

Using Podcast as Media to Increase Students' Listening Skill

Indri Puspita Sari¹
Indriuspita0604@gmail.com¹
STKIP PGRI Bangkalan¹

Abstract:

This study aims to know the implementation of cognitive summarizing strategies in teaching learning listening class, the researcher was chosen cognitive summarizing as strategy to deliver the material to the students. This study was descriptive qualitative research and conducted on June 17th – 18th, 2020. The participants of this research were the English teacher and the students of XI MIPA 2 at SMA Negeri 1 Arosbaya. The data were obtained by observing the students, the teacher, and the implementation of cognitive summarizing strategies listening class by making a transcript and screenshot of the result. The result of the observation indicates that the implementation of cognitive summarizing strategies in listening class makes the students more enthusiastic about the material and they can deliver what they have been heard from the podcasts or audio using their own words.

Keywords: VOA Learning English Podcast, Listening Skill,
Implementation of Cognitive Summarizing Strategies

Introduction

Listening is a very important skill because it is the most widely used in daily life [1]. According to Hien [2] listening as foreign language learning is paramount important since it provides the language input. As an input skill, listening plays a crucial role in students' language development. For example, at SMA Negeri 1 Arosbaya the students and the teacher speak English in classroom and other time mixed it with Indonesian. This is reason some of the students get an average score above 70 for the English subject consists of speaking score assessment based on the standard minimum score at SMA Negeri 1 Arosbaya . to support teaching-learning in listening class, the teacher uses updating technology that also provides its challenges for teachers and students called summarizing strategies.

Chamot and O'Malley [3] say that cognitive theory has succeeded in drawing a picture of how information is stored in memory and what processes are entailed in learning. This is supported Flowerdew and Miller [4] cognitive is significant in learning a new language. Typical strategies under this category are: (a) Summarizing: intermittently synthesizing what one has heard to ensure the information has been

retained. Therefore, in the previous study by Athena [5] argument that cognitive strategies can enhance students' listening skill appropriately. The researcher uses descriptive qualitative research. researched solving students' problems in getting the point of the to listen to third-grade students. The researcher uses classroom action research [6].

From the references above, this research implemented in the form of descriptive qualitative approach and used case study method in order to know the implemented of cognitive summarizing strategies in listening class. Here, the students listened to the audio or podcast, taking notes and retelling what they have been gotten from the issue and explained the issue use their own words. The fact with modern technology the students and the teachers are carrying out effective and creative teaching-learning through cognitive summarizing strategies, so the researcher conducted this research at the eleventh-grade student of SMA Negeri 1 Arosbaya to determine the ability in listening skill using cognitive summarizing strategies.

Review of Literature

The Nature of Listening

According to Feyten [7] of the total time people spend on communication, 45% is on listening, 30% on speaking, 16% on reading, and 6% on writing. It is also the most frequently used skill in the classroom and daily life. In addition, Richard [8] Listening is an active process by which students receive, construct meaning from, and respond to spoken and or nonverbal messages. As such, it forms an integral part of the communication process and should not be separated from the other language arts.

Listening Comprehension

Developing the ability to understand the spoken foreign language is a long, continuous process. It is a skill that must be taught and that it does not happen automatically. The media used usually vary from a grave-looking language laboratory with highly sophisticated equipment to the sample "one - tape - one - class" or, even, "one - the mouth - one - class". The above illustration is only a typical listening comprehension class. It is a fact that many lectures are not aware of the many different strategies which can accommodate listening comprehension [9].

Teaching Listening

For language teachers, the main problem is either not knowing what to do with the the researcher expects that what they hear in listening can be rewritten in their

listening skills or absolute obedience to the coursebook they have selected [10]. Underwood [11] stated the listening comprehension exercises into different purposes based on activities in listening comprehension. Listening and making no response, listening and making short responses, listening and making long responses and listening as a basis for study and discussion. In teaching listening here, the researcher uses Listening as a basis for study and discussion, where the researcher expects students to focus more on learning individually or in groups and language

Listening Strategies

According to John, and Miller, Lindsay [12] from a think, a loud procedure (a technique in which learners are asked to record their thoughts or strategies as they perform a language task), with learners listening to various texts in a second language produced a summary of strategy. Hien [13] stated and identifies two kinds of strategies in listening: cognitive strategy and meta cognitive strategy but research focuses more on using cognitive summarizing strategies because in cognitive here it is easier to apply in listening learning by using cognitive summarizing strategies here will make it easier for students to remember what they hear from native speakers.

Cognitive Strategies

Cognitive strategies are the processes when learners use to acquire a new language. Cognitive strategies are essential in learning a new language. Such strategies are a varied lot, such as Metacognitive and socio-cognitive strategies, and Cognitive strategies operate directly on incoming information, manipulating it in ways that enhance learning. Weinstein and Mayer [14] suggest that these strategies can be subsumed under three broad groupings, rehearsal, organization, and elaboration processes (which may include other strategies that rely at least in part upon knowledge in long term memory such as inferencing, summarizing, deduction, imagery, and transfer). Based on the Vandergrift in Flower, et. Al [15] classification of cognitive strategies, there are sub-strategies of cognitive strategies, ie: summarizing. These involve interacting with a listening material, manipulating material mentally or physically, or applying a specific technique to certain reading tasks.

Summarizing

According to Randall VanderMey, et al [16] summarizing is condenses in your own words the main points in a passage. There are two important things in summarizing a text, listening to the passage and jotting down a few keywords. The

first point is aimed at the comprehension of the learner first before summarizing the passage itself. The second is stating the main point in your own words. It means that in summarizing sounds we should be objective. Summarizing causes students to; (a) read for comprehension (b) discriminate the important ideas (c) put the information in his own words". These allow students to make meaning of the text. Obtaining the meaning of words simply is inadequate to the task of summarizing a text. To summarize a text, one of the prerequisites is to read it carefully .

Previous Studies

The first one comes from Desma Yulisa [17] the title "Learning to listen: Listening Strategies and Listening Comprehension of Islamic Senior High School Students" divide that summarizing lead to listening achievement when they deal with cognitive strategies. Less efficient learners utilized cognitive and memory strategies most frequently and social strategies least frequently. The more efficient learners often applied strategies. They used summarizing cognitive strategies which are related to the learners' listening skill. The findings indicated that the most frequent use of strategies was emphasizing particular information while taking notes and previous knowledge were the least strategies. There weren't any significant differences across the school in the use of listening strategies.

On other hand, Abbas Pourhosein & Lahijan Branch [18] "Learners' Listening Comprehension Difficulties in English Language Learning by using cognitive strategies: A Literature Review" from the journal explained that students had difficulty in learning to listen, therefore the teacher using cognitive strategies where the teacher here only asks the student to listen and repeat from the native speakers without changing the language in listening. This study aims to find out the implementation of cognitive summarizing strategies in teaching listening skill and the researcher conducts descriptive qualitative research with the students 'of SMA Negeri 1 Arosbaya as participants.

Method

Type of Research

This research used a case study method and focuses on the implantation in students' listening skill at class XI MIPA 1 of SMA Negeri 1 Arosbaya. This research is implemented in the form of descriptive qualitative approach and English teacher also 15 students as participants. The instrument of this research was an observation teaching process to know the implementation of cognitive summarizing strategies in teaching learning listening in online class and conducted on June 17th-18th, 2020. The

study could not happen like normal condition because of Covid-19 Pandemic, so it was taken place according to the online class schedule via *whatsApp* which 90 minutes or 2x45 of each meeting. To teach the students via online class, the teacher gives a lesson about Report Text on YouTube and the audio podcast with the title “Facts The Blue Whale” that downloaded on the VOA or Voice of America website

Data Analysis Technique

To analysis data the researcher used coding data, reducing data, presenting data, and drawing data. Coding data, including interview transcription, typing field data, sorting, and organizing data according to the type then labeling the code. Reducing data means the researcher must select the data based on the observation because important data were taken and unnecessary data were discarded. Presenting, present data following the delivery of thoughts, objects’ feeling, and experiences with their own word. Drawing data, the researcher selected the required samples and interpret observation obtained from research conducted as she goes along. The researcher collecting the data through observation.

Findings and Discussions

Research Finding

In collected data, the researcher employed an observation to observed students and the learning process of online class via WhatsApp through screenshot the teaching process answer the research question. As a result of observation, there were three steps of guide or implement cognitive summarizing strategies in listening class, it can be seen in the following steps:

<p>Rs: Now, our lesson about reports text? ST: No, I did not Rs: Report text is a text that presents or provides important Rs: Now I gave you simple audio about report text. And the title was “Facts The Blue Whales”. Please listened to the audio issue carefully them mention what you have been heard. For example, you have been heard “Blue Whale” ST1: Blues are the largest animal in the world. ST2: The blue whales live in deep waters with occasionally surfaces on the sea.</p>	<p>ST3: Blue wales is animal mammals <i>ST4: mammals from the order of cetaceans with the Latin name Balaenoptera are still allied with killer whales.</i> Note: Rs: Researcher ST: Students</p>
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Figure 1. Listening for comprehension – listen to the audio issue carefully

<p>Rs: Please discriminate ideas from the audio above using your own words in English.</p> <p>ST1: Yes miss</p> <p>Rs: Got the point? You just discriminate ideas what you have heard from the audio using your word in English.</p> <p>ST2: Yes miss</p> <p>ST3: "My name is Adellia Wijayanti from class XI MIPA 2. From the audio, I heard is The whale is the largest animal in the world, the length H of the whale is 1.000feel."</p> <p>ST4: "Hy, my name is Husniatun Namiyah. here I will show my opinion about The Blue Whales live in deep water with occasional surfaces on the surface of the sea these animals live around 8290 years."</p>	<p>ST5: "The Blue Whales is the largest animal in the world. Blue whales are a mammalian animal and it can live tutes."</p> <p>ST6: "The whale's will suckup water that has a lot of krill and then filters food and removes the remaining water from the hole above his head.</p> <p>Note:</p> <p>Rs: Researcher</p> <p>ST: Students</p>
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Figure 2. discriminating the important ideas

<p>Rs: Good morning all? Today was the last meeting, so we were focused on the assignment. I will wait for those who have not submitted their assignment.</p> <p>ST1: (send writing from audio)</p> <p>ST2: (send writing from audio)</p> <p>Note:</p> <p>Rs: Researcher</p> <p>ST: Students</p>
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Figure 3. To put the information in his word

Discussion

According to research findings related to the theory in chapter two, researchers found several ways to use cognitive summarizing strategies divided into 3 steps, namely: 1) Read or listen for comprehension, 2) Discriminate the important ideas, 3) Put the information in his own words. From the steps of cognitive summarizing strategies based on the researcher findings, the use of summarizing based on Abbas Pourhosein & Lahijan Branch, [19] "Learners' Listening Comprehension Difficulties in English Language Learning by using cognitive strategies: A Literature Review" from the journal explained that students had difficulty in learning to listen,

therefore the teacher using cognitive strategies where the teacher here only asks the student to listen and repeat from the native speakers without changing the language in listening. Then, the researcher gives treatment for eight weeks.

This responses supported by Friend [20] In order to make a good summary, a student must be able to relate new ideas with old ones and put unique ideas forward.

Conclusion

According to research, listening to learning using cognitive summarizing strategies is divided into 3 steps. The first step is listening for comprehension-listening to the audio issue carefully. In this section, researchers provide audio to the student to be heard so that the student is more familiar or better understand the contents of the audio is better. The next step is discriminating the important ideas which in this step students listen to the audio back carefully and the student must determine or find about in the audio. The final step is to put the information in this own word. In this step, the research asks students to write what they hear and what they can from audio by using their language and student are asked to collect their duties by picture their writing.

Based on the conclusions that have been presented, the researcher wants to suggest to: first, for the teacher, she should be able to introduce this cognitive summarizing strategy to students so that they are more interested in learning English. Second, the students must be more confident when learning listening skills, even if they do not understand grammar or lack vocabulary. As long as they dare to convey the ideas they have, they will be able to speak and listen to English without feeling shame to their teachers or friends. Third, for the next researcher. However, researchers have conducted this research through WhatsApp online classes, researchers think this research has many shortcomings for example because the Covid-19 pandemic meeting cannot occur as in normal conditions until the implementation of the media is bad. The researcher believes that the next researcher can analyze the implementation of cognitive summarizing strategies.

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