

THE EFFECT OF USING AUDIO-PODCAST ON THE LISTENING SKILL OF SENIOR HIGH SCHOOL STUDENTS

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Abstract

The objective of the research was to determine whether there was a significant effect of the use of audio podcasts on the students' listening skills. This research was done at SMAN 4 Makassar. The population of this research was the students of SMAN 4 Makassar. The researchers used cluster random sampling to choose the sample of the research. The sample of this research was 25 students from XI IPA 3. The researchers used a quantitative technique. The instrument of this research was a listening test using audio podcasts which was administered as a pretest and post-test. Based on the result of the data analysis showed that the use of audio podcasts improved the students' listening skill. It was shown by the mean post-test score which was higher than the pretest means score (51.76 > 63.63). The value of the t-test was more significant (0.005). Then, the researchers concluded that using audio podcasts on listening skills has a significant effect on students' listening skill.

Keywords — Audio-Podcast, Listening, Effect.

INTRODUCTION

English is a vital worldwide language that may help people interact with the rest of the world in a variety of ways, including education. Only three skills are evaluated in the English subject exam: listening, reading, and writing. Listening is one of the English skills taught to students because the basic skill in English that students must acquire is listening before mastering other skills. Students must be exposed to the pronunciation and meaning of words through listening skills in English.

Listening is the process of obtaining information through the ears. Listening involves perceiving discourse sounds and handling them into words and sentences. At the point when we tune in, our ears get explicit sounds (letters, strain, mood, and stops), which our cerebrum then converts into data that we comprehend. Tuning in any language requires focus and

exertion. It's an expertise at which certain individuals need to invest more energy than others. Tuning in a subsequent language requires impressively more focus. Given the current situation, a significant part of secondary school understudies does not realize or comprehend their listening skill in learning English. In this line, the researchers used audio podcasts recordings as a medium in this study.

Podcast is a term that combines two technologies: "iPod" and "Broadcast." Podcasts also make it simple for listeners to select and focus on the programs that they enjoy. Podcasts, according to Constantine (2007), are a type of web audio publishing that is designed to be downloaded and listened to on a portable device such as a tablet, smartphone, or laptop. Furthermore, podcasts serve a unique function and are unlike any other digital audio in terms of content material. The audio content material provides a real listening source, allowing all listeners to benefit from it.

Podcasts are audio-only announcements that are not streamed. It's similar to radio, but it's also different. Podcasts are digital audio recordings that are distributed via the internet in an ongoing style. The majority of podcasts are in audio format, although there are other pdf and video file codecs that are rarely used. Podcasts can be listened to on computers or smartphones with digital audio capabilities.

Trianty, R (2018) aims to determine college students' listening comprehension through the use of podcasts in EFL classes. The pattern of this examination was taken by way of 60 high school students throughout Indonesia, having 30 students in the experimental magnificence and 30 students in the manipulate magnificence. Cluster random samples were used to collect samples. This study used a quasi-experimental design with a post-check handiest control group configuration. In addition, the experimental company used a survey form to learn about their thoughts on podcast preparation and coaching listening. According to the findings, there was a significant difference in the submit-test ranks between the two businesses, the experimental institution being favored. The media is predicted to have an effect on student learning outcomes when students listen to a tale via audio podcast media, such as audio played via a recorder type or using a laptop equipped with a speaker. Because the fairy tale material is frequently read by the teachers, students are usually the lazy when there is a listening lesson. It is hoped that students would be able to follow the learning facilities successfully with the new and supportive technology. Because many individuals think it natural to pay less attention to what the teacher is recording during the learning process, the usage of audio media is likely

to have an impact on increasing knowledge. This can occur because pupils believe they are merely listening to a story or the teacher's words, causing them to become bored. When listening was given new innovations, such as employing audio media, it was pique students' interest and enthusiasm for learning. Students were preferred listening, and when learning outcomes grow, it can be argued that the media effect on boosting student learning outcomes. As a result, the author chose this title: The Effect of Using Audio Podcast Media on the Listening Skill of SMAN 4 Makassar Class IX Students.

LITERATURE REVIEW

1. Audio Podcast

a. Definition of Audio Podcast

Siniar (2020) says that (English: podcast) or tanalir web broadcast (non-streaming webcast) is a series of digital media files (both audio and video) published from time to time and often downloaded via web syndication. The word 'podcast' trumps the colloquial term 'webcast', due to the increasing craze for iPods and web feeds.

Constantine (2007) characterized that Web recordings is a web sound distributing that is intended to be downloaded and paid attention to a compact gadget like tabs, Cell phone and PC. In addition, Digital recordings has remarkable element and unique in relation to different sounds with regards to its substance. The sound substance presents valid listening source which permits each audience benefit from it. Still in a similar thought, Sloan (2005) claims that web recordings are a creative approach to broadcasting through the web that can be involved it for moving computerized sound substance naturally to cell phones. As to its utilization in study hall showing settings, a few researchers have offered a few places of perspectives and explanations behind incorporating Digital recordings in language learning homerooms.

b. Types of Audio Podcast

There are two kinds of motivation; intrinsic motivation (the urge to engage in the learning activity for its own sake) and extrinsic motivation (motivation that is derived from external intensives).

1) Monologue Podcast

Monologue Podcast is the discourse style of digital recording, a solitary host represents the total of every episode. These digital recordings are normally facilitated by somebody who is a specialist in a given field. Crowd individuals check out find out about a particular subject or hear an educated point regarding view on late occasions. This style of webcast can be applied to any point — yet has ought to have sufficient experience and mastery to fill numerous episodes. All things considered, it's feasible to deliver a restricted run digital recording that covers a solitary point or issue, like a serialized book recording.

2) Conversational Podcast

Conversational Podcast is Conversational, co-facilitated webcasts are basically the same as customary public broadcasts. In this arrangement, two digital broadcasts have had engaging discussions about unambiguous subjects and themes. Frequently, co-hosts will examine moving reports and give smart or clever critique. This kind of digital recording requires an elevated degree of solace and commonality between the hosts. In the event that the hosts don't have the foggiest idea about one another well or don't get along, the crowd will actually want to tell. Since you can't prearrange a discussion or if nothing else, you shouldn't this configuration is best for has who can make do on the spot. The conversational digital broadcast might introduce exceptional specialized difficulties. For instance, assuming the hosts live in discrete urban areas, they'll require unique programming to record the voice tracks freely and afterward graft them together.

3) Story Telling

Story Telling/ Investigative is webcast audience members appreciate narrating and insightful web recordings for their vivid encounters. In this configuration, at least one hosts utilize each digital recording episode to recount a whole story or a part of a continuous story.

c. Characteristics of Audio-Podcast

According to Laine (2017) there are 3 characteristics of Audio-Podcasts:

- 1) Content: The recording regards the design of a webcast (opening mark, blur in, how to, grow dim, signature), the data is introduced in a consistent, consecutive and coordinated way, and the substance doesn't reveal individual data (name, address, telephone number).

- 2) Assets (pictures, music, video, and so on): References and consents conceded are remembered for the webcast for all sound materials utilized.
- 3) Form: The music or sounds are straightforward, volume of sound parts improves the show, speakers are very much practiced and dynamic, the digital recording has a most extreme load of 15Mo, and the webcast should be accessible in MP3.

2. Listening Skill

a. Definition of Listening Skill

Listening is one of the main language abilities. Listening is the part in correspondence, through listening we can impart our plans to others. Listening is the most often utilized languages skill in day-to-day existence. The significance of listening is recognized by Brown (2001:247) who expressed that "Listening is the major component in language learning and teaching because in the classroom learners do more listening than 12 speaking." It truly intends that, listening's what is significant in everyday exercises, through listening we can decipher the importance.

b. Process of Listening Skill

According DeVito (2000) There are 6 stages of listening skill: the first is when the getting period of listening is the fundamental stage where an individual hears a message being sent by a speaker, and subsequently the cognizance period of listening happens when a gatherer of a message tries to figure out the significance of the message, after that the reviewing period of listening is the place where a group of people either places information into long stretch memory or neglects to recollect the information presented, and move to the surveying period of listening skill happens when a group of people condemns the substance of the message or the character of the speaker, the accompanying stage is the noting period of listening mastery happens when a group of people gives verbal or nonverbal contribution about the speaker or message and the last stages is during the answering phase of tuning in, audience members can give speakers two kinds of criticism intended to assist a speaker with knowing whether an audience is understanding and the audience's thought process of a message. Developmental criticism is given while the speaker is taken part in the demonstration of discourse making. Summative input is given at the determination of a discourse.

c. Types of Listening

1) Appreciative Listening

According to Kline (1996), Thankful listening is a sort of listening conduct where the audience looks for specific data which they will appreciate, and meet his/her necessities and objectives.

2) Emphatic Listening

Indeed (2021) Empathic listening is the demonstration of being careful and responsive to others' commitment during conversation.

3) Comprehensive Listening

Agboola (2021) Comprehensive listening is a crucial sort of tuning in. A listening is crucial to any remaining sorts of tuning in. It alludes to paying attention to somebody and furthermore grasping the expressed substance simultaneously.

d. Critical Listening

Kizzzbeth (2008) Critical listening in this setting implies utilizing cautious, deliberate reasoning and thinking to see whether a message checks out considering verifiable proof. Basic listening can be learned with training however is really difficult to do.

METHODS

The approach that the researchers used in this research was quantitative methodology. As per Sugiyono (2007:13) research information on quantitative methodology as numbers and examination utilizing measurements. This research design applied pre-experimental research. The researchers put one group and used a pretest and post-test to see the results of the test. The researchers wanted to focus on conducting this research in one class. Therefore, the researchers chose one group pretest and post-test design. The design of the research is shown:

$$O_1 \quad X \quad O_2$$

(Gay, 2006)

Note:

O1: Pretest. In the pretest, the test gave to the students before treatment.

X: Treatment. In the treatment, the researchers gave the listening test using audio podcast.

O2: Post-test. Pretest and post-test have given to evaluate whether there was a significant difference between student score and after the effects of audio podcasts on English listening skills students'

There were two variables in this research, there are independent variable and dependent variable. The dependent variable is the effect of audio podcast and the independent variable is listening skill.

This research was conducted in the first semester academic year 2022/2023. The research location was at SMAN 4 Makassar which located Jl. Cakalang No. 3, Makassar, and South Sulawesi.

The population of this research was the second grade (XI) students of SMAN 4 Makassar. In SMAN 4 Makassar, there were 12 classes of students each class consisted of 36 students. So, the total number of populations was 224 students.

In order to get the sample, this study used cluster random sampling that were a two-step process in which the entire population which were divided into cluster groups like village, schools, blocks, etc. Cluster sampling was very useful when the population is widely scattered. The sample in this research was one class of the second-grade students. XI IPA 3 who was selected randomly to be the sample of this research with 25 students.

The instruments of this research were:

a. Audio Podcast

Podcast is a term that combines two technologies: "iPod" and "Broadcast." Podcasts also make it simple for listeners to select and focus on the programs that they enjoy. Podcasts, according to Constantine (2007), are a type of web audio publishing that is designed to be downloaded and listened to on a portable device such as a tablet, smartphone, or laptop. In this study, I gave an audio podcast and each audio consisted with the title that has been chosen and closed ended questionnaire consisting of 20 questions about audio podcast on listening skill in learning English. Audio Podcast were distributed to students to determine their listening skills effects in learning English. The researchers made questions that describe students' answers, so this audio podcast contained answers that were described by students.

b. Listening Test

In this research, the researchers used the audio podcast in the listening test. The test was used pretest and post-test which contained the audio podcast with the questions through

the audio podcast. The test was done twice and the test consisted 20 number of multiple-choice tests. The result of the test scored from 5-100 points.

Procedure of Collecting Data

a. Pretest

Pretest was the first steps of this research before giving treatment. It was to evaluate students' listening skills. The test used in this study was a listening test and the test consisted of 20 multiple choices.

b. Treatment

In this treatment, the researchers gave the treatment to the students by using Audio Podcast. The treatments were conducted for six meetings and each meeting took 90 minutes. The procedures of the treatment are follows:

- 1) The class completed in six meetings by the researchers. The students have given a pretest was that prepared by the researchers, namely listening test. The researchers used to talk about her findings at each meeting.
- 2) The researchers gave an overview of the audio podcast. The research then explained how to improve listening skill by using audio podcast to the student's interest.
- 3) The researchers asked about the students' interest with the audio podcast. After that the researcher gave a questionnaire to the students.
- 4) The researchers explained the definition and purpose of audio podcast. After that the researcher gave an example of listening audio podcast.
- 5) The researchers divided students into two groups. A and B group.
- 6) The researchers gave the audio podcast the group A and B, and then the researchers gave the questions about the audio podcast.
- 7) The researchers asked the students about the audio podcast that has given at the several times meeting, and then the researcher gave a post-test to the students, the content of the post-test was the same of the pretest. The aim of the post-test was to determine the results of the treatment.

c. Posttest

After the treatment, the researchers gave a post-test to the students, the content of the post-test is the same as the pretest. The purpose of the post-test to determine the result of the treatment.

In data analysis, the data were collected through pretest and post-test. The data were analyzed by SPSS (Statistical Package for Social Sciences). Data mean, standard deviation, frequency, percentage, and T-test calculated using SPSS.

RESULTS

1. Students' Scores of Listening Skill in Pretest and Posttest

a. Students' Scores of Listening Skill in Pretest

Table 1. Students' Score

Respondent	The Correct Answer	Score
AB	6	30
ARO	13	65
DMF	12	60
FSPA	14	70
KAY	12	60
KGP	12	60
MR	13	65
MSS	15	75
MFF	13	65
MNA	13	65
MIM	14	70
MDDU	13	65
MAAZ	13	65
MFK	14	70
M	9	45
NMA	9	45
NRRJM	13	65
NR	12	60
RJ	10	50
RA	5	25
R	10	50
RNM	13	65
RY	14	70
S	5	25
SR	10	50

The table 1 shows the students' score in pretest. Based on the table above, the highest score was 75 and the lowest score was 25.

b. Students' Scores of Listening Skill in Posttest

Table 2. Students' Score

Respondent	The Correct Answer	Score
AB	14	70
ARO	16	80
DMF	12	60
FSPA	17	85
KAY	12	60
KGP	16	80
MR	18	90
MSS	15	75
MFF	17	85
MNA	13	65
MIM	19	95
MDDU	16	80
MAAZ	13	65
MFK	14	70
M	15	75
NMA	9	45
NRRJM	13	65
NR	17	85
RJ	10	50
RA	15	75
R	10	50
RNM	18	90
RY	14	70
S	16	80
SR	10	50

The table 2 shows the students' score in post-test. Based on the table above, the researchers can conclude that 95 were the highest score and 45 were the lowest score.

c. The Frequency and Rate Percentage of The Pretest Scores of Listening Skill

Table 3. The Frequency Pretest Score

No	Classification	Score	Frequency	Percentage
1.	Very Good	93-100	0	0%
2.	Good	84-92	0	0%
3.	Fair	75-83	1	4%
4.	Poor	≤75	24	96%
	Total		25	100%

The table 3 showed out of none students got very good scores and got good scores (0%), 1 student got fair scores (4%), and 24 students got poor scores (96%).

d. The Frequency and Rate Percentage of The Posttest Score

Table 4. The Frequency Posttest Score

No	Classification	Score	Frequency	Percentage
1.	Very Good	93-100	2	8%
2.	Good	84-92	5	20%
3.	Fair	75-83	5	20%
4.	Poor	≤75	13	52%
	Total		25	100%

The table 4 above shows that after giving a treatment, there was a significant different in students listening skill. It shows that there were 2 students (8%) got very good score, 5 students (20%) got good scores, 5 students (20%) got fair scores, and 13 students (52%) got poor scores.

e. Students Paired Samples Statistics

Table 5. Paired Samples Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	51.76	24	21.541	4.397
	Post Test	63.63	24	25.179	5.140

The table 5 showed that the mean score of pretests was 51.76 and the standard deviation was 21.541, while the mean score of post-tests was 63.63 and the standard deviation was 25.179. One might say that the understudies listening expertise has a significant effect after giving treatment by using audio podcast on the listening skill students.

f. The Students T-Test of Pretest - Posttest

Table 6. T-test Pretest and Posttest

		Paired Samples Test							
		Paired Differences					T	Df	Sig. (2-tailed)
Pair 1	Pre Test - Post Test	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
		-11.863	14.717	3.004	-18.077	-5.648	-3.949	23	.001

The table 6 shows that the value is lower than the level is significance (0.005). So, it can be concluded that listened audio-podcast media effected to the listening skill students. HO is rejected another word, H1 is accepted, it means that audio-podcasts has a significant effect of listening skill students.

DISCUSSIONS

The researchers conducted the study in order to learn how to make audio podcasts more engaging for students and thereby improved their listening skills. The researchers chose audio-podcast as the media because she wanted to create educational materials that would improve the students' interests and facilitate their learning. At the beginning, some of the students still did not know about Audio-Podcast. The researchers tried to introduce a new media to help students improved their listening skill.

In addition, according to the results of the students' listening during the pretest, their listening skills were poor, almost all of the students were confused about what their heard, and they took a long time to consider the speaker's accurate replies. This statement proven by the score of students' pretests. There was 1 student from 25 students who reached KKM score. Then, the mean score of students was 51.76.

After pretest the researchers gave students treatment. In the treatment process, the students really appreciated listening to audio podcasts in learning English, this media also provided motivation to students because in learning English students can understand and respond quickly during learning because listening to audio did not make students felt bored or sleepy. It also had an impact on students' enthusiasm in learning English because it makes students more relaxed and happier.

The post-test revealed the extent of the students' improvement following treatment. In posttest, there were significant improvement of student score after the treatment was given.

There were 13 students from 25 students who reached KKM score. Also, we can see from the mean score of the students' posttest which was 63.63.

According to Nisa (2018) the findings of the related to the previous research data analysis, it was evident that the students' listening abilities were lacking before the researchers introduced audio-podcasts to them as a medium for learning English. The quality of group discussions in English class was rated as low through audio podcast. The results of the pretest and posttests taken by pupils provide confirmation of this (post-test). Pretest: 51.76; post-test: 63.63; both scores represent the overall grade. This demonstrates that students' listening skills are affected and are having a significant improvement. A considerable improvement was also noted, according to the researchers, following the administration of audio-podcast therapy. It's clear that podcasts have a big impact on how well students listen. 0.001 is less than 0.005 (0.005) and is the significance value.

This study's findings suggested that using audio podcasts can improve students' listening skill. According Trianty (2018) podcasts can help students develop their listening skill when studying English. The experimental class's students appeared to appreciate listening to English discussions and talks more after receiving audio-podcast instruction in listening. By using audio-podcasts, they were able to hear English being spoken in a variety of contexts and found it to be simple to listen to. Therefore, adopting audio-podcast has a beneficial impact since it helped students learn English by making listening more enjoyable, comfortable, and easy.

Based on the related to previous research findings above, the researchers draw the conclusion that using audio podcasts to teach listening can encourage student engagement and interest in learning English. Additionally, learners enjoyed listening to audio podcasts as learning resources. Happy, enthused, not bored, and drawn to the speaker. The learners were also able to comprehend and retain language from audio-podcasts. In addition, this media makes it easy for students to try all levels of audio-podcasts. As a result, using podcasts as a learning tool in the classroom has become easy for students and teachers.

CONCLUSIONS

Based on the results of the research that has been carried out using the pretest and post-test methods, indicate that the students' achievement in the post-test was higher than the pretest. The pretest mean score is 51.76 and the post-test mean score is 63.63, the value T-test of the pretest and post-test is (0.005) which shows that there is a significant effect of using

audio podcasts on the students' listening skill. 13 students pass the KKM after implementing audio podcast as a media to learn listening. It can be concluded that learning using audio-podcast media has an effect on listening skills in English subjects for class XI students at SMAN 4 Makassar. The data demonstrates a significant difference between before and after administering an audio-podcast treatment. Audio-podcasts are one of the media that can be used to teach listening skills since they meaningfully improved students' listening. Additionally, podcasts can help teachers teach listening skills more easily and help students enjoy and feel comfortable listening to English.

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