

Enhancing Student's Listening Skills through the Use of the LearnEnglish Podcast Application in English Language Learning

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Abstract

This research aims to improve students' listening skills by using an English learning podcast application for grade X students at SMK Budhi Warman II Jakarta in the 2024/2025 academic year. This research is classified as Qualitative Research, Classroom Action Research. This research consists of 3 cycles, where each cycle consists of 4 stages, namely planning, implementation, observation, and reflection. The subjects of this study were 23 students, and data were collected through tests, observations, and interviews. The results of data analysis show an increase in students' listening skills using podcasts, as seen from the percentage of students who achieved the minimum passing criteria (KKM) from cycle one to cycle three. In cycle 1, 43% with an average score of 70; cycle 2, 70% with an average score of 74; cycle 3, 87% with an average score of 78. The observation results showed that the observation sheet reached the target of 87%. Based on the explanations above, it can be concluded that the learnEnglish podcast application has significant potential in improving students' listening skills.

Keywords: Classroom Action Research, Learn English Podcast Application, Listening Skill.

1 INTRODUCTION

Listening Skill refers to the ability to comprehend and interpret spoken messages within the context of communication. This skill involves cognitive processes such as understanding, interpreting, and responding to the information heard. Listening skill is not merely about hearing sounds but also encompasses grasping the meaning, context, and purpose of the message (Newton, J. M. 2009). The definition of listening ability as the ability to effectively understand spoken messages emphasizes complexity and meaning in communication. Listening is not only a cognitive process but also characterized by comprehension, interpretation, and response, as well as the ability to listen to sound.

The hearing process occurs automatically without efforts or attention to understand what the speaker says, meanwhile listening is more complex than hearing, listening involves context information and prior knowledge, and requires attention and consciousness from the listener individually and also requires information processing to understand the meaning behind the spoken language (Imhof, M. 2010). From this explanation that listening and hearing are different things but both are interrelated because they involve the limbs, namely the ears. However, hearing is related to sensory function, namely the physical ability to capture sound, while listening is more related to thinking and understanding the meaning heard. From this, hearing only involves physiological aspects while listening involves psychological aspects.

Podcasts offer various aspects as a listening learning medium. First, podcasts provide authentic content that reflects the use of English in real contexts, so it can help students familiarize themselves with the accent, intonation and speaking speed of native speakers. Second, the wide and varied availability of podcasts allows teachers and students to choose material that suits their interests and needs, so as to increase learning motivation. Third, the flexibly accessible nature of podcasts allows students to study independently outside

of class hours, thus increasing the intensity of exposure to English. (Baharuddin, 2023). The role of podcasts as learning media can help variations in learning methods. Podcasts are easy for students and teachers to use. Teachers can choose teaching materials that match the material that is taking place in class. Students can access and understand learning more easily.

Based on these findings, the researcher applied the LearnEnglish Podcast Application to improve the listening skills of 10th grade students at SMK Budhi Warman II Jakarta. This study was designed as a Classroom Action Research (CAR) consisting of three cycles: planning, action, observation, and reflection. This study aims to find out if the LearnEnglish Podcast Application can improve students' listening skills and provide practical implications for English teachers who use technology-based learning strategies.

2 RESEARCH METHODS

Action research integrates research and action in a series of flexible cycles involving, holistically rather than as separate steps: the collection of data about the topic of investigation; analysis and interpretation of those data; the planning and introduction of action strategies to bring about positive changes; and evaluation of those changes through further data collection, analysis and interpretation. Action research is conducted by a collaborative partnership of participants and researchers, whose roles and relationships are sufficiently fluid to maximize mutual support and sufficiently differentiated to allow individuals to make appropriate contributions given existing constraints.(Somekh, 2005). Classroom action research enables educators to holistically understand and address problems encountered in the field. The process involving data collection, analysis, planning and evaluation not only helps in identifying problems but also in formulating relevant and practical solutions

3 RESULT AND DISCUSSION

3.1 Pre- Action

The objective of pre-action description is to know the teaching and learning process. Based on a survey conducted at SMK Budhi Warman II Jakarta, in English language learning listening skills is a process that is not easy, many students who learn English find it difficult to understand what is said verbally to them. Students are not familiar with english so they do not understand what is being said and misunderstand the meaning of what it said. The main focus in this research was actions which were done in three cycles. Every cycle has four phases, they are planning, action, observation and reflection. The research was conducted in class X MPLB which consisted of 23 students.

3.2 Pre- Action

3.2.1 Cycle I

a. Planning

In this section, The researcher prepared the lesson plan, the standard and basic competency syllabus, the student list, the learning materials and assignments, the media used in the learning process, and the data collection tools, such as the observation sheet to record the conditions in the students' and researcher's classroom during the learning process.

b. Acting

At the first meeting in cycle I, the researcher began by greeting and introducing himself in a friendly manner. Before starting the learning process, the researcher asked the students to pray together, then checked their attendance. The researcher began by explaining the topic, objectives, and steps in the learning process. The researcher presented material on recount texts. The researcher explained the

material, including social functions, general structure, language features, and examples of recount texts. The researcher began by introducing students to the media used in listening learning. The researcher shared a link with the students and asked them to download the learnEnglish app. The researcher showed the learnEnglish podcast app and explained how to use it.

c. Observing

In the first cycle, several students did not obey classroom rules, creating an unfavorable classroom atmosphere. The total number of students who obtained a score that met the minimum passing criteria (KKM) was 10 students or 43%, while 13 students or 57% did not obtain a score that met the minimum passing criteria (KKM). The number of students participating in this cycle was 39%, while 61% of students did not participate. The number of students who paid attention to the researcher was 57%, while 43% did not pay attention. And The number of students who were responsible was 65%, while those who were not responsible was 35%.

d. Reflecting

Based on observation, researchers came to the conclusion that the first cycle was unproductive, as evidenced by several issues in the learning process. The situations were not going well in the classroom. According to cycle 1 student assessment data, the average score was 70, and 13 students, or 57% of the total, did not receive the minimum passing grade. As a result, the researcher and collaborators made the decision to proceed on to the next cycle in an attempt to improve students' listening skill.

3.2.2 Cycle II

a. Planning

Cycle planning in cycle II is conducted based on the result of reflection in cycle I. The researcher prepared the lesson plan, the standard and basic competency syllabus, the student list, the learning materials and assignments, the media used in the learning process, and the data collection tools, such as the observation sheet to record the conditions in the students' and researcher's classroom during the learning process.

b. Acting

The researcher began by explaining the topic, objectives, and steps in the learning process. The researcher presented material on recount texts. The researcher explained the material, including social functions, general structure, language features, and examples of recount texts. The researcher instructed the students to open the LearnEnglish Podcast Application on their smartphone and listen to the specific episode of the podcast that was mentioned in the first cycle. Additionally, the researcher gave the instructions to focus intently and complete the assignment.

c. Observing

In the second cycle, some students still did not pay attention during the learning process. Students started to respond actively and enthusiastically in using the media. Some students enjoyed listening to podcasts using the podcast application and seeing what was available on the application. The total number of students who obtained a score that met the minimum passing criteria (KKM) was 16 or 70%, while 7 students or 30% did not obtain a score that met the minimum passing criteria (KKM). The number of students participating in this cycle was 65%, while 35% of students did not participate. The number of students who paid attention to the researcher was 74%, while 26% did not pay attention. And The number of students who were responsible was 83%, while those who were not responsible was 17%.

d. Reflecting

Based on observation, in cycle II the classroom situation has improved compared to cycle I, showing progress during this cycle. However, the evaluation result indicates that only 16 students or 70% met the minimum passing criteria, with an

average score of 74 . The percentage of students meeting the minimum requirements has not yet reached the target, suggesting that further cycles are necessary.

3.2.3 Cycle III

a. Planning

The planning for cycle III is based on the reflections from cycle II, showing that there is little to no significant change from the previous lesson. The researcher prepared the lesson plan, the standard and basic competency syllabus, the student list, the learning materials and assignments, the media used in the learning process, and the data collection tools, such as the observation sheet to record the conditions in the students' and researcher's classroom during the learning process.

b. Acting

The researcher and students discuss the material they had covered in the previous week, as well as other related topics. The researcher invited students to ask questions about the material that had been presented and explained by the researcher. The researcher instructed the students to open the LearnEnglish Podcast Application on their smartphone and listen to the specific episode of the podcast that was mentioned in the second cycle. Additionally, the researcher gave the instructions to focus intently and complete the assignment.

c. Observing

In cycle III , the data indicated improvement in listening skill, with all students participating in the offline class and engaging actively. Out of the total number of students 20 achieved scores that met the minimum passing criteria (KKM) which is 87%. Only 3 students or 13% did not meet the minimum passing criteria (KKM). The number of students participating in this cycle was 91%, while 9% of students did not participate. The number of students who paid attention to the researcher was 91%, while 9% did not pay attention. And the number of students who were responsible was 96%, while those who were not responsible was 4%.

d. Reflecting

Based on the observed results, the third cycle was a better result. With most students actively participating, paying attention and taking responsibility during the learning process. The researcher concludes that the LearnEnglish Podcast Application effectively improves listening skill among ten grade students, as evidenced by 87% of students meeting the minimum passing criteria established for successful research. The average score was 78 and students scored showed consistent improvement in each cycle. Consequently, the researcher and collaborator decided to conclude the study, as the teaching process was completed and had met the success criteria.

3.3 Discussion

Based on research conducted in the SMK Budhi Warman II ,the use of the LearnEnglish podcast application showed improvement in student listening skill over three cycles. In the cycle I only 39% of students actively participated when the researcher posed questions. Additionally, 57% of students were attentive during the explanation of the material, and 65% managed to answer the test questions on time. The observations from cycle I did not meet the target of 80% or higher, indicating that further cycles are necessary. 70 In cycle II, student participation when questioned by the researcher increased to 65%. The percentage of students paying attention during the material explanation rose to 74%, and 83% answered the test questions on time. However, the observations in cycle 2 still fell short of the target. By cycle III, participation among students when asked questions reached 91%. The number of students paying attention during the explanations increased to 91%, and 96% students answered the test questions on time. The observations in cycle III met the target of 80% or more. The chart below illustrates the results of the observations made during the learning process:

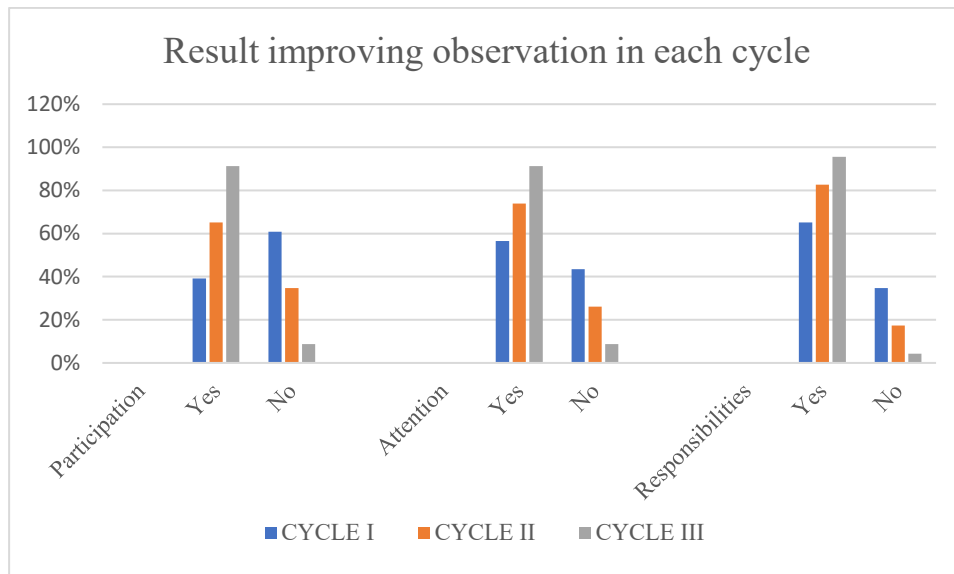


Figure 1. The Result of Observation in Each Cycle

Based on research conducted in the SMK Budhi Warman II, the use of the LearnEnglish podcast application showed improvement in student listening skill over three cycles. The test results conducted in each cycle show that in the first cycle, only 43% of students, or 10 out of 23 students, met the minimum completion criteria, while 57%, or 13 students, did not meet the criteria with an average score of 70. In the second cycle, there was a significant improvement, with 70% of students, or 16 students, meeting the minimum completion criteria, while 30%, or 7 students, did not meet the criteria, and the average score increased to 74. In the third cycle, the results showed greater success, with 87% of students, or 20 out of 23, meeting the minimum completion criteria, while only 13%, or 3 students, did not pass, and the average score increased further to 78. From this data, it can be concluded that there has been significant improvement in student learning results, such as the improvement in the percentage of students who met the minimum completion criteria from the first to the third cycle. The chart below illustrates the results of the observations made during the learning process:

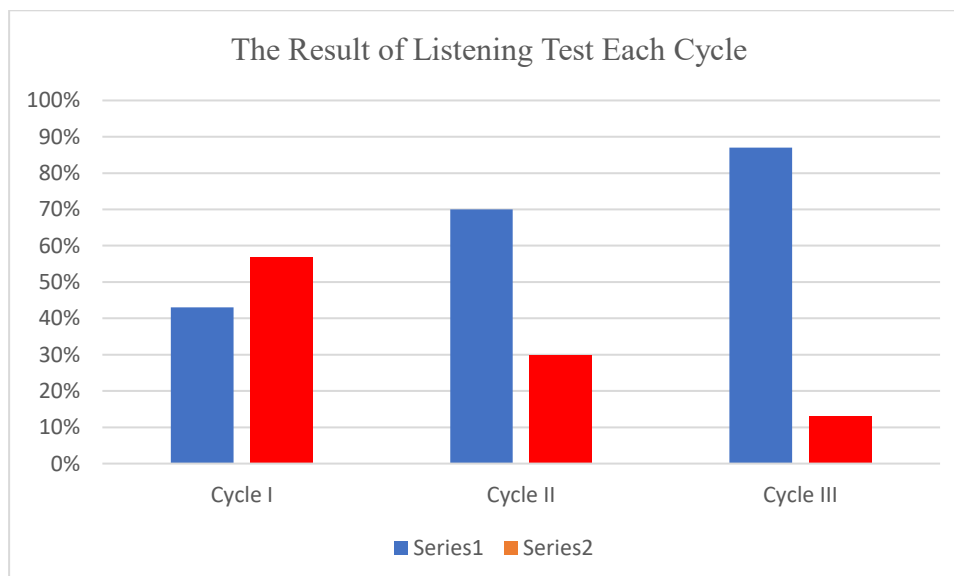


Figure 2. The Result of Observation in Each Cycle

From this data, it can be concluded that there has been significant improvement in student learning results, such as the improvement in the percentage of students who met the minimum completion criteria from the first to the third cycle .

4 CONCLUSION

The results of the research showed a significant improvement in students' listening scores, as indicated by the percentage of students who met the minimum proficiency criteria, which continued to increase in each cycle. On the pre- test, 30% of students achieved the minimum competent level. In the first cycle, 43% of students achieved the minimum competent level, which increased to 70% in the second cycle and continued to increase to 87% in the third cycle. Observations showed that students' participation in answering questions, their attention to the researcher explanations, and their overall responsibility in learning also increased. Students responded positively to the use of podcasts as a learning media, stating that they enjoyed listening to the podcasts, which contributed to the improvement of their listening skills. Based on the conclusions about the LearnEnglish Podcast Application and the effectiveness in improving students' listening skills.

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