

Using Podcasts in EFL Classroom: Does It Affect Students' Listening Comprehension?

¹Yuditha Natalia Binsasi, ²Ria Saraswati

^{1,2}Department of English Language Education, Universitas Esa Unggul Jakarta, Indonesia, [\(021\)5674223](tel:0215674223)

e-mail: dythabinsasi@gmail.com. Ria.saraswati@esaunggul.ac.id

Abstrak

Menyimak merupakan keterampilan yang penting untuk dikembangkan, terutama bagi pembelajar bahasa kedua. Hal ini dianggap sebagai salah satu hal yang sulit untuk dipelajari. Penelitian ini menyelidiki penggunaan podcast dalam keterampilan pemahaman menyimak siswa EFL. Penelitian ini menggunakan desain pra-eksperimental dengan desain one group pre-test dan post-test pada siswa Sekolah Menengah Pertama Merah Putih. Sampel penelitian terdiri dari 33 siswa kelas 9. Wilcoxon sign rank test digunakan dalam penelitian sebagai cara kuantitatif untuk menilai data secara statistik. Berdasarkan temuan tersebut, penggunaan podcast mempengaruhi keterampilan pemahaman mendengarkan siswa, dengan variasi statistik yang substansial antara pre-test dan post-test. Hasil penerapan podcast dalam kegiatan belajar mengajar memperoleh nilai Zhitung sebesar $0,000 < 0,05$ yang menunjukkan adanya pengaruh positif terhadap pembelajaran setelah menggunakan podcast. Temuan hipotesis menunjukkan penggunaan podcast mampu meningkatkan keterampilan pemahaman menyimak mereka.

Kata Kunci: pemahaman menyimak, podcasts, siswa EFL

Abstract

Listening is an essential skill to develop, especially for second-language learners. It is regarded one of the difficult things to learn. This study investigates into the usage of podcasts in the listening comprehension skills of EFL students. This research used a pre-experimental design with one group pre-test and post-test design on students at Merah Putih Junior High School. The research's sample consisted of 33 students in grade 9. The Wilcoxon sign rank test is used in the research as a quantitative way to statistically assess data. According to the findings, the usage of podcasts influences students' listening comprehension skills, with substantial statistical variations between the pre-test and post-test. The result of implementing podcasts in teaching and learning activities got a Zcount value of $0.000 < 0.05$, indicating a positive effect on learning through podcasts after using podcasts in teaching and learning activities. The findings of the hypothesis demonstrate using podcasts allows students to improve their listening comprehension

Key Words: listening comprehension, podcasts, EFL students

INTRODUCTION

Listening is one of the challenging tasks to enrich English as a foreign language in developing listening comprehension. Many factors contribute to make listening in English difficult to acquire therefore it became one aspect of the skills to learn. (Lengkoan et al.,

2022). According to Safran, (2015) learning listening comprehension is one of the most challenging works for any foreign language teacher due to no rules in grammar. Also listening comprehension is challenging works for second language learners (Wang, 2020). Listening can be a cognitive process that needs attention specifically and the process requires specific requirements, such as attention, background, and input that can be understood (Celik & Yavuz, 2015) and the ability to identify and understand what is being (Wong et al., 2021). Additionally, The process of acquiring listening ability needs a complex process involving neurological, linguistic, semantic and pragmatics (Rost's 2016 cited in Monteiro & Kim, 2020). Understanding native English is a tremendous effort for learners as a second language which often misrepresents input, output and results in poor listening comprehension (Wong et al., 2021). Therefore, to improve good listening and listening ability it needs an effort and also listening practice. Listening is one of the four skills to be dominated including reading, writing and speaking (Mao & Yang, 2019). Further, Wong et al., (2021) state that "listening and comprehending the speech uttered by native speakers (NS) who speak English as their L1 becomes one of the most crucial skills for them to succeed." Therefore, the importance of constructing English as a foreign language education is the main basis to apply before primary and secondary schools, which believe that "the earlier is better" when starting to learn a language (Jaekel et al., 2022). One of the most challenging things is that it is quite difficult to be accepted and understood, especially for learning English as a foreign language. From these statement by the experts, it can be concluded that the ability to listen English as foreign language certainly requires many processes to accept and understand correctly such how to listen input, output, neurological, linguistic, semantic and pragmatics, in order the messages can be exactly received and understood.

Teaching listening comprehension using podcasts has become the primary source and inspection tool in English as a foreign language classroom (Tryanti Abdulrahman et al., 2018). Podcasts is one of the content media that has attracted a lot of public attention, it increases student understanding by utilizing technology using podcasts and can be conducted in digital audio and digital audiovisual such as video or picture. learning how to listen and speak effectively become one of important skills to dominated because both of the skills require practice, patience, and dedication from teacher and also students (Ayuningtyas & Wiyanah, 2023). Digital audio is becoming increasingly popular in higher education with recording and broadcasting digitally for students to learn on demand (Ritzhaupt et al., 2008). Besides that, the technologies compared to recent smart ones, based on internet infrastructure, reachable advantages, simple and cost-effective in particular fields, remote and isolated locations (Moloo et al., 2018). Additionally, designing effective learning should be accompanied by the relevant method. Every skill had a method and approach to achieve the goals. The methods and the approaches are not only taught to the students but also should be dominated by the teacher.

The previous research found that the benefits of using podcasts are easy access, time flexibility and solutions to overcome students' internal problems to improve a particular skill. Teachers can also use them to support students' interest in the learning process (Claudea & Bella, 2022). Podcasts can be audiovisual in the form of images and sounds that can organize appearance and information provided with additional paralinguistic features as support for listening comprehension (Guichon & McLornan, 2008 cited in Safran, 2015). To increase listening comprehension can be enhanced through media by utilizing digital tools such as smartphones, laptops, computers and social media as well as Youtube, apps and others, as a way to maintain students' interest and creative ways to expand students' motivation in

learning (Haghverdi, 2015). Adding video can be extra for learning experiences in language use, Cross-Cultural, creative in communication use and enhance motivation learning (Harmer, 2001; Barani et al., 2010). Able to increase emotion recognition through a Mixture of Brain Emotional Learning (Farhoudi & Setayeshi, 2021). With the Mobile network approach, the correlation between visual and auditory can improve the performances of emotion recognition. Also, it represents one of the most valuable signal sources in Active and Assisted Living (LAA), which collects and saves information about the environment, situation and activities taking place (Despotovic et al., 2022).

Additionally applying audio-visual aids on podcasts would lead to an improvement in learners' vocabulary achievement (Barani et al., 2010). We can conclude that implementing podcasts in the learning process can provide convenience in accessing lessons and also podcasts are equipped with picture and video features to support learning activities. Video is a media which have given educational experiences for learners and used as a fun learning (Arjulayana, 2018). Some studies say podcasts are one of the primary sources and inspection tools in English as a foreign language classroom, but some studies said that "listening to podcasts to longer information can cause students to become bored with learning (Şendağ et al., 2018)." From the differences in these statements, researchers are interested in the use of podcasts in teaching and learning, whether there is an influence on students' listening comprehension by using podcasts. Understanding native English is a daunting task for non-native speakers who see misrepresentation input and result in poor listening (Wong et al., 2021). From some of the expert statements above, the researcher conducted further research by researching students' listening comprehension skills using an interesting approach through podcasts and seeing whether there was progress and improvement in students' listening through score or test comparison. For this purpose, the research looks at the research questions and research objectives.

1. Listening Comprehension

According to Yildirim (2016) "listening has an important role not only in daily life but also in a classroom setting." There are several important roles in listening according to the experts, 1) "Listening is important for learning purposes since through listening students receive information and gain insight" (Wallace, Stariha and Welberg 2004; Yildirim, 2016). 2) Listening is not only built-in communication but also in interpersonal relationships (Kutlu & Aslanoğlu, 2009). 3) Listening has an individual's perception of the environment and world and adaptation to the social environment (Bilican et al., 2012). 4) Listening is the shortest and the most used way of communication, understanding people's feelings and thoughts, comprehending the things happening around us and acquiring information (Yildirim, 2007; Bilican et al., 2012). 5) Listening is the primary means by which ideas and information are taken (Devine, 1982 cited in Yousofi et al., 2014). Thus, according to this point of view from the expert, learning listening are very important to apply for learners earlier.

Increasing listening comprehension should be appropriate to the strategy needed in the learning process. The proposed teaching strategy in different perspectives for teaching foreign languages emphasizes the student's connection with the target language (Larsen-Freeman, 2000; Yildirim, 2016). There have a strategies for teaching foreign language such to implement Communicative Language Teaching (CLT) in teaching listening. In addition, increased attention and aural understanding have a significant point for second-foreign learners (Rivers, 1981; Morley, 2001; Richards & Rodgers, 2001; Yildirim, 2016). To accomplish the objectives of teaching and learning, good media and teaching materials are

capable of attracting learners. The more technologies used there are easier to accept and recall and ultimately, the media will help push learners (Dung, 2021). The utilizing technology used in media learning such as Youtube, movies, audio and audiovisual, Application tools and others. Furthermore, the most simple way to recognize if the listeners understand what they hear is to look at questions about what they speak (Celik & Yavuz, 2015). Based on the idea of the strategies from the expert can be concluded providing appropriate strategies can help learners improve their subject in the teaching and learning process. To examine listening comprehension the test and the assessment should focus on the specific competencies and objectives (Brown, 2004). Testing listening comprehension includes matching responses, dictation, short answer, and information transfer (Hemmati & Ghaderi, 2014). Therefore, in this study, the researchers address Ramli's research question to examine the students' listening comprehension through multiple choices, true-false and short answers to essay questions (Ramli & Kurniawan, 2018).

2. Listening Podcasts

Podcasts is one of a familiar technology becomes one of innovative media that help learners to improve their skills (Ramli & Kurniawan, 2018). Utilizing technology tools such as podcasts finds more benefits in teaching classrooms such as improving learners' pedagogy (Kök, 2014) and also evaluating cognitive, metacognitive and social listening (Al-Azzemy & Al-Jamal, 2019). Podcasts have received increased attention as a potentially powerful digital tool for engaging with a broad range of public, policy, student and professional audiences (Rogers and Herbert, 2020: 63; Datta, 2022). Can be concluded that the use of podcasts in learning process can have a positive influence on students in increasing students' abilities such as pedagogical, metacognitive, and social fields. The word "podcast" comes from a combination of two words "iPod" and "broadcasting" (Lim, 2005; Cruz & Carvalho, 2007; Claudea & Bella (2022), the publishing files through the internet such as Youtube, that needs the customer subscription to find and get the files automatically. Enormous practice of listening first before speaking and reading to acquire a foreign language with greater potency than teaching all the skills simultaneously (Widodo & Gunawan, 2019).

According to Panday, (2009) podcasts spread rapidly in the field of education. The educators are trying to create a communicated-based, collaborative learning environment for narrowcasting learners. Process to make podcasts such as thinking, creating (recording and uploading), listening (accepting and transferring), and subscribing. An audio podcast is a podcast that contains auditory or only sound while video content is a podcast that contains video content that could be played on mobile devices. The podcast is the same as radio but has a thin line between radio and podcast (T Abdulrahman et al., 2018). Podcasts allow listeners to have full access to select their favorite programs while radio has a life stream style that can access at the same time when the radio broadcast is in progress.

3. Previous related studies

There were some studies that conducted podcasts to enhance listening comprehension. Şendağ et al.,(2018) examined the repetitive listening effect, find out whether listening aid has a significant effect on repeated listening, and find out the factor positive and negative for tending attention and motivation of restricted EFL through podcasts, the result showed that the use of listening aid which elaborate learners' understanding through repetitive helped learners progress their listening comprehension significantly. The other study is mostly undertaken in universities and senior high schools in Indonesia. The first, Widodo and

Gunawan (2019) investigate the effect of using podcasts in students' listening comprehension, the result showed that there is a significant difference between experimental groups and control groups. The experimental groups were significantly improved by employing podcasts in listening activities. The second, Nur Oktaviani and Thresia (2021) examined listening by using podcasts through a written test that showed that it significantly improved students' listening comprehension. The thirty, Angouti, (2019) studied teaching English using podcasts as an undergraduate student listening comprehension. From that study, the result showed that the utilize podcast on listening has a positive attitude and has a significant impact on students' listening comprehension

Furthermore, some studies were conducted in other countries, such the first, Yaacob et al., (2021) conducted in Malaysia universities, examining the effect of Youtube and video podcasts on listening comprehension has a significant impact between experimental and control groups and positive attitudes due to implementing podcasts in the learning process. The second, Shahid & Ali, (2017) conducted at University of Saudi Arabia of EFL learners, the researcher investigated the effect of video podcasts, showing that it has significantly improved of the learners listening ability, depending on the length of podcast information given. Finally, Saeedakhtar et al., (2021) conducted at a high school in Iran examining the impact of used podcasts on listening. However, the result showed that it has little impact on listening comprehension skills but has a positive attitude and responses learners towards utilizing podcasts on listening comprehension.

4. Conceptual framework

This study aims to investigate the Indonesian junior high school students about “using podcasts in EFL classrooms: does it affect students' listening comprehension.” To conduct this aim, use the conceptual framework adapted to Farangi & Saadi's (2017) can be seen in figure 1.



Figure 1. Conceptual framework

From this conceptual framework, the researcher wants to know the significant differences between learning and listening without and within podcasts.

RESEARCH METHODOLOGY

1. Research Design

This study was one group design conducted in one class of 9 grade students of Merah Putih junior high school. The research sample of 35 students learning English as a foreign language includes 18 female and 17 male. This is a pre-experimental design, there was no requirement for a control group. This design was conducted in one group or one class using

pre-test and post-test. A first test was employed to investigate students' listening proficiency through a pre-test with a conventional test, a second test through a post-test with podcasts after the treatment. The test on the pre-test consists of 10 multiple-choices, 15 true-false choices and 5 essay questions based on the information they heard as conventionally. The students learn to listen by listening to podcasts and the post – test was used at the end of the learning process. The post – test consist of 10 multiple – choices, 15 true – false choices and 5 essay questions.

Quantitative approaches were employed to conduct the research question. According to Abdullah et al., (2017), quantitative research was defined as a systematic investigation by collecting data that can be measured using mathematical or computational statistical techniques. A one-group experimental design was used to collect quantitative data to investigate the effect of the independent variables namely listening aid and podcast media (Şendağ et al., 2018). Researchers used quantitative methods to investigate whether or not there was an effect of podcast variables which can be measured using statistics. The data were collected by a close-ended question to investigate the effect of using podcast teaching on students' listening comprehension.

2. Data Collection Techniques

To obtain the required data, data collection techniques were carried out. There have several data collection techniques that the researcher needed, such as 1)

Preparatory studies were carried out before employing the research activity, the purpose of this activity was to find out several things including the situation class, the state of learning, and the state of students. 2) To employ a test as a tool or procedure used to measure the students' listening comprehension through podcasts in a way and rules that have been determined. The researcher used a question adapted from (Brown, 2004). The research question consists of 1) multiple choices, 2) true-false choices and 3) essay. The Pre-test used to find out the participant's listening proficiency and post – the test was used after use podcast to find out whether or not the students' listening comprehension changed.

O1 X O2

◀ ◀

O1 = Pre-Test
X = Treatment
O2 = Post Test

a) Pre-Test

Researchers employed tests at the first meeting. In the pre-test, researcher took tests from <https://ditsmp.kemdikbud.go.id/>, english.best and others (Figure 2). The learning system delivered was in the form of an oral audio. To provided a tests, researchers need to register as members. After that, researchers can chose the type of school level such as for elementary school, middle school or high school, then chose class levels such as grade 1, 2 or 3. Next, chose subject material such as English, mathematics, biology, etc. For each subject, teaching materials and assignments were provided. then, chose assignments. or a test for students.

In this research, the subject material was chosen on English for middle school at grade 9. It was taken to test students' listening proficiency skills. The tests taken were adjusted to the school level for junior high school.



Figure 2. Features of radio edukasi and english.best

b) Treatment.

The researcher used several podcasts from YouTube and Google Podcasts as treatment. The podcast material taken was adapted to learning material from school. The podcasts provided can be heard, watched and downloaded easily.

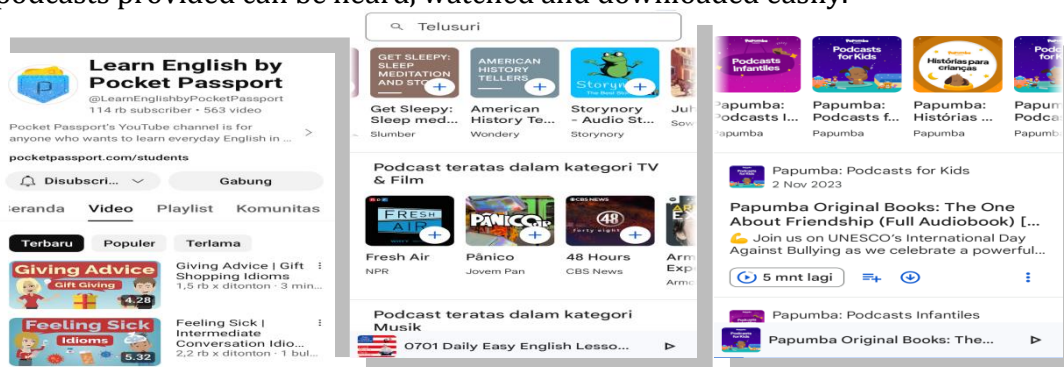



Figure 3. features of Youtube and google podcasts

The figure 3 above shows types of podcasts used in learning activities. YouTube and Google Podcasts provided various topics and themes such as sports, health, and entertainment. It can be downloaded and listen to them according to our needs. The researcher used these podcasts because several podcasts provided topics and themes according to school material.

After explained the material as outlined, The researcher provided a podcast related to the studied material. The topic of the lesson was *Let Us Live Healthy Life*.

For Pre-listening, the teacher opened a podcast taken from YouTube *Health Chronicle* with the title “*Easy Way to Start a Healthy Lifestyle Fast!*” with the duration of the video was being 3 minutes. After the teacher provided a warm-up from the video. Then, the teacher gave assignments for students to work on individually.




- Students watched and listened to videos on easy ways to start a healthy lifestyle fast! and the teacher asked questions directly
- Why do we need to walk in the morning
- How much time does it take to jog
- what are the benefits of walking in the morning
- Why we should eat vegetables

Figure 4 Pre Listening Activity

For whilst activity, the podcast assignment was taken from *Learn English by Pocket Passport* channel. The video about "Sleeping and Nap".

Listen to the video about sleeping and nap, after that answer the following question. The teacher gave a video podcast from YouTube *Learn English by Pocket Passport* with the title *Sleeping and Nap* with a duration of 4 minutes



- ☑ The teacher asked students to listen to the video provided.
- ☑ The teacher gave 20 minutes to answer the questions given. The questions was in the form of true/false options and essays.

Figure 5. Whilst Activity

c) Post listening

When the students have finished answering the questions, the students check their' work by exchanged work with their seatmates and then discussed it with the teacher. After check it, collected their work and the teacher will fill the grade. Then the teacher provided several video podcast websites taken from google podcasts and YouTube channel such *Learn English by Pocket Passport*, Ms. Eva, Easy English, Health Chronicle and others. The researcher chose the content of the podcasts related to the syllabus of that school. Shared it to students so they can listen anytime and anywhere to improve their listening comprehension skills.

Table 1 The Treatment of the Podcasts

Date	Podcasts	Activities
18 July 2023	Story telling Competition	Discussion during the class and answering the teacher's comprehension questions
	. Podcasts youtube	
	1. Mastering happiness: watermelon lesson (2 minutes)	
	2. A father and son (4 minutes)	
21 July 2023	To express hopes and wishes to others	Discussion during the class and answering the teacher's comprehension questions
	- Podcasts youtube	
	1. Expression of congratulation, hopes and wishes (3 minutes)	
	2. Kids make a wish (7 minutes))	
25 July 2023	To congratulate others	Discussion during the class and answering the teacher's comprehension questions
	- Google podcasts	
	1. Anniversary congratulation (3 minutes)	
28 July 2023	Let's live a healthy life	Discussion during the class and answering the teacher's comprehension questions
	- Podcasts youtube	
	1. How to start a healthy lifestyle (3 minutes)	
	2. Sleeping and naps (4 minutes)	

01 August 2023	State the purpose or intention to do something 1. Intention in dialogue (2 minutes) 2. Conveying your ideas (6 minutes)	Discussion during the class and answering the teacher's comprehension questions
04 August 2023	Agree or disagree with suggestion or idea - Podcasts youtube 1. Agreeing and disagreeing in English (3 minutes) 2. Health and dieting (3 minutes)	Discussion during the class and answering the teacher's comprehension questions
08 August 2023	To avoid harmful effect - Podcasts youtube 1. Healthy eating and nutrition for children (6 minutes)	Discussion during the class and answering the teacher's comprehension questions

d) Post – Test

Post-test was given at the last meeting after employed the treatment. To know whether or not listening through podcasts enhance. It is also used to evaluate students' understanding and interest after learning through podcasts.

The tests given was adapted to the material that being studied in school and adapted to the theoretical approach related to this research by implemented podcasts in the learning process. The assessment used by the researcher to measured the effectiveness of the podcast in assessing students' listening comprehension skills adapted from Rahayuningsih, (2021) provided assessment criteria which can be seen in table 2 and assessment rubric which can be seen in table 3.

Table 2. Assessment Criteria

Assessment Criteria	Score
Very Poor	< 45
Poor	46 - 60
Good	61 - 75
Very Good	76 - 90
Excellent	91 - 100

For the assessment rubric in table 3 below, showed that there were 3 types of tasks such the first task in multiple choice form, the second task in true – false choices form and the third tasks in essay form. The number questions given were 30 questions. The score given if the answer was correct got score of 1. If the answer was wrong, no score was given.

Table 3 Assessment Rubric

Tasks	Description	Score
Task 1,	Correct Answer	1
Task 2 and Task 3	Incorrect Answer	0
Maximum total of score		100

3. Data analysis techniques

To collect data for quantitative analysis, this study used scoring, standard deviation, Microsoft Excel and SPSS 26 to determine whether the differences between pre – test and post- test were significant changes or not.

1. Descriptive data

- Scoring of the correct answer in pre–test, and post–test
Students' scores: the correct number / maximum score x 100.
- The mean score or score of the standard deviation of the students

The formula is $\bar{x} = \sum X/n$

Which

\bar{x} : mean score

$\sum X$: sum of all scores

n: total number of sample

2. Normality and homogeneity test

Normality and homogeneity tests were a procedures to determine whether the data was normally distributed or not. To test the normality data, used Shapiro-wilk because based on the sample in this study there was only one treatment group with a sample of no more than 100.

3. Analysis using paired difference tests (paired sample t-test).

If the variables were normally distributed then hypothesis testing used a parametric test the paired sample t-test.

4. Analysis using the nonparametric Wilcoxon Signed-Rank Test.

If the variable data were not normally distributed then hypothesis testing used the Wilcoxon Signed-Rank Test

5. Hypothesis decision

- If the p-value < 0.05 means H0 was rejected and H1 was accepted (data was not normally distributed).
- If the p-value > 0.05 means H0 was accepted and H1 was rejected. (data was normally distributed).

In analyzing this hypothesis test, use the decision of a significance value or alpha value of 5% or 0.05. This decision was taken according to the error level with the conclusions of the larger research results. The alpha value show how extreme the data should be (ideal data). In contrast, the p-value or the probability value was a statistical value obtained from data found in the field (actual data).

RESULT AND DISCUSSION

1. Data Description

Descriptive analysis briefly described the variables related to this study through the mean (mean), standard deviation, maximum, and minimum (Harter et al., 2002). The variables in this study were students' listening proficiency through a pre-test with a conventional test and students' listening skills through a post-test with a podcast after treatment. In this study, a descriptive analysis was carried out with the help of statistical software IBM SPSS version 26. This was the following description of the results and discussion.

Table 4. The results of descriptive analysis of research variables

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	33	40,00	100,00	66,34	13,69
Post-Test	33	76,60	100,00	88,26	8,35

According to table 4, students' listening comprehension skills prior to using podcasts in the learning process have the lowest score of 04,00, the highest score of 100,00 the average score of 66,34, with the standard deviation of 13.69. The lowest score for listening comprehension skills after using podcasts was 76,60, the highest score was 100,00, the average score was 88,26, with the standard deviation was 8.35. According to the finding of the general descriptive analysis presented above, using podcasts as learning media improved students' listening comprehension skills in general and it was better than not using podcasts.

2. Descriptive Analysis Data of Pre – Test and Post – Test Results

The scoring technique was one of the test in the test result processing process. The process of converting test answers into numerical form was known as scoring. The obtained numbers were converted into values based on certain condition. The assessment were in the form of numbers, namely 0 – 100, accompanied by the letter symbols A, B, C, D, E, where these letter symbols have meaning in a students' learning performances, such as the symbol with the letter A starting that the student obtained an excellent score, the symbol with the letter B is very good, the letter C is good, the letter D was bad, and the letter E was very bad. The researcher has decided on the number of grade to be assigned. These result from students test score before and after using podcastc for learning. The evaluation criteria accompany the assessment.

Table 5. The Data of Pre-Test and Post-Test Scores

NO	NAME	PRE TEST	POST TEST	NO	NAME	PRE TEST	POST TEST
1	Dani	66,6	83,3	17	Rasya	56,3	93,3
2	Ilham	56,6	80	18	Daniel	46,6	80
3	Anjel	70	96,6	19	Jero	66,6	80
4	Anni	53,3	76,7	20	Inna	56,6	76,6
5	Afni	86,8	100	21	Diyah	46,6	76,6

6	Raffa	60	90	22	Dirga	66,6	90
7	Fadli	63,3	90	23	Aldi	60	83,3
8	Surya	63,3	90	24	Aliyah	60	100
9	Nur	76,6	100	25	Fira	86,6	96,6
10	Filza	86,6	90	26	Dewi	70	96,9
11	diza	70	96,6	27	Selfi	86,6	90
12	Bagas	73,3	86,6	28	Septi	76,6	90
13	Zaki	100	100	39	Shila	66,6	83,3
14	Kamal	53,3	76,6	30	Zira	56,6	96,6
15	Nisa	63,3	96,9	31	Ricky	40	76,6
16	Kelvin	66,6	83,3	32	Indah	53,3	96,6
				33	Zara	86,6	76,6
				Average		66,3	88,3

Based on the data that can be seen in table 2.1 above, it can be concluded that the assessment criteria before using podcasts were follows: in the excellent section, 1 student received an A, in the very good section, 7 students received a B, in the good section, 12 students received a C, in the bad section, 12 students received a D, and in the very bad section, 1 student received an E. There was a change in the students' ability to listen after using podcasts as a learning media at class 9.1. The test results obtained after learning to used it showed these changed.

Following the implementation of podcasts, 12 students received an A in the excellent section, 20 students received a B in the very good section, 1 student received a C in the good section, 0 students received a D in the bad section, and 0 students received an E in the very bad section. It can be seen that after implemented podcasts, students' listening comprehension skills improved. There were no students who received D and E grades; instead, student grades ranged from A to B and up to C, with rate scores ranging from 75 to 100.

3. Graphic analysis of students' listening comprehension of assessment criteria.

There is a comparison of students' levels of listening comprehension skills before and after using podcasts.

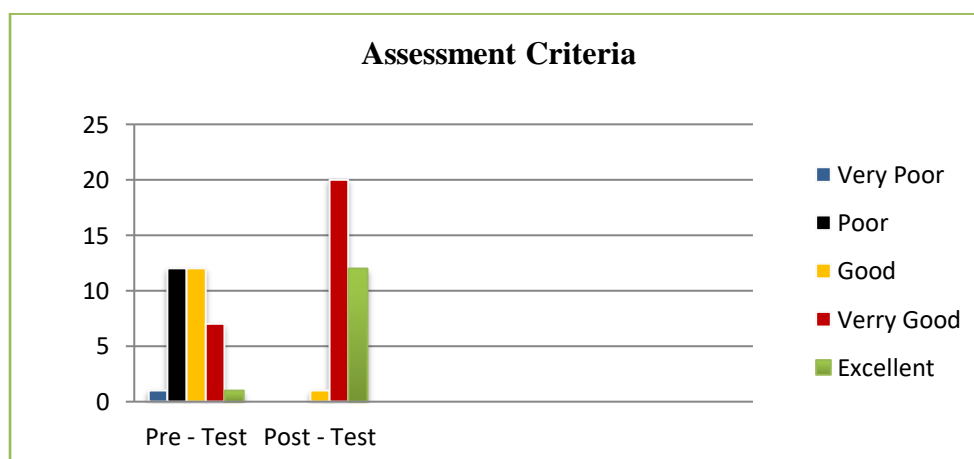


Figure 4. Bar chart analysis of assessment criteria

Based on the data shown in the graph above, students' assessment criteria range from very bad to excellent. It can be stated that the level of students' listening ability before implementing podcasts in learning activities was still relatively low, as only 1 student out of 33 has an excellent score of 100 and 7 students out of 33 have very good grades ranging from 76 to 90. There were changes in students after using podcasts in learning activities during the research. These changes were caused by the results of the scores, which were obtained from the post-test results.

During the research, there have been changes in students after using podcasts in learning activities. These changes came from the results of the scores whose data was obtained from the post-test results. It can be concluded that the students' listening test results after implementing podcasts got very good results. This can be seen in the bar chart. From the comparison of the picture above, it can be seen that the changes in the picture were improved. In the excellent part, there were 12 out of 33 students who got an increase in their scores, then in the very good part there were 20 out of 33 students who got an increase in their scores. Looking at the comparison results in the picture above showed that the level of students' listening comprehension skills after implementing podcasts has increased.

4. Normality and homogeneity test

The data was said to be normally distributed, if the significant probability value was greater than 0.05 or if the significant probability value was less than 0.05 the data was not normally distributed (Mohd Razali & Bee Wah, 2011). The normality test was carried out based on the variables, with the following results:

Tabel 6. The result of normality test

	Saphiro-Wilk		
	Statistic	df	Sig.
Pre-Test	0,960	33	0,256
Post-Test	0,894	33	0,004

Based on the normality test results for the two variables in the table above, the pre-test variables have a normal distribution because they have a significant value of $0.256 \geq 0.05$, whereas the post-test variable does not have a normal distribution because it has a significant value of $0.004 \leq 0.05$. As a result, additional hypothesis testing was performed using non-parametric statistical tests such as the Wilcoxon sign rank test.

5. Hypothesis test : nonparametric wilcoxon rank test

Based on the results of the Wilcoxon sign rank test calculation (Table 7), the Z value obtained is -4.874 with a p-value (asympt. Sig 2 tailed) is 0.000 which was less than the significant value of 0.05 or ($0.000 < 0.05$). It showed that the hypothesis H_0 was rejected

or H_1 was accepted, which means there was an effect of using podcasts on students' listening comprehension skills.

Table 7. Hypothesis Test Results Using the Wilcoxon Signed Rank Test

Test Statistics ^a	
	Post-Test - Pre-Test
Z	-4,874
Asymp. Sig. (2-tailed)	0,000

DISCUSSION

The findings of the research conducted at Merah Putih junior high school Jakarta will be described in this section. The aim of this research was to determine or to find out the effect of podcast media on students' listening comprehension skills in class 9. The results are what is meant is a conclusion drawn based on the data collected and the data analysis that has been carried out.

The data on students' listening comprehension was obtained by investigation through teaching and learning activities where the data results were obtained from a pre-test before using podcasts and a post-test after carrying out treatment or applying podcasts in teaching and learning activities. From the results of the normality test carried out, it was known that the data was not normally distributed. In this study, the non-parametric Wilcoxon rank test statistical technique was used because the respondents used were 33 students with unknown distribution. The Wilcoxon test showed that Zcount was -4.874 with a probability value of 0.000 (≤ 0.05), so there was a significant difference between students' listening abilities before and after using podcasts. This was proven by the average result before the treatment was 66.34 and after the treatment was carried out with students' listening skills using podcasts or after the treatment the average was 88.26. Thus, the hypothesis stated that the use of podcasts in teaching and learning activities has an effect on students' listening comprehension abilities.

The findings of the preceding analysis indicated that using podcast media has an effect on students' listening comprehension. This can be seen at the beginning of the meeting, only a few students were active during the lesson. However, because of the use of Podcast media, it will pique the interest of the majority of the students to begin participating in every meeting. Based on the findings of quantitative descriptive statistical data, it can be concluded that the use of podcast media has an effect on students' listening comprehension skill of class 9 in Merah Putih junior high school.

According to the findings of the data, the use of podcasts in listening skills can attract students' attention and make them happy and easy to understand for what was being taught or the content of the podcasts material that has been provided. Attracting students' attention was one important way in the learning process so that the information provided can be understood and raises students' enthusiasm for learning. Student engagement and

enthusiasm in learning will increase students' interest in learning and concentrate more on learning.

CONCLUSION

The use of podcasts has improved EFL listeners' ability to listen. According to the discussion, the benefits of integrating podcasts was one of the sources to enhanced students' listening skills. Teachers can improve their students' listening comprehension abilities by incorporating podcasts into the classroom. Aside from that, podcasts can be used outside of class at any time and in any place, not just in class or during teaching and learning activities. Students can learn to improve their listening skills automatically and independently. Based on the results in the discussion, it can be concluded that the use of podcasts has an effect on students' listening comprehension skills. It can be pointed out that before implement podcasts in teaching and learning activities, the average score on the pre-test is 66.34, whereas the average score on the post-test was 88.26. Based on the hypothesis test results, it can be concluded that implementing podcasts in teaching and learning activities for students in class 9.1 at Merah Putih junior high school got a Zcount value of $0.000 < 0.05$, indicating that there was a positive effect on learning through podcasts after using podcasts in teaching and learning activities. The findings of the hypothesis demonstrate that using podcasts allows students to improved their listening comprehension skills.

REFERENCES

- Abdullah, K., Jannah, M., Aiman, U., Hasda, S., Fadilla, Z., Taqwin, Masita, Ardiawan, K. N., & Sari., M. E. (2017). Quantitative Methodology. In *Research Methodology Kuantitatif*.
- Abdulrahman, T., Basalama, N., & Widodo, M. R. (2018b). The Impact of Podcasts on EFL Students' Listening Comprehension. *International Journal of Language Education*, 2(2), 23–33. <https://doi.org/10.26858/ijole.v2i2.5878>
- Al-Azzemy, A. F. T., & Al-Jamal, D. A. H. (2019). Evaluating Cognitive, Metacognitive and Social Listening Comprehension Teaching Strategies in Kuwaiti Classrooms. *Heliyon*, 5(2), 1–16. <https://doi.org/10.1016/j.heliyon.2019.e01264>
- Angouti, S. (2019). Teaching English By Using Podcast : It's Influence on Undergraduate Student's Listening. *Journal of English Language and Literature*, 11(February), 2368–2132. JU
- Arjulayana. (2018). Vol. 7, No.1, January 2018. *Globish: An English-Indonesian Journal for English, Education and Cultur*), 7(1), 1–11.
- Asyifah, D. A., & Indriani, L. (2009). Develop Students Perspective : The Impact of Podcasts on EFL Students Listening Comprehension. 4(2), 127–134.
- Ayuningtyas, F. M., & Wiyanah, S. (2023). Teacher'S Methods in Teaching Integrated Listening and Speaking At English Department. *Globish: An English-Indonesian Journal for English, Education, and Culture*, 12(2), 130. <https://doi.org/10.31000/globish.v12i2.8693>
- Bustari, A., Samad, I. A., & Achmad, D. (2017). The Use of Podcasts in Improving Students' Speaking Skill. *Education. Jurnal Mercubuana Yogya*
- Barani, G., Mazandarani, O., & Rezaie, S. H. S. (2010). The Effect of Application of Picture Into

- Picture Audio- Visual Aids on Vocabulary Learning of Young Iranian EFL Learners. *Procedia - Social and Behavioral Sciences*, 2(2), 5362–5369. <https://doi.org/10.1016/j.sbspro.2010.03.874>
- Bilican, S., Kutlu, O., & Yildirim, O. (2012). The Factors that Predict the Frequency of Activities Developing Students' Listening Comprehension Skills. *Procedia - Social and Behavioral Sciences*, 46, 5219–5224. <https://doi.org/10.1016/j.sbspro.2012.06.413>
- Bourdeaud'hui, H., Aesaert, K., Van Keer, H., & Van Braak, J. (2018). Identifying Student and Classroom Characteristics related to Primary School Students' Listening Skills: A Systematic Review. *Educational Research Review*, 25, 86–99. <https://doi.org/10.1016/j.edurev.2018.09.005>
- Celik, O., & Yavuz, F. (2015). The Relationship Between Speaking Grades and Listening Grades of University Level Preparatory Students. *Procedia - Social and Behavioral Sciences*, 197(February), 2137–2140. <https://doi.org/10.1016/j.sbspro.2015.07.339>
- Datta, A. (2022). 'Thick Time': Experiments With Feminist Urban Futures in Community Podcasts. *Geoforum*, 134(June), 108–117. <https://doi.org/10.1016/j.geoforum.2022.06.007>
- Dung, P. T. T. (2021). The Effects of Audiovisual Media on Students' Listening Skills. *International Journal of TESOL & Education*, 1(1), 13–21.
- Feuerstein, R., Miller, R., Rand, Y., & Jensen, M. R. (1981). Can Evolving Techniques Better Measure Cognitive Change? *The Journal of Special Education*, 15, 201–219. <https://doi.org/10.1177/002246698101500209>
- Harter, J. K., Schmidt, F. L., & Hayes, T. L. (2002). Business-Unit-Level Relationship Between Employee Satisfaction, Employee Engagement, and Business Outcomes: A Meta-Analysis. *Journal of Applied Psychology*, 87(2), 268–279. <https://doi.org/10.1037/0021-9010.87.2.268>
- Irwan D, D., & Indrasari, N. (2019). Designing Listening Tasks For English Students. *English Education: Jurnal Tadris Bahasa Inggris*, 12(1), 11–21. <https://doi.org/10.24042/ee-jtbi.v12i1.4423>
- Lengkoan, F., Andries, F. A., & Tatipang, D. P. (2022). a Study on Listening Problems Faced By Students of Higher Education. *Globish: An English-Indonesian Journal for English, Education, and Culture*, 11(1), 41. <https://doi.org/10.31000/globish.v11i1.5106>
- Mohd Razali, N., & Bee Wah, Y. (2011). Power Comparisons of Shapiro-Wilk, Kolmogorov-Smirnov, Lilliefors and Anderson-Darling Tests. *Journal of Statistical Modeling and Analytics*, 2(1), 13–14.