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20-21
May 2016
Bandar Lampung
University, Indonesia

4th ICEL 2016

THE FOURTH INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE



PROCEEDINGS

**THE FOURTH INTERNATIONAL CONFERENCE
ON EDUCATION AND LANGUAGE**

4th ICEL 2016

20 -21 MAY 2016



Organized by:
Faculty of Teacher Training and Education (FKIP),
English Education Study Program of Bandar Lampung University
Zainal Abidin Pagar Alam street No.89 Labuhan Ratu, Bandar Lampung, Indonesia
Phone: +62 721 36 666 25, Fax: +62 721 701 467
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PREFACE

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Fourth International Conference of Education and Language (4th ICEL 2016) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: International Islamic University Malaysia (IIUM), Malaysia, Hongkong Polytechnic University, Hongkong, Shanghai Jiao Tong University (SJTU), China, Shinawatra Univesity, Thailand, University of Texas, Austin, USA, University Phitsanulok Thailand, STIBA Bumigora Mataram, Universitas Ahmad Dahlan, STKIP-PGRI Lubuklinggau, Indonesia University of Education (UPI), Universitas Sanata Dharma, State Islamic College (STAIN) of Jurai Siwo Metro Lampung, State University of Sultan Ageng Tirtayasa and Universitas Lampung.

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2016

Drs. Harpain, M.A.T., M.M

4th ICEL 2016 Chairman

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THE USE OF PODCAST AND INTERPRETIVE TASKS FOR PEER ASSESSMENT IN THE EXTENSIVE LISTENING CLASS

Delsa Miranty

A State University of Sultan Ageng Tirtayasa, Banten Province
Corresponding email: delsa12@yahoo.co.id

ABSTRACT

Effective learners have gained understanding of the individual and social processes necessary to learn how to learn. Since learning is an activity of making meaning construction not simply of receiving. The social dimension is always present, and in social contexts collaboration supports learning. Then, in the context of language education, listening is recognized as the first skill that learnt by the students in the EFL classroom. However, some problems are commonly found in the process of learning to listen the material in form of English. Students are usually less confident and often confuse to start to listen the material in the EFL classroom, especially in the extensive listening class. To minimize this problem, this study is aimed at discovering an alternative method in learning listening material by using Podcast and then the students discuss the material with their friends. So, by giving interpretative tasks then make a peer assessment in the laboratory hopefully covered the students' problem in the extensive listening class. Therefore, the teacher can also help the students to build their interaction skill and the students' self confidence to improve their listening skill.

Keywords: Interpretive Tasks, Podcast, Peer Assessment, Extensive Listening, EFL Classroom

1. INTRODUCTION

In our everyday language the term “learning about learning” may have various connotations: for some it seems as distant, impersonal or bookish enterprise. That is far from what it means for us: in brief, we mean a learner learning more about their lived experiences of learning. That says a lot about a key issue we need to clarify at the outset here – which view of learning is being invoked. In schools, the word learning may be heard in conversations and meetings, but much of it is a subtle cover for talk about teaching or results or schoolwork. So, in these circumstances the phrase learning about learning could regress to being taught to be taught, or the focus on results or working smart.

Moreover, classroom for learning about learning have at their heart the practice of talking about experiences of learning and developing more sophisticated commentary about them. In earlier reviews of the literature (Watkins, 2001), the following four heads were derived to describe the practices:

1. Noticing things about learning.
2. Talking about learning.
3. Reflecting on learning.
4. Planning and experimenting with learning.

Then, learning activities must be based on deliberate and explicit instruction that allows multiple opportunities for: students understanding of the lesson's key content goals and activities, teachers modeling of activities before students engage in them, frequent opportunities for students to practice activities comfortably and multiple and repeated connections to students' personal, cultural, linguistic, social, and academic experiences.

In line to the explanation above, listening, it is the skill which is acquired and mastered by learners for the first time, and the other skills follow afterward. Saricoban (1999) cited in Nomass (2013: 112) defines listening as a principal language skill. Through listening people can acquire a large portion of their education, their information, their ideas, and their understanding of the world. As an input skill, listening plays a vital role in student's language development. Through listening, learners can build an awareness of the interworking of language systems at various levels and thus establish a base for more fluent skills (Keihaniyan, 2013, p. 132). In the communicative language teaching, listening exercises are judged as valuable to extent that they stimulate the “real life” listening conditions that actual users of a language operate within. In order to better understand the complex process of spoken language, a listener must construct meaning from information presented by the speaker.

According to Boyle (1984: 35) cited in Jauhara (2014: 8), there are three factors that affect listening skill; listener factors, speaker factors, and material factors.

a. Listener Factors

1. Experience/practice in listening to target language
2. General intelligent
3. Physical and educational
4. Intellectual (powers of analysis and selection, memory, etc.)
5. Psychological (motivation and sense of purpose while listening, attitude of listeners to the speaker, listener's attention and concentration)

b. Speaker Factors

1. Language ability of the speaker
2. Speaker's production: pronunciation, accent, variation, voice, etc.
3. Speed of delivery
4. Prestige and personality of the speaker.

c. Material Factors

1. The language used to convey the message; phonological features, including stress, intonation, weak forms, syntax, cohesion and etc.
2. Difficulty of content and concepts, especially if the material is abstract, highly specialized or technical, or lengthy.
3. Amount of support provided by gestures, visuals.

From the explanation, it can be said that when teacher is in the process of teaching listening, he or she should consider those factors and know which factors that can be the problem for students. This research will be focused on factors affecting students' low proficiency that come from listener factors and material factors.

The reasons are in the listener factor, students have little opportunity in experiencing listening or spoken language. Besides, they also have low motivation and interest while learning listening skill. It makes them not fully pay attention on the process. Then, difficulty of the content and materials that do not supported by visualization are become the main factors affecting the students' listening ability that come from the material factor. By knowing those affecting factors, teacher can find out and apply the solution or appropriate strategy and activity to overcome the problems that may be appear because of those factors.

Those problems are caused not only because of the students' low proficiency in listening, but also because of the intensity of learning listening method that teacher used in teaching listening. Teacher teaches listening skill not regularly and not in a long duration. Not in every meeting the listening skill is taught.

In using Computer-Assisted Language Learning (CALL), teaching and learning of listening skill by using various media embedded in computer that can enrich the skill and help in producing better results. Vandewaeterea and Desmet (2009) cited in Rahimi and Yadollahi (2011: 18) state that all research done in CALL effectiveness support the fact that the use of computer can enhance foreign and second language learning.

CALL (Computer Assisted Language Learning) is often considered a language teaching method, however, this is not really the case. In traditional CALL the methodology was often claimed to be based on a behaviouristic approach as in "programmable teaching" where the computer checked the student input and gave feedback (reward?) / moved on to an appropriate activity exercise. In modern CALL the emphasis is on communication and tasks. The role of the computer in CALL has moved from the "input – control – feedback" sequence to management of communication, text, audio, and video.

Few people may realize that a DVD player in reality is a computer. Future domestic appliances will integrate and merge video, television, audio, telephone, graphics, text, and Internet into one unit as can in 2006 be seen on newer generations of "mobile telephones / communicators and Podcast is one of the example of CALL".

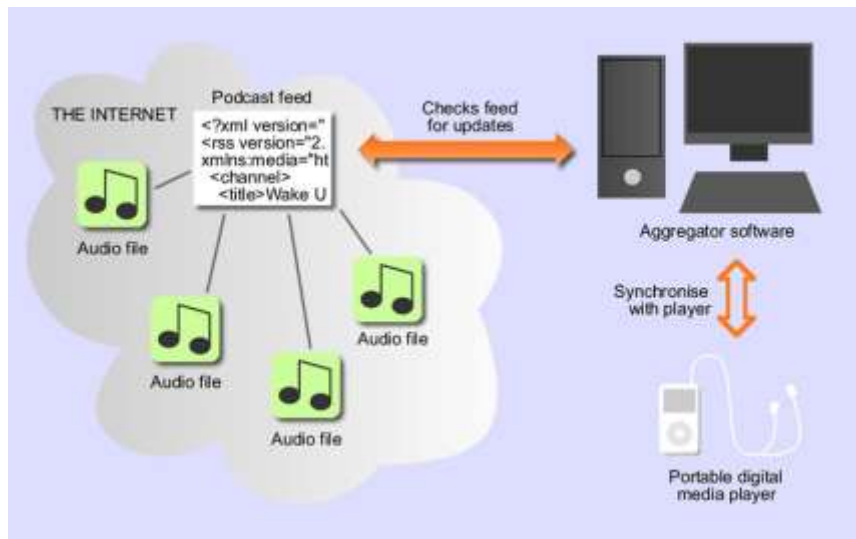
Podcasting is the preparation and distribution of audio files using RSS to the computers of subscribed users. These files may then be uploaded to digital music or multimedia players like the iPod. A podcast can be easily created from a digital audio file. The podcaster first saves the file as an MP3 and then uploads it to the Web site of a service provider. The MP3 file gets its own URL, which is inserted into an RSS XML document as an *enclosure* within an XML tag.

Once a podcast has been created, it can be registered with content aggregators, such as podcasting.net or ipodder.org, for inclusion in podcast directories. People can browse through the categories or subscribe to specific podcast RSS feeds which will download to their audio players automatically when they next connect.

Although podcasts are generally audio files created for digital music players, the same technology can be used to prepare and transmit images, text, and video to any capable device.

Podcasting has been likened to TiVo because it allows users to listen to their selected podcasts whenever they like, similarly to the way time-shifting lets viewers watch television programs when it suits them. Furthermore, because of the portability of the player devices, users can listen to audio files from the Internet as they go about their daily activities - for example, listening to a news blog entry while at the gym, commuting, or just walking around.

Content producers are increasingly turning to podcasting as an inexpensive and user-friendly new distribution channel that has the potential to reach a large audience. Not surprisingly, musicians and bloggers are prevalent among the early adopters, but mainstream media organizations, including ZDNet and National Public Radio (NPR), are beginning to venture into podcasting as well.



2. PREPARED LISTENING CLASS BY USING PODCAST AS PART OF CALL

There are some benefits of how CALL can be used for language teaching and learning cited in Jauhara (2014: 14). For the students, CALL can adapt to the learner's abilities and preferences; CALL offers individualized and private learning; CALL allows students to control their own learning process and progress; CALL can be used for remedial work for slow students and to accelerate learning for fast students; teaching learning with CALL can motivate the student.

In addition, Pathan (2012: 33) states the use of Podcast also gives students the opportunity to enhance language learning by bringing in the real world. Digitized speech and video, offered by the use of computer, can also be highly effective for developing this important language skill, listening skill. Pathan says that using Podcast with internet, also has plenty of benefits for developing listening. Such use can provide so many authentic audio and video resources to listen and to develop the associated language skills. There are so many useful websites which offer innumerable listening exercises, for learning and testing listening skill for free. In line with the explanation above, kind of technique provides students to get more opportunity in learning with authentic or real context and interactive activities.

For the teacher, Podcast can change the role of teacher; the teacher becomes the facilitator rather than a person who controls the learning environment. Teaching learning with Podcast can give the feedback and responsiveness immediately.

Finally by using this method, teachers give the students much time in practicing their listening ability since the activity can be done out of classroom. The students can use their spare time and they can discuss with their co-friends. The students practice listening without feeling anxiety and depressed. On the contrary, the students will feel more enjoyable when they have to express their idea in listening and spoken way; even they must use communicative approach.

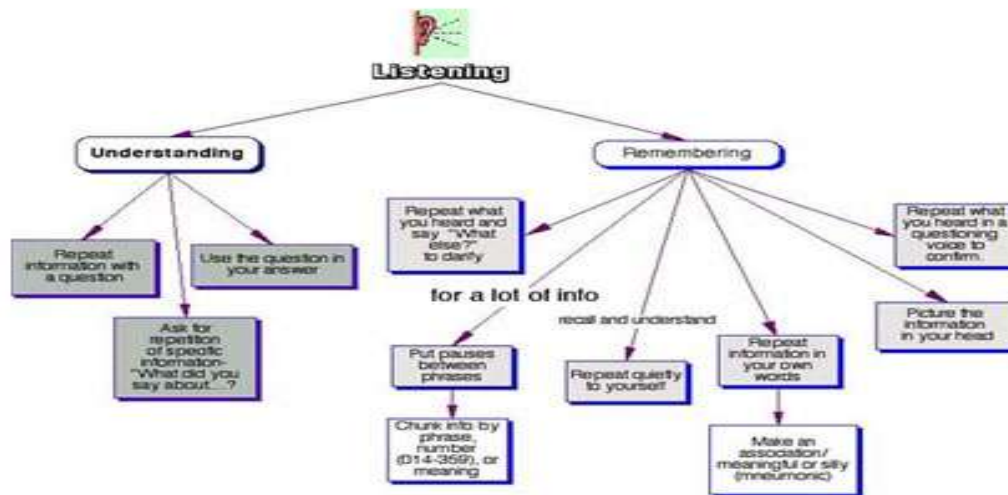


Figure 1. The Implementation of Listening

3. CONTENT

3.1 The Notion of English Listening Skill

Listening activities are usually subcategorized as pre-listening, while-listening, and post-listening activities.

1. Pre-listening Activities

Schema theory provides strong evidence for the effectiveness of pre-listening activities which includes the outline for listening to the text and teaching cultural key concepts. Listening teacher may select certain words, difficult grammatical structures and expressions to be explained through the discussion about the topic, and may also ask students to predict the content or what speakers are going to say, based on the information they have already got.

Pre-listening activities usually have two primary goals: (a) to help to activate students' prior knowledge, build up their expectations for the coming information; and (b) to provide the necessary context for the specific listening task. The teacher could follow with a listening comprehension activity, such as two people having a conversation about their daily life. Students must answer true or false questions based on the previous listening activity. An example of a controlled practice activity could be a drill activity that models the same structure or vocabulary.

2. While-listening Activities

While-listening activities usually have some of the following purposes: to focus students' comprehension of the speaker's language and ideas; to focus students' attention on such things as the speaker's organizational patterns; to encourage students' critical reactions and personal responses to the speaker's ideas and use of language.

An open-ended activity could follow that allows students to have the freedom to practice listening comprehension in the class about their daily life and asking for further information. Listening comprehension should begin with what students already know so that they can build on their existing knowledge and skills with activities designed on the same principle. A variation on the —filling in the missing word listening activity could be to use the same listening materials, but to set a pair work activity where student A and student B have the same worksheet where some information items are missing.

3. Post-listening Activities

Post-listening activities are important because they extend students' listening skill. Post-listening activities are most effective when done immediately after the listening experience. Well-planned post-listening activities offer students opportunities to connect what they have heard to their own ideas and experiences, and encourage interpretive and critical listening and reflective thinking. As well, post-listening activities provide opportunities for teachers to assess and check students' comprehension, and clarify their understandings; to extend comprehension beyond the literal level to the interpretive and critical levels.

Based on the explanation above, pre-listening, while-listening, and post-listening activities can be applied in the process of teaching listening for the students. Those activities are supported by some strategies in order to make the activities more success; metacognitive, cognitive and social/affective strategies.

3.2 Characteristics of Good Listening Material

There are some characteristics of good listening materials that will be suitable for the students, they are:

1. Materials should be learning-centered rather than teaching-centered. They should

- focus on helping students to develop their own strategies for learning.
2. Materials should be creative. They should provide stimulating activities to focus students' attention on the things to be learned.
 3. Materials should be interesting . They should be related to students; interest. Moreover, there should be a variety of text type and activity types in the materials to motivate the students' interest in writing.
 4. Materials should be task-based. They should use purposeful tasks to motivate students' learning and to make students see the usefulness of listening.
 5. Materials should be practical. They should deal with real-life communication tasks.

3.3 Definition of Podcast

Podcasting (a portmanteau of the words iPod and broadcasting) is the name given to the publishing of audio (usually mp3 files) via the Internet, designed to be downloaded and listened to on a portable mp3 player of any type, or on a personal computer.

Podcasting has now become popular as an alternative way of providing 'radio' type content that can be listened to whenever, wherever and as many times as the listener wants. The idea that a podcast can be produced by just about anyone with access to the Internet has generated a lot of interest in educational circles. In ELT, the appeal is not only in providing additional listening input for students, but that students themselves can become involved in recording and producing the podcast.

3.4 Kinds of Podcast in the teaching learning process

There are various types of podcasts you can use with your students:

- Authentic podcasts
Podcasts that are not aimed at ELT students can often be a rich source of listening. Most of these will only be suitable for use with higher level students, but others, such as *Sushi Radio* are made by non-native speakers of English and their length (5-10 minutes) make them ideal for use with classes.
- Teacher podcasts
Produced by teachers, often for their own classes, these podcasts are usually aimed at helping students learn by producing listening content that is not available elsewhere, or that gives a local flavor. *The Daily Idiom* and *Madrid Young Learner* podcasts are two very different types of teacher-produced podcast.
- Student podcasts
Produced by students, but often with teacher help, your students can listen to these and experience the culture and hear about the lives and interests of other students from around the world. *English Conversations*, for example is a podcast largely made by students for students. Another interesting example is the podcast created by the *Fudan university* high school students in China.
One advantage of recording a show and uploading it to the Web is that your students will probably take more care with the preparation, knowing that it could be potentially listened to by people all over the world. After discussing and planning the contents, the learners should be involved in writing and rewriting scripts which they will revise with their classmates (and later their teacher) ensuring that the content is understandable and there are no mistakes. Finally, the students can invite their family and friends to listen to it. The fact that they have a real audience for their show should act as a great motivator. What you need to be able to produce your own podcast, you require:
 - A means of recording audio in the mp3 file format
You can do this on a PC equipped with speakers and a microphone. However, if you want to record students in your classroom, you will need a handheld mp3 player with recording facilities.

In short, like any authentic material, podcast audio or creating a podcast can be really motivating. It will take up a lot of your time though, but for your students the potential benefits can be huge.

In summarize, the uses of Podcast in teaching and learning process are varied. In this research, the researcher will focus on the use of Podcast as tool. It is because the researcher believes that Podcast as tool can support the teaching process and can be a beneficial media for students in mastering the material. The researcher will apply Podcast as the tool to teach listening skill for students and the Podcast will be accessed and downloaded from certain website.

3.5 Interpretive Tasks

An interpretive tasks extends the stimulus material to a longer stretch of discourse and forces the test-taker to infer a response, Brown (2004:137). Brown adds that potential stimuli include:

1. song lyrics

2. (recited) poetry
3. radio/television news reports,
4. an oral account of an experience.

Test-takers are then directed to interpret the stimulus by answering a few questions (in open-ended form). The questions might be:

- a. Why was the singer feeling sad?
- b. What events might have led up to the reciting of this poem?
- c. What do you think the political activists might do next, and why?
- d. What do you think storyteller felt about the mysterious disappearance of her necklace?

This kind of task moves us away from what might traditionally be considered a test toward an informal assessment, or possibly even a pedagogical technique or activity. But this task conforms to certain time limitations and the questions can be quite specific, even though they ask the test-taker to use inference. While reliable

scoring may be an issue (there may be more than one correct interpretation), the authenticity of the interaction in this task and potential washback to the student surely give it some prominence among communicative assessment procedures Brown (2004:138).

3.6 Peer Assessments

Peer assessment appeals to similar principles, the most obvious of which is cooperative learning, Brown (2004:270). Many people go through a whole regimen of education from kindergarten up through a graduate degree and never come to appreciate the value of collaboration in learning – the benefit of a community of learners capable of teaching each other something. Peer assessment is simply one arm of a plethora of tasks and procedures within the domain of learner-centered and collaborative education.

3.7 Type of Peer Assessment

Brown (2004: 271 – 271) mentions that it is important to distinguish among several different types of peer assessments and to apply them accordingly, they are: (1) direct assessment of performance, (2) indirect assessment of performance, (3) metacognitive assessment, (4) assessment of socioaffective factors, and (5) student self-generated test.

1. Direct assessment performance

In this category, a student typically monitors him- or herself- in either oral or written production – and renders some kind of evaluation of performance. In this assessment, television and film media also offer convenient resources for peer assessment.

4. Indirect assessment of competence

In this category, indirect self- or peer assessment targets larger slices of time with a view to rendering an evaluation of general ability, as opposed to one specific, relatively time – constrained performance. In this assessment, it is not confined to scored rating sheets and questionnaires.

5. Metacognitive assessments

In this category, some kinds of evaluation are more strategic in nature, with the purpose not just of viewing past performance or competence but of setting goals and maintaining an eye on the process of their pursuit. Personal goal-setting has the advantage of fostering intrinsic motivation and of providing learners with that extra-special impetus from having set and accomplished one's own goals. Strategic planning and self-monitoring can take the form of journal entries, choices from a list of possibilities, questionnaires, or cooperative pair or group planning.

4. Socioaffective Assessment

In this section, it requires looking at oneself through a psychological lens and may not differ greatly from self-assessment across a number of subject-matter areas or for any set of personal skills. When learners resolve to assess and improve motivation, to gauge and lower their own anxiety, to find mental or emotional obstacles to learning and then plan to overcome those barriers, an all-important socioaffective domain is invoked.

5. Student-Generated Tests

A final type of assessment that is usually classified strictly as peer assessment is the technique of engaging students in the process of constructing tests themselves. Another champion of peer-generated tests, successfully employed the technique of directing students to generate their own list of words, grammatical concepts, and content that they think are important over the course of a unit, Murphy (1995).

3.8 Notion of Extensive listening

It is a kind of listening that to develop a top-down, global understanding of spoken language. Extensive listening performance ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose. Listening for the gist, for the main idea, and making inferences are all part of extensive listening, Brown (2004:120).

Brown adds that for full comprehension, test-takers may at the extensive level need to invoke skills (perhaps note taking, questioning, discussion): listening that include all four of the above types as a test-takers actively participate in discussion, debate, conversations, role play, and pair and group work. Their listening performance must be intricately integrated with speaking (and perhaps other skills) in the authentic give-and-take of communicative interchange.

Then, there are some activities that can be applied in the listening class, they are:

1. Listening TV or radio broadcasts and checking comprehension with a partner.
2. Listening to bilingual versions of a broadcast and checking comprehension asking when you don't understand something in pair or group work.
3. Listening to an academic lecture and checking yourself on a 'quiz' of the content setting goal for creating/increasing opportunities for listening.

4. CONCLUSION

In line to the explanation above, there are several conclusion in this paper, they are: **First**, learning is an activity of making meaning-construction-not simply of receiving. The social dimension is always present, and in social contexts collaborations supports learning. Effective learning has to be regulated by the learner, not the teachers. Therefore, the use of podcast hopefully as one of the solution for effective learning especially in the listening class. Since it can be used as the tool to increase students' performance in the extensive listening class, too.

Second, another key aspects of assessment that support learning appears to be including more real-world or authentic tasks. This implies a broad range of performances: oral presentations, collections or written and other products, solutions to problems, records or experiments, debate, research projects by individuals and groups, teacher observations and portfolios of students' work and learning.

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Zainal Abidin Pagar Alam Street No. 26 Labuhan Ratu
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