



IMPROVING STUDENTS' LISTENING SKILL THROUGH PODCASTS OF ELEVENTH GRADE AT SMA NEGERI 1 STABAT IN THE ACADEMIC YEAR 2019/2020

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ABSTRACT

The aim of this research is to find the use of English podcasts in improving students' ability in listening skill. In constructing this research, the researcher collected data from the classroom action research, which was carried out through four steps. They were plan, action, observation, and reflection. The subjects of this study were 22 students at eleventh grade of SMA NEGERI 1 STABAT in academic year 2019/2020. In during this research, the technique of analyzing data was applied by using qualitative and quantitative data. The qualitative data was taken from interview, observation sheet, and documentation. The quantitative data was taken from the test. The result of analysis showed that there was development on the students' ability in listening skill. It showed from the mean of the pre-test was 50,90, the mean of post-test in first cycle was 67,95, and the mean of post-test in second cycle was 80,45. The percentage of the students' score in the pre-test who got 75 above were 3 of 22 students (13,63%), the percentage of the students' score in post-test of the first cycle who got 75 above were 7 of 22 students (31,81%). It means there was an improvement about 18,18%. Then, the percentage of the students' score in the post-test of the second cycle who got 75 above, there were 16 of 22 students (72,72%). It means that the improvement was about 40,91%. From the data, it indicated that using English podcasts in listening skill was effective, and the data above can be concluded that the students' ability in listening skill have been improved by using English podcast as learning media. In qualitative analysis, the students also looked active and enthusiastic in listening learning process by using the podcasts as learning media

Keywords: *Listening and English Podcast.*

I. INTRODUCTION

Listening is a innovative ability. In order to recognise the sounds falling on our ears, we take the uncooked fabric of words, association of words, and the upward push and fall of the voice, and from this fabric we create good sized. But many instructors have assumption that it isn't always essential to plot the lessons. In fact, suggests the damages. Listening idea isn't always mastered with the aid of using college students in flip it's far tough for them to formulate approximately what and the way they should grasp listening. Teaching English in SMA is supposed to expand pupil communicative competence.



The goal in coaching and getting to know English abilities to talk orally and in writing at intermediate level. Teaching college students in SMA is targeted at the capacity to talk with it. In a manner that the verbal exchange competence of the scholars are emphasized. We can use listening paintings within the school room as one manner to assist cognition on language systems. This pastime offers listening exercise with the aid of using providing a script for verbalizing alongside the listening fabric.

Nowadays, listening comprehension has improved. So many new technologies have supported for the listening ability that anticipated to enhance listening comprehension ability. But within the fact, the scholars are nonetheless unusual with the listening difficulty itself. Students are not able to seize the sentences even the words. It is due to the fact they're not able to pay attention to the English textual content properly within the listening elegance. Somehow they could pay attention to the sentence, however they fail to write down what they hear. Some of them even fail to discover the principle idea, assisting thoughts or the info from the recording.

There are a few media may be utilized in listening getting to know manner, which includes audio media, audio-visible media, etc. instance for audio media is radio, music, podcasts, and so on. While the instance of audio-visible is video, film/movie, television, etc.

Media which includes a podcasts has good sized roles to inspire the scholars in listening getting to know manner and to make the environment in getting to know manner greater interesting. Podcasts are mainly suitable for the exercise of good sized listening, for the reason of motivating college students to pay attention. Podcasts gives a terrific threat for the scholars and the instructors. Nowadays the usage of podcasts are easier. There are many styles of podcasts` software on cellular. There are many extraordinary cellular packages to be had for human beings to apply to subscribe and to pay attention to podcasts. Many of those packages permit customers to download podcasts or to movement them on call for as an opportunity to downloading. This can satisfy the wishes of various beginners. Those may be downloaded with the aid of using beginners themselves. Students are anticipated to be greater inquisitive about having listening elegance with the aid of using the usage of 14 podcast. They also are anticipated to have greater possibilities to exercise listening, which in flip will cause them to attend the listening elegance.

II. LITERATURE REVIEW

To learn English successfully, it must be taught by a teacher. Four language skills: listening, speaking, writing and reading. That teaching listening as a separate skill is a recent innovation in language teaching. Listening is as active as speaking, and in some ways more difficult. Listening training should consider several aspects.

A Vocational School (VTS) is one of the levels of education that prepares students. Qualified and ready to use graduates into the workforce. However, so far English communication skills for the majority of college graduates (QMS) is still low, so it is important to do research on the learning process. English according to technical standards. Also listening training at SMA a difficult task for teachers.



because they have a hard time hearing. There are no rules or formulas like grammar. But the teacher has to ask.

The fact that many students practice more and make mistakes on listening tests. Because I'm not used to hearing it. Listening skills must be balanced. Along with other language skills to help students get the best skills. It is important for teachers to know the interests of their students. Learn to listen with several activities, considering that communication. Competence is the goal of language instruction, and education should point to: All components: organizational, practical, strategic and psychomotor.

Students will need some listening practice and some instruction to understand the meaning how to do it effectively. Therefore, the material must be relevant School Days. So they will not be bored and will not be interested in the listening process get a better understanding.

III. RESEARCH METHOD

The study was established at SMA NEGERI 1 STABAT. Located in Jl. Proklamasi No. 3 Abadi Jaya, Kwala Bingai, Kek. Stabat, taxi. Langkat, North Sumatra, 20811. In terms of teaching and learning English, SMA NEGERI 1 STABAT employs 11 English teachers. The study sample was students from class XI TKJ 4 Reg at the vocational school SMA NEGERI 1 STABAT for the academic year 2019/2020. Observations The researcher discovered some problems with the listening class and decided to take data from 11th graders randomly among 11th graders of listening skills Technology.

IV. DISCUSSION

A. Data

Data for this survey was collected through listening, interviewing, observation and documentation. The focus of this study was on the actions taken in both cycles. Each cycle consisted of four phases, including planning, execution, observation and consideration. This survey was conducted for only classes. The selected class is the XI TKJ 4 Reg and has 22 students. From the first class to the last meeting, all students attended the study.

1. Quantitative Data

Quantitative data were obtained from the results of a hearing test consisting of 20 missing words. The tests were related to the topics discussed in the lesson in each cycle. Hearing tests were conducted in two cycles and the researchers conducted four sessions. At the end of each cycle, 4,444 students were given a hearing test. Students' results can be seen in the table below.

Table 4.1.
The Students' Score In the Three Listening Test

No .	Initial Students' Name	Score in Pre-Test	Score in Post-Test 1	Score in Post-Test 2
1.	AF	50	65	70
2.	A	25	65	70



3.	AA	40	65	75
4.	CMR	45	70	75
5.	DR	55	85	90
6.	DA	35	65	80
7.	FA	40	45	95
8.	FF	15	30	65
9.	GR	40	70	65
10.	HU	50	50	90
11.	JJP	45	65	75
12.	MFH	85	100	95
13.	MMA	45	75	55
14.	MRJR	100	100	100
15.	MSM	40	65	80
16.	MSF	60	75	80
17.	PRL	50	40	65
18.	SA	65	80	95
19.	SCL	95	100	100
20.	SL	60	65	100
21.	TYL	40	55	75
22.	ZM	40	65	75
	Total (X)	1120	1495	1770
	Mean X	50,90	67,95	80,45

2. Qualitative Data

Qualitative data are obtained from observations, interviews and documentation. Received within 2 cycles.

a. Observations

Observations were made to observe the learning activities of teachers and students, including the behavior of students and all learning activities. "Students arrive on time. When teachers teach, students pay attention to the teacher's explanations and actively participate in the learning process. Therefore, the observation results were collected as the main reflection data. Two observations



using a checklist and scale. Observations have shown that teachers can deliver material well, conduct well in instruction, and use their time effectively (see Appendix VI, page 85).

b. Interview

Two interviews were conducted. The first interview was conducted before the survey, and the second interview was conducted at the end of the second survey. Interviews were conducted with students and teachers. The researcher interviewed an English teacher. In the first session, I was asked about a hearing problem. In the second session, we were solicited for answers and comments on our implementation of the English podcast.

Although this statement is supported by teachers' comments about the interest of high-performing students in English language learning, especially in listening comprehension, some students lack listening skills because very few listening classes are offered. Here are the students' poor performance in listening. (See Appendix IV/p. 78).

Interviews showed that the student had limited vocabulary to know what the speaker was saying in the text. They still had trouble understanding the meaning of the text and, as native speakers, could not understand what the speaker was saying at their own pace. (See Appendix V / page 81).

Based on the student results above, the researchers wanted to use the podcast in English to improve their listening skills. The teacher also made the learning situation comfortable, friendly, convenient and comfortable and accommodated all the information. (See Appendix V / page 83.)

c. Document

For a qualitative study, the investigator was required to bring the research document. The teacher collected several pictures while teaching and learning. (See Appendix IX / page 90)

B. Data Analysis

1. Quantitative Data Analysis

Quantitative data were obtained from the student's listening test. The improvement in students' listening skills after using the English podcast can be seen in the students' average scores before, after, and after Test Cycle I. The results of the student assessment are presented in Table 4.1.

The increase in student score when listening to the English podcast can also be seen in the average student score of on the 1st Listening Test (pre-test) and the 3rd Listening Test (Post-test 2). The average of the 3rd listening test was the highest among the other tests.

Student scores on these three exams varied. In the first test, the lowest score was 15, the highest 100 points, the second test the lowest 30 points, the highest 100 points, the third test the lowest 55 points, and the highest 100 points. Table 4.2 shows comparative student scores on the listening test.

Table 4.2
The Comparison of the Students' Score in the Three Listening Test

Names of Test	Test I	Test II	Test III
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Lowest Test	15	30	55
Highest Test	100	100	100
\bar{x}	50,90	67,95	80,45
N	22	22	22

Where: \bar{x} = average

N = number of student

Students watching podcasts in English increased from 50.90 to 80.45. The KKM for English class is 75 points. The proportion of students who scored 75 or higher also improved. You can view student grades from the first session to the last session.

As shown in Table 4.1, the students' hearing continued to improve from the orientation test to the Cycle II test. Students scored higher on the Cycle I test than on the orientation test. After that, the students' Cycle II test scores were higher than their Cycle I test scores. The KKM English score is 75. This can be seen in Table 4.3.

Table 4.3
The Percentage of Students Who Got Score Over 75

Listening Test	Percentage
First test (pre-test)	13%
Second test (post-test 1)	31%
Third test (post-test 2)	72%

On the first listening test, 13% (3 students) scored 144475 or higher. On the second listening test, 31% (7 students) scored 75 or higher. In means 18% or 18% improvement. On the third listening test, 72% (16 students) scored 75 or better. About 40.91% improvement over the 2nd listening test and 59.09% better than the 1st listening test over the 3rd exam. From the first exam to the final exam, the scores of students aged 75 and over increased.

2. Qualitative data analysis

Cycle 1

Before conducting research on Plan, investigators prepared the following investigative tools:

- Graph; Provides an overview of the transaction process. This should be done to manage the curriculum and the researchers used Lesson Plan as a guide for classroom activities. (See Appendix I / page 60.)
- Materials; In the first cycle, the researchers prepared a "drug" story as a resource for students to explore. (See Appendix I / page 61).
- An observation sheet made to understand the current state of the teaching and learning process when using podcasts in English. (see Annex VII / p. 85).



d. Testing in the form of pre-test and post-test. The pre-test was Test given to students prior to the English Podcast. The post test, on the other hand, was test given to students after the English podcast. (Appendix III/page can be found at 7277).

i. Activity

The teacher explained how to listen to the students and the effect English language had on their lives. The researcher, as a teacher, introduced the subject to the students. The teacher brainstormed the topic we were discussing. During the brainstorming session, the teacher discussed what the students liked.

After the brainstorming session, the teacher continued studying. The teacher turned on the podcast. After listening to the podcast and using it as an educational tool, the teacher gave the students a script for Story. The teacher also provided examples and some words to help students understand the text.

In this case, the English teacher offered to provide a podcast in English during the lecture. However, the task took hours too long (the researcher turns on the podcast first, then the examples, and finally decodes the story). Again, the researchers do not verify that the student understood her explanation. The researchers focused on the explanation without worrying about the students' understanding. You can see this in the researcher's language in the description. Researchers mixed Indonesian and English in the student's difficult language.

ii. Observation

In the first cycle, the observer tried to observe all activities in the class. This can be approximately researcher and student performance (behaviours and attitudes), classroom situations, and student responses. After the training course was completed, the investigators performed Posttest I as the second activity of the first cycle. Post-test results from the first cycle showed that the use of podcasts in listening classes improved student performance.

According to the teacher's activity observation sheet, all lessons were completed according to the lesson plan. The instructor explained the material well and managed the time efficiently. Therefore, the learning process is evaluated as successful. (See Appendix VI/p. 85)

Researchers report that students' responses to education and training have been successful. He was on the list of observation sheets. However, as the researchers provided the material and the researchers pulled on the for too long, the students became bored, and the researchers used monotonous behaviors during the learning process.

The education and training process has been improved. The teacher was able to improve the performance of students, but while the teacher talked about the problem, many students were still inactive. However, some students took the problem seriously and were able to understand problem well.

iii. Review

The observations, tests, documentation, and interview results at this stage provided feedback on the teaching and learning process. At the end of the meeting, the researchers evaluated the training process.

Based on the qualitative data of the interview results conducted after the first cycle, the interviewer found that the students were still deaf. Student results include: "Sukamisstapi kadang saya susah ngerti katakatanya karna terlalucepat".



(See Appendix V / page 83). This means that students are still struggling with the writing speed of native speakers.

As a staff member, I received a lot of corrections from my English teacher. As with the project, the material was too long and there were too many words the students didn't know. Here are the students' results: "*susah kalau gak tahu artinya miss, sama vocabnya juga saya banyak yang saya belum tahu.*" (See Appendix V / page 84.)

In fact, it took the researchers too long to provide the material. Incidentally, the researchers haven't mastered the classroom yet. points, The students said, "*ya palingkalau nemu vocab yang susah miss, kan miss bahasnya lama setelah kita dengerin rekamannya*". (See Appendix V/ page 8) that means from the data above, it can be concluded that students still have low hearing.

iv. Findings

After the researcher has completed the study, there are several conclusions:

- a. The test improved the students' listening skills. As a result, students' scores improved from pre-test to post-test II. In the preliminary examination, 3 out of 22 students (13%) scored 75 or higher. In the first final exam, 7 out of 22 students (13%) who scored 75 or higher. This means there was an improvement of around 18.18%. At the same time, in the postset of 2 cycles, 16 out of 22 students (72.72%) who scored 75 or higher took up. You can see an improvement of 40.91% in the second test and around 50.09% in the first test in the third test. Most of the students' scores went up from the 1st exam to the 3rd exam.
- b. The improvement of the students' listening ability showed improvement not only in the students' average scores, but also in the students' expression, interest, enthusiasm, and excitement. Most of the students showed great activity and enthusiasm in the educational process.

v. Discussion

Currently, media podcasts appear to be very useful for improving student achievement. Podcasts can be viewed or listened to using a portable digital media player. Currently, it is being used in academia to practice foreign languages, to record 65 plays, and to record lectures. In this way, students can always get closer to the listening source, which can help them improve their skills and improve their listening habits.

Here are the benefits of using English podcasts as a listening learning tool. According to the study:

- a. Podcast as a listening learning tool is a listening application that not only listens to sounds but also displays menus. This podcast made the students engaging and useful. Media can help teachers teach listening skills and train students' listening skills. In this way, students can understand and memorize many words from the podcast as a learning tool.
- b. Podcasts as a learning tool made students happy, entertained, engaged and attractive to listen to, podcasts are applicable to SMA NEGERI 1 STABAT.
- c. Podcasts as a learning tool are so diverse that the listening process is not boring. Teachers can choose a topic based on a student's ability. This made it easy for students and teachers to use podcasts as an educational tool in the classroom. Also, using podcasts with some activities successfully improved students' listening skills. These conclusions can be drawn by observing the



teaching and learning process. This was also confirmed in the results of the pre-test and post-test of students' listening ability.

V. CONCLUSION

1. Using podcasts in English can improve students' listening skills by tailoring the material to their needs, interests, etc. You can also start from a low level to a high level. Teachers can use podcasts to create fun activities for students. This makes the process of learning to listen more interesting for students. Also, English podcasts have a lot of options that you can use as a textbook so you don't get bored.
2. Researchers have found that the use of English podcasts can be an effective teaching tool to improve students' listening skills. It can be seen from the data that there has been an increase. In the first cycle, the staff (English teachers) made many modifications to the researchers. In cycle 2, the researchers conducted a study based on the revised modifications and suggestions from the co-authors. At the end of Cycle 2, the results were satisfactory and students' listening skills improved by using podcasts as a listening learning tool at XI TKJ Reg SMA NEGERI 1 STABAT. It also increased the interest and enthusiasm of the students.

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