

ENHANCING LISTENING COMPETENCE OF EIGHTH GRADE STUDENTS AT MTS. NEGERI SAMARINDA: AN INVESTIGATION INTO THE EFFECTIVENESS OF PODCAST UTILIZATION DURING THE ACADEMIC YEAR 2022/2023

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Abstract

In order to enhance listening teaching outcomes and help students understand that listening competence is an essential part of learning English, teachers are responsible for finding the solution, something innovative is required to make listening competence simple and effective. Based on the problem, the researcher conducts the concept of constructing a teaching listening method using podcast as learning media to help students improve their listening competence. This research was conducted to find out whether listening through podcast is significantly effective or not to improve students' listening competence. The research approach employed in this research was quantitative, using a quasi-experimental design to compare two classes. Students at the eighth-grade in MTs. Negeri Samarinda served as the research subject. Class VIII.1 and class VIII.3 were the subject of this research. With 33 students in the experimental class and 34 in the control class, class VIII.1 served as the experimental group while class VIII.3 served as the control class. Multiple-choice examinations served as the research instrument. The researcher utilized the SPSS version 25 program and the independent sample T-test formula to evaluate the data. The result of the research showed that listening to the podcast was "quite effective" to improve the listening competence of the eight-grade students of MTs. Negeri Samarinda. The results of the statistical test reveal that the significance value (Sig. 2-tailed) was 0.000, where the achieved value was less than 0.05.

Keywords: effectiveness, podcast, listening

INTRODUCTION

Language is the most crucial aspect of existence since it is the tool that humans use to communicate with others. Skills for communication are essential. One of the most important factors is how well individuals can obtain the information they need. Speaking with systematic and continues method as well as understanding the process through observing other individuals are all parts of communication (Fandrych, 2009). The message might be easily misread if you are unable to listen effectively. The ability to listen is crucial for students to receive the information from what they are hearing, understand it, and process it to gain knowledge of the information they are receiving (Tyagi, 2013). English is the primary language spoken by billions of people globally.

From kindergarten through college in all fields, In Indonesia's educational system, English is taught as a foreign language. Learners should acquire fluent in all four language skills-listening. These four skills are necessary. But listening is a crucial part of language learning. Because listening helps students respond to what they hear, it becomes a crucial component of learning English. Students may improve their knowledge through listening. For EFL students, listening is crucial.

Because listening is essential for communication—according to Gilakjani's journal entry titled *A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement*—listening is responsible for speaking contributes to 40%-50% of communication time, with reading and writing contributing for 25%-30% each (Pourhosein Gilakjani & Ahmadi, 2011). Teachers must actively study the nature and process of listening competence, as well as listening theory and methodology, to enhance listening teaching results and help students understand that listening competence is an important component of acquiring English competency.

There are a few issues students who are acquiring listening competence deal with. The first is sound; as compared to reading, where students must follow the text, listening involves interpreting situations from real life. Native speakers often interrupt one another while speaking at varying volumes, intonations, and speeds. Second, spoken English has a wide variety of accents, which makes it difficult for students to follow conversations. The third factor is intonation, which refers to how native speakers blend high and low pitches in the way they speak. The fourth factor is the students ability; obviously, non-native speakers' ability differs from the abilities of native speakers. Pupils must comprehend more to grasp the concept. The fifth factor is teaching strategy; to solve problems and improve their ways of learning, teachers are responsible for finding the solution. Students to gain an understanding to be attentive in listening, they need the right resources and technology. Something innovative is required to make listening competence simple and effective (Nzinga et al., 2021; Yuan, 2022).

Technology is advancing quickly, and smartphones now allow users to listen to English podcasts wherever they are. There are so many new technologies that help and are expected to improve listening skills. You can teach listening using six different teaching tools. Text, audio, visual, video, manipulative, and human beings are all examples of media. In the process of learning to listen, several media can be used, including audio and video. The radio, music, podcasts, and other auditory media are examples (Smaldino et al., 2019). A podcast is an excellent example of the sort of media that might encourage students to listen to courses and make learning more fascinating, television, video, cinema, and other forms of audio-visual media are examples.

Podcasts are well known and highly acknowledged as influencing pedagogy and learning because they bring students closer to the target language and have the power to alter how languages are taught and acquired. A typical audio broadcast has been converted into a podcast, which is a digital medium resembling a radio program. People may immediately hear the material they want to know and the explanation through podcasts and the reason I conduct this research on MTs. Negeri Samarinda is to show students there are many ways to learn English skills, especially listening.

METHOD

In this research, the researcher uses a quantitative method. According to Sugiyono, quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to examine certain population or samples, data collection using research instruments, and quantitative or statistical data analysis, to established hypotheses. The type of research method used in this research is as quantitative methods with experimental research. This research used as quasi-experimental design. David Nunan mentioned in his book that an experimental technique is used to test a hypothesis by creating a condition in which the strength of the relationship between variables may be indicated. The researcher uses a quasi-experimental design in which one class is given treatment, namely an experimental class, to see if there are any significant differences in students listening competence after being treated with English Podcast.

This design is used to test the effectiveness or effect of using a Podcast on students' listening competence. This research will compare the experimental class (in which the podcast is the treatment) to the control class (in which there is no treatment using the podcast). The effectiveness may be evaluated by comparing the improvement in students' scores from their post-test results based on their (experimental and control class) scores. The design research is presented in Table 1.

Table 1. Research design

Class	Pre-test	Treatment	Post-test
Experimental	O ₁	X	O ₂
Control	O ₃	-	O ₄

In the research study, the following variables were measured and assessed: O₁ represented the pre-test conducted for the experimental class, which served as a baseline measurement of their initial listening competence. O₂ represented the post-test administered to the experimental class after they received a specific treatment, denoted by X, which aimed to enhance their listening competence. The purpose of the treatment was to evaluate its effectiveness in improving the students' listening skills. O₃ represented the pre-test conducted for the control class, which served as a comparison group that did not receive the treatment. This allowed for a baseline measurement of their initial listening competence. Finally, O₄ represented the post-test administered to the control class after the same duration as the experimental class, without receiving any specific treatment. These tests were conducted to determine any changes in the listening competence of both the experimental and control groups and to evaluate the impact of the treatment on the experimental class compared to the control class.

This research's population consist of eighth-grade students. The researcher divided the population into two classes, the experimental class and the control class.

The research instrument used in this research is a test. The researcher created a listening test as a pre-test and a post-test to assess students' progress in listening competence. This test will be divided into two parts: pre-test and post-test. The test contains 30 questions with multiple answers about the podcast topic they are currently listening to. Both the experimental and control groups will take the test. The researcher utilized the Normality Test to examine the effect of listening to

podcast methods in improving listening competence; if the data was normally distributed, the researcher uses a Paired Test; if the data was not normally distributed, the researcher could use Shapiro-Wilk. The researcher employed the Homogeneity Test to see if there was a significant difference between students who were listening to podcast and those who were not. The researcher gave a listening exam to the students after they had treatment teaching listening through podcast. The researcher performed an independent sample T-test using SPSS to determine the significant differential effect of podcast treatment on students' listening competence before and after treatment.

FINDINGS AND DISCUSSION

Validity Test

Before the questions were tested on students as research instruments, the questions were first tested to determine the validity and coefficients of the questions. In this research, a trial was conducted with 30 respondents in class VIII.2. The test consisted of 40 multiple-choice questions. 40 multiple-choice questions were administered to 30 respondents. After the test validated the questions using SPSS Version 25.00, the results obtained showed that there were 10 invalid questions, namely questions number 7, 8, 10, 12, 14, 15, 19, 20, 23, and 30. Due to the value of $r_{count} < r_{table}$, where the value of r_{table} was obtained from the product-moment value with $n = 30$ respondents of 0.361, with significant level of 5% or 0.05. Meanwhile, there were 30 valid questions, namely questions number 1, 2, 3, 4, 5, 6, 9, 11, 13, 16, 17, 18, 21, 22, 24, 25, 26, 27, 28, 29, 31, 32, 33, 34, 35, 36, 37, 38, 39 and 40, where the value of $r_{count} > r_{table}$ which means the questions were valid. Thus, the 30 valid questions can be tested on the research sample respondents, while the invalid questions are not used or revised again.

Reliability Test

In making decision based on Cronbach's Alpha reliability test, if the Alpha value $> r_{table}$ then the question used are declared reliable or consistent. On the contrary, if the Alpha value $< r_{table}$ then the questions used were declared unreliable or inconsistent. The reliability test can be seen in the following Table 2.

Table 2. the results of the reliability test of cronbach's alpha reliability statistics

Cronbach's Alpha	N of Items
.870	40

The Alpha value is 0,870 with N of 40 items, as shown by the results of the table above. It may be determined that the reliability test results had an alpha value that was larger than 0,6 or a Cronbach's Alpha value $> 0,60$ by comparing the calculation results obtained using Cronbach's Alpha, each item with an alpha standard of 0,6. These findings support the assertion that every variable included in the research instrument was deemed reliable or consistent.

Normality Test

A normality test was conducted to determine whether or not the data obtained was normally distributed. The normality test is used to determine if the independent

and dependent variables in the regression model have a normal or comparable data distribution. This normality test was also utilized as a prerequisite in order to evaluate the hypothesis. According to the Shapiro-Wilk normality test, data is not normally distributed if Sig. (Significant) or probability value $0,05$, but data is regularly distributed if Sig. (Significant) or probability value $> 0,05$.

Table 3. Normality test results

	Code Class	Statistic	Shapiro-Wilk	
			df	Sig.
Pre-Test & Post Test Test Result	Pre-Test Control Class	.949	34	.115
	Post-Test Control Class	.972	34	.527
	Pre-Test Experiment Class	.967	33	.401
	Post-Test Experiment Class	.945	33	.095

According to the Table 3, the control group had a significant level of 0.115 on the pre-test results and 0.527 on the post-test results. Meanwhile, the experimental class had a pre-test significant level of 0.401 and a post-test significant level of 0.095 . Thus, the significant level in the two classes is greater than $0,05$, showing that the data for the control and experimental classes are normally distributed.

Homogeneity Test

The homogeneity test assesses the similarities of groups. The homogeneity test was performed in this research using SPSS version 25.00 and the Levene formula. The criteria used are that the data is said to be homogeneous if the value of $r_{count} > r_{table}$. The basis for making decision on the homogeneity test is:

- If the significance value is $< 0,05$, it is said that the variance of two or more data population groups is not homogeneous.
- If the significance value is $> 0,05$, it is said that the variance of two or more data population groups is homogeneous.

Table 4. Test of Homogeneity of Variance

Test of Homogeneity of Variance					
	Levene Statistic		df1	df2	Sig.
Result	Based on Mean	.426	1	65	.516
	Based on Median	.316	1	65	.576
	Based on Median and with adjusted df	.316	1	57.841	.576
	Based on trimmed mean	.371	1	65	.544

To determining the homogeneity distribution with criteria, if $Sig_{value} > 0,05$, so the data is homogeneous distribution. The result showed that the Sig 0.516 . It means

the result was homogeneous because $\text{Sig}_{\text{value}} > 0.05$. As a result, the variance can be said to be homogeneous. That is, the distribution of the data has the same range of values or originates from the same population.

Independent T-Test

The independent sample t-test is a sort of parametric test that must meet certain assumptions, such as the data must be regularly distributed and homogeneous. The basic concept of a t-test with an independent sample:

- Independent sample t-test used to know; if there is a mean different between two non-pair samples (the number of samples in 2 classes is different)
- Normal and homogenous data are required for parametric statistical tests.

Basic decision making: If Sig Value (2 tailed) $< 0,05$ mean there is have a significant different between the results in experimental and control class, while if Sig value (2 tailed) $> 0,05$ mean there is have not a significant different experimental and control class.

Based on the post-test results table, it is clear that the experimental class outperformed the control class in terms of competence. Pre-test scores were better in the control class than in the experimental class, although score development in the control class was slower than in the experimental classes. Also, due to the number of samples in this research is different, so the researcher decided to used independent sample t-test, it can be seen in the Table 5.

Table 5. Independent Samples Test

Result	Independent Samples Test								
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Equal variances assumed	.426	.516	4.160	65	0.000	8.939	2.148	4.648	13.230
Equal variances not assumed			4.149	62.179	0.000	8.939	2.154	4.632	13.246

Based on the t-test computation above, the t-value was 4.160 and the sig. (2-tailed) was 0.000 less than 0.05. As a result, it suggested that there was a substantial difference between the experimental and control groups in terms of the average post-test score.

CONCLUSION

Based on the identification that can be seen prior to treatment is the average (mean) pre-test of students, which shows that many students had low scores. The

experimental class pre-test mean was 45.48 , while the control class mean was 54.18. Their post-test scores improved, and the majority of them received higher scores. The mean post-test was 75.94 for the experimental class and 67.00 for the control class. It means that students can improve their listening competence after they got the treatment. It was also concluded that there was a significant difference between teaching listening through podcast and teaching listening without podcast treatment in improving the listening competence of eighth-grade students at MTs. Samarinda Academic Year 2022/2023.

The researcher concluded that using podcast learning methods improve students' English listening competence at MTs. Negeri Samarinda was "Quite effective". Podcast can enhance students in understanding daily conversation, receive more new vocab, knowing more context on slang which natives speaker use it often, learning how to pronounce the word correctly so that students can more effectively enjoy and understand English better.

The researcher concluded that the effect of teaching listening by using podcast effectively improve students' of eighth grade in MTs. Negeri Samarinda listening competence was significant.

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