



## **Teaching Spoken Narrative to Senior High School High School Students by Using Podcast**

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### **Abstract**

This paper discuss about the use of Podcast in teaching spoken narrative. Podcast can be used by the teacher to improve the student's motivation in learning narrative especially spoken narrative text. This media can be a solution for the teacher to solve the problem of teaching spoken narrative text. As known that the student in senior high school found some difficulties in learning narrative especially when they need to understand a too long material which is consist of some difficult words. Podcast consist of several materials that can be a media for the teacher to teach spoken narrative easily. This media provide a various material including narrative to help the teacher to teach listening. Podcast can easily increase the student motivation because they can find a various material about narrative that can easily understood.

**Key words:** Teaching listening, podcast, spoken narrative.

### **D. INTRODUCTION**

In order to master English, there are four basic skill that should be mastered by the student. It is consist of listening, reading, speaking and writing. Listening become a crucial skill that need to be mastered by the student because it is one way to help the student to get some vocabulary that they need in communication. Listening is a very important skill in language because by listening students can produce language like speaking and writing by vocabulary that they get from listening (Islam, 2002). It is known that listening is one of the skills that should be mastered by the students in order to have a good communication. When the student good at listening, they can easily mastered any other skill that they need in communication (Steinberg, 2007).

As one of receptive skills besides reading, listening requires the attention of the listener to the aspects of pronunciation, clarity, intonation and memorization of the ideas being spoken in order to get a correct message. It is considered that listening is the process of interpreting and understanding what we hear (Graham, 1994:1).In short, listening needs more attention and concentration to comprehend the ideas being spoken.

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According to Underwood (1990:15) there are some difficulties that exist in the listening skill experienced by United Kingdom language learner, i.e.(1)Listeners cannot control the speed of talking people who deliver messages, and they feel the message is gone before they can understand the content of the message. At the time they can understand one message, others are missing. (2) The listener does not have the opportunity to ask the speaker to repeat or clarify the message delivered, for example, while listening to the radio, watching TV, so that listeners must be able to understand it for what it is. (3)Limitations of vocabulary that belongs to the listener, the listener cannot understand the ideas been being listened.

On the other hand, Indonesia students who learn English as the foreign language learners find out some difficulties in listening. Based on writers' experiences while teaching in SMK 2 Pulau Punjung, Dharmasraya distric West Sumatra, not all of the senior high school students in Indonesia classified great at listening. The writer find out that the student are difficult to learn about narrative because they find it not interesting and difficult to be mastered.

Student find learning narrative is difficult because the teacher only give one material to the student. The text given is too long and consists of some difficult words. The teacher need to give a variation of material that should be learn by the student. On the other hand, the student is not interested to the material because they just listen to the audio. It makes the learning process becoming bored. Sometimes, the student find it not interesting because they already know about the material that given by the teacher or the material given may already exist in the version of Bahasa. The teacher needs to make sure that the material given can increase the student's interest.

In this paper, the writer wants to solve these problems by suggesting the use of proper media in teaching listening narrative, especially spoken narrative, which is called "Podcast". Podcasts are series of digital audio and video recordings uploaded on the web with the aid of Rapid Simple Syndication (RSS) feeds (Lafferty & Walch, 2006). RSS feeds allow listeners to download their favourite podcasts using podcatcher software like iTunes or Podcast Player. Listeners do not need to visit every website frequently for new podcast episodes; they can now find a huge collection of podcasts on Podcast Player app. In addition, according to Chartr and and Pellowe (2007) the use of podcast has been popularized by the addition of podcasts in iTunes by Apple Computer in 2005. They also believed that this particular aspect made it possible for language teachers to incorporate listening materials into the lesson. Even though teachers used to create their materials before; distribution of those has been easier recently due to podcasts. Simply, podcast is a new alternative that the teacher may give it a try in listening because it gives students an opportunity practice listening easily through the smartphone.

The writer is interested to choose podcast because teaching listening narrative especially spoken narrative in school does not really get the students interest. By using podcast, the teacher can give a variation of a material because podcast consist of so many spoken narrative materials. By using podcast, the teacher can also give the student a learning process by using audio visual. It can

help the teacher to increase the student interest in learning spoken narrative. Podcast can be one way for the teacher to find some materials that consist of several topic that is easy to understand by the student.

## **E. REVIEW OF RELATED LITERATURE**

### **A. Definition of Listening**

According to Howatt and Dain, (as cited in Saricoban, 1999), listening is the ability to identify and understand what others are saying. Listening involves understanding a speaker's accent or pronunciation, speaker's grammar and vocabulary, and comprehension of meaning. Thomlinson (1998), defines listening includes "active listening", which goes beyond comprehending as understanding the message content as an act of emphatic understanding of the speaker.

Listeners guess, predict, infer, criticize and, above all, interpret (Wilson, 2009). Rost (1994: p.1) states that —Yet listening is a vital mental capacity – one of the principal means by which we understand and take a part in the world around us. Brown and Yule (1997) states that listening is the activity of paying attention to and trying to get the meaning from something we hear.

Listening can be defined as the activity of paying attention to the spoken language of native speakers. The listener constructs meanings by using cues from contextual information and from existing knowledge (Underwood, 1989, O'Malley; Chamot and Kupper, 1989, and Mendelsohn, 1994, as cited in Islam, 2012). The definition of listening has been discussed by many experts, Listening is the activity of paying attention to and trying to get meaning from something we hear (Underwood, 1989). Listening is the ability to identify and understand what people are saying (Yagang, 1993). Rubin (1995), listening means that in trying to make sense of the input, the listener uses their background knowledge as well as the new information of what is going on and to figure out what speakers intend. The response can be the same as the speaker wants and may not be the same.

Based on the description above, it can be concluded that listening is an ability to understand what the other say and getting information of it. While listening, an attention is needed to get the information of what the speaker's mean.

### **1. The Process of Listening**

Rubin in Helgesen and Brown (2007) states that listening is an active process in which listeners select and interpret information which come from auditory and visual clues. It is an activity to obtain information from the other person by using the sense of hearing and the ability of the mind to interpret the content of the information. In a communication system, the listening process is a very important aspect. Effective listening is an active activity of our mind, not a passive activity.

Furthermore, Saha (2008) expresses that even though listening and hearing are related, listening involves an active process, which requires an analysis of sounds, in contrast to hearing that only perceives sounds in a passive way.

Moreover, Steinberg (2007) clarifies that listening is more complex than merely hearing. It is a process that consists of four stages: sensing and attending, understanding and interpreting, remembering, and responding. The stages occur in sequence but we are generally unaware of them.

From the description above, it can be concluded that listening is a sequence of processes, ranging from the process of identifying sounds, compiling interpretations, utilizing interpretive results, and storage processes, as well as the process of connecting the interpretation results with the overall knowledge and experience. Listening is a fairly complex language activity because it involves various listening processes in the same time. When listening to the sounds of the language, at the same time the mental work actively tried to interpret what the speaker was saying, and at that time the listener must receive a response. Basically the response given will occur after an integration between the message is heard with background knowledge and experience of listening.

## **2. Some problem that Potentially Faced by Student in Listening**

Yagang (as cited in Hien, 2015) mentions that the problem in listening was accompanied with the four following factors: the message, the speaker, the listener and the physical setting. Moreover, a numbers of research have been conducted to pick out the problem in listening. The problems were believed to cause by the speech rate vocabulary and pronunciation (Higgins, 1995; as quoted in Idrissova, Smagulova, and Tussupbekova, 2015).

Related to the difficulties of listening performances, the following eight characteristics need to be considered (adapted from Richards, 1983; Ur, 1984; Dunkel, 1991; Flowerdew & Miller, 2005, as cited in Brown, 2007): (1) Clustering: attending to appropriate “chunks” of language—phrases, clauses, constituents. (2) Redundancy: recognizing the kinds of repetitions rephrasing, elaborations, and insertions that unrehearsed spoken language often contains, and benefiting from that recognition. (3) Reduced forms: understanding the reduced forms that may not have been a part of an English learner’s past learning experiences in classes where only formal “textbook” language has been presented. (4) Performance variables: being able to “weed out” hesitations, false starts, pauses, and corrections in natural speech. (5) Colloquial language: comprehending idioms, slang, reduced forms, shared cultural knowledge. (6) Rate of delivery: keeping up with the speed of delivery, processing automatically as the speaker continues. (7) Stress, rhythm, and intonation: correctly understanding prosodic elements of spoken language, which is almost much more difficult than understanding the smaller phonological bits and piece. (8) Interaction: managing the interactive flow of language from listening to speaking to listening, etc.

## **3. Teaching Listening to the senior high school students**

In teaching listening, the teacher can use many ways to make the students understand the material easily. First, is by using the speaker, radio, and cassette player. Those things can used as a media to teach listening. It is help the teacher to give the listening material to the entire student in a class.

Second, the teacher can give material that can increase the student’s interest. Choosing a good material can also help the teacher to teach listening. It

can make the students curious about the material and increase their motivation in learning. It can help the teacher to teach listening even in a limited time.

#### **4. Definition of Podcast**

A podcast is a form of audio broadcasting on the web (Anna, 2010). A podcast is defined as an audio file made available on internet. It is a combination of two words broadcasting (the term used for the transmission of television and radio and iPod (a well known portable media MP3 player developed by Apple computer Inc.) (Anna: 2010). Podcasts has been compared to radio broadcasting because it usually has a single producer (or group of people producing it) and the audio transmission is sent to lots of listeners. What's different about podcasts is that, unlike radio, the person listening doesn't have to listen to it at the time of broadcasting. Instead of a radio transmitter, a podcasts is stored on the web as a digital sound file and this sound file can then be transferred to any computer or digital device, such as an iPod or MP3player. The listeners can then choose when they want to listen.

Podcast comes from the development of Pod (iPod) Broadcast technology. Podcasts are original audio or video recordings, and may also be recorded on television or radio programs, lectures, shows. Podcasts are delivering streamed audio content feeds. Audio is usually using the mp3 format, this format is the default standard on the internet. So a listener of a feed can get an article with audio content, can be heard with audio devices like iPod, ordinary computer, or mobile phone. So, podcast is suitable for listening activity such as learning narrative for high school student.

McKinney, Dyck and Luber (2008) investigate whether or not podcast could replace a lecture. The finding showed that the students who were exposed to podcast did significantly better in their studying than students who attended the in-class lecture. Strengthened by Kavaliauskiene (2008), podcasting could be used as a tool for improving listening skill. There is an opportunity for raising language awareness by employing podcasting which allows learners to carry out homework, and assignments, at their own pace and under non-threatening condition.

A podcast is available on the internet. The word "podcast" is derived from "pod" an in Apple's Ipod, the popular portable audio player. And "cast" from "broadcast", meaning to transmit for general or public use. The user of podcast has the ability to use it in anytime, anywhere, and how they want to use it.

## **F. DISCUSSION**

### **G. Teaching Spoken Narrative Text by Using Podcast in Senior High School**

#### **H. 1. Preparation**

Preparation is an important thing that should be done by the teacher before coming to the class. It is one of the factors which determine the successful of teaching and learning process. A well-prepared teacher should prepare a very important thing that are lesson plan which is consist of teaching materials, media. the teacher also need an evaluation of the learning process.

1. Lesson Plan
  - a. Teaching material

By preparing the material, it will help the teaching and learning process running well. The material can be taken from many sources, for example from the books and the internet. Moreover, the teacher is able to create his or her own teaching material as long as the material is correct, appropriate and acceptable.

b. Media

Media is a helpful tool for the teacher in teaching. Media is not only useful for the teacher in explaining material but also for motivating and stimulating the students in the learning process. There are several types of media that can be used by the teacher based on the discussion of this paper. The first one is the electronic media such as a laptop or a smartphone as the storage of the podcast downloaded recordings. Then, the teacher additionally includes textbooks, cards, and pictures related to the theme of the narrative, been being taught in order to get classroom attention control. Last, the teacher uses speakers to provide the students in listening to the podcast recordings

2. Evaluation

Evaluation needs to be prepared by the teacher to see the students' final result of learning process. It usually takes numbers as achieving measurement to show the level of the students understanding.

1. **Procedure of Teaching Spoken Narrative Text by Using Podcast**

To apply the use of podcasts in teaching listening to senior high school students, the writer separates the teaching learning activities into three phases based on the 2013 curriculum; pre-teaching, whilst-teaching and post-teaching.

a. **Pre-teaching Activities**

Pre-teaching is an activity that only takes several minutes to help the students to focus. There are many activities that can be done in this stage, such as; the teacher greets the class, the teacher leads the students to do prayers as the expected behavior before learning, checks students attendance and prepares the students readiness. The teacher also gives motivation by telling them what the goal of the lesson is and what competency that should be reached by the students at the end of the lesson. In this stage, the teacher can also ask the students several questions that related to the material that will be learned. In this part, the teacher also explain to the student that they are going to learn about spoken narrative text by using podcast and explain the student how to use podcast.

Teacher : Good morning, students.  
Students : Good morning, teacher.  
Teacher : How are you this morning?  
Students : I am fine, and you?  
Teacher : Oh, I am very well, thank you.  
Teacher : Ok, chairman, please lead for praying  
Teacher : Ok students, now I will take your attendance list. Please rise your hand and say “present miss” or “I’m here miss”.  
Students : Ok miss  
Teacher : Ok students, today, we are going to learn narrative text by using Podcast. Do you know what podcast is?

Students : No miss.

Teacher : Ok. Later we will learn how to use podcast.

The goal of the lesson today is you are able and understand on how to use podcast in spoken narrative text.

## **b. Whilst Teaching Activities**

In this stage, the teacher guides to the main activity in teaching especially teaching listening by using podcast. There are five stages that teacher should follow:

### **1) Observing**

In this step, the student has to observed the information that given by the teacher. In this part, the teacher

Teacher : Now, I'm going to play a a video. I want you to pay attention to the video and listen carefully.

Student : Okay miss.

(The teacher play a story about True Friend from Podcast application by using video player and speaker)

### **True Friends**

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a fake friend".

### **2) Questioning**

After the teacher and the students finish observing, there comes the next activity, called questioning. In this phase, the students are allowed to ask question related to the video that have been played before. Students are also allowed to ask the teacher about the unfamiliar words or difficult words, found in the explanation. The students may also answer their friend's question, controlled by the teacher.

Teacher : Okay, now I want you to ask about anything that is related to the video we just watched.

Student 1 : Miss, what does sense means?

Teacher : Good question, sense means feeling or it can defined as your understanding about something. What else?

Student 2 : Miss, why the man pretend to be dead?

Teacher : It is because he knows that the Bear does not like to eat carcass. So, if he pretend like that, the Bear wont eat him.

Student 3 : Miss, why the man who pretend to be dead telling lie to his friend who clim the tree?

Teacher : Good question, the man want to make his friend realized that he is not a good friend for him because he leave him alone.

### **3) Experimenting**

In this stage, The teacher can make the student explore their knowledge about learning narrative by playing some narrative videos. The teacher play a video from podcast. In this part, the teacher give some videos about The Ant And The Dove, A Proud Tiger, and The Legend of Surabaya.

### **4) Associating**

In this part, the focus is about collecting information. All of the students are asked to write down what they already heard. It is aimed to know what are the information that they can get from the video have been played in podcast before. The teacher may ask the student to find out some generic structure of narrative text that they found in the story. The student can find the orientation, complication, and resolution part of each story given.

### **5) Networking**

In this stage, the teacher asks the students to show their writing in front of the class. The aim of this step is to check students' understanding about what they will be done with this listening spoken narrative text by using podcast. The teacher can guides the student to find out the definition of narrative text and generic structure of narrative based on the story given. The teacher can give feedback and evaluation of the students writing. The student and the teacher can also discuss about the vocabulary that found in the text.

#### **c. Post Teaching Activities**

In post-teaching activity, the teacher asks the students whether “podcast” application in learning listening about news can help them or not. The teachers allow the students to give their opinion or confirmation when they find difficulties in listening by using podcast. Then, in the end of the lesson, both teacher and student conclude the lesson.

## **D. CONCLUSION AND SUGGESTIONS**

The use of podcast for Senior High School students in listening to the narrative text is one of the new thing in English education. It can be a chance to the teacher to increase the student motivation in learning. By using podcast, the student will feel more curious about the material, because it is consist of so many variation and types of audio that can easily chosen by the student to help them in learning English.

There aro so many media that can used by the teacher to teach English in an easy way. One of the media that can be used is Podcast. The use of podcast is aimed to help the teacher to teach listening. By using podcast, the teacher can easily choose some material that given to the student because podcast already



consist of so many audio and video that can used as a material in teaching English especially spoken narrative text.

This paper suggests Podcast as the media to teach narrative in spoken text to Senior High School students. It is very recommended for teacher because of several reasons. First, this podcast helps teacher to adjust the development of technology in their teaching process. Second, this application can attract students' attention in teaching and learning process. Third, teacher can help students to understand to practice the listening everytime and everywhere by introduce this application. Despite all of those suggestions, the author suggests that the teacher do not use the podcats for many times. That is because the students will be bored using the application. In addition, this paper also suggests to the next researcher that this podcast can become the research subject especially as media outside the classroom.

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