DEVELOPING MEDIA BY USING PODCAST IN TEACHING LISTENING OF RECOUNT TEXT TO GRADE X STUDENTS OF TOURISM VOCATIONAL SCHOOL

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ABSTRACT

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The study was aimed to develop media by using Podcast in teaching Listening of Recount text to grade X students of Tourism Vocational School. This study was conducted by using Research and Development (R&D) design through six stages: gathering the data, need analysis, design media, validating by experts, revising, and final project. The subject of the study was Grade X Students of Tourism Vocational School. The instruments of data collection were gathered by administrating interview and distributing questionnaire to 28 respondents to get students' needs. The interview and questionnaire result proved that the students need English learning media which can motivate students to understand listening recount text. The product was validated by two experts; English lecturer and English teacher. The product result was *Podcast* that contains audio media to be used in mastering the recount text listening. The result of experts' validation showed that the media was an appropriate media to be used in teaching listening recount text by getting average percentage of 97.5% categorized as excellent.

Keywords: Podcast, Recount Text, Research an(R&D)

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I.   INTRODUCTION

Listening is one of the important skills that must be acquired. If the students can listen well, so they can produce the language correctly and be able to speak, read, and write clearly. The students are expected to express what they have listened from the speaker without missing the message of the speaker appropriately. Thus, there is no miscommunication or misunderstanding between speaker and listener.

Listening skill becomes one of the skills that should be mastered since it is part of the National Examination. Students have to listen carefully while the record is playing. They need to gain the message from what is being said by the speaker and they need to write what they heard on their paper test. Unfortunately the fact, it is hard for students to gain the message from what they heard. Listening is challenging, but in fact, most students did not want to learn it because they thought that listening is difficult and uninteresting. The problem is not only for the students but also for the teachers. Because teachers are supposed to be creative in designing the teaching- learning process in English, especially to improve the students' listening skill.

The problem may be affected by some factors, such as teaching materials, teaching methods, and also teaching media. Based on the observation which was been done at Imelda Tourism Vocational School especially in Hotel Accommodation department, it was found that the teachers did not appropriately teach the listening skill. One of the factors is the lack of teaching media and teaching materials that can help students develop their listening skill. Many students were not interested or motivated in learning listening because students

learn listening so rarely and sometimes by listening and filling an incomplete song, so students were not creative and active during learning listening. They also had difficulty maintaining concentration for a long time. It made the students not interested in listening. Curriculum 2013 requires teachers to be more creative and students to be more active. It means teachers are supposed to be creative in developing media in teaching.

Students as the millennial generation are comfortable with recent technologies that have developed in the current environment of ubiquitous mobile communication. Therefore, teachers now should follow the latest technology and the internet so that they know what makes students interested. Besides, technology can help the teacher and be facilitated in transferring knowledge to the students in many ways.

To reach a good atmosphere, improve the students' skill, and make them interested in the lesson, many activities can be used especially in this modern era of technology; one of them is designing media. The media will make them have challenging and active to create and develop creative ideas towards their English listening activities. Many kinds of media are usually used in teaching. One of them is a podcast. As defined by Sloan (2005), Podcasting as a media became important portable audio that can be utilized for drilling students' listening practice.

The term 'podcast' was first coined in 2004, and it is defined as an internet audio publishing. According to Robinson (2009), the term podcast is a combination of two words: Pod means iPod- the name of a popular MP3 player

and Broadcasting. As he defines, podcasts are audio or video files on the web which can be freely downloaded to a computer and listened to a computer or any portable playback device that supports MP3 files. Podcasts allow anywhere, anytime learning. They permit students to access educational materials at home, while travelling to university or work, or doing any activity they choose. They can play the recordings at any time which is convenient for them rather than be confined to set class times. They have an obvious place in distance education, fulfilling the same role that audiocassettes performed in a previous era.

Different from other audios, podcasts are delivered online automatically via website or music application. Those offer English teachers and students a wide range of possibilities of extra listening practices both inside and outside of the classroom. A podcast does not only give an impact on improving listening ability but also hopefully contributes building students' enthusiasm in learning English generally and listening to recount text particularly. Therefore, this research is focused on "Developing Media by Using Podcast in Teaching Listening of Recount Text to Grade X Students of Tourism Vocational School".

II. REVIEW OF LITERATURE

In conducting the research, theories are needed to explain some concepts applied in the research concerned. This paper presents theories of the study in order to give some clearer concepts being applied in this study dealing with podcast and listening. In order to avoid misunderstanding between writer and reader, the researcher put some theories to explain it theoretically. In the following part, the theoretical explanation be presented.

1. Media

Media refers to any communication method that conveys information, or that allows interaction between teachers and students. According to Arsyad (2013:15), in teaching and learning activities using the media, the teaching was replaced by terms such as the tool of view heard, teaching materials, communication of view heard, and educational teaching aids of view, educational technology, teaching aids, and explanatory media. It can be concluded that many things can define the media itself in the context of the learning process. Meanwhile, Briton (2001:461) says that media can motivate students by bringing a slice of real-life into the classroom and by presenting language in its complete communicative context. From the definition above, we know that media is a communication tool that grown by technology, and now we can find it in many sources. Media is an important thing in the teaching and learning process. It can set the level of students' interest in a lesson.

tion between the students and the teacher.

a. Types of media

Basically, there are three kinds of media, they are audio, visual, and audio-visual. Sugeng (2010:165) summarize types of media as follows:

1. Printed media can be books, newspapers, magazines, and other printed materials such as manuals and recipes.

2. Audio media can be the radio, audio tape, telephone, and natural sounds.

3. Visual media can be OHT/OHP, slides, photos, and filmstrips

4. Audio-visual media can be the TV, 8 mm and 16 mm, the movies, video, slide/tapes, and film strips/tapes

5. Real object media can be real objects, specimen, and models.

6. Stimulated media can be games and quizzes, role plays, and stimulations.

From the explanation above, it is able to be concluded that there are a lot of choices for teachers to select suitable media in the learning process. In this case, the study will develop one of the audio media as a medium in teaching listening especially recount text.

2. Podcast

a. Definition of Podcast

Podcast is an audio file made available on internet. Podcasting is a way of creating and distributing multimedia files-called podcast- such as music, speech or sometimes a combination of sound and video (Salmon et al., 2008:1). These podcasts are displayed on the internet and can be downloaded. A podcast typically consists of a show, with new episodes released either occasionally or at planned

intervals (Dudeney, 2008:98). There exist podcast, lasting between a few seconds to several minutes, on any subject and they can be made by anyone with an internet connection, a microphone and computer. Podcast usually sound like pre-recorded radio shows, with interviews, discussions, or commentaries on recent events, and there are podcasts about any topic you can think of, from hobbies to popular TV shows, sports to technology. The selection process is similar to how you'd choose a video. Make sure it's appropriate for your students in terms of length, content, and level of difficulty.

Podcasts are different from radio. Regular radio has a wider range of topics than podcasts. Starting from politics, culinary, lifestyle, health, education, music and film, all can be in one radio station. This is because radio is limited by the geographical area where the radio station is located and the format used by the station. While podcasts are channels whose topic is much more specific and is not bound by restrictions like radio. Podcast content has more listener potential because it can be heard from anywhere in the world. An ideal podcast usually addresses topics that have never been or rarely discussed. Specific content that is discussed usually takes on the unique side of a topic that has never been discussed in the mainstream media. Time duration, once the radio broadcasts, you only have a few minutes. While podcast, for those of you who have lots of content ideas to share, you are free to determine the duration of each episode according to your wishes. Starting from a few minutes to hours.

b. Types of Podcast

There are different types of podcasts. The differences include public podcasts, personal podcasts, and professional podcasts (educational or corporate). Podcasts can also be classified by the format of content; basic podcasts, enhanced podcasts, and video podcasts. Public podcasts are generic podcasts and are simple to use and easy to understand. Personal podcasting is similar to sharing your photo album; instead it is in the audio format. You can also create video podcasts. You can shoot the videos of the special occasions (which you often do use your digital camera) and share it with others. A professional podcast could be an educational podcast or a corporate podcast. If you are working in an educational institution, you get a chance to exploit podcasting (a medium of entertainment) for the purpose of education. In an educational institution, you can create podcasts at different levels; a class podcast, an instructor podcast, a student podcast, a department podcast, or an institute podcast (Panday, 2009, p. 253-254).

c. Advantages of Podcast

Podcasts are part of innovative online learning and can serve a number of purposes: to enhance the range and register of English language listening practice material available for the students to use in a variety of ways; to provide increased connectivity between different elements of the course; to increase the scope for discussion activity, etc. The podcasts online have given the language teacher a wealth of materials for teaching listening skills. The added advantage of a podcast is that it can be downloaded by your students and listened to for homework. Just

provide the link for download and the worksheet or comprehension questions, and assign. Pick an interesting podcast, and it'll be one assignment your students will be looking forward to.

Constantine (2007) covers the subject of podcasts on several levels and deals with the questions of the advantages of podcasts, selection of the most beneficial ones, and discusses how to maximize learning from them. The advantages of podcasts are; podcast is not just intended for listening. Often there is a transcript provided along with worksheets. A number of websites interact with the students and ask them to write in with questions or comments.

4. Recount   Text
a. Definition of Recount Text

Dirgeyasa (2016:2) states that recount is a text that retells events or experiences in the past. In literary term, experience is what we do feel, hear, read, and even what we dream. Simply, recount is defined as a type of text composed in order to give information about the past activities. Recounts are often personal stories and they can be either factual or imaginative. In more comprehensive definition, actually recount can be classified into three categories such as personal recount where retells an event that the writer was personally involved in, factual recount where records an incident, and imaginative recount where writes an imaginary role and gives details of events.

b. Generic Structure of Recount Text

Every genre of text has its own characteristic in term of the rhetorical structure and textual elements. Each element has its own function. It states what the element is for. The rhetorical structure and textual elements of recount text explained by Dirgeyasa (2016:17) can be explained as follows:

1 Orientation

It consists of theme or topic to be informed to show readers and to attract their attention and interest. It introduces the character of the story, the time, and the place that the story happened. Then it also enables to attract and to provoke readers so that they will be willing to continue reading the whole text.

2. Records of events

It consists of a sequence of events in which to provoke details about the event informed/described chronologically. In order to have a good chronological order, the sequence markers such as first, second, third, fourth, etc, are important.

3. Re-Orientation

It consists of the ending of the story functioning to show personal attitude about the activities or event informed or told of record of event. It is a matter of conclusion with personal attitude.

c. Language Feature of Recount Text

Hyland (2004) states that recount text has several linguistic features that make differences with other texts. The language features explained as follows:

1. Nouns and pronouns are used to identify people, animals, or things involved.

2. Action verbs are used for events.

3. Past tense is used to locate events in the researcher's time

4. Conjunction and time connective are used to sequence the series of events

5. Adverb and adverbial phrases are used to indicate place and time

6. Adjectives are used to describe nouns.

d. Types and Example of Recount Text

According to Dirgeyasa (2016:3) recount text can be classified into three categories such as personal recount, factual recount and imaginative recount. They are explained as follows:

1. Personal recount

This usually retells an event that the writer was personally involved in. It means that the writer has his own experience then he writes into a story.

2. Factual recount

   It records an incident, e.g. *a science experiment, police report.*

3. Imaginative recount

An imaginative recount is a story that applies an imaginary role and detail but it is presented in a realistic context.

III. RESEARCH METHODOLOGY

This study is classified as a Research and Development (R&D) study which aimed to develop a Podcast for teaching listening recount text to grade X students. It adapted R&D research method proposed by Gall, Gall and Borg (2003) who stated that educational R&D findings of the research will be used to develop new products and procedures with some modifications which proposes 6 steps of R & D cycle. The steps are; 1. Gathering data and information, 2. Need Analysis, 3. Media Design, 4. Validating to Expert, 5. Revising, 6. Final Product.

The subject of this study were 28 students of tenth-grade students of Imelda Tourism Vocational School Medan, located in Jl. Bilal Ujung No. 24,52, Pulo Brayan Darat I, Kec. Medan Tim., Kota Medan, Sumatera Utara 20239. This school was chosen based on the observation the researcher found that podcasts are never used as listening media in this school.

In collecting data, the researcher applied the combination of two strategies, using questionnaires and interviews. The interview was given to the teacher, and some students to seek information about the problem that they face to know what media should be applied to solve the problem. The interview was also held by checking the listening value of students and the teacher's lesson plan. While the questionnaires is given to the students. They had to choose what kind of media makes them interest and motivate in the teaching-learning process. The questionnaire has also been given to the experts. The experts had evaluated the media using the questionnaire.

IV.   DATA ANALYSIS, FINDINGS AND DISCUSSION

A. The data

The data and information were collected from the preliminary observation done before doing the research. As the result of the observation, the teacher in the tenth grade of SMK Pariwisata Imelda Medan used Song as the media to support the process of teaching listening. Therefore, the media used in the class was not very interesting for the students in learning listening of recount text and less motivates.

B. Data Analysis

In conducting this research, the second step needed to be completed was doing the needs analysis. The needs analysis was done by giving the grade tenth students questionnaire and asked the students to answer some questions. This analysis of the students' needs later became the guidance to the researcher in developing the podcast as media in teaching listening of recount text. The results of the needs analysis are explained as follows:

a. Questionnaire Analysis

The questionnaire was distributed to grade X students of Hotel Accommodation program of SMK Pariwisata Imelda Medan. There were 28 students asked to fulfil the questionnaire which consisted of 12 questions. The data of student analysis can be seen in the Table 4.2.

Table 4.2. The Data of Student Needs Analysis

No.	Question	Items	Percentage

1	Do you learn listening in the class?	Yes	100%
		No	-
2	How much do you understand about recount text?	Good	17.9%
		Fair	25%
		Deficient	57.1%
3	Have you ever studied listening on recount text?	Yes	-
		No	100%
4	Does your English teacher use such media while teaching listening in genre recount text?	Yes	-
		No	100%
5	Do you need media to help you while learning listening recount text?	Yes	67.8%
		No	32.2%
6	Do you know what a podcast is?	Yes	78.6%
		No	21.4%
7	In the Podcast Media, I prefer listening skills as activities	Listening to the recount text dialog	14.3%
		Listening to the recount text monologue	85.7%
8	In the Podcast Media, I want the topics in listening skills activities on recount text to be:	About someone's experience.	78.6%
		About science experiment	-
		About fiction	21.4%
9	My listening skills are at the level	Beginner	64.3%
		Mid	28.6%
		Advanced	7.1%
10	Listening texts that I can	More than 200 words	7.1%

	understand have more or less:	About 150-200 words	21.5%
		About 100-150 words	71.4%
11	In your opinion, if listening to the recount text using Podcast media will be interesting?	Yes	78.6%
		No	21.4%
12	Do you think using Podcasts as a learning media for Listening will make it easier for you to learn?	Yes	78.6%
		No	21.4%

From the data, all of the students have learned listening in the class **(100%)**. And most of them did not understand about recount text material **(57.1%)**. The students also never learned about listening of recount text **(100%)**. The teacher also never using media while teaching listening genre recount text **(100%)** but most of the students need media to help them in learning listening recount text **(67.8%)**. Most of the students have recognized a podcast **(78.6%)**. In developing podcast as media in teaching listening of recount text, most of students prefer to have listening activity in listen to a monologue text **(85.7%)**. The students also wanted material given is about people experience **(78.6%)**. The students' ability in listening is still at the beginner level **(64.3%)** and most of them are only able to understand listening text of 100-150 words **(71.4%)**. The students also wanted podcast as a learning media because they think this media is interesting **(78.6%)** and this media makes it easy for them to learn listening especially for recount text **(78.6%)**.

b. **Interview Analysis**

The researcher made an interview to the English teacher of the tenth grade of SMK Pariwisata Imelda Medan. It was conducted to support the results of the questionnaire analysis by the students and also to get the accurate data. The teacher's responses to the questions given by the researcher were presented in the Table 4.3.

4.3. Teacher's Interview

No	Questions	Answer
1	In what classes do you teach English?	I taught English in class X hotel accommodation and class XI hotel accommodation.
2	What is the subject matter that can support listening skills in class X students?	Only about Song.
3	Is there any recount text material for class X for this semester?	Yes, there is recount text material.
4	Do you think the use of media is necessary to learn listening recount text?	Yes, very necessary
5	What media do you use to teach listening recount text?	Only use books from the government, student worksheets and sometimes use power point slides to teach recount text material, I never teach listening for recount text.
6	What are the advantages and disadvantages of the media used?	The advantages are the media

		used is easy to find and the teacher is easy to convey the material. The disadvantages are students did not focus and class facilities are inadequate, such as lighting, which becomes an obstacle when using an infocus device.
7	What kind of media development is needed to teach listening?	Media innovations that are simple but interesting for them. And also media that students can access without using school facilities.

The data above showed that there are some difficulties faced by the students to achieve the goal of the teaching-learning process itself. Learning media needed by the students in SMK Pariwisata Imelda Medan is a media that stimulate them in listening of recount text, since listening is considered as a difficult skill for them.

Nevertheless, the teacher also found it difficult to make the students understand about the material being taught because the lack of the learning media. From the interview, the researcher can identify that the teacher need a learning media that can make the teaching-learning process less boring and easier to understand. Moreover, the learning

media should be easy to access and make the whole class enjoyable in using it.

2. Developing Podcast as a Media

This study aimed to create Podcast based on the students' needs. The researcher used Anchor Application to make the Podcast. The Podcast Media was developed by the researcher in several steps. The planning step consists of preparing the material, recording the story, editing the background music, and then publishing.

1. Preparing Material

   The researcher prepared the material based on the curriculum and the students' needs.

2. Recording the story

   The researcher recorded the story based on the components needed to create a recording such as material and the students'' needs.

3. Editing the back sound

   The researcher edited the background music of the recording to make it sound more interesting.

4. Publishing

   The researcher done in creating the podcast, and then published it so it could be accessed by students

3. Validating by Experts

The media that already being developed were validated by experts. Questionnaire sheet was used by the experts to measure whether the learning media was already appropriate or not.

The questionnaire was made based on rating scale. The scale range from; excellent (5), very good (4), good (3), fair (2), poor (1). The expert's questionnaire was filled by **Prof. Dr. Sumarsih., M.Pd** (English Lecturer in Medan State University) and **Rizki Atika Sari, S.Pd** (English Teacher in SMK Pariwisata Imelda Medan). There were 2 kinds of validation in the experts' questionnaire, they are about material validation and media validation. The first expert was Prof. Dr. Sumarsih., M.Pd. The result is described as follow:

Table 4.4 Validation Data by The First Expert

No	Item Assessment	The number of criteria	Maximum score	Score
1	Material	15	75	72
2	Media	6	30	29
	Total	21	105	101
	Average	101/105 x 100% = 96.1%		

The second expert was Rizki Atika Sari, S.Pd. The result is described as follow:

Table 4.5 Validation Data by The Second Expert

No	Item Assessment	The number of criteria	Maximum score	Score
1	Material	15	75	74
2	Media	6	30	30
	Total	21	105	104
	Average	104/105 x 100% = 99%		

From the data above, it shows the average score given by the experts. The first expert is 96.1% and the average score given by the second expert is 99%. Overall the components were categorized as excellent by the experts. In general, based on the validation of some experts, these materials were appropriate to be used by the tenth grade students of SMK Pariwisata Imelda Medan.

4. Revising

There were some comments and suggestions by experts.

a) Prof. Dr. Sumarsih., M.Pd. commented as follows;

The media has been designed well and in accordance with basic competences.

b) Rizki Atika Sari, S.Pd. commented as follows;

The learning media is very good and suitable for enchancing student's skill in listening. The students could enjoy the teaching-learning

process with using a podcast as the media. But overall the media is already appropriate to be used in the teaching-learning process.

5. Final Product

After revising the media, the final product was completed. The media was already based on the students' needs and appropriate to be used in the teaching learning process which was able to enhance the students' enthusiasm and achievement**.**

B. Discussions

The objective of this study is to develop a learning media and to find out the needs for the tenth grade students. The researcher developed the learning media because the media is not appropriate for grade X students in SMK Pariwisata Imelda Medan. The media contains of basic competence as the basis and is believed to be able to ease the students in ability in listening recount text.

The developed media Podcast were designed by conducting the research and development stages by Borg, Gall and Gall (2003:407). The stages consisted of gathering the information needed that the lesson book used by the grade tenth students and Song as the media that used by the teacher in teaching listening was not significantly affected on the teaching-learning process especially in recount text. As result, the researcher developed podcast for teaching listening of recount text for grade X students of hotel accommodation program.

The media developed by the researcher is already appropriate and related to the students' interest since it is based on their needs. Analyzing the

students' needs based on their interest is one of the ways to improve their learning motivation in order to increase their skills in studying English, especially listening skill. Arsyad (2013:3) stated that media is really needed to support some activities in the class. And also the learning media being used can arise students' motivation to learn using interesting and attractive media.

At the end, this study is aimed to suggest the teacher to use interesting, effective, and efficient learning media based on the students' needs. Also another goal is to enrich teacher's knowledge about using and providing the listening media that is appropriate in order to be applied in the classroom. As professional teachers, it is the duty to enrich the students' knowledge and always find ways to gain their enthusiasm and motivation in learning English.

V.   CONCLUSION

After analyzing the data, the researcher draws the conclusion that the students' existing listening media are not interesting, and also the media being used by the teacher was not effective enough to make the students understand about listening of recount text. They think it is difficult to learn about listening especially in recount text which eventually brings them to be passive learners. They want to have an interesting and effective media which motivates them to learn. The solution for them is developing the new listening media. Developing media by Using Podcast follow the R & D phases by Gall et. al. (2003) which is simplified into; (1) Gathering Data and Information; (2) Need Analysis; (3) Design Media; (4) Validate by expert; (5) Revision; (6) Final Product. The score of validation from the first validator was 96.1% and from

the second validator was 99% and it was categorized as relevant. In means that the media is already valid and appropriate to use as learning media for students.

VI.   SUGGESTION

There were some suggestions given for the consideration the future. For the teacher, teacher should consider the students' needs in choosing the learning media. The learning process can be successful if the teacher mastered in explaining the recount text as well as using a learning media that can support them. Then, the teacher also should pay attention to kind of text that will be given to the students. For this reason, a recount text about people experience is really suitable for the teacher to be used in the class, because it attracts students' attention better than others text given. For the students, they can use the Podcast as a media for them to be used in listening of recount text. For the next research and development, the testing should be conducted when the students were studying about listening of recount text in order to get the evaluation more accurately

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