

The Effect of Using Podcast on Listening Achievement of the Eighth Grade Students of Junior High School

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Abstract

This study was conducted to identify the effect of using Podcast on listening achievement of the eighth grade students of Junior High School. Based on the preliminary study, it was known that the eighth grade students in one of the junior high school in Situbondo had never used Podcast as a medium of learning listening skill and the teacher often used audio from the internet to teach listening skill. This study applied quantitative method using quasi-experimental with post-test only design. The two classes at that school were chosen as participants for this research, one class belonged to experimental group and the other belong to control group. The students in experimental group were taught listening skill by using Podcast a medium of learning, while the students belonged to control group were taught by listening to the teacher read the text. The data were analyzed by using Independent Sample t-test formula in SPSS. The results indicated that there was a significant effect of using Podcast on listening achievement of the eight grade students. It was proven that the significant value (2-tailed) was 0.001 and it was lower than 0.05.

Keywords: listening; Podcast; listening achievement; listening skill

Introduction

In this 21st century era, English has become a foreign language that Indonesian people often hear. English is taught as a Foreign Language (EFL). There are four skills that they need to learn, such as listening, reading, speaking, and writing. Listening skill is naturally the first skill that needs to learn when learning English because listening is linked with other language skills. As Sedjiu (2017) said listening comprehension can be reviewed as a crucial language skill that learners of language needed to develop. Listening plays important role in the communication process besides speaking. According to Masalimova, Porchesku, & Liakhnovitch (2016), their research resulted that the most important skill and should be prioritized over other skills as it played an important role in the improvement of other language skills was listening skill.

The listening materials are fewer than other skills' materials because the textbook that the government made for the Indonesian EFL students focuses on reading, writing, and speaking. The authentic resources are often used by the English teacher. Let the students listen to the authentic resources allows them to get familiar to listen to the native speakers. The only way to improve listening skill is by listening more frequently. The teacher can use an innovative media to teach listening skills besides only listen to the teacher's explanation or language instruction. The teacher can utilize websites, platforms, and applications that can be run on smartphones or laptops. One of them is "Podcast" abbreviation of iPod and broadcast.

"Pod" is also called an abbreviation of play-on-demand. According to Lafferty, et al (2006) Podcast was the digital audio and video recordings uploaded on the web with the aid of Rapid Simple Syndication (RSS). Kavaliauskiene and Anusiene (2009) said that Podcasting offered learners a wide range of possibilities for extra listening practice both inside and outside the classroom. By using Podcast students can learn and practice the listening skill at their own pace. Nowadays Podcast can be easily found through the internet. There are many applications in a smartphone that provide Podcasts audio. The benefits of using Podcasts are first, Podcasts have many categories that the teacher can choose as a material that matches the textbook material or students' need. Second, the students can access to Podcast and choose to listen to any theme that they like. Third, it has a different time length for every audio. Fourth, both the teacher and the students could subscribe to it, so every time the creator uploads a new episode, they will get a notification. Fifth, it can be downloaded on the mobile phone, thus they can listen to it everywhere and anytime. Last, the creator will give the latest information according to their Podcast's theme.

Based on Yoestara et al, (2018) investigated that Podcast as an alternative way to improve EFL students' listening and speaking performance. It pointed out Podcast was an effective teaching aid to improve the Indonesian students' speaking and listening skill since it could provide access to authentic materials, support self-regulated learning, increase language confidence as well as create active learning. Therefore, the researcher interested used Podcast as the medium of learning in teaching and learning process of listening skill.

There are many studies about the use of Podcast as medium of learning listening skill but, there is not much studies focused on the listening achievement of junior high school students' level. Most of the studies focused on the college level students and high school level students. Therefore, the researcher did study about the effect of Podcast on listening achievement of junior high school students.

Method

This study applied quantitative method using quasi-experimental with post-test only design. The researcher conducted a preliminary study as supporting data before conducting the main study. The researcher interviewed and collected documents needed for the study from the English teacher at one of junior high school in Situbondo. Based on the interview result, it was known that the school applied curriculum 2013 in teaching English and English taught twice in a week. The teacher never used Podcast as a medium of learning also, the teacher often used audio from the internet to teach listening. For the documentation as the supporting data, the researcher used the name of the participants which was eighth grade and the eighth grade students' first-semester final examination English scores from the English teacher.

In this study, the participants of the experimental group were 31 students from VIII D and for the control group were 29 students from VIII E. The experimental group was given treatment by using Podcast as the medium of learning listening skill, while the control group was taught by listening to the teacher read aloud a text.

The researcher collected the research data for the main study by administering the listening test (post-test). The post-test was given to both experimental and control group after the experimental group received the treatment. The result of the post-test was used to know the effect of the treatment given to the experimental group compared to the control group which was not received any treatment.

Findings

The researcher analyzed the results of the post-test by using an Independent Sample t-test in SPSS to reveal the mean difference between the experimental group and the control group. The researcher used 5% significant level to interpret the data. The output analysis of the post-test score comparison of the two classes used Independent Sample t-test could be seen in the following table.

Table 1. Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
	Control Class	29	75.34	5.164	.959

The Result of Post- test	Experimental Class	31	80.65	6.020	1.081
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The table above showed the mean scores of the post-test score. Based on the table above, the number of post-test participants from the experimental group was 31 students, while for the control group was 29 students. The mean score of the experimental post-test was 80.65 whilst, the mean score of the control group post-test was 75.34.

Table 2. 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
The Result of Post-test	Equal variances assumed	,003	,162	3,649	8	.001	-5,300	,453	8,208	2,393
	Equal variances not assumed			3,668	7,583	.001	-5,300	,445	8,193	2,407

Based on the table above, it was known that the value of Sig. Levene's Test for Equality of Variances was 0,162 > 0.05, which meant that the data variance between the experimental group and the control group was homogeneous. Thus, the interpretation of the Independent Sample t-test output table was guided by the values contained in the "Equal variance assumed" table.

Furthermore, from the output above, the significant value (2-tailed) was 0.001 and it was lower than 0.05. It could be interpreted that there was a significant difference between the score of the experimental group and the control group. It also showed that the "Mean difference" value which showed the difference between the mean score of the students from the experimental group and the control group was -5.300 and the 95% Confidence interval of the Difference Lower Upper was 8.208 to 2.393.

Discussion

Based on the result of data analysis, it was known that the use of Podcast gave a significant effect on listening achievement of the eighth grade students at one of junior high school in Situbondo in the 2022/2023 academic year. The mean

score of the experimental post-test was 80.65 higher than the mean score of the control group post-test was 75.34. It can be concluded statistically descriptive that there was a difference in the mean students' score between the experimental group and control group.

The mean score of experimental group was higher because the experimental group got treatment that was learning listening skill by using Podcast. Based on the teaching and learning process, the students in the experimental group were interested in learning listening comprehension through Podcast as the media of learning. The students could ask the researcher to play the audio more than twice, adjusting the speed of the Podcast, the atmosphere was enjoyable for learning because they paid attention to the Podcast and did the tasks given. Abdulrachman, et al. (2018) supported that Podcast gave positive effects on EFL learners especially in improving listening comprehension and due to the features provided by Podcast. The students also actively participated in the class. They asked about the unfamiliar words and were enthusiastic to answer the questions from the tasks when the discussion time.

Additionally, from the analyzed of post-test result in SPSS showed that the significant value (2-tailed) of the independent t-test was $0.001 < 0.05$. It can be concluded that in this research, there is a significant difference between the students' listening comprehension achievement in the experimental group and control group. To sum up, there is a significant effect of using Podcast on listening achievement of the eighth grade students of junior high school.

Conclusion

The result of the Independent Sample t-test in SPSS showed that there was a significant effect of using Podcast as the medium of learning in the 2022/2023 academic year. The significant value (2-tailed) of Independent Sample T-Test was 0.001 which was lower than 0.05. It meant that the students who belonged to experimental group and were taught by using the Podcast as a medium of learning got better test scores compared with the students of the control group who were taught listening by listening to the teacher read aloud a text. Therefore, the researcher would like to give suggestion to the English teacher to use Podcast as a medium of teaching listening skill. Moreover, for the future researcher are suggested to conduct the same research with different skill, different levels of the students, different material and different design of the research.

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