

# The Effect Of English Video Podcast For Developing Students' English Skill In Listening Comprehension

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**Abstract.** Teaching and learning process in the classroom will run well when the learning process uses the good method. One of the method that can be applied in the classroom is using technology such as podcast. The aim of this research is to discover the effectiveness of using English Video Podcast in improving the students' listening comprehension of eight-ninth students of SMP Advent Makassar. This research is applied by using a mix method approach, specifically the researcher applied quasi-experimental research design, and the data analysis was done by statistical description. And the 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 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 podcast has improved students' listening comprehension. The result was improved. It is supported by some previous study that also has a positive effect by using a podcast in teaching listening. And based on the questionnaire and the interview given the result showed positive impact of using English video podcast in improving listening comprehension.

**Keyword:** Podcast, Listening Comprehension



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## Introduction

Using technology has become popular with everybody in every area. Especially when the Covid-19 pandemic is spreading worldwide, there are so many countries 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 to the youth. Even though English is not the only most spoken language in the world, but we cannot deny it, that English has become an official language of the world. And due to the globalization time, English has become a significant language in the world.

English has an essential role in the lives of the people in the world especially the youth because it can help them for communication, not only for that, but English is also the main language for studying a lot of subjects in 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 to the technology, because it has become one of the tools that support the youth in developing their English skill. In this time, it is so rarely to find a student without some kinds of technology, because it is really needed this time. Through technology the students can find many benefits specifically in improving their English skills, because technology enables the students to a new way of learning, having communication, 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 which is famous and important for a couple of past years. Since the world knew digital technology, many people from the young to the adult 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 into human's everyday life in daily speaking for communication, workplace, education and many more. There are many examples of digital technology, some of them are websites, buying and selling online, smart phone, smart TV, video streaming, digital music and many more. Digital technology has a significant role in people life of living.

One example of digital technology is Podcast, Podcast is well known in the modern life. People tend to learn many things from podcast then in real life. There are three types of podcasts: the first is audio means sound only and 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. Podcast is originally from "pod" means iPod, which has been one of the most popular audio devices. Recently, in this modern time, people can play Podcast in any media devices of portable digital.

The term 'podcasting' is a combination of the words 'iPod' and 'broadcasting' refers to the distribution of audio content. An audio podcast is like a radio broadcast except those listeners don't have to tune in 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 skill and improve their listening skill for some vocabularies. 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 is effective and enhances student's listening comprehension ability due to the combination of visual images and sound which stimulate student's perceptions. In addition, we should acknowledge the importance of the tone and speed of speech which are spontaneous, similar to that in daily-life situations. In other aspect, video camera use is also highly significant in enhancing academic achievement and as a tool for monitoring students, particularly in distance learning (Alim et al., 2022, 2023).

In learning English, there are English skills which 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 a good listening skill then there will be no misunderstanding between other people. As we all know that we spend a lot of time in 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 to 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).

There are a wide number of technological tools that can help any language learners to develop their listening skills. One of the best ways that has been contributed by technology in improving students' listening skill is Podcast. Podcast is a tool of audio broadcasting on the web. It is high in demand in the modern life, from baby to adult like to watch podcast. Everybody can search many podcasts in any areas they like to. Podcast is helpful in helping the teachers for teaching, especially the English teachers, it is so helpful especially in listening skills. Improving English listening skills by 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 with their own interesting and level

## Methodology

The researcher applied mix method research in conducting the research. By using some instruments, the researcher did the study. There were 40 students of SMP Advent Makassar in 2022/2023 Academic Year which consist of two classes. There were 40 students participated in this study that the researcher divided into two groups: 20 students in Experimental Group and 20 students in Control Group. The researcher would like to observe the effectiveness of technology such as English Podcast for developing students' English skill in Listening Comprehension. The instrument used in this study was in the form of a test. The instrument of this research is listening test. Pre-test and Post-test would be committed by using video podcast from English Podcast. Questionnaire was chosen by the researcher to be used in this study. It is appropriate to investigate attitudes, perceptions, and opinion (Cohen et al., 2007). In this study, the type of the questionnaire used was closed-ended questionnaire. To complete the questionnaire, the respondents needed to mark predetermined answer that represented their feeling about the topic included in the statements in the scale. It is written or printed list of questions to be answered by the students. The last was interview, Interview was used in this study to enable the respondents to give their opinion about the using of Podcast in learning English. The interview was conducted with 5 students as samples which were recorder by a smartphone. There were four questions were given to the respondents. Interview is used to get data from the respondents, it is used to investigate the students' perceptions about learning English by 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

## Results and Discussion

### A. Result

The following table shows the students' score and percentage on experimental group and control group.

**Table 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%

Classification	Score	Experimental Group		Control Group	
		Frequency	Percentage	Frequency	Percentage
Very Poor	1-20	0	0	0	0
Total		20	100%	20	100%

## 1. 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 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 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.

## 2. 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 3.** The Percentage of Students' Post-test Score

Classification	Score	Experimental Group		Control Group	
		Frequency	Percentage	Frequency	Percentage
Very Good	81-100	8	40%	1	5%
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 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.

## 3. 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.** The Mean Score and Standard Deviation of Students' Pre-test

Group	Mean Score	Standard Deviation
Experimental	78.50	9.79
Control	57.50	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 classificationw.

#### 4. 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 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.

#### 5. 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:

**Table 6.** The Percentage of Questionnaire

No	Questions	Frequency		Percentage	
		Yes	No	Yes	No
1	Is this the first time you are using podcast?	4	6	40%	60%
2	Do you think these podcasts influenced your listening skill positively?	10	0	100%	0%
3	Do you think it will be good for your listening to listen to these podcasts repeatedly?	9	1	90%	10%
4	Do you think that podcast helped you to learn some new vocabulary?	10	0	100%	0%
5	Do you find any difficulties to understand what the speaker says?	4	6	40%	60%
6	Do you think podcasts offer authentic materials of English listening?	8	2	80%	20%
7	Do you think podcast is easy to use?	9	1	90%	10%
8	Do you feel that your listening skill improve after listening to podcasts?	10	0	100%	0%
9	Do you think that the podcast is effective in improving your listening skill?	10	0	100%	0%
10	Do you recommend the teacher to use podcast in teaching listening?	9	1	90%	10%

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.

The second questionnaire was "Do you think these podcasts influenced your listening skill positively?" The result was all the students answered Yes. Muliasari (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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

## B. Discussion

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.

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.

## Conclusion

The 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 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 podcast has improved students' listening comprehension. The result was improved. It is supported by some previous study that also has a positive effect by using a podcast in teaching listening. And based on the questionnaire and the interview given the result showed positive impact of using English video podcast in improving listening comprehension

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