THE EFFECT OF USING PODCAST TECHNOLOGY TO ENHANCE ENGLISH LISTENING COMPREHENSION

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Abstract

This study aims to investigate the effectiveness of using podcast technology to enhance English listening comprehension. The data were obtained by quantitative methods. A quasi-experimental method with pre-test and post-test experimental techniques. This study population involved sixty students in eighth-grade junior high school students in SMPN 1 Selemadeg Tabanan Bali. The population divided become two classes, thirty were students in the control group class, and thirty students were in the experimental group class. This researcher used purposive sampling. The control group class was taught by listening to the teacher, and the experimental group class was taught via podcast. In collecting data, this research used the listening test provided in the pre-test and post-test. To analyse data, the researchers implemented SPSS version 26 of the independent t-test to examine the significant difference in the scores between the control group and experimental group to enhance English listening comprehension. After giving the treatment by implementing podcasts, they revealed that podcasts enhance students' English listening comprehension skills.

Keywords: Listening Skill; Podcast; Technology

INTRODUCTION

English is a global language spoken by millions worldwide. In Indonesia, English is taught as a foreign language (EFL). Indonesian students learn English in school as a mandatory major subject for consideration in tests and examinations. In addition, learning English is the bridge for international communication, business, science, and culture exchange, and makes a valuable skill in our interconnected world. There are four fundamental skills that Indonesian students must pass the examination such as listening, reading, writing, and speaking. Listening is often viewed as a dynamic activity where listeners actively generate meaning. Foreign language learners need to develop this skill since they often translate words into their thoughts to interpret passages (Syahabuddin & Rizqa, 2021a). According to Harmer (2007), listening skill is a process of recognizing and comprehending what speakers are expressing, then listeners might repeat the sound of what they heard. On the other hand, many reasons why students have challenges with listening skills aspect. In the beginning, most Indonesian students hardly implemented English as a foreign language in their daily lives. Listening skills also often utilize various accents, speed of speech, and infrequently exposure to native speakers. Moreover, students are mostly faced with uncommon vocabulary and different idioms. The crucial factor is the length and speed of the native speaker that the students need to concentrate on to take the information(Indahsari, 2020). Listening skill needs to be more intently and concentrate on material that includes dialogue and monologue text.

That situation occurs due many schools in Indonesia use Bahasa Indonesia as language instruction for teaching English in the classroom (Abdulrahman et al., 2018). Listening is often overlooked when learning a foreign, despite being a crucial skill for daily communication. Successful communication is impossible without a clear understanding of the spoken message.

Moreover, students who utilize English as a foreign language could get dissatisfied when they strive in comprehending every word, even if they have an adequate vocabulary and knowledge of grammar (Alobeytha et al., 2023). In this case, the teacher should collaborate with new education platforms in their instruction to teach students based on their purpose. For instance, the teacher gives clear instructions in the listening exercise and checks the speaker audio that it is possibly broken, to avoid students missing information about what was said (Richard, 2008). The teacher should be actively innovative in exploring character and strategy methods of listening comprehension to boost English listening skills. According to Geoffrey et al., (2020), listening comprehension is a communicative process in which listeners are involved in creating meaning. This includes learning how to speak, knowing the meaning of each word, and grasping the grammar of phrases. Therefore, at this time an aspect part to enhancing learning and teaching listening should integrated with technology. In this technological era, listening is a better approach for the teacher than continuing of traditional method, which may be monotonous (Wulandari & Sya'ya, 2021). The fast advances regarding technology have created lenght education convenient. Rapid developments in technology have made distance education convenient (Tobin & Guadagno, 2022). While schooling is performed online at Covid 19, the experience should change into innovative ways to required to meet learning objectives. Nevertheless, the method of learning online is influenced by technological capabilities. Technological innovation is the prior of being able to perform online learning, which has occurred in most countries across the world now. Understanding of the implement of technology enhance the possibility possibility to acquire information or concepts, making it an invaluable tool for instructional activities online. Furthermore, understanding technology will make it less difficult to keep up with new advances and avoid falling behind the times. To keep students on the correct path, teachers are obligated to produce innovations connected to enhancing their enthusiasm in online learning nowadays. Technology plays a crucial part in discovering particular study style and using them to increases educational result (Altun, 2019).With modern technology computers, and internet resources like video, audio, multimedia and podcast.

One alternative of modern technology for improving listening skills to students such as podcasts. Podcast is an innovative teaching that appropriate research for teaching listening skills. The term podcast is originally audio playing that intended of giving the communicated of information content for entertaining to the listener. As same as stated by Sayhabuddin, (2021) podcasts provide information and students can have easy interactive learning opportunities. Soon, educators saw the huge potential it has for teaching and learning (Abdulrahman et al., 2018). Podcasts are an excellent approach to strengthen the numerous various language skills essential to become competent and comfortable in language acquisition, specifically English. Many experts have noted that podcasts can assist language instruction, particularly in developing learners' abilities to hear.

Moreover, podcast creation offers students with a lot of important language use, which is really beneficial for learning a foreign language. (Nunan, 1995). The advantage when utilizing podcats in learning listening skills is that they can listening the context conversation in natural setting, thus they students may understand what the material activityin relation through podcast context. (Barjesteh & Ghaseminia, 2023). Additional advantage is that the student might enhances language mastery through podcast (Harahap, 2020; Saragih et al., 2022). As the students learning listening through podcast with the same time, they can discover of some words which they don't understand, likewise if the student comprehend learning listening through context of podcast, they get increase the vocabulary. Then another benefits, students may improve the grammar structure, and more focus in more sentence. Of course through podcast, the students not only learn in one word but they learn in whole sentence with various structure. Despite, the challenges and difficulties faced with practising teaching and learning English

listening such as insufficient time, resources, limited facilities, and difficult material (Hadi et al., 2021; Utomo et al., 2019; Wulandari & Sya'ya, 2021).

Furthermore, students should capable in listening skill and grasp appropriately. To avoid the problem and difficulties in learning listening skills, most educators promote podcast media technology by giving students regular guidance and feedback through podcasts. The teachers create podcasts by themselves producing listening content. Then, the students can listen to the content and have an experience of hearing, the culture of accent, and also the interest of the other students from the live and around the world. The findings of previous studies also stated from experimental methods from one junior high school in Jakarta Indonesia revealed that using podcasts in a listening classroom improves students' comprehension. Revealed by the benefits and usefulness of Podcasts as teaching resources discussed above, thus, the researcher decided to utilize podcasts in Junior high school students in Bali to improve their listening comprehension. This research was carried out to address the effectiveness of podcasts in enhancing English listening comprehension in SMPN 1 Selemadeg.

METHOD

This study was adopted as quantitative research. This study aims to investigate the effect of podcasts on enhancing English listening comprehension in SMPN 1 Selemadeg. The researcher used a kind of quasi-experimental research for this study (Creswell & Creswell, 2018). This study research allows to examined of two groups with employed different treatments. The two groups of experimental and control groups testing that influence of experiment test that taught by the single teacher. This study used purposive sampling. It is chosen due to based on the specific purpose. Based on the technique used these class suitable participants for this research. This study's population comprised 50 students from an eighth-grade student in semester one of SMPN 1 Selemadeg in academic year 2023/2024. This population divided into two groups class was 25 students from the grade eight I and II. The first class is selected as the experimental class which teaches listening skills by using podcasts while the class control group or second class is not taught by podcasts. This subject population was chosen because it meets the criteria and this school provides audio tools and the internet that support in listening skills of the students. The instruments utilized in this investigation were a listening test on YouTube. The test was given as a pretest before the treatment and a post-test after the treatment using a media podcast.

The researcher conducted observation before collecting data. The observation was in the classroom. The researcher checked the student engagement, note their ability to follow instructions, and asses their active participation through verbal or non-verbal. Monitoring their comprehension by observing their reaction to key points and their ability to ask relevant questions or provide thoughtful responses. For instance, record observable behaviours of students' attentiveness, body language, and participation in discussion or any challenges they face. On the other hand, instructional strategies conducted by the teacher such as the teacher approach, including methods used to enhance listening skills, incorporate technology or media tools that support listening activity. Additionally, the researcher assesses students' collaboration skills during group listening exercises.

In collecting data, the researcher administered a pre-test to measure line listening skills in both groups before doing the treatment or intervention. The teacher gave the traditional teaching by topics daily activities from her voice in both classes. Meanwhile, the experimental class implemented an audio podcast that was converted by the teacher from YouTube. The research identified the students for four meetings with 2x30 minutes allocated time for each meeting for

the post-test. The test items consist of 25 questions of fill-in-the-blank and multiple choice in the pretest. Then, given thirty minutes to complete the posttest to the both group experimental class or control class which consists of 25 questions with another audio podcast file. The results of pretest and post-test were collected and compared in data analysis.

The result of the test was employed by utized descriptive analysis through independent t test with statistic SPSS version 26 to determine the significant different between enhanced listening comprehension using podcasts and without podcasts. Before analysis descriptive statistic, the content validity test were checked also. The content validity showed the result were valid from the score of the instruments, then the reliability were test by determined with the Kolmogrove Smirnov test. The interpretation of analysis of data reliability by measure with criteria of Sig. > 0.05, thus the data is declared normal.

RESULTS AND DISCUSSION

Results

This section presents the result of the research conducted on the eight grades in SMPN 1 Selemadeg. This section includes pre-test and post-test scores for control and experimental groups, as well as computing and explanation of the results obtained. After conducting data analysis, it can be determined that podcasts in learning listening activities affect the students. Table 1 illustrates the mean and standard deviation of both scores in descriptive statistics as follows.

Table 1. Descriptive Statistic Pre & Post-Test English Listening Comprehension

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Control	30	40	20	60	42.17	8.972
Pre-Test Experimental	30	25	25	50	34.50	6.740
Post-Test Control	30	30	40	70	55.67	9.072
Post-Test Experimental	30	40	50	90	71.20	12.377
Valid N (listwise)	30					

It can be seen in Table 1 that the pre-test in the control group was higher than the pre-test in the experimental group. The pre-test score in the control group was shown in mean (M) of 42.17 with a standard deviation (SD) of 8.972 than experimental group with a mean were 34.50 and a standard deviation were 6.740. After the treatment in the last meeting, the result of the post-test in the control and experimental groups showed significant differences in students' performance of listening comprehension in gap-filling tasks. This table illustrates the increase podcast in listening skills from the experimental group. More specifically, the mean was 71.20 and the standard deviation was 12.377 compared with a control group with a mean score of 55.67 and a standard deviation of 9.072. It indicates that students in the experimental group in the listening task do better in heard activity through audio tools and podcasts. This treatment implies that podcasts positively affected students' English listening comprehension more than the traditional method in bringing listening achievement.

The data normality in Table 2 was also conducted to prove whether data for increasing learning outcomes were normally distributed or not. The significance level was greater than a = 0.05, indicating that data were normally distributed. The test criteria in detail are as follows: 1) If Sig. > 0.05 then the data is normally distributed; 2) If Sig. < 0.05 then the data is not normally distributed.

Table 2. Normality Test for Enhancing Listening Learning Outcome

	Class	Shapiro-Wilk			Conclusion
		Statistic	df	Sig.	
Result in Listening Test	Pre-Test Control	.953	30	.210	Normal
	Pre-Test Experimental	.924	30	.034	Normal
	Post-Test Control	.916	30	.021	Normal
	Post-Test Experimental	.926	30	.039	Normal

Based on Table 2, the normality test of enhancing listening learning English outcome is obtained in Shapiro Wilk colours. It can be seen in the control class that both scores pre and post-test are 0.210 and 0.021. Moreover, in the experimental class in pre and post-test, the value is 0.34 and 0.39. This indicates that the data on enhancing listening learning outcomes are normally distributed.

Additionally, the results of the analysis of hypothesis testing data on improving students' listening skills are presented in Table 3. An independent sample t test performed to recognizing any differences influenced by the experimental and control group. In other hand, the data collection from the score of listening test from both class were analyzed. The interpretation of independent t test, if the two tailed sig. value is less < 0.05 means accepted, and > 0.05 is rejected.

Table 3. Independent Samples t Test

Group	Test	N	Standard Deviation	t test Result	Significance
Control Group	Pre-test	30	8.972	1.985	0.052
	Post Test	30	9.072		
Experimental Group	Pre-test	30	6.740	3.742	0.000
	Post-test	30	12.377		

Based on Table 3, it can be seen that the statistical difference between pre-test and post-test results from experimental class t (60) = 3.742, p=0.000. It means that the significance (2-tailed) or p-value < 0.05, can be indicated that pre-test and post-test scores were not equal. In the comparison from the control class group was no statistically significant difference between the pre and post-test scores in enhancing English listening comprehension t (60) 1.985, p>0.052. Therefore, it can be concluded that the results from both groups' classes were different in learning English listening comprehension between students who taught with technology podcasts and those without the podcasts. The differences in learning outcomes from an influence caused by the media technology of podcasts.

Discussion

In this research, according to the resulting output of the independent t-test, the experimental group class got a higher score than the control group class (see Table 3). The podcast is effective for student listening comprehension. Technology podcast was appearance great way to improve listening comprehension skills. This finding suggests that implementing English podcasts in the classroom for instruction listening has a significant impact on students' listening comprehension. The findings support previous research that implemented audio files or podcasts had positive and meaningful effects on enhancing listening comprehension (Abdulrahman et al., 2018; Alobeytha et al., 2023; Harahap, 2020; Syahabuddin & Rizqa, 2021b; Wulandari & Sya'ya, 2021). By actively engaging with diverse topics and different speakers, students can enhance their ability to understand various accents, vocabulary, and conversational styles. Additionally, students gained exposure to different perspectives and learned about new ideas and current events.

CONCLUSION

Based on the result of the research, it can be revealed the success of the podcast, and the effect on students' listening comprehension, however, depends on teacher instruction and competence with the use of technology such as media tools and appropriate topic material in way to guide the students to achieve the learning objective. As a consequence, from all the findings it can be declared that the primary hypothesis that there is a significant difference in listening comprehension performance in the use of podcasts on eighth-grade students is acceptable. In English foreign language classes will increase student listening comprehension skills. The implementation of podcasts can help assess students' listening. Moreover, students learn how to listen, and how to discuss to create listening activities for peers, then to check fosters self instructions. Incorporating podcasts into EFL teaching and learning, consider time allocation, electronic tool availability, and instructor technology proficiency.

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