

The Use LearnEnglish Podcast Application to Improve Students' Listening Skill

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Abstract

The purpose of this study was to improve students' listening skill by using LearnEnglish podcast application for the eleventh grade student at vocational high school. This research was applied Classroom Action Research. The subjects of this study were 22 students. Data were collected by tests, observations, and interview. The results showed that there were an increase of students' listening skill, this can be seen from the percentage of students who met the minimum completeness criteria from the 1st cycle to 3rd cycle. In 1st cycle was 36%, 2nd cycle was 73%, and 3rd cycle was 95%. The observation results show the observation sheet reaches the target of 80% and more. It can be concluded that the LearnEnglish podcast application can improve students' listening skill.

Keywords: classroom action research, learnenglish podcast application, listening skill.

1 INTRODUCTION

Listening skill is very crucial skill in learning English. Listening skill is very important skill because this skill that allow human to gain insights, knowledge, and information as well as achieving success in communicating with others. Listening skill is listening with comprehension, attention and appreciation (Sekeon, Rombepajung, & Kumayas, 2022). Listening is one of the important skills that should be mastered because it helps students to improve other English skills. In the daily life, people listen more than they read, speak or write. In real situations we rarely listen somebody without any expectations what we are going to hear. This means that we usually have preconceived idea of the content and these ideas are based on our knowledge about the heard information. Listening is not only a skill area in language performance, but also a critical means of acquiring a second and foreign language (Wang & MacIntyre, 2021).

Based on a preliminary study conducted at SMK Madani Depok, the researcher found some difficulties faced by students in learning listening especially in eleventh grade students. First, students not familiar with listening English native speaker, that are the accent and the pronunciation. Second, lack of vocabulary students are less to listen the English text well in the listening class, students can listen the sentence but they wrong to write what they hear. To overcome those problem, it is important the teacher to find new strategy in the listening teaching to help students in learning listening. The researcher interested to conducting the study related to listening skill using media.

The use of technology in learning a language can vary, for example as a medium to teach and learning listening. One of the most influential media in learning listening is audio media. In the digital age Currently, the use of audio media in teaching language becomes easier to use. There are many kinds of media that can use to improve listening skill example for audio media is radio and podcast. Applying appropriate multimedia in listening activity can be one of solution to improve students' listening skill. Furthermore,

along with technological developments, the use of audio media in language learning becomes more satisfying (Darwis, 2016). One of the programs that can be applied is podcast. A podcast is the name of a digital recording of a radio broadcast or similar program, podcasts published on the internet as MP3 files. Podcasting is a tool that provides flexibility in way users can access and distribute media (Strickland et al., 2021). Interested listeners are able to download these MP3 files into their personal computer or personal MP3 player of any type. Podcasting is one of the emerging technological media that has been used in education for many years. Podcast greatly supported the students in improving their English skills and other aspects such as grammar, vocabulary and pronunciations, most of the students showed good attitudes and perceptions towards the use of podcasts in English learning (Hasan & Hoon, 2013).

2 RESEARCH METHODS

This research applied classroom action research. The research employ collaborative action research design in which researcher and collaborative teacher work designing lesson plan implementing the action, observing the action and making reflection. Research procedures focus on the purpose of giving steps or action in order to analyze situation and see the discrepancy between reality and expected condition and formulate an action. After that, researcher involves herself completely in doing and observing an action, finally report the research finding.

The participant of the research is one class of XI grades of SMK Madani which consists of 22 students; 14 male students and 8 female students. The research conducted in two months (March–May), second semester academic year 2021/2022. This research will be carried out through three cycles each cycle consist four steps namely planing, acting, observing and reflecting (Carr & Kemmis, 2003). Each cycle carried out in two meetings. Data collection techniques that used in this research are observation, test and interview.

2. 1 Observation

The observation is used to obtain data about all the things that happen in the teaching and learning process by observing the teaching and learning activity, it is including the interaction between teacher and students, the way of teacher teaching and the attitude of students during the teaching and learning process in the classroom. Researcher will observe students while collaborator will observe researcher and students.

2. 2 Test

Test is conducted in order to know the students' achievement in learning listening using podcast and measure the progress of students' listening skill.

2. 3 Interview

Interview is used for getting data about students response or comment after implementation of podcast in learning listening. In this study, researcher conduct direct conversation with students

In this study, the data analysis techniques used are data reduction, data description, and data verification.

3 RESULT AND DISCUSSION

In this section, the researcher explains the results of the research and discussions related to the research that has been carried out by researchers at SMK Madani Depok. These results are obtained from the results of observations, tests and interviews.

3.1 Observation Result

During the learning and teaching process, the researcher and collaborator observed all students activity in the classroom. There were three categories in students' observation participation, attention and responsibilities. Figure 1 showed the result of observation to students during the teaching and learning process.

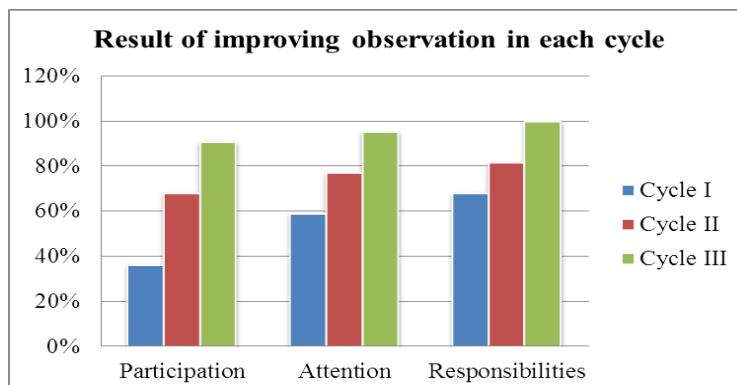


Figure 1. The Result of Observation

Based on Figure 1, in the 1st cycle that students who active in participation when the researcher asked question only 36% students, the total number who paid attention when the researcher explained the material to students is 59%, and the students who answer the question test on time is 68%. The result of the observation in the 1st cycle was not reached the target 80 percent or more, its mean that the next cycle is still needed. In the 2nd cycle, students who active in participation when the researcher asked question only 68% students, the total number who paid attention when the researcher explained the material to students is 77%, and the students who answer the question test on time is 82%. The result of the observation in the 2nd cycle could not reach the target. In the 3rd cycle, the students who active in participation when the researcher asked question only 91% students, the total number who paid attention when the researcher explained the material to students is 95%, and the students who answer the question test on time is 100%. The result of observation in the 3rd cycle can reach the target 80 percent or more.

The improving in the percentage that occurs in each cycle shows that in the learning process students are more active in participating in the question and answer session regarding the material and media that used and pay attention when the researcher explains the material. The result of this study are in line with research by Mutiah, Harmayanthi and Astuti, they said that he use of podcasts shows changes in students' attitudes that make listening learning fun (Mutiah S, Harmayanthi & Astuti,2021).

3.2 Test Result

The result of the students' listening test showed that the use LeanEnglish podcast application can improve students listening skill. Figure 2 showed the result of students' listening test.

Based on Figure 2, the result of test in each cycle, students who passed the minimum completeness criteria in the 1st cycle only 36% or 8 students and the remaining 64% or 14 students did not pass the minimum completeness criteria with an average score of 66,6. Test results in the 2nd cycle began to increase, students who passed met the minimum completeness criteria as many as 16 students or 73% and the remaining 27% or 6 students did not pass met the minimum completeness criteria with an average value of 76,1. The test results in the 3rd cycle showed that students who passed met the minimum completeness criteria as many as 21 students or 95% and the remaining 5% or 1 student did not pass met the minimum completeness criteria with an average score of 84,3.

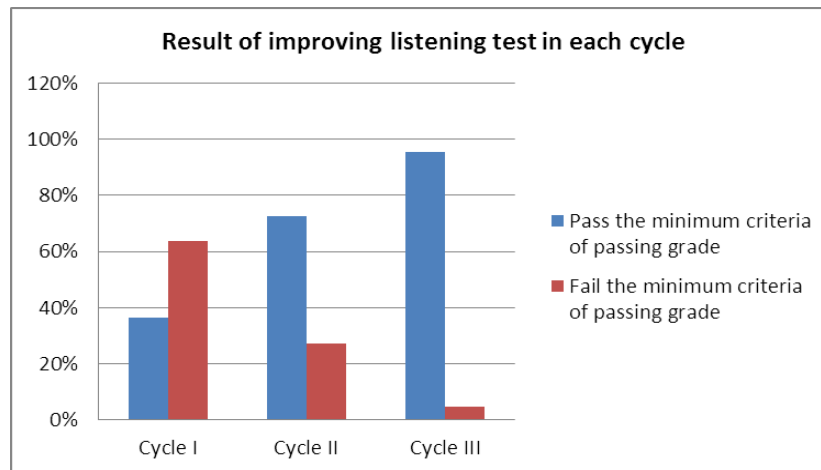


Figure 2. The Result of Listening Test

Based on the data above, it can be concluded that there is an increase in student learning outcomes, this can be seen from the percentage of students who met the minimum completeness criteria from the 1st cycle to the 3rd cycle. The results of this study are in line with relevant research that podcast were able to help students in developing their skill in listening to the native speakers' sound by knowing the correct pronunciation, writing and knowing various vocabularies (Rosyidah, Furaidah, & Suryati, 2021).

3.3 The Interview Result

At the end of the study, the researcher interviewed students who scored low, medium and high. Based on interviews, the students showed that they liked and excited learning to use podcasts because it is easy to use. In the interview the students said that using podcast helped them in learning listening, besides that it could also help them learn how to pronounce it, how to write down the word they heard, find out the meaning of the word they heard and understand what was said by native speakers on the podcast. Students also said their scores improved after using the podcast application. From the results of interviews, researchers can conclude that students gave a positive response to the use of podcast applications. This result are in line with Hikmah, Azmi, and Nugroho (2022) research, She said that the students have very positive response, that mean the use of podcast in learning English they would use podcast as an alternative way to learn English and sharpen their skills, especially listening skill.

4 CONCLUSION

Based on the results of research conducted in eleventh-grade of SMK Madani Depok, researchers can conclude that by using LearnEnglish podcast application can improve students' listening skill. The researcher implements podcast application in improving students listening skill. The researcher ask students to listening from the podcast application, the researcher ask the students to open the application on their phone, then ask students to choose the series episode, in each cycle diffrent episode and students can listen the audio after finish listen the audio next the researcher ask students to do the exercise then the researcher check students' exercise and give feedback. Next the researcher give the students listening test in each the last cycle. The results of this study indicate that there is an increase in student scores in listening, it can be seen from the percentage of students who meet the minimum completeness criteria increasing in each cycle. In the 1st cycle, students who passed the minimum completeness criteria were 36% of students then increased to 73% of students who passed the minimum

completeness criteria in the 2nd cycle and in the 3rd cycle that students who passed the minimum completeness criteria were 95% of students. The results of the observations showed that the participation of students in answering questions, paying attention to the explanations of researchers and their responsibilities in learning increased. Students' responses to the application of podcast applications as learning media got a positive response, the students liked learning listening using podcasts because it helped improve their listening skills.

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