

# THE EFFECT OF USING PODCAST TOWARD STUDENTS' LISTENING SKILL

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## ABSTRACT

This research was conducted at SMK Lab Business School Kota Tangerang. The aim was to know whether there is a significant effect of using Podcast to improve students' listening skill. The population of this research was eleventh grade students of SMK Lab Business School Kota Tangerang. The sample are 37 students of 11 AP 2. This research used Quasi-Experimental. The data was collected by pre-test and post-test. The statistical calculation of the one-sample Kolmogorov-Smirnov test was the result of this research; the asymptotic significance of the pre-test and post-test in the experimental class data is  $0.000 < 0.05$ . It can be concluded that  $H_a$  is accepted and  $H_0$  is rejected. It means that the use of podcast on listening skill makes a significant difference. It can also be concluded that the Media Podcast has a positive impact on listening skills in the eleventh grade of SMK Lab Business School Kota Tangerang in the academic year 2020/2021.

**Keywords:** Listening skill, Media, Podcast

## INTRODUCTION

Listening is one skill in learning a language which should be learned at first stage before other skills such as speaking, reading and writing. Listening is the most needed skill that we use to communicate with other people. By listening someone will learn how to speak a word or sentence that they heard. To resolved the problem and difficulties by mostly students in learning listening, a teacher should use their best techniqueto help the students to

be more active in the learning process. The techniques should make the students enjoyed to learning English. One of the way is by applying media or techonology in teaching listening. Abdulrahman (2016) Integrating technology into the EFL classroom would not only help students learn foreign languages, but it will also enhance their motivation and trust. There are a lot of the media that teacher can use. One of them is using Podcast (a

abbreviation of the words iPod and broadcasting). Podcast is a form of Web-based audio broadcast. The audio recording is designed to be downloaded and listened to on a portable mp3 player or on a computer. So the use of podcasting as digital communications technologies is a new way of motivating learning, particularly in teaching English. However, podcasting's applicability to English teaching requires analysis. It is also stated by Edirisingha, Rizzi, Nie, & Rothwell (2007) reported that podcasts were effective in motivating students to prepare for assessed study, including substantial portfolio advice and presentations. Students are supposed to be more interested in using podcast to have listening lesson. They are also supposed to have more chances of listening practice, would allow them attend the listening class.

Based on the writer's observation at SMK LAB BUSINESS SCHOOL KOTA TANGERANG for the passing grade (KKM or Kriteria Ketuntasan Minimal) of Listening is 60 for English. Empirical data from initial research in SMK Lab Business School Kota Tangerang shows that the students of the class XI AP 2 get the score below the Minimum Mastery Criterion. It can be concluded that most of the students did not pass the Minimum Criterion or KKM. This data also provided by the English teacher when the writer did interview with Mr. Asep Permana. The teacher said there were some factors causing the students to achieve the KKM. The factors of it are students did not interest in learning listening. They think listening is difficult. some students may feel a little indolent to listen

English because they may feel strange, nor do they realize the benefits of mastering English, lack of teacher motivation, parents and friends. The teachers have not much knowledge about the teaching listening technique. Therefore they use inappropriate listening teaching techniques. This study has been carried out to find out whether there is significant effect of using podcast on students' listening skill.

## **METHOD**

In this research the writer used quasi-experimental method. The writer used a quasi-experimental method which performed using only one group experiment class, so that a control class is not required. In this research the writer used for the research design pre-test and post-test. It is measured by listening score of the students.

### ***Population and Sample***

The population of this research is eleventh grade of SMK Lab Business School Kota Tangerang. The sample is one class that XI AP 2 consist of 37 students.

### ***Data Collecting Technique***

The data was collected by the test. The test used before conducting the research (pre-test) and after conducting the research (post-test) by a hearing test to compare the listening skills of the students.

### ***Data Analysis Technique***

The data was analyzed by using SPSS 25 Version program with One-Way ANOVA method after the writer get score from the students to see the comparison between pre-test and post-test score.. To obtain better

result, the test were analyzed by using validity and reliability.

## FINDING AND DISCUSSION

The students' listening skill data presentation can be seen in the

Table 1 : Descriptive Statistic

Test	N	Min	Max	Sum	Mean	Std. Deviation
Pre	37	15	90	1900	51.35	22.225
Post	37	25	100	2490	67.30	21.493

statistic descriptive table below :

Based on the data above, the score of students' listening skill in experimental class was obtained through testing in the form of oral test. It can be concluded that after the treatment, the result of students' listening skill were quite different.

To be more comprehensive, below is the result of One Way ANOVA using SPSS 25 :

Table 2 : One Way ANOVA

Levene Statistic	df1	df2	Sig.
2.012	8	22	0.093

Tabel 3 : Statistic Wilcoxon

Post - Pre	
Z	-3.672 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

From the analysis by anova test, sig. value 0.093 is lower than 0.05. Furthermore, Asymp. Sig. (2-tailed) was .000 smaller than 0.05. Therefore,  $H_a$  was accepted and  $H_o$  was rejected. Obviously, there is a significant effect of the usage of podcast on students' listening skill.

The result above showed that podcast has significant effect on students' listening skill in experimental class. The writer has only given the pre-test, treatment and post-test to know the listening ability of the students. In the experimental

class, the result of pre-test was 15 lowest score and the maximum score was 90 with mean 51.35 and standard deviation 22.225. In addition, the result of post-test was 25 lowest score and 100 highest score while the mean was 67.30 and standard deviation was 21.493.

This result confirms several studies in which students who taught by podcast performed active in supporting the preparing for assessed work than those who did not taught by podcast (Edirisingha et al., 2007). It helps learners perform homework assignments at their own level and in positive and supportive situations. podcast seems to be a tool for supporting the development of English language skills among learners (Naseri & Motallebzadeh, 2016). Podcast can be applied in classroom instructional listening. It will improve student not only in speech and listening, but in other language skills and areas such as pronunciation, vocabulary, and syntax. It also offers resources for EFL teachers to improve language learning and discover a solution for the problems of conventional teaching and learning.

Regarding to its portability and easiness, students felt the effectiveness of using podcasts both inside and outside of classroom for listening exercise during class activities and for their leisure time. Podcasts audio is easy to use. It is more than just an audio download through students' Smartphones which makes them easy to access it anytime. In this study, accessibility and easily of podcast can be perceived by both teacher and students. Download materials (audio podcasts) from some websites can be done and used easily in classroom as

well as conducting activities. Students were asked to write the difficult vocabulary they heard from the audio, find the meaning then correct meaning and spelling after they got the audio script. (T. R. Abdulrahman, Basalama, & Widodo, 2018)

### **CONCLUSIN**

The results show that student based Podcast had a significant impact on listening skills at the eleventh grade of SMK Lab Business School Kota Tangerang in

academic year 2020/2021. After applying media podcast, the score of listening skills of the students increased in experimental class. The use of Podcast makes the activities of learning more enjoyable and interesting. It is because the podcast helps students who have less motivation to become confident. Furthermore, it is fun and most students agree that enjoyment can make better learning

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