

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents media in education, podcast as a technology – based media, listening, and the previous study.

A. Media In Education

1. Media

The word media, plural of medium, is from the Latin word for middle and describes which is stand between the receiver and the source of the message. It is commonly used to describe ways to convey information and entertainment. The term multimedia often describes highly sophisticated technology, such as CD-ROM and Internet web sites, which incorporate text, sound, vision and animation.¹ Media has many definitions ranging from “a particular form of communication” as in “print versus video” to “the industry that provides news and entertainment” as in “the media.” For the purposes of this report, media is defined as “all means of communication, whatever its format”. In this sense, media include symbol systems as diverse as print, graphics, animation, audio, and motion pictures.²

From the definitions above, we can conclude that things that include in media are; books, newspaper, magazine, radio, tape or recorder,

¹ Veronica Mustika, “Improving Students’ Listening”, 11.

² Thomas C. Reeves, “The Impact of Media and Technology in Schools”. Published Thesis. Georgia: Georgia University, 1998. 5.

television, internet, video, etc. It all provide informations that can help student in their learning process. Teacher can also use those kinds of media to know which is the most interesting one for their students in the learning process.

2. Educational Media

Educational media is any type of media used to educate someone on a topic. Educational media can be used at home or in the classroom to supplement lessons and formal education. Some examples include primary documents, documentaries and music.³ UNESCO defined in the Alexander Fedorov's research that, media education as the priority field of the cultural educational development in the XXI century.⁴

Educational media covers a large number of different types of media. Media falls into a few major categories: text, image, video and audio. Text is the most common educational media type, and includes text books, worksheets and written notes. A diary is educational media because it educates the student on the lifestyle of the person who wrote it. A secondary source, such as a textbook, is useful for summarizing and explaining content.

Images are another common media point because they are typically included in textbooks. Image media also includes graphs and

³An IAC Publishing Labs Company, "Reference", *online*, <https://www.reference.com/education/educational-media-c0d8b39422120f19>, viewed on November 28th, 2016.

⁴ Alexander Fedorov, "Media Education Around The World: Brief History", *Acta Didactica Napochensia*, 1 (2008), 56.

charts. These give students a visual reference for the lesson topic. Similarly, video is useful for that visual aspect. Documentaries and movies can both be educational media, depending on the content of the course.

Audio includes music, recorded speeches and readings of text. Sounds, such as bird songs or gun fire, can also be included if the course is relevant. Music is essential for music and chorus classes, as well as cultural history courses. Speeches let students hear the emotions and tone of the speaker, and text readings are often used in English classes as students read literature.

From the explanation above, we can conclude that Educational media or we can say Media education is very important in the process of teaching and learning.

3. Choosing Educational Media

As various media for instruction are available today, it will be difficult and complicated for teacher to select appropriate media that is used in Educational system. There are some criteria that will help teacher to choose the appropriate media when they teach their students, those are:

- a. Goals
- b. Objectives
- c. Target audience
- d. Budget⁵

⁵ Corporation for Public Broadcasting, "Choosing Aproprate Media", *online*, <http://enhancinged.wgbh.org/process/media.html>. Viewed on November 28th, 2016.

Those all can be used by the teacher to choose and decide which media should they use when they are teaching. The teacher should consider the goal or the purpose of their teaching, the objective, the target audience or the students and also the budget that provided by the school.

For example, using the Web as a print-distribution mechanism does not take advantage of its strengths. Yet if you can't afford to print and mail your materials, this may be your only distribution option. Similarly, streaming video on the Web can be a great way to accomplish a broad reach, but many people won't be able to access the streaming or will find it too slow. You may want to consider distributing on CD-ROM, DVD, or videocassette as well.⁶

4. The Advantages of Using Educational Media

Here are the advantages or the benefit in using Educational Media in the teaching learning process:

- a. Reinforces reading and lecture material
- b. Aids in the development of a common base of knowledge among students
- c. Enhances student comprehension and discussion
- d. Provides greater accommodation of diverse learning styles
- e. Increases student motivation and enthusiasm
- f. Promotes teacher effectiveness⁷

⁶ Ibid.

⁷ Emily Cruse, "Using Educational Video in the Classroom: Theory, Research and Practice", *Library Video Company*, 1. 2.

5. The Function of Educational Media in the Teaching Listening Process

Generally, educational media have functions in teaching learning process as follows:⁸

- a. Display message clearly in order to avoid the frequency of verbalism (written form or spoken only)
- b. Surpass the limitation of room, time and senses, such as:
 - 1) Object is too big; it can be replaced with picture, frame film, movie, or model.
 - 2) The small object can be helped by micro projector, frame film, movie or picture.
 - 3) The movement is too slow or fast, can be helped by time-lapse or high-speed photography.
 - 4) Event that occurred in the past can be re-shown through movie, video, picture or verbally.
 - 5) Object that is too complex (for example: machines), can be displayed with model, diagram, etc.
 - 6) Concept that is too large (volcanic mountain, earthquake, climate, etc) can be visualized in movie, frame film, picture form, etc.
- c. By using educational media accurately and innovational, can avoid the students' passive attitude. In this case, educational media is used to:
 - 1) Grow the study exciting.

⁸ Sadiman, et.al, *Media*, 16.

- 2) Make direct interaction possibility between learners and their environment and reality.
 - 3) Make the learners study based on their own ability and their willingness.
- d. With the unique personality of each students added with environment and different experiences, but the curriculum and educational material must be same, therefore the teachers will get many difficulties. And it will be solved by using educational media that has capability in:
- 1) Giving the same exciting.
 - 2) Make the experience to be same.
 - 3) Grow the same perception.

B. PODCAST as an Educational Media based Technology

1. Educational Technology

Technology has been taken from the Greek word “technikos” which means art and which is related to skill and dexterity.⁹ Educational Technology is a complex, integreted process involving people, procedures, ideas, devices, and organization, for analyzing problems and devising, implementing, evaluating, and managing solutions to choose problems, involved in all aspects of human learning.¹⁰ From the explanations above, we can conclude that Educational Technology means the kinds of technology that is used in the educational process, it is also related to such

⁹ C.P. Singh, *Introduction to Educational Technology*, (New Delhi: Lotus Press, 2006), 1.

¹⁰ Rochester, *The Definition of Educational Technology*, (Washington: Assosiation for Educational Communications and Technology, 1977), 1.

kinds of media. The function of Educational Technology is to help or it can be called as a helper tool in education to make the educational process effective and more efficient.

We are now in the Globalization era, everything will be more sophisticated. So that we must adapt with that condition, which is studying is not just talking about teacher and student, or book and blackboard. We will talking about Computer, Laptop, LCD, Projector, etc. Those all will be familiar in the teaching learning process. And ofcourse it will be helpfull for all. There still many media that can be used for student to get informations from, such as; newspaper, radio, television, video, internet, podcast, etc.

We all know that Technology bring an important value in Educational world. It will influence the development of education itself. How will students get the material easier and acceptable. It also can be an innovative learning for the students. They will be more spirit to study when the teacher can use technology or media in their teachig process.

As advances in educational technology can be a considerable benefit, they may inhibit rather than facilitate learning unless they are adapted to the human cognitive system.¹¹ The instructional messages can be communicated audibly and or visually to the students bymeans of

¹¹ Muzaffer Ozdemir, et. Al., “The Effects of Captioning Videos on Academic Achievement and Motivation: Reconsideration of Redundancy Principle in Instructional Videos”, *Educational Technology & Society*, 19 (2016), 1.

interactive multimedia that presents instructional materials in various combinations of on-screen texts, images, video, audio, and animation.¹²

2. PODCAST

A podcast is an episodic series of digital media files which a user can set up so that new episodes are automatically downloaded via web syndication to the user's own local computer or portable media player.¹³ The “*pod*” of podcast is borrowed from Apple’s “**iPod**” digital media player; and the “*cast*” portion of podcast is taken from Radio’s “**broadcast**” term. As a matter of clarity, just because it’s named after Apple’s iPod, does not necessarily mean that you have to own or use an iPod — or any portable digital media player for that matter — to enjoy a podcast.¹⁴

Podcasts are audio programs on the web which are usually updated at regular intervals. A podcast can be uploaded automatically to your computer using RSS (really simple syndication), podcatching software. It can cover a wide range of topics and can include music and video. It can last anything upwards of a few minutes to an hour or more. Podcasts are popular for their authentic listening programme prepared by the proficient speakers and are extremely helpful for the learners to produce the natural speech as by the native speakers. Podcast directories are best place to start looking for podcasts. The authentic podcasts ranging from vocabulary practice to idiomatic expressions to phrasal verbs to

¹² Ibid.

¹³ <https://en.wikipedia.org/wiki/Podcast>, viewed on October 18th, 2016.

¹⁴ <https://internationalpodcastday.com/what-is-podcast/>, viewed on October 27th, 2016.

general English are easily available in plenty at podcast directories. Learners can click on a category and scroll through a list of podcasts, listening to and subscribing to any that interest them.¹⁵

Podcast are typically talkshow but may also contain music. Podcast containing images or video often called vodcast. Podcast can be entertaining, informative, and convenient.¹⁶ If we can get the benefit from the podcast and relating the existence of podcast in the teaching listening process, it will bring a good progression in our Education. So that, Podcast is an appropriate media in developing students' proficiency.

3. The Classification of PODCAST

Using the method in Google “podcast filetype:xml” and limiting the search to the past month, this would suggest that there are just over 8K episodes recorded each month in the Western World, which must not be right. There are three types of podcasts out there:¹⁷

- a. the mass media asset repurposed for the podcast, for example, coming from a radio or TV station
- b. the professional podcaster (independent)
- c. the amateur (inconsistent quality and unreliable publishing calendar)

¹⁵ Seema Jain, et.al., “Advantages of Podcast in English Language Classroom”, *Journal of Indian Research*. 1 (April-June, 2013), 158-159.

¹⁶ Gaye Luna and Deborah Cullen. Podcasting Complement Graduate Teaching. *International Journal of Teaching and Learning in Higher Education*. 23(1). Retrived from <http://222.isetl.org/ijtlhe/>. 2011. 40-45.

¹⁷ Minter Dial, “Podcasts – Why and How You should Get to Listening to some Podcasts as Part of Your Daiy Digital Regime”, Myndset Online, Podcasts%20%20Why%20and%20how%20you%20should%20listen%20to%20podcasts%20-%20The%20Myndset.htm, accessed on November 10th, 2016.

As the general online noise level continues to rise, the opportunity for the smaller podcaster to surface has decreased dramatically. Brands could still use the channel for valuable content or education-based marketing and sales efforts. To-date, brands remain very low users of the podcast.

There are four different segmentin podcast:¹⁸

- a. The Queue – This podcast is a 2 to 4 minute podcast that you can listen to in the queue at the check-out in. Perfect for unexpected short bursts of time.
- b. The Commute – An 18 to 25 minute duration in line with the average commuter time.
- c. The Conditioner – From 30 to 45 minutes, this podcast is to last the time you are on the treadmill, rowing machine or doing your daily jog.
- d. The Companion – Between 1 hour and 1 1/2 hours, this is the longform version of the podcast and is great for the long solo car ride, prolonged gardening or marathon runners, to mention a few longer lasting solo activities.

4. The Value of PODCAST in Education

Marish & Yogesh said in the Abdeddaim's research that, Podcasting is becoming increasingly popular in education and has the potential to evolve rapidly. It allows students to use their tech-based entertainment systems for educational purposes. Thanks to it, we are able

¹⁸ Ibid.

to move away from the traditional face to face training without losing the students to trainer relationship that is so effective in any learning process. It enables the students to share information with anyone at any time. An absent student can download the podcast if the lesson recorded lesson and is able to access missed lectures. They could also access lectures of experts which may not otherwise be available for teachers or administrators to communicate curriculum assignments and other information with parents and others. Teachers can record discussion vocabulary and other language lessons interviews and debates things that are repetitive in nature like instruction especially for the lab can be podcast.

Moreover, students can create their own podcasts for instance a record for activities, their thoughts, point of views on certain topic of interest. It can be a publishing tool for student oral presentation. This needs not be limited to audio alone as video podcasts also can be used in all these ways. In other words, many scientific studies prove that this E tool has great significance on students' activities. It can empower students by providing them with opportunities to create or innovate their summaries of course that they are tackling with, and they can publish them in their personal blog or forums even in their account of facebook.¹⁹

5. The Influence of PODCAST for Listening Ability

Video is richer than audio tape. Speakers can be seen. Their body movements give clues as to meaning, so do the clothes they wear, their

¹⁹ Abdeddaim, "The Effectiveness of Using Podcasts", 20-21.

location, etc. Background information can be filled in visually.²⁰ Here, Podcast is also the kinds of video that can be accessed easily by people. it means that, the existance of podcast is very useful in learning listening. The students will be more enjoy with the media and ofcourse it will influence their listening ability. Therefore, podcast is the aproprate media and convinent technology used to enhance students' language proficiency.

C. Listening

1. Listening Skill

Steinberg mentioned in the Mustafa Azmi Bingol's research, that listening process as "the ability of one individual perceiving another via sense, aural organs, assigning a meaning to the message and comprehending it". Nunan states in the Mustafa Azmi Bingol's research, that listening is the basic skill in language learning. Without listening skill, learners never learn to communicate effectively. Students spend 50% of the time operational in a foreign language is dedicated to listening.²¹

2. Listening Purpose

Listening has it's aim in its learning process, and it will influence the result that will be gotten from the listeners. The purpose of listening are:

- a. Listening for specific details
- b. Listening for general meaning
- c. Listening for general idea

²⁰ Ibid., 108.

²¹ Mustafa Azmi Bingol, et.al., Listening Comprehension Difficulties Encountered by Students in Second Language Learning Class", *Journal of Educational and Instructional Studies*, 4 (2014), 1.

- d. Listening for information
- e. Listening for enjoyment or social reason
- f. Listening to learn new language²²

3. The Difficulty of Listening

Listening is special too because spoken language, especially when it is informal, has a number of unique features including the use of incomplete utterances (e.g: ‘Dinner?’ serving as perfectly functional way of asking ‘Is dinner ready?’), repetitions (e.g: ‘I’m absolutely sure absolutely sure you know that she’s right’), hesitations (e.g: ‘Yes, well, ummm, yes, possibly, but, er...’) etc. Experience of informal spoken English together with an appreciation of other spoken factors – the tone of the voice, the intonation the speaker use, rhythm, and background noise – will help students to tease meaning out of such speech phenomena.²³

Here are the some comments made by learners of English on why they find listening difficult:

- a. I worry more about listening than reading because you can’t go back to check. *Cinzia, Italy*
- b. English people speak too fast and sometimes the words sound different to the way I learned them. *Alejandra, Chile (Studying in the UK)*

²² David Nunan, *Language Teaching Methodology*, (Great Britain: Prentice Hall International, 1998), 24.

²³ Jeremi Harmer, *How to Teach English*, (England: Addison Wesley Longman Limited, 1998), 99.

- c. My school is near the airport. Sometimes the noise of the planes stops me understanding. Nena, Athens
- d. I can understand my teacher but other people with different accents are really hard for me to understand. Li Na, China
- e. English people 'eat their words'. Maria, Madrid
- f. I can understand videos very well but audio tapes are quite difficult for me. Stefan, Germany
- g. I can understand English people when they speak only to me but I find it hard to join in their conversation. Anja, Switzerland
- h. I can listen OK for a short time but then I get tired and miss things. Milena, Brazil
- i. I worry when there is a word I don't understand. Jacques, France
- j. I remember I was very confused when I started learning English because I didn't know what 'um' and 'er' meant! Emiliana, Italy²⁴

4. The Strategy for Increasing Listening

Vandergrift claims in the Mustafa Azmi Bingol's research, that "Strategy development is important for listening training because strategies are conscious means by which learners can guide and evaluate their own comprehension and responses."

Most researchers concluded that there are mainly cognitive, metacognitive and socio-affective strategies in listening comprehension. Strategy may change due to the level of learner. Students' language level

²⁴ Peter Watkins, *Learning to Teach English* (England: Delta Publishing, 2005), 65.

is the basic reason that effects the choice of method. Jalongo said in the Mustafa Azmi Bingol's research, that "If we expect children to become good listeners, we will need to do more than worry, complain or demand. We need to teach them become active listeners".²⁵

a. Cognitive strategy

This is a strategy that is used to understand linguistic input and obtain data. Learners sometimes do not know the meaning of the words and they try to guess the meaning from the context. This is an example of cognitive strategy.

The cognitive strategies are connected to comprehending and accumulating input in short term memory or long-term memory for later access. Comprehension starts with the received data that is analyzed as successive levels of organization-sounds, words, as a process of decoding. Cognitive strategy is a problem-solving technique that learners use to deal with the learning task and make easier the acquisition of knowledge. Examples of cognitive strategies include repeating to memorize, summarizing, and piecing together details.

b. Metacognitive strategy

Holden said in the Mustafa Azmi Bingol's research, that In this strategy learners are conscious when listening to the text cautiously. This method deals with learning how to plan, monitor and

²⁵ Bingol, Listening Comprehension Difficulties., 2.

asses the gathered information from the listening part the same as pre listening activities.

Oxford stated in the Mustafa Azmi Bingol's research, that the conscious use of metacognitive strategies helps learners get their attention back when they lose it. Vandergrift found in the Mustafa Azmi Bingol's research, that advanced listeners used twice as many metacognitive strategies as elementary listeners use. Metacognition can be defined as "thinking about one's own thinking." Students who can recognize suitable learning methods in the proper situation. For instance, a student may understand he has difficulty in finding the connection between important concepts within a story. If he or she is taught to use a graphic organizer, such as a concept map, to identify the main concepts and connect them together using lines, similar to a spider web, then that student has used metacognition to complete the task.

Wenden claimed in the Mustafa Azmi Bingol's research, that students who use metacognitive strategies have the following advantages:

- 1) Learners use learning strategies.
- 2) They learn faster and integrate the knowledge remarkably.
- 3) Learners define themselves as constant receivers and can properly deal with all situations.

- 4) They have self-confidence to get help from partners, teachers, or family when needed.
- 5) They observe and evaluate why they are prosperous learners.
- 6) They handle the situation when things go wrong throughout the task.
- 7) Their strategy compatible the learning task and adaptation are made to reflect changing conditions.

Examples of metacognitive strategies include self-monitoring, selective attention, and planning of cognitive strategies.

In order to make these two terms-cognitive and metacognitive- more clear here is an example “skimming a text for key information involves using a cognitive strategy, while assessing the effectiveness of skimming for gathering textual information would be a metacognitive strategy. Using metacognitive instruction in teaching listening enhances learners’ confidence, motivation and ability to complete the given tasks.

c. Socio-affective strategy

This strategy ensures and promotes positive emotional reactions and perspective of language learning. Vandergrift defined in the Mustafa Azmi Bingol’s research that socio-affective strategies as the techniques listeners employ to collaborate with others, to verify understanding, or to lower anxiety. As in his book JJ. Wilson explains the socio-affective strategy;

Socio-affective strategies are concerned with the learners' interaction with other speakers and their attitude towards learning. For example, they may choose to rehearse a telephone conversation in L2 with another student in order to develop confidence, or reward themselves with a doughnut when they successfully complete some task in the target language.

Habte-Gabr implied in the Mustafa Azmi Bingol's research, that it is non academic in nature and include stimulating learning through building a degree of relation between the lecturer and student. It is necessary for learner to know how to reduce the anxiety, feel confident during listening tasks, and raise personal motivation in enhancing listening ability. Choice of strategy depends on learner's language ability and competence.²⁶

D. The Previous Study

There are several studies which have been conducted previously by several researchers. The previous studies have their own classifications in their research. In this study, the researcher explains each of the previous studies briefly as follows:

The first previous study is conducted by Mrs. Yuana Antika. Her research entitled "The effectiveness of using podcast to increase listening skill at MAN KRECEK". In her research, she tries to know the effectiveness of podcast to be applied in teaching listening by the topic of recount text.

²⁶ Ibid., 2-3.

The second previous study is conducted by Mrs. Selma ABDEDDAIM. Her research entitled “The effectiveness of using podcasts for developing learners’ listening skills”. She tries to apply the use of podcast in the second year students at Omar Idriss El-kantara secondary school. She uses test to know the students’ score before and after given the treatments, and also give questionnaire to some teachers to know their perception.

The third previous study is conducted by Mr. Juni Bayu Saputra. The title of his research is “The effectiveness of using podcast in teaching listening comprehension viewed from students’ listenig habit”. He uses both test and also questionnaire to answer his research question.

From those three previous studies which are describe above, the researcher conducts the similar entitled “The Effectiveness of Podcast Media in Teaching Listening to the First Grade Students of SMKN 2 Kediri”. All of the previous studies are useful for the researcher to conduct her research. All of the researchers also use podcast media in to finish their research, it is the same as the writer do. The difference is, some of them use both test and questionnaire to answer their research question, and one of them just use tests to find out the result of the research. And here, the writer uses tests to find out wether the use of podcast is effective or not to be applied in teaching listening.