

ANALYSIS OF THE EFFECT OF USING PODCAST IN IMPROVING STUDENTS' LISTENING ABILITY AT SMK SINAR HUSNI

Putri Hayani Nasution¹, Emeliya Sukma Dara Damanik²

Email: putrihayani.nst@gmail.com¹, emeliya@uinsu.ac.id²

Universitas Islam Sumatera Utara

Abstrak There are four fundamental abilities that language students need to dominate are, listening, reading, speaking and writing. These four abilities are utilized to evaluate somebody's dominance of any language including English. listening comprehension is one of the most important elements in English language learning and it is described as an active process that involves the learners to form meaning from the spoken language. This research uses podcasts as a learning medium in analyzing students' listening abilities at SMK SINAR HUSNI. The research concerns with the study about analysis the effect of using podcast in improving students' listening ability at SMK Sinar Husni. The finding revealed that there was significant effect of using podcast at SMK Sinar Husni in improving students' listening ability because the sig.value 0,014 is lower than ($<$) 0,05, so H_0 is rejected and H_1 is accepted. It can be seen from the differences between the result of the experimental class which were taught by using podcast and control class which were taught without using podcast.

Keywords : Podcast, Listening, Listening Ability.

INTRODUCTION

English has been a worldwide language since some time in the past. English assumes a significant part in the worldwide communication. English is likewise significant in training since English is a language of science (Widodo dan Gunawan, 2019). There are such countless logical books were written in English for acquiring information. English is additionally quite possibly of the most concentrated on language all over the world, the vast majority of the nations show it as a second language from elementary school. In light of those reasons, understudies need to know English to succeed in science and training (Ravetz, 2020).

To foster language authority, there are four fundamental abilities that language students need to dominate are, listening, reading, speaking and writing. These four abilities are utilized to evaluate somebody's dominance of any language including English (Isnaini and Aminatun, 2021). Those skills are divided into two major skills they are, receptive skill and productive skill (Nuraeningsih, 2022). The receptive skills are to be improved through the improvement of listening and reading. A large amount of reading and listening takes place because it helps the students achieve the clear aim. For example, if someone reads a roads sign so that they know where to go. Students listen to lectures, seminars and talks for extending their knowledge and skills. Listening is a hub of all learning. A student who cannot understand what the teacher says in a class is seriously slowdown in the learning (Sreena and Ilankumaran, 2018).

The first skill that learners should acquire is listening because it is determined to be the most basic of the four major skills of language development (Wahyuni, 2020). Listening is utilized definitely more than some other single language ability on normal with 9% within recent memory recorded as a hard copy, 16% in perusing, 30% in talking, and 45% in listening (Mova, etc, 2020). Along these lines, listening plays a significant part in supporting learning. At the point when students do listening process, they attempt to acknowledge and interpret the spoken messages on their psyches. In the event that understudies can get the

messages well, they will have a decent correspondence. Then, at that point, they can advance really (Vandergrift, 2021).

Albeit many investigates made sense of that listening which plays a part significant in learning ought to be educated, there is still a great deal of understudies who are poor in listening. In light of the scientist's casual perception in a few senior high school, a few understudies feel that tuning in or hearing the sounds then putting them into mind is challenging to do. It implies that they have any issues while doing tuning in. There are five issues finished up by the scientist subsequent to doing the perception. The first, the understudies can't decipher articulate English words, expressions and sentence. It is because the capacity to comprehend a spoken unfamiliar language is very unique in relation to the capacity to comprehend the composed unfamiliar language (Rivers, 2018). The second, they have no foundation information about the English sound substance. This implies about the valid material. Be that as it may, it is significant for understudies to know the foundation information on the English sound which will be heard to help their comprehension. In this manner, to help the understudies, the educator is mindful to give the understudies foundation information about the English sound with the guidance. In guidance, up close and personal listening circumstance including course, discussion and conversation happens (Rahmawati, 2019). The third, they feel challenging to perceive the different emphasize. A great deal of assortments in highlight likewise can cause an issue for understudies in tuning in as long as they are not given a lot of openness to the various accents. For EFL, English isn't the predominant language and they have not very many chances to hear the genuine language from the local speakers (Bolli, 2023). The forth, they uncovered that distinguishing communicated in English words is so difficult furthermore, sentences in fast. It happens because when the discourse is excessively quick, there will be a lot of elision of sounds. Accordingly the understudies can't get and comprehend well what they hear (Burns and Seidhofer, 2019). The last, they are less persuaded to do tuning in. Some of them feel that listening is an exhausting movement and they likewise feel that it's anything but an intriguing action. Then again, Hadley said that an understudy should be truly agreeable to really focus in listening action and the educator ought to develop the interest of her understudies and relates the listening topic to their inclinations and experiences (Ainurrohmah, 2022).

To overcome this case, there are several media that teachers can use as supports for language learning especially for listening skill. In addition, technology as media allows the roles of traditional education system that involves teachers, schools, and parents to be maintained while it enables interactive learning supported by various learning tools. Teachers can use podcast for listening activities. Podcast is an audio recording which is published on the internet and it is defined as a source of learning. Podcast is considered as a new innovation for building students' listening and speaking abilities (Indahsari, 2020).

Using podcast has benefit for both the students and the teachers. The obvious benefit of podcast for students is that podcast offers up-to-date content and authentic native voices which are good for listening practice. Furthermore, podcast is easy to find and download. Students can access podcast everywhere and anytime they want.

Based on the problems above, this research examines the significant influence of using podcasts as a learning medium on students' listening skills at SMK Sinar Husni. The aim of this research was to find out the empirical data which could determine whether there is a significant effect of using podcast on students' listening skill at SMK Sinar Husni or not.

METHODE

The research method used in this research is quantitative strategy with trial research as its plan. Quantitative technique is a technique planning to test objective hypotheses by looking at the impact of one variable to another variable.¹ In this examination strategy, the experimental information are required and gathered to inspect the connection between's factors (Rashid, etc, 2021). The information are collected by the instruments then they are

analyzed by the statistical procedures. The final report of this method consists of introduction, literature, methods, results, and discussion. Furthermore, the experimental research design according to Nunan aims to explore the strength of relationships between variables. In this case, it is used to explore the strength of relationship between two variables of independent variable and dependent variable namely, “using podcast” as independent variable and “students’ listening skill” as dependent variable.

To analyze the data obtained from pre-test and post-test of controlled and experimental class, the researcher used the Independent t-test on IBM SPSS Statistics after normality and homogeneity were analyzed.

After getting the result of data analyzed by using the Independent t-test, then the data result were calculated by using Cohen’s d formula to prove whether the effect size of the technique is strong or not. It is because Cohen’s d is the exact effect size for the comparison between two means. Its formula as follow :

$$d = \frac{(\text{mean of group A} - \text{mean of group B})}{\text{Pooled Standard Deviation}} \quad (1)$$

$$= \frac{(\text{standard deviation of group 1} + \text{standard deviation of group 2})}{2} \quad (2)$$

To find out whether or not there is significant effect of using Podcast on Students’ Listening ability, the hypotheses are formulated as follows:

- H₀ = There is no a significant effect of using podcast on students’ listening ability
- H₁ = There is a significant effect of using podcast on students’ listening ability

In this research, the techniques which are used by the researcher to collect the data are the pre-test and the post-test. The first is pre-test. It is a test which is given to the students in the beginning of the course. This test is given to both experimental class and controlled class before any treatment is given to experimental class. The purpose of this test is to know the students’ achievement in listening skill.

The second is post-test. It is a test which is given to the students in the end of the course. This test is also given to both experimental class and controlled class. But this test is given to the students after the treatment is given to experimental class. The purpose of this test is to assess their progress and to get the information of students’ achievement in listening skill after being given the treatments.

In this research, independent variable is Podcast. Dependent variable in this research is Listening Ability. To measure students’ listening ability, the writer took score from indicators of listening ability, as follows:

1. Students are able to choose the right statement based on the audio podcast.
2. Students are able to give the best response from the question or statement in audio podcast.
3. Students are able to identify the main points based on the short conversation.
4. Students are able to identify implied information based on the talks.

RESULT AND DISCUSSION

The result data were analyzed descriptively and inferentially. The descriptive statistic can be seen on the following the sentece :

Table 1. Descriptive Statistic

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean

Pair 1	PRE TEST	75.33	15	6.935	1.791
	POST TEST	82.00	15	7.270	1.877

In table 1 the data uses a research sample of 15 students, it can be seen that the average student test score pre test is 75.33 and post test is 82. This shows that the post test score is greater than the pre test, which means there is an influence on the use of podcasts. The test score before using the podcast is smaller than the test score after using the podcast. The Std Deviation pre test is 7.287 and Std Deviation post test is 6.935. The magnitude of the data error coefficient is used to estimate the size of the population average estimated from the sample, from the Std value. The mean error is estimated to mean the population average score for student activity post test is 1.877 and free test 1.791. It is indicated that student scores after using podcast are higher than before using podcast. After the data were analyzed descriptively, the data were analyzed inferentially using T test. The results of data analysis are presented as follows :

Table 2. T-Test

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRE TEST - POST TEST	6.667	9.194	2.374	-11.758	-1.575	2.808	14	.014

The calculation showed that significant effect (sig.) 0,014 is lower than $< 0,05$, so H1 was accepted and H0 was rejected. It means that there is significant effect of X variable (Podcast) and Y variable (Listening Ability).

The research concerns with the study about analysis the effect of using podcast in improving students' listening ability at SMK Sinar Husni. The finding revealed that there was significant effect of using podcast at SMK Sinar Husni in improving students' listening ability because the sig.value 0,014 is lower than ($<$) 0,05, so H0 is rejected and H1 is accepted. It can be seen from the differences between the result of the experimental class which were taught by using podcast and control class which were taught without using podcast.

According to Yaacob. Etc. (2021) listening comprehension is one of the most important elements in English language learning and it is described as an active process that involves the learners to form meaning from the spoken language. It is also explained as the process of understanding the language spoken, grammatical structures, and the ability to differentiate sounds of the language which can help develop good listening comprehension skill. the use of YouTube and Video-Podcast is seen to be an effective teaching tool for enhancing listening comprehension among younger learners with limited English proficiency. However, technology alone is not enough. Teachers play an important role in making the listening lesson more effective for ESL learners. Teachers

need to act as the facilitator of students' learning so that they can become a role model in using technology for educational purposes.

This finding is verified from research finding which was conducted by the previous researches. Harahap (2020) students moderately engage themselves to sharpen their English namely listening with technology experiences. Most of the participants agreed that they like podcast because it helped them in learning English. Podcast provided tremendous topics and activities which make both teachers and students enrich their knowledge and develop their English skills in educational purposes.

Sabria and Apoko (2022) research entitled the The Effectiveness of Podcast on Listening Skill for Vocational School Students. This research aimed to investigate the effectiveness of using podcasts on students' listening skills at Vocational High School 18 Jakarta. IBM SPSS 24 was used to perform quantitative analysis on the data. The result of the data analysis revealed that the students' mean score in the post-test was higher than in the pre-test ($87.03 > 55.15$). Thus, it was found that the significant value was 0.000 which was lower than the alpha of 0.05 ($0.000 < 0.05$). It can be concluded that the H_0 is accepted and the H_1 is rejected. This study recommends that teachers should consider podcasts in teaching listening skills. Saragih, et al. (2022) In teaching listening skill, educator can use podcast. Podcast is one of the fun media that teacher can use. Podcast is an audio that can be listened directly or live. Along with the times, at this time, podcast is also accompanied by visual video, making it easier for students to listen to the words of the speaker while looking at their pronunciation directly. Thus, researchers can conclude that podcast is the latest media that can be used by teachers to teach listening to students.

CONCLUSION

The research concerns with the study about analysis the effect of using podcast in improving students' listening ability at SMK Sinar Husni. The finding revealed that there was significant effect of using podcast at SMK Sinar Husni in improving students' listening ability because the sig.value 0,014 is lower than ($<$) 0,05, so H_0 is rejected and H_1 is accepted. It can be seen from the differences between the result of the experimental class which were taught by using podcast and control class which were taught without using podcast.

In this research, the writer concluded that there are many benefits of Podcast media in students' listening comprehension, such as stimulate students become a better listener and also gain a new interest, make the students more creative, confident, and the last motivated students improving their English listening skill.

REFERENCE

- AINURROHMAH, A. (2022). USING PODCAST THROUGH STUDENT TEAMS ACHIEVEMENT DIVISION (STAD) TO TEACH LISTENING OF RECOUNT TEXT THESIS (Doctoral dissertation, UNIVERSITAS ISLAM NEGERI).
- Bolli, S. E. T. (2023). A study of the use of English varieties in EFL textbooks (Master's thesis, Høgskulen på Vestlandet).
- Burns, A., & Seidlhofer, B. (2019). Speaking and pronunciation. In *An introduction to applied linguistics* (pp. 240-258). Routledge.
- Harahap, S. D. (2020). PODCAST IMPACTS ON STUDENTS'LISTENING SKILL: A CASE STUDY BASED ON STUDENTS'PERCEPTIONS. *Jurnal Inovasi Penelitian*, 1(4), 891-900.
- Indahsari, D. (2020). Using podcast for EFL students in language learning. *JEES (Journal of English Educators Society)*, 5(2), 103-108
- Isnaini, S., & Aminatun, D. (2021). DO YOU LIKE LISTENING TO MUSIC?: STUDENTS'THOUGHT ON THEIR VOCABULARY MASTERY USING ENGLISH SONGS. *Journal of English Language Teaching and Learning*, 2(2), 62-67.
- Goh, C. C., & Vandergrift, L. (2021). *Teaching and learning second language listening: Metacognition in action*. Routledge.
- Movva, S., Alapati, P. R., Veliventi, P., & Maithreyi, G. (2022). The effect of pre, while, and post

- listening activities on developing EFL students' listening skills. *Theory and Practice in Language Studies*, 12(8), 1500-1507.
- Nuraeningsih, N. (2022). Assessing Receptive Skills. *Aplinesia (Journal of Applied Linguistics Indonesia)*, 6(1), 49-56.
- Rahmawati, F. (2019, October). Blended learning in an English listening and speaking course: Freshmen's voice and choice. In *Third International Conference on Sustainable Innovation 2019–Humanity, Education and Social Sciences (IcoSIHESS 2019)* (pp. 56-62). Atlantis Press.
- Rashid, A., Rasheed, R., Amirah, N. A., Yusof, Y., Khan, S., & Agha, A. A. (2021). A Quantitative Perspective of Systematic Research: Easy and Step-by-Step Initial Guidelines. *Turkish Online Journal of Qualitative Inquiry*, 12(9).
- Ravetz, J. R. (2020). *Scientific knowledge and its social problems*. Routledge.
- Rivers, W. M. (2018). *Teaching foreign language skills*. University of Chicago Press.
- Sabrila, R. A. P., & Apoko, T. W. (2022). The Effectiveness of Podcast on Listening Skill for Vocational School Students. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10(2), 1177-1186.
- Saragih, D., Marpaung, A., & Saragih, R. P. S. (2022). The Use of Podcast in Improving Students' Listening Skill of Senior High School. *International Journal Corner of Educational Research*, 1(2), 57-68
- Sreena, S., & Ilankumaran, M. (2018). Developing productive skills through receptive skills—a cognitive approach. *International Journal of Engineering & Technology*, 7(4.36), 669-673.
- Wahyuni, I. (2020). FOSTERING FIRST LANGUAGE SKILLS THROUGH EARLY LISTENING ACTIVITIES: A CASE STUDY ON A PRE-SCHOOL CHILD'S LANGUAGE ACQUISITION. 3. *Research and Innovation in Language Learning*, 3(1), 57-70.
- Widodo, M. R., & Gunawan, A. (2019). INVESTIGATING THE EFFECT OF USING PODCAST ON STUDENTS' LISTENING COMPREHENSION. *Lingua*, 15(1), 35-42.
- Yaacob, A., Amir, A. S. A., Asraf, R. M., Yaakob, M. F. M., & Zain, F. M. (2021). Impact of Youtube and Video Podcast on Listening Comprehension Among Young Learners. *Int. J. Interact. Mob. Technol.*, 15(20), 4.