

**THE EFFECT OF ENGLISH VIDEO PODCAST FOR
DEVELOPING STUDENTS' ENGLISH SKILL IN LISTENING
COMPREHENSION**

THESIS

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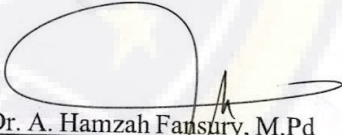

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ABSTRACT

Engelina Salainti. 2023. *THE EFFECTIVENESS OF ENGLISH VIDEO PODCAST IN IMPROVING STUDENTS' LISTENING COMPREHENSION.*

(Guided by Sukardi Weda and A. Hamzah Fansury)

The teaching and learning process in the classroom will run well when the learning process uses a good method. One of the methods that can be applied in the classroom is using technology such as a podcast. The aim of this research is to discover the effectiveness of using an English Video Podcast in improving the students' listening comprehension of the eight-ninth students of SMP Advent Makassar. This research is applied by using a mix method approach, specifically the researcher applied a quasi-experimental research design, and the data analysis was done by statistical description. And based on the researcher's findings, the use of English video podcasts can be effective learning media to improve students' listening comprehension. It can be seen there was increasing in the data from the Pre-Test to the Post-test after the teacher gave the treatment to the experimental group. Before the treatment was given the students' mean score for the experimental group on the pre-test is 56.50 and after the treatment was given the students' mean score is 78.50. It means that the using of the podcast has improved students' listening comprehension. The result was improved. It is supported by some previous study that also has a positive effect of using a podcast in teaching listening. And based on the questionnaire and the interview given the result showed a positive impact of using English video podcasts in improving listening comprehension.

Keywords: Technology, Podcast, Listening Comprehension

ABSTRAK

Engelina Salainti. 2023. *THE EFFECTIVENESS OF ENGLISH VIDEO PODCAST IN IMPROVING STUDENTS' LISTENING COMPREHENSION.*

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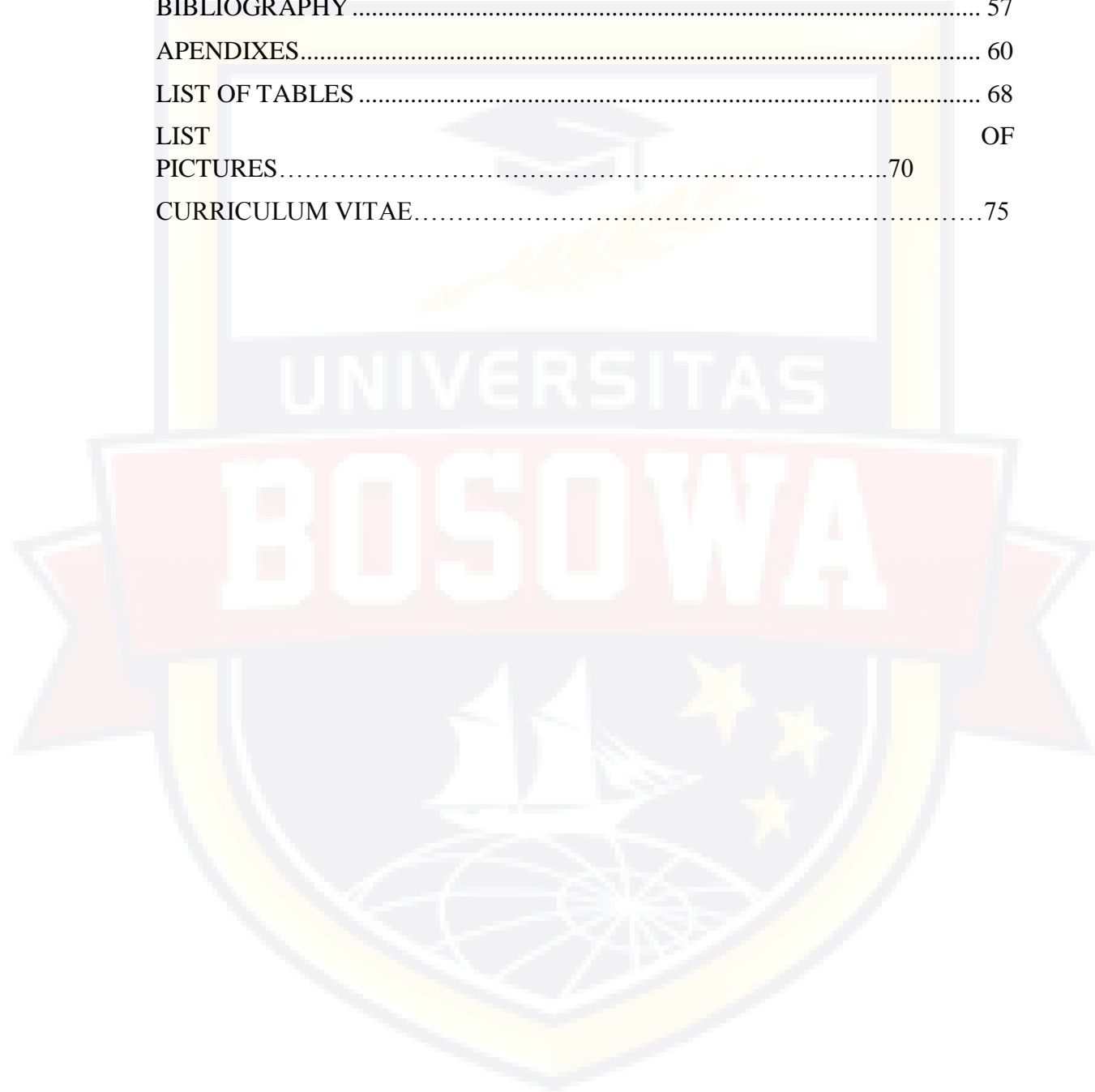
Proses belajar mengajar di ruangan kelas akan berjalan dengan baik apabila proses pembelajarannya menggunakan metode yang baik. Salah satu metode yang dapat di aplikasikan di ruangan kelas adalah menggunakan teknologi seperti podcast. Tujuan dari penelitian ini adalah untuk mencari dan melihat keefektifan dalam menggunakan English Video Podcast dalam meningkatkan pendengaran murid-murid dari kelas 8-9 SMP Advent Makassar. Penelitian ini di aplikasikan menggunakan Mix Method khususnya peneliti mengaplikasikan rancangan eksperimental semu, dan data analisis di laksanakan dengan deskripsi statistic. Dan berdasarkan penemuan-penemuan dari peneliti, penggunaan Podcast Video Bahasa Inggris dapat menjadi media pembelajaran yang efektif dalam meningkatkan kemampuan pendengaran murid. Dapat dilihat dari peningkatan data hasil ujian tes sebelum dan sesudah menggunakan podcast pada kelompok eksperimen. Sebelum menggunakan podcast rata-rata nilai murid adalah 56.50 dan setelah menggunakan podcast rata-rata murid adalah 78.50. Hal ini berarti penggunaan podcast telah meningkatkan kemampuan mendengar para murid. Hasilnya meningkat. Hal ini juga di dukung oleh beberapa penelitian sebelumnya yang juga memiliki efek yang positif dengan menggunakan podcast dalam pembelajaran mendegarkan. Dan berdasarkan hasil kuesioner dan wawancara yang diberikan menunjukan dampak positif dalam menggunakan Podcast video Bahasa Inggris dalam meningkatkan kemampuan mendengar.

Katakunci: Technology, Podcast, Listening, Comprehension

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CHAPTER I

INTRODUCTION

This chapter describes the reasons for conducting the research and it presents several points: an introduction that concerns with the background of the research, the formulation of the problem, the objectives of the study, the significance of the study, the scope of the study as will be elaborated in the following sections.

A. The Background of the Study

Using technology has become popular with everybody in every area. Especially when the Covid-19 pandemic is spreading worldwide, there are so many countries that have been applying technology for learning, specifically in learning English. In this modern life, English has become a significant role in the world of education, especially for the youth. Even though English is not the only most spoken language in the world, we cannot deny, that English has become an official language of the world. And due to globalization time, English has become a significant language in the world.

English has an essential role in the lives of people in the world especially the youth because it can help them with communication, not only that, but English is also the main language for studying a lot of subjects all over the world. It means English can help the youth to broaden their minds, develop some skills, and it can also improve the youths' quality of life in many circumstances.

In this modern life, we must be thankful for technology, because it has become one of the tools that support the youth in developing their English skill. At this time, it is so rare to find a student without some kind of technology, because it is really needed this time. Through technology, students can find many

benefits specifically in improving their English skills, because technology enables the students to a new way of learning, communicating, and even increasing their productivity. Jobirovich, Y.M. (2021: 17) stated that digital technologies contribute to the formation of knowledge, skills, qualifications, and compensation in students, as well as provide relief to the work activities of the teacher.

Digital technology is a kind of tool that is famous and important for a couple of past years. Since the world knew digital technology, many people from young to adults use this kind of tool. Not only the tool is useful but also interesting because it is full of many interesting parts. Digital technology becomes increasingly important in human everyday life in daily speaking for communication, the workplace, education, and many more. There are many examples of digital technology, some of them are websites, buying and selling online, smartphone, smart TV, video streaming, digital music, and many more. Digital technology has a significant role in people a life of living.

One example of digital technology is Podcasts, Podcast is well known in modern life. People tend to learn many more things from podcasts than in real life. There are three types of podcasts: the first is audio means sound only and is most popular in MP3, the second is enhanced Audio means sound with images and the last is video means movies and other forms, MPEG 4. A podcast is originally from “pod” which means iPod, which has been one of the most popular audio devices. Recently, in this modern time, people can play Podcasts on any media device of portable digital.

The term ‘podcasting’ is a combination of the words ‘iPod’ and ‘broadcasting’ and refers to the distribution of audio content. An audio podcast is like a radio

broadcast except those listeners don't have to tune in at a particular time. Instead, users can subscribe to a podcast and automatically receive a download copy of each new episode. Users can listen to a podcast through their computer or through an MP3 player such as an iPod.

In education, a podcast can be used to increase students' listening skills and improve their listening skills for some vocabulary. By watching some video material in a podcast, the students can learn many things and increase their listening skills. Umida, B.B. (2021: 45) said that the use of audio and video materials to develop listening comprehension effectively enhances students' listening comprehension ability due to the combination of visual images and sound which stimulate students' perceptions. In addition, we should acknowledge the importance of the tone and speed of speech, which is spontaneous, like that in daily life situations.

In learning English, there are English skills that should be mastered by students. In learning English there are four language skills that we can find, they are listening, speaking, reading, and writing. In using English well, listening is one of the most important skills. Listening skill is really needed in our daily life of speaking; we can understand others speaking by listening. By having good listening skills then there will be no misunderstanding between other people. As we all know that we spend a lot of time listening. Research by Adler (2001) shows that an average of 45% is spent listening compared to 30% speaking, 16% reading, and 9% writing. Listening skill plays a crucial role in the success of language learning, especially in English. The ability to listen well and effectively support the success of the learners and teachers. Listening plays a crucial role in

communication as it is said that, of the total time spent on communicating, listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9% (Mendelsohn, 1994).

We can deliver a good message to others if we have good listening skills, but if we don't then the message that we want to deliver sometimes will have a misunderstanding. Listening skills can help each student to have a good conversation, it can help to improve overall communication and build a better understanding, leading to a better relationship with family, friends, and others. Listening is a good skill that helps people to understand the information that other people convey to them. Listening gives an important role in the success of English language learning. Listening is a language skill with the goal to understand the spoken text and build the language skill to communicate in the real situation (Marleni, 2016)

People cannot deny that listening is part of their daily activities because it plays an important part in communication. Brewster, Ellis, and Girard (2002) said that when we listen, we focus on the importance of what we recognize and what we want to hear. In other words, we select what information is important to listen to, to be able to understand the message someone is giving us to respond. Rivers (1981) said that listening is a creative skill. Lindsay and Knight (2006) claimed that people have different purposes when they listen.

Listening is an essential part of the telecommunication process that should be mastered by students. By listening, the students can obtain information and develop what the speaker says. Brown (2006) said that listening is an activity to put the information they have heard. It is proven that listening is an important skill

for students, especially in the teaching and learning process. Furthermore, listening is the activity of paying attention to the speaker and trying to find meaning from something that is heard (Underwood, 1998: 1). Listening is a basic language skill that should be given a major priority among the four language skills (Hamouda,2013). It occupies an instrumental role within the process of L2 (second language, foreign language) learning; it is the first and most significant prerequisite for the skill of speaking (Barani, 2011). “A person’s ability in any language,” said (Atasheneh and Izadi, 2012). Furthermore, Alam and Sinha (2009) maintain that the significance of listening has been long recognized within the history of EFL teaching. Thus, developing listening comprehension plays a vital role in enhancing general communication skills and language competence (Hwaider, 2017).

Good ability in listening means having the quality to embrace information during listening activities or transfer the information in written or oral communication. It relates to the ability to understand, communicate, and responding what is listened to. Nation and Jonathan (2009: 38) stated that listening is a bridge to learning a language. Having a good ability in listening is one of the main skills that must be mastered by language learners because it tightly relates to the communication process. Harmer (2007: 133) also says that listening plays an important role in the success of learners and teachers. Nevertheless, listening skills are considered one of the most difficult skills for English language learners although they have been learning English for a few years.

Learners who speak English as a Foreign Language (EFL) need to listen to the English language daily if they want to communicate appropriately (Darti and Asmawati, 2017). Many challenges are found by teachers in teaching listening skills to the students, especially in the non-English speaking country, Indonesia. Listening demands concentration, and English pronunciation is not consistent, listening is often considered to be the most challenging language skill to learn (Abdalhamid, 2012; Darti and Asmawati, 2017; Gilakjani and Ahmadi, 2011; Sa'diya, 2016).

Rakman, Tarjana, and Marmanto (2020) conducted a case study of the listening difficulties encountered by six Indonesian English Department Freshman students (aged 19-20) in their listening classes. By collecting data using questionnaires, interviews, and observation, Rakhman *et al.* found that the students meet several difficulties when listening to English, including problems with short-term memory, homophones, and speech rate.

Some researchers conducted a study about listening skills and found that it was difficult to learn English. Asaf (2015) conducted a study with 189 EFL university students studying at the English Language Centre at the Arab American University in Palestine, who were also interviewed and asked to complete a questionnaire. The results revealed that students face several difficulties with understanding while listening, such as not having enough information about the topic, not enjoying the listening text, noise, poor quality listening equipment, and speech rate.

Mahmoud and Ahmed (2020) have researched listening difficulties. Having collected the data utilizing a questionnaire, Mahmoud and Ahmed found that

students faced listening difficulties with both understanding informal words and idiomatic expressions and understanding listening texts which contained complicated grammatical structures. Students also encounter it challenging to obtain a listening task the first time they heard it and complained that they lacked concentration.

There are a wide number of technological tools that can help language learners to develop their listening skills. One of the best ways that have contributed by technology in improving students' listening skills is through podcasts. A podcast is a tool for audio broadcasting on the web. It is high in demand in modern life, from babies to adults who like to watch the podcast. Everybody can search for many podcasts in any area they like. A podcast is helpful in helping teachers for teaching, especially English teachers, it is so helpful, especially in listening skills. Improving English listening skills through the podcast is so interesting and luckily it is free, the students can freely watch it on YouTube. The students can freely explore many free English podcasts. The best way to improve the students' listening skills is to listen to English Podcasts. The students can choose any podcasts that are suitable to their own interests and level.

B. The Formulation of the Problem

Based on the background of the study, the researcher formulates some questions of the research as follows:

1. What is the effect of English podcasts on students' improvement in listening skills?
2. What is the relationship between English Podcast and students' listening skills?

C. The Objective of the Study

From the statement problem of research above, the researcher aims to achieve some objectives through the study as follows:

1. To discover the effectiveness of English podcasts in helping students to improve their English listening skills.
2. To explore the close relationship between the technology of English podcasts and learning English, especially in listening skills.

D. The Significance of the Study

This study is considered very important to help the teachers have the best way in teaching students to improve their listening skills and help the students as well in developing their English listening skills in some interesting ways. Podcasts are a great way to improve listening skills and provide an opportunity to help students learn and improve their English listening skills. Therefore, the result of this study will help the students to figure out the best way in improving their English listening skills.

E. The Scope of The Study

This research focuses on the impact of technology on students in improving their English listening skills, especially in using English podcasts and to find out the effectiveness of using technology for students in improving their English listening skills. Moreover, to figure out whether the students are interested in learning listening skills through English podcasts. The researcher focuses on doing the research of the study at SMP Advent Makassar and involved 30 students from ninth-grade students. The researcher investigates the students' English listening skills through the steps of Pre-test-Treatment-Post-test, questionnaire,

and interviewing some students to figure out the improvements of the student's listening skills.



CHAPTER II

THEORITICAL FRAMEWORK AND CONCEPTUAL FRAMEWORK

The theories discussed in this chapter are those which support the understanding of the problem formulated in Chapter I. The review is presented in three subheadings. The first part discusses the description of the theory, the second part discusses a review of related studies, and the third part explains the conceptual framework.

A. The Description of the Theory

2.1 Learning Method

Learning is a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning (Ambrose et al,2010, p.3). Through learning, people will get some new skills, understanding, knowledge, and values. The learning process is not so difficult because people can do it by themselves. The learning process will be easier through education which can help the process of people learning, and it can be more efficient. The process of human life mostly has a relationship with the learning process, we cannot deny that the process of learning is lifelong.

Learning keeps our minds occupied or busy and makes our bodies active. Learning will help us to get some new knowledge about everything in the world around us. It helps us to gain new experiences, and it also trains our brain with many challenges, due to that it can make our neural pathways active. All these factors work together to make us healthy. Every people have

a different process and way of learning. In learning, we can get much information and this process can lead the learners and the educators to knowledge and capability.

Learning is different from education, but both are needed in people's life. Learning is a lifelong process while education will use an approach in the process of transferring knowledge. Piaget said that Learning is a process of adaptation to environmental stimuli, involving successive periods. While Dewey said that education is a social process. Education is growth. Education is, not a preparation for life; education is life itself.

Syla (2022) stated that learning is a lifelong process of transforming information and experience into knowledge, skills, and behaviors. On the other hand, education is just one approach to learning. It's a process where a society passes on knowledge, values, and skills from one generation to another.

Learning is "a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning" (Ambrose et al, 2010, p.3). The change in every learner happened at the level of knowledge, attitude, or behavior of the students. Learning is not something that is done to the students, but it is something that the students do themselves. It is the result of how students interpret and respond.

According to Hamalik (1983:21), learning is defined as the form of growth or change of individuals which is stated by new behavior as the result of experience and practice. He adds that the sample of behavior is changing from unknowing to knowing, appearing with some new understanding, changing in

attitude, skill, emotions, etc. While Sukewi (1994:1) states that learning is a change in behavior because of acquirement as the result of practice and experience with the environment. Slamento (1995:2) states that learning is an effort that is done by someone to get a new change of behavior overall as the result of their experience in interaction with their environment.

Learning is one of the strategies which is used as a tool to reach the goal of the teaching and learning process. Choosing the right learning method will affect the accomplishment of the learning goals to be effective and efficient. In learning, we can apply a specific learning method in specific teaching and learning process. The goal of the learning method is to make the process of teaching easier, furthermore what has been planned can be reached well and easier as well for the students.

Every area of learning has its way of learning method, the teacher usually will find some effective and attractive way of learning method depending on the students that they will teach.

2.2 E – Learning

In modern life, when everything is growing up, the same thing happens in the process of learning. In the old times, students learned using courses in the classroom. Since the internet was founded then e-learning applied in the learning process even though not all the learning processes can afford it, due to the pandemic covid-19 then e-learning is really needed. E-learning is electronic learning, it is the process of learning through digital resources. It is provided through electronic devices such as cellular phones, computers, and tablets that are connected to the internet.

E-learning or electronic learning is a method of learning by using electronic tools online or internet. E-learning makes the teaching and learning process easier that can be done by anybody, anywhere, and anytime. This made the distance and time, not an obstacle to doing any activity including learning. E-learning is mostly used in schools and universities. Besides the change of modernization that become digital, this venue become popular due to the Pandemic covid-19 which occurs all over the world and demands us to do everything online.

E-learning was founded by Elliot Massie in 1999, he coined the word “e-learning” at his TechLearn Conference at Disneyworld. It was the first time that the term was used in a professional context. E-learning helps those students to create and communicate new ideas. E-learning can help the student to gain knowledge apart from classroom learning. Moreover, E-learning helps students and teachers in developing their advanced skills. E-learning is also called online learning or online education; both methods use technology.

E-learning unites two main areas, learning, and technology. Learning is a cognitive process for achieving knowledge, and technology enables the learning process, meaning that technology is used like any other tool in education.

E-learning is one of the means that support the teaching and learning process. It is mostly relying on computers and networks of transferring knowledge and skills. Its applications include online learning, computer learning, virtual classrooms, and digital collaboration. According to Laurillard (2004), e-learning describes the interaction in which students use different

types of ICTs (Information and Communication Technology) in their learning process.

E-learning tools are used by many educational institutions, they can be in schools, universities, or any other education program, they use E-learning to replace or to improve training models and traditional learning models. This technological innovation can bring a movement from a traditional learning style to a modern one.

Romiszowki (2004) stated that E-learning presents an entirely new learning environment for students, thus requiring a different skill set to be successful. E-learning has become supported electronically in the learning and teaching process. E-learning enables students not only to rely on textbook information, but it can help the students to expand their knowledge by researching using World Wide Web.

The students and the teachers can get some benefits from E-learning in teaching and learning processes they accommodate everyone's needs, the lecturers can be taken any number of times, offers access to updated content, quick delivery of lessons, more effective, and many more.

E-learning provides and gives the learners or the students some of the ability to fit learning around their style of learning, it is also effective for the person who is busy with their further career and in gaining new classifications. E-learning is a concept of distance learning. E-learning is an instructional process of the process of learning which has electronic tools, in helping the development, making the learning, and teaching process easier, and it can be used in an interactive way anywhere and anytime.

In practice, e-learning uses technology information as a tool for learning. In general, e-learning is done by using a media internet and website. The material that e-learning offer is a text in a document format, it can be a learning video, it can be an explanation of audio. Furthermore, it can be in a streaming video on YouTube. We can have all the material for learning such as notes, quizzes, and test can be accessed through a website. Naidu (2006:1) said that E-learning usually refers to the use of information technology and communication tissue that is deliberately formed for teaching and learning. Darmawan (2011:12) said that E-learning is conventional learning through information technology in the form of digital.

There are some advantages that we can have in learning by electronic. E-learning allows the process of learning done anywhere and anytime. That's why it can be said that it is efficient in time and budget, in which the students do not need any transportation, meal, buying books. The using of E-learning in a teaching-learning process can be an alternative to overcome some problems faced by students when they want to study by themselves, by using this media can teach the students to find and learn much knowledge on the internet so it can give some creativity to the students.

2.3 Technology

In this study, the term technology means the branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society, and the environment. Technology suggests various devices, such as laptops, phones, and tablets. It also defines as the application of scientific knowledge for practical purposes or applications. In daily life, technology

provides many facilities for human life. Technology can facilitate the process, manage the time, the reduce the cost of finishing a job. The technology can be the internet, television, or even radio.

Since the 1980s, the development of technology especially computers has been developed rapidly. One of the impacts that we can see in technology is the activity of the teaching and learning process. The traditional way of teaching before using a blackboard and chalk when the teacher gave his material, then the students will write them in their notebooks. Then it improves due to the modern by using a projector, then the technology of using a computer has given a contribution in the learning process. And now we can see a general sight of technology in which students nowadays have used computers, especially laptops in their academic learning process.

Technology becomes an integral part of the learning experience and a significant issue for teachers, from the beginning of preparing learning experiences through to the teaching and learning process (Eddy and Lockyer, 2013). Larsen-Freeman and Anderson (2011) supported the view that technology provided teaching resources and brings learning experience to the learners' world. With the use of technology, there are many useful materials are provided to learners and it can motivate the learners in learning a language.

Ahmadi (2018) stated that the use of technology has become an important part of the learning process in and out of the class. Some language classes usually use technology, which has been used to help and improve learning. Technology has a significant role in the process of learning. It has become an

important part of the teaching and learning process. Technology is a great idea to be put into the curriculum in supporting the teaching and learning process.

Solanki and Shyamleel (2012) and Gilakjani (2017) supported the view that language teaching method has been changed due to technology. According to Lam and Lawrence (2022) and Gilakjani (2017), technology assists learners in adjusting their own learning process and they can have access to a lot of information that their teachers are not able to provide.

Gilakjani and Sabouri (2014) emphasized that through using technology, learners can control their own learning process and have access to much information which their teachers cannot control.

In education, technology holds a part in which it is used for a long time and in various forms: projectors, radio and TV, or film. Technological equipment or tool is not used for the technology, but they are used to support the teaching and learning processes due to make the learning and teaching process become more interesting and easier to access for every student. According to Wikipedia educational technology is a systematic and creative blending of “idea” and “product” technologies with subject-matter content in order to engender and improve teaching and learning processes. Educational technology is also known as learning technology.

There are many benefits that can be found in learning by technology, which can be applied in or out of the classroom. Technology can add some access for students and teachers in the learning process, it also can give many sources of better information about education or any materials that the students would like to know. Moreover, technology in learning can give students motivation

to learn. Technology can improve the quality of teaching and learning processes due to the good facility that it can offer. Learning technology describes information and communication and it is also a tool that is used to improve learning and teaching assessment. It can be computer-based learning or multimedia materials. The positive impact of technology is the information needed will be easier and quicker to get in the world of education through the innovation of learning which is more developed. Technology can help the role of human beings, especially in education, it can help students to be creative and explore by themselves. It can give much information, improve students' ability in learning, and make the learning process easier.

Learning by technology can help teachers to meet their goals and it can help students to have self-responsibility. The students can improve their knowledge in many fields and develop the skill that they can use in the future. When technology advanced it will enable students to get more knowledge, and skills effectively, efficiently, and conveniently. Technology can make the process of teaching and learning easier, and the students may increase their knowledge by searching more and not focusing on one source. When a teacher can use technology then the quality of education will be improved as well. The main objective of technology education and learning is to solve the problem in learning or facilitate the learning process, and to improve performance.

2.4 Podcasts.

Video podcast usually has a short word VODCAST, which means that the video consists of a podcast. It is an episode of a program that is available on the internet. A podcast is usually recorded audio or video that can be heard or

seen by tv or radio programs, in a course or shows. A podcast consists of various materials and contents, such as information, knowledge, games, health, and many more which can be downloaded and listened to anytime, anywhere, and even can be heard or watched repeatedly. It can be one of the advantages of using podcasts on the radio.

A podcast is interesting because it offers many attractive videos, and we can choose what we want to watch. Students can get a lot of information while watching the podcast.

According to Standley (2006), a Podcast is the combination of the word iPod and broadcasting, which comprises audio or video that is published on the internet. A podcast is defined as a digital media file, that is distributed through the internet using RSS (Real Simple Syndication) which is an XML arrangement to define canals of data such as the title, description, author, dates when podcast and episode were created and aired (Cebecci and Tekdal, 2006). It can be used through the internet freely and can be listened to on any devices that support MP3/MP4 files such as a computer, smartphone, and MP3 player (Samad, Bustari, and Ahmad, 2017).

A podcast is one of the technology tools which help learners to learn by technology. Harahap, S.D. (2020) stated that many types of podcasts are found on the internet such as television podcasts, radio podcasts, classroom podcasts, and individual or group podcasts. Television podcasts, radio podcasts, and classroom podcasts are existing programs and lectures turned into podcasts such as those created by VOA (Voice of America), BBC 6-minute English podcast, EnglishClass101.com podcast, and many more. Research on podcast

effects on EFL learners' listening skills comprehension has been investigated by many researchers.

Most of the podcasts found on the internet are considered real and authentic. Computer-based podcasts can deliver a combination of text, sound, still images, graphics, animations, video, and so on. There are three types of podcasts: audio podcasts, enhanced podcasts, and video podcasts (Bolliger et al., 2010; Shoer et al., 2011; Sze 2006). An audio podcast is the most popular and easiest to use. It contains audio only and requires a small storage space. Different from audio podcasts, an enhanced podcast is a combination of audio and digital images. Meanwhile, video podcast contains audio and video in one format. Usually, video podcasts produced in MP4 format require larger storage space.

A journal by Abdi and Makiabadi (2019) stated that podcast application has been recommended to improve one's listening skills. It allows one to learn English both in online and offline modes. Podcasts make the task of listening easier and more effective for educational purposes. BBC 6 Minutes English Podcast, and EnglishClass101.com Podcast, VOA: Voice of America Podcast are some effective language learning tools. They are professionally designed apps with a scientific and creative basis. The variety of podcasts from the most famous, sophisticated, and popular radio channels with transcriptions and word lists might be effective. Nowadays, language classes are easily available through the expansion of recent technologies such as MALL (Mobile-Assisted Language Learning) and language learning applications.

2.5 English Skill

In learning English there are some skills that we must learn. And each skill has an important part in English, and everything that we want to know about English is in these 5 skills categories. When we look at these categories of skills, they will help us to understand and improve our English. Those categories are Reading, Listening, Speaking, Writing, and Grammar. By looking at these categories of English skills.

Reading is one of the English skills that we need to learn because we can get some new vocabulary and grammar, understand some kinds of writing styles, and improve our minds in general. We can get this English reading skill through a magazine, books, and newspapers. Reading skill is enjoyable because some people have it as their hobby. Bojovic (2010) stated that reading skills are regarded as important because they can be entertaining and educational, can open a new world and enrich your life, and can improve and enhance social skills.

Speaking is a skill that everyone likes to be mastered, speaking is different from reading because in speaking we need to produce something, in other words, we can say that speaking needs practice. And we can practice English speaking absolutely by speaking. The problem that is faced by the students occurs especially the students who are not living in the English-speaking country. Koran (2015) explains that speaking is a complex system since it requires the ability to use grammar, sound, vocabulary, and even cultural knowledge of the language.

Writing is a challenging skill, this skill is used to write effectively, and this skill is fully needed by all writers. Writing skill is important, especially in the workplace. Writing is a skill that is a specified ability that helps writers when they want to put their thoughts into words, writing is the representative of the language. Writing has become a crucial skill in the teaching and learning process of English. Writing is a process of inventing ideas and thinking about how to express them in statements and paragraphs the purpose is used to communicate something with other people indirectly, and students get an effort to express minds through language in writing (Yovie, 2019).

Grammar is one of the skills that can make students have a hard time understanding. But we cannot deny that grammar also has an important role in English. Grammar tells the rules of putting other language skills to use. Unfortunately, there is no special magic trick in mastering grammar, when we want to improve our grammar, we need to be patient, practice, and use our memory. Grammar skill helps in understanding the words that are joined together to make grammatically correct sentences. The word grammar has several meanings, and many people attempt to explain grammar. Harmer (2001:12) explains grammar as the description of the ways in which words can change their forms and can be combined into sentences in the language. It is also defined by Lado 1997:14) as the study of rules that are claimed to tell the students what should and should not say to speak the language of the socially educated class.

Listening skill is a consumer information skill just like reading they are not producing. In listening skill, we need to understand what other says, and it

is one of the biggest reasons to learn a language. Doyle (2022) said that listening involves receiving sound, understanding the message conveyed in the sounds you hear, evaluating the message, and responding to it. People with good listening skills can comprehend what they hear and respond appropriately.

2.6 Listening Comprehension

According to Brown and Yule (1983), listening comprehension means that a person understands what he/she has heard. According to Hamouda (2013), listening comprehension refers to the understanding of what the listener has heard, and it is his/her ability to repeat the text despite the fact that the listener may repeat the sounds without real comprehension. O'Malley, Chamot, and Kupper (1989 as cited in Prouhossein Gilakjani & Ahmadi, 2011) said that listening comprehension is an active process in which the listener constructs meaning through using cues from contextual information and from existing knowledge while relying upon numerous strategic resources to perform the task requirement.

Listening comprehension is part of the communication skills such as the development of reading and writing comprehension. The term listening comprehension has the multiple processes of comprehension in language when it is understood, interpreted, and spoken. Listening comprehension encompasses the multiple processes involved in understanding and making sense of spoken language. Listening comprehension is not just hearing

something when you listen you must process the information until you get the idea, and do the action based on the instruction based on the listening or video.

Listening comprehension tends to be complicated, such as watching the news, or movies, or listening to a song, if our listening skill is not good then there will be some misunderstanding. Listening comprehension plays an important role in the communication process.

B. Review of Related Study

This part presents the kind of sources from which the researcher mostly gathered. It also explains the significant information about the references in the specific study. It is a summary of all the theories and findings obtained in the review of related literature relating them to the objective of the problem studied.

The researcher has found some previous studies and journals related to the effectiveness of technology such as English podcasts toward the students' listening comprehension. A journal by Indrawati (2021) stated that technology is an important component in the development of education. The fast acceleration of technology ultimately affects the learning process in the classroom, she conducted research by examining the level of relationship and the effect of archiving video media and online learning on students' learning and innovation skills. The research method used was a quantitative approach with a questionnaire instrument. The questionnaire was distributed to vocational students who attended the archiving subject using archiving video media that had been previously developed by the researcher. The result

showed that the use of archiving video media and online learning was proven to be able to affect students' learning and innovation skills so they can become a reference for further research.

A journal by Asyifah, D.A, and Indirali, L (2021) stated that Technology development is very beneficial for foreign language learning, even for teachers and students themselves. One of them is podcast media which has proven to be an easy-to-use and effective means of learning English. They have made researched about 30 high school students in Indonesia by using a questionnaire to explore students' perceptions about learning to listen to foreign languages using podcasts. The data collection of the research used descriptive techniques, namely describing, and explaining a phenomenon or case study in schools. Most of the students taken from the questionnaire strongly agreed that podcasts are effective in helping improve listening skills because they are considered to have interesting and fun features that stimulate students' enthusiasm and motivate students to continue learning.

A thesis by Alban Benavides, B.S (2020) about podcasts and English language skill development. The objective of the research was to demonstrate the influence of the podcast to develop listening skills in 43 students in the ninth year of superior basic education aged between 13-14 years at UE” Ramon Barba Naranjo High School “background. A quasi-experimental field research study was applied, and the application of the pre-test and post-test was carried out in two groups: the first control group and the second experimental group. After the application of the strategies, students have evaluated podcasts developed listening skills in students were evaluated that

podcasts developed listening skills in students from Ninth School Year, thus the teaching strategies for listening must be planned and designed by teachers to promote a significant learning process. According to the result, the use of podcasts promotes the development of listening skills in students of the Ninth school year at UE “Ramon Barba Naranjo High School “.

A study by Abdulrahman, Basalama, and Widodo (2018) made investigated students' listening comprehension using podcasts in EFL classrooms. 60 high school students in Indonesia were taken as samples for this research with the distribution of 30 students in the experiment class and 30 students in the control class. The samples were taken by using cluster random sampling. A quasi-experimental method with the post-test-only control group design was applied in this research. In addition, a survey questionnaire was administered to the experimental group to explore their perception of the use of podcast instruction in teaching listening. Findings revealed that there is a significant difference in post-test scores between the two groups, favoring the experimental group. Data analysis using one-way ANOVA showed significance value (sig. 0.010) is lower than ≤ 0.05 which interpreted that podcast has a significant impact on students' listening comprehension. Additionally, the result of the questionnaire indicated that students have a positive attitude toward the use of podcasts in listening comprehension.

Camelia et al., (2021) have written a journal about podcasts: Improving Students' Extensive Listening Skills. Their research aimed 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 a 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 was started by giving pre-test treatment, and post-test to an experimental group. The data of the tests were analyzed by using Paired sample T-Test. Based on the students' results of the pre-test, the researcher found that the result was poor. After getting the result of the students' pre-test, the researcher gave treatment to the students by using the podcasts application. The treatment was conducted after the determined of the pre-test. When the researcher was applying the podcast application the students are happy, relaxed, enjoying, comfortable, and interested in participating during the learning process in the class. The researcher concluded that the podcast application is an effective and brilliant media that can be used on teaching listening, especially for the Eleventh Grade Students of SMA Negeri 2 Bangkalan. It is proved by the result of the research that there is a significant difference in listening scores before and after the students have been taught by using podcasts application at Eleventh Grade Students of SMA Negeri 2 Bangkalan.

An investigation was done by Fardavoodi et al., (2020) a study about the effect of using educational podcasts on the listening comprehension of male language learners of Tehran. The statistical population of the present study consisted of all male language learners of Tehran language colleges who were studying in the academic year 2019-2020. The present study sample consisted of two target languages that were selected purposefully. There were 60

samples, of which 30 were in the control group and 30 in the experimental group. The type of research was quantitative and quasi-experimental with a pre-test – post-test design with a control group. From the result and the discussion, the researcher concluded that new forms of communication have brought major changes in human life. A podcast is one of the newest technologies for producing and publishing audio content on the Internet. The aim of the study was to investigate the effect of the use of educational podcasts on the listening comprehension of language learners. Research has shown that the use of educational podcasts has a positive effect on students' language comprehension.

A study by Rahman A (2018) has led to the conclusion that podcast has the huge potential to help learners in improving their listening comprehension. The students who learned by using podcasts got a better achievement than those who don't. Moreover, most of the students approved that podcasts are fascinating in teaching listening comprehension. Students benefited from podcasts because they could become additional materials, even as a medium in the process of teaching and learning listening. Furthermore, this thing proved that the using of the podcast was superior to the use of the textbook. In addition, the study suggests that the podcast is the solution to the textbook. In addition, the study suggests that podcast is the solution to prevent the insufficiency of listening material so that listening will not be abandoned anymore. Teachers can integrate a podcast into the related curriculum and the learning syllabus to support them in the teaching of listening.

Podcasts are particularly suited for extensive listening, for the purpose of motivating students' interest in listening to English and providing them with exposure to native speakers' speech (Rost, 1991). Stanley (2006) points out that podcasts offer students a wide range of possibilities for extra listening both inside and outside of the classroom.

Nisa et al (2022) did an investigation into the effectiveness of podcasts in improving students' listening skills. The method used in this research is a quantitative method with a pre-experimental research design. Both the pre-test and post-test were used as instruments in collecting data. They used one class in the seventh grade of SMP Muhammadiyah 35 Jakarta as the sample. They got the result that using podcasts was an effective medium to improve students' listening skills.

A study by Siahaan (2022), aims to improve listening to English by using English podcast media. She involved 42 eight grade students at MTs Islamiyah Gunting Saga in the 2020/2021 school year. In this observation, technique data analysis was collected using qualitative and quantitative data. For qualitative data collection, the researcher does interviews, observation sheet, and documentation. In addition, the researcher collected quantitative data by doing pre-test, post-test I, and cycle II post-test. The result of research conducted that podcasts could improve students' listening skills can be seen from the result of students' listening scores. From the data obtained by the researcher, podcasts are an effective listening learning tool to be applied to listening classes because they can improve students' listening skills and are able to encourage student's interest in learning to listen to English.

C. Conceptual Framework

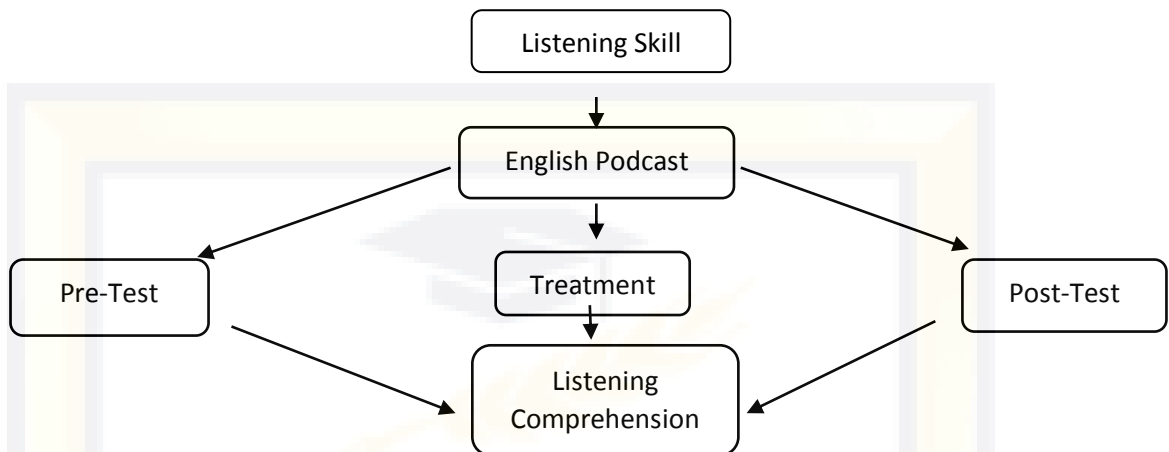


Figure 2.1 CONCEPTUAL FRAMEWORK

In this research, the researcher used English Podcast Application as the media in the learning process and the output is the students' improvement in listening comprehension. The researcher wants to know the impact of English Podcasts on the students' listening skills and to discover the effectiveness of English podcasts in helping the students to improve their English listening skills. English Podcast plays a role in students' interesting in listening, the podcast gives interesting videos and conversations with the script if the students need it, which makes them will be easier to understand the podcast. The teacher will be the controller to assist the students in understanding the listening in every English podcast. And the result gave an impact to the students' improvement in listening comprehension.

D. Hypothesis of The Study

A hypothesis is any statement that needs empirical facts to decide whether it is accepted (Basri D, 2015). This research aims to analyze the improvement of

students' listening comprehension through English Podcast Application. Based on the background of this study, the hypothesis is formulated as follows:

1. H_0 : English Podcast does not enhance students' listening skills at secondary school.

H_1 : English Podcast enhances students' listening skills at secondary school.

2. H_0 : There is no relationship between English Podcast and students' listening skills.

H_1 : There is a relationship between English Podcast and students' listening skills.

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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The Mix Method research design was applied in this study to investigate and analyze the effectiveness of using English Video Podcast for developing students' English skills in Listening Comprehension. This study further examined the students' perception of applying technology such as English Video Podcast in the teaching and learning process. This study employed the mix method design which is the combination of a qualitative and quantitative approach to collect and analyze the data. Mixed method design is integrated qualitative and quantitative methods. Mix method design can provide more detailed and comprehensive data to achieve the research objectives and answer the questions.

This method was used to obtain a clearer answer from the quantitative data, and then the using qualitative data was to provide a better understanding and explanation of the study in the questions.

B. Location of the Research

The location of the research was SMP Advent Makassar. This study aims to determine the effectiveness of the English Podcast on the students' listening comprehension of the ninth-grade students' of SMP Advent Makassar 2022/2023 Academic Year. It located at JL. H.I.A Saleh No. 1 Makassar Sulawesi Selatan. Therefore, this study is experimental with a mix method research type applied.

C. Population and Sample

The population of the research was eighth and ninth-grade students of SMP Advent Makassar in the 2022/2023 Academic Year consisting of two classes. These 40 students participated in this study that the researcher divided into two groups: 20 students in the Experimental Group and 20 students in the Focus Group. The researcher would like to observe the effectiveness of technology such as English Podcast for developing students' English skills in Listening Comprehension.

D. Technique for Collecting Data

The research conducted the following techniques in collecting the data:

Test

The researcher conducted a pre-test, treatment, and post-test to do the investigation on the experimental group and control group. First, the teacher divided the classes into two groups, the first is Experimental Group and the second is Control Group. The researcher gave the pre-test for both groups. In the second meeting, the researcher gave treatment to the experimental group but not the control group. At the last meeting, the researcher gave a post-test to both groups.

Questionnaire

The questionnaire was chosen by the researcher used in this study. It is appropriate to investigate attitudes, perceptions, and opinions (Cohen et al., 2007). In this study, the type of questionnaire used was a closed-ended questionnaire. To complete the questionnaire, the respondents needed to mark the predetermined

answer that represented their feeling about the topic included in the statements in the scale. It is a written or printed list of questions to be answered by the students.

Interview

An interview was used in this study to enable the respondents to give their opinion about the use of podcasts in learning English. The interview was conducted with 5 students as samples which were recorded by a smartphone. There were four questions were given to the respondents.

An interview is a dialogue that is done by an interviewer to gain information. The researcher as interviewer provides questions, asks for an explanation, and takes notes. The interviewee (the students) answers the question and explains.

E. The Instrument of the Research

Test

The instrument used in this study was in the form of a test. The instrument of this research is a listening test. Pre-test and Post-test would be committed by using a video podcast from English Podcast.

Questionnaire

According to Creswell (2012; 157), the instrument to measure the variables in the study may not be available in the literature or commercially. The researcher used a questionnaire as the instrument of this qualitative research to identify the student's interest in learning by using English Podcast. The kind of this instrument is a questionnaire, it consisted of 10 questions given to 10 students

from eighth and ninth-grade students of SMP Advent Makassar in the Academic Year of 2022/2023, which is chosen randomly.

The instrument was used to know the effect of English podcasts on students' listening comprehension.

Interview

Interviews are one of the most recognized forms of qualitative research instruments (Mason, 2002). An interview is used to get data from the respondents, it is used to investigate the students' perceptions about learning English via podcast and how it can help the students in improving their Listening Comprehension. The questions used during the interview were the questions made by the writer to get an in-depth answer from the interviewees. This interview aimed to find out more about the opinion of respondents on learning English using English Podcast to improve students' listening comprehension.

F. Data Analysis

Test

In quantitative analysis the researcher took the steps as follows:

Test

Calculating the collection data from the students in answering the test the researcher used formula to get the mean score of the students as follows:

$$\bar{x} = \frac{\sum fx}{\sum f}$$

Where:

\bar{x} = Mean Score

$\sum fx$ = The sum of the average scores and total frequency

Σf =The sum of respondents

The researcher using the formula below in getting the standard deviation:

$$v = \frac{\sum f(x - \bar{x})^2}{\sum f}$$

v = Variance

x = Average Score

\bar{x} = Mean Score

$\sum fx$ = The sum of the average scores and total frequency

$\sum f$ =The sum of respondents

$$sd = \sqrt{v}$$

sd = standard deviation.

The formula as follow use to gain the t-test:

$$s = \sqrt{\frac{1}{n-1} \left\{ \sum D^2 - \frac{(\sum D)^2}{n} \right\}}$$

$$t = \frac{\frac{\sum D}{n}}{\frac{s}{\sqrt{n}}}$$

Classifying the students' score using the following scale, they were classified into six levels based on Puskur (2006:35)

Table. 3.1 scores' Classification

Element	Score
Very Good	81-100

Good	61-80
Fair	41-60
Low	21-40
Very Poor	1-20

Questionnaire

Data from this research were collected by administering the answer to the questionnaire. The researcher chose the scaling method in the process of measures of the objects. The category of scaling method that the researcher used was the closed questions in which the respondents had to choose a limited number of potential answers. In this case, the answer to the instrument would be straightforward yes or no (Dichotomous Scale). The instruments were to know how English podcasts could make some impact on students Listening comprehension.

Interview

The data from the interview was recorded using a Smartphone. The interviews were conducted with 5 students as samples. In this part, the discussion of the data is about students' perceptions of the use of podcasts in learning English. The questions related to the student's feelings about using podcasts, and whether they were pleased with listening to a podcast. The student's motivation to learn English is by listening to a podcast.

G. The Operational Definition

In this research, the researcher presents an operational definition. The operational definition provides a concrete description of the variables. The

definitions of each session are offered to give information related to the title of this study.

Effect means a change that is a result or consequence of an action or other cause.

Video podcast means videos or audio conversations that are captured as video and distributed primarily through YouTube or websites as videocasts of video shows.

Listening comprehension is part of communication skills, it has the multiple processes of comprehension in language when it is understood, interpreted, and spoken.



CHAPTER IV

THE RESEARCH FINDINGS AND DISCUSSIONS

This chapter describes the findings and the discussion of the research. The findings corresponded with the problems of the statements in the introduction part. The findings presented in this study explain the result of the data obtained through the test to see the effectiveness of English video podcasts in improving students' listening comprehension after the students were given treatments. The discussion part relates with the description and interpretations of the findings in the research. The findings that the researcher informed in this chapter were based on the analysis of data collection and the application of the technique described in the previous chapter.

A. The overview of the Research Location

SMP Advent Makassar is located at JL. H.I.A. Saleh No. 1 Makassar the sub-district is Ujung Pandang and the urban village is Losari. In this location, there are SD Advent and SMA Advent located in the same location and building but on a different floor. SMP Advent Makassar's location is on the 2nd floor.

SMP Advent Makassar has only a few classes due to its small location, it has one class for grade 7, one class for grade 8, and once class for grade 9.

B. The effect of English Podcast on students' improvement in listening skill.

The purpose of this research was to find the effectiveness of using English Podcasts in improving the students' listening comprehension. This research was conducted on the eighth and ninth-grade students at SMP Advent Makassar in the year program of 2022/2023, which consists of 40 students. The result data finding found that the use of English Podcast

To answer the research questions, the researcher conducts two kinds of tests a Pre-test which was given before the treatment, and a post-test given after the researcher gave the treatment to the experimental group, and Pre-test and Post-Test to the control group.

The presentation of the data in this part is obtained through the listening test by using an English video podcast. The interpretations are taken from a mean score, standard deviation, frequency, and any other supporting source of statistical elements.

- a. Scoring classification of the students' Pre-test for experimental and control group.

As has been mentioned earlier that the researcher tabulating and analysing the students' score into percentage, which is classified into 5 levels based on Puskur (2006:35). The following table shows the students' score and percentage on experimental group and control group.

Table 4.1 The Percentage of Students' Pre-test Score

Classification	Score	Experimental Group		Control Group	
		Frequency	Percentage	Frequency	Percentage
Very Good	81-100	2	10%	2	10%
Good	61-80	6	30%	5	25%
Fair	41-60	8	40%	9	45%
Poor	21-40	4	20%	4	20%
Very Poor	1-20	0	0	0	0
Total		20	100%	20	100%

Based on the data showed in Table 4.1, The experimental group showed the result from the 20 students, there were 2(10%) students were categorized as very good. There were 6(30%) of students in good. There were 8(40%) on the level of fair, the last was, there were 4(20%) were categorized in the poor level. While in the very poor level there was none of the students was categorized.

In control group, the data indicated that out of 20 students were categorized as 2(10%) are in Very good classification, 5(25%) were in the classification of Good. There were 9(45%) students classified as fair. In the level of Poor there were 4(20%) students categorized as poor classification. There was none of them categorized Very Poor classification.

- b. The mean score and standard deviation of students' Pre-test for experimental and control group.

Before the researcher gave the treatment, the researcher gave both the experimental group and control group a Pre-test to know the students' prior capability. Furthermore, the test that was given by the researcher has a purpose to find out whether both experimental group and control group were at the same level or not.

The following table shows the mean score and standard deviation after calculating the result of the students' Pre-test.

Table 4.2 The Mean Score and Standard Deviation of Students'

Pre-test

Group	Mean Score	Standard Deviation
Experimental	56.50	18.00
Control	55.50	17.74

Based on the classification of the listening test, the mean score of the control group (55.50) was considered fair with the standard deviation 17.74. In the experimental group, the category of fair was also clearly identified since the mean score was 56.50 with the standard deviation 18.00.

Both the mean scores of the experimental group and control group are slightly different. The significant difference of both groups in Pre-test can be seen on Table 4.5. Even though there is different in value between the experimental group and the control group, and it has shown that the experimental group is higher than the control group, in which the control group is in fair from five levels, and experimental group is in fair classification. It indicates that the two points of classification reached by the students are still low

- c. Scoring classification of students' listening comprehension Post-test of experimental group and control group.

The scores of listening comprehension test were classified into five levels. The scores got by the researcher then tabulated and analysed into percentage. The following table is the statistical summary of the students' Post-test of both groups.

Table 4.3 The Percentage of Students' Post-test Score

Classification	Score	Experimental Group		Control Group	
		Frequency	Percentage	Frequency	Percentage
		Very Good	81-100	8	40%
Good	61-80	12	60%	5	25%
Fair	41-60	0	0	14	70%
Poor	21-40	0	0	0	0
Very Poor	1-20	0	0	0	0
Total		20	100%	20	100%

From the classification of the scores and the rate of percentage from the experimental group and as illustrated in the table 4.3 that from the 20 students, there were 8(40%) of students gain the very good classification, and there were 12(60%) of students were in good classification while the rest classification showed that none of the students were in this category.

In control group showed that from these 20 students, there were only 1(5%) could reach the very good classification, there were 5(25%) gain the level of good, and there were still 14(70%) of students in fair classification. And the two bottom level was reached by none of the students.

Based on the result of the description mentioned before, we had a clear result that there is a much more significant in the listening

comprehension test by the students in experimental group after the researcher treat those students during the research.

- d. The Mean Score and Standard Deviation of Students' Post-test for experimental and control group.

The Post-test was given to the experimental group and control group, which is the was to gain the mean score and the standard deviation. The mean score and the standard deviation of both group is presented as follow:

Table 4.4 The Mean Score and Standard Deviation of Students' Post-Test

Group	Mean Score	Standard Deviation
Experimental	78.50	9.79
Control	57.5	11.44

It can be observed in the table above that the control group the mean score was 57.50 with the standard deviation gained 11.44. For the experimental group, the mean score was 78.50 with the standard deviation valued at 9.79. It can be concluded from the description above that the mean score and the standard deviation for both experimental group and control group before and after the research (Pre-test and Post-test) showed that in control group there was only a little improvement in the listening comprehension test from the mean score 55.50 in Pre-test and 57.50 in Post-test but still it in the fair classification. While in the experimental group even it showed a little improvement from the mean score 72.50 in Pre-test and 78.5 in Post-test, but the classification is improved into the good and very good level of classification.

e. Test of significance (t-test)

The T-test was calculated using the formula in the previous chapter, and the result was found as follow:

Table 4.5 The Paired of T-test Value of students' achievement in Experimental Group

T-table	T-Test	Remarks
2.101	5.62869	Significance

From the table above we can see that the value of t-test is higher than t-table. It is said that the null hypothesis (H_0) was rejected, and the alternative (H_1) was accepted. It means that there is a significant improvement before and after using English Video Podcast in the experimental group after the treatment.

C. The Relationship between English Podcast and students' listening skill.

Based on the result of the questionnaires answered by the students/respondents, the researcher found that the answers were varied, depends on the students' personal perception. Through the instrument of questionnaires, the researcher can identify the student's perception about English Video Podcast. This Questionnaire was given to the students of ninth grade of SMP Advent Makassar and have them answered it in 20 minutes. Below are the students' answer of the questionnaire given:

The first questionnaire was “Is this the first time you are using podcast?” There are 4 students answered Yes, and there are 6 students answered No. A podcast can be an audio and video. Podcasts are famous lately in modern people lives. Jessica Ellis (2022) stated that a video podcast, commonly referred to as a vodcast, is a streaming or downloadable video clip, usually offered as a subscription to an ongoing program. There are many podcasts can be seen on YouTube. Since the many students like technology, can't be deny some of them have known about Podcast.

Table 4.6 The Percentage of questionnaire about students' first time in using podcast.

No	Questions	Frequency		Percentage	
		Yes	No	Yes	No
1	Is this the first time you are using podcast?	4	6	40%	60%

The second questionnaire was “Do you think these podcasts influenced your listening skill positively?” The result was all the students answered Yes. Muliastari (2020) The students have very positive response of using podcast, it is an alternative way to learn English and sharpen their skills, especially listening skill. This has supported the influenced of Podcasts in listening skill.

Table 4.7 The Percentage of questionnaire about whether the podcast influenced listening skill positively.

No	Questions	Frequency		Percentage	
		Yes	No	Yes	No
2	Do you think these podcasts influenced your listening skill positively?	10	0	10%	0%

The third question was “Do you think it will be good for your listening to listen to these podcasts repeatedly?” Here the students answered Yes 9 students, while there was 1 student answer No. A study guide by Jeremy’s English Tips Episode about Repetitive Listening, he said that it is a good job, it is the most valuable language learning method in the world.

Table 4.8 The percentage of questionnaire about the good of repeated listening by podcasts

No	Questions	Frequency		Percentage	
		Yes	No	Yes	No
3	Do you think it will be good for your listening to listen to these podcasts repeatedly?	9	1	90%	10%

The fourth question was “Do you think that podcast helped you to learn some new vocabulary?”. Here all the students answered Yes. They found that

Podcasts offer many new vocabularies that can be memorized and helped the students in improving their English. Jaxyn Boyce (2022) said that for the purpose of vocabulary podcasts, the goal is to learn new words every day.

No	Questions	Frequency		Percentage	
		Yes	No	Yes	No
4	Do you think that podcast helped you to learn some new vocabulary?	10	0	100%	0%

The fifth question was “Do you find any difficulties to understand what the speaker says?” There were 4 students answered Yes and there were 6 students answered No. We can’t deny that English is not our first language, it’s quite difficult sometimes to understand what the speaker said in a podcast, but as the technology growing up, most of podcast using transcript or subtitle in every speaking. So, the students will easily understand and practice their English well.

Table 4.9 The percentage of questionnaire about difficulties to understand the speaker while using English Video Podcast

No	Questions	Frequency		Percentage	
		Yes	No	Yes	No
5	Do you find any difficulties to understand what the speaker says?	4	6	40%	60%

The sixth question was “Do you think podcasts offer authentic materials of English listening” There are 8 students answered Yes, and 2 students answered

No. Margaret Hurley (2022) stated that since the advent of podcasting, a rich variety of authentic listening material is now widely available.

Table 4.10 The percentage of questionnaire about the authentic material of

English listening

No	Questions	Frequency		Percentage	
		Yes	No	Yes	No
6	Do you think podcasts offer authentic materials of English listening?	8	2	80%	20%

The seventh question was “Do you think podcast is easy to use?” There are 29 students answered Yes, and 1 student answer No. Destiara Anggita Putri (2022), this time English Podcast can be found easily in any platform like Youtube, Apple Music, Joox, Spotify and others. There is some English podcast that can help the students learn English Easily.

Table 4.11 The percentage of questionnaire about if the podcast easy to use.

No	Questions	Frequency		Percentage	
		Yes	No	Yes	No
7	Do you think podcast is easy to use?	9	1	90%	10%

The eighth question was “Do you feel that your listening skill improve after listening to podcasts?”. All the students answered Yes. Podcasts are great option for learners, especially if you dislike reading books or an auditory learner.

Many foreign language learners prefer them since they can be informative and entertaining. Also, it is a great way to improve your listening skills no matter where you are.

Table 4.12 The percentage of questionnaire about the improvement of listening skill using podcast.

No	Questions	Frequency		Percentage	
		Yes	No	Yes	No
8	Do you feel that your listening skill improve after listening to podcasts?	10	0	100%	0%

The ninth question was “Do you think that the podcast is effective in improving your listening skill?”. Here all the students answered Yes. A study by Henni Rosa Triwardani(2021) stated that there was a significant improvement of students’ listening skill on Narrative text before and after being taught by using Podcast. She then took a conclusion that Podcast is effectively used in teaching learning listening.

Table 4.13 The percentage about the effectiveness of podcast in listening skill.

No	Questions	Frequency		Percentage	
		Yes	No	Yes	No
9	Do you think that the podcast is effective in improving your listening skill?	10	0	100%	0%

The tenth question was “Do you recommend the teacher to use podcast in teaching listening?” There are 29 students answered Yes, and only 1 student answered No. Collin Gray (2022) stated that using a podcast in your teaching can encourage your students to engage with your classes, your material and to never miss a thing. Podcasting is one of the best things you could do for your students.

Table 4.14 The percentage about the students’ recommendation of using podcast

No	Questions	Frequency		Percentage	
		Yes	No	Yes	No
10	Do you recommend the teacher to use podcast in teaching listening?	9	1	90%	10%

Based on the result of the questionnaires given to the students, it can be concluded that English Video Podcast is new for some students, but it can be accepted by the students in their learning process. The students felt that English Video Podcast is easy to use because they can explore them in some application. Podcast become an effective way in learning English especially in improving students’ listening comprehension.

Interview

An interview was conducted by the researcher to support the other results of the study. The interview involved 5 students, in ninth grade of SMP Advent Makassar which is chosen randomly. The interview was done to investigate the student’s opinion about English Video Podcasts.

Based on the results of the interviews, the researcher found out that most students have known podcast well, because they like to use technology in their

daily lives. They know they can find podcast easily through some application such as YouTube, Joox and other applications.

The interview results also occur that some students still have difficulties in using English video podcasts, due to their lack of vocabularies and the speaker sometimes speaks fast, but the solution is that the students can replay the video again as they wish, moreover the advantages of using English Video Podcast we can choose our own level of difficulties.

The result showed that English Video podcast was a great way in improving listening comprehension of the students, the students found that their listening is improving after they use English video podcast. They got some new vocabularies, and they can practice their listening skill easily, because most podcast supply subtitles that make the students become easier to understand what the speaker said.

The last result is the students suggest the teacher to teach using English video podcast, because they felt it easier and interesting because the English video podcast gives many fun videos while learning. *Widodo et al* (2019) stated that there are many benefits of Podcast media in students' listening comprehension, such as stimulate students become more imaginative enriches students' vocabulary, help the students to learn new things, help the students become better listener and also gain a new interest, make the students more creative, confident, and the last motivated students in improving their English listening skill.

The improvement of students' listening skill was not only happened in the students' score test but also the expression, interest, enthusiastic, and excitement of the students showed that there was improvement. Here we can conclude that

English Video Podcast has a crucial part in students' listening comprehension. Podcasts are a great way to learn English. This finding is verified from the research finding which was conducted by the previous researcher. Morris (2010) that Podcast can be a way to help students in listening comprehension.



CHAPTER V

CONCLUSION

A. Conclusion

The use of English podcasts can improve students' listening comprehension by adapting the materials that suitable for the students' need, interest and level of difficulties that can be started form the low level to the higher. The teacher become the role in using English Video podcasts to create some fun activities in using podcasts for the teaching and learning process especially in listening comprehension so the students will enjoy to listening learning process. Furthermore, there are many variants in English video podcast that can be used as learning media, so the students will not get bored easily.

Based on the researcher findings, the use of English video podcast can be effective learning media to improve students' listening comprehension. It can be seen there was increasing from the data of Pre-Test to the Post-test after the teacher gave the treatment. The result was improved. And based on the questionnaire and the interview given the result showed positive impact of using English video podcast in improving listening comprehension. Moreover, they feel fun and enthusiastic in learning using English video podcasts.

Based on the result of the questionnaires given to the students, it can be concluded that English Video Podcast is new for some students, but it can be accepted by the students in their learning process. The students felt that English Video Podcast is easy to use because they can explore them in some application. By using Podcast the students found some easy ways in learning English especially in improving their listening comprehension. It can be concluded that

there was a close relationship of using English Video Podcast for developing students English skill in Listening Comprehension.

By the result of the interview given to the students, they felt enthusiastic if the teacher teaches them using Podcast, they suggested some teachers to apply this method in teaching and learning process.

B. Suggestions

Based on the conclusion of the study, some suggestions will be directed toward the English teacher and other researchers.

1. To English Teacher

The English teacher can use the podcast as media in teaching and learning process especially in teaching listening comprehension. Because as the result of the research has shown that the use of English video podcast in listening skill can improve students' ability in listening skill or listening comprehension. English podcast can be a tool in supporting the teachers for their teaching and learning process in the classroom. The old way of teaching should be left due to the development of technology because it is necessary for the English teacher to implement various kinds of media in learning English.

2. To other researchers

This study is mainly intended to describe how podcast were implemented to improve the listening comprehension of ninth – grade students of SMP Advent Makassar in the academic year of 2022/2023. The other researchers may conduct this study in different contexts to fine more actions in improving students' listening skill. This study may be used as one of the resources.

Using of podcast is capable to promote the improvement of students' listening skill which can be seen by the progress of students' score after they used podcasts. It was found that the students were more interested and motivated to learn listening subject by using podcast. Furthermore, podcast can be a worthwhile media to help students improve listening skill.



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APENDIXES

A. The result of the Interview

First Student RL

Researcher	What do you know about English Video Podcast?
Student	English video podcast is one method to learn and help to understand English
Researcher	Do you find any difficulties in learning using English Video Podcast?
Student	Sometimes there are problems in use English Video Podcast for learning
Researcher	Do you think that English Video Podcast is a great way in improving your listening comprehension?
Student	Yes, English video podcast helps me to improving my listening
Researcher	What do you think if English Video Podcast is used by the teacher in the learning process in the classroom?
Student	I think students will understand more because use this method make the lesson is easy to understand.

Second student AL

Researcher	What do you know about English Video Podcast?
Student	English podcast is something that helped us to understand many new sentences
Researcher	Do you find any difficulties in learning using English Video Podcast?
Student	Sometimes because the host is too fast
Researcher	Do you think that English Video Podcast is a great way in improving your listening comprehension?
Student	Yes, because with that we can improve our listening
Researcher	What do you think if English Video Podcast is used by the teacher in the learning process in the classroom?
Student	It is easier to understand because it explains slowly

Third student CA

Researcher	What do you know about English Video Podcast?
Student	Podcast that teaches English in a unique and fun way
Researcher	Do you find any difficulties in learning using English Video Podcast?
Student	There are some people who host podcasts that are difficult to understand
Researcher	Do you think that English Video Podcast is a great way in improving your listening comprehension?
Student	Yes, because on the podcast I have vocabulary that I have never heard of.
Researcher	What do you think if English Video Podcast is used by the teacher in the learning process in the classroom?
Student	It's a good idea because there are some teachers who are difficult to understand when they explain the lesson

Fourth students JY

Researcher	What do you know about English Video Podcast?
Student	English podcasts are easier to understand
Researcher	Do you find any difficulties in learning using English Video Podcast?
Student	No, because in my opinion using video that is very easy to understand
Researcher	Do you think that English Video Podcast is a great way in improving your listening comprehension?
Student	Yes!
Researcher	What do you think if English Video Podcast is used by the teacher in the learning process in the classroom?
Student	I think it is good so that we understand English quickly

Fifth student JS

Researcher	What do you know about English Video Podcast?
Student	English video podcast is a video what we can learn some new vocabulary
Researcher	Do you find any difficulties in learning using English Video Podcast?
Student	Yes, there is some difficulties, like how to pronounce some new words
Researcher	Do you think that English Video Podcast is a great way in improving your listening comprehension?
Student	Yes, that's why English video podcast really help me
Researcher	What do you think if English Video Podcast is used by the teacher in the learning process in the classroom?
Student	I think that would be great

B. The result of Questionnaire

QUESTIONNAIRE SURVEY ABOUT PODCAST

Researcher: Engalina Salainti

Nama : Adeline M. Pasanda

Check into the right column!

No	Questions	Yes	No
1	I feel that my listening skill improve after listening to Podcasts	✓	
2	Using podcast enhance my motivation in learning English		✓
3	I find difficulty to understand what the speaker says	✓	
4	Podcast offers authentic materials of English listening		✓
5	The tasks and activities in podcasts are interesting	✓	
6	Podcasts is very portable and easy to use	✓	
7	Podcasts is not effective in terms of time		✓
8	Podcasts duration is appropriate for us to concentrate on listening	✓	
9	My vocabulary is enriched after listening to podcasts	✓	
10	I recommend teacher to use podcasts in teaching listening		✓

LIST OF TABLES

A. The result score of Experimental Group in Pret-Test and Post-Test after the treatment

Experimental Group				
No	Name	Fake Name	Pret-Test	Post-Test
1	Anastasya L	EG1	80	85
2	Angelina D	EG2	75	85
3	Grace P Tiyouw	EG3	75	90
4	Delicia Sweetly	EG4	55	85
5	Gracella Lisaldy	EG5	60	75
6	Raymond Siauta	EG6	55	80
7	Azarya K	EG7	55	80
8	Adelina Pasanda	EG8	60	75
9	Alfian Jr. Sadondang	EG9	55	90
10	Angelica Leko	EG10	35	80
11	Angelina M.T	EG11	85	90
12	Joy Sumbay	EG12	60	80
13	Gabrial Refualu	EG13	80	75
14	James Tuapatinaya	EG14	40	90
15	Joel Pasoloran	EG15	35	65
16	Kezia Marsela	EG16	40	65
17	Max Jusand	EG17	80	80
18	Melody T	EG18	75	80
19	Rachel Siauta	EG19	85	90
20	Suinlie Langkay	EG20	60	75

B. The result score of Control group in Pre-test and Post-Test without treatment

Control Group				
No	Name	Fake Name	Pre-Test	Post-Test
1	Marchello Kareba	CG1	40	50
2	Nadine F Turru Allo	CG2	85	80
3	Silfani Palungan	CG3	30	45
4	Friskaya Aroeni	CG4	75	80
5	Grace C Wayong	CG5	60	80
6	Adnan Dupa	CG6	60	55
7	Catherine W	CG7	55	60
8	Christle Le	CG8	40	60
9	Deno Manabung	CG9	70	80
10	Felicia Henakin	CG10	60	60
11	Feliks Matius	CG11	60	75
12	Jonathan K	CG12	60	60
13	Kasih E T	CG13	85	85
14	Kezia Estelin	CG14	60	55
15	Meyza Manuputty	CG15	65	55
16	Mikhael M	CG16	60	60
17	Nadya Z R	CG17	65	60
18	Neil Ham	CG18	35	60
19	Prayoga B	CG19	55	55
20	Steven Woriwun	CG20	75	60

C. Analysing Data for T-test

No	Fake Name	Before (X1)	After (X2)	D=X1-X2	D ²
1	EG1	80	85	-5	25
2	EG2	75	85	-10	100
3	EG3	75	90	-15	225
4	EG4	55	85	-30	900
5	EG5	60	75	-15	225
6	EG6	55	80	-25	625
7	EG7	55	80	-25	625
8	EG8	60	75	-15	225
9	EG9	55	90	-35	1225
10	EG10	35	80	-45	2025
11	EG11	85	90	-5	25
12	EG12	60	80	-20	400
13	EG13	80	75	5	25
14	EG14	40	90	-50	2500
15	EG15	35	65	-30	900
16	EG16	40	65	-25	625
17	EG17	80	80	0	0
18	EG18	75	80	-5	25
19	EG19	85	90	-5	25
20	EG20	60	75	-15	225
Jumlah				-370	10950

D. The Calculating Process

R	Before	After	D=X1-X2	D ²	The Result					
EG1	80	85	-5	25						
EG2	75	85	-10	100	N-1	=	19	Total Variable	2	
EG3	75	90	-15	225	Jumlah D ²	=	10950	Total Respondents	20	
EG4	55	85	-30	900	(Jumlah D) ²	=	136900	Taraf sig. (2 sisi), sig	5%,.... 0.025	
EG5	60	75	-15	225				Derajat bebas df =n-k	20-2=18	
EG6	55	80	-25	625				T tabel	2,101	
EG7	55	80	-25	625	$s = \sqrt{\frac{1}{n-1} \left\{ \sum D^2 - \frac{(\sum D)^2}{n} \right\}}$					
EG8	60	75	-15	225						
EG9	55	90	-35	1225						
EG10	35	80	-45	2025						
EG11	85	90	-5	25	s	=	14,69873			
EG12	60	80	-20	400				H0 was rejected if T-test > T-Tablel		
EG13	80	75	5	25				T-test	5,62869	
EG14	40	90	-50	2500	$t = \frac{\sum D}{\frac{n}{s}}$			T-Tablel	2,101	
EG15	35	65	-30	900						
EG16	40	65	-25	625				It is found that T-test >T-tablel		
EG17	80	80	0	0				It can be concluded that H0 was		
EG18	75	80	-5	25	t	=	-5,62869	rejected, and		
EG19	85	90	-5	25		=	5,62869	H1 was accepted		
EG20	60	75	-15	225				It means that there was a significance		
Total			-370	10950				difference		

LIST OF PICTURES

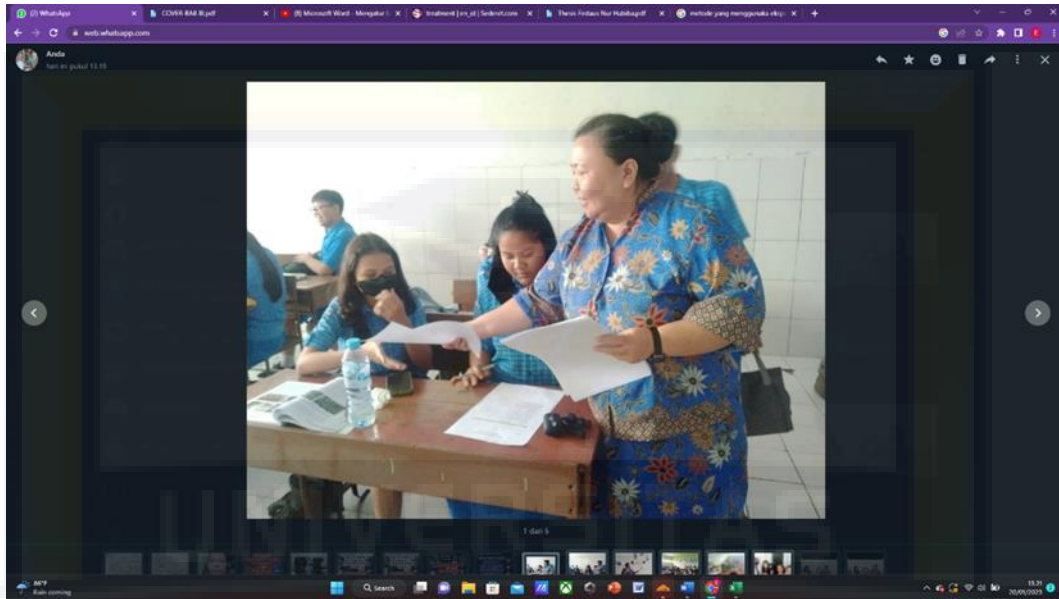


Figure 1.1 Pre-Test in Experimental Group



Figure 1.2 Pre-Test in Experimental Group

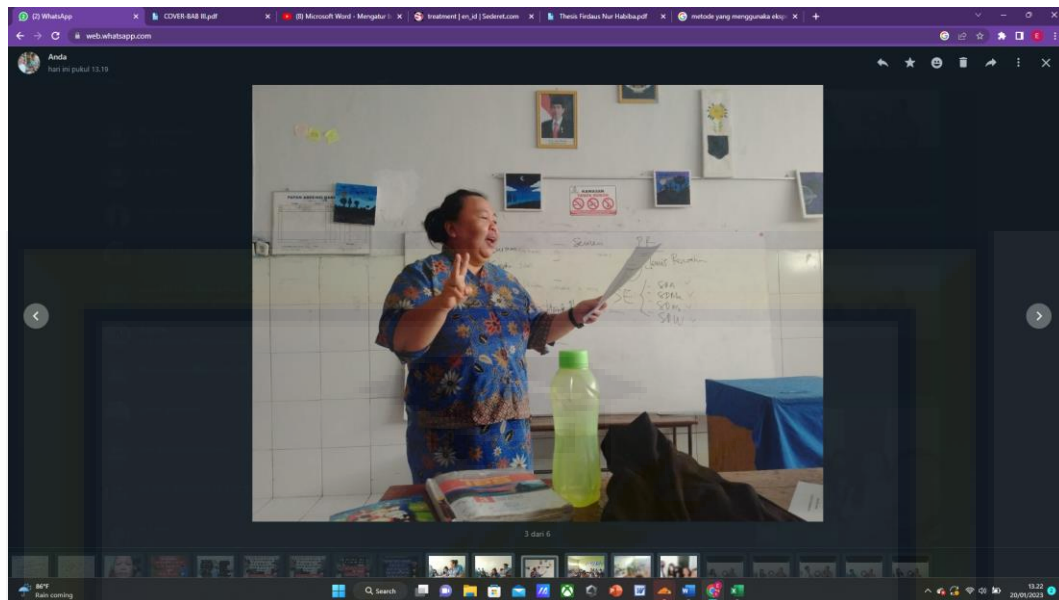


Figure 1.3 Explaining the Podcast and Learning by Podcast (Giving Treatment)

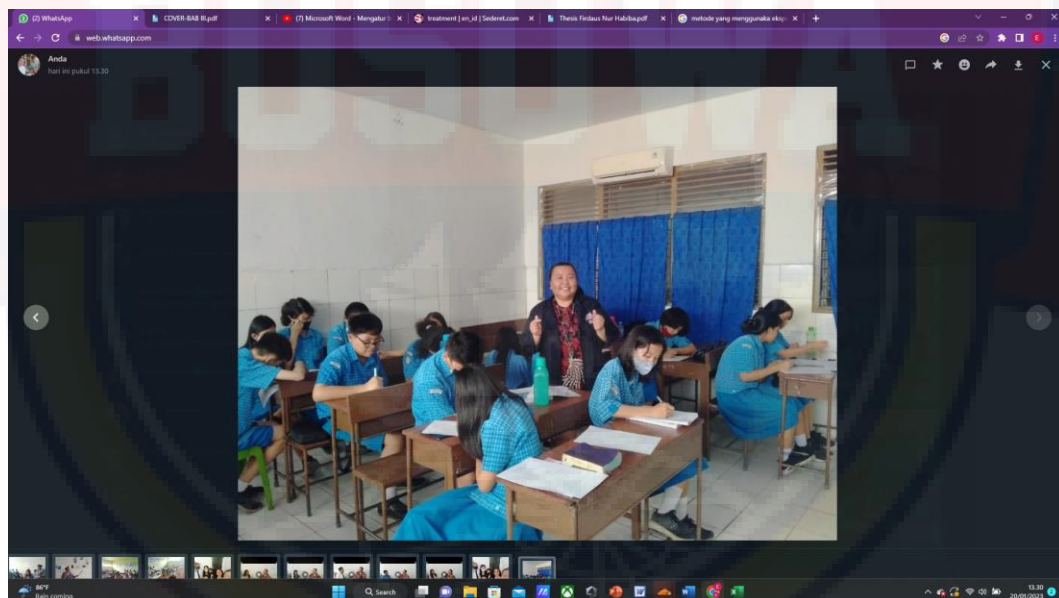


Figure 1.4 Post-Test in Experimental Group after Treatment

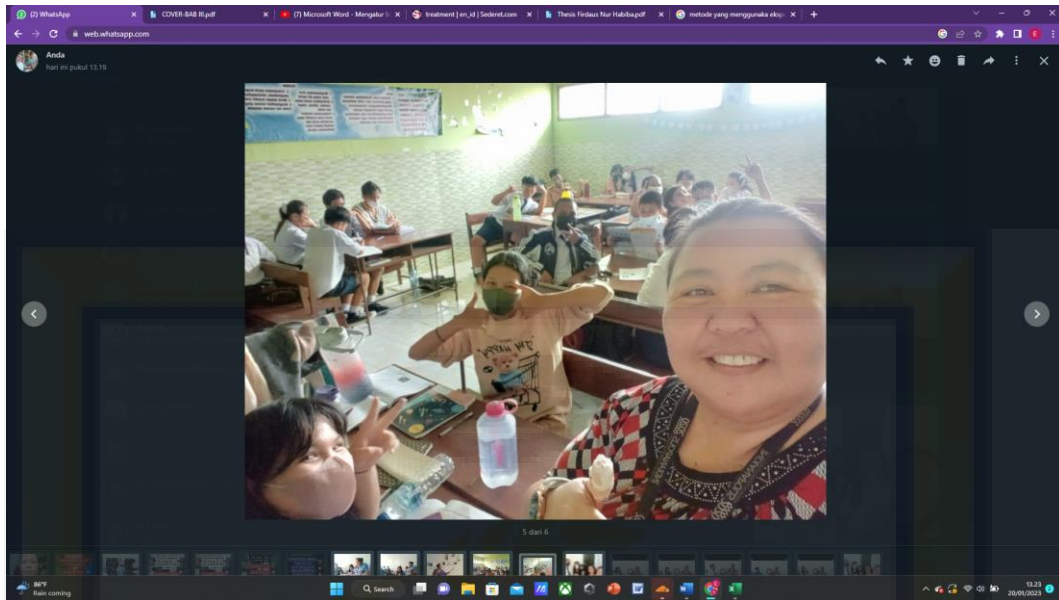


Figure 1.5 Control Group

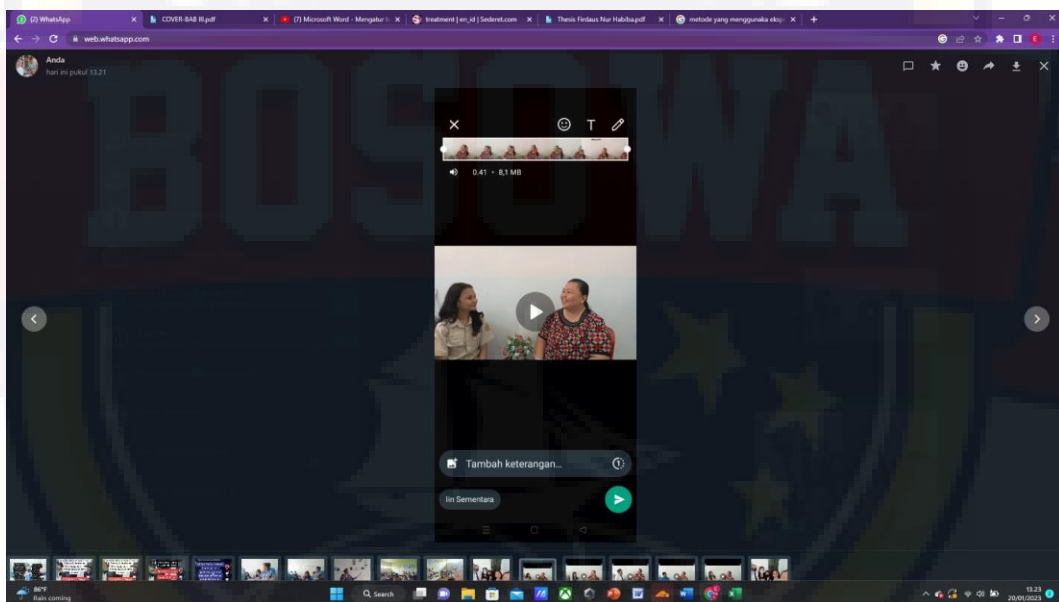


Figure 1.6 Interview video1

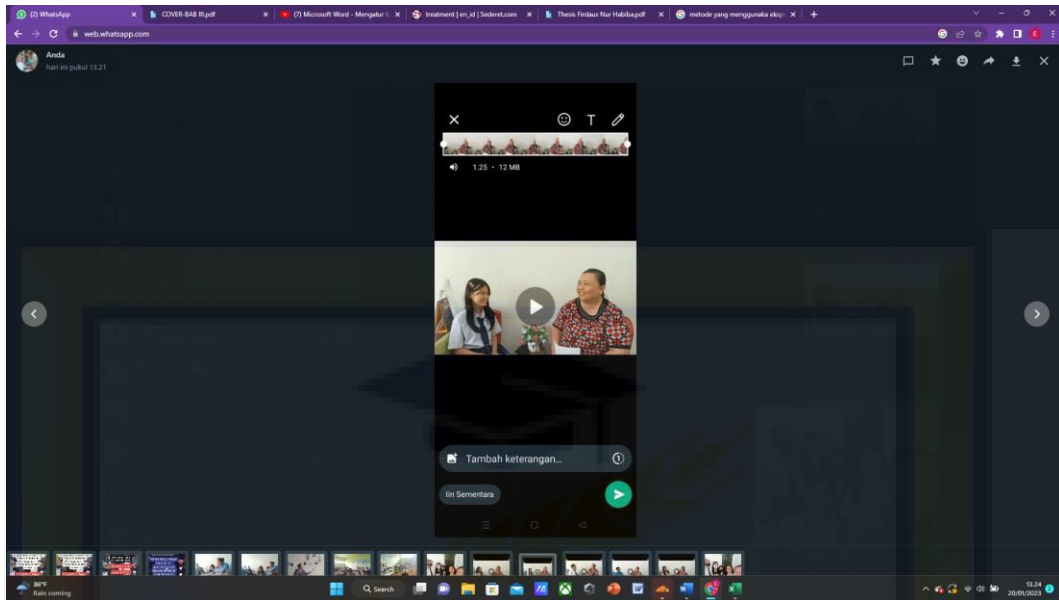


Figure 1.7 Interview video 2

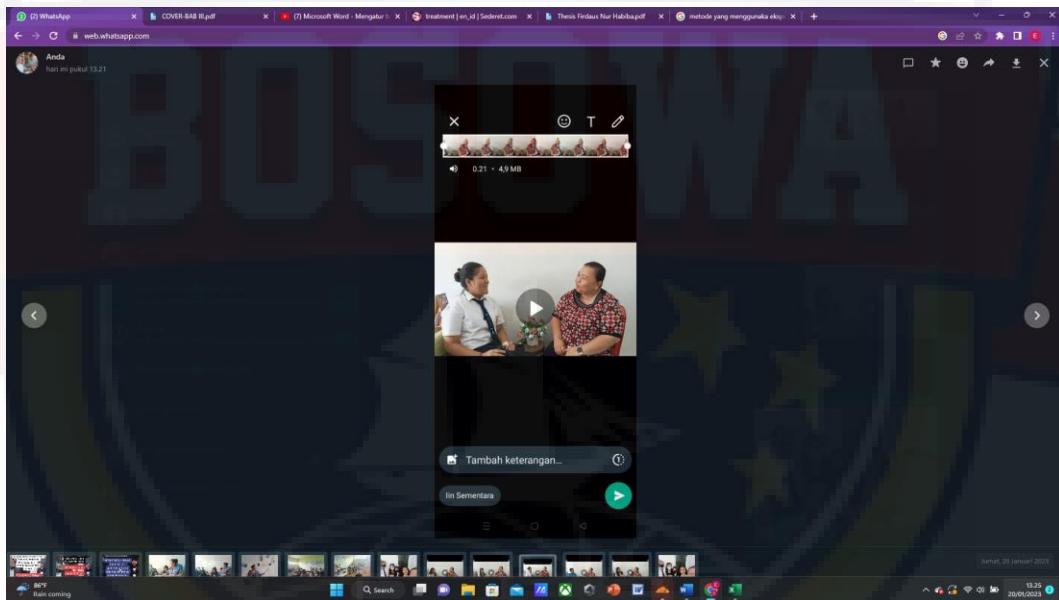


Figure 1.8 Interview Video 3

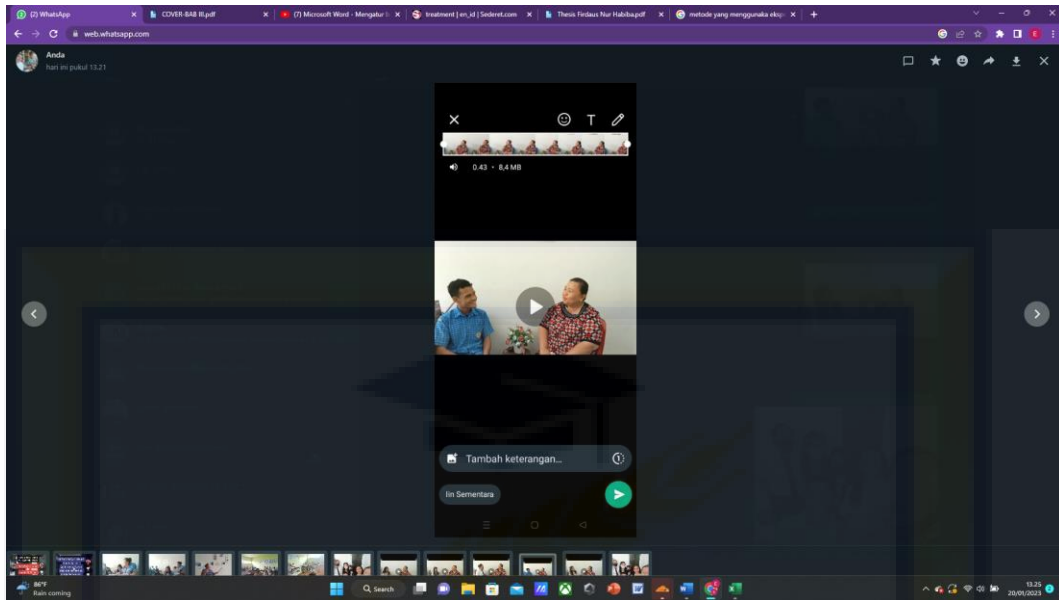
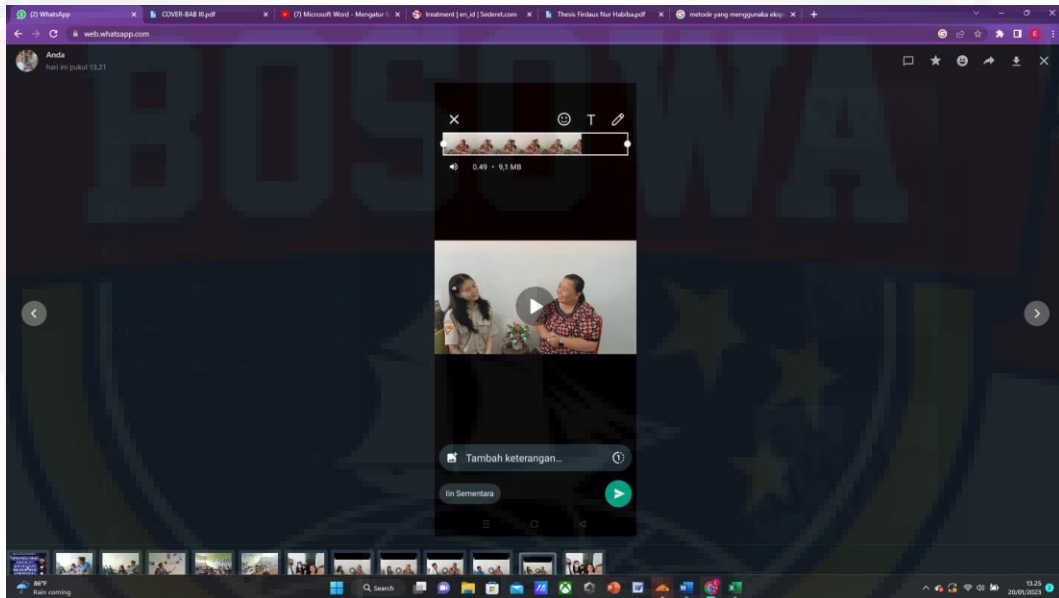


Figure 1.9 Interview Video 4



CURRICULUM VITAE



Engelina Salainti was born on January 12th 1979 in Palu, Sulawesi Tengah. She is the last child of 4 siblings. Her father was Piet Hein (Alm) and her mother is Seltje. She is married with Refly L and has no children so far. She started her study at SD Advent Palu, continued her study at SMP Advent Makassar. Her Senior High School was at Adventist School of Toraja View Academy and graduated in 2006, at the same year she continued her study at Universitas Klabat and now she is studying at Bowowa University, majoring in English Education for Master Degree. Right now she is working at SMA Advent Makssar as an English teacher. At the end of her study, she could finish her thesis entitled, “The effect of English Video Podcast for Developing Students’ English Skill in Listening Comprehension at Makassar Adventist Junior High School.

