THE USE OF PODCAST IN IMPROVING LISTENING SKILL OF EFL STUDENTS AT SMA NEGERI 12 MAKASSAR

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Abstract

This study was a pre-experimental research that aimed to find out whether the use of podcast improves EFL students' listening skill at SMAN 12 Makassar. The independent variable of this study is the use of podcast and the dependent variable is the students' listening skill. The population of this study was all of the students of XI MIPA Classes of SMAN 12 Makassar and the sample was XI MIPA 2 class with 36 students. The research sample was selected by using a cluster random sampling. The research data were obtained by giving a multiple choices listening tests in the pretest and posttest. The analysis technique used in this research was descriptive statistical and inferential statistical techniques. Based on the analysis results, P = 0.000 is smaller than α = 0.05 and the students' mean score in posttest (77.77) was higher than the students' mean score in the pretest (56.25). So, it was concluded that the use of podcast significantly improved the listening skill of EFL students at SMAN 12 Makassar. This research only focused on the use of audio podcast on Spotify in improving students' listening skill. Future researchers may be able to conduct research to find out how audio podcasts or other types of podcasts can improve other skills such as speaking, reading, and writing.

Key words-- *podcast, listening skill*

INTRODUCTION

Four fundamental skills constitute English. They are listening, speaking, reading and writing. To study English, EFL students must become proficient in each of these fields. Listening is the most fundamental of the four skills. It is supported by Muliasari (2020), who claims that "listening is the foundation for speaking, it is one of the key abilities in teaching English."

However, teaching listening in schools is very rarely done. This is related to the school curriculum which generally applies the 2013 curriculum where English teaching focuses more on writing and reading, while teaching listening is very important because "language learning depends on listening" (Richards in Rahman *et al.*, (2018: 1)). Thus, it can be concluded that listening skill is the first skill that must be mastered before mastering other skills. This idea was supported by (Gilbert in Ferdiat *et.al.* (2021)) who stated that from kindergarten to high school level, 65-90 % of students' communications are spent for listening.

The researcher interviewed an English teacher at SMAN 12 Makassar regarding students' English skills. The researcher discovered from the interview that the students at SMA Negeri 12 Makassar, especially in class XI MIPA 2 which became the research subject, was classified as average because listening learning was rarely carried out in the class. Another reason that affects listening teaching in schools is the limitation of learning media. The curriculum that is applied

now no longer provides media for teaching listening such as CDs, thus the creativity of teachers is needed in choosing the right media in teaching listening. The media usually used by teacher in SMAN 12 Makassar in teaching listening are songs, poems, and dialogs. Podcast was not unfamiliar to students and teachers because they have watched and listened to podcast several times, but they have never utilized the media to improve their listening skill. To deal with this issue, the researcher intends to use podcast to be a tool in the teaching of listening.

A podcast, according to Constantine in Harselina (2019), is an audio publication that is intended to be downloaded and listened to on portable devices such tablets, smartphones, and laptops. Currently, podcast is one of the audio learning resources that are freely accessible through the internet and other technologies like Spotify. A podcast is a medium that could be useful for EFL students, especially in improving their listening skill since the podcast provides various different topic discussions so that students can access materials or topics that they are interested in and they can familiarize themselves with English from the process. Nisa (2019) explained that podcast include a broad discussion which can usually be in the form of audio. Rahman *et al.* (2018) stated that podcast nowadays has been renewed, which at first was only in audio, now have been developed into the availability of the script and working sheet. With this update, it would help the EFL students in improving their listening skill.

There were several related researches. Harselina (2019) conducted a study which shows the result that podcast is very useful in improving students' listening achievement. A similar study was performed by Rahman *et al.* carried out in 2018. It investigated the effect of podcast on listening comprehension in EFL learners and identified student interest in using podcast as a learning medium. The study's findings suggest that podcast could aid students in honing their listening skill, and the majority of students found the idea of utilizing podcast to teach listening to be fascinating.

In 2018, a study was undertaken by Abdulrahman *et al.* to determine how podcast affected students' listening comprehension. The study's findings revealed that podcast significantly improved students' ability to understand what they were hearing. It showed that podcast has a positive effect on the improvement of the students' listening skill. To ascertain whether the usage of podcast significantly had an impact on students' ability in English speaking and listening, Fitria *et al.* (2015) conducted research. The findings of this study demonstrated that podcast was a cutting-edge and successful media for teaching English, particularly speaking and listening. In his study, Muliasari (2020) tried to understand how using podcast affected the listening skill of the students and how they perceived the use of podcast to enhance their listening skill, found that used podcast could be an alternative way to hone listening skill. A research by Permatasari (2013) used podcast to help students develop their listening skills. The findings of this study indicated that podcast may improve students' listening skill.

The outcomes of this research are similar to those of earlier ones in that each of them indicated how the use of podcast affected students' skill or comprehension in listening. This study was different from the previous studies. The earlier studies looked at students' perceptions on using podcast as a tool to enhance listening skills, meanwhile in this study the researcher aimed to improve students' listening skill by applying the Spotify audio podcast, especially in listening for main ideas, listening for details, and listening for making inferences.

Since listening is the skill that contributes the most to mastering English but is rarely taught in schools, the researcher chose podcast as the learning media which is easily accessible to be used in this research in order to assist the students in terms of improving their listening skill. The researcher wanted to encourage students to use podcast to improve their listening skill. Podcast is

internet audio or video recordings that may be saved and played on any portable MP3 device or computer for free. Podcast make it possible to learn anywhere, at any time. They make it possible for students to access educational materials whether they are at home, in a classroom, at work, or participating in any other activity they want. They can play the recordings whenever it's convenient for them, rather than being restricted to set class times. They provide the same function as audio cassettes did in the past, making them an obvious choice for distance learning. Unlike other types of audio, podcast are automatically provided online via a website or music program. These provide English teachers as well as learners an access to a variety of choices for more practice with listening both in and outside the classroom.

In light of the aforementioned reasons, the researcher is interested in carrying out the research entitled 'The Use of Podcast in Improving Listening Skill of EFL Students at SMA Negeri 12 Makassar'

LITERATURE REVIEW

1. Media in Teaching Listening

In teaching languages, especially English, technological developments have created an era where language learning can be done easily. Utilization of technology such as television, radio, and smartphones can help teachers and students improve their English language skills because they can access media or learning materials easily.

Technology is particularly helpful in the teaching of listening since it offers students a variety of options to design their own learning strategies to hone their skills in listening. With the development of technology, several media can be used to improve the listening skill. There are various forms of media used to teach listening, as stated by Nisa (2019):

a. Radio

Radio is one of the easily accessible media for improving listening. However, this medium is rarely used in the learning process because it is difficult to adjust the class schedule for the broadcasting of certain radio programs.

b. Audio-tapes

One of the simplest forms of media to employ in teaching students to listen properly is audiotapes. Audio tapes are voice recording devices that can be used to record and store data in the form of audio.

c. Video

Nisa (2019) explained that using video to sharpen your listening skill has been a concern for a long time because this medium is considered to provide many benefits, including motivating students to listen. The use of video in teaching listening would attract students' attention and make them more focused because of the visualization that is displayed. The provision of subtitles on videos also helps students in guessing words that are difficult for them to catch in the listening process.

d. Podcast

A digital recording of a radio broadcast or similar program is referred to as a podcast (Harselina, 2019). Podcast is generally in the form of audio in MP3 format that is uploaded to

internet sites and platforms that provide music and video streaming services such as YouTube and Spotify. Podcast can contain various kinds of information so that listeners can adjust the topics of conversation that interest them.

Usually to play podcast, an internet network is needed because it is available on internet sites. However, with the development of technology, now podcast can be listened to offline by utilizing the download feature on platforms that provide podcast so that learners can listen to podcast wherever they are. Panday (2009) stated there are three types of podcast based on the format of the device that has been developed:

1) Audio podcast

Audio podcast is a type of podcast in the form of digital recordings uploaded in MP3 format. This podcast is the most popular type. One of most popular platforms that provided the users the audio podcast is Spotify. Sari and Sazali (2023) stated Spotify is a digital music and podcast service that was founded in 2006. This service provides access to its users so they can listen to songs and podcast from various singers and creators around the world. Spotify provides various categories of podcast such as sports, education, comedy, news, politics and others. In improving listening skill, Spotify provides various podcast and channels that can help students improve their listening skill.

2) Enhanced Podcast

Enhanced podcast is a type of podcast that provides not only audio but also a moving image which usually contains information similar to that described by the speaker on the podcast.

3) Video Podcast

Video podcast is a type of podcast that provides video elements in it. This type of podcast usually contains talks or interviews conducted by two or more people about a topic.

In this study, the researcher used the audio podcast as the medium learning to improve students' listening skill.

2. Concepts of Listening

Howatt & Dakin (1974:93) defined listening as the process through which a person finds out the significance of the uttered language. The ability to listen is far more important than the ability to read and write, because the listener cannot confirm or clarify what is heard or said, unlike reading or writing. Listening must be learned and practiced. According to the aforementioned definitions, listening is the capacity or process of hearing sounds and utterances and deciphering their meaning in the mind.

According to Nunan (1989: 23-24), the main goal of listening lessons is for students to understand and deepen the information they hear. In other words, the purpose of listening is to become familiar with the information being conveyed and to be able to convey the meaning of that information to the others. Successful listening requires providing authentic listening material, such as a conversation between two people that relates to or is happening in real life. Encourage students to concentrate fully on it (Nunan, 1989: 23-24). Based on this definition, the listening learning

process must involve activities that occur in everyday life so that students will pay full attention to the learning process. According to Brown (2006:6) in Irianti (2014:10), there are three aspects in listening; they are:

a. Listening for main ideas

In this aspect, the listener wants to know the essence of the discussion conveyed by the speaker.

b. Listening for details

In this aspect, the listener not only wants to know the gist of the discussion, also the more detailed parts in a discussion or conversation.

c. Listening and making inferences

In this aspect, listeners must listen and make their own conclusions about what the speaker is saying because sometimes speakers don't always convey directly what they mean.

3. Research Hypotheses

The researcher formulates the hypotheses to be tested as follows:

a. The null hypothesis (Ho) states that the use of podcast does not significantly improve the listening skill of EFL students at SMA Negeri 12 Makassar.

b. The alternative hypothesis (Ha) states that the use of podcast significantly improves the listening skill of EFL students at SMA Negeri 12 Makassar.

METHOD

1. Research Design

In this study, the researcher used a pre-experimental design. Sugiyono (2013) explained that pre-experimental design is a type of research design where there is only one group as the research subject without a control or comparison group.

In addition, the researcher applied the one group pretest-posttest design. Arikunto (2010) explained that the one group pretest-posttest design is a type of research method in which the sample will be given a pretest and a final test (post-test) before and after being given treatment. By using this research design, the researcher can compare students' listening skill before and after being treated.

2. Place and Time of the Research

This research was conducted in SMA Negeri 12 Makassar on January until February of 2023.

3. Population and Sample

According to Sugiyono (2019), the population includes objects or subjects that have been chosen by the researcher for study and conclusion because they have particular attributes and characteristics. Based on this knowledge, the population of this study was second-graders at SMAN 12 Makassar.

The sample is a part of the population's size and character (Sugiyono, 2013: 81). In order to generalize the results to the entire population, the sample collected from the population must truly be representative of the population. The research sample was selected using a cluster random sampling technique. Cluster random sampling is a sampling technique where the sample is taken from a cluster of the population (Subana & Sudrajat, 2005). The researcher chose class XI MIA 2 with a total of 36 students.

4. Research Instrument

The idea of the instrument itself is a tool used in collecting and processing data about the variables addressed in a study since the research instrument is related to the process of collecting and managing data. The instrument used in this research was listening test. This study focused on the three listening aspects. In the listening test, the students listened to audio then answered the questions listed on the answer sheet provided by the researcher. The audio and questions listed in the listening test were adopted from learnenglishteens.britishcouncil.org. Listening test was held twice before (pretest) and after treatment (posttest). In the research instrument, there were 16 items of multiple choice questions. Each of these items contains questions that tested students' listening skill in three aspects.

5. Technique of Data Collection
  a. Pretest

Conducting a test before the sample obtains treatment is known as a pretest. Prior to receiving treatment, this test was designed to assess students' skill and knowledge. Before receiving treatment in the form of learning to improve their listening skill applying podcast media, the pretest in this instance attempted to assess the listening skill of EFL students.

  b. Treatment

Treatment is a process where the research sample is given treatment to test the effect of the independent variable on the dependent variable of a study. Arikunto (2002) explained that the treatment is used with the intention of seeing the effect of a treatment. In this study, treatment was carried out to examine the effect of using podcast on students' listening skill. The treatment was given five times after the pretest. During the treatment, students listened to audio podcast in English as their learning media.

  c. Posttest

A posttest is a test given to students following a treatment with the goal of gauging their skills or knowledge. The purpose of the post-test in this study was to determine whether the students' listening skill significantly improved after applying podcast to teach them listening. To determine whether or not podcast can help EFL students in high school with their listening skill, the findings of this post-test were compared with the results of the pretest.

6. Technique of Data Analysis

The results from the pretest and post-test were analyzed in this study using descriptive statistical and inferential statistical techniques. According to Walpole (1995), descriptive statistics are statistical techniques used to collect and present data in order to produce usable information. In order to draw a generalizable conclusion from the data, descriptive statistics are used to characterize and draw an interpretation of the data (Sugiyono, 2019: 206). According to Sugiyono

(2019), inferential analysis is a statistical technique used to analyze sample data and the results can be concluded as a population. Before analyzed the data, the researcher calculated the score from the three aspects of listening skill as follows:

$$Score = \frac{the\ correct\ items}{number\ of\ question} \times 100$$

After that, the score of the students classified into rating scale as follows:

Score Range	Classification
91 - 100	Very Good
81 - 90	Good
71 – 80	Fair
61 - 70	Poor
0 - 60	Very Poor

(Kemendikbud, 2014)

Table 3.1 Score Range

To analyze the data, the researcher used the SPSS application.

FINDINGS

1. The Students Listening Skill
a. Score Range of the Students on the Pre-Test and Post-Test
Below are the result of analyzing students' listening skill in the three aspects studied, namely listening for main ideas, listening for details, and listening for making inferences in the application of podcast as learning media. The results of the student listening test are as follows:

Score Range	Classification	Frequency	
		Pre-Test	Post-Test
91-100	Very Good	0	0
81-90	Good	0	20
71-80	Fair	1	10
61-70	Poor	11	5
0-60	Very Poor	24	1
Total		**36**	**36**

Table 4.1 Score Range of the Students on the Pre-Test and Post-Test

From the table above, students' listening skill in the pre-test conducted before treatment are on a moderate scale. This is evidenced by the total sample of 36 students, 1 student got a score with a fair classification. There are 24 students who got very poor scores, 11 students gained poor scores.

Meanwhile, in the post-test, there is a considerable difference in the test conducted after treatment where 20 students gained good scores and 10 others who achieved fair scores, 5 students with poor scores, and 1 student with very poor score.

b. The Distribution of Frequency and Rate Percentage of the Students' Scores on the Pre-Test and Post-Test

1) Listening for main idea

Out of 36 students, 16 (44.4%) students were rated as having very good listening skills, 13 (36.1%) students as having fair listening skills, and 7 (19.4%) students were rated as having very poor listening skills. No students received 'good' or 'poor' scores in this area.

While in the post-test result, the number of students gained very good scores increased to 31 students (86.1%) and 5 (13.9%) other students gained fair scores.

2) Listening for details

There were 24 (66.7%) students received very poor scores, 10 (27.8%) students received poor scores, 2 (5.6%) students received fair scores, and none were gained good or very good scores..

Meanwhile, the post-test result showed significant changes where there were 2 students (5.6%) gain good score, 27 students (75%) gained fair score, and 7 students (19.4%) gained poor score. There was no student gained very good and very poor scored.

3) Listening and making inferences

According to the pre-test results, 31 students (86.1%) had very poor scores, 5 students (13.9%) received fair scores, and none received poor, good, or very good scores.

The post-test results, however, indicate a decrease in the proportion of students who are categorized as very poor and poor, with just 11 students (30.6%) achieving a very poor score and no student achieving a poor score. 20 students (55.6%) received a fair grade. Five students (13.9%) received very good scores. No student received a good score.

c. Mean Score and Standard Deviation of the Student' Pre-Test and Post-Test

	N	Mean	Standard Deviation
Pre-Test	36	56.25	9.20
Post-Test	36	77.77	7.96

Table 4.2 Mean Score and Standard Deviation of the Students' Pre-Test and Post-Test

The mean score and standard deviation differences between the pre-test and post-test are displayed in the table above. According to the table above, the pre-test's mean score for students was 56.25, with a standard deviation of 9.20. In the meantime, students' post-test mean scores increased to 77.77 with a 7.96 standard deviation. The researcher came to the conclusion that using podcast as a learning tool improved students' listening skill.

In the pre-test, the mean score of students in the aspect of listening for main idea is 20.31 with a standard deviation of 4.81, the mean score of students in the aspect of listening for details is 26.21 with a standard deviation of 5.34, and the mean score of students in the aspect of listening for making inferences is 9.722 with a standard deviation of 5.67.

Whereas in the post-test, the mean score of students in the aspect of listening for main ideas is 24.13 with a standard deviation of 2.19, the mean score of students in the aspect of listening for

details is 36.63 with a standard deviation of 3.04, and the mean score of students in the aspect of listening for making inferences is 17.01 with a standard deviation 5.30.

d. Test of Significant Difference of the Students' Pre-Test and Post-Test

The researcher applied the t-test (test of significance), where the level of significance (α) is 0.05 and the degree of freedom (df) = N - 1 = 35, to ascertain whether there is a significant difference between the students' pre-test and post-test findings. The t-test indicates whether there is a significant difference between the pre-test and post-test if the result is less than the level of significance. Based on the table below, the t-test results:

		Paired Differences		T	df	Sig. (2-tailed)
		Mean	Std. Deviation			
Pair 1	Pretest-Postest	-2.152	5.678	-22.747	35	.000

Table 4.3 Paired Samples Tables

The table above shows the results of the t-test of student scores based on the pre-test and post-test results. The table shows that the p-value (.000) is less than the level of significance (0.05). Therefore, it can be said that there is a significant difference between students' scores in the pre-test and post-test.

Based on the results of the above calculations, the researcher concluded that the alternative hypothesis (Ha) in this study is accepted. It means that the use of podcast is improving students' listening skill at SMAN 12 Makassar.

DISCUSSION

The difference between the pre-test and post-test mean scores provides evidence for the aforementioned claim. The researcher came to the conclusion that students listening skill were still weak after the pre-test. The researcher discovered a considerable improvement in students' listening skills in the post-test, as evidenced by their mean scores of 56.25 on the pre-test and 77.77 on the post-test. In this study, the researcher focused on three aspects of listening, namely listening for main ideas, listening for details, and listening for making inferences.

Listening for main idea

In the aspect of listening for main ideas, listeners focus on knowing what the core discussion the speaker wants to convey. During the pre-test, students' listening skill in this aspect was quite good where almost half of the sample was able to answer all questions related to this aspect. Derived from the researcher's observations, the main idea of a conversation is usually located at the beginning of the conversation so that when the test took place, the students' focus was on the expression they heard at the beginning of the conversation so that almost half of them were able to answer questions that focused on this aspect. McWhorter (2014:150) in Irianti (2014)

150) offers some tips on how to easily find the main idea. Identify the topic first, find the most common sentence, and then consider the rest of the paragraph. This means students need to know the topic, the position of the topic sentence and the supporting sentences. The researcher noticed that after the treatment, the students were better able to identify the main topic of the podcast they were listening to. This had an effect on the students' post-test, which revealed that 86.1% of them were able to correctly respond to every question on the skill of listening for main themes. Based on the results of the pre- and post-tests, it can be said that students' listening skill has improved in this area.

Listening for details

Based on the result of the pre-test, the researcher concluded that students' listening skill in this aspect were poor as evidenced by the student percentage rate in the previous section where as many as 10 students were in the poor category, 24 students were classified as very poor scored, and only 2 students were classified as fair scored. From the researcher's perspective, the difficulties faced by students in the aspect of listening for details are the many details of information that listeners need to capture in a conversation. In a conversation or discussion, there are usually more than three details of information conveyed so that students are sometimes unable to remember every detail conveyed. The students' limited vocabulary or lack of familiarity with the words or sentences they hear also hindered their ability to retain knowledge. In summation, the primary idea can be deduced after listening to the specifics ((Florida Center, 2007) in Irianti, 2014), therefore the details information may be useful in locating it. Students' listening skill, particularly in listening for details have increased as seen by the post-test. The statistics from the previous section, which reveals that 75% of all students were categorized in the fair category, two students in the good category, and just seven additional kids in the poor category, supports this. Based on this, researchers can conclude that the use of podcasts during treatment improved students' listening skill in the aspect of listening for details.

Listening for making inferences

In this aspect, listeners are required to make their own perception of what the speaker is saying because sometimes speakers do not convey directly what they mean. In other words, listeners must find the implied information that the speaker wants to convey. Listeners should also pay attention to how the situation and conditions of the speaker so that it can help them find the meaning that the speaker really wants to convey. This aspect of listening requires students to understand that "everything is comprehensible, but there is more to discourse than understanding individual utterances or parts of them" ((Mandelsohn, 1994, p. 105) in Irianti 2014). In the pre-test, the researcher found that students had difficulty in this aspect as evidenced by the 31 students who fell into the lowest category and 5 students in the fair.

Based on the researcher's observations, students focus too much on what they hear directly and do not pay much attention to the implied information that may occur. In the post-test, students' listening skill in this case have increased where the student percentage rate shows 5 people classified as very good scored, 20 people classified as fair scored, and 11 people classified as very poor scored. Even though there are 11 students who are classified as very poor scored, it does not mean that these students did not experience an increase where those who initially got a score of 0 in the aspect of listening and making inferences managed to answer at least 1 question. Based on

the explanation above, the researcher concludes that the use of podcasts during treatment can improve listening skill in the aspects of listening and making inferences.

CONCLUSION

Based on the results of data analysis in the previous chapter, the probability value (.000) is lower than the level of significance (0.05). In addition, the improvement in students' listening skill can be seen from the students' mean score in the post-test (77.77) which is higher than the pre-test (56.25). Based on the results, that means the alternative hypothesis (Ha) is accepted. In conclusion, the use of Podcast improves the listening skill of EFL students at SMAN 12 Makassar.

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