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# Podcasts: Improving Students' Extensive Listening Skills

*by* Arfiyan Ridwan

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## Podcasts: Improving Students' Extensive Listening Skills

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### ABSTRACT

Podcasts is one of the technologies that can be used as an effective media to teach students' listening skill, especially extensive listening. This research aims to know the effectiveness of using podcasts application in teaching extensive listening. The method in this study used quantitative research. The design of this research was pre-experimental one group pre-test and post-test design. It involved the Eleventh Grade Students of SMA Negeri 2 Bangkalan as the subject of the research. In this research, the data were obtained toward the results of listening tests. The research was started by giving pre-test, treatments, and post-test to experimental group. The data of the tests were analyzed by using Paired Sample T-Test. The results showed the significant difference between pre-test and post-test. It indicate that the value of significance (Sig. 2-tailed) is 0.002 lower than 0.05. The results of the statistic hypothesis testing showed that the P-value lower than  $\alpha$  ( $0.002 < 0.05$ ), it means that  $H_a$  was accepted and  $H_o$  was rejected. It can be concluded that podcasts application is effective and brilliant media that can be suggested to be used on teaching listening.

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### 1. INTRODUCTION

Nowadays, technology has been used in education. It is turning a popular trend in the environment of teaching foreign languages such as English. In Indonesia, English is a foreign language. So, there are several students who feel difficult to learn English. The students' English skills are not good and still need enhancement (Mulyono, 2016). One of the skills in English that is considered difficult to be learned for the students in Indonesia is listening since it needs listeners' focus and concentration. It happens because they are unable to listen to the English text well in the class (Renandya, 2012). Listening is one of the leading ways to learn English whether as a foreign language or a second language. As defined that: "Listening is the major component in language learning and teaching cause in the classroom learners do more listening than 12 speaking" (Brown H. G., 2001, p. 247). So, it can say that listening is one of the skills to recognize and know what the speakers are conveying. It is also a complete activity for helping the students to understand what the speakers say. Because of that, they can activate their previous knowledge. In another way, it could help out the trouble of listening by giving practice to students in other types of listening.

There are some problems found in the context of English teaching and learning to listen. First, the students feel unfamiliar with the listening itself. It is just conducted once or twice a month. Second, the students also had a problem with spelling words. It means that they can speak up well, but cannot spell words well. The last problem, the teacher is rudimentary which gives listening input. The teacher feels that listening must do in the class during the teaching and learning process. Actually, the teacher not only can give listening lessons inside of the class but also outside class such as ask the students to practice listening in their home and write on the paper the result what they have heard.

One of basic types in listening is extensive listening. Extensive listening is an extended activity that is for developing a general understanding of spoken language. It is an interesting activity from listening (Brown H. D., 2004). So, the hearer can choose a free conversation about what they like. So, they should understand the message from that conversation through making inferences in a way listening for the gist and the main idea. It is all part of extensive listening. Extensive listening is an interesting activity for students at Senior High School. They really need great and enjoy the activity while studying. In this activity, they can choose their favorite topic for listening and anything that they want to listen to. Meanwhile, it also can expand their knowledge. Teaching listening in traditional era is different from teaching in modern era. Teaching extensive listening using traditional methods is boring. It makes the students are not interested in this lesson (Mulyono, 2016). It makes the students are not interested in this lesson. They just can use radio as the media for the teaching and learning process. Meanwhile, the fast-growing digital era has changed not only the lifestyles of people in the world but also teaching and learning strategies (Tananuraksakul, 2016). Furthermore, the fast-growing technology in the last 20 years has given an awesome impact on the world of education, including teaching foreign languages (Sandorova, 2013). In this modern era, technology is extremely used for educational goals at all levels (Solano, Cabrera, Ulehlova, & Espinoza, 2017). Moreover, teacher should try other way in teaching to help students understand the material (Dibdyaningsih & Sudarso, 2020). So that, to make students are interested, the teachers should use new interesting application in listening class.

There are some problems in teaching extensive listening. First, the teachers do not know the students' level of listening, so the teachers have to pay attention to that. Second, the students feel difficult to choose the right material for listening (Waring, 2008). Both of the reason it makes the problems when the teachers are teaching extensive listening to the students.

One of the technologies that can be used as an effective media to teach students' listening skill is podcasts. Podcasts are a useful source for enhancing listening skills, especially when students listened extensively outside the classroom (Giordano, 2016). Meanwhile, using podcasts in language teaching and learning could assist learners to have a great understanding of the content and to expand their ability in listening comprehension (Ahmed, 2016). Besides that, podcasts are as a media can motivate the students to learn English and enhances their language skill specially in listening (Hasan & Hoon, 2012). It would motivate the students with the unique features of listening which is provided appropriately in podcasting. Teaching through talk is more effective rather than text. English teachers are able to help students to practice a foreign language outside the classroom by encouraging them to use podcasts to improve their language skills (Ahmed, 2016). Podcasts convey innovative chances for educators to determine the zones of teaching which are attractive but looks not to be actually tried by teachers (Bartoš, 2008). They can use podcasts for sharing their ideas and suggestions to improve their method of teaching. Obviously, podcasts could be mostly used for lecture recording, independent learning, and project-based learning as well.

There are a lot of advantages teaching listening by using podcasts application. As the results of the study, podcasts are a useful source for enhancing listening skills, especially when students listened extensively outside the classroom such as it can increase their English vocabulary and make them familiar with speakers' different voices; hence, students' fluency in listening increases (Giordano, 2016). Those listening activities using podcasts can have great effects as an authentic resource geared specifically toward each level (Ahmed, 2016). It makes them have better skills than the students who are not listening to through podcasts. Not only that, podcasts also can make the students more creative and active in class. Furthermore, podcast can attract the students' interest as well as the students' trouble and uninterested in learning listening in English lesson (Aditya, 2018).

There are some previous studies that examined podcasts application that can be suitable media to enhance the students' extensive listening and the result is very obvious to students. First, the study was done by Ahmed entitled "Using Podcasts to Improve Listening Comprehension in the Arabic Classrooms". He found out that implementing podcasts in language teaching could help students to have a great understanding of the content and to increase their competence in listening comprehension (Ahmed, 2016). The second study was done by Yoestara & Putri entitled "PODCAST: An alternative way to improve EFL students' listening and speaking performance". They found out that podcasts could bring a lot of benefits in teaching listening and speaking for EFL learners Yoestara & Putri, 2018. The third study was done by Abdulrahman, Basalamah, & Widodo, they found out from their study with the title "The Impact of Podcasts on EFL Students' Listening Comprehension" that it has unprejudiced to investigate students' listening comprehension concluded the use of podcast in EFL classroom (Abdulrahman, Basalamah, & Widodo, 2019).

With podcasts, there are so many advantages that are gotten by users such as getting some information and entertainment. Recently, there is an important thing in podcasts that can be used for education. It can be interesting and unique activities in education. This study was aimed to know whether any



significant difference in listening scores before and after the students have been taught by using podcast application. The outcome of the study could give a valuable profit; it can give additional knowledge and experience to develop English language teaching, especially teaching listening and also introduce new interesting media to the students by using podcast applications in the teaching and learning process.

## 2. RESEARCH METHOD

This study has conducted from March, 1<sup>st</sup> to April, 2<sup>nd</sup> 2020. The researcher chose SMA Negeri 2 Bangkalan because she had some considerations. The population of this research used the whole students in the Eleventh Grade of SMA Negeri 2 Bangkalan. The total number of the population is 410 students. Samples were XI-MIPA-2 that consists of 35 students; 16 male and 19 female. The researcher took a sample of class XI-MIPA-2 based on purposive sampling depends on what criteria are used.

In this research independent variable is podcast application. Meanwhile, the dependent variable is the students' extensive listening ability. The instruments of this research are tests. According to a characteristic sample of the students' behavior, the score is an indicator of the listening ability, which the known result of the characteristic being measured. There are two tests used by the researcher to collect the data. They are pre-test and post-test.

There are two hypotheses in this research, those are alternative and null hypothesis. Null hypothesis ( $H_0$ ), it means there is no significant difference in listening score before and after the students have been taught by using podcast application. Meanwhile, alternative hypothesis ( $H_a$ ), it means there is a significant difference in listening score before and after the students have been taught by using podcast application.

In this study, the researcher used two instruments; they are pre-test and post-test to collect the data. The researcher gave the students pre-test before explain and apply podcast application as media. In the first step, the researcher distributed the pre-test that has prepared before. Second step, the treatment was given after the researcher gave a pre-test to students. The treatment was held several times and the treatment was stopped if there is progress in students' extensive listening ability. In this step, this treatment was given several times by the researcher, with some different material given to students, such as finding new vocabularies, making summary and listening log. The treatment stopped if there is a students' progress in extensive listening ability. The last step, the researcher gave post-test to the students to know whether podcast application can get a positive impact on the students' extensive listening ability in the Eleventh Grade at SMA Negeri 2 Bangkalan or not.

## 3. RESULTS AND ANALYSIS

The data is analyzed quantitatively. The quantitative data is analyzed from the students' listening tests. There are 2 ways to analyze the data. First, both tests scored by using a manual to get pre-test and post-test scores from each student. Second, the researcher in this research used SPSS 25.0 for windows to know the significant difference in listening score before and after the students have been taught by using podcast application.

### 3.1. Results

**Table 1.** The students' result of pre-test  
Descriptive statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PRE-TEST	35	30.00	86.00	64.3429	12.17988
Valid N (listwise)	35				

Based on the students' scores of the pre-test above, the researcher found the mean score of students' pre-test is 64.34. It was a poor score. After getting the result of the students' pre-test, the researcher gave treatment for the students by using a podcasts application. The treatment was conducted after the determined of the pre-test on March 12th, 19th, and 26th 2020. When the researcher was applying podcasts application, the students are happy, relax, enjoy, comfortable, and interesting in participating during the learning process in the class.

**Table. 2.** Treatment for experimental group

Date	Treatments
March 12 <sup>th</sup> , 2020	<ol style="list-style-type: none"> <li>1. The researcher explained in detail about extensive listening, the definitions, and the purpose</li> <li>2. The researcher gave a simple explanation about podcasts application.</li> <li>3. The researcher asked the students to download podcasts application.</li> <li>4. The researcher asked the students to try using podcasts application and chose one of their favorite topics and listen to it.</li> <li>5. The students wrote down new vocabularies in a piece of paper and collect it from the researcher.</li> </ol>
March 19 <sup>th</sup> , 2020	The researcher asked the students to choose other topics in the podcasts application and make a summary.
March 26 <sup>th</sup> , 2020	The researcher asked the students to make a record after listen using podcasts application to make a listening log that has been prepared by the researcher.

**Table. 3.** The students' result of post-test  
Descriptive statistics

	N	Minimum	Maximum	Mean	Std. Deviation
POST-TEST	35	32.00	94.00	73.0286	13.11821
Valid N (listwise)	35				

Based on the students' scores of the post-test above, the researcher found out that the mean score of student post-test is 73.03. Meanwhile, the mean score of students' pre-test was 64.34. In this study, the result of the pre-test and post-test is not the same. The mean is not the same between pre-test and post-test (64.34 and 73.03), the average post-test is higher than the pre-test ( $73.03 > 64.34$ ).

**Table. 4.** The result of the pairedsample testPaired samples test

		Paired Differences			95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	PRE-TEST POST-TEST	-8.68571	15.23883	2.57583	-13.92043	-3.45099	-3.372	34	.002

Based on the data above, the result of the pre-test and post-test that has been analyzed by using the "Paired Sample T-Test", the result shows that the value of Significance (Sig. 2-tailed) is 0.002. It indicates the So is accepted because the value of significance (Sig. 2-tailed) is 0.002 lower than 0.05. It means that the P-value lower than  $\alpha$ . ( $0.002 < 0.05$ ). It can be concluded that there is a significant difference in listening scores before and after the students have been taught by using podcasts application.

The data was analyzed statistically; the result shows that the value of Significance (Sig. 2-tailed) is 0.002. It indicates the value of significance (Sig. 2-tailed) is 0.002 lower than 0.05. It means that the P-value lower than  $\alpha$  ( $0.002 < 0.05$ ). Therefore, the alternative hypothesis ( $H_a$ ) which states that there is a significant difference in the students' extensive listening ability was taught before using podcasts application and after using podcasts application is accepted. But, the null hypothesis ( $H_o$ ) states that there is no significant difference in the students' extensive listening ability were taught before using podcasts application and after using podcasts application is rejected. It means that there is a significant difference in listening score before and after the students have been taught by using podcasts application at Eleventh Grade students of SMA Negeri 2 Bangkalan.

### 3.2. Discuss

In this research, listening is one of the skills in English that is considered difficult to be learned for the students in SMA Negeri 2 Bangkalan since it needs students' focus and concentration. Extensive listening is an extended activity that is for developing a general understanding of spoken language (Brown H. D., 2004). It is an interesting activity from listening. The researcher gave extensive listening ability test to know

the students competence in extensive listening. In the teaching and learning process, students still have difficulty understanding what the native speaker said in listening class. To overcome the problem of students, the researcher offered treatments to students by using podcasts application. This media was implemented in XI- MIPA-2 students of SMA Negeri 2 Bangkalan into three times treatment.

The researcher gave treatments to students by using podcasts application. The purpose was to know the influence of using podcasts application on students' extensive listening ability. Podcasts are a useful source for enhancing listening skills, especially when students listened extensively outside the classroom (Giordano, 2016). In this research, it showed that students get the positive impact after using podcasts application. It is found from the results of tests and treatments gave to students. The means of students' post-test is higher than the means of students' pre-test. So, the uses of podcasts application can influence the addition of students' grades to extensive listening ability, although there are several students that have the better listening ability before giving treatments.

Meanwhile, it also has similarities with a statement that podcasts application offer a 'real-life listening' source that allows all foreign language listeners to get the benefit from it (Ahmad, 2016). Then, after using podcasts during teaching and learning process in the class, it can help students to understand the content and to enhance their proficiency and their extensive listening skill. To know the result, the researcher collected the result of students after practicing by using podcasts application. Based on the research found by the researcher, the student sheet results indicate that they are able to write down what they have listened from podcasts application. In this case, it shows that students have a fairly good understanding. It can be seen based on their results. They can make a summary of what they have listened to, write down the new vocabulary that they have listened to, and understand what the native speaker said.

Besides that, podcasts convey innovative chances for educators to determine the zones of teaching which are attractive but looks not to be actually tried by teachers (Bartoš, 2008). It is also stated by (Wulandari, Ulfa, & Ridwan, 2019) that another online learning media can also help students to be well motivated to learn. It means that podcasts application can give motivation to the students. It makes students be more active and interested in the class during teaching and learning process. From the result of this research, it can be claimed that podcasts are as a media can motivate the students to learn English and enhances their language skill, especially in listening. It is found from the students responds during implementation by using podcasts application. The students feel interested while using podcasts application, because it is new media for them. It can motivate the students with the unique features of listening which is provided appropriately in podcasting. So, the students were enjoying using podcasts application as media in teaching extensive listening.

In this research, learning by using podcasts application as media could assist learners to have a great understanding of the content and to expand their ability in listening comprehension (Ahmed, 2016). Podcasts application can help students to be more active in learning English especially in extensive listening by getting a better score. Overall the results of this study indicate that students have achieved extensive listening ability after using podcasts application in Eleventh Grade students' of SMA Negeri 2 Bangkalan.

#### 4. CONCLUSION

Podcasts application is effective and brilliant media that can be suggested to be used on teaching listening, especially at the Eleventh Grade students' of SMA Negeri 2 Bangkalan. It can be seen from the result of this research that there is a significant difference in listening score before and after the students have been taught by using podcasts application at Eleventh Grade students of SMA Negeri 2 Bangkalan.

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