

The Comparison of Podcast media and Real Object Media in Listening Comprehension Instruction

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Abstract: *Podcast and real object are media that may influence students' listening comprehension. This research was aimed to find out the comparison podcast media and real object media toward students' listening comprehension. This was a kind of quasi experimental research. It was conducted in SMA Muhammadiyah 1 Pekanbaru. The students of grade X were the population of this research. The sample was chosen by using cluster random sampling strategy in which was X MIA 1 as experimental class and X MIA 4 as the control class. The data was analyzed by using t-test for hypothesis testing. The result showed that the students' who were taught by using podcast had better listening comprehension achievement than those who were taught by using real object. Since podcast enhances the students' interest and motivation in learning listening comprehension, so that they were excited to know and comprehend of spoken text. It can be concluded that podcast media had better result on students' listening comprehension achievement than real object media.*

Keywords: Podcast; Real Object; Media, Listening Comprehension

1. Introduction

Listening is one of important skills for success in communication. It can be categorized as the basic skill. It needs to support the other skills, such as speaking, reading and writing. By listening, the students as listeners can comprehend the meaning from the speakers and produce a spoken language for communication. According to [7] listening is process of interpreting message from speakers. In addition, listening comprehension is the process to identify what speakers talk in which the process in involves of discriminate between sounds and pronunciation, interpret stress and intonation, understand vocabulary and grammatical structure [8]. Thus, listeners do not only get information in listening, but the goal of listening is to comprehend spoken language that used as communication.

Considering the importance of listening skill as communication in language learning, the teachers need to find out the appropriate media in helping teaching and learning listening comprehension. Media is one of important things to support teaching listening as skills. It is used to accompany attractive materials in developing students creative and imaginative for those images, words and sounds in teaching and learning [14]. There are several kinds of media in teaching listening comprehension. Based on [11] classify media for teaching listening in six categories. They are text, audio, audio-visual, multimedia and real object. In supporting teaching and learning, the teacher uses real object media in teaching listening. Real object uses teacher's voice as media for spoken language source. Then, the students listen and comprehend through teacher's voice. According to [16] real object can help students to stimulate and attract student's attention. It is line with [4] saying that real object is able to bring any real object into classroom. Briefly, real object media can support teacher and students in teaching listening activities

On the other hand, these days a good media should be new and web-based technology. One of media used today is Podcast. It is an attractive media that helps students in exposing authentic listening materials on the current

technological era. Based on [1] podcast is multimedia streaming that integrates technology in broadcasting audio and video files on internet. It is supported by [13], podcast makes possibilities for students to practice more in listening. This is because the teachers and students can access podcast through website or application devices freely for teaching and learning activities in which they are able to listen inside and outside of the classroom anytime. Shortly, it engages student's background knowledge and they are easier to comprehend of spoken text.

2. Review of Related Literature

2.1. Podcast Media in Teaching Listening Comprehension

Podcast is multimedia that used to attract students' attention in learning listening comprehension. It is believed to be able in giving students' additional exposure in spoken language. Podcast is multimedia streaming in which consist audio and video files that upload periodically which [5]. Moreover, there are two types of podcast. According to [10], Podcast is categorized into two types, namely; radio and independent podcasts. First, radio podcast are existing radio programs as like as BBC (British Broadcasting Corporation) and RTHK (Radio Television Hongkong). Second is independent podcast that produced by education practitioners or education institutes to learning English, for examples are *podcastinenglish.com*,

learningenglish.voanews.com/podcasts, English Podcast for Learners and etc. All of them can be used with teachers and students in teaching and learning listening comprehension easily. In addition, there are some steps in using podcast, they are introducing a topic and podcast, listening audio in podcast, watching video in podcast, distributing worksheet, discussing and practicing based on they have listened in podcast and doing a homework through podcast as media [4]. Thus, podcast can facilitate teaching and learning of listening comprehension.

2.2. Real object in Teaching Listening Comprehension

Real object is one of media that can be used in teaching listening. It involves real people and situation to conducting conversation in spoken language. Many of teachers use real object as media in teaching listening to stimulate their students in real situations. Real object also is known as realia. According to [3] realia media is able to bring any real object into the classroom. In addition, it also helps students in English language in which they are easy to comprehend and build relation between the classroom and world [12]. Clearly, real-object as media has purposes to make class as well as a real life condition.

There are many kinds of real object as media that can bring in teaching listening. It starts from teachers, students, native speaker, things and so on. Teachers and students are commonly used as real object for teaching listening in the classroom. Usually, teacher's voice may be the only source of listening input for the students. The teachers can bring real thing to support listening input [16]. It is supported by [17] there are some steps in applying real object media, they are informing about the topics, listening teacher's voice, giving signal when the teacher change a part, giving two times in listening, asking question at the end section, bringing visual support and monitoring and evaluating the students. Shortly, real object can support students in listening comprehension activities.

3. Method

This research is quasi experimental research. The population was the grade X students of SMA Muhammadiyah 1 Pekanbaru.. It consisted of seven classes in which is divided into two majors, namely; MIA (*Matematika dan Ilmu Alam*) and IIS (*Ilmu – Ilmu Sosial*). Cluster random sampling technique was used to take sample. X MIA 1 was chosen as the experimental class which was taught by using Podcast and X MIA 4 was chosen as the control class which was taught by using Real object.

In the data collection, listening test is used to measure students' listening achievement. To ensure the validity of the data, listening test was tried out by using construct and content validity and reliability of the test. The test was given in the last treatment for experimental and control classes. The test score was analyzed by using Liliefors test for normality and Variance test for homogeneity. Furthermore, hypothesis testing was used t-test formula to see the effectiveness the both of media.

4. Result and Discussion

This study was an attempt to examine the effect of podcast as media on teaching listening of transactional text compared to real object as media. After giving treatment in the sample, this research obtained the result toward students who were taught by using Podcast as media in experimental class and students who were taught by using real object as media in control class. The result can be seen in table 1

Table 1: Descriptive Statistics of Students' Listening Comprehension Achievement in Experimental and Control Classes

Class	N	Mean	X _{max}	X _{min}	Sum	Std.Dev	Variance
Podcast	30	85.11	96.7	66.7	2553.4	7.81	61.15
Real Object	30	79.00	93.3	56.7	2370.1	8.39	70.52

Table 1 shows that total score of students listening comprehension in experimental class (2553.4) is higher than those in control class with 2370.1. The maximum score of students' listening test in experimental class is 96.7 and the minimum score is 66.7. The mean score is 85.11, the standard deviation is 7.81. While the maximum score of students' listening test in control class is 93.3 and the minimum score is 56.7. The mean score is 79.00, the standard deviation is 8.39.

Furthermore, students' listening score of experimental and control classes were analyzed by using t-test to find out the research's hypothesis. The result of hypothesis can be seen in the table 2:

Table 2: Summary of t-test Analysis of Students' Listening Comprehension

Media	T observed	T table	Sig	Note
Podcast media	2.916	1.671	0.984	T _{observed} > T _{table} H ₀ :rejected
Real Object media				

The table 2 shows that the value of $t_{observed}$ was 2.916 while the value t_{table} 1.671 with sig. 0,984. Certainly, $t_{observed}$ was higher than the value of t_{table} , thus, the statistically as consequence null hypothesis (H₀) is rejected and alternative hypothesis (H_a) is accepted. It indicates that teaching listening comprehension by using Podcast as media gives better effect than using real object as media.

Furthermore, based on the result can be found that the students who were taught by using Podcast got better listening achievement than those who were taught by Real object at SMA Muhammadiyah 1 Pekanbaru. Since podcast gave several influences to students' in learning listening comprehension. It engages curiousness for students when the teacher introduced about podcast during treatment activities. This is because Podcast gave students' additional exposure about authentic spoken language. The students were excited to know, follow and find what native speaker talked in podcast. It is a good way in making students to comprehend of spoken text. It is in line with [2] idea, podcast is an authentic media within the classroom in making students feel curious and motivated in learning listening comprehension. Moreover, podcast also had vocabulary corner on the website. During treatment activities, the students felt hard to find the meaning what the native speaker talked in Podcast. By seeing this situation, the teacher suggested to use vocabulary corner on the podcast. According to [9] podcast can help teachers in enriching student's vocabulary knowledge. By using podcast, the students enriched their vocabulary. Then, students were free to access and download Podcast due to the student's listening comprehension achievement improved by using Podcast as media.

While, the students who were taught by using Real object as media did not get better achievement. In fact, the students tended to be passive during treatment activities in control class. They focused on the listening English teacher as media in the front of the class. It was hard for the students who have lack of concentration. It is supported by [15] that real object as media focuses to teacher's voice only which makes some confusion for students. This situation made that students were difficult in comprehending spoken text. They tried to ask teacher in repeating the conversation since they did not understand what the teacher talked. Briefly, those reasons give impact on students' achievement in which they got low in listening comprehension.

5. Conclusions

The result of this research indicates that podcast media gives better effect on students' listening comprehension achievement than those who were taught by using real object. It proves that the students who are taught by using podcast encourage the students' motivation and interest in listening comprehension. By using podcast, the students can enrich their vocabulary knowledge in transactional text. It provides students to be active in teaching and learning activities and comprehend of spoken text.

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