

# THE EFFECT OF PODCAST IN TEACHING LISTENING SKILL AT THE TENTH GRADERS OF SMK NURUL HUDA

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**Abstract:** The objective of this reseach was to find out whether or not the use of Story podcast can increase students' listening skill at the tenth graders of SMK Nurul Huda Sukaraja. The reseach was quantitative research by using an experimental method and quasi-experimental design. Meanwhile, the population was the tenth graders of SMK Nurul Huda Sukaraja in academic year 2022/2023, with the total of population was 100 students. Where the sample of the study was 51 students was taken by using purposive sampling, those where 19 students of X Multimedia A as the experimental class and 19 students of X Multimedia B as the control class. Moreover, the writer used written test. The data obtained from Independent t-test analysis, between the result of post-test in experimental class and control class. Based on the calculation by using Independent t-test, the writer found that tobtained was higher than ttable (5,954 and 5,984 > 2,028) at the significance level  $\alpha = 0,05$  in two tail test. So, the Null Hypothesis (Ho) was rejected and Alternative Hypothesis (Ha) was accepted. It can be conclude that there was any significant different in teaching writing by using Story Mapping technique at the tenth graders of MA Nurul Huda Sukaraja.

**Keywords:** Teaching, listening and podcast.

## INTRODUCTION

Language was the mean of communication to connected people. Wibowo (2001: 3) statetment that language was a system of meaningful, articulate (produced by spoke devices) sound symbols, arbitrary and conventional, used by a group of people as a mean of communication to generated feel and idea. Communication enabled people to communicate with each other. According to (Algeo2010:2), language was the traditional phonetic notation system that people used to communicate. When someone communicated, a relationship was formed and a conversation ensues.

Numerous languages exist globally and English being among them. Patel (2008:6) asserted that English has the status of being the global language. The notion of International English pertains to the English language used as a worldwide medium of communicated across various dialects, alongside the endeavor to establish a universally accepted standard for the language. According to Richards (2010:25), English was widely used as the predominant language in several areas. As a consequence, a significant number of individuals endeavor to acquire proficiency in the English language in order to effectively navigate the era of globalization. Hence, English was taught as the primary foreign language and has significant prominence throughout the Indonesian education system, spanning from primary school to tertiary institutions.

At school, the four basic skills in English are taught: listening skills, speaking skills, reading skills, and writing skills. Listening was a reflexive skill as it involved students in captured and understanding the input of English. Listening skills must be taught to the students as often as possible to familiarise them. Furthermore, listening was one of the elements of learning and teaching activities because learners should listen to what the teacher say in order to be involved in the learning and teaching process.

Learning The act of listening process a considerable challenge for those who were in the process of acquiring knowledge or skills. Many learners have difficulties in comprehend auditory materials. The objective of this research is to facilitated the acquisition of oral and written communication skills at a function level among senior high school students. Several issues were identified in some educational institutions with the teaching and learning of English listening skills. For instance, the students exhibit a lack of familiarity with the act of listening, as well as a lack of exposure to listening to English native speakers. Based on the results of interviews conducted by

researchers with one of the English teachers on Wednesday 1 March 2023 at SMK Nurul Huda some students did not understand English much, especially when the teacher played an audio, students are unfamiliar with the native speaker said.

In order to address the beforementioned challenges, particularly within the context of SMK Nurul Huda Sukaraja, the researcher has opted to use the English Podcast Strategy as a means of facilitating the teaching of listening skills. This strategy aimed to foster more learner engagement throughout the learning process, while also enhancing students' overall listening comprehension abilities. On the other side, students have the opportunity to enhance their listening skills via the use of the English Podcast Strategy.

The investigation pertaining to podcasting was conducted by Sukmawati (2021). The researcher performed a study named *The Utilization of English Podcast Applications to Enhance Students' Listening Skills* at UPT SMA Negeri 11 Pangkep, focusing on eleventh-grade students. Sukmawati employed The Use of English Podcast Application as an instructional tool, and the majority of students had a favorable reaction. After engaging with the podcast on their own devices two to three times per week, individuals reported an improvement in their listening comprehension skills. Additionally, students expressed a positive reception towards the podcast and found value in using the associated application.

The second study was done by Alfian&Lio (2019) with title *The Use of Audio Podcast for Teaching Listening Comprehension*. The research found revealed that podcasts are an excellent medium for teaching listening comprehension. According to the results of the interview, the majority of the students were interested in the audio podcast medium. The media can encourage students to listen since they can do it at any time and from any location.

Based on the aforementioned studies, the researcher was inclined to conduct the present investigation using an English Podcast Application as the chosen medium. The researchers sought to elucidate the efficacy, perspective, and educational encounters of students used the podcast medium. The majority of these studies have mostly favorable outcomes.

Many podcasts were available online, include radio, television, classrooms, and groups. For students, podcasts provided accessible language and real content (Thorne & Payne, 2005). Computer-aided language learning technology (CALL) assisted students in learning languages in genuine or realistic circumstances, according to Warschauer and Healey (1998). It offers podcasts that were thought to be real and set in actual settings, mostly on the internet or on Spotify. Many podcasts were available online, included radio, television, classrooms, and groups. For students, podcasts provided accessible language and real content Thorne & Payne (2005). Computer-aided language learning technology (CALL) assisted students in learning languages in genuine or realistic circumstances, according to Warschauer and Healey (1998). It offered podcasts that are thought to be real and set in actual settings, mostly on the internet or on Spotify.

Researcher in this research decided to use podcasts as listening-based learning resources. A podcast was a group of audio or video files that anybody may subscribe to for free online. The name podcast was coined by fusing the words iPod and broadcast. Podcasts are online compilations of audio and video files that are often updated and may include spoken words. The majority of podcasts were free. Their ability to speak quickly and on a variety of topics enhances their appeal. As a result, this kind of information was accessible to listeners of all skill levels. They were allowed to choose whatever topic they like.

If the learners choose to ascertain the name of the program on a laptop, it may be identified as *Learn English Podcast*. However, it was not possible to download this application on a laptop. Nevertheless, it can be accessed via the British Council's website. Individuals seeking to install a podcast application on their mobile device, namely on a phone or Android operating system, might locate a suitable option named *Podcast* developed by the British Council. This program provided transcripts for each podcast, enabling students to simultaneously listen to the audio content while reading the corresponding text. The availability of good audio and accompanying transcripts proves to be quite advantageous for researchers.

Based on the explanation of the background above, the researcher interested to conduct the research with entitle "The effect of podcast in teaching listening skill at tenth graders of SMK Nurul Huda".

## RESEARCH METHOD

The present research employed a quantitative research design, specifically utilized an experimental methodology. According to Creswell (2012), experimental research involved the systematic test of an independent variable in order to ascertain its impact on the dependent variable.

This research employed a quasi-experimental methodology to examine the potential impact of the Memrise program on students' vocabulary acquisition. According to Creswell (2012), a quasi-experimental design involved the assignment of individuals to groups, but not through random assignment. The design of this study included an experimental group and a control group, both of which involve two classes. The study utilizes a pre-test and post-test methodology. In the experimental group, the researcher implemented a specific treatment, while the control group did not get any treatment. The design of quasi-experimental studies typically follows the following structure:

## RESULT AND ANALYSIS

### 1.1 Findings of the Research

This research was taken at the Tenth graders of Nurul Huda Sukaraja. The findings of the study were obtained based on the steps of technique for analysis of the data as presented in chapter III. The findings of this research were presented as follows: (1) the result of pretest and posttest score in the experimental group, (2) the result of pretest and posttest score in the control group, and (3) statistical analysis; a) the test of normality, b) the test of homogeneity, and c) independent t-test.

#### 1.1.1 The Result of Pre-test and Post-test Score in The Experimental Class

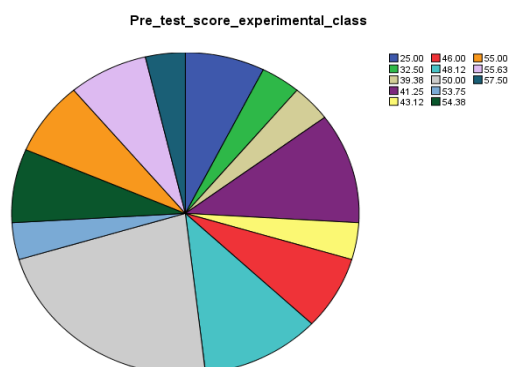
The researcher gave a pretest to the students for the experimental group before conducting the treatment, to find out the achievement of the students taught by using podcasts and students who were not taught by using podcasts. After the researcher gave 6 treatments to students in teaching listening by using the podcast application about daily activity, the researcher gave a posttest to students which aims to determine the extent of student progress in listening skills. In the pretest and posttest, the sample of the students' were 27 students. The calculation of the data, the researcher used SPSS 25. Moreover, the data of the frequency of the students' score for pretest in the experimental group can be seen on table 1.

**Table 8**  
**Frequency of the pre-test score in the experimental class**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25	2	7.4	7.4	7.4
	32.5	1	3.7	3.7	11.1
	39.38	1	3.7	3.7	14.8
	41.25	3	11.1	11.1	25.9
	43.12	1	3.7	3.7	29.6
	46	2	7.4	7.4	37.0
	48.12	3	11.1	11.1	48.1
	50	6	22.2	22.2	70.4
	53.75	1	3.7	3.7	74.1
	54.38	2	7.4	7.4	81.5
	55	2	7.4	7.4	88.9
	55.63	2	7.4	7.4	96.3
	57.5	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

Moreover, the distribution score can be seen in chart 1

**Chart 1.** The Distribution Score of Pre-test in the Experimental Class



Based on the table 1 and chart 1, mode of the pre-test score in experimental class was 50, median was 50, the lowest score was 25 and the highest score was 57.5, and mean of the score was 46.9. The interpreted students' score into distribution table as presented in Table 2.

**Table 2.** The Distribution Score of the Pre-test in the Experimental Class

Score Interval	Level of Competency	Score	
		Frequency	Percentage (%)
91-100	Excellent	0	0%
81-90	Very Good	0	0%
71-80	Good	0	0%
61-70	Moderate	0	0%
51-60	Enough	8	29,63%
41-50	Low	15	55,5%
0-40	Poor	4	14,81%
Total		27	100%

On the table distribution above, it was obtained that there was no students (0%) who got excellent, very good, good, and moderate level of competency, but there were 8 students (29,63%) who got enough level of competency, 15 students (55,5%) who got low level of competency, and 4 students (14,81%) who got poor level of competency.

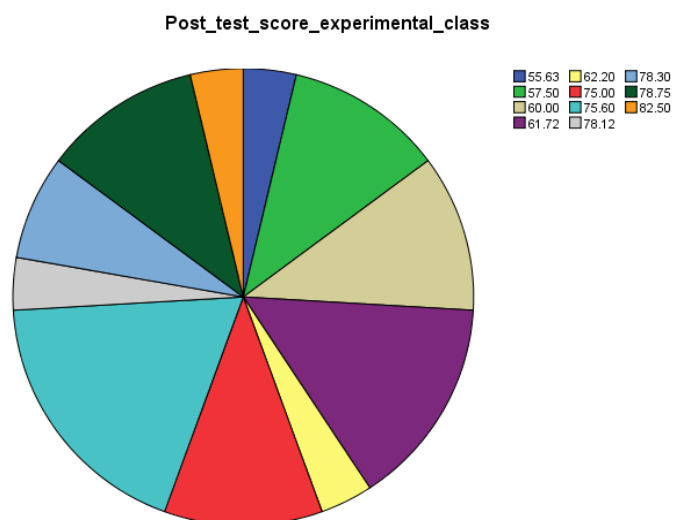
In addition, the following table is the frequency of the students' score of post-test of experimental class.

**Table 3.** Frequency of the Post-test Score in the Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55.63	1	3.7	3.7	3.7
	57	2	7.4	7.4	11.1
	57.5	1	3.7	3.7	14.8
	60	3	11.1	11.1	25.9
	61	4	14.8	14.8	40.7
	62.2	1	3.7	3.7	44.4
	75	8	29.6	29.6	74.1
	78	5	18.5	18.5	92.6
	78.75	1	3.7	3.7	96.3
	82	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

Furthermore, the distribution score can be seen in this chart 2.

**Chart 2.** The Distribution Score of Post-test in the Experimental Class



Based on the table 3 and chart 2, mode of the post-test score in experimental class was 75, median was 75, the lowest score was 55,63 and the highest score was 82, and mean of the score was 69,40. Next, the writer interpreted the students' score into distribution table as presented in Table 4.

**Table 5.** The Distribution Score of Post-test in the Experimental Class

Score Interval	Level of Competency	Score	
		Frequency	Percentage (%)
91-100	Excellent	0	0%
81-90	Very Good	1	3,7%
71-80	Good	14	51,85%
61-70	Moderate	5	18,5%
51-60	Enough	7	25,9%
41-50	Low	0	0%
0-40	Poor	0	0%
Total		27	100%

From the table 5, it was gotten that there were 1 student (3,7%) who got very good level of competency, there were 14 students (51,85%) who got good level of competency, there were 5 students (18,5%) who got moderate level of competency, and the last 7 students (25,9%) who got enough level of competency. For the excellent, low, and poor were not students got it. Moreover, the following table is the descriptive statistic of pre-test and post-test in the experimental class that used to get information about number of sample, range, minimum score, maximum score, sum, mean, standard deviation (SD), variance, skewness and kurtosis. It can be seen in Table 6.

**Table 6.** Descriptive Statistic of Pre-test and Post-test in the Experimental Class

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Pretest-score-experimental-class	27	32.50	25.00	57.5	1266.38	46.9030	1.66742	8.66416	75.068	-.1284	.448	1.364	.872
Posttest-score-experimental-class	27	26.87	55.63	82.5	1873.68	69.3956	1.73858	9.03393	81.612	-.215	.448	1.800	.872
Valid N (listwise)	27												

Based on the table 6, number of sample in pre-test was 27 and post-test was 27, range of pre-test was 32.50 and post-test was 26.87, minimum score of pre-test was 25 and post-test was 55.63, maximum score of pre-test was 57.50 and post-test was 82.50, sum of pre-test was 1266.38 and post-test was 1873.68, mean of pre-test was 46.903 and post-test was 69.3956, standard deviation of pre-test was 8.66416 and post-test was 1.73858, variance of pre-test was 75.068 and post-test was 81.612, skewness of pre-test was -1.284 and post-test was -.215, the kurtosis of pre-test was 1.364 and post-test was 1.800.

Based on the table 15 and chart 4, mode of the post-test score in experimental class was 55.63, median was also 55.63, the lowest score was 47.5 and the highest score was 75, and mean of the score was 57. Next, the writer interpreted the students' score into distribution table as presented in Table 7.

**Table 7.** The Distribution Score of Post-test in the Control Class

Score Interval	Level of Competency	Score	
		Frequency	Percentage (%)
91-100	Excellent	0	0%
81-90	Very Good	0	0%
71-80	Good	1	4.2%
61-70	Moderate	4	16.7%
51-60	Enough	15	62.5%
41-50	Low	4	16.7%
0-40	Poor	0	%
Total		27	100%

Based on the result of descriptive statistic above, it was found that criteria of pre-test in the control class, there weren't student (0%) were in excellent, very good and poor level of competency, 1 student (4.2%) was in the good level of competency, 4 students (16.7%) were in moderate level

of competency, 15 students (62.5%) were in enough level of competency, and the last 4 students (16.7%) were in low level of competency.

Moreover, the following table is the descriptive statistic of pre-test and post-test in the control class that used to get information about number of sample, range, minimum score, maximum score, sum, mean, standard deviation (SD), variance, skewness and kurtosis. It can be seen in Table 8.

**Table 8.** Descriptive Statistic of Pre-test and Post-test in the Control Class

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Pretest-score - control-class	24	31.25	43.75	75	1316.91	54.8713	1.66742	8.29760	68.850	.615	.472	-.327	.918
Posttest-score - control-class	24	27.50	47.50	75	1368.03	57.0012	1.73858	5.99837	35.980	1.034	.472	2.166	.918
Valid N (listwise)	24												

Based on the table 8, number of sample in pre-test was 24 and post-test was 24, range of pre-test was 31.25 and post-test was 27.50, minimum score of pre-test was 43.75 and post-test was 47.50, maximum score of pre-test was 75 and post-test was also 75, sum of pre-test was 1316.91 and post-test was 1368.03, mean of pre-test was 54.8713 and post-test was 57.0012, standard deviation of pre-test was 8.2976 and post-test was 5.99837, variance of pre-test was 68.850 and post-test was 35.980, skewness of pre-test was 615 and post-test was 1.034, then kurtosis of pre-test was -.327 and post-test was 2.166.

## 1.2. Statistical Analysis

### 1.2.1. Test of Normality

Before analyzing the data, the test of normality should be measured. In determining of the data, the writer used Kolmogorov-Smirnov, and the result of normality test of the post-test score in the experimental and control class were describe as in the following Table 9

**Table 9.** Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Post-test-score-experimental-class	.185	27	.060	.866	27	.005
Post-test-score-control-class	.145	24	.200	.883	24	.011

Based on the calculation of statistic above, the result of normality test showed the p-value of podcast was higher than 0,05 level, which has 0.06. It means that the distribution of the data in



podcast was normal. Meanwhile, teaching listening no treatment has p-value 0.2 which was also higher than 0.05. It mean that distribution of data writing using no treatment was also normal.

### 1.2.2. Test of Homogeneity

To know whether the samples were homogenous or not, the reseacher used the test of homogeneity of variances. The reseacher calculated by SPSS 25. It could be seen in Table 10.

**Table 10.** Test of Homogeneity of Variances

Score				
L	Levene Satatistic	df1	df2	Sig.
2.825		1	49	.099

According to the table 10, the calculation of Levene Statistic by using SPSS 16, it was found that p-output was 0.099. It was higher than the mean significant differences level (0,05). So, it meant that the sample taken from experimental and control class were homogenous.

### 1.2.3The Independent t-test

Independent t-test is the method that used to evaluate the differences in mean between the two groups. To find out whether or not there was any significant difference in teaching listening, the reseacher compared the result of post-test in control group and experimental group by using independent t-test. The result of the SPSS 25 calculating was described as follow:

**Table 11.** Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	2.825	.099	5.954	49	.000	14.52431	2.43961	9.62172	19.42689
	Equal variance not assumed			5.984	48.939	.000	14.52431	2.42722	9.64646	19.40215

Based on the table 20, the value of t obtained = 5.954 and 5.984 are higher than t table= 2.021, and the value of sig (2-tailed)= 0.000 less than mean significant difference (0.05).

In addition, the reasecher concluded that hypothesis alternative (Ha) of this study was accepted and (Ho) of this study was rejected. It meant that there was any significant difference in teaching listening by using podcast in the experimental class.

## 2.2. Interpretation

According to the finding above, it could be interpreted that teaching listening using podcast was significant increase. Based on the score of t-obtained gathered from SPSS 25, it shows that t-obtained was higher than t-table (5.954 and 5.984 > 2,021) at the significance level  $\alpha = 0.05$  in two tailed test with df was  $(n-2) = (51-2) = 49$ . Therefore, Null Hypothesis (Ho) was rejected and Alternative Hypothesis (Ha) was accepted. It could be interpreted that the use of podcast can increase students' listening skill at the tenth graders of SMK Nurul Huda Sukaraja.

Moreover, Ramli (2018) said that podcast can increase the students teaching listening skill. The observation indicate that both students and teachers have the capacity to engage in victimization through the use of applications. Students actively immerse themselves in activities to



enhance their proficiency in the English language, particularly in the areas of heard and spoke, by utilizing technology-based experiences. The researchers acquired diverse orientations and captivating ambiance. Similarly, the instructor was also required to demonstrate proficiency in incorporating instructional tools, such as podcasts, to facilitated innovative instruction within the classroom environment. Podcasts offer a wide range of topics and activities that enhance teachers' and students' knowledge and English language proficiency in educational settings.

## CONCLUSION

Based on the data analysis described by the previous chapter, the reseacher concluded that there was any significant differences between the students who are taught by Podcast and who are no podcast to increasesteaching listening skill at the tenth graders of SMK Nurul Huda Sukaraja. It was proved by the result of the Independent Sample t-test of the post-test score in the experimental and control class gave the value of t-obtained was 5.954 and 5.984 and the value of Sig (2-tailed) was 0.000. It meant that the value of t-obtained was higher than t-table= 2,021 with df was (n-2)= (51-2)= 49, and value of Sig (2-tailed) was less than the value of Significance level ( $\alpha = 0.05$ ). So, the Null Hypothesis was rejected and Alternative Hypothesis ( $H_a$ ) was accepted. It can be concluded there was any significant difference between students who are taught by using podcast and students who are no taught by using podcast.

From the data obtained, it was also found that the students could reduce their problems in the teaching of listening skills applied in their class. By using podcasts, the students finally found the cause of their problems in listening and they can solve their problems, because the use of audio visuals in interesting podcasts can improve their listening concentration.

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