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The Comparison of Listening Comprehension using Podcast with Audio-Visual at Different Listening Habit

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Abstract:

This article points out the results of the study investigating the comparison of listening comprehension using podcast with audio-visual at different listening habit in Sekolah Menengah Atas (SMA) Catur Sakti -Indonesia-. For the purpose of the topic, two groups of students consisting of sixty were cluster randomly selected and were divided into two groups of thirty. Research method was quasi-experimental. Although some native audio files were presented for the experimental group, both experimental and control group taught in the same style. According to the results of post listening test and the related comparisons, findings showed that using podcast had positive meaningful effect on improving listening comprehension.

Keywords: *Listening Comprehension, Listening Habit, Podcast, Audio-Visual*

1. Background of the Study

Listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement O'Malley, Chamot, and Kupper (1989) in Gilakjani & Ahmadi (2011, p. 977). Regardless, teaching listening comprehension is one of the major tasks in TEFL (teaching English as a foreign language) (Ur, 1989). Although listening is a "receptive skill", rather than a "productive skill", in the process of interpreting messages of what people utter (Lindsay & Knight, 2006, p. 47), listening comprehension would be the hardest of all the four language skills of i.e. listening, speaking, reading and writing, especially, to EFL learners. This situation can be traced to that "listeners have to receive the message in a foreign language, de-code it and comprehend it instantly in a meaningful context; thereof, it would not be difficult to imagine that they might encounter a variety of hurdles, for example grasping main ideas of the dialogues in contexts, and therefore suffer from anxiety.

Therefore listening comprehension is very important for the EFL learners. Because, Mendelsohn (1994) in Gilakjani and Ahmadi (2011, p. 977) states that listening plays an important role in communication as it is said that, of the total time spent on communicating, listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9%.

Listening comprehension covers five indicators that should be mastered by the learners. They are main idea, context, parsing, intonation, and stress (Field, 2009, p. 210). Furthermore, the students should gain the minimum passing grade about 75% in each of the indicators in order to be able to pass from the standard competence being taught (passing grade of SMA Catur Sakti, 2013).

On the other hand, there are many students at get score <75, so the researcher classifies that the students get low listening comprehension. Based on the data in preliminary research, the researcher finds the mean score of the students' listening comprehension as follow: 1) the mean score in indicator one is 70; 2) the mean score in indicator two is 65; 3) the mean score in indicator three is 65; 4) the mean score in indicator four is 80; and 5) the mean score in indicator five is 78. Therefore, the researcher assumes that the problem of students' listening comprehension lies on the indicator one, two, and three.

The main problem that happens in the students of SMA Catur Sakti is that media such as audio or video players are still limited. Considering that the school is located in a rural area with lack of electronic media support so that it makes the teacher only uses media audio-visual such as movie by using television. Furthermore, students are also blind with the development of new technology or media in listening class. In fact, almost all of the students have media player. So, the students need some auditory variation in order to increase their spirit in learning, and it can be got like in media such as podcast, because there are so many variations of this item, such as; jokes, story, and poetry. At this step, the researcher also asks some students about their listening habit. The researcher finds that the students listening habit is almost different from each other and they honestly say that they feel confused to understand the conversation from the movie.

2. Literature Review

2.1. The Definition of Listening Comprehension

Vandergrift (1999) in Wang (2011, p. 1164) states that listening is anything but a passive activity. It is a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger socio-cultural context of the utterance. Coordinating all of this involves a great deal of mental activity of the part of the listener. Rost (2002) defines listening, in its broadest sense, as a process of receiving what the speaker actually says; constructing and representing meaning; negotiating meaning with the speaker and responding; and creating meaning through involvement, imagination and empathy. Furthermore, Howatt and Dakin (1974) in Malkawi (2010, p. 771) state that listening is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. An able listener is capable of doing these four things simultaneously. According to Brown (2001), listening is an important skill through which language learners internalize linguistic information without which they cannot produce language.

In addition, "listening as comprehension is the traditional way of thinking about the nature of listening. Indeed, in most methodology manuals *listening* and *listening comprehension* are synonymous. This view of listening is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse" (Richards, 2008, p. 3).

Based on the definition above, the researcher concludes that listening comprehension is a complex, active and conscious process by which the listener can get the message from the speaker's utterance and interpret the role of individual linguistic units within the immediate as well as the larger socio-cultural context of the utterance plus constructs meaning by using signals from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement.

2.2. Types of Spoken Language

Before planning the lessons for listening classroom instruction, it is important to discuss several types of spoken language. In Etman (2009) Nunan suggested a diagram to differentiate types of oral language as follows:

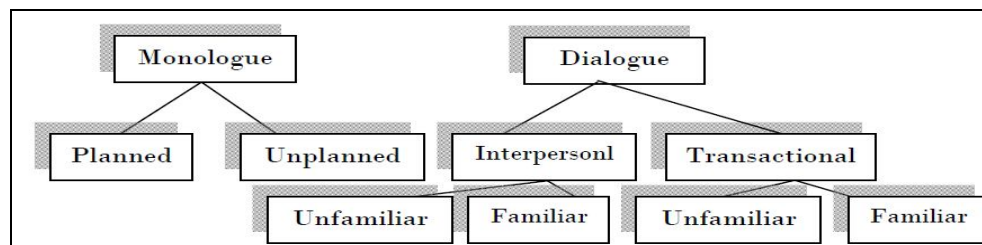


Diagram 2.1: Types of Oral Language

2.2.1. Monologue

In monologue the listener does not require to respond to message. It is also called an informational listening. This is where information is communicated to the listener. Monologue can be planned such as speech, news report, weather forecast or other prewritten material or unplanned such as description of something, emergency announcement etc. Monologues are example of one way communication. The speaker usually uses spoken language for any length of time, as in speeches, lectures, news etc. The stream of the speech will go on whether or not the listeners comprehend.

2.2.2. Dialogue

Dialogue involves two or more speakers and can be subdivided into those which exchange expressions that promote social relationship (interpersonal) and those which purpose is to convey propositional or factual information (transactional). Both types of dialogues can be between or among familiar people or unfamiliar. Dialogue requires listeners to respond to what is being communicated. The goal of dialogue is to develop interaction between people. The listener communicates something back to the speaker. For example, greetings between friends, a discussion at a business meeting, and giving or receiving instructions (p. 3).

2.3. Steps for Teaching Listening

A typical lesson sequence from the current position involves three part lesson sequence consisting of pre-listening, while listening and post-listening. The pre-listening phase prepares the students for practice in listening for comprehension through activities involving activating prior knowledge, making predictions, and reviewing key vocabulary. The while-listening phase focuses on comprehension through exercises which require selective listening, gist listening, sequencing etc. The post listening phase typically involves a response to comprehension and may require students to give opinions about a topic, etc. (Richards, 2005, p. 7).

2.4. *Listening Process*

In the listening process, there two kinds of process that need to be noticed. They are top-down process and bottom-up process (Nation and Newton, 2009, p. 40). The top-down process is the processes the listener uses to assemble the message piece-by piece from the speech stream, going from the parts to the whole. Bottom up processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive (Field, 2003, p. 326 in Nation and Newton, 2009, p. 40).

On the contrast, the bottom-up process involves “the listener in going from the whole their prior knowledge and their content and rhetorical schemata to the parts. In other words, the listener uses what they know of the context of communication to predict what the message will contain, and uses parts of the message to confirm, correct or add to this. The key process here is inferencing” (Nation and Newton, 2009, p. 40).

In terms of language processing, it is now generally accepted that learners need access to both top-down as well as bottom-up processing strategies. Bottom-up processing strategies focus on the individual components of spoken and written messages, i.e. phonemes, graphemes, individual words and grammatical elements which need to be comprehended in order to understand messages. Top-down processing strategies, on the other hand, focus on macro-features of text such as the writer's or speaker's purpose, topic of the message, the overall structure of the text (Nunan 1991, p.4 in Malkawi, 2010, p. 771).

2.5. *Listening Techniques to Enhance Learning*

Students will gain the most from podcasts if they employ strategic listening techniques to consolidate their learning. Brown (2006) offers seven techniques that will help the listeners focus on any listening activity. They are: (1) listen for one crucial detail; (2) listen for all the details; (3) listen for the gist; (4) listen for mood and atmosphere; (5) listen for the main idea; (6) listen to form hypotheses and make predictions; (7) listen to make an inference.

2.6. *Definition of Podcast*

The word “podcast” is taken from two words: iPod and broadcast (Rosell-Aguilar, 2007). Podcast is a media stream that combines between audio and/or video and PDF files on the Net which is usually uploaded at regular intervals (Chan, Chen and Dopel 2011). In recent years, Internet audio has greatly increased in popularity (McCarty, 2005).

One recent example of Internet audio, a podcast, is an audio file that anyone can create using a computer, microphone, and a software program. Once posted to the web, podcasts can be accessed, downloaded and played to a computer or MP3 player. The popularity of podcasts can be linked to their simplicity in creating, editing, publishing and listening to them. Thus, Sze (2006) states that podcasts are audio (sometimes video) programs on the Web which are usually updated at regular intervals. New episodes can be listened to on the computer, or downloaded to an MP3 player or iPod for later listening.

Furthermore, Constantine (2007) states that a podcast is the name of a digital recording of a radio broadcast or similar program. Podcasts are published on the internet as MP3 files. Interested listeners are able to download these MP3 files onto their personal computer or personal MP3 player of any type. The files can be listened to at the convenience of the listener. Learners can listen over and over to any material that is of interest to them. To be useful in a school setting a teacher would need internet access, a computer that can play audio files or an MP3 player.

Based on the definition above, the researcher concludes that media podcast is a blending of the words “iPod” and “broadcast” and it produces audio or video files which is released episodically, then it automatically can be downloaded from either computer or another audio/video device, and then can be listened by our audio/video devices, that learners can listen over and over to any material that is of interest to them.

2.7. *Types of Podcast*

There are different types of podcasts. The differences include public podcasts, personal podcasts, and professional podcasts (educational or corporate). Podcasts can also be classified by the format of content; basic podcasts, enhanced podcasts, and video podcasts. Public podcasts are generic podcasts and are simple to use and easy to understand. Personal podcasting is similar to sharing your photo album; instead it is in the audio format. You can also create video podcasts. You can shoot the videos of the special occasions (which you often do using your digital camera) and share it with others. A professional podcast could be an educational podcast or a corporate podcast. If you are working in an educational institution, you get a chance to exploit podcasting (a medium of entertainment) for the purpose of education. In an educational institution, you can create podcasts at different levels; a class podcast, an instructor podcast, a student podcast, a department podcast, or an institute podcast (Panday, 2009, p. 253-254). Furthermore, Sze (2007) in more detail explains that podcasts available on the Web fall broadly into two types: “radio podcasts” and “independent podcasts.” Radio podcasts are existing radio programs turned into podcasts, such as those produced by BBC (British Broadcasting Corporation) and RTHK (Radio Television Hong Kong). “Independent podcasts” are Web-based podcasts produced by individuals and organizations.

2.8. *Definition of Audio-visual*

Audio-visual is just like a blending of two words. It is in line with Hornby (2010) who states that “audio-visual is using both sound and pictures” (p. 72). On the other hand, audio-visual is also known as aids for the classroom (Hornby, 2010, p. 72). While, the meaning of aids is also known as audio-visual aids, and audiovisual aids itself means “an audio or visual device used by a teacher to help learning. For example, pictures, charts, and flashcards are visual aids; radio, records, and tape-recorders are auditory aids. Film, television, and video are audio-visual aids” (Richards and Schmidt, 2002, p. 40).

Now, let's discuss about what media is. Media is "a general term for television, radio and newspapers considered as a whole and as ways of entertaining or spreading news or information to a large number of people" (Richards and Schmidt, 2002, p. 325).

Media audio-visual is also known as media video. Waryanto (2007) states that, media audio-visual is also known as media video. Video is media used to convey the instructional values. Media video is integrated by a combination between audio and visual. Audio component enable the students to catch the instructional values by hearing sense, whereas visual component enable to create the instructional values visually (p. 6). Thus, it is still in Waryanto (2007) Ronal Anderson described the media video as an electronic picture series with audio component and so is drawn image component presented by video tape. Thus, they are played by a video cassette recorder or video player (p. 6).

Based on the definition above, the researcher concludes that media audio-visual is audio or visual devices that contains both of video and pictures such are film, television, and video used by a teacher to help learning in order to entertain the process of learning in the classroom.

Talking about listening, it has been explained above, and now the researcher would like to explain about habit. Richards and Schmidt (2002) state that,

habit is a pattern of behavior that is regular and which has become almost automatic as a result of repetition. The view of language learning as habit formation found in behaviorism has been rejected by virtually all linguists and specialists in language acquisition, but research continues into issues such as the mechanisms through which automaticity develops in language learning (p. 236).

Based on the definition above, the researcher concludes that listening habit is a pattern of behavior in identify and understand what others are saying that requires an essential sound as the input that is regular and which has become almost automatic as a result of repetition.

3. Methodology

Research method that is used by the researcher in the study is experimental research method. According Ellis and Ormrod (2011, p. 4) most of researches related to learning, development and educational practice prove their study in quantitative research. It has involved collecting data that either take the form of numbers or can easily be converted into numbers. These numbers are tabulated and usually statistically analyzed to determine underlying trends and other pattern in the data. Experimental study is a kind of study which is usually used to compare or control the groups between two or more groups to look for the research questions. Ellis and Ormrod (2011, p. 6) views an experimental study as a study in which the researcher has two variables (independent variable and dependent variable) and two groups (experimental group and control group) that are treated differently, then measure the effects of something on both variables.

The most appropriate experimental design of this study is factorial design. Factorial designs extend the number of relationships that may be examined in an experimental study. They are essentially modification of either the post-test-only control group or pretest-posttest control group designs, which permit the investigation of additional independent variables (Fraenkle and Walen, 1993, p. 255).

Furthermore, since a quasi-experimental design begins with a hypothesis, which is a tentative declarative statement about the relationship between two or more variables (Mason & Bramble, 1997, p. 71), so a quasi-experimental design is used. Therefore, this research is known as quasi-experimental: Factorial Design. This design is used to analyze two data clusters followed attributive variable (Basrowi, 2010, p. 212). In this research, the researcher uses factorial design 2x2.

In this research, the researcher uses the statistical calculation. The inferential statistics is used to answer the following questions: 1) whether there is interaction of listening comprehension, learning media, and different listening habit; 2) whether there is difference of listening comprehension using media podcast and media audiovisual; 3) whether there is difference of listening comprehension using media podcast and media audio-visual at good listening habit; 4) whether there is difference of listening comprehension using media podcast and media audio-visual bad listening habit.

4. Finding

Variance Source	Sum of Square (SS)	df	MS	F _o	p
Between X	$SS_X = 8,8$	1	8,8	8,5	
Between A	$SS_A = 89$	1	89	85,65	
Within XA (Interaction)	$SS_{XA} = 196,10$ $SS_{(d)} = 55,07$	1	196,10	188,73	
within (d)		56	1,04		
Total	$SS_T = 349$	N-1 (59)			

Table 1: Result of the Hypothesis Test

Note:

Score from the calculation then compared with F table by df = 1 and numerator 56. In the table, the score of F table is as follow:

At significance level 1% = 7,11 At significance level 5% = 4,01

Based on the table 1 the researcher finds that there is interaction of listening comprehension, learning media, and different listening habit at significance level 1% and 5%. Thus, there is difference of listening comprehension using media podcast and media audio-visual at significance level 1% and 5%. Next, there is difference of listening comprehension using media podcast and media audio-visual at bad and good listening habit at significance level 1% and 5%. Finally, the researcher concludes that media podcast is more effective to use in the students with different listening habit.

At this point, media podcast seems very useful to increase the student' listening comprehension. This increasing is consistence with Widiastuti, (2011) about "Improving the Listening Comprehension of the Third Semester Students of the English Department of State University of Malang through "The Extensive Listening Activity" Using Podcast".

Podcast can effectively develop the students' listening comprehension because Allen (2008) explains that "Podcasts can be viewed and/or listened using portable digital media players. A wide variety of portable digital media players are now available in the market, with "iPod" being the most visible brand. Currently being used in academia to practice foreign languages, record theater scripts, and tape lectures (p. 8)." By this way, students can always close to the listening source that can help them in increasing their skill and enhancing their listening habit. Moreover, it is almost impossible if a student does not have digital media players, considering that almost students' entire phone cell was in modern digital media that consist of MP3 players and so on. Meanwhile, media audio-visual needs more space and it is inefficiency to use, because the students will get difficulty to bring the media such as television or so on. Despite, nowadays some of media audio-visual is also provided in the phone cell, but it is almost impossible for the students to use it as their listening source if they are away from their house.

Podcasting is primarily being used and tested at the college and university level, though some high schools and even younger levels of education are pursuing this new media's use (Allen 2008, p. 4). Nevertheless, teachers fear that this media can replace their obligation in instructional process. In Allen (2008) Knight states that Educators fear that podcasted material will cause students to skip lectures altogether, leaving professors with empty classrooms and undergraduates without the critical student-teacher dynamic. It also raises an important philosophical question about intellectual property: Who owns classroom content? Is it the professor, the university or a combination of both?

Despite these fears, but in Allen (2008) Duerst suggests that some educational institutions and faculty have begun to embrace this new medium and the benefits it provides, believing it to be the future of education. Podcasts are computer platform independent, quick, and cost-effective technology. Furthermore, Knight states that in many cases, free and/or open source software can create professional sounding podcasts on an existing computer, leaving the microphone, or possibly the salary of the voice-over narrator, as the only initial cost to start developing a podcasting initiative at a school. Podcasts are time efficient for educators, reducing the need to repeatedly state the same material. Moreover, Rosenbaum states that students no longer have to feverishly write down notes, expanding their role in class discussions and general participation.

5. Conclusion

Based on the calculation, the researcher gets some important information related to students' listening comprehension. The average of gained score in experimental class is 7,4, while in control class is 6,6. Thus, students with high score seem facing difficulty in identifying the event of the monologue. It can be seen from students with score >80 answer the question in indicator 2 falsely. Furthermore, almost all of the students face difficulties in labeling the setting of the monologue and students with score <79 face difficulty in mastering past tense in interrogative form. The following is the comparison of the students' score in the class using media podcast and audio-visual.

- There is interaction of listening comprehension, learning media, and different listening habit at significance level 1 % and 5%. It means that learning media and different listening habit give contribution in determining the students' listening comprehension.
- At significance level 1 % and 5% it shows that there is difference of listening comprehension using media podcast and media audio-visual. Students in class using media podcast tends to have better score than those in the class using media audio-visual, so that, the researcher concludes that media podcast is better to use than media audio-visual. It can be seen from the total average of score gained between both of the samples. The average of experimental class is 7,4, while in control class is 6,6.
- At the same significance level it shows that there is difference of listening comprehension using media podcast and media audio-visual at good listening habit. In experimental class, the average of students' gained score with good listening habit is 8,8, while in control class, students with good listening habit is 7,7. Thereby, students with good listening habit tend to have high score by using media podcast.
- At significance level 1 % and 5% it shows that there is difference of listening comprehension using media podcast and media audio-visual at bad listening habit. In experimental class, the average of students' gained score with bad listening habit is 6, while in the control class is 5,7. Thereby, students with bad listening habit still tend to have high score by using media podcast.

6. Suggestion

- In instructional process for students at level of SMA, media podcast is better to use because it is easy to understand, attractive and it is very useful to practice and sharpen the students' listening skill so that at the end of instructional process it will help the students to enhance their listening comprehension.

- Students with high listening comprehension tend to have difficulties in identifying the event of the monologue so that the researcher suggests the teacher to give the material that explore about the place much better. Thus, students with <medium score should be given much more practice about simple past tense.
- In order to enhance the students' listening habit, the teacher is also able to use audio-visual media. Since it is available everywhere and every time, so the students can easily find this media to use for their daily practice or to increase their listening habit.

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