (2007) entitled "Podcasting to Provide Teaching and Learning Support for an Undergraduate Module on English Language and Communication at Kingston University". The study describes the teaching and learning context and how the Podcasts enhance their ability in listening.

Learners of English these days can easily make use of their electronic devices to study English. In learning English listening skills, podcasts are said to provide learners extra listening practice both inside and outside classrooms. The podcast is a digital recording that contains a recorded program from television, radio, and interviews. Many researchers have discussed the podcast as an alternative teaching media to support students in developing their listening skills. They offer learners audios and videos listening files with authentic materials, then students' listening comprehension ability can be increased. They bring students opportunities to practice listening in a self-directed manner, and podcasts which can be downloaded automatically from free of charge podcasts websites.

In the school, several students have some difficulties in expressing ideas, choosing correct structures, lack of producing appropriate vocabulary and producing correct pronunciation. These problems occurred because the students have less exposure to the speaking activity.

What possibly could help students to perform appropriately in speaking is by introducing an alternative media, the podcast. Students must have critical thinking and analysis. Their ability increases in the aspect of criticism, they do not quickly agree with an explanation if the explanation feels contrary to what they know. (Izzah, L, Hadi, M.S (2019). Additionally Cutting (2004) points out that learners are empowered to decide their goals, choose their materials, evaluate the effectiveness of their learning. They are then in a better position to initiate learning based on personal needs, priorities, and preferences.

The podcast gives chances for teachers to support students in developing a speaking skill. The idea of using podcast media is based on some following statements from many experts in literature. The podcast is believed not just accelerating listening skill but also it stimulates the other language area for instances pronunciation, grammar, vocabulary, and learning activities podcast gives a good contribution in case of improving students' speaking achievement. The podcast can be one of the alternatives and innovative tools that may improve the students' understanding and their accomplishment in speaking.

Literature Review

Listening skills in language teaching have been neglected and shifted to a secondary position after speaking and writing. This is a surprising fact given that it is the skill that is most often used in communication. It is thought that about forty percent of our daily communication is spent on listening, thirty-five percent on speaking, sixteen percent on reading, and only nine percent on writing.

Although once labeled a passive skill, listening is an active and demanding process of selecting and interpreting information from auditory and visual clues. What is known about the listening process emerges from research on developments in the native language? In listening, several major steps may occur sequentially or simultaneously, in rapid succession, or backward and forward. The major points include determining a reason for listening, predicting information, attempting to organize information, assigning a meaning to the message, and transferring information from short-term memory to long-term memory.

The role of vocabulary knowledge and its recognition in listening affects comprehension of English. The term 'listenability' as an oral equivalent of 'readability' was coined by J. Read (2000:11). The simple readability idea focuses on two variables: the frequency of the complex vocabulary and the length of the sentences. The number of long words (three syllables or longer) and the number of words in a sentence define the comprehensibility of a text. Lexical density is a variable showing the percentage of content words. A vocabulary measure may provide an indication of how easy it will be for learners to understand a spoken text. In listening, it is not just the relative frequency of the content words that affect comprehension but also how concentrated they are in the text.

The role of intonation and pronunciation is crucial. Intonation is the ability to vary the pitch and tone of speech. Stressing words and phrases correctly is vital if the emphasis is to be given to the important parts of messages. Different turns are signaled by the rise and fall in pitch. People hear certain accented words as prominent because of intonation. Knowing the language well, there is no need to hear every single sound in every single word to know what is said because one's mind is able to fill in the gaps and to determine where one word ends and the other begins. Intonation is interrelated with pronunciation. The aspect of pronunciation is crucial to listening. Major problems that occur in learning pronunciation are students' great difficulty in hearing pronunciation features, in intonation – 'tunes' or identifying the different patterns of rising and falling tones.

One of the most difficult tasks for any teacher is to teach the skills of listening because successful listening skills are acquired over time and with lots of practice (Rivers, 1992). Learning listening skills is frustrating for students because there are no rules as in grammar teaching. Listening skills are difficult to quantify. One of the largest inhibitors for students is often a mental block. While listening students suddenly decide they do not understand. At this point, many students just tune out – some students convince themselves they are not able to understand spoken English well and create problems for themselves.

Having examined the available sources on developing learners' listening skills in language classes, it is easier to understand why podcast has suddenly become

popular now. Although Internet audio and video files have been around for many years, recent technical innovations allow subscribers with portable MP3 players to use technology for downloading podcasts and to listen to files at one's convenience. This opens up the new educational potential of using unproductive time for learning (McCarty, 2005).

Research into the student reaction to podcasting is still in progress but early indications from student feedback collected so far and analysis of course tracking suggest that the podcasts were highly appreciated and extensively used by students. The podcasts were frequently downloaded, and students reported listening to each several times over both for the listening practice they provided as well as for their entertainment or informational value. The reason why learners were free to choose podcasts for themselves was to enable them to self-assess their listening abilities individually. The idea was to motivate learners in the future to develop listening comprehension skills without the threat of teacher evaluation. The non-threatening practice may help learners who dread taking risks and who will enjoy some success in individual listening.

Collective listening to records in class differs from individual listening to podcasts in many aspects. The teacher can give students work in pairs or small groups, listening themes are brainstormed, essential vocabulary is generated, students do various exercises before the listening procedure, e.g. matching vocabulary items with their definitions, predicting the contents or the details of the recorded material, etc.

Listening autonomously in one's spare time ensures independence of the learner's judgment of one's performance and helps develop a critical approach to the evaluation of success or failure in the activity. Also, there is an opportunity for improving listening skills from reading transcripts as a follow-up exercise. A fruitful idea of learning from transcripts was applied and discussed by T. Lynch (2007).

Research Methodology

According to Helgesen (2003, p.24) stated that listening is a purposeful process of making sense of what we hear. More often we hear, more we can understand something. Sloan (2005) Podcasting is one of an innovative way of broadcasting through the internet and also it can be used for transferring digital audio content automatically to mobile phones. The benefits of pronunciation were explained in the study of Trofimovich, Lightbown, Halter, and Song (2009:632), as cited in Borges 2010) that researched two groups. The experimental group followed a comprehension- based program and the second was still a typical learning language program. Also, Yonezawa and Ware (2008, cited in Borges 2010) carry out an extensive listening study using six university classes. They did pre- and post-listening tests plus two surveys.

Gromik (2008, p.47) claims that podcasting provides learners with "full access to authentic resources" in non-English speaking contexts. This finding is verified from the research finding which was conducted by the previous researches Morris (2010) that podcasts can be a way to help students in listening comprehension. The listeners can be more imaginative because they have to use their imagination and build pictures of who and what they are listening to in their heads.

In completing the data, the researcher uses field research. In the field research, the researcher researches to the students of grade eleven of SMA 1 MAJA. The researcher gives pre-test and posttest. In the post-test, the researcher gives a questionnaire to know the students' listening habits. This research aims at finding out an actual description and to prove the hypothesis whether the use of podcast media in teaching could improve students' listening skills, especially in pronunciation. Hence, in collecting the data, the researcher gives the pre-test and post-test, which were given to this experimental group.

Data Collecting Technique

Below is a further explanation of how data collection is done.

1. Pre-Test

A pre-test was conducted to measure the initial performance of the students the researchers requested all participants to listen to a podcast talk very carefully with the topic "The Benefits of Technology". When they listened to a podcast talk, they were allowed to jot down every detail information that was delivered by the speaker. Then, the researchers asked them one by one to retell the podcast in a book.

2. Questionnaire

The first questionnaire dealt with the aim of how far students understand about understanding pronunciation with the podcast. The researcher makes a questionnaire to students and the inferential statistics are used to answer the following questions:

1. Are there any difficulties understanding the pronunciation of new words that have never been heard?
2. How is students' achievement in listening skills using podcasts or other tools?
3. Whether there is the interaction of listening in learning media and different listening habit
4. Whether there is a difference of listening using media podcast and media audio-visual
5. Whether there is a misunderstanding of spelling words in Podcast?
6. Play twice of the podcast. Stop and predict what you will hear next. Were you correct to answer questions?
7. Is podcasting videos are most interested in by students?
8. Will students continue to listen to podcasts extensively in the future?

3. Participants

The population of this research consists of 180 students of grade eleven at SMA 1 MAJA and consisting of 6 classes. To determine the sample of this research, the writer used Cluster Random Sampling. The number of students that participated in this research is about 60 students divided into two classes each class consisting of 30 students in as experimental class and control class.

Research Finding and Discussion

The podcast was effective in the post-test score of the experimental class which is given Podcast media was better than the score of control class which does not give Podcast media. The same result also reported by Ahmed (2016) in which the participants of the experimental group using English Podcasts performed better than the participant's control group in learning English, especially in listening comprehension.

This study was aimed at finding out whether the use of podcast media in teaching can improve students' listening skills, especially in pronunciation. When researchers have done analyzing all data, it was revealed that this research supported the alternative hypothesis. As described in their research background, they could not express ideas, speak fluently, use the right structures, lack of producing appropriate vocabulary and produce correct pronunciation.

However, after doing several treatments, it showed the previous problems encountered by the students was solved, especially their pronunciation became better. Previously they made mistakes, but after they had rehearsed to reconstruct podcasts every week during treatment sessions, several students showed satisfactory progress in certain aspects.

For example, in the pre-test, several students produced incorrect pronunciation. This situation was similar to the evidence that was found by Mohammad Zadeh (2010, p. 1193) that podcast materials can boost students' motivation and help them become more responsible, independent and confident.

Thus, since podcast is one of the authentic material and a real language which is produced by a native speaker, so the students can imitate the way how the native speaks the real language. It is believed that podcast media could enhance students' in building critical thinking, comprehension, and expanding vocabulary and it is more enjoyable while the students can read a text and listen at the same time.

This pre-experimental research found that there is an improvement in the students' speaking skill by using the podcast. This improvement can be seen from the results of the pre-test and post-test. Table 1 below illustrates the result of the students' pre-test and post-test and the differences between them.

I. Table1. Data of Students' Pre-test and Post-test

No.	Name	Pre Test	Post Test
1	AN	65	80
2	AS	45	70
3	CP	75	90
4	DPS	55	75
5	DN	65	65
6	DM	60	70
7	ER	60	70
8	FM	65	80
9	IR	60	70

10			GH			55			60				
11			HF			55			70				
12			KYH			55			70				
13			DKS			75			90				
14			MS			60			70				
15			RZ			40			65				
16			TN			45			70				
17			DC			60			70				
18			DV			70			70				
19			DK			65			55				
20			PCY			55			85				
21			DY			45			65				
22			YM			55			65				
23			JK			50			70				
24			MN			55			60				
25			NI			60			55				
26			JA			55			70				
27			SB			60			75				
28			YP			55			60				
29			FT			75			70				
30			JW			55			70				

Total	$\Sigma x_1 =$ 1750	$\Sigma x_2 =$ 2115
-------	------------------------	------------------------

$$\bar{x}_1 = 58.3 \quad \bar{x}_2 = 70.5$$

Table 1 above shows the result score of pre-test and post-test and the differences. It can be interpreted that the highest score of the pre-test was 75 and the lowest score was 40, the total score of the pre-test session was 1750, and the mean score was 58.3.

In the same way, the table above shows that the lowest score of the post-test was 55 and the highest score was 90, and the total score of the pre-test session was 2115, and the average score was 70.5. Hence, it can be concluded that the students' post-test scores were higher than the students' pre-test scores.

II. The Result of Listening Aspects in the Pre-test and the Post-test

In teaching listening, there are several aspects required to be mastered by students such as grammar, fluency, accuracy, vocabulary, and pronunciation. However, the researchers limited to focusing on improving students' fluency and pronunciation aspects. Figure 1 below present further information about listening aspect scores.

PRE-TEST & POST TEST

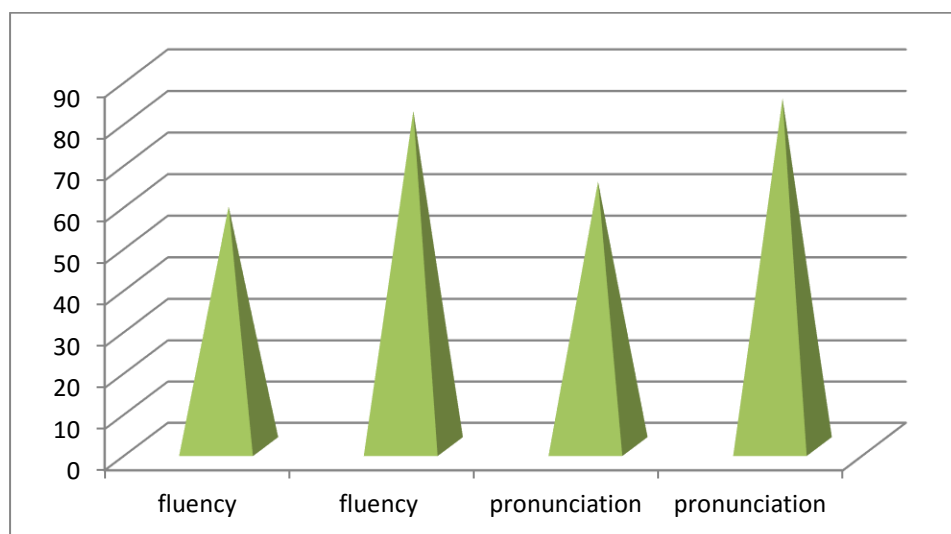


Figure 1. Listening Aspects Improvement

Figure 1 above shows that the students had significant improvement in both aspects (fluency and pronunciation). Regarding pre-test, the total score of the students' fluency was 58. Then, after doing several treatments for subjects of this research, the score of this aspect has increased 23 points to 81 in the post-test.

Participants gain score 64 in the pre-test and score 84 in the post-test. They could increase 20 points from 64 to 84. Indeed, it illustrates the significant improvement of the pronunciation aspect reached.

II. The Results of the Questionnaire Given to Students Regarding Listening Using Podcasts

No.	Questions	Yes	No
1.	Are there any difficulties understanding the pronunciation of new words that have never been heard?	√	
2.	Is a podcast is a good way to increase listening habit?	√	
3.	Whether there is the interaction of listening in learning media and different listening habit?		√
4.	Whether there is a difference of listening using media podcast and		

	media audio-visual	√	
5.	Whether there is a misunderstanding of spelling words in Podcast?	√	
6.	Play twice of the podcast. Stop and predict what you will hear next. Were you correct to answer questions?		√
7.	Is podcasting videos are most interested in by students?	√	
8.	Will students continue to listen to podcasts extensively in the future?	√	

IV. The result of how many students answered with the choice Yes or No

Questions	Yes	No
1. Are there any difficulties understanding the pronunciation of new words that have never been heard?	150	30
2. Is podcast is good way to increase listening habit?	145	35
3. Whether there is the interaction of listening in learning media and different listening habit?	100	80
4. Whether there is a difference of listening using media podcast and media audio-visual	80	100

5. Whether there is a misunderstanding of spelling words in Podcast?	100	80
6. Play twice of the podcast. Stop and predict what you will hear next. Were you correct to answer questions?	110	70
7. Is podcasting videos are most interested in by students?	120	60
8. Will students continue to listen to podcasts extensively in the future?	90	90

The questionnaire was given to the students in SMA 1 MAJA consists of 180 students of grade eleven at SMA 1 MAJA and consisting of 6 classes. They already answer it.

The results of all questions shows:

1. In number one, many students still feel difficulties in understanding pronunciation especially for the words that they are didn't know before. The results show that 150 students still difficulties. And 30 students answer no which means that 30 students have potential.
2. In number two, there are 145 students had answered that using podcasts to listening is a good way. And 35 students answered no.
3. In number three, 100 students answered yes and another side 80 students answered no for the question "Whether there is the interaction of listening in learning media and different listening habits?"
4. In number four, 80 students have done answered yes and 100 students answered no for the difference between podcast and audiovisuals
5. In number five, the misunderstanding of spelling words that 100 students yes and 80 students answered no.
6. In number six, of the questionnaire show that 110 students answered yes and 70 students answered no.
7. The answered shows that podcasting videos are more interesting 120 students answered that and 60 students answered no.
8. The last question the score shows that 90 students will be interested in listening to podcasts more often in the future and 90 others will not.

Conclusion

Based on the results obtained by researchers when conducting tests given to students, researchers know several weaknesses and strengths that exist in students when using this podcast method. Almost all students have difficulty using past tense and interrogatives. The result shows that the highest score of the pre-test was 75 and the post-test was 90. Given this point, applying podcast media in teaching listening showed a positive result in assisting students to improve speaking performance especially pronunciation and fluency. Based on for questions of a questionnaire that students was answered it shows that there are many students are interested with the podcast and they will listen to podcast more often in the future and there are many students not interest with the podcast.

Podcasting offers the opportunity for lecturers to easily broadcast engaging audio content, which students can then listen to at any time and wherever they are. Many learning institutions that have incorporated podcasting in their education system, have reported positive results. This can be attributed to the ease of creating podcasts as well as the various ways in which education podcasts enhance the students' learning experience. There are a lot of advantages of podcasting in education and this one way can increase students listening skills.

Based on the findings of this research, the researchers would like to propose some suggestions. For teachers, this media is appropriate to be implemented in the classroom. This helps teachers to improve students' speaking skills and to provide correct teaching materials. Nowadays, teachers do not need to worry about how to provide suitable material for teaching. There are many materials available on the internet. Thus, the podcast is recommended for a teacher in solving problems, for example finding out appropriate material for students. The teachers only need to download it for good. There are a ton of podcast materials stored in what is called the internet which is free to download.

References

- Brown, H. D. (2000). *Teaching by Principles. An Interactive Approach to Language Pedagogy*. San Francisco: Longman Inc.
- Brown, H. D. (2004). *Language Assessment. Principles and Classroom Practices*. New York: Longman.
- Bungin, B. (2005). *Metodologi Penelitian Kuantitatif: Komunikasi, Ekonomi dan Kebijakan Publik serta Ilmu-ilmu Sosial Lainnya*. Jakarta: Kencana.
- Constantine, P. (2007). *Podcasts: Another Source for Listening Input*.
- Helgesen, M. (2003). *Listening in Practical Language Teaching*.
- Gromik, N. (2008). *EFL learner use of podcasting resources: A pilot study*.
- Ahmed, F. (2016). *Using Podcasts To Improve Listening Comprehension In The Arabic Classrooms*.

Hadi, M. S., &Izzah, L. (2018).*Problem Based Learning (PBL) In Teaching English for Students of Primary School Teacher Education Department.*

Bartoš, P (2008). *Podcasting- new technology in education.*

Robinson, S. (2009). *Podcasts in education: what, why and how?*

Cutting, M. (2004).*Making the Transition to Effective Self-access Listening.*

McCarty, S. (2005).*Spoken Internet to go: popularization through podcasting.**The JALT CALL Journal*, 1 (2).67-74..

Lynch, T. (2007). *Learning from transcripts of an oral communication task.* *ELT Journal*, 61 (4), 311-320.

Rivers, V. M. (1992). *Communicating Naturally in a Second Language.* Cambridge: Cambridge University Press.