

The Effect of Using Podcasts to Improve Listening Comprehension in Senior High School Students

Sitti Saum Sayidaturrahmah^{a*}, Wa Ode Fatmawati^a, Desy Liliani Husain^a

^a Universitas Halu Oleo, Indonesia

* Corresponding author: waodesayidaturrahmah17@gmail.com

Abstract

This study aims to investigate the effect of podcasts on students' listening comprehension before and after being taught to second grade students of SMA Negeri 2 Raha. The analysis results showed that the average pre-test score was lower than the post-test score. The N-Gain Test results showed that of all students, most students experienced moderate improvement, and only a handful of students experienced high improvement. The results of hypothesis testing showed that the alternative hypothesis was accepted with a significance value below the significance limit. Therefore, podcasts through the medium of Spotify can be useful for improving students' listening comprehension. The use of Spotify as a podcast platform allows it to be used in English language learning, especially in improving listening skills, pronunciation, and vocabulary.

Keywords: spotify, english education, sma raha

Introduction

Listening is the ability to accurately receive and interpret messages in the communication process. In acquiring language skills, we go through regular and related relationships between one skill and another. First, as children, we listen to the language of those around us, then we learn to speak using the vocabulary we've acquired via hearing, and finally we learn to read and write. Listening is a skill that plays an important role in our daily communication and the educational process (Gilakjani & Ahmadi, 2011). 40–50% of the time we spend communicating is spent listening, 25–30% is spent talking, 11–16% is spent reading, and 9–10% is spent writing. According Pratama, (2018) states that listening is one of the communication processes that includes four forms of orientation, namely receptive, constructive, collaborative, and transformative orientations. Receiving what the speaker says is meant by "receptive orientation," whereas "constructive orientation" refers to constructing and representing meaning. Meanwhile, "collaborative orientation" refers to negotiating meaning with the speaker and responding, whilst "transformative orientation" means creating meaning through involvement, imagination, and empathy.

In fact, teaching English in Indonesia, listening is one of the skills that are considered difficult but neglected when compared with other language skills such as speaking, reading, and writing. Tafakur et al., (2023) states that learning by listening, students can easily become bored and lazy when they must listen without the picture on the screen all the time, making them not enjoy the learning process. Teachers perceived that listening is the easiest skill to teach. According to Suprihatin et al., (2023) most teachers take it for granted, believing that it will develop spontaneously as part of the language acquisition process. Teachers in classrooms appear to assess listening skills rather than teach them. Students seem only to listen, not comprehend. They could not understand what the speaker said, did not pay attention to the course material, and did not participate fully in the activities. As a result, it continues to be the area of language teaching that is both the most ignored and the least understood. Based on the researcher's informal observations at SMA Negeri 2 Raha, we found problem that we can provide a solution, namely that students cannot interpret spoken English words properly. It happens because the ability to comprehend foreign languages is different from the ability to understand a written foreign language. Then, students find it difficult to recognize different accents, because they do not often listen to different accents. Finally, students are less motivated to do listening because they feel that listening is a boring activity. Therefore, the aim of teaching and learning English at Senior High School is to allow learners to communicate orally by mastering English skills. In addition, students have faced certain situations in which they express what they think and what they must do. According to Jumbrowati et al., (2023) increasing students' motivation and language awareness, teachers could use technology such as computers, the internet and instructional media that based on audio.

Based on the explanation previously; to overcome those problems, teachers need to know what media to teach English in listening class and teachers should think carefully about how to make the activities going to be successful and make the interesting content. Characteristics of sensory stimulation, and instructional media can be visual, audio, or audiovisual. Audio instructional media is media that can only be heard, such as radio and sound recordings. It contains auditory messages that can stimulate students' thoughts, feelings, attention, and ability to learn teaching materials. There are diverse types of media available for teaching listening skills. Podcast by Spotify is one of the media that can improve listening skills. The advantages

of podcasts for language learning are; 1) learners can benefit from global listening, even if they only listen for three to five minutes a day; 2) students will be exposed to the new language; 3) the intermediate learner needs authentic texts and to be exposed to a variety of voices. There is more to podcasts than just listening. Students may feel more comfortable sharing their thoughts while they are learning through podcasts. By listening to English podcasts and content on Spotify, learners can be exposed to authentic language use, various accents, and different speech patterns, which can significantly enhance their listening comprehension (Nuraeni & Warni, 2023). Researchers have found that Spotify is an effective tool for improving English pronunciation. Research indicates that listening to English songs enhances students' speaking abilities, as they find it enjoyable and captivating. Listening to music with English songs on Spotify is suitable for practicing listening skills and can also aid in vocabulary acquisition. By utilizing the Spotify platform in teaching listening skills, educators can leverage its benefits to create engaging and interactive learning experiences (Meisa, 2024).

Research conducted by Galina Kavaliauskienė and Lilija Anusienė (2009) combining face-to-face learning systems with online learning. Then, the research conducted by Apriliani, (2022) recommended the selection of audio podcasts according to the level of students. Finally, research conducted by Khairiah Syahabuddin, Mulia, and Khaira Rizqa (2021) recommends that lecturers use podcasts in the learning process, whether it is in a face-to-face classroom or an online class. As a result, they can consistently practice improving their listening skills. Inspired and triggered by the usefulness and benefits of the Podcast as teaching media discussed above, which have been reported empirically by several studies, The use the podcast as an instructional media can be used to be a solution for improving students' listening skill in English.

Method

To retrieve information for this study, the researcher relied on the quantitative research method. In this research, the researcher used pre-experimental research designs. This was a one-group pretest post-test study design. The design of this research was as follows in Figure 1.

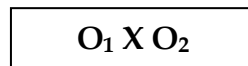


Figure 1. Research Design

The population of this study included 406 second-grader students from SMA Negeri 2 Raha. To collect samples for this study, purposive sampling was used. The sample for this study consisted of 38 XI MIA 2 students. This study conducted a listening assessment twice to collect scores. First, we used a pre-test to gauge students' mastery of the teaching material. In this case, the goal was to assess students' listening comprehension skills prior to using podcasts. The researcher administered a multiple-choice and fill-in-the-blanks test totalling 30 numbers in 20 minutes, with the audio playing twice for repetition. The researcher instructed the students to finish the test using their worksheets. They responded to the questions based on the prompts. The researcher then collected and accumulated the test results to determine the average level of listening ability needed to conduct the treatment. The researcher administered a podcast-based treatment to the XI MIA-2 students. The researcher instructed the students to listen to audio podcasts and meticulously complete the provided worksheets. We conducted the treatment in five sessions. After the treatment, we administered a post-test to determine if the students' listening comprehension improved after using podcasts. The pre-test was like the test.

In this study, the data analysis method used was a paired sample t-test. With a significant level of 0.05. After the data obtained from the pre-test and post-test were calculated using the Paired sample t-test formula and measured with Cohen's d effect size, the hypotheses could be proven using the following assumptions:

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 < \mu_2$$

H₀ = null hypotheses (There was no significant effect of using podcasts on improving students' listening skills)

H₁ = alternative hypotheses (There was a significant effect of using podcasts on improving students' listening skills)

μ_1 = listening ability score of the students who learn without podcast

μ_2 = listening ability score of the students who learn with podcast

Specifically, the hypothesis test was only to determine whether the increase in understanding was significant after the treatment was given. We found out the magnitude of the increase in students' conceptual understanding, the normal gain criteria used by Hake (1999) cited in (Damayanti & Yohandri, 2022).

Findings & Discussion

Findings

Table 1 Results of Descriptive Analysis of Students' Pre-Test and Post-Test Scores

Groups	Minimum	Maximum	Mean	Std. Deviation
Pretest	30.00	87.00	59.7368	13.29028
Post-test	63.00	100.00	80.6579	9.58116

Based on the results in Table 1, the post-test scores (mean: 80.6579) are higher than the pre-test scores (mean: 59.7368), indicating a development or progression between the two measurements. The reduced standard deviation for the post-test scores (9.58116) relative to the Pretest scores (13.29028) suggests that the post-test scores are more tightly clustered around the mean.

The following Table 2 presents the N-Gain value of each student after taking the pre-test and post-test.

Table 2 N-Gain Scores

Name	Scores		
	Pre-Test	Post-Test	N-Gain
MAO	47	83	0,68
SNF	57	83	0,60
HS	58	73	0,36
MA	63	73	0,27
MAK	63	90	0,73
DI	63	87	0,65
MD	60	80	0,50
RV	53	73	0,43
SD	57	83	0,60
FR	63	87	0,65
SA	63	80	0,46
NI	73	90	0,63
ZW	43	70	0,47
FT	60	80	0,50
WOS	53	70	0,36
RV	37	63	0,41
FD	50	73	0,46
DM	50	70	0,40
AG	47	70	0,43
GZ	73	90	0,63
AJ	77	90	0,57
NR	70	90	0,67
IL	67	90	0,70
RA	83	90	0,41
WH	50	70	0,40
TS	30	63	0,47
HY	53	77	0,51
RS	57	87	0,70
SF	60	77	0,43
FT	63	80	0,46
SY	53	87	0,72
AC	67	80	0,39
RY	70	90	0,67
NB	77	83	0,26
AB	30	63	0,47
AC	87	100	1,00
MF	83	100	1,00
RH	60	80	0,50

After calculating the N-Gain value for each participant, each criterion is classified according to the following table:

Table 3 N-Gain Classification

N-Gain Criterion	N	Percentage (%)
Height increase $G > 0,7$	4	10,5%
Moderate increase $0,3 \leq G \leq 0,7$	32	84,2%
Low increase $G < 0,3$	2	5,3%

Based on the data above, the use of podcasts in improving students' listening comprehension influences the level of effectiveness indicating that most students (84.2%) experience a moderate increase in height, while a smaller proportion of students (10.5%) has a height increase greater than 0.7. Only a small percentage of students (5.3%) have a low increase in height.

Table 4 Results of Hypotheses Test Paired Sample T-test.

Group	Mean	t	df	Sig. (2-tailed)
Pretest – Post-test	-2.092	-18.294	37	.000

The Sig.(2-tailed) value indicates the P value from the Paired Sample t-test. Based on Table 4, a P value of 0.00 is obtained, where this value is smaller than α (0.05), which means reject H_0 and accept H_1 , so it can be concluded that there is a significant difference between the pretest and post-test scores given to students. This also means that the podcast learning process is proven to help improve students' listening comprehension.

Discussion

The findings revealed that there was a useful effect on students' listening comprehension before and after being taught using podcasts on second-grader students of SMA Negeri 2 Raha. It can be seen from the score are improved. Most of the students are also experiencing medium increment on the test score. The test score also shows significant differentiation between use of Podcast and not using podcast.

This finding is like the research that was conducted by previous researchers. An innovative way of practicing listening skills is podcasting which enables learners to conduct the activity at their own pace and at a convenient time (Kavaliauskienė & Anusienė, 2009). Real-life listening, e.g., socializing with native speakers of English, is not feasible daily in this country, but it highly appreciated by learners at the tertiary level. It is seen that this result is in line with Apriliani, (2022) that teaching listening by podcast can give the students a good effect on their listening ability. Then, the technique of using podcasts in teaching listening affects the students' listening skills, all teachers could know and try to use that technique in teaching listening in creating easy, creative, and updated teaching. The same result also reported by Aziz et al., (2022); Syahabuddin & Rizqa, (2021) that the scores of the students after the treatment was improved more than before the treatment so the podcast to improve in learning English improved students' listening skills. Therefore, podcasts could be used as main sources or supplementary tools as suggested by previous research.

Specifically, the podcast offers students an opportunity to enthusiastically respond to teachers so the levels of their learning speed up desirably. Giving exercises and assignments using podcasts motivates students to use their creativity as well as to sharpen their listening skills. This motivation can be seen directly in students' enthusiasm during the treatment period using podcast media in the classroom. According Ndowali et al., (2022) listening is one of the most difficult skills to master, but it is also the least explicit. It means that every teacher should pay more attention to improving listening comprehension. Moreover, listening could function as receptive language activity in a conversation activity using the audial medium or the visual medium. It is an active process in which purposeful process of making sense of what we hear. The listeners select and interpret information that comes from auditory and visual clues that connect to other information they already know. Rahayuningsih et al., (2021) talks about podcasts on many different levels. The benefit of podcasts is students can quickly and readily access them. It can be achieved by the teacher providing the student with adequate guidance to improve reading fluency, enhance pronunciation, learn new vocabulary words, and perfect listening skills. In language learning, podcast refers to the type of "Real-life language use" that naturally occurs in everyday life in contrast to language that is produced in language production tasks in the laboratory or telephone conversation (Luo et al., 2019). Moreover, a digital recorder periodically and unobtrusively captures ambient sounds and speech concerns with the usage of unique words, uncommon words, and grammatical complexity. By incorporating podcasts into English teaching, students develop their proficiency in Listening and English in general.

According to the studies, students should always actively participate in independent learning by frequently listening to podcasts to improve their listening comprehension. Podcast media for teachers can be an innovative tool for developing the learning process as learning media. This allows all students of all levels to learn and develop listening comprehension in a less

monotonous and more flexible manner. This study can be used as reading material to help improve listening comprehension. However, in the future, it will be clear how students can continue to improve their listening comprehension by listening to a variety of podcasts. Combining podcasts with other language learning methods, such as structured courses, language exchange, and written exercises, can maximize the overall effectiveness of the learning process. As a result, future researchers can concentrate on how students' perceptions of the process of increasing listening comprehension change, particularly in senior high schools.

Conclusion

Based on the research and discussion results, the conclusion is that learning using the podcast method can significantly improve the listening skills of class XI students at SMAN 2 Raha. With their meaningful and appropriate listening content, podcasts impress students. Podcast activities and tasks expose students to new vocabulary and content knowledge. During the treatment period, the students engaged in an intriguing activity, such as sharing or discussing answers to listening tasks. The fun and challenging situation motivated the students to complete their listening activities. Therefore, podcasts are simple to use. Students mentioned that they can download podcasts, making it convenient to access them at any time. Moreover, students believed that podcasts were effective in terms of time and duration. Teachers present learning material in a 2 to 3-minute podcast during treatment, and students enjoy listening to any topics within this duration. We can conclude that podcasts will significantly aid teachers and students in learning English, especially in listening activities.

Declarations and Statements

Acknowledgements

The authors report there are no acknowledgements to declare.

Authors Contributions

First Author: Conceptualization, Methodology, Data Collection, Writing - Original Draft. *Second Author:* Methodology, Review, Supervision, Review & Editing. *Third Author:* Review, Proofreading, Supervision.

Funding

This research received no specific grant from any funding agency.

Data availability

The participants of this study did not give written consent for their data to be shared publicly, so due to the sensitive nature of the research supporting data is not available.

Competing Interest

The authors report there are no competing interest to declare.

Open Access & Licensing

This article is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-sa/4.0/>

References

- Apriliani, I. D. (2022). Students' Perception towards the Utilization of Podcasts in Gaining Listening Comprehension (A Case Study at the First-Year of English Education Department FITK UIN Syarif Hidayatullah Jakarta in Academic Year 2021/2022) [bachelorThesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta]. <https://repository.uinjkt.ac.id/dspace/handle/123456789/66723>
- Aziz, R. R., Degeng, I. N. S., & Soepriyanto, Y. (2022). Pengembangan Media Video Podcast Pada Pembelajaran Sejarah Kelas XI Materi Pendudukan Bangsa Jepang Di Indonesia. *JKTP: Jurnal Kajian Teknologi Pendidikan*, 05(03), 265–273. <https://doi.org/10.17977/um038v5i32022p265>
- Damayanti, I. R., & Yohandri, Y. (2022). E-Book Development Effectiveness Problem Based Learning with Quizing in Physics Learning. *Jurnal Penelitian Pendidikan IPA*, 8(6), 3044–3049. <https://doi.org/10.29303/jppipa.v8i6.2290>
- Gilakjani, A. P., & Ahmadi, M. R. (2011). A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement. *Journal of Language Teaching and Research*, 2(5), 977–988. <https://doi.org/10.4304/jltr.2.5.977-988>
- Jumbrowati, D. A., Permana, D. R., & Anggraini, N. (2023). The Utilization of Duolingo to Improve Students' Motivation and Listening Comprehension Achievement. *Journal of Teaching of English*, 8(4), Article 4. <https://jte.uho.ac.id/index.php/journal/article/view/406>
- Kavaliauskienė, G., & Anusienė, L. (2009). English for Specific Purposes: Podcasts for Listening Skills. *Santalka*, 17(2), 28–37. <https://doi.org/10.3846/1822-430x.2009.17.2.28-37>
- Luo, M., Robbins, M. L., Martin, M., Demiray, B., & Horton, W. S. (2019). Real-Life Language Use Across Different Interlocutors: A Naturalistic Observation Study of Adults Varying in Age. 10(June), 1–15. <https://doi.org/10.3389/fpsyg.2019.01412>
- Meisa, R. (2024). Integrating Spotify in Teaching English Listening Skills: Exploring The Benefits and Challenges. *Journal of English as a Foreign Language Education (JEFLE)*, 4(2), 126. <https://doi.org/10.26418/jefle.v4i2.74900>
- Ndowali, W. O. S. S., Aderlaepe, A., & Husain, D. L. (2022). The Correlation between Listening Achievement and Their Speaking Achievement at English Education Department of Halu Oleo University. *Journal of Teaching of English*, 7(2), Article 2. <https://jte.uho.ac.id/index.php/journal/article/view/10>
- Nuraeni, A., & Warni, S. (2023). STUDENTS' PERCEPTION OF USING SONG ON SPOTIFY FOR LEARNING ENGLISH. *PROJECT (Professional Journal of English Education)*, 6(6), 1223–1230. <https://journal.ikipsiliwangi.ac.id/index.php/project/article/view/19537>
- Pratama, Z. (2018). Improving Students' Listening Skill Through Watching English Movies. *Ahkam*, 1–196.
- Rahayuningsih, R., Rosalinah, Y., & Subroto, I. (2021). Teaching Listening Through Podcast. *Wanastra: Jurnal Bahasa Dan Sastra*, 13(2), 93–101. <https://doi.org/10.31294/w.v13i2.10924>
- Suprihatin, D., Anggraini, N., & Iman, J. N. (2023). The Effectiveness of Audio as an Alternative Method in Improving Students' Listening Comprehension Achievement. *Journal of Teaching of English*, 8(4), Article 4. <https://doi.org/10.36709/jte.v8i4.407>
- Syahabuddin, K., & Rizqa, K. (2021). Improving Students' Listening Skill Using Podcasts. *Journal of Digital Education, Communication, and Arts (Deca)*, 4(01), 51–61. <https://doi.org/10.30871/deca.v4i01.2867>
- Tafakur, D. L., Agustina, S., & Muhammad, A. P. A. (2023). Use of Movie Trailers as Learning Media to Improve Students Listening Comprehension. *Journal of Teaching of English*, 8(2), 94–100. <https://doi.org/10.36709/jte.v8i2.257>