

THE EFFECTIVENESS OF STUDENTS' LISTENING SKILL BY USING PODCAST AT THE SECOND GRADE OF SMK NEGERI 6 BALIKPAPAN IN ACADEMIC YEAR 2019/2020

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Abstract

Listening is one of necessary skill in learning English and also the patent skill in English language beside speaking, writing, and reading. Listening is considered as the most basic skill because it is firstly used by learners when they begin to learn a language, especially spoken language. In addition, unconsciously, listening is much more used in classroom than other skills. Nowadays, listening is the most difficult skill for many students to understand. The aim of this research was to find out the empirical data which could determine whether there is a significant effect of using podcast on students' listening skill at the second grade of SMK Negeri 6 or not.

The method used was quantitative method with quasi-experimental research as its design. The samples of this research were 25 students of TITL 1 class as the experimental class and 25 students of TITL 2 class as the controlled class. Those samples were elected by using purposive sampling. To collect the data from both classes, this research used a listening test provided in a pre-test and post-test as the research instrument.

Based on the result of the research, data from both pretest and post-test were calculated and analysed by using IBM SPSS Statistic 21. And the result revealed that the post-test mean score of the experimental class was greater than that of the controlled class, namely ($80.88 > 77.04$). It meant that the experimental class and the controlled class were different significantly in their posttest mean score. Then, the result of hypotheses analysis showed that to observe was higher than ttable ($2.098 > 1.677$) and the significance 2-tailed (P) was lower than the alpha ($0.041 < 0.05$). It meant that H_0 was rejected and H_a was accepted. Thus, it can be considered that using podcast has given significant effect on students' listening skill. In addition, the result was also measured by using cohen's d effect size

measurement to know the strenght of the effect. And the result showed that using podcast in teaching listening gave a moderate effect on students' listening skill with the effect size of 0.51.

A. Introduction

Language is the most important communication tool in the world, because language is a communication tool used by humans to interact with each other. It is important too, to expand language mastery, there are four basic skills that language newbies have to master there are listening, reading, speaking and writing. These four skills are used to evaluate someone's mastery of any language including English. Those skills are divided into two major skills they are, receptive skill and productive skill. Listening and reading are identified as the receptive skill while speaking and writing are identified as productive skill. In language learning, sometimes those skills are integrated in an activity because an activity commonly needs more than one skill. For example, when learners are in a dialog activity, they do not only speak but they also listen. However, the learners need to acquire these four skills though they are generally just dominant in a certain skill.

The first skill that learners should acquire is listening because it is determined to be the most basic of the four major skills of language development.¹ Listening is considered as the most basic skill because it is firstly used by learners when they begin to learn a language, especially spoken language. In addition, unconsciously, listening is much more used in classroom than other skills. Listening is used far more than any other single language skill on average with 9 percent of our time in writing, 16 percent in reading, 30 percent in speaking, and 45 percent in listening. This statement proves that listening has the high frequency to be used in classroom. Therefore, the learners should master listening skill which becomes the important thing in supporting their learning. Additionally, learners learn by communication in classroom, and listening is one key of an effective communication. Therefore, listening has an important role in supporting learning. When learners do listening process, they try to accept and translate the spoken messages on their minds. If students can receive the messages well, they will have a good communication. Then, they can learn effectively.

Although many researches explained that listening which has a role important in learning should be taught, there is still a lot of students who are poor in listening.² Based on the researcher's informal observation in several Senior High Schools, some students feel that listening or hearing the sounds then putting them into mind is difficult to do. It means that they have any problems while doing listening. There are five problems concluded by the researcher after doing the observation. The first, the students cannot interpret well spoken English words, phrases and sentences. It is because the ability to understand a spoken foreign language is quite different from the ability to understand the written foreign language.⁵ However, to know the meaning of words, phrases and sentences is the essential step in understanding the

¹ Yvonne Gold, *Teaching Listening? Why ?*, Elementary English, 52, 1975, p. 422.

² Hal D. Funk and Gary D. Funk, *Guidelines for Developing Listening Skills*, *The Reading Teacher*, 42, 1989, p. 660.

message. Moreover, this problem will be a major obstacle for students in listening if it is not immediately addressed.

Based on those problems mentioned, there are some possible causes which might influence those problems. The first is the lack of vocabulary mastery. Before understanding the message of the spoken language, having lots of vocabulary is an important thing which has to be prepared. A result of a recent study showed that students' knowledge of the vocabulary can influence their listening comprehension. Therefore, some students will feel difficult in interpreting the meaning of words, phrases and sentences then understanding the English message if they do not have enough vocabulary. The second is the lack of listening instruction or the direct teaching of listening. Nowadays, listening is rarely taught in the schools whereas teachers are conscious and aware that listening has spent more time in classroom than other skills.³ They teach listening by accident and they leave the real teaching of listening which involves aids and exercise.⁴ They do not teach listening in effective and they do not give the students opportunities to improve their listening with the exercise. It is because some teachers assume that listening is something natural and it is a simple skill which will develop given enough time and exercise. Actually, to ignore the direct teaching and training of listening is a serious error because the students will not receive any input in improving their listening skill and they will not learn effectively because they are learning by listening. The students should be required to do something in response what they listen that will show their understanding which is provided in the listening instruction or the direct teaching of listening such as answering the questions and writing the summary of the audio listening.

Using podcast in listening instruction is one of techniques which involve technologies. Podcast is a digital audio file which can be downloaded by everyone to computer, laptop and hand phone so that, it can be easily used by teachers in listening instruction. It also provides some audio files in various categories, languages, and levels. Moreover, new episodes could be listened on the computer or downloaded to the MP3 player or mobile phone for listening sometimes.⁵ Teachers also can choose and use the exact audio files based on their students' lesson and level. To use podcast is the right technique in teaching listening, because it can enrich the quality of learning. Thus, those podcast services are very beneficial and helpful for teachers in listening instruction. Therefore, in this research, the researcher will choose the use of podcast as the technique in listening instruction for her research.

The researcher chooses to use podcast because she believes that podcast is an appropriate e-tool which can be used to be a good technique in improving learners' listening skill in listening instruction. Based on the descriptions and conditions which were described above, this investigation will be continued to be conducted under the title of —The Effectiveness of students' listening skill by

³ Thomas G. Devine, *Listening, Review of Educational Research*, 37, 1967, p. 152

⁴ Saeed Mehrpour & Mohammad Rahimi, *The Impact of General and Specific Vocabulary Knowledge on Reading and Listening Comprehension: A case of Iranian EFL Learners*, An International Journal of Educational Technology and Applied Linguistics,, 38, 2010, p

⁵ Paul Man-Man SZE, *Developing Students' Listening and Speaking Skills Through ELT Podcasts*, Education Journal, 34, 2006, p. 116
Borneo Journal of Language and Education, Volume I (1), 2021

using podcast at the second grade of SMK Negeri 6 Balikpapan. The researcher hopes that the method can improve students listening and mastering listening.

B. Literature Review

1. Definition of Listening Skill

Listening is one of four skills that has to be mastered in enhancing language mastery. It is determined to be a major component in language learning. In other words, listening becomes the most important skill in mastering a language. For language learners, listening is a key to learn in classroom.⁶ When they are listening to the teacher in the class, they are also learning automatically. Therefore, when they cannot listen well, they will lose an opportunity to learn and it will be a hard obstacle for language learners in developing their language mastery. In other words, to listen and to put what had been heard into mind becomes a fundamental thing for students' learning. Additionally it is proposed that the term of listening relates to four activities, they are: 1) sensing – taking in messages verbally and nonverbally, 2) interpreting – understanding the messages, 3) evaluating – distinguishing between fact and opinion, than agreeing the speaker or not, and 4) responding – reacting to the messages by using verbal and nonverbal cues. However, to be a good listener, those activities should be involved in the listening process.

Lundsteen mentions four features that reading and listening have in common: 1) the act of receiving, 2) analogous features, 3) vocabulary, and 4) certain skills of thinking and understanding.⁷ In spite of the fact that listening and reading are receptive skills which have some similarity, listening has more important role than reading. One learn to listen before to read. Some parents introduced written language to their children by letting them listen to stories that they read. The children start to know the connection between what they hear and what they see on the story book and to get an understanding of stories when they are read. It is accordance with some researchers who think that the ability to listen may influence the ability to read.

2. Characteristic of a good listener

Someone who has good listening skills is one of the important things in communication. In class, students who have good hearing will talk to the teacher or other students well. In addition, the student with good listening can interpret, understand, and comprehend the message of learning material well whether from the teacher or from the audio speaker. Before detecting the characteristic of good listening, we should know the characteristic of poor listening. According to Wolvin there are some characteristics of poor listening in classroom context described by Nichols (1948). They are: (1) condemning a speaker's subject as uninteresting; (2) criticizing the speaker's delivery rather than focusing on the message; (3) preparing an answer to a point or question before comprehending it; (4) listening only for facts; (5) wasting the advantage of thought speed over

⁶ Lyn Dawes, *The Essential Speaking and Listening: Talk for Learning at Key Stage 2*. (New York: Routledge, 2008), p 41.

⁷ Thomas G. Devine, *Listening, Review of Educational Research*, 37, 1967, p. 152. (<http://www.jstor.org>).

speech speed; (6) tolerating or creating distractions; (7) faking attention; (8) permitting personal prejudices to interfere; (9) avoiding difficult material; and (10) attempting to take outline notes even when the message isn't structured to be outlined.⁸

However, good listeners are they who make exact and suitable responses to what is heard.⁴⁴ The made responses are based on the necessity of listening. When the listeners try to get the points of the message, they have to pay attention to the whole spoken language, when they get the unclear message, they can ask to clarify the message, and the others.

3. Teaching Listening

The need of teaching listening is clear because the students learn everything by listening. When the students are listening, they are also trying to receive and interpret the message as the process of learning. Therefore, listening should be provided in the direct teaching or the instruction. In addition, listening should be taught because the spoken language becomes powerful mediator of communication. On the other hand, in teaching listening the teachers should give the impression to their students about the need of what they listen to.⁹ It aims in order the students will be able to retain what will be heard most clearly and completely.

Furthermore, the teacher should teach listening to the students based on the needed purposes. By teaching the students to listen based on their purposes, the teachers can avoid what they do not want for their children. For instance, the teacher should give the clear instruction in listening exercises, thus the students do not need to think critically about what is outside the instruction. If the teacher does not give the instruction, it can be bad even worse for the students if they are too busy formulating their critical mind, then they may miss what was said by the speaker or audio speaker.

4. E-tools for Teaching Listening

In this technology era, it is more suitable that teachers take advantage the technologies in teaching listening rather than use the traditional things which may be monotonous. Through the use of listening-facilitative e-tools, we can provide learners with an opportunity to listen to extensive English input. Ultimately, listening is an active process wherein learners focus on certain features of the input and construct meaning; in other words, through active listening ELLs can begin to unpack and understand how the language of English is used in a classroom.

According to Erben, Ban, and Castaneda, there are four listening facilitative e-tools which can be used to improve students' listening skill.⁵² They are: The first is Podcast. It is an audio digital file which can be found on the internet. It can be listened on computer, MP3 player, or mobile phone. The prefix pod comes from the expression—play on demand while both words pod and cast come from the word 'iPod' and 'broadcast'. People can subscribe, download, and listen to

⁸ Andrew D. Wolvin, *Listening and Human Communication in the 21st Century*. (Oxford: Wiley-Blackwell, 2010), p. 9.

⁹ James I. Brown, *How Teachable Is Listening?*, *Educational Research Bulletin*, 33, 2002, p. 93. (<http://www.jstor.org>).

existing podcasts or listen to online podcasts. In addition, they also can create podcasts of their own. The important point is that podcasts provide English language learners with unlimited opportunities to listen to authentic language including English used in a variety of ways. Podcasts designed for language learning include conversations, vocabulary, culture, grammar tips, idioms, etc.

C. Research Methodology

In this research method, the empirical data are required and collected to examine the correlation between variables. The processes of collecting the data, analyzing the data, interpreting the result, and writing the results of a study are required in quantitative method.¹⁰ The data are collected by the instruments then they are analyzed by the statistical procedures. The final report of this method consists of introduction, literature, methods, results, and discussion. Furthermore, the experimental research design according to Nunan aims to explore the strength of relationships between variables. In this case, it is used to explore the strength of relationship between two variables of independent variable and dependent variable namely, using podcast as independent variable and students' listening skill as dependent variable.

In this research, the researcher uses one of the three types of experimental research designs which is appropriate for the research, namely quasi-experimental research design. Quasi-experimental research design is usually used to discover a causal relationship between two variables. In this case, quasi-experimental research design is used to find out the effect of using podcast as the variable one, on the students listening skill as the variable two. It has both pre-tests and post-tests and experimental and controlled classes. In investigating the effect of using podcast on students' listening skill, two classes at the second grade are chosen. The first class is selected as the experimental class which is taught by using podcast while the second class is selected as the controlled class which is not taught by using podcast. Because the objective of this research is to investigate the effect of using podcast on students' listening skill, the researcher decides to use the quantitative method and quasi experimental research as its design which suitable to the research. However, the researcher chooses this method and its design after identifying her problem and objective research.

The population of this research is all of the students at the second grade of SMKN 6 Balikpapan, namely majoring in communication and network engineering, multimedia, software engineering, light vehicle engineering, welding engineering and electrical power installation techniques. For the technique of sampling, the researcher uses purposive sampling. It is a sampling technique which provides the researcher an opportunity to select and choose the sample from the members of population as her judgment. Therefore, the judgment of the researcher plays an important part in this sampling design. In this case, the sample which is chosen purposively by the researcher is two classes of the second grade of SMKN 6 Balikpapan namely, TITL 1 and TITL 2. Then, those two classes are classified into experimental class and controlled class.

¹⁰ John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. (California: Sage, 2009), p. 4.

For the research Instrument, the researcher administers 25 test items from Smart Way to TOEFL book in order to have a homogenous sample in pre-test. The test items are in multiple-choice and filling in the blank form. The source of audio file and questions is from YouTube that I convert to audio sound (Podcast) for teens. The best score for the test is 100. The participants whether experimental class or controlled class are given forty minutes to complete the test. Then, to know samples' listening skill, the researcher also administers 25 test items of listening test in post-test. The students are given forty minutes to complete the test which is in multiple-choice and filling in the blank form. The audio file is different from the audio files which were for pre-test and treatments.

Additionally, the validity is also required. According to Hughes' statement in his book —Testing for Language Teacher”, —the test is said to be valid when the test measures accurately what it is intended to measure.¹¹ Additionally, Kumar said that Smith (1991) had defined the validity as —a degree to which the researcher has measured what he has set out to measure.¹² It means that validity requires the test should measure the object which wants to be measured. To measure the validity of research instrument, the researcher uses construct validity. Pearson Product on IBM SPSS Statistics 21 will be used to measure the validity of the instrument.

D. Research Findings and Discussion

After pre-test and post-test were done by the experimental and controlled class, the research finding from the result of pre-test and post-test will be presented descriptively below. The following the data on the table showed about the pre-test score of both experimental and controlled classes. The pre-test score was classified into four certain score categories relating to the low and the high score with its percentage. Additionally, the minimum the maximum and the mean pre-test score of both experimental and controlled classes were also presented on the table below.

Based on the data table below, the experimental class had the minimum score namely, 52 and the controlled class had the minimum score namely, 56. Then, they also had the same maximum score namely, 84. On the other hand, the data table showed that 7 students (28%) in the experimental class and 4 students (16%) in the controlled class got score between 10-60. It mean that there were some students in the experimental and controlled classes who still had poor listening. 7 students (28%) from the experimental class and 7 students (28%) from the controlled class scored 61-70, they had the same score. In this score category, students begin to reach a standard score in English mastery that is, 70. In this score category, the students started to reach a standard score in English mastery namely, 75. Then, there were some students who got score between 71- 80 namely, 10 students (40%) in the experimental class and 13 students (52%) in the controlled class who had a good ability in listening. Finely, there was a student who got score between 81-90 in the experimental class and in the controlled class with the score.

¹¹ Ranjit Kumar, *Research Methodology: A step-by-step Guide for Beginners*. (New Delhi: Sage, 2011), p. 166

¹²

The data table also showed that the experimental class and the controlled class had the almost same mean score of pre-test, they were 67.84 mean score of the experimental class and 69.92 mean score of controlled class. The mean score of both classes gave a conclusion that most of student in both classes still had poor listening because their mean score were below 75. Therefore, to improve students' listening skill of both classes, the researcher would give some treatments by using podcast. Furthermore, because of having a lower mean score than the controlled class, the experimental class was decided to get some treatments in improving the students' listening skill by using podcast.

Table 1.1. The Score of Pre-test

Score	Experimental Class		Controlled Class	
	Freq.	F (%)	Freq.	F (%)
10 – 60	7	28	4	16
61 – 70	7	28	7	28
71 – 80	10	40	13	52
81 – 90	1	4	1	4
Min		52		56
Max		84		84
Mean		67.84		69.92

When the treatments of podcast had been given to the experimental class for about four meetings and the controlled group was not given any treatment by using podcast, the post-test was delivered to both classes. The post-test was aimed to know the students' achievement of both classes in listening. The data table below showed the result of post-test score of experimental and controlled class. The post-test score was classified into four certain score categories from the low score until the high score. In addition, the minimum, the maximum and the mean post-test scores of both classes could be seen on the table below.

Based on the data table below, the experimental class and controlled class had different minimum score namely, 68 in the experimental class and 64 in the controlled class. Same as the minimum score, the maximum score of both classes was also different. The experimental class was 92 while the controlled class was 88. Fortunately, both of experimental class and controlled class did not have students who got the score between 10 – 60. Then, there was a student (4%) who got score between 61 – 70 in the experimental class and 3 students (12%) in the controlled class. In the next score category, 71 – 80, there were 13 students (52%) in the experimental class and 16 students (64%) in controlled class. Furthermore, in category score between 81 – 90, there were 9 students (36%) in the experimental class and 6 students (24%) in the controlled class. Moreover in the last score category, 91 – 100, the experimental class had 2 students (8%) while the controlled group had nothing.

Table 1.2. The Score of Post-test

Score	Experimental Class		Controlled Class	
	Fre q.	F (%)	Fre q.	F (%)
60 – 70	1	4	3	12
71 – 80	13	52	16	64
81 – 90	9	36	6	24
91 – 100	2	8	0	0
Min	68		64	
Max	92		88	
Mean	80. 88		77. 04	

Furthermore, the data table above showed the post-test mean score of both experimental and controlled classes increased from the pre-test mean score. The experimental class increased from 67.84 to 80.88 and the controlled class increased from 69.92 to 77.04. Although both of experimental and controlled classes had an increasing mean score, the posttest mean score of the controlled class was lower than the mean score of the experimental class, $77.04 < 80.88$. In conclusion, based on the pre-test and post-test score, the using of podcast in the experimental class had improved students' listening skill.

Before analyzing the data by using the Independent t-test, preliminary analysis should be done to know either the data were qualified or not to be used in T-test. In this phase, normality test and homogeneity test will be analyzed. Normality Test Normality test are usually used to know whether the data was distributed normally or not, the normality test was used. The normal data occur when the significance of the experimental and controlled classes were greater than the significance of degree or alpha ($= 0.05$). The Kolmogorov-Smirnov test was used in this research to test the normality of the data. Then, the table of normality test on pre-test and post-test could be seen below.

Table 1.3. Tests of Normality

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-Test Experimental (Podcast)	.110	25	.200*	.951	25	.269
Post-Test Experimental (Podcast)	.175	25	.046	.942	25	.163
Pre-Test Controlled (Conventional)	.165	25	.079	.942	25	.165
Post-Test Controlled (Conventional)	.126	25	.200*	.946	25	.202

Based on the normality table above, the experimental class has a significance of .200 and the controlled class has a significance of .079. Whether an experimental class or a controlled class, both of their pretest data are normally distributed

Borneo Journal of Language and Education, Volume 1 (1), 2021

according to the table. That is because the significance of the two classes is above the significance of degrees or alpha ($= 0.05$) namely, ($0.200 > 0.05$) and ($0.79 > 0.05$). Next, the following table is the normality test table on the post-test.

According to the table above, the significance of the experimental class is 0.046 and the significance of the controlled class is 0.200. The significance is higher than the significance of degrees or alpha ($= 0.05$). Therefore, post-test data from the two classes is normally distributed.

Homogeneity test was conducted to know whether the data represented the homogenous or not. In conducting the homogeneity test, the researcher used Levene Statistic on IBM SPSS Statistics 21 with the significance degree or alpha = 0.05). Then, the following table was the table of homogeneity test on pre-test.

Table 1.4. Test of Homogeneity of Variances
PRETEST

Result			
Levene Statistic	df1	df2	Sig.
1.055	1	47	.310

Based on the table above, it could be known that the significance of the pre-test was 0.310. It meant that the significance of the pre-test was higher than the significance of degree or alpha (0.05) namely, ($0.310 > 0.05$). In conclusion, the data of the pretest was homogeneous. Next, the following table was the table of homogeneity test on post-test.

Table 1.5. Test of Homogeneity of Variances
POST TEST

Result			
Levene Statistic	df1	df2	Sig.
.894	1	47	.349

Based on the data table above, the significance of the post-test was greater than the significance of degree or alpha (0.05) namely, ($0.349 > 0.05$). Thus, the data of the post-test can be called homogeneous.

In compare the data of experimental and controlled classes statistically, the Independent t-test was used in this research. It was used to compare the means or of both classes in order to obtain a statistical evidence which proved the significant different means. In this case, the independent t-test was used by the researcher to discover the score differences between students who were taught listening by using podcast and the students who were not taught with podcast. Then, to help the researcher in calculating or testing the data, IBM Statistics SPSS 21 was used.

Based on the table of independent samples test below, the degree of freedom (df) was 48 and the critical value or ttable from df – 48 with the significance 0.05 was 1.677 while the toobserve from the table above was 2.098. Then, it meant that the post test scores in the experimental class was higher than the controlled class with comparison toobserve $>$ ttable = $2.098 > 1.677$. In addition, the significance 2-tailed P was lower than 0.05 namely, $0.041 < 0.05$. It can be concluded that H_0 was rejected

and H_a was accepted. Thus, the technique of using podcast in teaching listening gave significant effect on students' listening skill.

Table 1.6. Independent Samples T-test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.638	.428	2.098	48	.041	3.840	1.830	.160	7.520
Equal variances not assumed			2.098	46.868	.041	3.840	1.830	.158	7.522

The result of the test answer the question of this research was the purpose of this research. The research question of this research was whether the technique of using podcast in teaching listening could give effect to students' listening skill or not. However, based on the calculation above, the result proved that there was a significant effect of using podcast on students' listening skill at the second grade of SMK Negeri 6 Balikpapan. It could be known from the post-test mean score of experimental class which was higher than the mean score of controlled class ($80.88 > 77.04$) wherein both of their pre-test mean score were almost same. It was because the experimental class were given some treatments of podcast in teaching listening while the controlled class were not given.

E. Conclusion

In this research, the researcher conducted the research in order to prove whether the technique of using podcast in teaching listening can give effect or not on students' listening ability at the second grade of SMK Negeri 6 Balikpapan. After they are doing some procedures from the beginning until the end such as observing, determining the research design, collecting the data, analyzing the data and the others, finally the researcher had finished the research with the positive result. Based on the research findings, it could be known that the mean score of post-test scores in the experimental class was higher than the mean score of post-test in the controlled class ($80.88 > 77.04$). Then, the result of this research showed that to observe was higher than ttable ($2.098 > 1.677$). In addition, the significance 2-tailed (P) was lower than the alpha ($0.041 < 0.05$). It meant that H_0 was rejected and H_a was accepted. Thus, it can to be concluded that using podcast has given significant effect on students' listening skill. In addition, the result showed that using podcast in teaching listening gave a moderate effect with the effect size of 0.59.

Furthermore, for students' achievement in listening, they had improved and became better. After being treated with podcast in teaching listening, the students

of experimental class seems more enjoyed to listen to English conversations and talks. They could get some exposures of different English spoken and they felt easy to listen to English spoken by using podcast. On the other hand, not only the students as the sample of the research who got the positive effect, but also the researcher as the teacher. The researcher felt that teaching listening was easy and simple. It was because the researcher could give the material of listening by downloading it from the internet. Then she could move it into her laptop even her mobile phone and adjusted the audio speaker cable to the phone in order the students could listen in the classroom. Therefore, using podcast resulted a positive effect because it can make teaching listening easier for the teacher and make listening to English comfortable and fun for the students.

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