

THE IMPACT OF PODCASTS ON STUDENTS' ENGLISH LISTENING PROFICIENCY AND SKILLS IN SMA NEGERI 1 MANADO

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Abstract: This research is about the impact of English Podcast on XII Language class student's English Listening skills. Students of XII Language class in SMA Negeri 1 Manado even though they have decent English listening skills already but there are still some students who don't possess good English listening skills and find it difficult to understand the videos, while also faces boredom in the teaching learning process. This research uses the Quantitative method as the research method, The sample of this research is 32 Students from the XII Language class in SMA Negeri 1 Manado, the sampling technique used is one group pre-test and post-test, which uses pre-test and post-test as the procedure of collecting the data, The pre-test and post-test includes tasks assessing listening comprehension and vocabulary recognition and uses 3 different types of questions, which is Multiple choice, true or false questions, and fill-in-the-blanks questions. The result of this research showed that Podcast indeed has a positive impact on students of XII Language class English listening skills, this was supported by the fact that the result of the pre-test that was obtained by the researcher showed the mean score of the pre-test 67,81 and 12,57 for the standard deviation which can be categorized as decent and compared to the result of the Post-test the mean score is 85 and the standard deviation is 14,14 which is higher than the pre-test. This means that the use of podcasts was quite effective in enhancing student's listening skills.

Keywords: *Podcast, Listening, Impacts, Videos*

INTRODUCTION

In the field of English foreign language learning, there are four main skills that students in Senior High School mainly learn which are: listening, reading, speaking, and also writing (Andries & Lengkoan, 2023); Lengkoan & Rombepajung, 2022); (Lengkoan & Oliy, 2020). Regardless of, judging by the significance of these four skills, Listening is the one of the most important skill that students need to master in the

English Learning and teaching process, especially in senior high school. Listening proficiency holds a pivotal place in language learning, Andries et al., (2019) stated that "Listening deserves the most special attention because it is one of the most important components in all five English subjects." Listening also constitutes a foundational skills that enables effective communication and can also empower students to engage in real-life conversation, and to understand spoken English language. Lengkoan et al., (2022) states "that listening has a crucial role in communicating because it is impossible to speak first rather than listen". Therefore, in foreign language classroom, listening skills is crucial for students, because if the student did not possess listening skills it's going to be hard for the teacher to start the classroom, and also when students don't master listening skills it would be hard for them to improve the students' speaking skills and other English skills. Therefore, students especially in senior high school need to already know the fundamental and essential skills in listening. In the modern era Conventional and Traditional methods of teaching listening skills can be replaced by more modern methods by utilizing technology as the method of teaching and learning. According to Maru et al., (2021) Information and Communication Technology (ICT) integration is advantageous to the teaching process since it allows both teachers and students to participate in ICT-based learning activities Furthermore, the study's attempt to substitute Moodle-based online learning for the conventional approach has been beneficial. because the development of ICT has brought innovative ways and methods for language learning for students and teachers in the classroom or outside the classroom.

RESEARCH METHOD

This research study is conducted using quantitative for the research method, students are tasked to engage in watching and listen to podcast to investigate the impact of podcasts on listening proficiency and exposure to English language usage. This research used One group pre-test and post-test to the groups which would make pre-test and post-test to test students' initial listening skills and comprehension so that the researcher can get to know that, can the students' improve their listening skills at the end of this research. According to Hatch and Farhady (1982) The one-shot case study and the one

group pre- and post-test design are similar. There are two tests: the post-test (T2) and the pre-test (T1). The following design representations use X to indicate treatment.

Subject of the Research

The participant of this study was the students from SMA Negeri 1 Manado. Emphasizing on 32 students from XII Language Classroom in SMA Negeri 1 Manado and the Participant was assigned to one group to and will be given test before and after treatment.

Data Collection

All students takes a pre-test in order to measure and test their initial listening proficiency. The pre-test includes tasks assessing listening comprehension, vocabulary recognition, and comprehension of spoken language patterns, and will use 3 different types of objective questions, which is Multiple choice, true or false questions, and fill-in-the-blanks questions. Students was engaged with the assigned to watching and listening to podcasts, over a specified period of 1 or 2 weeks which is enough time for the students to start to make some progress.

After the engagement period, all students take a post-test to measure the changes in their listening proficiency. The task would be mainly similar to the pre-test with some adjustments the researcher would analyze and identify the result of the pre-test and the post-test to facilitate a comparison of the students' listening skills progress.

Procedure of collecting data

The procedures used to collect the data are listed below:

1. The researcher chooses one class in SMA Negeri 1 Manado as the participant of the research
2. The researcher makes the schedule and lesson plan in teaching and learning process based on the current curriculum.

3. The researcher gives the pre-test to the students before the engagement period began
4. The researcher then moves to the engagement period where students would be assigned to watching and listening to podcast for 1-2 weeks.
5. The researcher uses Google Classroom to send the specific podcast video to the students.
6. The researcher then gives the post-test to the students after the period of 1 week to compare the result of the pre-test.
7. At the end the researcher takes the conclusion from students.

Data Analysis

In analyzing the data, the researcher uses quantitative data from pre-test and post-test will use this mean score formula:

$$\bar{x} = \frac{\sum x}{n}$$

where:

\bar{x} = Mean score of students

$\sum x$ = Sums of X

n = Total number of the students

Standard deviation is calculated using raw score method:

$$s = \sqrt{\frac{\sum x^2}{N} - (\bar{x})^2}$$

where:

\bar{x} = Mean score

$\sum x$ = Sums of X

N = Total number of the students

The data was presented in frequency distribution, and all of the text will also be presented in frequency in figures.

FINDINGS AND DISCUSSION

Presentation of Data

In order to determine the response to the study question posed earlier, data pertaining to the topic of improving listening skills through the use of English podcasts. In collecting the data, the researcher used 3 different types of question totaling to 20 questions, ten multiple-choices, five fill in-the-blank questions and 5 true or false questions test in form of pre-test and post-test. The result of pre-test and post-test were presented in table 1 below:

Table1: The scores of and name of the students in pre-test (X) and Post-test (Y)

Name	Pre-test(X)	Post-test(Y)
1. Angela Rantung	70	100
2. Revalina Giroth	60	90
3. Yahwiz Lili	50	65
4. Edelina Molet	60	80
5. Aulia Yusuf	60	70
6. Maulidina Rarumangkay	55	75
7. Tiffany Makawekes	65	100
8. Eva Nontah	65	75
9. Cinta Polii	60	75
10. Seren Tumbage	90	100
11. Marsha Sumual	50	55
12. Filipus Tadjiuwa	70	95
13. Feyti Kodoati	70	100
14. Annisa Latado	85	100
15. Syalomita Kapele	70	100
16. Muhammad Adi Rizal	50	55
17. Diva Baljir	55	85
18. Fayrie Sengkey	55	80
19. Fiorentina Maengkom	65	85
20. Eklesia Runtukahu	60	85
21. Brilliant Nurhamidien	90	100
22. Shield Tumiwang	85	95
23. Fabian Polandos	85	100
24. Jonathan Kulon	60	90
25. Theorichie Rumagit	80	100

26. Diflo Tambuwun	90	100
27. Fasya Paransa	70	75
28. Priccilia Sam	60	65
29. Navila Ismail	55	65
30. Chrais Hard Sambe	75	75
31. Sheryl Sumangkut	70	90
32. Marion Nelman	75	95

Statistical Analysis of the Data

Descriptive statistics would be used to statistically examine the data that were being gathered. Calculating frequency distribution scores as well as each test's mean and standard deviation are all part of statistical analysis.

Frequency Distribution of pre-test and post-test

Table 2: Frequency Distribution of pre-test (X)

<i>Scores</i>	<i>Tally</i>	<i>Freq</i>	<i>Freq-%</i>	<i>Cum-Freq</i>	<i>Cum-%</i>
90	III	3	9,4%	32	100%
85	III	3	9,4%	29	90,6%
80	I	1	3,1%	26	81,3%
75	II	2	6,3%	25	78,1%
70	IIII I	6	18,8%	23	71,9%
65	III	3	9,4%	17	53,1%
60	IIII II	7	21,9%	14	43,8%
55	III	4	12,5%	7	21,9%
50	III	3	9,4%	3	9,4%

Note:

Freq- : Frequency

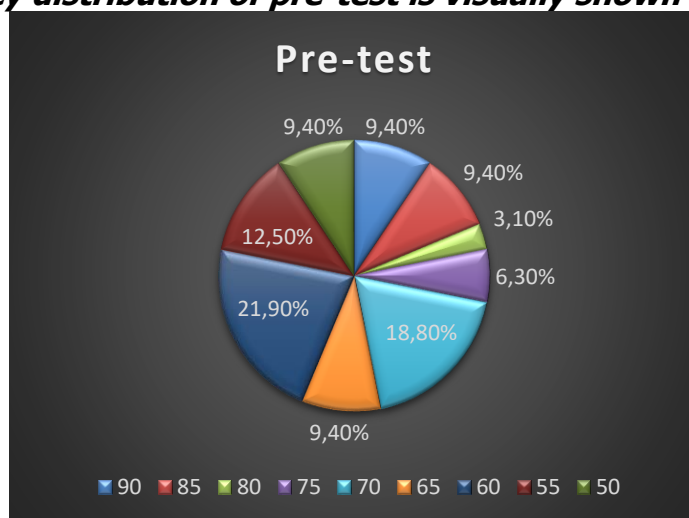
Cum-freq : Cumulative Frequency

Cum-% : Cumulative Percentage

Based on the data in table 2 it shows that the highest score was 90 and lowest score was 50. Three students (9,4%) out of the 32 students in XII Language class that participated in this research scored 90 which was the highest score, three students (9,4%) scored 85, one student scored 80 (3,1%), two students (6,3%) scored 75, six

students (18,8%) scored 70, three students (9,4%) scored 65, seven students (21,9%) scored 60, four students (12,5%) scored 55 and three students (9,4%) scored 50 which was the lowest score.

Frequency distribution of pre-test is visually shown in figure 1



Pie chart 1. Frequently distribution of pre-test scores

The frequency distribution of the post-test score is computed subsequent to the computation of the frequency of the pre-test scores. Table 3 displays the outcome.

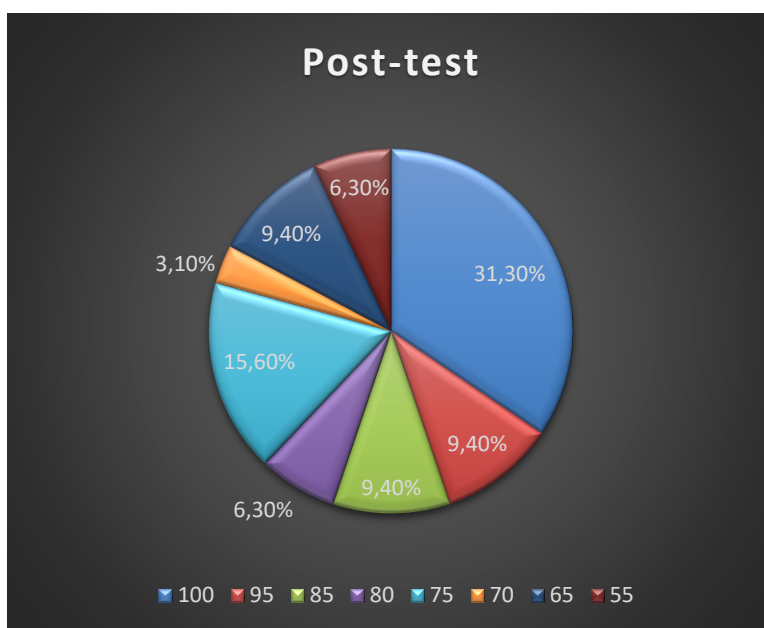
Table 3: Frequency Distribution of post-test (Y)

Scores	Tally	Freq	Freq-%	Cum-Freq	Cum-%
100	IIII	10	31,3%	32	100%
95	III	3	9,4%	22	68,8%
90	III	3	9,4%	19	59,4%
85	III	3	9,4%	16	50%
80	II	2	6,3%	13	40,6%
75	IIII	5	15,6%	11	34,4%
70	I	1	3,1%	6	18,8%
65	III	3	9,4%	5	15,6%
60	-	-	-	-	-
55	II	2	6,3%	2	6,3%

Based on the data in table 3 it shows that the highest score was 100 and lowest score was 55. Out of the 32 participants of class XII Language that took part in this research ten students (31,3%) got the perfect score of 100, three students (9,4%)

scored 95, three students (9,4%) scored 90, three students (9,4%) scored 85, two students (6,3%) scored 80, five students (15,6%) scored 75, one student (3,1%) scored 70, three students (9,4%) scored 65 and two students (6,3%) scored 55 which was the lowest score in this post-test.

Frequency distribution of post-test is visually shown in figure 2



Pie chart 2. Frequently distribution of post-test scores

Computation of Mean and Standard Deviation

We must first compute the sums and sum squares of the pre-test and post-test scores, as shown in table 4 below, in order to determine the mean and standard deviation of the two sets of scores.

Table 4: Sums of Pre-test (X) and Post-test (Y) scores

Students Number	Pre-test (X)	X ²	Post-test (Y)	Y ²
1	70	4900	100	10000
2	60	3600	90	8100
3	50	2500	65	4225
4	60	3600	80	6400
5	60	3600	70	4900
6	55	3025	75	5625
7	65	4225	100	10000
8	65	4225	75	5625

9	60	3600	75	5625
10	90	8100	100	10000
11	50	2500	55	3025
12	70	4900	95	9025
13	70	4900	100	10000
14	85	7225	100	10000
15	70	4900	100	10000
16	50	2500	55	3025
17	55	3025	85	7225
18	55	3025	80	6400
19	65	4225	85	7225
20	60	3600	85	7225
21	90	8100	100	10000
22	85	7225	95	9025
23	90	8100	100	10000
24	60	3600	90	8100
25	85	7225	100	10000
26	90	8100	100	10000
27	70	4900	75	5625
28	60	3600	65	4225
29	55	3025	65	4225
30	75	5625	75	5625
31	70	4900	90	8100
32	75	5625	95	9025
N = 32	2170	152200	2720	237600

It is mentioned in table 4 that, N= 32, $\Sigma X= 2170$, $\Sigma X^2 = 152200$, $\Sigma Y= 2720$, $\Sigma Y^2 = 237600$.Therefore based on these results: mean and standard deviation of pre-test and post-test scores were computed.

The mean of Pre-test (X)

$$\bar{x} = \frac{\Sigma x}{N}$$

$$\bar{x} = \frac{2170}{32} = 67,81$$

The mean of post-test

$$y = \frac{2720}{32} = 85$$

As we can see in the equations above the mean of pre-test is 67,81 whereas the mean of post-test is 85. We can conclude that the mean of the post-test is higher than the mean of the pre-test.

Computation of Standard Deviation

The standard deviation can be defined as the dispersion of scores from the mean along a normal curve, indicating the degree of homogeneity or heterogeneity in students' mastery prior to and following the experimental intervention. The raw score approach is used in this study to calculate the standard deviation. As a result, the pre-test standard deviation is:

$$S = \sqrt{\frac{\sum x^2}{N} - (\bar{x})^2}$$

$$S(x) = \sqrt{\frac{152200}{32} - (67,81)^2}$$

$$S(x) = \sqrt{4.756,25 - 4.598,19}$$

$$S(x) = \sqrt{158,06}$$

$$S(x) = 12,57$$

The standard deviation of the Post-test is:

$$S(y) = \sqrt{\frac{237600}{32} - (85)^2}$$

$$S(y) = \sqrt{7.425 - 7.225}$$

$$S(y) = \sqrt{200}$$

$$S(y) = 14,14$$

Discussion

The result of the pre-test that were obtained by the researcher showed the mean score of the pre-test is 67,81 and 12,57 for the standard deviation which can be categorized as decent enough, the highest score is ninety (90) achieved by 3 students and the lowest score is fifty (50) achieved by 3 students also.

Moving on to the Post-test the mean score is 85 and the standard deviation is 14,14 which is higher than the pre-test. The highest score of the post-test is one hundred (100) achieved by ten students which was over 30% of the students and the lowest score were fifty five (55) achieved by only two students.

The data of the post-test above showed that some students has a significant improvement in their scores compared to the result of the pre-test. So the implementation of English Podcast videos had a positive impact on students listening skills, they were able to improve not only their scores but they may also improving their listening skills and their understanding of English words in the video.

Based on the result of the study, the researcher concluded that students in the class XII Language in SMA Negeri 1 Manado initially already have a great understanding in terms of their English Listening skills, because some students already got a high score at the pre-test. But there are also many students that still has a difficulty in understanding English especially with native English speaker, therefore the researcher hoped that the students can continue to watch more English podcast from now on to hopefully improve their listening skills outside of the classroom.

CONCLUSION

After analyzing the data, the researcher concluded that English Podcast has an effective impact in enhancing students listening skills. The students had a nice excitement in watching the podcasts, and also fast to learn through the podcasts. Podcast also allows students to learn English listening outside of the classroom in anywhere they want. Based on the research's findings, educators who wish to help their students' listening abilities should consider using podcasts. therefore, this approach

offers the students chance to practice listening while also boosting their desire to learn English whenever and wherever they choose also to make the teaching and learning process more engaging, fascinating, and pleasurable for everybody involved, teachers must be more inventive in their approach to instruction.

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