SOUNDCLOUD UTILISATION AS A TOOL FOR STUDENTS IN PRESENTING ORAL BOOK REVIEW

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ABSTRACT

The use of technology in education is significantly growing. Some research findings present a huge improvement in the evolution of teaching and learning activities. English teaching in Indonesia has many challenges since English, as a foreign language, requires innovative teaching strategies, tools and media. This paper attempts to investigate how SoundCloud, an online audio distribution platform, could be utilised in English language teaching. It is applied in Extensive English class where students present their oral book reviews. The data collections were obtained from questionnaire and teacher's observation on students' oral book review on SoundCloud. Each student was assigned to read a book, report it orally, and upload it on SoundCloud, while the other students listen and leave comment on it. The finding showed that it was easy for them to operate SoundCloud. Therefore, it created fun learning and encouraged students to learn how to communicate book review orally and listen well to other student's review. Thus, according to the finding, it is recommended for the upcoming study to explore more on the use of SoundCloud in other ELT activities.

Keywords: SoundCloud, Online Platform, English learning

INTRODUCTION

Information and communication technology has significantly developed in todays' era. Not to mention the use of ICT is now growing in Education. Using ICT in the activity of teaching is now suggested since it is helpful (Albakrawi, 2013). By implementing ICT in the classroom, the process of teaching and learning becomes more alive and interactive. It motivates students during the activities and stimulates students to be creative by doing computer based activities (Samuel & Pulizala, 2014). The massive use of internet in our society gives us opportunity to develop the strategy of teaching and learning. Teachers or lecturers do not depend on old method anymore while the technology is growing rapidly.

Social media is now becoming the center of attention for many people, such as Facebook, Instagram, Twitter, Youtube and many more. They get really close to them, which offer various features and functions. Along with the trend of social media in daily life, its use needs to be more explored for other aspects. Social media is not only used for connecting people, but also as tools of learning. SoundCloud is one of streaming platform, which allows people to listen to online music and enable them to upload, record, promote and share their created audio. Many people use this for listening to the music, covering a song, uploading and sharing it to many people. Its function can be used as a tool of learning.

This paper aims to present how SoundCloud can be utilised in English language teaching. Although SoundCloud was founded in 2007, it is rarely used in English language teaching compared to other social media. Therefore, this study focuses on its use for first semester Extensive English Class students in English Department of The University of Muhammadiyah Surabaya. This subject aims at giving more exposure and enjoyment in

English reading and listening activities. In one meeting, the activity is book reading. In order to make it more beneficial for both readers and listeners, students were asked to record their book reviews orally and post it on SoundCloud, while they also had to listen and post comment on their friend's review.

LITERATURE REVIEW

Information and Communication Technology has fundamental role in language teaching. Along with the growth of human life, people are more engaged on online activities. They create virtual environment, which enlarges the networking and encourages the creativity. Virtual environments are defined as places accessible via internet where people can discover, exchange or share information, opinions and ideas (Parker & Berry, 2010). The use of technology is no longer limited among certain group of learners. Pim (2013) asserts that several case studies present that the use of technology are developed very well and innovatively. There are some exposures occur among language learners to the use of technology from very early age. Moreover, primary teachers facilitate early age students to use digital play in language learning. As a matter of fact, the use of technology among adult learners creates virtual classroom and blended learning stimulating students to be more creative by linking their in-class activity with their out-class activity, also they can work both in group and independently (Slaouti, Onat-Stelma, & Motteram, 2013).

Internet offers unlimited access for gaining information, knowledge and creating virtual environment. It allows people to connect one another and socialize through social media whenever and wherever (Alwia, Mahirb, & Ismaila, 2014). Recently, Social media becomes the center of attention among many people all around the world. The fabulous features and functions enable people to connect to one another without any boundaries. Todays' social media such as Facebook, Twitter, Skype, Instagram, LinkedIn and many more reached more than 1 billion users and occupied 25 percent of internet use (Ariana & Mirabela, 2014). Even, the use of social media reaches popularity among Indonesian citizens. Saleh (2013) in Inayati (2015) presents that 95,7 % internet users in Indonesia use social media. They mostly use Facebook and Twitter. Unfortunately, the popularity of social media in Indonesia does not extend a lot in educational purposes. Whereas, Motteram and Sharma (2009) in Akbari, Naderi, Simons, & Pilot (2016) assert that the use of online social network could facilitate a beneficial tool for language teachers and encourage students to be more creative and learn excellently by achieving linguistic competence in many context of language practice. Furthermore, Akbari, Naderi, Simons, & Pilot (2016) emphasize through the result of their research that the students have more positive attitudes toward the use of social online network.

SoundCloud is one of social media, which has begun to be popular among world netizens (internet users). It is a streaming platform for people to listen, upload and share audio. Alexander Ljung, the creator as well as the CEO, created it in 2007 and in its development, this platform, which is based in Germany, is used for entertainment purposes only. Many musicians take advantage of SoundCloud's features for promoting their songs. Even, amateur musicians use SoundCloud to cover popular songs and share them in order to let people listen. Unluckily, the features of SoundCloud are barely used for teaching and learning purposes. Otherwise, SoundCloud can facilitate the teaching and learning activity. It is very useful for maintaining communication between students and teachers, distributing recording audio as teaching material, sharing audio recording through other social media such as Facebook, Twitter and other services, recording digital stories, speaking tasks, and facilitating teachers in giving feedback (Debbagh, 2014). There are features on SoundCloud which allow people to follow each other, give comment on specific file and create groups. Through their study, McKittrick, Mitchum, & Spangler (2014) emphasize that the audio feedback recorded which posted on SoundCloud is beneficial in exploring both instructors and peer feedback in the classroom.

RESEARCH METHOD

This descriptive qualitative study was to examine closely how SoundCloud was used to facilitate students in sharing their book review in order to let the other students listened and left comments. Here, the students completed sequence procedures in accomplishing the task. It began from preparing, selecting and reading their favorite books. They read for two weeks and prepared some notes, which were related to the content of the book. Once they finished, they recorded the review and posted on their SoundCloud.

Course Description

This study was conducted in Extensive English class as a compulsory course for freshman in English Department, The University of Muhammadiyah Surabaya. This course is taught in first semester (September to December). It consists of fourteen meetings and it aims to give more exposure and enjoyment in reading and listening activities in English. At the end of this course, students are expected to (i) improve their reading and listening speed and fluency, (ii) pump up their confidence, motivation, and enjoyment and love of reading and listening, (iii) build up their automaticity in recognizing words orally and written and (iv) get a sense of how the language fits together.

By taking this course, students can enhance their abilities in reading and listening. As receptive skills, reading and listening play pivotal role on acquiring information both written and oral. These two skills are essential for gaining the ability of writing and speaking. Listening has often placed as a secondary role to speaking (Brown, 2004). Meanwhile, reading can not be separated from productive skills such as writing and speaking.

The activities in this course are in-class and outside-class learning. The implementation of online learning and conference are done. In extensive reading and listening, the students are freely given opportunity to choose any kinds of topic of interest for the English books they read or the listening material they listen. In extensive reading session, the activities are conducted in the class and take-home tasks. The in-class activities consist of book circles and book presentation. Meanwhile, the out-class activity is online book conference. Those activities are assigned after the students read and listen to their English materials within the given time of the take-home tasks (reading and listening).

The Participants

This study was conducted in English Education Study Program, The University of Muhammadiyah Surabaya in academic year 2016-2017. Thirty students of first semester were involved (7 males and 23 females).

Research Timeline

The topic was about personal reading and it took three of fourteen meetings in one semester. The following are the detail activity.

Meeting	Topic	Activities	Lecturer's role	Students' role
3 October, 5 2006	Personal Reading	1. The students were required to find their favorite books and bring them on the following meeting. 2. The lecturer explained that they were assigned to make oral review about their books.	The lecturer reminded students to find most favorite book and explained how to prepare book review and assert some guidelines and all the things	In class, the students made notes on the lecturer's explanation about how to prepare book review. Out class, the students found

			related to book review.	most loved books to read and review.
4 October, 12 2016	Book review (i)	1. The students discussed their books. 2. The students were assigned to read their books for two weeks, recorded the oral review and posted on SoundCloud. 3. The Students learned to work with SoundCloud.	The lecturer checked each student's book and made sure that every student brought the favorite book. The lecturer also introduced SoundCloud, the features and how to work with it	In class, the students paid attention carefully to work with SoundCloud. They signed up and explored the features. Out class, the students finished their reading in two weeks and prepared oral book review.
6 October, 26 2016	Book review (ii)	1. The students finished reading and prepared oral book review. 2. They uploaded it to their personal SoundCloud. 3. The reviews posted on SoundCloud should be listened by all students. 4. They were encouraged to leave comments on friends' review.	In class, The lecturer checked students' work by scrutinizing their SoundCloud. Out class, The lecture evaluated students works and checked the comment left in each review.	In class, The Students had a look at their works on SoundCloud. They visited other students review and listened. Out class, the students continued to listen to other friends review and left comment.

Data Collections

Questionnaire and lecturer's evaluation sheet were used to obtain the data. Questionnaire was used to gather information related to the application of SoundCloud in English learning. It comprised 10 items for digging students' response on SoundCloud utilization. The adopted and modified questionnaire was derived from motivation questionnaire used in the 2013 Chinese survey (You & Dörnyei, 2016; You, Dörnyei, Z., & Csizér, K., 2016).

In this questionnaire, the students answered ten questions by choosing five options i.e. strongly agree, agree, slightly agree, disagree and strongly disagree. The following are the list of questions.

Table 1 List of questions for Questionnaire

The Operation of SoundCloud						
1.	Learning English using SoundCloud is interesting.	(a) strongly disagree	(b) disagree	(c) slightly agree	(d) agree	(e) strongly agree
2.	Learning English using SoundCloud is challenging.	(a) strongly disagree	(b) disagree	(c) slightly agree	(d) agree	(e) strongly agree
3.	It is easy for me to use SoundCloud	(a) strongly disagree	(b) disagree	(c) slightly agree	(d) agree	(e) strongly agree
4.	It is not difficult for me to leave comment on my friends' book review.	(a) strongly disagree	(b) disagree	(c) slightly agree	(d) agree	(e) strongly agree
The Benefits of SoundCloud in ELT activity						
5.	Posting oral book review on SoundCloud is helpful	(a) strongly disagree	(b) disagree	(c) slightly agree	(d) agree	(e) strongly agree
6.	I can understand book review from friend in SoundCloud.	(a) strongly disagree	(b) disagree	(c) slightly agree	(d) agree	(e) strongly agree
7.	It is so fun for me to listen to my friends' oral book review in SoundCloud	(a) strongly disagree	(b) disagree	(c) slightly agree	(d) agree	(e) strongly agree
8.	I can read an English book better by preparing a book review.	(a) strongly disagree	(b) disagree	(c) slightly agree	(d) agree	(e) strongly agree
9.	I can speak better by recording oral book review that I have prepared.	(a) strongly disagree	(b) disagree	(c) slightly agree	(d) agree	(e) strongly agree
10	I can learn how to listen well by listening my friend's oral book review.	(a) strongly disagree	(b) disagree	(c) slightly agree	(d) agree	(e) strongly agree

Meanwhile, to monitor students' activity, lecturer's evaluation sheet was used. There were some points, which were noted, i.e. students' oral review posted in SoundCloud, the number of comments left by other students and how the comments were left. The number of comment referred to how each student was able to review a book clearly and attract other students to give responses and interact by leaving comments.

Table 2 Lecturer's evaluation sheet

Student's name	Title of book review	Number of comment	Content of the comment
S-1			
S-2			
S-3			

FINDING

The Result of Questionnaire

The questionnaire consisted of 10 questions and was divided into two sections. First section was about the operation of SoundCloud which comprised four questions. Furthermore, there were 6 questions for second section. This section was about the benefit of SoundCloud in ELT activity.

According to the result of questionnaire, it was seen that 40,5% of students agreed that learning English using SoundCloud was interesting and challenging. Meanwhile, 37,8% of students slightly agreed that it was easy for them to use it. Since it was their first time using SoundCloud, they needed to adjust how to create an account and explore its functions. 59,9% of students agreed that posting oral book review on their SoundCloud account was helpful. It helped them to communicate and share the story. When they were assigned to listen to other friends review, 62,2% of students agreed that the review was understandable and 40,5% of students came to an agreement that listen to oral book review through SoundCloud was so fun. It can be seen from the way they left comment and the content. Leaving comment on friends' review did not make any problem, 37.8% of students slightly agreed that it was not difficult for them to post comments. Meanwhile, 35,1% of students agreed that they could read English book better by preparing a book review. In addition, the students admit that they did not have any problem when they came to communicate the review. 59,5% of students agreed with that. Last but not least, 45,9% of students agreed on getting an opportunity to learn how to respond well when they listened to their friends oral book review.

Derived from the questionnaire result, eight of ten items of questions were answered "agree" and showed that they could work well with it from recording until uploading the book review. However, the number of participants who get involved in discussion was less than the total number of students.

The Result of Lecturer's observation sheet

In this activity, the lecturer observed how books review posted on SoundCloud by the students. According to table 4 (see appendix 2), 30 students posted their oral review and left comment on their friends account by giving questions and note related to the book. When the students posted comment or gave questions, there were interactions between the listeners and the reviewer. In this situation, virtual book discussion occurred and oral book reviewing activity gave benefits to encourage students in listening and responding.

Related to the number of comments left on each review. The number of comments was around 5 to 18. Even though, not all students posted comment on one review, the interaction still occurred.

DISCUSSION

Based on the finding, the result of questionnaire revealed students' perspective on using SoundCloud. On the first section, the result showed that this new platform attracted and challenged 19 of 30 students. It derived from 40,5% students who agreed and 24,3% who strongly agreed on these points. While the other 11 students were less attracted and challenged. Fourteen students, who agreed and strongly agreed that SoundCloud was easy, supported this condition. Sixteen students did not admit yet that SoundCloud was easy. Thirty students who participated in this study were first time users. They need time to get to know better and explore more on the features and functions. In this case, the lecturer should spend specific time to guide, discuss, and give enough time for students to explore. As stated in the literature review, SoundCloud is still rarely used for academic purpose.

Meanwhile, according to the result of the second section and the lecturer evaluation sheet, the implementation of SoundCloud as a platform especially for communicating the oral book review showed positive advantages. This platform was useful and helpful. In the

activity of presenting the review, it could create positive interaction among students derived from the way they left comments. The interaction later on developed into online book discussion. The students who posted the review got positive opportunity in conveying the story of the books and the listeners obtained information about interesting books. Ultimately, the curiosity came up among them, therefore, this activity can enable to improve students' reading habit.

CONCLUSION AND RECOMMENDATION

The finding and discussion showed that SoundCloud was well -utilised in the activity of English language teaching. The students were able to access although not all students could do that well due to their familiarity towards that platform. Whereas, the operation of SoundCloud is easily accessible and they do not not need to pay for the access since it is free. However, the utilisation needs to be more optimized and explored due to most of them were first time users. It was seen from the result of questionnaire where 37,8% or 11 students slightly agree towards the access of SoundCloud.

According to the result of discussion, some recommendations are proposed. First, lecturer-students should set a certain time to get to know what SoundCloud is and exploring its features and functions better. Second, Prepare well the lesson plan and scrutinize the activities, which enable to optimize more the operation of SoundCloud. Last but not least, creating a SoundCloud group is a prominent to maintain the activity, observe and evaluate the activity of English language teaching.

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APPENDICES

Appendix 1

Table 3

Questionnaire Result

No.	Statements	Strongly Disagree	Disagree	Slightly Agree	Agree	Strongly Agree
The Operation of SoundCloud						
1.	Learning English using SoundCloud is interesting.	-	10,8%	24,3%	40,5%	24,3%
2.	Learning English using SoundCloud is challenging.	-	8,1%	35,1%	40,5%	16,2%
3.	It is easy for me to use SoundCloud	-	13,5%	37,8%	24,3%	24,3%
4.	It is not difficult for me leaving comment on my friends' book review.		10,8%	37,8%	32,4%	18,9%
The Benefit of SoundCloud in ELT activity						
5.	Posting oral book review through SoundCloud is helpful	-	2,7%	5,4%	59,9%	35,1%
6.	I can understand book review from friend in SoundCloud.	-	5,4%	18,9%	62,2%	13,5%
7.	It is so fun for me to listen my friends' oral book review in SoundCloud	-	16,2%	37,8%	40,5%	5,4%
8.	I can read an English book better by preparing a book review.		10,8%	32,4%	35,1%	21.,6%
9.	I can communicate oral book review that I have prepared.		8,1%	21,6%	59,5%	10,8%
10.	I can learn how to listen well by listening my friend's oral book review.		5,4%	37,8%	45,9%	10,8%

Appendix 2

Table 4
Lecturer's evaluation sheet

Student's name	*Title of book review*	*Number of Friends' comment*	*Content of the comment*
S-1	Hansel and Gratel	14	Students were discussing the story line, clarifying the setting and the ending of the story. For several reviews, they attract other students to borrow the books
S-2	One Minutes Miracle	10	
S-3	Frozen	14	
S-4	Life, Starring me	13	
S-5	America	14	
S-6	The Legend Story of Archipelago People	16	
S-7	Thirteen Reasons Why	9	
S-8	Wrong Number	16	
S-9	Silver Blaze and Other Stories	9	
S-10	The Queen of Spades – The undertaker	12	
S-11	Shivers (A waking nightmare)	12	
S-12	One Direction Story	13	
S-13	Virus	18	
S-14	Terrifying Treats	17	
S-15	New Moon	13	
S-16	The Judge's House	13	
S-17	Meet me in Istambul	23	
S-18	The boy in the Smoke	10	
S-19	I'm ok You're ok	5	
S-20	The Rise of Hamas	6	
S-21	Finding the Right Place	16	
S-22	Can't Stop Talking	6	
S-23	Someday I'll Find You	18	
S-24	Aaron and The Magic Apple	8	
S-25	The Woman who Disappeared	7	
S-26	The Detective	13	
S-27	The Rainbow Troops	18	
S-28	The Spades and Other Stories	12	
S-29	The big Fudge	19	
S-30	The Woman who Disappeared	8	

Appendix 3

Picture 1
Example of book review posted on SoundCloud