



## Using Podcast to Teach Listening Comprehension

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### Abstract

Listening is important to be learned by students in learning English language. However, students find it hard to comprehend and understand the language, because students are not accustomed to the language. To help students to accustom to the language and improve listening skill needs proper medium in learning activity. Using podcast as medium in learning listening is expected to help the students accustom to the language. The research was conducted at one of vocational school in Bogor that involved 33 students of X TKJ major as the sample from the total population 135 students of tenth grade. Pre-experimental method and one group pre-test post-test design were used. T-test formula is used to analyze the data. Based on data calculation, the result of t-test value is 4.26. Meanwhile, t-table value is 2.03 at significant level 0.05 with the degree of freedom (*df*) is 32. It shows that the t-test value is higher than t-table value ( $4.26 > 2.03$ ). It means the alternative hypothesis (*H<sub>a</sub>*) is accepted. Therefore, it can be concluded that podcast has an effect on students' listening comprehension.

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## INTRODUCTION

Listening is one of the important skills in learning English language, because to be able speak properly, the first thing to do is to listen. Although listening is important to be learned, Utomo et al., (2019) said that learners still face challenges in classroom to improve listening ability and it is supported by Kasim & Luwiti, (2020) that listening is harder for some students than many teachers realize it. It is hard because the students are not accustomed to the language, but it is not impossible for the students to learn listening with the right medium. Podcast is expected to help students to accustom to the language, because podcast has various topics

and can be used inside and outside classroom by students as authentic learning source.

Jovanović, (2021) indicates that the term podcast is from pod for iPod a well-known MP3 player and Broadcasting. Even though the terms contain word iPod (i.e. from the brand name iPod), the listener no need to have an iPod to listen to podcast, now podcast can be listened from computer, mobile device or MP3 player. This statement is also stated a year before by Indahsari, (2020) which explained that podcast is a method that using mobile device or personal computer (PC), and using internet to share audio or video. We can listen to the podcast even we have no an iPod, as long as we have internet to share it. Tobin & Guadagno, (2022) states that podcasts are regularly produced audio and video files that are available for a subscription and that can automatically be downloaded to a computer and/or portable audio and video device. It means that the listener can subscribe and listen to the podcast regularly. In additions Wulandari & Sya'ya, (2021) declare that podcasts offer a wide range of possibilities for extra listening to the language teacher and students. Podcasts have many different and interesting topics Putra & Dianti, (2022), so it can help the teacher and the students to choose material that could support teaching-learning activity in the classroom and outside classroom. From the experts' definition above, it shows that podcast is audios or videos that can be subscribed, downloaded from the internet, saved and played on PC or portable devices. Podcast can be a tool in pedagogical sector that offer many topics to support language teaching learning activity. Saragih et al., (2022) mentioned several characteristics of podcast that made it different with downloadable audio. They are availability of subscription, episodic, can be downloaded to a computer or saved in compatible device, has various topic, the barriers are very low and have far fewer restrictions because podcasts are delivered over the internet, so it served the listener with various topic. Sabrila & Apoko, (2022) in their study, mentioned that podcast can be divided into radio podcast and independent podcast. Radio podcasts are podcast that formed from radio programme, The second type of podcast give huge impact to ELT (English Language Teaching) because they can made their material to suit the learners need and afterward they are called ELT podcasts. ELT podcasts have three types, they are authentic podcasts, teacher-created podcasts and students-created podcasts, Gonulal, (2020) suggested the

content of podcast also important, ELT podcasts have several contents such as comprehensive, whole lessons, vocabulary, idioms, conversation with script, jokes, songs, phonetics, pronunciations and stories.

Listening is an active process of getting information from the sound we hear, that involving ear and brain to understand the spoken word. The process of listening activity is hard to be observed, yet the result of understanding can be showed by interpreting and responding to the sound (Alzamil, 2021). There are two strategies to deal with listening based on Putri, (2022). First is top-down listening, and the second is bottom-up listening. Top-down listening is an approach where the students understand the whole general meaning of what they are listening to or reading. Bottom-up listening is an approach where the listeners concentrate on understanding individual words than understanding the whole. Al-Janaydeh & Deif, (2021) explained there are several types of listening they are reactive, intensive, responsive, selective, extensive, and interactive. Vasanthan & Nandhini, (2022) describes various types of listening sub-skill that could help listeners catch the meaning of the listening text. The following type is the most common used in language classroom : listening for-gist is listening to get a general idea. Listening for specific information is listening just to get a specific piece of information. Listening in detail is listening to every detail, and try to understand as much as possible. Listening to infer is listening to understand how listeners feel. Listening to questions and responding is listening to answer question. Listening to descriptions is listening for a specific description. The sources of listening are divided into two (Nabiyev, 2022), they are live listening and recorded listening. Live listening is when the speakers talk to the listeners face to face. Recorded listening is the audio that has been recorded and played by using either from computer, mobile devices, inter active whiteboards or online. Listening is one of receptive skills besides reading, and receptive skill has the same basic classroom procedure. The procedure divided into two types, they are called type 1 and type 2 tasks. Type 1 task is when the students are asked to listen to general understanding or response, rather than to pick out details or get involved in a refined search or analysis the text. Type 2 is when the students are asked to listen to the text in detail, to prompt detailed responses, to get specific information or to analyze language. Moving from type 1 to type 2 tasks is helping students learn easier, finding the general information and continue finding detail information. The process is begun with

lead-in, comprehension or response task, listening, text-related task.

Therefore, the writer would like to investigate whether podcast can affect students' listening comprehension.

## **RESEARCH METHODOLOGY**

In this research, quantitative approach is used. Pre-experimental method and one pre-test post-test design are used to obtain the data. This research was conducted at SMK Putra Pakuan Bogor. It was started from March 24<sup>th</sup> until April 8<sup>th</sup> 2022. The sample of this research was 33 students of X TKJ from the total population 135 students of X grade SMK Putra Pakuan year 2021/2022. The design of this research is taken from Sugiyono's statistical calculation (Sugiyono, 2013)

The data were analyzed by using using statistical calculation; t-test formula by Arikunto, (2013). The writer collects the data by using the result of the pre-test and post-test of the objective test conducted. The items test consists of finding information in detail and specific descriptions as the part of the listening comprehension.

## **DISCUSSION**

In conducting this research, the researcher used podcast as a treatment to teach listening. Listening comprehension test was given to the students twice: before the treatments (pre-test) and after treatments (post-test). The pre-test was given to measure students listening ability. Then, the treatments were given two times to the students by using podcast. After that, the post-test was given to see effect of podcast on students listening comprehension.

In giving the treatments, the researcher adopts several steps from Harmer (2015). The first step is the resercher told the students that they will get a link to listen to a podcast, and then the researcher asked them to predict what will the speaker tell in the podcast. After that, students listen to the podcast and the researcher ask them about the prediction, how close their prediction with the topic. Then, the researcher told them to listen to podcast for the second time, in this sesion they are asked to answer some questions while they were listen. After that, the researcher asked them to listen to the podcast for the third times, but in this time the resercher gave them the script, so they can read while listening and

they can check their answer whether it is correct or not. Students are allowed to ask anything related the topic, and the researcher gives the explanation. After all of the steps, the students were asked to speak or imitate the speaker to ask and give directions. There are two podcasts about "giving and asking directions" that used for the treatments. This treatment is student centered, so students learn the materials by them self, and the teacher become a facilitator and observer in the class. All of the steps includes listening in detail and listening to descriptions to help the students comprehend the text.

During the treatment's students follow the instructions that explained by the teacher. In the first meeting the treatments were using google meets which is online class, and this meeting went well. The second meeting is offline class, in this meeting the students and the teacher had some problems, such as unstable network and noise, so it takes more time for the students to hear the podcast.

The data of this research were obtained from the result of pre-test and post-test. The first data were gained from pre-test before treatment was applied. Then, the second data were gained from post-test after listening to podcast was applied as the treatments. In calculating the data, pre-test and post-test score were calculated first. After that, the mean and the deviation of different were calculated. Next, t-test formula were used to find the t-test value. Then, calculated the degree of freedom to find out the t-table value. The last was testing the hyphothesis.

Based on the calculation of the data, the mean of gain is 12.24. Then, the total deviation of gain is 8702.061. Moreover, the t-test value is 4.26. Meanwhile, the t-table value is 2.037 at a significant level of 0.05 with the degree of freedom (*df*) is 32. In this case, the t-test value is higher than the t-table value ( $4.26 > 2.03$ ). The null hypothesis (*H<sub>0</sub>*) is rejected, if the t-test value is smaller than the value of t-table. Meanwhile, if the t-test value is higher than the value of t-table, the alternative hypothesis (*H<sub>a</sub>*) is accepted Sugiyono (2015). Thus, it can be concluded that in this research the t-test value is higher than the value of t-table so, the alternative hypothesis (*H<sub>a</sub>*) is accepted and the null hypothesis (*H<sub>0</sub>*) is rejected. Therefore, the result shows that listening to podcast affect students's listening comprehension.

Based on the data above, using podcast can help students improve their listening comprehension. It is relevant to Harahap, (2020) statement that podcast

as a medium to support learning speaking and listening bring many benefits in teaching for EFL learners since it can provide access to authentic, support self-regulated learning, increase language as well as create active learning. The statement is proven on this research since the result of t-calculated higher than t-table. Thus, it can be concluded that listening to podcast helps the students to understand the meaning from spoken text and can applies in the listening classroom activity.

## **CONCLUSION AND SUGGESTION**

Listening to podcast several times helped students to accustom to the topic discussed by the speaker, and could improve their ability in finding information in detail, and specific description. It can be shown from the t-test that higher than the t-table. As a result, podcast has an effect on students' listening comprehension.

Based on the results of this research, there are some suggestions for the teacher and next researcher. The first suggestions are for the teacher. English teacher can apply Podcast as a media in teaching listening and must consider about several things. The first is the compatibility the podcast and the learning materials, and appropriateness of the materials and classroom tasks, including the activity to actively engage students and get learning goals. Second, using podcast means using technology in the class, the teacher should make rules about it, so there is no misuse technology in the class. Besides, the teacher should try to make sure that condition of the classroom is conducive. The last, podcast is only media to help the teaching learning, not to replace the teaching learning process.

Second suggestions is for the next researcher. He or she can apply this media for other focus in listening comprehension, because this research only focuses on finding information in detail and specific descriptions. Besides, he or she can apply this media for other level or grade or other text with longer period of time. In addition, he or she should consider about the English level of the podcast speaker based on the students' level or grade.

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