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Using Podcast to Improve Student Listening Skills for Vocational High School

BY:

Adinda Yulia Efendi (208820300022)

Advisor : Dr. Yuli Astutik, S,Pd., M.Pd.,

English Language Education

Universitas Muhammadiyah Sidoarjo

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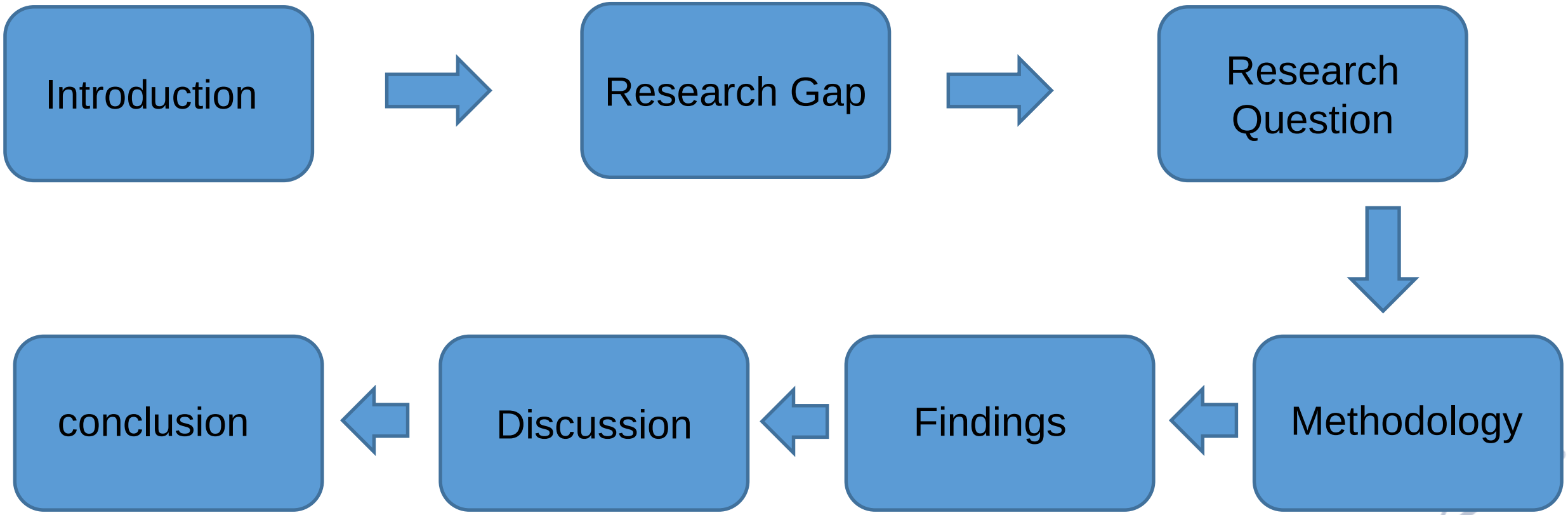

Introduction

- Listening is a very important skill to learn. Therefore, students should not underestimate it, especially in school, because they are required to improve their listening skills.
- Due to the combination of sounds that stimulate students' perception, it is stated that the use of audio content improves students' listening ability.
- With podcasts, it will be very useful for teachers to train students' skills and improve them reading can be done with tale texts, books, newspapers, and more.

Introduction

Novelty

This study can be used as a starting point for teachers to teach, and can also make a significant contribution in using podcasts in the classroom to increase students' interest in learning English especially to improve listening skills.

Research Gap

Previous Research	This Research
Using podcasts as a learning media can help students improve their listening and pronunciation skills. Therefore, podcasts can be used to stimulate creative and critical thinking skills and as an alternative media to support learning activities. (Rahmawati, 2021)	Podcasts can be one of the media to teach listening skills because this media significantly gives positive results in improving students' listening skills. Podcasts can also make teaching listening easier for teachers and make listening to English comfortable and enjoyable for students. (Masitah, 2023)

Research Question

Is the use of podcasts effective in improving the listening skills of students at SMK Dian Indonesia?

Methodology

- **Design**

  This research uses a quantitative approach with a pre-experiment research design. Experimental research is research designed to conduct research objectively and under control so that maximum accuracy and conclusions can be reached regarding the hypothesis (Gile, 2022).

- **Setting**

  This research was conducted at SMK Dian Indonesia Sidoarjo.

- **Participant**

  The participants this time used 10th grade students of SMK Dian Indonesia, totaling 20 students.

Methodology

- **Data collection**
  Data collection techniques using pre-experiment (pre-test, post-test, and treatment)

- **Data analysis**
  Data collection using a qualitative experiment using a purposive sample. Data analysis can be obtained from the results during learning activities in the classroom. The researchers used SPSS with the pre-experiment formula to compare the results of the pre-test and post-test.

Findings

The table shows the results of the above analysis, we can see the comparison of the pretest and posttest mean scores, as well as the change in standard deviation scores. This helps in understanding the effectiveness of the treatment given to the students.

No	Nama Siswa	Pre-test	Post-test
1	AAP	70	75
2	AYE	70	80
3	APM	73	85
4	BS	71	75
5	BDC	70	80
6	DA	68	75
7	DP	78	85
8	EPB	78	82
9	FMI	65	75
10	HPQ	60	86
11	IP	70	80
12	JPP	70	85
13	LNA	75	82
14	MS	75	80
15	MPP	76	80
16	MAW	65	75
17	ND	70	80
18	PI	68	75
19	RHS	62	70
20	ZJ	78	90

Findings

Descriptive statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Siswa	20	60	78	70.60	5.144
Posttest Siswa	20	70	90	79.75	4.962
Valid N (listwise)	20				

This shows that the student's average score increased by about 9.15 points after the failure. This progress shows that students have a significant and effective opportunity to improve their understanding or performance. The standard deviation for the pretest score was 5.144 and for the post-test score was 4.962. The smaller standard deviation on the posttest indicates that students' scores tended to be more consistent after the treatment.

Findings

Test Normality

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest Siswa	.154	20	.200*	.943	20	.273
Posttest Siswa	.181	20	.086	.941	20	.249

Table shows if the significance value (Sig.) is greater than 0.05, then we fail to reject the null hypothesis, which states that the data is normally distributed. If the significance value is smaller or equal to 0.05, then we reject the null hypothesis, indicating that the data is not normally distributed. Based on the results from the Kolmogorov-Smirnov and Shapiro-Wilk tests, the researchers concluded that the pretest and posttest scores were normally distributed. Therefore, the data meets the assumption of normality.

Findings

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest Siswa - Posttest Siswa	-9.150	4.987	1.115	-11.484	-6.816	-8.205	19	.000

The table shows an average difference of 9,150 points between the pretest and posttest scores, the posttest scores were on average 9,150 points higher than the pretest scores. Rejecting the null hypothesis (Ho), which states that there is no difference between pretest and posttest scores because the significance value (p-value) of 0.000 indicates that the difference is highly statistically significant ($p < 0.05$). This result shows that students' learning outcomes improved significantly after doing the posttest. This increase shows that teaching listening using podcasts has a positive impact on student learning outcomes. Thus, the increase in post scores shows that teaching listening skills with podcasts is effective in improving listening skills.

Discussion

The study explores the use of podcast media to enhance student listening skills at SMK Dian Indonesia. Podcasts are found to be effective in improving language learning skills, as they offer a wide range of content and topics. The researchers suggest that podcasts should be used during class sessions to practice listening skills. The study also highlights the potential of digital technology in improving students' knowledge, skills, qualifications, and rewards. Results from pre-test and post-tests show that podcasts significantly improve students' listening skills. The pre-test results showed an average score of 70.60, while the post-test showed an average score of 79.75.

Conclusion

Based on the data results, there is an increase in the use of podcasts to improve listening skills, the difference in scores between the pre-test and post-test in the experimental group shows a statistically significant increase in listening skills after using podcasts, this increase in score reflects that students are able to improve listening skills with podcast media.

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Documentation

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