Audio Podcast-based Learning Media in Improving Students' Listening Comprehension and Pronunciation

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Abstract

The study is about to improve the students listening skill and pronunciation by using podcast as one of material sources taken from the internet. The objectives of this study are to identify some steps that are going to be implemented in teaching listening and speaking using podcast to improve the students' listening skill and their pronunciation of English Department students of Dian Nusantara University, and to analyze the effectiveness of using podcast in their learning. The researchers apply the concept of ADDIE (Analysis, Design, Development, Implementation, and Evaluation) paradigm in this study because it is more effective and systematic and supported new learning models. The participants are the fourth- semester students of English Literature students. There are two methods of collecting data in this research. They are quantitative and qualitative data. Each week, quantitative data were gathered via a series of tests, including a listening comprehension and a pronunciation examination. For qualitative data, questionnaires were used to elicit student perspectives on podcasts' effectiveness in improving listening comprehension and pronunciation. Preliminary comparative data will be gathered through a pre-test. This study uses descriptive statistical methods to analyze the data. The result is then analyzed using descriptive statistics to know the difference of scores before and after the tests. The students' ability to pronounce words has improved. The majority of the pre-test pronunciation errors are no longer present in the post-test. Furthermore, the use of podcasts as a learning medium received positive responses in the student survey. Students are encouraged to improve their listening skills because podcasts appeal to them as a learning medium.

Keywords: Podcast, Listening, Pronunciation, Effectiveness, Learning Media.

1. INTRODUCTION

Advancements in technology during the COVID-19 have had a significant impact on education. It has supported the effectiveness of teaching and learning activities, requiring educators and students to adapt to the online learning system. This situation has become a challenge for educators to maintain students' motivation to learn and improve students' abilities. During the pandemic, students and educators face many obstacles to optimally carrying out teaching and learning activities, such as the difficulty accessing the internet and the availability of devices used to access learning materials, etc. (Anna et al., 2020).

As a teacher, researchers are aware that technological advances play an essential role in education development. Nowadays, the media that is widely used to support the effectiveness of learning is YouTube. It is because there are many relevant topics available, and it is freely accessible. However, accessing YouTube takes up a lot of internet quota. Other than YouTube, podcasts have also become the preferred learning media for millennials. Podcasts are audio broadcasts that can be stream or downloaded from online platforms (Phillips, 2017). It makes podcasts a good learning media which listeners can play the audio as much as they want. Therefore, the effectiveness of podcasts as learning media is interesting to study. This interest prompted the research on the effectiveness of podcasts as learning media in improving listening comprehension and improving student pronunciation.

2. LITERATURE REVIEW

Listening

Language skills include four skills, namely, listening, speaking, writing, and reading. These four skills are interrelated with each other. Listening skills are fundamental in improving other skills because by listening, someone can receive the information conveyed. This reception depends on how good a person's listening skills are. Tarigan (in Setiawati et al., 2014: 1.5) explains that listening is an activity of listening to verbal symbols carefully and with attention so that the information conveyed can be obtained and appropriately understood. Hearing the sound, then identifying, monitoring, assessing, and reacting to the sound is a skill needed for someone to communicate.

Pronunciation

The meaning of a word can change if it is not pronounced correctly. From *collinsdictionary.com*, pronunciation is the activity of producing speech sounds, including articulation, stress, and intonation. Each language has its standard of correctness and acceptance of pronunciation. Because of these standards, it is important for language learners to have good pronunciation.

Podcasts as Learning Media

Teaching and learning is a communication process between educators and students. The media used in the teaching and learning process is called learning media. According to Miarso (2004), learning media is a tool to support the teaching and learning process that can stimulate students' minds, feelings, attention, and ability. According to Henry (2007), there are three categories of learning media: visual, auditory, and audiovisual media. Researchers are particularly interested in the usage of audio media among the three media. Podcasts are a popular type of audio media among millennials nowadays.

Podcasts are audio-only broadcasts (news, music, etc.) that can be streamed or downloaded from online platforms (Philips, 2017). Podcast consumes less internet data than Youtube because of its audio format. Podcasts have now made their way into the domain of education, where they may be utilized as a learning medium. Podcasts may be used as extra learning resources to assist students in having a better understanding of the subject and enhance their skills. Podcasts will be highly beneficial to language learners, particularly students who study language, in terms of developing listening and speaking abilities and extending knowledge, enriching vocabulary and grammar.

3. RESEARCH METHODOLOGY

Research Design

This study is a development study that uses both quantitative and qualitative approaches. The researchers used the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) paradigm in this study because it is more effective and systematic and supported new learning models. This study aims to see if podcasts may help English Literature students improve their listening comprehension and pronunciation.

Source of Data

This study's population consisted of fourth-semester English Literature students. Based on particular criteria, up to ten English Literature students from the 4th semester were chosen as samples for this study. In this study, purposive sampling was used as a sampling method. In the first semester of study, the student had studied various basic English courses, including Listening and Pronunciation. It is done to collect data on how well English Literature students who have taken the Listening and Pronunciation course perform in terms of listening and pronunciation.

Method of Collecting Data

This study examines the development of research subjects using routinely collected original data. This study collects two types of data: quantitative and qualitative. Each week, quantitative data were gathered via a series of tests, including a listening comprehension and a pronunciation examination. For qualitative data, questionnaires were used to elicit student perspectives on podcasts' effectiveness in improving listening comprehension and pronunciation. Preliminary comparative data will be gathered through a pre-test.

Method of Analyzing Data

This study used descriptive statistical methods to analyze the data. Descriptive statistics give a clear description of the data's characteristics, making it easier to interpret the entire set of data. The presentation of numerical data is done using statistical parameters of the mean value to measure data concentration.

Procedure of Analyzing Data

The ADDIE concept (Analysis, Design, Development, Implementation, and Evaluation) will be used to analyze the data obtained from the input and output variables in this study. The study's input variable is the use of podcasts as a means of improving listening and pronunciation skills. The output variable represents the outcome of using podcasts as a form of learning media.

4. RESULT AND DISCUSSION

The ADDIE concept approach is used in this study to determine the effectiveness of using podcasts as a medium for improving students' listening and pronunciation skills (Analysis, Design, Development, Implementation, and Evaluation). The following process chart how this study's ADDIE (Analysis, Design, Development, Implementation, and Evaluation) concept was applied:
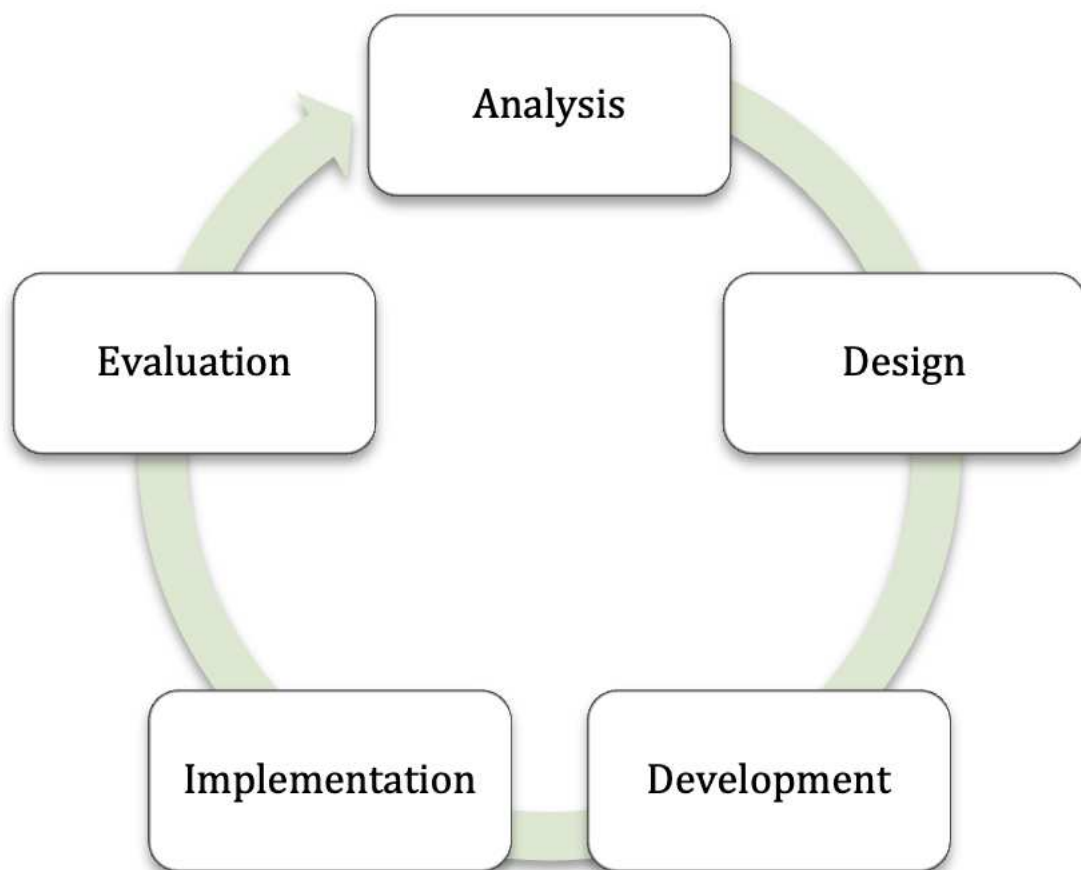
Figure 1. ADDIE Framework

Analysis

The researcher observes cases among English literature students, namely a lack of students' awareness of the importance of improving listening and pronunciation skills, resulting in many students and graduates having poor listening and pronunciation skills. Students' exposure to English audio in most listening courses is limited to the audio included in the textbook they are using. Due to a lack of exposure to English audio with current topics, students may lose interest in learning. Listening to English audio on a regular basis can help students improve their listening and pronunciation skills. A podcast is a type of easily accessible media that contains a lot of English audio content. As previously stated, podcasts are audio recordings of broadcasts (news, music, etc.). There are a variety of current topics covered on podcasts in a variety of languages. To make it easier for someone to listen to podcasts, many podcast service providers can be accessed for free. Based on these findings, the researchers attempted to find ways to improve students' listening and pronunciation skills by providing English audio podcasts as a learning medium.

Design

The audio podcasts distributed to students are provided by esl.culips.com, an English-language audio podcast provider service. This service offers hundreds of podcast episodes on a variety of interesting subjects and includes quizzes that students can use to assess their listening abilities for the podcast episodes they listen to. For quantitative data, the tests are divided into pronunciation and

listening comprehension tests. In addition, students will be given a questionnaire designed to find out their thoughts on podcast media as a learning medium for improving listening and pronunciation skills. The assessment of this questionnaire will generate qualitative data.

Development

In the development stage, the selected audio podcast topics are considered beneficial to broadening the knowledge and abilities of English literature students. Students are asked to take a multiple-choice quiz based on the audio podcast they just listened to in order to assess their listening skills. The pronunciation test was administered orally, with participants responding to several questions about the audio podcast they had listened to. Researchers will pay close attention to the location of students' pronunciation errors as they respond to the questions. The following is the formula for calculating the test result:

$$\overline{X} = \frac{\sum X}{N} \qquad \overline{Y} = \frac{\sum Y}{N}$$

$\sum X$: total student pre-test scores
$\sum Y$: total student pre-test scores
$\bar{x}$: mean score of the students' pre-test
$\overline{Y}$: mean score of the student's post-test
N   : number of students

Implementation

The implementation phase will be divided into two stages, the initial (pre-test) and the final (post-test). A pre-test will be conducted during the initial stage. Students will be provided with audio podcasts as supplemental learning media that can be listened to for one week and re-listened to as needed. Then, students will take a listening comprehension test and a pronunciation test at the end of the week. Apart from that, students will complete a questionnaire to elicit their feedback and opinions on the effectiveness of podcasts as a form of learning media. The results of the pre-test will be used to develop the final stage (post-test), which will involve adjusting the topic and difficulty level of the podcast. Additionally, the pre-test results were also discussed in the class discussion forum during lecture activities. It helped to monitor the students' progress in improving their pronunciation and listening skills.

Evaluation

Based on the data collected during the implementation phase, it was discovered that there was an increase in the students' listening comprehension test scores.

Table 1. Pre and Post Test

Pre-Test

Peserta	Nilai test
1	Nilai test: 80
2	Nilai test : 80
3	Nilai test: 60
4	Nilai test : 80
5	Nilai test : 80
6	Nilai test : 60
7	Nilai test : 80
8	Nilai test : 60
9	Nilai test : 80
10	Nilai test : 60
Jumlah Nilai	720

Post Test

Peserta	Nilai test
1	Nilai test : 100
2	Nilai test : 100
3	Nilai test : 100
4	Nilai test : 100
5	Nilai test : 80
6	Nilai test : 100
7	Nilai test : 100
8	Nilai test : 80
9	Nilai test : 80
10	Nilai test : 100
Jumlah Nilai	940

$$\overline{X} = \frac{\sum X}{N} \qquad\qquad \overline{Y} = \frac{\sum Y}{N}$$

$\sum X$: total student pre-test scores
$\sum Y$: total student pre-test scores
$\bar{x}$: mean score of the students' pre-test
$\bar{Y}$: mean score of the student's post-test
N : number of students

Pre test
$$\bar{x} = \frac{720}{10} = 72$$

$\Longrightarrow$
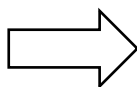
Post Test
$$\bar{y} = \frac{940}{10} = 94$$

According to the findings of the analysis, the students' ability to pronounce words has improved. The majority of the pre-test pronunciation errors are no longer present in the post-test. Furthermore, the use of podcasts as a learning medium received positive responses in the student survey. Students are encouraged to improve their listening skills because podcasts appeal to them as a learning medium.

5. CONCLUSION

The use of podcasts as a learning medium in Indonesia has not been widely adopted. According to this study, which used the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) method, using podcasts as a learning medium can help students improve their listening and pronunciation skills. As a result, the researchers suggest that teachers and students use podcasts to stimulate creative and critical thinking skills and as an alternative media to support learning activities. And that for future researchers to research the use of other technologies to support teaching and learning activities.

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