Developing Podcast For Listening Material For Grade 10

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Abstract

This study aimed to developed podcast for listening material for grade 10. The subject of this research was the tenth grade, which consisted of 22 students. The location of this research was in the MAN Tanjungpinang. The type of this research was development research with ADDIE model. The researcher focused on developing podcast for listening material that was suitable for students' daily activity and their environment. There were five stages namely analysis, design, development, implementation and evaluation. The data obtained from students' need questionnaires, expert validation questionnaire, and small group try out questionnaire. The results showed that the podcast validation results for students' listening material for class X were valid and did not need revisions. Podcasts were directly implemented to students. Based on the results of student implementation of the practicality test sheet, it was found that podcasts for listening material for grade 10 were very appropriate and practical.

Keywords: Listening material, announcement, podcast, ADDIE model

I INTRODUCTION

A Language is a communication tool owned by every human being in the form of a sound-symbol system that comes from the human speech or mouth to communicate with other people to convey ideas, opinions, and feelings verbally or in writing. (Harmer, 2009) stated, "Language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable the member of a given community to communicate intelligibly with one another.

There were various languages, such as English, French, Indonesian, Mandarin, etc. One of the languages that have an essential role that is English. (Mahendra, 2020) Stated, English has become the international language that use to communicate worldwide. As a result, mastering English becomes the needed for all people who want to access updated information and science development in all fields. In Indonesia, English was taught from Elementary School at the lowest level of education until university at the highest level.

Nowadays, English was taught from Junior High School as a regulation change from the minister of education, and several schools have taught English since elementary. Students were asked to learn English as a foreign language, which must involve the four integrated skills: listening, speaking, reading, and writing. Of the four skills, listening deserves special attention since it was assumed to be a difficult skill for many students at all school levels in non-English speaking countries throughout the world. One of the important skills that must be possessed was listening because listening is the first process of responding, understanding, and remembering a message.

Listening is a complex interactive process in which the learners interpret what they know and hear and then apply linguistic knowledge to understand the message (Syahabuddin., 2021). Listening was one of the most difficult skills because in learning English, students were expected to understand and got information from what they hear. One of the problems that occurred in the learning process was listening. Moreover, based on the reality that the researcher found when observing the 10 grade of language in MAN Tanjungpinang, 75% of students stated that from the fourth skill in learning the English language, they have difficulties in listening skill. This problem happened because the students felt that the listening material wasn't effective when they studied in class, which made them not understand the material well and made them unmotivated to learn English. Furthermore, as many as 37.5% of students also said that listening is increasingly difficult when learning in distance learning. This was because the students have difficulty accessing the listening material to be studied.

Referring to the problem above, the researcher thought students would respond better to their listening process when they used good material and media. It was necessary to create listening material with good media to solve the problem. Podcasts, as one ICT (Information and Communication Technology) based media for learning have an important role for teachers and students to integrate with their teaching-learning process. (Abdulrahman, 2018) stated that the students have a positive attitude toward using podcasts in the listening classroom. The students perceived podcasts provided authentic materials and interesting activities, including listening exercises and meaningful tasks, so they felt more motivated to learn English. From this result, it was known that podcast could help the MAN Tanjungpinang's students, especially for the grade-10 class with their listening material problems.

The term "podcasting" is a blend of the words "iPod" and "broadcasting" (O'Bryan, A., &Hegelheimer, 2007). This term is no longer related only to iPod but refers to any software and hardware combination that allows automatic downloading of audio files for listening at the user's convenience. (Dwi, 2021) stated that Podcasts are one of the technologies that can be used as an effective media to teach students' listening skill, especially extensive listening. So, it meant that the use of Podcasts as a learning media for listening material was expected to solve the problem. It would build an engaging learning atmosphere and help students with listening.

In addressing the current problems that the students have faced, the researcher tried to

develop a Podcast for listening material. It was hoped that teachers would use it in the educational environment in the learning process. Therefore, the Podcast development was conducted as research entitled "Developing Podcast for Listening material for Grade 10".

II METHOD

This research belongs to Research and Development (R & D) because the objective is not testing hypothesis but developing Podcast for listening material for grade 10. There are some types of Research and Development models. One of them is the ADDIE model by (Sugiyono, 2013) . This model was called ADDIE because it consists of five steps: Analysis, Design, development, implementation, and evaluation. So, the diagram model of this research is as follows :

Figure 1 ADDIE Model adapted from (Sugiyono, 2013)

The procedures of this research and development were based on the ADDIE design model Adapted by Anggraini (2019) as follows:

2.1 Analysis
In line with the research question, the first step before developing the 18 podcast was analyzing the students' needs. This stage collects information about the students' needs and interests in learning listening material. Then, the result of the need analysis was used as a starting point for developing suitable English listening materials.

2.2 Design
The researcher developed materials suitable for the needs of students based on K13 basic competence. Then appropriate teaching materials were provided for students to make the material interesting because there werebvarious background sounds with the exciting material.

2.3 Development
In this stage, the results of listening materials needed to be revised and validate by experts. The researcher developed the listening material by the environment of the research setting because it helped the researcher develop the materials. The product formed a podcast that would motivate and add to students' interest in learning. The product was used for the grade 10 students in MAN Tanjungpinang. The experts gathered data using closed-ended item questionnaires to determine whether the materials were good and appropriate for the students. The revision would be finished until the experts validate the product and match it with the students' needs. The experts' team consists of one material expert and one media expert. From the expert, the researcher received feedback regarding the content and media appropriateness of

the listening material. The comments and suggestions from the experts were used to revise the podcast for listening material so that the researcher got the final product of the podcast for listening material for grade 10.

2.4 Implementation

The implementation stage was product trials. It meant that the product had been revised and would be implemented for the product user. The product would be tried-out for students. If still find revision, then would be revised again to make a good product. The user of the product was 10-grade students of MAN Tanjungpinang.

2.5 Evaluation

The evaluation was conducted after the researcher acquired the data from the implementation stage, and the data was analyzed and summarized. Then, before the English listening materials were implemented for the users, the experts would validate it. In addition, the researcher also tried out the podcast into a small group of students, and the data were analyzed and summarized. Finally, the analysis results were used to revise the English listening materials regarding students' difficulties and another possible revision.

III RESULT

The research produces a product in the form of teaching material, podcast for listning material for grade 10. This research using ADDIE Model, until the evaluation stage. The description from the ADDIE Model is as follows:

3.1 Analysis

In the analysis step, the researcher analyzed students' needs by giving the questionnaire to know the students' need in English listening material. In the standard of competence and basic competence, the students were expected to listen to the material well and understand the meaning. The questionnaire consisted of 9 questions with four answers. Questions 1 and 2 were to find the information about students' opinions and interests in classroom learning activities, especially in listening. Based on the questionnaire result in question number 1 (77,3 %), students assumed that listening activity in the classroom was less interesting. It was because, in the teaching-learning process, they only listened to their teacher and didn't use media in the learning process, which was not interesting for them. On the other hand, in question number 2, most students said that learning listening was quite important in English. Therefore, students need listening activities to improve their listening skills and learn listening in interesting activities. Question number 3 was aimed to know the students' needs of the material. In question number 3 (95,5 %), the students said they needed additional material to learn English. It showed that they need new listening material to improve their listening skills.

The aimed of the questionnaire in numbers 4 and 5 was to find the students' wants in learning English, especially in terms of listening material. Question number 4 showed that (77,3 %) of the students wanted to learn to listen using podcast. In question number 5, most of the students expected they wanted to be able to understand well the meaning of learning English, especially listening skills. The purpose of question number 6 was to find the information about the students' preferences for the topic of materials. Based on the table above, there are (77,3%) of students who chose announcement as a topic. It was present in the English listening material because the researcher designed the material related to the announcement. The purpose of these questions was to determine the material's appropriateness, especially in listening.

Based on question number 7, the currently used listening material was less interesting. It showed the student's answers. However, in question number 8, it could be seen that the listening material was still unable to improve their listening ability yet sufficient for the students' listening needs. Therefore, it was concluded that the listening material used was less interesting, so it was not improving the students' reading ability yet. The purpose of this question was to know the student's difficulties in learning listening. Based on the table above, there were different answers from 4 options. Most of the students (59,1%) feel difficult to comprehend the meaning.

3.2 Design

In this step, The Design of the English listening materials began with designing the content and designing the podcast. Designing content of the English Listening Material consisted of several parts that will become several episodes in the podcast. The material from the definition of announcement, the function of announcement, the generic structure of announcement, and the kind of announcement adapted from (Batubara, 2017). The example of an announcement adapted from (Okta, 2018) that made the students feel more interested in the topic, and the exercise adopted from (Aingel Tovi, 2020) that teachers used in practicing students' listening skills through the already-learned exercise available on podcasts. Teachers only needed to make questions from the listening exercise material. All material based on Kurikulum 2013 (K13).

Designing podcasts for listening material starts with setting up a podcast account created through the anchor application. Anchor application is a platform for creating individual podcasts for free. This app also cooperates with apps like Spotify, which is an app for listening to music and podcasts. The first step was to start making the first episode, click the Tools button, select "record" to start recording sound, and click the stop button when the recording was finished. After that, select "add background music" to choose interesting background music. Then, click save and write the segment's name; because this was the first episode, the segment's name was "Definition of Announcement." To add an interlude from this podcast, click the tools button again and select the interlude section menu; various interludes can be entered at the beginning and the end of the segment in the episode. And the last step, click publish episode and write the episode title and episode description for the first podcast.
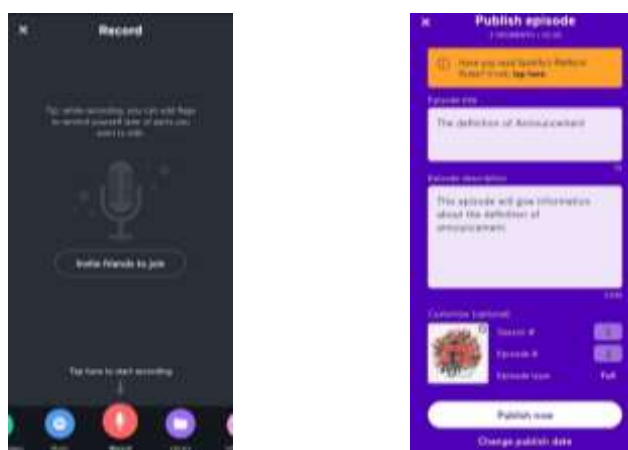

Figure 2 The first and seventh steps of designing podcast using Anchor Application

3.3 Development

This step involved carrying out the design sketch step into real performance. The English listening materials were considered components of learning media, such as selecting material, voice recording, background music, and interludes music in English listening materials. The researcher used the Anchor application to design the English listening materials. Before the English listening materials were implemented for the students, it was validated by two experts: material expert and media expert. The expert was recommended by the advisor. First, the material expert was Mr. Zulfikar Aslam, S.Pd. He is an English teacher at MAN Tanjungpinang. He assessed, suggested, and gave comments on the content of the English listening materials and validated the accuracy of materials displayed in the English listening materials.

Meanwhile, the media expert was Mrs. Pradipta Agustina, S.Hum., M.Pd. She is an English education lecturer at Maritim Raja Ali Haji University. She assessed and suggested and gave comments on the podcast cover, media selection, voice recording, background music, and interludes music presented in the English listening materials. And the respondent is the students of class X Bahasa at MAN Tanjungpinang 2021/2022.

a. **Validations**
   Data validation from media expert, material expert, and users were explained as follows:
   1) **Material Expert Validation**
   The questionnaire was given to the material expert on 2nd June 2022, and the questionnaire was returned on 6th June 2019. The data from the material expert was collected by using a closed-ended questionnaire. Validation from the material expert was included in six aspects: 1) related to competency standards and basic competencies; 2) materials made according to student needs; 3) increasing student motivation; 4) increasing student insight; 5) The language used in the material; 6) Improving students' listening skills. The questionnaire for material experts consisted of 11 items. Based on the expert's questionnaire, there were not some parts that needed revision. The material expert questionnaire showed that the material on the podcast is good.

   2) **Media Expert Validation**
   The media expert was the validator who should validate the English listening materials in terms of performance. The data from media expert was collected by using a questionnaire. Validation from media expert is considered from four aspects: 1) novelty; 2) the sound; 3) attractive performance, and 4) appealing content. The English listening materials were given on 2nd June 2022, and the English listening materials were returned on 6th June 2022. The questionnaire for media expert consisted of 7 items. Based on the expert's questionnaire, there were not some parts that needed revision. The media expert stated that the product's design was very good and appropriate for the students because the topic used was in accordance with the listening material, and the listening material in the form of digital audio was very compatible with current technology.

3.4 Implementation

There were 22 students in class X Bahasa in MAN Tanjungpinang. Before students used the product, the researcher showed the product to the students to explain the process of how to use the product. Product and questionnaire were given to students as small group trials on 9th June 2022. The product was podcast as English listening material, and the questionnaire consisted of 9 statements that students must be filled out. The researcher implemented the product to students by teaching practice and providing podcasts for students during meetings. The meeting also introduced some materials to the students. In a meeting, the researcher explained a little about the "Announcement" itself. At the end of

the meeting, students were given a questionnaire, which was filled out immediately after the students listened to the podcast.

Based on the results of a small group try out of 22 students of class X Bahasa at MAN Tanjungpinang, for questions number 1, 2, and 3, there were 22 students who answered "yes" on the questionnaire. For question number 4, there were 19 students responses who answered "yes" on the questionnaire. Then, for questions 5, 6, and 7, there were 21 students responses who answered "yes." And for number 8, 20 students answered " yes" and for numbers 9 and 10, 21 there were responses from students answered "yes" on the questionnaire. Therefore, to calculate the total average in this questionnaire, using the formula:

$$NA = \frac{210}{220} \times (100\ \%) = 95.4\%$$

From the result of this calculation, the total average presentation was 95.45% for class x Bahasa of MAN Tanjungpinang. Therefore, according to the score interpretation criteria range, the questionnaire's results got a very high category based on the total average on this questionnaire.

3.5 Evaluation

The evaluation was conducted after the researcher acquired the data from the implementation stage. The data were analyzed and summarized. Before the podcast was implemented for the users, it was validated by the experts. There were two experts, they were materials and design experts. The expert said that the podcast could be used and suitable for students. In addition, the researcher also tried out the English reading materials in a small group of students. It was obtained that the students accepted podcast as interesting listening material to support their learning process. There was no revision of the data gathered from the students. The data showed that the English reading materials were very good for the students.

IV DISCUSSION

Based on the findings of this study, the 10th grade students at MAN Tanjungpinang needed listening material for their learning process, with development of podcast through Anchor Apllication, and got good responses material expert and media expert who provided the assessments, the podcast was being implemented to students, podcast for listening material were considered feasible and practical for student. Podcast as English listening material for grade tenth has belonged to very practical category after it was tested on the students of X Bahasa class in MAN Tanjungpinang. The podcast can be considered for listening material for grade 10 with the reason that material presented in the podcast was clear and easy to understand, motivated and existence of several examples helped them to understand more about the announcement itself. First, as responded by the students that the presentation of material about the learning material announcement was clear and easy to understand. It was clear and easy to understand because the material was presented in a short explanation but clearly and can make the students understand quickly. As revealed by (Marisa Yoestara & Zaiyana Putri, 2018), implementing podcasts in language teaching assisted learners in understanding the content and developing their listening comprehension ability. So, using a podcast can reduce the verbality of the materials presented in learning, so it is directly explained to the explanation that students must understand.

According to (Saputra, 2014), the variation of the podcast that combines some aspects such as audio in an attractive, simple form will make the students feel interested, easy, and focused on the material being given. (Abdulrahman et al., 2018) stated that podcast audio is

easy to use because podcasts have the effectiveness of using podcasts both inside and outside the classroom for listening exercises during class activities and for the leisure time that can be downloaded through students' smartphones which makes them easy to access anytime. So, it prepared students psychologically and informed them of the materials that would be taught. In short, podcasts can be easily used and understood by students. From this, it can be concluded that podcasts provided effective listening material for students, which helped students during the learning process.

Second, as responded by the students that the instructions given for learning on the podcast were clear and easy to understand for students to learn each material. The effective teaching material should provide clear instructions and allow students to follow several learning activities, especially in some exercises. As stated by Howard and Major cited from an article by (Ahmad et al., 2017) that effective English language teaching material, good materials frequently fail in their "pedagogical realization" due to a lack of clarity in their instructions. Therefore, it was said that clear instructions in teaching material are important. It can help students to follow some learning activities, especially in doing some exercises.

Furthermore, as responded by the students that the existence of several examples helped them understand more about the announcement. Some examples have been shown on the podcast for completing the explanation of the announcement to help the students understand the learning material about the announcement. The examples presented are in the announcement in school with an interesting story. (Bujuri, D.A., & Baiti, 2019) speculated that with examples or in the form of media models, students are expected to ask questions, research activities, and seek information on their own in a guided manner to help them understand the material provided. In conclusion, the existence of examples as a complementary explanation of the material being studied or taught to students can be another alternative for them to understand the material better.

Last, as responded by the students that the podcast can also attract their motivation while studying. The podcast, which has been developed, is useful in terms of attracting the student's interests because it was designed in the application and with good material and supported by the background music and good voice record, which are clear and make students interested. Besides, this podcast also motivated the student in the listening process in the classroom. As revealed by (Saputra, 2014) Podcast are as a media can motivate the students to learn English and enhances their language skill, especially in listening.

In addition, as revealed by the UK Publishers Association, cited from a book (Seargeant, Hewings, A, & Pihlaja, 2018) that, developing teaching materials for teaching English as a foreign language in the form of interactive and interesting software or computer-based materials can make students more interested in learning. The podcast is one form of attractive and flexible teaching material because it can be developed either in digital form or with the existing technology. Therefore, it can be inferred that the appearance of the podcast as an English language teaching material developed with the development of technology can affect the students ' attention in terms of their motivation during the learning process.

Based on several things above, which support the practicality of this podcast is categorized into a very practical category. Therefore, it can be said that the Podcast of English language teaching material for grade tenth fulfills the students ' needs of X Bahasa class students at MAN Tanjungpinang. As a result of a previous study done by (Latif, 2015), the teaching material presented in the form of the podcast of English songs (PES) that developed fulfills the student needs of students of SMAN 03 Metro and SMK Muhammadiyah 03 Metro. Although the research has the similarity in the context of research which refers to the development of Podcast as English language teaching material, there are differences in terms of the podcast that have been developed. In those previous studies, the podcast developed only focused on podcasts with a song, not listening material. Moreover,

the file format is still in MP3, not in one application. From the differences above, it seems this study has novelty for developing a Podcast of English language listening material for grade tenth.

V CONCLUSION

Based on the research and development results in developing podcast for listening material for grade tenth, the podcast has been developed by following the steps or procedures of the proposed ADDIE development model (Sugiyono, 2013). Starting from the development of podcast in the form of an initial design, then both material experts and its validity validated it reached the very valid category until to the valid category, and it was declared able to be tested in the field without revision. Then, a limited product trial process was carried out, and the validated podcast's practical result reached the very practical category.

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