IMPROVING LISTENING SKILL USING PODCAST FOR ENGLISH DEPARTMENT STUDENTS OF UPY

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ABSTRACT

Sri Wiyanah: Improving Listening Skill Using Podcast for English Department Students of Upy. **Action Research. Yogyakarta: Lembaga Penelitian, Universitas PGRI Yogyakarta, 2015.**

The study is about to improve the students listening skill by uisng podcast as one of material sources taken from the internet. The objective of this study are to identify some steps that are going to be implemented in teaching listening using podcast to improve the students' listening skill of English Department students of UPY, and to describe the improvement of students listening ability using podcast in their learning. This research is an Action Research. There were three cyles in this research. Every cycle consists of planning, action, obervation and reflection. The participants are the fourth semester students of Englisg eductaion Program of UPY. There are two kinds of data in this research. They are quantitative and qualitative data. In this classroom action research, the qualitative data are taken from the result of observation, interview, and questionnaire done by teacher and collaborator while the action is being carried out. Meanwhile, the quantitative data are taken form test. In the first one the researcher gives pre-test and at the end of the lesson the researcher gives post-test in order to know whether podcast can improve the students' skill in listening. The result is then analyzed using descriptive statistics to know the difference of scores before and after the cycle. The result of the research showed that t applying top-up and bottom up strategis and another approach to incorporating listening strategies in a listening lesson involves a cycle of activities as steps in guided metacognitive sequence in a listening lesson, i.e.: Pre-listening activity, First listen, and Pair process-based discussion using materials sources from podcast were effective and improved the students' listening skill. It could be seen from the average of result of their pre test, post test I dan post test II that significally increased. Meanwhile, the dialogue and story from podcast were able to help them in developing their skill in listening to the native speakers' sound by knowing the correct pronunciation, writing, and knowing various vocabularies. By studying in groups, the students could study better because they could share their knowledge without feeling afraid of making mistakes in re-telling what they have listened. They also felt happy in learning using podcast.

Key Words: Podcast, Listening Skill

INTRODUCTION

The advance of technology in the postmodern era brings both positive and negative effects in human life field such as in politics, social, economy, education and culture. The use of technology yields good influence for us if we utilize it astutely. Generally, education field harnesses technology as a medium in teaching learning process. Teachers have powerfull demand in employing the information technology from the internet as medium for application in classroom teaching process in order to help the learners cope with their learning in order to get improvement in learning English i.e.listening.

There are four skills that should be taught to have competence in learning language, i.e: listening, speaking, reading and writing. Naturally, the process of learning is started from listening-speaking-reading and the last is writing. Human cannot speak before listen. Wallace (2004:13) wrote that listening skill is very important skill because this skill may human acquire perception, konwlegde, information and success in communicating with others. Therefore, listening skill is very crucial skill in learning English.

However, listening is not simple process. One is able to listen means she/he can differenciate between sounds, comprehend and understand vocabulary and grammar, interpret intonation and meaning, consider everything in the same time, and also adjust to the social cultural context from utterances that are listened (Vandergrift, 2012). Consequently, it is necessary to use efective technique and method in teaching listening skill in order students are capable to listen and comprehend very well.

Utilizing sophisticated and interesting media is very important to support teacher in

teaching process and also to cope some problems that are encoutered by students in their learning. Selecting appropriate media from the internet based on the material and students' character will influence the result or learning outcome.

This study is conducted in order to respond some issues in education that focus on employing podcast as teaching aid in teaching listening in order to help students get improvement in their listening skill. The current perspective in education referred to the learner's autonomy in applying the electronic media or devices that were going to associate and facilitate students in their learning. From that new phenomenon in English learning, the researcher employed the concept of postmodernism in progressivism research. The purpose context is helping the participant to be more autonomous and empowered in their learning English. In this area of research, the participants will be learners who needed help in learning to become more emancipated.

The preliminary study of listening skill conducted at UPY shows that the ability of students' listening skill in note taking, finding main ideas, finding detail information and summarizing still low and far from what was expected by the curriculum. Therefore, to overcome these problem, reseacher will use podcast as an instructional medium to improve the students' listening skill.

The research is finding about the use of podcast in teaching listening skill of English Department students of UPY. There are two problems that will be answered in this research, i.e.: (1) What steps that are going to be implemented in teaching listening using podcast to improve the students' listening skill of English Department students of UPY, and (2) Does the use of podcast in teaching listening improve the students listening ability of English Department students of UPY.

The purposes of the study are (1) to identify some steps that are going to be implemented in teaching listening using podcast to improve the students' listening skill of English Department students of UPY, and (2) to describe the improvement of students listening ability using podcast in their learning.

This research will give benefit for the education field in order to determine a suitable learning approach to improve listening skill using podcast. Then, it also will bring positive effect for the English teacher in teaching Listening. Teachers are able to choose design and use information teccnology to improve the quality of their teaching learning process Finally, the research will give the new experience for the

students in using podcast in their listening. Moreover, they will cope some problems in their learning and enjoy the process of learning in order to improve their listening skill using podcast.

THEORETICAL REVIEW
Teaching Listening

Listening as comprehension is the traditional way of thinking about the nature of listening. Indeed, in most methodology manuals listening and listening comprehension are synonymous. The view of listening is based the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse. (Richard, Jack.C, 2008:3).

Richard states that to understand the nature of listening process, we need to consider some of the charactistics of spoken discourse and the special problems they pose for listeners. Spoken discourse has very different characteristics from written discourse, and these differences can add a number of dimensions to our understanding of how we process speech. For example, spoken discourse is usually instantaneous. The listener must process it "online" and there is often no chance to listen to it again.

Purposes for listening

In real situations we rarely listen somebody without any expectations what we are going to hear. This means that we usually have preconceived idea of the content (Ur, 1984:3) and these ideas are based on our knowledge about the heard information.

In everyday situations there are a great number of reasons for listening. Brown and Yule divided the purposes into two main categories interactional and transactional. Interactional purposes convey social reasons of communication such as chatting at a party whereas transactional is used to express exchange of information such as to follow instruction (Hegde, 2003:243)

When listening to somebody or something we use different strategies in order to understand the message and that is why it is so important for teachers to help their students to learn how listen. Based on Richards, there two different kinds of processes are involved in understanding spoken discourse. These are often referred to as bottom-up and top-down processing.

A. Bottom-up processing

Bottom-up processing refers to using the incoming input as the basis for understanding the message. Comprehension begin with the received data that is analyzed as successive levels

of organization – sounds, words, clauses, sentences, texts, - until meaning is derived. Comprehension is viewed as a process of decoding. The listener's lexical and grammatical competence in a language povides the basis for bottom-up processing. The input is scanned for familiar words, and grammatical knowledge is used to work out the relatinship between elements of sentences.

Clark and Clark (1977:49) summarize the view of listening in the following way:

1. (Listener) take in raw speech and hold a phonological representation of it in working memory.
2. They immediately attempt to organize the phonological representation into constituents, identifying their content and function.
3. They identify each constituent and then construct underlying proportions, building continually onto a hierarchicak representation of propositions.
4. Once they have identified the proposition for a constituent, they retain them in working memory and at some point purge memory of the phonological representation. In oding this, they forget the exact wording and retain the meaning.

In teaching bottom-up processing, leaners need a large vocabulary and a good working knowledge of sentence structure to process texts bottom-up. Exercises that develop bottom-up processing help the learner to do such things as the following:

- Recognize input while it is being processed
- Recognize word and clause division
- Recognize key words
- Recognize key transitions in a discourse
- Recognize grammatical relationship between key elements in sentences
- Use stress and intonation to identify word and sentence functions

B. Top-down Processing

Top-down Processing, on the other hand, refers to the use of background knowledge in understanding the meaning of a message. Whereas bottom-up processing goes from language to meaning, top-down processing goes from meaning to language. The background knowledge required for top-down processing may be previous knowledge about the topic of discourse, situational or contextual knowldge, or knowledge in the form of "schemata" or "scripts" – plus about the overall structure of events and the relationships between them.

In teaching top-down processing, Exercises that require top-down processing develop the learner's ability to do the following:

- Use key words to construct the schema of a discourse
- Infer the setting for a text
- Infer the role of the participants and their goals
- Infer causes or effects
- Infer unstated details of a situation

The following activities develop top-down listening skills:

- Students generate a set of questions they expect to hear about a topic, then listen to see if they are answered.
- Studenrs generate a list of things already know about a topic and things they would like to learn more about, then listen compare.
- Students read one speaker's part in a conversation, predict the other speaker's part, then listen and compare.
- Students read a list of key points to be covered in a talk, then listen to see which ones are mentioned.
- Students listen to aprt of a story, complete the story ending, then listen and compare endings.

Students read news headlines, guess what happened, then listen the full news items and compare.

C. Combining bottom-up and top-down listening in a listening lesson

In real-world listening, both bottom-up and top-down processing generally occur together. The extent to which one or other dominates depends on the listener's family with the topic and content of a text, the density of information in a text, the text type, and the listener's purpose in listening. For example, an experienced cook might listen to a radio chef describing a recipe for

cooking chicken to compare the chef's recipe with her own. She has a precise schema to apply to the task and listens to register similarities and differences. She makes more use of top-down processing. However, a novice cook listening to the sam program might listen with much greater attention trying to identify each step in order to write down the recipe. Here, far more bottom-up processing is needed.

A typical lesson in current taching materials involve a three-part sequence consisting of pre-listening, while-listening, and post listening and contains activities that link bottom-up and top-down listening (Field, 1998). The pre-listening ohase prepares students for both top-down and bottom-up processing through activities involving activating prior knowledge, making predictions, and reviewing key vocabulary. The while-listening phase focus on comprehension through exercises that require selective listening , gist listening, sequencing, etc.

The post-listening phase typically involves a response to comprehensionand may require students to give opinions about a topics. However, it can also include a bottom-up focus if the teacher and the listeners examine the texts or parts of the text in detail, focusing on sections that students could not follow. This may involve a microanalysisi of sections of the text to enable students to recognize such features as blendsm reduced words, ellipsis, and other features of spoken discourse that they were unable to process or recognize.

Listening Strategies

Successful listening can also be looked at in terms of strategies the listener uses when listening. Does the learner focus mainly on the content of a text, or does he or she also consider how to listen?. A focus on how to listen raises the issues of listening strategies. Strategies can be thought of as the ways in which a learner approaches and manages a task, and listeners can be taught effective ways of approaching and managing their listening. These activities seek to involve listeners actively in the process of listening.

Buck(2001:104) identifies two kinds of strategies in listening:

a. Cognitive strategies: mental activities related to comprehending and storing input in wor

Asses the effectiveness of learning king memory or long-term memory for later retrieval.

- Comprehension processes. Associated with the processing of linguistic and nonlinguistic input.
- Storing and memory processes. Associated with the storing of linguistic and nonlinguistic input in working memory or long-term memory.
- Using and retrieval processes: Associated with accessing memoery, to be readied for output.

b. Metacognitive strategies: Those conscious mental activities that perform an executive function in the management of cognitive strategies.

- Assessing the situation: Taking stock of conditions surrounding a language task by assessing one's own knowledge, one's available internal and external resources, and the constraints of the sitaution before engaging in a task.
- Monitoring : determining teh effectiveness of one's own or another's performance while engaged in a task.
- Self-evaluating: determining the effectiveness of one's own or another's performance after engaging in the activity.
- Self-testing. Testing oneself to determine the effectiveness of one's own language use or the lack thereof

Goh (1997,1998) show how the metacognitive activities of planning, monitoring, and evaluating can be applied to the teaching of listening.

Metacognitive strategies for self-regulation in learner listening (Goh, 1997,1998)

a. Planning
This is a strategies for determining learning objectives and deciding the means by which the objectives can be achieved.

- General listening development
  - □ identify learning objectives for listening development.
  - □ Determine wasy to achieve there objectives
  - □ Set realistic short-term and long-term goals
  - □ Seek opportunities for listening practice
- Specific listening task
  - □ Preview main ideas before listening
  - □ Rehearse language (e.g. Pronunciation) necessary for the task.
  - □ Decide in advance which aspect of the text to cencentrate on.
  - □ Seek opportunities for listening practice.

b. Monitoring

This is a strategies for checking on the progress in the course of learning or carrying out a learning task.

- General listening development
  - ☐ Consider progress againts a set of predetermined criteria.
  - ☐ Determine how close it is to achieving short-term or long term goal.
  - ☐ Set realistic short-term and long-term goals.
  - ☐ Check and see if the same mistake are still being made.
- Specific listening task
  - ☐ Check understanding during listening
  - ☐ Check the appropriatness and the accuracy what is understood and compare it with the new infomation
  - ☐ Decide in advance which aspect of the text to cencentrate on.
  - ☐ Identify the source of difficulty.

c. Evaluating

This is a strategy for determining the success of outcome of an attempt to learn or complete a learning task.

- General listening development
  - ☐ Asses listening progress against a set of predetermined criteria.
  - ☐ Asses the effectiveness of learning and practice strategies.
  - ☐ Asses the effectiveness of learning goals and objectives set.
- Specific listening task
  - ☐ Check the appropriatness and the accuracy what has been understood and compare it with the new infomation.
  - ☐ Determine the effectiveness of strategies used in the task.
  - ☐ Asses overall comprehension of the text.

Another approach to incorporating listening strategies in a listening lesson involves a cycle of activities, as seen below.

Steps in guided metacognitive sequence in a listening lesson from Goh and Yusnita (2006):

a. Step 1 Pre-listening activity

In pairs, students predict the possible words and phrases that they might hear. They write down their predictions. They may write some words in their first language.

b. Step 2 First listen

As they are listening to the text, students underline or circle those words or phrases (including first-language equivalenes(that they have predicted correctly. They also write down new information they hear.

c. Step 3 Pair process-based discussion

In pairs,students compare whatbthey have understood so far and explain how they arrived at the understanding. They identify the parts that cuase confusion and disagreement and make a note of the parts of the text that will require special attention in the second listen.

Podcast

Podcasting is a means of publishing audio and video content on the web as a series of episodes with common theme. These episodes are accompanied by a file called a "feed" that allows listeners to subscribe to the series and receive new episodes automatically. Some people use the term "podcast" to refer to any distribution of audio/video content on the Web, but technically speaking, the feed and subscription model of file delivery is what differentiates podcasting from simply posting files on the Web (Deal, Ashely., 2007:3).

A podcast is simply an audio—and sometimes a video—recording made available online. The word is a combination of the words "broadcast" and iPod," Apple's MP3 player. But the word "pod" does not mean that we need an iPod or even an Apple to listen existing podcast, or to make it ourselves. As cited in (http://en.wikipedia.org/wiki/Podcast)

Currently, there are three types of podcasts:

1. A basic podcast contains only audio and is the easiest to create and listen to.
2. An enhanced podcast has both audio and slides (like a narrated PowerPoint presentation on the Web).
3. A vodcast (or video podcast) contains video and audio and is the most difficult to create and view.

Research Model

The purposes of the research is to imrpove the students' skill in listening using podcast. Class Action Research (CAR) is the most suitable research procedure to be conducted. Acording to Kemmis dan Teggart (1998:25), Action research is a group of self reflection of investigation that is conducted by a participant in social situation to improve rasionality and social justice and educational practice as well as to know the praktice and situation where the research conducted. The research consists of many cycles that are conducted to give treatment for the first cycle in order to reach the purpose. Moreover, this research will not get effective result if only conducting in

one cycle. There are four steps in every cycle, i.e.: Planning, Acton, Observation, and Reflection.

1. Planning

   Planning is a process that refers to deciding steps from action and instrument that is used to gather data. This step may researcher to have plan in everything needed to get best result. Planning must be flexible and future oriented.

2. Action

   Action deals with what the researcher did in the class and how the class is managed based on the lesson plan that has been arranged. In this step, teaching strategies that has been planned to be used in teaching leaarning process using planning in the previous step.

3. Observation

   Observation means a kind of activity that is observed in a class situation to know student attitude during the teaching leaning process. Based on Kemmis dan Teggart (1988:13) observation must be planned, so there will be a documentation for the next reflection, but it cannot too narrow. Observation must be harus responsive, opened and able observed.

4. Reflection

   Reflection has purpose to analyze action based on observation. In this step, researcher finds some problems and try to find a solution from the problem. Moreover, by doing reflection, researcher is able to decide whether the research can be continued or stopped.

   The research has two kinds of data, i.e.: qualitative data and quantitative data. Qualitative data is derived from teacher's diary (action and obervation). Interview and questionaire are applied during the treatment in every cycle. Quantitative data is gathered from pre-test and post-test. Both of them are analyzed descriptively. Data analysis shows the effectiveness of the treatment that is given by pre-test and post-test.

METHODOLOGY

   The purpose of this research is to improve the students' skill in listening using podcast. This chapter explains about some aspects that are employed in gathering data. Those are research approach, research location, data sources, population and sample, gathering data procedure, and data analysis.

   The research employs collaborative action research design in which researcher and the collaborative tecaher work together in designing the lesson plan, implementing the action, observing the action and making reflection. (Suwarsih Madya, 2007: 69) states that research procedure focus on the purpose of giving steps or action in order to analyze situation and see the

discrepancy between reality and expected condition and formulate an action. After that, reseacher involves herself completely in doing and observing an action, finally report the research finding.

   The research data is analyzed by employing qualitative and quantitative approach. According to Kyta Darhohomei (as quoted in www.answerlog.com. 2010:1) quaitative approach means number evaluation, information measurement. In quantitative measurement, researching or analysing raw data such as number, value, statistic, fact, and picture.

   Quantitative approach is used to analyze the value of data. Based on Creswell (as quoted in www. Penelitian studi kasus.blogspot.com.2003:18), qualitative approach is one unity where researcher often makes knowledge claim based on construktive view (like more than one meaning in individual experience social and historical construction, the purpose is to develop theory or pattern). Qualitative approach is used to describe charateristics of data.

   This research was conducted in English Education Program of Universitas PGRI Yogyakarta on Jalan PGRI I Sonosewu Sonopakis Yogyakarta. The students were 24 students . Research data can be divided into two kinds, i.e., primary and secondary. Primary data is gathered from the result of observation and interview with the students. Secondary data is derived from test result and questionaire.

   In this research, population and sample are very important. According to Arikunto(1998:115), population is the whole of subject of reseaarch. Population is all fourth semester students in English Eduaction Program of Universitas PGRI Yogyakarta. There are 29 students in this research. Arikunto (2002:10), said that sample is a part of population from the result of research data. Good sample is a sample that represents the result data of general population.

   If the subject of the research less than 100, therefore all subjects should be taken as research subject. However, if it is more than that, it can be taken about 10-15% or 20-25% as sample. Sample technique that is employed in this research i.e., population sampling that may take all population because the subject of the population less than 100 students.

   The research employed six instruments to get the data, i.e,: lesson plan (teaching scenario), observation sheet, questionaire, testm interview, and researcher's diary. (Suwarsih Madya, 2007: 69) states that research procedure focuses on the purposes on giving action in order to analyze situation and see the discrepancy between reality

and wanted situation and formulate action planning. Researcher gets fully involved in conducting plan of action and oberserves and reports the research findings.

There are some steps that shoud be done in action research, i.e (1) problem identification and formulation (2) problem analysis; (3) formulation of action hypothesis (4) planning action plan and observing it (5) doing action and observing it (6) data processing and interpreting and (7) reporting.(Suwarsih Madya: 2007). Therefore, this reseach employs that argument as the steps in this action research that will do research and observe about the use of postcad to improve listening skill of English Program of UPY.

There are three steps that are implemented by teacher in teaching listening, i.e pre-listening, whilst-listening and post-listening activities. In the first step, teacher gives explanation about the objectives and signed the task, sounding off podcast, finding some important words, brainstorming on the topic learnt, setting the students into group of five and giving model of expression. In whilst-listening, the activities are playing an English podcast while doing notetaking and discussion the main idea of the topic, playing again the podcast while continuing the notetaking activity and then discussing for finding detail information and summarizing, asking students' opinion and checking and discussing their answer. Post-listening activity is conducted by reviewing on the grammatical/structure rules and asking students' feedback. As extensive listening, the follow-up activities are conducted by asking students to listen a new topics downloaded from the internet then answering the worksheet about notetaking, finding main ideas, finding detail information, and summarizing for each meeting.

The following steps is observation where the researcher the teaching learning process of teaching listening uisng podcast. While this process, the researcher and collaborative teacher make field notes. It will describe about the activities that are done by students and tecacher in detail. In order to be envistigated further, researcher records the teaching leaarning process using video recorder as a research evidence and data processing later.

The step in a cycle will be ended by conducting a reflection. Based on the obervation that are fully equipped by field notes, picture/photograph, vidoe recorder, the reseacher and collaborative teacher make reflection. Building on the reflection result, the successful steps will be continued to the next step. While the successless steps will be investigated and searched the problem solving.

There will be interview to some students in finding out what and how their point of view about the teaching learning process that have been done previously as a consideration in data processing that show the research findings about the students' attitude and their learning improvement.

The research employed qualitative and quantitaive method to analyze data findings. Qualitative method used to describe characteristics of data, meanwhile quantitative method used to analyze the data value. After all the data had gathered from inteview and observation, data analyzed by employing some steps: first, primary data from interview and observation are identified and analyzed. Second, researcher evaluated the test result of students in learning listening using podcast and marked it. Third, researcher found the students' level of mastery. Finally, researcher found the average value. The average value showed that improving level that is achieved by students after following the teaching learning process of listening using podcast.

According to Sudaryanto (1993), data analysis can be presented through formal and informal method. In formal mehod, analysis is based on special problem and theoretical framework that are presented using symbol, table, or agraph that has a purpose to describe data easily. In informal method, vice versa analysis is presented descriptively in a word or sentence form. Because this research applied qualitative method, so data analyisis is presented informaly using narative descriptive sentence s rather than symbol.

RESEARCH DISCUSSION

The research has two kinds of data, i.e., qualitative and quantitative data that are analyzed descriptively. Qualitative data is obtained from the questionaire that is given in the last session, whereas the quantitative data is obtained from the result pre-test and post-test.

Based on the explanation, there are some important thing that are going to be discussed i.e., students' ability that is derived from the result pre-test, post-test in every session, questionaire, students and teacher's activities.

The purposes of the research was to improve students' skill in listening scientific talks of English Education Program of UPY Yogyakarta using podcasts the research was set after observation previously in the teaching learning process. Then, the result of observation showed that students had difficulties in learning listening especially in deciding the best answer toward the listening text.

The material of teaching was one factor to motivate students and could be a process of

learning. The advance of technology, internet could be used as sources of learning materials. Podcast was one of internet facilities of learning sources materials chosen to know the using podcast in improving listening skill. Podcast had many kinds of variation in the degree of difficulties, free and easy to be segmented. The research conducted as class action research that was done in two cycles, planning, implementation, observation and reflections.

The result of research showed that in using podcast materials, it should be suitable with the students' need and the purposes of learning podcast was chosen then would be segmentated and the work sheet used to support the delivering of podcast materials. There are some podcast materials used like list the words or phrase that often occured to find the main idea. Then, the activities of answering 5Wh- and 1H, True-False, matching, completing diary, or map, etc to find detail information that combined with intensive listening. Combination was applied to improve social skill as their responsible to have autonomous learning. The result showed that the average of scores were increasing from the first cycle to the second cycle. Moreover, students more active involved in the teaching learning process using podcasts materials.

Generally students were able to solve the problem when they listen to the simple podcast with usual situation. However, when the podcast was too long and complex, because lack of language proficiency involving vocabulary, pronunciation, and grammar affected their ability to recognize words and their meanings in communicative use. A typical lesson in current taching materials involve a three-part sequence consisting of pre-listening, while-listening, and post listening and contains activities that link bottom-up and top-down listening (Field, 1998). The pre-listening phase prepares students for both top-down and bottom-up processing through activities involving activating prior knowledge, making predictions, and reviewing key vocabulary. The while-listening phase focus on comprehension through exercises that require selective listening , gist listening, sequencing, etc.

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Another approach to incorporating listening strategies in a listening lesson involves a cycle of activities, as seen below.
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   In pairs,students compare whatbthey have understood so far and explain how they arrived at the understanding. They identify the parts that cuase confusion and disagreement and make a note of the parts of the text that will require special attention in the second listen.

Meanwhile, the dialogue and story from podcast were able to help them in developing their skill in listening to the native speakers' sound by knowing the correct pronunciation, writing, and knowing various vocabularies. By studying in groups, the students could study better because they could share their knowledge. This activity also could help the students who got difficulties in listening. They could ask their friends about the meaning of some words, study together how to analyze the listening text, support the students to be good listeners. The activities that have been carried out in the listening class could make the teaching and learning process more effective. The students could join all of the activities. The class situation was run under control. The naughty students could join the group discussion actively. By implementing podcast-based material, the students could share their ideas without feeling afraid of making mistakes in re-telling what they have listened

Conclusion

Based on the observation and post test that were conducted, it was found that the students' ability in listening skill were still low. The average for the pre test was 45 9 (bad). The result was the reason why the reseacher conducted the research toward the students' ability in listening then

applied podcast material taken form internet to minimalize students' difficulties in learning in two cycles.

The first cycle, podcast was applied in improving the average score of students from 45 (bad) to 61 (fair). Because in post test I, not all students were able to reach good score so the reseacher continued to conducted the second cycle that the reseacher combine the discussion activities, combining top-up and bottom up strategies and also another approach to incorporating listening strategies in a listening lesson involves a cycle of activities i.e: pre 1 Pre-listening activity.

In pairs, students predict the possible words and phrases that they might hear. They write down their predictions. They may write some words in their first language. Then, First listen, As they are listening to the text, students underline or circle those words or phrases (including first-language equivalenes(that they have predicted correctly. They also write down new information they hear. Next, 3 Pair process-based discussion. In pairs,students compare whatbthey have understood so far and explain how they arrived at the understanding. They identify the parts that cuase confusion and disagreement and make a note of the parts of the text that will require special attention in the second listen.

The result of post test II was conducted with satisfied result. The average score was increasing bcome 72. It showed that the students had more antusiasm in learning. It also influenced their motivation in learning. They were happy and fun in learning using podcast because it was helpful for them ti improve their listening skill. It could be concluded that podcast as a material sources taken from the internet was able to improve students' skill in learning listening scientific talks of fourth semester English Education Program of UPY.

Reseacher suggested that this reseach will bring positive effect to the students in limproving their listening skill uisng podcast as one of sources materials taken from the internet Moreover, teacher should be able to to combine the learning method and strategies in conducting teaching activities which is interesting, challenging, and fun in order to motivate students in their learning. Students should practice intensively in listening using many strategies that had been taught and experienced in the class in their own style of learning in order to get improvement both their mastery level and also their skill in listening for the simple and also complex materials.

Researcher are suggested to create the material sources and other media or instrument, suppoted method to improve the students' ability in listening

to be more cative, creative, challenging, interesting and fun.

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