



IMPROVE STUDENTS' LISTENING SKILLS BY LISTENING TO ENGLISH PODCASTS FOR CLASS VIII AT JUNIOR HIGH SCHOOL 4 MANDAU

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Abstract

Abstract. In addressing *the problems and difficulties faced by most students in learning listening, several academics and specialists in English teaching decided to pay attention to the most effective approaches, methods and techniques to assist their students in learning listening. This study aims to analyze the effect of using podcasts in the English listening method on students' listening comprehension. The method used is a quantitative method with an experimental research design with pre-test and post-test data collection instruments. The test is taken from the TOEFL IBT. The test consists of six topics with thirty questions. The sample technique used was purposive sampling technique, 30 students of the English Study Program were selected as samples. Data were analyzed statistically using the t-test. . The results of this study show; the students' pre-test average was 27.80 while the students' post-test average was 36.38. After the test results were analyzed, it was found that the average value of the post-test was greater than the average value of the pre-test and showed that the t-count (4.535) was greater than the t-table (2.756), at a significance level of 1%. Thus, the alternative hypothesis is accepted and the null hypothesis is rejected. Based on these results, it can be concluded that the effect of using podcasts in learning English develops students' listening comprehension.*

1. INTRODUCTION

Lack of understanding about the relationship between receptive and productive abilities (receptive and productive skills) led to the view that listening skills (listening skills), one of the receptive abilities, becomes ability an unimportant one. Even so, a growing theory says the importance of listening. Listening skills are just as important as other skills. Listening does not only involve listening or paying attention to what others are saying. Effective listening requires active and conscious attention to sounds, words, and grammar, and at the same time engages the brain to process our background knowledge of what we are listening for the purpose of gaining understanding. Perhaps we hear an interesting speaker, music from a fine orchestra, the news on

the radio, or the sound of traffic as we drive. In that case, if we listen properly, we will react according to what we hear by shouting, giving verbal comments, laughing, crying, or just by giving gestures or facial expressions.

The same thing was said by Gebhard who stated that listening is not a passive ability. He added that even when we listen in one-way conversations, for example listening to a lecture, radio, film, television news, and music, we are actually active at that time. We actively respond to what we hear. When we hear, we always respond either through direct spoken language or body language. In responding through spoken language we may say something to what we hear, while responding with body language we may laugh or cry at what we hear. Also, Jack Richards and Renandya stated that listening comprehension is the key to second language acquisition and therefore requires more attention in learning. language. 2 Listening is a skill that plays an important role in facilitating students to learn a foreign language. Through this skill students acquire language. Good listening skills open up more opportunities for students to get more input on the language being studied (target language), namely English. Therefore, listening cannot be ruled out. Listening is an ability as important as any other.

2. DISCUSSION

Table 1 The Discussion Result

Sentences	Explanation
1. <i>Listening according to Experts</i>	<p>Some experts emphasize that listening is an active process. According to Valder , listening is an active process of perceiving and constructing a message from a stream of sound. In this case, it can be said that listening is an active process in which the listener plays a very active role in forming the message as a whole which is immediately exchanged between the listener and the speaker.</p> <p>However, some experts view listening as an ability to identify what the speaker is saying. Fari said that listening is an ability to determine and understand what other people are saying. David Nunan also said that listening comprehension in a second language is a complex and very important process in the development of second language competence.</p> <p>From the explanation above, we can conclude that listening is a process of activity that requires listeners to be actively involved in forming a message from a stream of sound. As an active skill, listening requires a number of abilities such as vocabulary, grammar mastery and the ability to understand the speaker's message.</p>
2. <i>Listening in Language Learning</i>	<p>Learning a language means learning how language can be used to help us learn, by learning a language we can communicate, share ideas and interact with other people for the sake of learning. Listening skill is one of the four important language skills to learn because it allows students to gain insight and information.</p> <p>At the beginning of its development, listening skills in foreign language learning were considered not as important as other skills. In fact, most people think that having foreign</p>

	<p>language skills means only having the ability to speak and write in that language. However, in the 1960s experts began to see the importance of listening skills in foreign language teaching. The theory about the importance of listening skills developed in the 1980s, when Gillian Brown showed that the development of listening and speaking skills (oracy) was as important as reading and writing skills (literacy).</p>
<p>3. <i>The Process of Comprehension in Listening</i></p>	<p>The listening process is an interactive process that transforms spoken language into meaning in the mind. Listening learning requires knowledge of how the listening process occurs. There are two processes that can be distinguished in listening comprehension, namely: bottom-up and top-down processes. Both of these processes involve a lot of understanding spoken information and looking at each process of understanding in listening with its own perspective.</p>
<p>4. <i>Listening Strategy</i></p>	<p>Podcasts are audio or video media files that are released in a manner periodically through the internet and can be downloaded via web syndication. Podcasts are digital audio material in MP3 format. Audio material now ready in digital formats such as WAV and MP3. The easiest way to understand podcasts is to think of a radio show that you listen to a lot. Instead of having to listen at a set time, you can download it to your iPod and listen at your convenience, sometimes for a subscription or for free. There are three main characteristics of a podcast, namely; episodic, downloadable, and program-driven especially with a specific theme.</p> <p>There are three types of podcasts, namely:</p> <ol style="list-style-type: none">(1) Audio podcasts, the most common of which are MP3 files,(2) Improvement of podcasts, podcasts in the form of images accompanied by audio, and(3) Video podcast, is a film that is equipped with sound and is usually in MP4 format. Specifically, in this study, audio podcasts were used

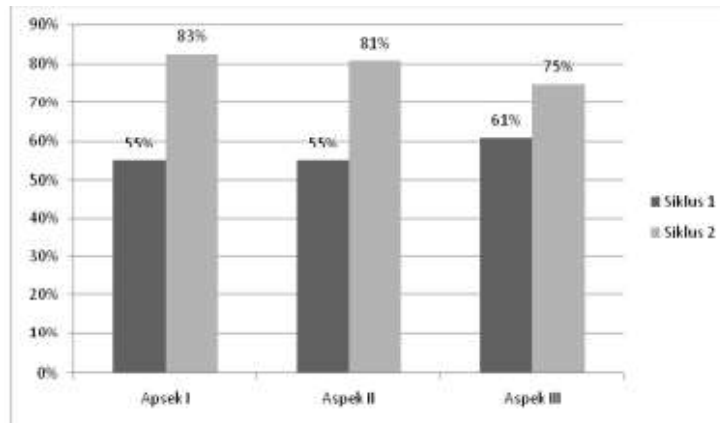
3. RESULTS

Based on the results of data from observations during the learning process, it shows that student participation is increasing in each cycle which is divided into several aspects of the assessment including:

1. Aspect I, namely the average number of student involvement in group discussions in cycle I (55%) and cycle II (83%).
2. Aspect II, namely the average number of students collaborating in giving understanding to friends in one group in cycle I (55%) and cycle II (81%).
3. Aspect III, namely the average number of students who are able to participate present the results of the discussion (presentation) well in cycle I (61%) and cycle II (75%).

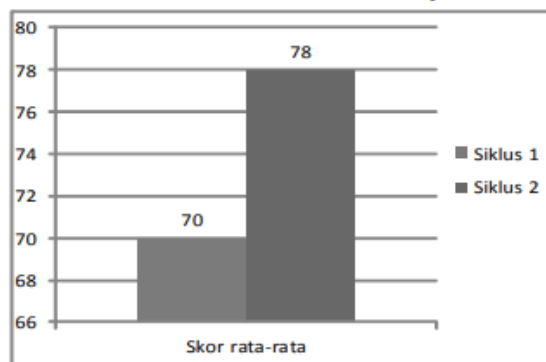
The above can be seen from the image below :

Figure 1. Percentage of student engagement, collaboration , presentation skills in cycles 1 and 2



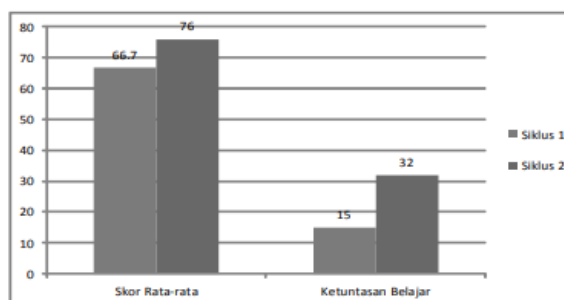
Referring to the group test results data, there is an increase in the average value. In cycle I the average score was 70 and there was an increase of 8 points in cycle II to 78. This can be seen from the following figure:

Figure 2. Group average score 70 78 66 68 70 72 74 76 78 80 Average score of Cycle 1 Cycle 2



Based on the results of individual test results there is an increase an average value. In cycle 1 the average score was 66.7 and there was an increase of 9.3 points in cycle 2 to 76. Improvement This also occurred in learning mastery in cycle 1 there were only 15 students who achieved standard scores while in cycle 2 there were 32 students who achieved learning mastery, so in this case there was an increase of 17 points. This can be seen from the following image:

Figure 3. Average Individual Test Score and Learning Completeness 66.7 15 76 32 0 10 20 30 40 50 60 70 80 Average Score of Learning Mastery Cycle 1 Cycle 2



Based on the results of the questionnaire data to find out student responses to the implementation of podcast material , it can be seen in the following figure:

Figure 4. Student Responses to Podcast Implementation in Cycle 1

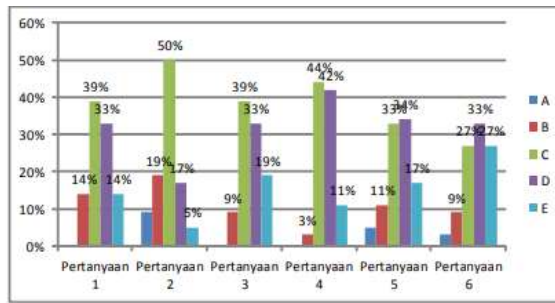
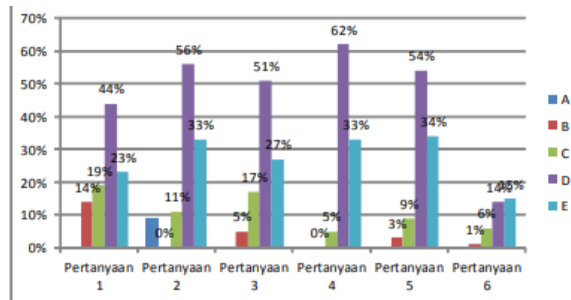


Figure 5. Student Responses to Podcast Implementation in Cycle 2



Based on the two tables above, it can be seen that there was an increase in student response to the implementation of the podcast. In cycle 1, most of the students responded to the podcast through the STAD strategy as an ordinary method with the most C answer choices, while in cycle 2, students gave a positive response as indicated by the increasing number of students choosing points D and E.

4. CONCLUSIONS

From the conclusions above it can be suggested the following:

1. For teachers of SMP 4 Mandau, after knowing the learning process through the application of podcasts, they should be able to apply this learning model so as to increase student participation and achievement.
2. For students after participating in the podcast learning process, it is expected that students will be able to get used to active, creative and innovative learning and be able to practice it directly after getting the theory they have learned.

5. REFERENCES

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