Group Discussion Based on Podcast and to Improve English Listening Skill to ESL Learners

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Abstract

Group Discussion Based on Podcast and to Improve English Listening Skill to ESL Learners. This study is focused on group discussion based on podcast to improve English listening skill to ESL learners above fourteen (14) years old English learners in Bethany Family Church, Bitung city. This study uses a quantitative method with a pre-experimental design by applying one pre-test and post-test design. The writer uses pre-test and post-test as instruments. Data were analyzed statistically by using t-test. The results of this study indicate that podcasts and group discussion are effective in teaching listening comprehension to ESL English learners in Bethany Family Church, Bitung city. This can be seen from the results of the t-test, the significance and progress of the learners' scores on the post-test from the pre-test. The mean of pre-test score was 7,25 and the average post-test score was 8,625. This indicates a significant increase in the mean scores between the learners' pre-test and post-test. The results of this study are expected to be useful for teachers, and learners to enrich their reference in teaching and learning English Listening.

Keywords: Group Discussion Based on Podcast; ESL Learners

Introduction

English listening and speaking skill is sometimes difficult to learn for ESL learners, especially for those who have passed the critical period to learn second language. In Indonesia, English as a foreign language is taught in all areas of education, from kindergarten to university in all majors. This is because the era of globalization is very competitive. To be able to compete in globalization era, English competence is important. English learners must also master four language skills, namely listening, speaking, reading and writing. These four skills are important. However, mastery of language starts from the ear, namely the ability to think in the human brain to learn everything related to science through hearing. Listening is one of the important aspects in learning English because it supports students to respond to what they hear.

According to Helgesen (2003:24), 'Listening is an active process in which people understand, assess, and respond to what they hear'. Learners can develop their knowledge through listening. However, in listening, serious and intensive meaning is needed. This style of action is called Listening Comprehension. Based on the author's observations, there are several problems faced by students in learning listening comprehension.

The first problem is sound, different from reading where students have to follow the text, listening is about understanding real-life situations. Native speakers talk to each other at different rates, intonations, volumes, and often with frequent interruptions. Second, different accents, written English is the same as real words, but in spoken English there are many accents that make it difficult for students to continue the conversation. Third, intonation, native speakers speak in a tone that matches the high and low notes of an utterance. Fourth, the students' auditory abilities, of course, the abilities of non-native speakers and native speakers are different. Students need to understand more to get ideas. Fifth, the teacher's method, the teacher must find solutions and effective teaching methods to overcome every problem encountered in teaching. Students need tools and technology to support their listening learning.

To make listening comprehension easy and successful, something innovative is needed. Today, technology is developing rapidly, such as smartphones that install podcast applications. Chang, Chen and Yen (2012: 25), explain that in the learning arena, the ubiquitous presence of smartphones and similar devices has resulted in the design of several Mobile Learning (M-Learning) applications, which are currently emerging in the market‖. Several teaching resources are provided on mobile phones, such as: short message service (SMS), Java quizzes, M-learning software applications and audio-based learning (MP3 players and podcasting).

Podcasting is an exciting online communication technology because it gives students hands-on with their inquiry process and allows them to cast and define discrete motivational educational material. Podcasts are a good and impressive tool that can be applied to strengthen student learning. As a teaching tool, learning listening comprehension using podcasts is the modern way because podcasts allow teachers to purchase learning materials via audio/video files that students can play on their portable and mobile devices. With podcasts, students can practice listening comprehension any time inside or outside the classroom on their own.

Regarding podcasts, several studies have found that podcasts make students interested, enjoy, and positive in listening comprehension. Having heard the record from a podcast, the learners need to discuss what they have heard, to gain comprehensive understanding about what they have heard. When the podcast can be heard at any time, the discussion is held after every session has accomplished. There all

learners contribute by conveying every detail of information they have heard, and comparing the information from other learners, to come to one conclusion or mere understanding about the topic. Having this discussion give guarantee that all learners take advantage from the technique of using podcast to learn English listening.

A study done by Maryani (2021) was trying to find out problems faced by students in listening comprehension at English Education Department, University of Sultan Ageng Tirtayasa. The result of the study revealed some listening comprehension problems related to listening   materials, students' focus, and the bad quality of recording. AHD Al-Madhkooti (2020) studied innovative technology applications in enhancing and developing both the motivation and listening skills of Iraqi EFL learners at an academic context through Skype device to give instructions. The study shows that the respondents achieved significant listening achievement, and also improving receptive and productive skills of the language.

From the studies above, it is expected that this study contributes to overcome the problems faced by the learners, by means of innovative technology application. Students may download the podcast and listen to the record at their free times. By the end of each topic, students will discuss and combine not only the information they have heard, but also problems they encountered in listening the podcast.

A Study done by Indahsari (2020) reviewed the effects of using podcast in supporting language learning. The aim is to introduce podcast as a tool for developing language skill. The result of this study found that podcast can increase language ability, and can motivate students in learning language. Podcast is a potential choice as an English learning support and it allows teachers to incorporate technology in teaching.

Research done by Abd. Rahman (2018) explored podcast effect on students of SMU Negeri 1 Luwu. The result showed that podcast was more effective than non-podcast to teach listening skill to students. In this study, the podcasts have been renewed based on students need, and they are also equipped with the script, and working sheets.

Comparing those studies above, this study awares that the use of podcast is effective to improve learners' listening skill. However, what distinguishes those studies above with this study is group discussion that is held after each session to ensure that all the information the learners have heard are wholly understood, so that whenever in the future they happen to hear the words in a different context and formulation of sentences, they are able to interpret the meaning.

In this study, the writer would like to find whether or not group discussion based on podcast is useful to help learners developing their English listening skill. The previous research did not integrate learning activities by direct evaluation as in this study does. The direct evaluation is held after each section is done, in form of group

discussion. It is expected that group discussion brings up any question or even difficulties the learners meet relates to comprehending the topic they have listened, and each discussion session is expected to bring students closer into significant English listening comprehension.

Methodology

This research was conducted at Bethany Church Youth, Bitung city from June-September 2022. This study focused on investigating listening learning outcomes and the effectiveness of podcasts and group discussion on learners' listening comprehension. In this study, quantitative research methods were applied to collect research results. Because only one group was used as a sample in the experiment, a pre-experimental design was used using a one-group pre-test and post-test design as follow;

$$\boxed{\text{O}_1 \text{ X O}_2}$$

O₁ : Pre-test

X: Treatments

O₂ : Post-test

There are two variables involved in this research. They are podcast and group discussion as the independent variable (variable X) and learners' listening comprehension as the dependent variable (variable Y). As the first step, the writers provide how to download and operate podcasts. Second, the writers provide podcast material that must be studied at learners' free time, one week per session. Third, learners and writers discuss the material together. Meanwhile, listening comprehension was measured by Podcast using a pre and post-test consisting of an essay test. The difference between the learners' pre-test and post-test results is an indicator of the success of this method. If the post-test result is higher than the pretest result, then this learning media is considered effective and vice versa. The population is taken from Bethany Church Youth in Bitung city, eight (8) volunteers are willingly participated. All samples use a mobile device with an android type. The procedures for collecting data in this study are as follows:

1. Observation

Before collecting data, the writer made observations to the learners' situation, condition, including their available time.

2. Test

The test is in the form of a listening test given to learners to assess the extent to which learners have mastered the material, especially in listening comprehension. The test consists of 5 question items. Before being tested on learners, the writers first tested the validity and reliability of each item. This is done to find out whether the task items are valid and reliable or not. The validity test showed that the table score, which was obtained from the number of cases (n-2) 8 - 1 = 7. That is, the questions formulated by the author are valid and reliable. After the items are known to be valid and reliable, then the questions are ready to be tested in the pre-test and post-test.

a. Pre-test

Before the test started, the writer conducted a validity and reliability test. After the validity and reliability test was conducted, the writer calculated the results statistically. In this study there are five questions about conversation

b. Treatment

Treatment was carried out before the post test was carried out. As a medium and material for teaching English listening comprehension, podcasts were used by the authors during treatment are downloaded from YouTube and are done outside class depend on the learners' free time, while in-class activities are held for group discussion. The author carried out group discussion activities in eight meetings including pre-test and post-test. There are eighty (80) minutes per meeting'. At the first meeting, a pre-test was conducted. After pre-test, learners are given the downloaded podcast for the following week topic, and are assigned to listen to the podcast within a week before group discussion is held to discuss the material. Every topic of discussion is only given to learners once they finished the previous topic. Topics of discussion in every meeting are divided into;

1. Second and third meeting, the topic of discussion in podcast is about A Telephone Call, including how to make and answer a call.
2. Fourth and fifth meetings the topic of discussion is Can You Say That Again. In this topic, learners will hear conversations situated in public areas, and they will have to emphasize their focus on every instruction or direction within conversations.
3. Sixth and seventh meetings' is Calling for Help. In this topic, learners will hear conversations situated in public places about asking something from somebody, and also how to give or refuse helping someone.

c. Post-test

After being given treatment, a post-test was given to the learners to find out whether there was a significant improvement in learners' listening achievement or not. The questions formulated in the post-test are the same as the pre-test. The data

obtained from the pre-test and post-test were analyzed by the authors to measure the effectiveness of podcasts on learners' listening comprehension. To find out the effectiveness of podcasts on learners' listening comprehension, the author uses a t-test statistical analysis with the following formula:

$$t \; \bar{x}_1 + \bar{x}_2 \; \text{observed} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left[\dfrac{(n_1 - 1) . S_1^2 + (n_2 - 1) . S_2^2}{n_1 + n_2 - 2}\right] . \left[\dfrac{1}{n_1} + \dfrac{1}{n_2}\right]}}$$

where:

X_1	= mean score of one group posttest
X_2	= mean score of one group pretest
n_1	= Total number of one group posttest
n_2	= Total number of one group pretest
S_1^2	= Calculation of variance of one group posttest
S_2^2	= Calculation of variance of one group pretest

To test the hypothesis :
Reject $\qquad Ho \; if : tobs \geq tcrit \, (\alpha/2df) \; at \; \alpha \; 0,05$
Do not reject $Ho \; if : tobs \leq tcrit \, (\alpha/2df) \; at \; \alpha \; 0,05$

To find out the Mean Score:

$$X = \frac{\sum X}{N}$$

To find out the Standard Deviation:

$$S = \sqrt{\frac{\sum x \, 2 - [\dfrac{(\sum x)2}{N}]}{N - 1}}$$

To find out the Variance:

$$S^2 = \frac{\sum x \, 2 - [\dfrac{(\sum x)2}{N}]}{N - 1}$$

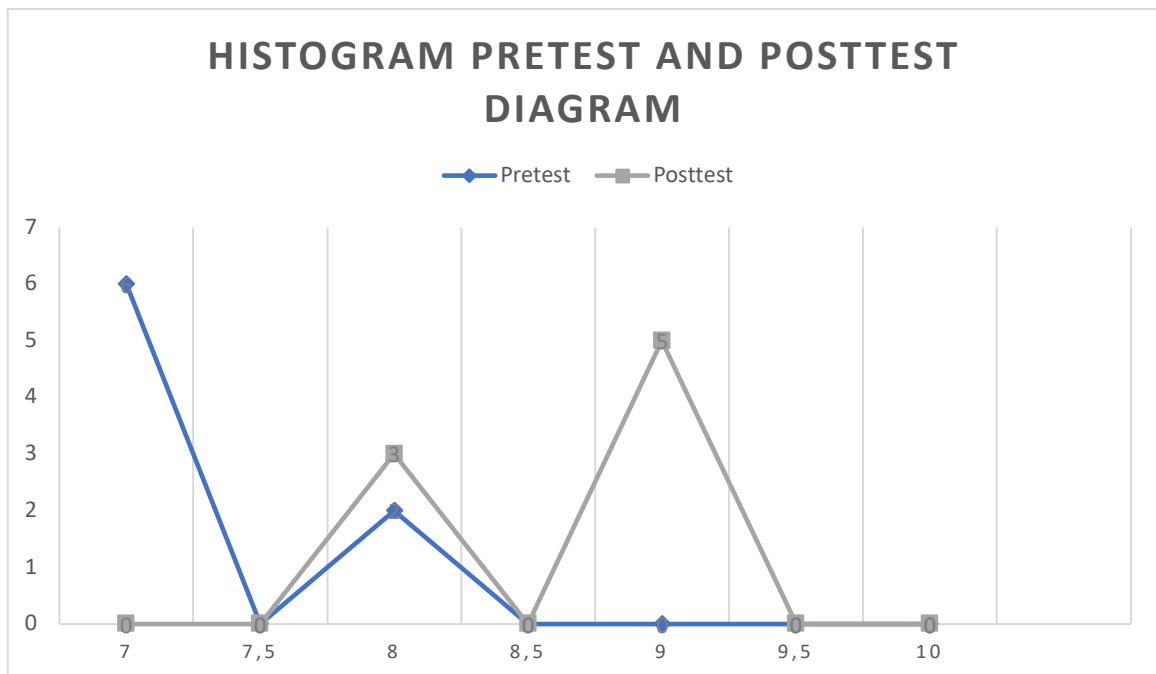*To find out df:* $\qquad df = n_1 + n_2 - 2$
To find out t-crit by seeing the t-table

Discussion (Candara 12, bold)

Based on the research, the collected data can be seen through the table below:

Table Learners' Pretest and Posttest

No	Pretest	Posttest
1	7	8
2	7	8
3	7	9
4	7	9
5	8	9
6	7	8
7	7	9
8	8	9
N = 8	X = 7,25	X = 8,625

From the table, can be found the Pretest Mean Score is 7,25 meanwhile Posttest Mean Score 8,625. In counting the data, t-Test: Paired Two Sample for Means was used to reveal the result if H_1 is accepted or not.

H_0 = Null Hypothesis "The Use of Podcast and Group Discussion is not effective"

H_1 = Alternative Hypothesis "The Use of Podcast and Group Discussion is effective"

t-Test: Paired Two Sample for Means

|	Posttest Score	Pretest Score
Mean	8,625	7,25
Variance	0,267857143	0,214285714
Observations	8	8
Pearson Correlation	0,447213595	
Hypothesized Mean Difference	0	
df	7	
t Stat	7,514430562	
P(T<=t) one-tail	6,78241E-05	
t Critical one-tail	1,894578605	
P(T<=t) two-tail	0,000135648	
t Critical two-tail	2,364624252	

to check whether the null hypothesis is accepted or rejected, the statistical analysis should be based on the following criteria :

Reject $Ho\ if:\ tobs\ \geq\ tcrit\ (\alpha/2df)\ at\ \alpha\ 0{,}05$

Do not reject $Ho\ if:\ tobs\ \leq\ tcrit\ (\alpha/2df)\ at\ \alpha\ 0{,}05$

And the result is :

$\mathbf{t_{obs} \geq t_{crit}\ (\ 7{,}514 \geq 2{,}364\ \alpha\ 0{,}05, 7)}$
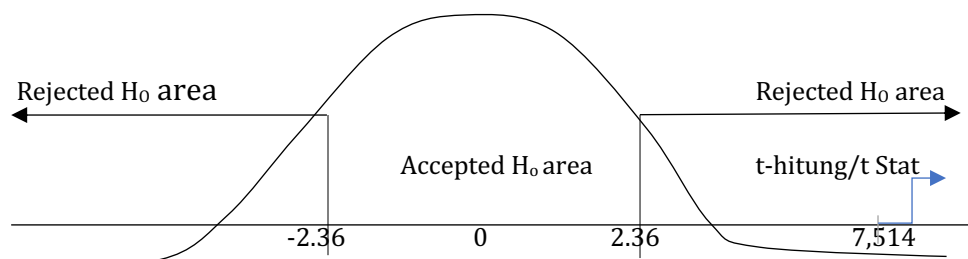
The results of data analysis showed that by using the t-test formula the result was 7,514 compared to 2.364. It means that in this research H_0 (null hypothesis) is rejected and H_1 (alternative hypothesis) is accepted. So, the conclusion is the effectiveness of the podcast and group discussion on learners' listening comprehension is significant.

Data Based on the results of the t-test calculation above, it was obtained 7,514 at degrees of freedom (df) (8 – 1 = 7). At the 5% significance level obtained 2,364. If we compare each score on the degree of significance, the result is 7,514 > 2.145. Because to is greater than the t value obtained from the calculation results, the alternative hypothesis (Ha) can be accepted while the null hypothesis (Ho) is rejected. From the results of the pre-test and post-test, the use of group discussion based on podcasts in teaching listening comprehension was quite successful compared to those without group discussion based on podcasts. This can be seen from the results of the pre-test and post-test. Before applying group discussion base d on podcast in teaching listening comprehension, learners have not reached the minimum score. After applying group discussion based on podcast, all learners have reached the minimum score. In fact, all of the learners ' grades had improved. Their scores indicate that the group discussion based on podcasts increase compared to the pre-test scores, so it can be said that group discussion based on podcasts in teaching listening were effective for youth learners of Bethany Church Bitung City.

Conclusion and Suggestion

Based on the data that has been analyzed, the results obtained are 7,514. Comparing each score at a significance degree of 5%, the calculation shows 7,514 > 2.145. Because it is higher than the score obtained from the calculation results, the alternative hypothesis (Ha) is accepted while the alternative hypothesis (Ho) is rejected. This means that the use of podcasts and group discussion in teaching listening comprehension has a good effect on ESL learners' listening comprehension. Thus, it can be concluded that podcasts are effective in improving listening comprehension of the Youth of Bethany Church Bitung city.

Based on the research findings, the authors propose the following suggestions:

1. For Learners

   Learners should develop their knowledge of technological devices which are essential for their future studies, especially in relation to their listening comprehension learning. Learners must be cooperative enough to participate in the Podcast class to achieve the desired goals.

2. For Teacher

a. English teachers must be innovative and creative to develop their English materials based on students' needs.

b. The English teacher as a facilitator in learning activities must provide appropriate and interesting materials and resources for students.

c. English teachers should update and keep up with technology all the time.

3. For Further Research

   In the next stage, it is necessary to examine the influence of other variables besides podcasts to improve listening comprehension mastery.

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