

**THE USE OF PODCAST TO IMPROVE STUDENTS' LISTENING
COMPREHENSION AT SMAN 7 BANDAR LAMPUNG**

By

Bunga Ramadhani

Undergraduate Thesis

Submitted in a Partial Fulfillment of

The Requirements for S-1 Degree

In

The Language and Arts Education Department

Faculty of Teacher Training and Education



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG**

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ABSTRACT

THE USE OF PODCAST TO IMPROVE STUDENTS' LISTENING COMPREHENSION AT SMAN 7 BANDAR LAMPUNG

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This study aims to find out whether the use of podcast can improve students' listening comprehension at SMAN 7 Bandar Lampung. This research applied a quantitative method with a pre-experimental design using a one-group pre-test and post-test design. The sample of this study consisted of 31 students. The data were collected through listening test in the form of pre-test and post-test. The result showed the mean score increased from 68.49 in the pre-test to 77.41 in the post test, indicating an improvement of 8.92 points. The result of the paired sample t-test shows that the t-value (3.169) higher than the t-table (2.042) at the significance level of 0.05 with $df = 30$. In addition, the significance value is 0.004, which is lower than 0.05, this indicates that there is a significant improvement in students' listening comprehension after the treatment. Therefore, it can be concluded that the use of podcast is effective in improving students' listening comprehension.

***Keywords:** Podcast, Listening Comprehension.*

ABSTRAK

PENGGUNAAN PODCAST UNTUK MENINGKATKAN PEMAHAMAN SISWA DI SMAN 7 BANDAR LAMPUNG

Oleh

BUNGA RAMADHANI

Penelitian ini bertujuan untuk mengetahui efektivitas apakah penggunaan podcast dapat meningkatkan pemahaman menyimak siswa di SMAN 7 Bandar Lampung. Penelitian ini menggunakan metode kuantitatif dengan desain pra-eksperimental melalui rancangan satu kelompok pre-test dan post-test satu kelompok. Sampel dari penelitian ini terdiri dari 31 siswa. Data diperoleh melalui tes menyimak dalam bentuk pre-test dan post-test. Temuan penelitian menunjukkan adanya peningkatan skor rata-rata dari 68.49 pada pre-test menjadi 77.41 pada post-test, dengan peningkatan sebesar 8.92 poin. Hasil uji t sampel berpasangan menunjukkan bahwa nilai t (3.169) lebih tinggi dari t-tabel (2.042) pada tingkat signifikansi 0.05 dengan $df = 30$. Selain itu, nilai signifikansi sebesar 0.004 menunjukkan hasil yang lebih rendah dari 0.05, ini menunjukkan bahwa ada peningkatan signifikan dalam pemahaman menyimak siswa setelah perlakuan. Oleh karena itu, dapat disimpulkan bahwa penggunaan podcast efektif dalam meningkatkan pemahaman mendengarkan siswa

Kata Kunci: Podcast, Pemahaman Mendengarkan.

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2213042105

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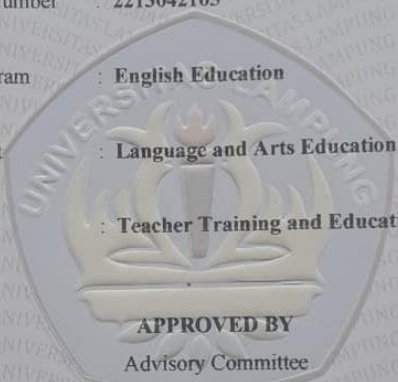
Students' Name : **Bunga Ramadhani**

Students' Number : **2213042105**

Study Program : **English Education**

Department : **Language and Arts Education**

Faculty : **Teacher Training and Education**



APPROVED BY
Advisory Committee

Advisor

Lilis Sholihah, M. Pd.

NIP. 198605052019032022

Co – Advisor

Dian Shafwati, M. Pd.

NIP. 198909132019032012

The Chairperson of

The Department of Language and Arts Education

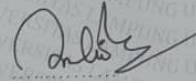
Dr. Sumarti, S. Pd., M. Hum.

NIP. 197003181994032002

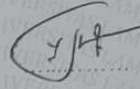
ADMITTED BY

1. Examination Committee

Chairperson : Lilis Sholihah, M. Pd.



Examiner : Yanuar Dwi Prastyo, Ph. D.



Secretary : Dian Shafwati, M. Pd.



2. The Dean of Teacher Training and Education Faculty



Dr. Albet Maydiantoro, M.Pd.
NIP. 198705042014041001

Graduated on: 27 April 2026

LEMBAR PERNYATAAN

Yang bertanda tangan dibawah ini, saya :

Nama : Bunga Ramadhani

NPM : 2213042105

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Pendidikan Bahasa dan Seni

Fakultas : Keguruan dan Ilmu Pendidikan

Judul Skripsi : THE USE OF PODCAST TO IMPROVE STUDENTS'
LISTENING COMPREHENSION AT SMAN 7
BANDAR LAMPUNG

Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian - bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 27 April 2026



Bunga Ramadhani
2213042105

CURRICULUM VITAE

Bunga Ramadhani was born in Kendari, Sulawesi Tenggara, on September 24th 2003. She is the first daughter in the family of Muhammad Wazir and Sutarmi.

She started her study at SDN 1 Halmahera Timur, and continued her study at SMP YP.17.1 Margomulyo and SMAN 2 Tegineneng. After completing her secondary education, she pursued higher education at University of Lampung, majoring in English Education under The Faculty of Teacher Training and Education. Throughout university years, she actively engaged in academic activities and continuously worked on self development. Her educational journey reflects strong commitment to personal growth.

DEDICATION

The writer dedicates this work to :

1. Her beloved Mother - Sutarmi
2. Her beloved Father - Muhammad Wazir
3. Her beloved siblings - Edelweiss Febriyanti and Fernando
4. Her beloved Big Family at Kendari, Sulawesi Tenggara and Maluku Utara
5. Herself

MOTTO

“In your life, there will be a moment where you need to choose between the life you know and the life you want. It’s very important that you choose the one that scares you”

“Your biggest regrets won’t be things you did. They’ll be things you didn’t do because you were scared. The trip you didn’t take. The risk you didn’t chase. The person you didn’t tell. Action creates memories, Fear creates regret, choose wisely”

“

‘

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Bunga Ramadhani

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I. INTRODUCTION

This chapter divided into sixth parts of the discussion which deals with several points; background, research question, objective of the research, uses of research, scope of the research and also the definition of terms in order to provide explanation of this research.

1.1 Background

Listening is a complex interactive process of which learners interpret what they know and what they hear and then apply linguistic knowledge in the understanding of the message, it involves the connection between the information and learners 'experience that are currently acquiring, (Rost, 2011). The role of listening skills is to make a connection with the learning process. Brown (2004) pointed out that listening is a vital skill in knowledge that students can not underestimate it, especially in an academic context because learners are required to increase their competence in language learning with lots of listening practices. Additionally, Nunan (2003) defined listening skills as the process of understanding what speakers have already said and interpreting their ideas. Listening then included receivers, speakers, and utterances. According to Brown (2004), Listening is the active process of paying attention, understanding, and constructing meaning from spoken language. Furthermore, listening is often contrasted with hearing which refers to the passive process in requires interpretation and response from the listener (Gilakjani &Ahmadi, 2011)

In Indonesia, listening is considered a challenging yet often overlooked skill compared to other English language skills such as speaking, reading, and writing, (Rabbani, 2023). According to Tafakur (2023), when students have to listen without an image on the screen all the time, they can feel bored and lazy, making the learning process less enjoyable. Similarly to Suprihatin (2023), found that many teachers consider listening as the easiest skill to teach. However, this perception often leads to the importance of listening skill, assuming that the skill will develop naturally without explicit instruction. In reality, students frequently listen passively without fully comprehending the material that teacher give, which results in misunderstandings to grasp the meaning, students tend to lack of attention, and incomplete participation during the class activities.

Listening English can be particularly difficult due to challenges in pronunciation and vocabulary recognition. These difficulties often lead to comprehension problems and reduced students' learning achievement. To address these issue, effective learning method are required to help students actively engage with the material, increase students' motivation, and improve students' comprehension. There are various media that can be used in learning tasks, each with it owns strengths and limitations. Characteristic of good media is that it is interesting and easy to comprehend (Arsyad, 2019). Podcast can be used as listening medium in the English learning classroom. The rapid development of podcasting has been recognized as a useful tool in language learning. According to Deal (2007), podcasts are a collection of episodes with a common theme known as a *feed* that listeners can subscribe to for new episodes automatically. Furthermore, podcast technology is available, providing a desirable option to provide students more, it is simple to use and affordable to making it ideal for interactive learning. Podcasts have gained popularity as an easily accessible and versatile media for improving language skills

especially listening. A podcast is a digital audio file available for streaming or downloading online often featuring discussions, interviews, or storytelling (Deal, 2007). The content variety and format flexibility make podcasts as an attractive option for language learners as they provide opportunities to listen to native speakers in diverse contexts. Students can control their listening pace, replay sections, and select topics of personal interest, making podcasts a personalized learning media.

Ramli (2018) studied how podcasts can improve listening and speaking abilities for EFL learners. The observation revealed that both students and teachers have the capacity to attain success when employing technology. Students actively work on improving their linguistic skills. The teacher was pushed to use technology media such as podcasts, to promote creative education in the classroom. The results give valuable themes and activities for teachers and students to expand their knowledge and skills in education. While the studies demonstrate the usefulness of podcasts in improving many elements of English learning, they are primarily undertaken with senior high school students. Furthermore, many of them focused on general listening abilities rather than specific aspects such as comprehension. Very few research has looked into how podcast improves senior high school students' listening comprehension, especially in the Indonesian educational system. This study aims to investigate the use of podcast as a learning medium to improve students' listening comprehension in English language learning, with a specific focus on senior high school students.

The researcher conducted a pre – survey at SMAN 7 Bandar Lampung. The researcher interviewed the English teacher and found out that there was no interesting media that teacher used in teaching English listening. The researcher also found out that some students still experienced difficulties to understanding the main idea of the audio that has been listened, this difficulty was mainly caused by their

limited vocabulary and specific information from the audio. And addition, the students showed low interest in learning. Another issue found was that students' abilities were not evenly developed. Some students were able to understand the material quite well, while others still had significant difficulties in comprehending spoken texts. This condition indicates that students' listening comprehension had not been distributed evenly and still need improvement. From the problems outlined above, it is essential to enhance listening comprehension at SMAN 7 Bandar Lampung.

The use English podcast is expected to improve student comprehension as well as help students overcome difficulties with listening. Furthermore, it might offer students a unique and enjoyable experience. The researcher titled the study "The Use of Podcast to Improve Students' Listening Comprehension at SMAN 7 Bandar Lampung" based on this background.

1.2 Research Question

Based on the background of the study, the researcher formulated the problem as, is there any significant improvement in students' listening comprehension after using podcast as a learning medium?

1.3 Research Objective

In relation to the research question above, the objective of the research is to determine whether there is a significant improvement in students' listening comprehension after using podcasts as a learning medium.

1.4 Uses of the Research

The researcher expected that this study gave some contribution to expanding the body of research on digital learning media in language education by focusing on the potential of podcasts to improve listening comprehension skills, whether it is theoretically and practically. Theoretically, the results of the research were expected to support previous theories that using podcast as a medium could improve

listening skills. Practically, it was hoped that this study could be useful for English teachers, students, and school.

1. The teacher

The study offered practical strategies for integrating podcasts into listening lessons, enhancing learner engagement, and providing exposure to real- world spoken English.

2. The student

The study highlighted the benefits of using podcasts to improve listening comprehension skills outside the classroom, promoting greater autonomy and flexibility in their language learning journey.

3. The school

The result of this study could be applied by other teachers so that they got more various media to improve the quality of teaching listening at school. Finally, the researcher hoped that this study would be used in academic field. Such as becoming one of studies that were taken into account, especially for similar topic research in near future.

1.5 Scope of the Research

This study focuses on the use of podcasts as a medium for improving listening skills in English language learners at the intermediate level. The participants are 10th grade students at SMAN 7 Bandar Lampung who are categorized as intermediate level learners, and the podcasts used in this study consist of three episodes from Luke's English Podcast, each with a duration of approximately 5 minutes. The content covers themes such as everyday conversation, culture, and education, and the materials are selected at the intermediate level to match the proficiency of senior high school students.

While the study aims to explore the overall effectiveness of podcasts, it does not cover other language skills such as speaking, reading, or writing. Furthermore, the study will only assess the impact of podcasts on listening comprehension in four weeks, and further research may be needed to examine the long-term effects of podcast usage on language acquisition.

1.6 Definition of Terms

1. Podcast

Podcasts are digital audio files that may be accessed via the internet using a computer or mobile device. Podcast are considered the successor of radio as both the objective of podcast and radio is to communicate messages to many people using audio based media.

2. Listening Comprehension

The ability to listen that allows one to understand spoken language is known as listening comprehension. Listening comprehension is crucial because it enables the listener to correctly understand spoken material and create connections between what they have just heard and their prior knowledge. In order to prevent meaning misunderstandings, effective listening

comprehension is crucial in communicating situations.

This chapter already discussed the introduction of the research includes the explanation about the background of the research, research questions, objectives of the research, uses of research, scope of the research, and definition of terms. Those were discussed to provide an insight into this research. In the next chapter, the writer tries to describe more about the theories used in this research.

II. LITERATURE REVIEW

This chapter provides a comprehensive review of literature relevant to using podcasts as a medium for improving listening skills in English language learners. The focus will be on exploring the concept of listening, the role of podcasts as an educational resource, and their specific advantages in enhancing listening comprehension in English as a Foreign Language (EFL) learners.

1.1 Concept of Listening

1) Definition of Listening

Listening is one of the most important skills in language learning, laying the groundwork for the development of speaking, reading, and writing. According to Rost (2011), listening is an active process of decoding, understanding, and interpreting spoken language. Listening in language learning exposes students to genuine language use, which helps them learn vocabulary, grammar, and pronunciation.

Brown (2006) argues that listening is often underemphasized in traditional language classrooms, even though it accounts for a significant portion of the communication process. Without developing good listening skills, learners are likely to face difficulties in communication, as listening is essential for responding appropriately and participating in real-life conversations. Hasyuni (2006) stated that listening is a creative skill. It is not only hearing and is not the same as hearing, a process of catching sounds without consciously engaging them.

Helgesen (2003) stated that listening is an active, deliberate process to make sense of what we hear. While listening, a person processes and connects what other people say with other information he already knows and understands. In learning, listening skills enable students to have a broad knowledge of language and content. However, Listening can be challenging for students due to its complicated nature and several aspects. Learning to listen might be frustrating for students due to the lack of rules compared to grammar education.

To improve listening skills, students should actively learn and consider grammar, phonology, and vocabulary to identify essential topics. Students must be able to identify the significance of the sounds and try to grasp what they perceive. Students in particular, need to know the most commonly used listening skills during their academic education. To improve their listening skills, students should be able to distinguish between sounds, recognize important concepts, and listen to comprehensive text and sentences. Developing listening skills requires consistent practice in both receiving and responding to spoken messages.

Based on the explanation above, we are able to say that the ability to listen is the primary key to any communication. In the absence of this skill, information was subject to easy misinterpretation. As a direct consequence of this, communication broke down, which made it easy for the sender of the information to grow frustrated.

2) Skills in Listening

Wilson (2008) argues that humans listen primarily for information and pleasure. However, there are more factors, such as empathy, evaluation, and criticism. Communication with others, including active listening, can be classified into the following categories:

1. Listening for gist.

Listening for gist involves understanding the overall meaning of what is being said, including who is speaking, why, and how effectively the ideas are communicated.

2. Listening for specific information

Listening for specific information is a listening activity that refers to the moment when we do not need to understand everything but only focus on a very specific part. This means we listen selectively to specific information that we just want to listen to by ignoring everything else that is unnecessary.

3. Listening in detail.

Listening in detail is a listening activity that refers to when we cannot ignore anything between one piece of information and the other piece of information that we listen to. This way, it will help us understand what is listened to well and clearly, and there will be no misunderstandings.

4. Inferential listening

Inferential listening is a listening activity that refers to the moment when we have to know the conclusion of information based on what the speaker said.

3) The Importance of Listening

Listening is the most crucial skill for language learning and teaching, as it requires us to listen before speaking. According to Widodo and Gunawan (2018), consistent listening practices can help students learn foreign languages more effectively. Practice listening improves social interactions and fosters effective communication throughout the community (Maisarah, 2016). According to Manktelow and et al. (as cited in Maisarah, 2016) stated that the purpose of people listening is to learn, understanding, get information, and pleasure. In reality, People generally tend to listen twice or three times as much as they read, and five times as much as they write, (Widodo & Gunawan, 2018, p.36). Schwartz in Yusnida et al.(2017, p.2) argues that

people will spend half the time communicating to listen so they will gain as much information as possible from communication. In fact, the ability to listen is more widely used in everyday life. According to Yunsida (2017), failing to listen effectively can lead to the loss of key communication information unless the listener requests a repetition.

Listening skills are really crucial. According to Paul T. Rankin, former Supervising Director of Research and Adjustment for Detroit Public Schools, as cited in Iwankovitsch (2001). According to his survey, in which participants reported how they allocate time to different communication activities, the average person spends 9% of their time on writing, 16% reading, 30% speaking, and 45% listening.

Meanwhile, Nunan (2003) claims that more than half of students spend time listening to language learning. From the experts' opinions above, it shows how important listening is. listening is the ability that is most often done and with good listening skills will make a very big impact for us in remembering information.

According to Iwankovitsch (2001), poor listening skills can cause significantly misunderstanding. Poor hearing also leads to conflict in the home. According to a poll by the Family Service Association of America, 87% of home problems stem from poor communication. Gender has a significant role in conflict resolution, accounting for up to 44%. The poll indicates that good listening skills lead to effective communication. The statement above indicates that listening skills very important to create good communication (Iwankovitsch, 2001).

4) Types of Listening

The following are the types of listening types proposed by Nation and Newton (2009) and Brown (2006). First, according to Nation and Newton (2009), some types of listening as follow:

1. One-way listening is the type that listen in one direction (receives information) or is also known as transactional listening. This makes the listener try actively to understand,

identify and interpret what information is heard. This type of activity includes listening to music, radio, tv etc.

2. Two ways listening is a type that is related to social relationships or can be said to be interactional listening. This type of listening is characterized by having at least one interlocutor in a communicative situation.

Second, according to Brown (2006), some types of listening as follow:

- a. Intensive

Listening to the broader perception of language components such as phonemes, words, intonation, discourse markers, etc.

- b. Responsive

This type of listening is listening in a relatively short form, such as a greeting, question, command, comprehension and check.

- c. Selective

Selective listening is a type of listening that involves understanding short monologues and specific information contained therein such as names, numbers, directions, or some facts or events.

- d. Extensive

Extensive listening is a method of listening that concentrates on picking out the major point of a protracted tale or conversation to draw connections from it.

1.2 The Process of Listening

According to Nation and Newton (2009), the listening process consists of:

1. Bottom-up process

Listeners use this process to collect messages or information from what is heard, listening from the beginning to the whole message conveyed. In this case, listeners will use their perception to involve greater hearing, namely hearing-

phonetics, phonemics, syllables, lexical, syntactic, semantic, propositional, pragmatic, and interpretive (Field 2003).

2. Top-down process

This process involves the listener shifting from parts of the overall information or message that is heard. Listeners will use what they listen to predict the content of the message and use parts of the whole to add, correct, confirm, and add content to the message being heard.

According to Tyagi (2013), the listening process consists of five steps:

1. Hearings

This relates to how sound waves stimulate the ear's sensory receptors. The brain filters replies and prioritizes listening to what is said.

2. Understanding

This stage facilitates comprehension of visual and auditory symbols. Analyzing stimuli helps us understand the speaker's intended meaning.

3. Remember

This process involves not only listening and interpreting, but also storing the message or information in memory.

4. Evaluating

An active listener will certainly complete this evaluation level. during this stage, the listener evaluates the facts and viewpoints presented.

5. Responding

This is the last level of listening. Refers to feedback on what was heard.

1.3 Aspect of Listening

According to Brown (2006) there are three aspects in listening;

1) Listening for main ideas

In this aspect, the listener is looking to understand the main point or core message that the speaker is trying to communicate.

2) Listening for details

In this aspect, the listener not only wants to know the gist of the discussion, also the more detailed parts in a discussion or conversation.

3) Listening and making inferences

In this aspect, listeners should pay attention and form their own understanding of what the speaker is trying to convey, as speakers do not always express their true meaning directly.

1.4 Assessing in Listening

Rost and Brown (2007, p.19) outlined several techniques in assessing listening comprehension, such as discrete items tests, true-false tests, open-ended questions, and standardized test. Among those techniques, discrete items test in the form of multiple choice questions are commonly used in educational research because they are objective and easy to administer. In this study, the researcher used a discrete item tests in the form of multiple choice questions are commonly used in educational research because they are objective and easy to administer.

In this study, the researcher used a discrete-item tests in the form of multiple choice questions to assess students' listening comprehension. This type of test was chosen because it allows the researcher to measure students' comprehension objectively and efficiently. In addition, multiple choice tests are appropriate for measuring several aspects of listening comprehension, such as identifying main ideas, specific information, inference, vocabulary, speaker tone. Furthermore, the use of multiple choice test help minimize subjectivity in scoring and makes the data easier to analyze statistically. Therefore, this type of listening test was considered the most appropriate instrument for measuring students' listening comprehension before and the treatment.

1.5 Definition of Media

Media is a type of communication that transmits data or enables students to interact with their teachers. Media based learning has overtaken traditional teaching training and tools for remembering. Learning activities can be described using several terminologies such as hearing view, teaching materials, information interchange, instructional materials, educational technology, teaching aids, and interpretative media. Several elements can explain the media within the context of the learning process, leading to a conclusion. Media are used in teaching and learning to convey messages and information to students, ensure efficient instruction using an online platform to deliver the subject will yield great results. In the digital age, teachers must be creative in their use of learning resources. Using learning media can improve teachers' ability to convey subject content and students' perception of effectiveness (Zaman & Kurnia, 2023).

Teachers are no longer encouraged to dismiss the use of learning media in the classroom. To effectively deliver the subject's content, teachers must use creative technology to engage students using proper learning media improves connection between instructors and students, allowing them to participate in the learning experience without boredom. Students enjoy the teaching tool since it helps them enhance their performance. Using suitable instructional media can lead to positive changes in student behavior (Mourya & Singh, 2022).

According on these definitions, media serves a crucial function in the teaching and learning process. Technology can help enhance interest in listening and clarify abstract concepts, making them easier to understand.

1) Definition of Podcast

Podcast is a term inspired by the Apple Computer Corporation's iPod, a portable digital audio player that allows users to download audio

files for later listening. According to Fachriza (2020) podcasting is the process of recording audio, such as music, news, or speeches, and then uploading it as digital sound to a website or blog. The words *iPod* and *broadcast* are combined to form the phrase podcast according to Sangkala et al (2015). It produces audio and video files in episodes that may be downloaded and played on your cell phone, tablet, or other audio or video system. A podcast is a group of media files, usually audio and/or video, that may be downloaded to a computer from the internet. Any type of podcast is available for us to listen to. We can now readily access podcasts as educational resources thanks to technological advancements. Podcasts are a helpful tool for enhancing speech abilities in language learning contexts, especially in the context of the newly popular Mobile Assisted Language Learning (MALL). The podcast has been explored by several researchers as an alternative teaching tool to help students improve their listening skills. Podcasts are popular for their authentic listening programs prepared by proficient speakers, and they are extremely beneficial for learners to produce natural speech as native speakers.

Iskandar, Ahmad, and Diana (2017), a podcast is a multi-media recording that includes broadcasts of radio, television, and interview shows. The term *podcasting* refers to the distribution of audio (often mp3 files) via the Internet for download and playback on a personal computer or portable MP3 player. Podcasts were originally audio-only but may now contain still images, video, and chapters identifying major sections or ideas, Rajic (2013: 90). It is supported by Stanley (2006, p. 1) cited in Sani (2016: 166) stating that podcasts are the distribution of audio or video files, such as radio programs or music videos, over the internet, using either RSS (Really Simple Subscription). Therefore, a podcast is audio that has text and is connected to the internet that can be accessed easily.

This technology is instantly available, easily used, and cheap making it an attractive option for providing additional, flexible learning

resources for students. Podcasts grant learners more control and ownership of their learning. The integration of podcasts in learning can improve academic performance, enhance motivation, and promote language learning. From the few meanings above, we can pull the simple insight that a podcast is an audio file that is uploaded to the internet on a regular basis and can be downloaded and heard by anyone, anywhere at any time.

2) Types of Podcasts

There are numerous websites on the internet that provide multiple types of podcasts with varying content. The audio podcast is the most common and easiest to use. It only contains audio and requires only a small amount of space. It is mostly in MP3 format and can be listened to on any MP3 player. Unlike audio podcasts, enhanced podcasts combine audio and digital images. In contrast, a video podcast is able to include both audio and video into a single document. Video podcasts require extra storage space because they are usually produced in MP4 format. There are many different types of podcasts, including as audio and, more lately, chat videos. These podcasts can all be found online and are useful for teaching and learning English.

According to Rüdell (2006), the types of podcasts are divided into public, personal, and professional podcasts (Podcasts about education or a company). Public podcasts are intended for the general public and are easy to use and understand. Private podcasts are like when someone shares a photo album, but in audio format, it can also be in video format with the results of recording special events privately and sharing them with others. Professional podcasts can come from an educational institution or company with a specific purpose.

3). Why Luke's English Podcast are Chosen

Podcasts are audio recordings created by native speakers that are freely available on the internet and can be downloaded and reused as part of a new approach to teaching foreign languages. Podcasts allow students to constantly listen to relevant English topics, which helps them improve their listening comprehension skills. According to McGarr (2009), podcasting in education can be used for several types of purposes, including classroom substitute, supplemental learning materials, and creative learning activities that encourage deeper knowledge of topic. When choosing a podcast as a listening medium, it is crucial to evaluate the qualities of effective listening materials. According to Rost (2011), listening resources should be clear, understandable, and appropriate for learners' competence levels in order to encourage listening comprehension growth.

As a result, the podcast used in this study needs to have accurate pronunciation, accessible explanations, and context relevant to senior high school students. Based on these criteria, Luke's English Podcast was selected as the learning medium for this study. Luke's English Podcast provides accurate pronunciation, structured explanations, and relevant examples to help students comprehend spoken English better. The podcast is intended for English language learners and offers topics relevant to everyday conversation, so it is suitable for increasing students' listening comprehension.

4) Podcast in Teaching of Listening

The usage of podcasting, a potent new tool, has long been associated with academic success. Language study has been identified as one of the fields that will benefit from the explosive rise of podcasting. The promise of podcasting has already been acknowledged by scientific studies, which have detailed a wealth of evidence showing that podcasts may significantly help language learners improve their listening and language skills in general. One creative approach to

promoting learning is through podcasting. Teachers can utilize podcasts for conversational activities in the classroom, and students can download or listen to them to help them get to know the language. Furthermore, there are online podcasts designed specifically for ESL students that can incorporate pronunciation according to the needs of particular students. Podcasting is similar to radio, however there exists a slight difference between the two. Podcasts give listeners complete freedom to choose and listen to their favorite programs at their leisure. Podcast listeners have unrestricted access to a wide range of topics.

Podcasts in education have also been found in many forms and ways. So, students who want to access new methods of learning also have an easier time acquiring them. The aim of this research was to introduce audio podcast as a portable medium for teaching listening. Several study have examined the use of podcasts in language learning. The first study, conducted by Artikasari and Anugerahwati (2023), explored the implementation of podcast combined with transcripts using as reading while classroom action research, the study involved undergraduate EFL students and applied a pre-test and post-test design. The results showed a significant increase in students' listening scores, reaching 81.95 by the end of the interventions. Furthermore, 80% of the students successfully reached the minimum mastery level. The study concluded that combining podcast audio with readable transcripts enhances students' engagement and improves their ability to comprehend spoken English, especially for those with lower proficiency levels.

The second study by Damayanti and Hadi (2022) investigated the effectiveness podcast in improving listening skills through interviews and classrooms observations involving EFL undergraduate students. The findings revealed that students perceived podcast as helpful in understanding spoken English. Particularly because of the authentic input and the flexibility podcasts offer for repeated listening. The study emphasized that podcast can serve as a valuable supplementary strategy

in language learning. Contributing positively to students' listening development.

The third study written by Fadhilatun Nisa, Izzah, and Hadi (2023), adopted a pre-experimental design to assess the impact of podcasts on junior high school students' listening comprehension. Using a pre-test and post-test, this study found out that the students' scores significantly improved, with a pre-test mean of 89.4 and a t-observed value of 17.986. The findings showed that podcasts are an effective medium for improving listening skills, increasing both students' comprehension and motivation in learning English.

Based on the three previous studies, it can be concluded that the use of podcast is an effective strategy to improve students' listening comprehension. All three studies demonstrated positive results, whether through a descriptive analysis of student perceptions, or statistical improvements in test scores. Podcast provided students with authentic language input, allowed repeated exposure to spoken English, and helped enhance engagement during listening activities.

Shamburg (2009) outlined five steps for creating a podcast. The steps were:

1. Teachers would show videos, but first, they would tell all students to bring their own notebooks, then watch and listen to the video.
2. Next, when students were watching the video, teachers would help them come up with topic ideas based on what they were seeing and hearing.
3. Teachers would help students group the main ideas they had written down.
4. Teachers would guide students in organizing the introduction part of their podcast.

5) Procedure of Teaching Listening by Using Podcast:

The procedure was adapted from previous study (Rahmat & Suprijadi, 2021).

1. First, the teacher asked the students to put on their headsets and checked if any of them had damaged headsets while the students listened to the recording samples.

2. Next, the teacher explained the questions that would be given to the students and asked them to listen carefully. The teacher would play the podcast audio, but before that, told all the students to take out their own notebooks and then listen to the audio.
3. Then, the teacher played the podcast audio, but before that, told all the students to take out their own notebooks and then listen to the audio.
4. After that, the teacher read out the questions from the question sheet, and the students listened while answering the questions in the question sheet.
5. Finally, the teacher gave the correct answers and occasionally discussed them with the students.

2.6 The Advantages and Disadvantages of Podcast

1) Advantages of Podcast:

Kavaliauskiene (2009) explained the advantages of podcasts as follow:

1. Learners can benefit from extensive listening, even if they only listen from three to five minutes a day.
2. Students will be exposed to the new language.
3. The intermediate learner has a need for authentic texts and to be exposed to a variety of voices.
4. Podcasts are authentic materials, real situations, diverse, convenient, and Interesting, it can improve speaking skill.
5. Different downloaded content automatically.
6. It offers learners a wide range of possibilities for extra listening practice both inside and outside the classroom.
7. Podcasts enable students to practice listening in a self-directed manner and at their own pace and path.

In this research, the advantages of podcast was reflected during the treatment session. Students were exposed to authentic English audio materials and various pronunciation, which help them become more

familiar with spoken English. The use of interesting podcast topics also increased students' motivation and participation during listening activities. Furthermore, students were able to replay the audio several times, allowing them to understand the listening materials more effectively and improve their listening comprehension.

2) Disadvantages of Podcast:

1. Difficulty in Comprehending Native Speakers' Speed

According to Renandya and Farell (2011), the speed of speech in Podcast may make it difficult for learners to process and understand the content, especially for those at beginner or intermediate levels.

2. Lack of Visual Context

The absence of these visual supports may make it harder for learners to grasp the meaning of the content, particularly for those who rely heavily on visual learning (Mayer 2001).

3. Over Reliance on Passive Listening

Without Interactive elements, learners might not practice active listening skills such as note taking, predicting content, or focusing on keywords (Field 2008). This can limit the development of deeper comprehension and retention.

4. Limited Focus on Specific Listening Comprehension Skills

Language learners often need targeted practice to overcome specific listening difficulties, and Podcast may not provide the structured exercises for this (Vandergrift & Goh 2012).

In this research, the researcher attempted to minimize the disadvantages of podcasts during the treatment sessions. To overcome students' difficulties in understanding native speakers' speed, the researcher selected podcast materials that matched the students' proficiency level and allowed repeated listening activities.

To reduce the lack of visual context, the researcher provided explanations and guidance before the listening activities. In addition, vocabulary explanations and discussions were given to help students understand the content more easily. Furthermore, to minimize passive listening, the researcher required students to respond to listening comprehension questions and identify key information from the audio recordings. This encouraged students to listen more actively and focus on the topics discussed during treatment sessions.

2.7 Theoretical Assumption

In teaching listening comprehension, various media can help the teacher in achieving the objectives of the teaching and learning process. There are multiple methods for teaching listening, and it is crucial for the teacher to select and implement the most suitable approach to meet the goals. Using engaging aids is essential for effective listening instruction. Podcast are particularly effective in teaching listening as podcast and increase students' enthusiasm. Podcast serve as a valuable medium that positively influences students' listening comprehension because they can immediately listen and hear the content. This make it easier for students to grasp the information, increasing their interest and participation in the learning process.

2.8 Hypothesis

Based on the theories and assumptions explained above, the researcher assumes that the use of podcast can improve students' listening comprehension.

III. METHOD

This chapter presented with the research design, research variables, population and sample, research instrument, procedure of the research, validity and reliability, and also technique of data analysis.

3.1 Research Design

In this research, the researcher employed a quantitative research using a pre-experimental design. Specifically, the one-group pre-test-post-test design. In this design, participants received a pre-test (T1), treatment (X), and completed a post-test (T2) (Setiyadi, 2018). The effectiveness of treatment evaluated by comparing the scores obtained on the pre-test and post-test. To conducted a pre-experimental design using a one group pre-test post-test design, the research sample selected by choosing one class randomly using spin wheel from the available classes of grade 10th, in which each class had an equal chance of being selected. A pre-test was administered to assess the students' listening skill before the implementation of the treatment using the podcast. Subsequently, the participants underwent a treatment which utilized the knowledge acquired the podcast. In the form of audio, then in the final stage, the participants were given a post-test to measure the students' listening skills after being given the podcast treatment using audio learning from the podcast.

This study applies a one group pre-test post-test design (Setiyadi, 2018).

Table 1 Research Design

Pre-test	Treatment	Post- test
T1	X	T2

Where:

T1 = Pre- test

X = Treatment

T2 = Post-test

3.2 Research Variables

1. Dependent Variable

Dependent variable is a variable that influence or becomes a result of the independent variable. The dependent variable in this research is listening skills.

2. Independent Variable

Independent variable is a variable that affects or becomes the cause of the emergence of the dependent variable. Independent variable in this research is Podcast.

3.3 Population and Sample

3.3.1 Population

The population of this research involved tenth- grade students at SMAN 7 Bandar Lampung, consist of 272 students and divided into 11 class. One class consisting of 31 students was selected as the sample of the research in the academic year 2024/2025.

3.3.2 Sample

The sample of this study was selected using cluster random sampling. One tenth-grade class was randomly chose using spin wheel. Amounts of 31 students were involved in this study. This class participated in both the pre-test and post-test sessions to measure the

effectiveness of podcast learning medium on their listening comprehension.

3.4 Procedure of Collecting Data

In data collection the researcher did some of the following procedure:

1. Pre- test

Pre-test was conducted before doing treatment and it was applied to evaluate and measure the students' basic listening skill. Before administering the test, the researcher gave instruction on how to fill the questions in pre-test. The pre-test question consisted of 30 multiple choices, after giving the direction the researcher played the audio three times with a duration of approximately five minutes for each section. The students answered the multiple-choice questions while listening to the audio. After completing the test, all the students submitted their answer sheets to the teacher.

2. Treatment

After conducted a pre-test, the researcher conducted a treatment session that focused on teaching listening using podcast from Lukes' English Podcast. The researcher held two meetings to provided treatment, and each meeting took 90 minutes. The researcher provided podcast with different topics at each meeting.

Several steps in treatment are required as follows:

- a) The researcher gave motivation to boost students 'enthusiasm before starting learning.
- b) The researcher explained the instructions within the learning sequence.
- c) The researcher presented the podcast to the students.
- d) The researcher offers opportunities for students to provide questions and deliver feedback.

3. Post-test

In this session the researcher would know and measured students' progressing in listening after being taught using podcast. To evaluate their progress and achievements, the researcher provided the post-test consisted of 30 multiple choice questions. Students are instructed to choose the best answer for each question. After completing the test, all the students submitted their answer sheets to the teacher.

3.5 Research Instrument

This study used a listening comprehension test as its primary research tool. The test consisted of 30 multiple-choice questions and is administered in two phases: pre-test and post-test. Each phase features audio recordings accompanied by questions that evaluate students' ability to understand and interpret the content. According to Brown (2004) listening comprehension involves several aspects that are objective and appropriate for measuring students' listening comprehension. The aspects such as:

- a. Identifying the main ideas
- b. Recognizing specific details
- c. Understanding Inference
- d. Understanding Vocabulary
- e. Interpreting speakers' intention or tone.

The listening materials and test questions are adapted from podcast content relevant to the students' language level and interests. The researcher then examined whether or not the use of the podcast medium had a substantial impact by comparing the outcomes of the class pre-test and post-test. The instrument validated by the expert and English teachers and assessed through a pilot test to ensure reliability and clarity.

3.5.1 Validity

According to Setiyadi (2018), validity refers to how effectively a test measures what it's supposed to measure. A test is considered valid

if it has been properly assessed. In this study, the researcher focused on two types of validity: content validity and construct validity.

1. Content Validity

Setiyadi (2018) explains that content validity looks at whether the test items represent the material intended to be measured. It's all about ensuring the test is comprehensive and appropriate. For content validity, the test material must align with the curriculum, specifically the English Merdeka curriculum and the syllabus for first-year senior high school students. In this study, the test is developed by the researcher based on the learning outcomes in the syllabus for first grade at Senior high school, and reviewed by an English teacher to ensure that it covered the basic competencies in the syllabus.

2. Construct Validity

Construct validity, according to Setiyadi (2018), assesses whether the test aligns with the theoretical understanding of the knowledge being measured. In this research, the test focused on five key aspects of listening comprehension; main idea, specific information, inference, vocabulary, speaker tone. These aspects are directly tied to the learning objectives. The test will be reviewed by an expert and the English teacher, who will evaluate its content validity and ensure it aligns with the English Merdeka Curriculum.

3.5.2 Reliability

Reliability refers to the consistency or stability of measurement results. An instrument is considered to have an acceptable level of reliability if it consistently produces the same or similar outcomes when used repeatedly to measure the same aspect (Sukmadinata, 2016). As defined by Setiyadi (2018) reliability as the consistency of measurements, indicating how similarly results can be obtained from the same subjects at different times. Reliability refers to extend to which test is consistent in its score and gives us an indication of how accurate

the score test is. To ensure score reliability and minimize subjectivity, the researcher use Cronbach alpha coefficient, calculated through IBM SPSS Statistics version 25.

Based on the result of the data try out test administered. The researcher analyzed the quality of the instrument used for the pre-test and post-test. The form of the test given was multiple choice consisting of 50 items. After analyzing the results, the researcher selected 25 items which most appropriate items based on the item analysis in order to use in the pre-test and post-test. These items are considered effective to measure students' listening comprehension. In addition, there are 5 items were included to provide a more comprehensive of the exam material. These items were still relevant to the test indicators and considered as the supporting items.

Furthermore, the reliability of the instrument was analyzed using Cronbach' alpha. The result showed that the reliability coefficient was 0.712, which indicates that the instrument has a good level of reliability. This means that the selected items are consistent and suitable to be used in this research.

The reliability coefficient can be analyzed with the reliability standard proposed by (Arikunto, 1998: 260) below:

- a. A very low reliability (range from 0.00 to 0.19)
- b. low reliability (range from 0.20 to 0.39)
- c. An average reliability (range from 0.40 to 0.59)
- d. A high reliability (range from 0.60 to 0.79)
- e. A very high reliability (range from 0.80 to 0.100)

3.5.3 Level of Difficulty

Before gathering data, the researcher developed the assessment instrument. Test questions were categorized based on their difficulty level, distinguishing between easy and hard questions. It is calculated by dividing the number of correct responses by the total number of students. The result is interpreted as follows: items with an index below

0.30 are considered difficult, those between 0.30 and 0.70 are medium difficulty, and those above 0.70 are considered easy.

(see appendix)

Table 2 Level of Difficulty

N o	Number Item Test	Computatio n	Criteri a
1.	1,2,7,16,23, 24,25,28,30,32, 33,34,35, 36,37,39 ,40,41,42,43,44,4 5, 47,48,49	≥ 1.42	Easy
2.	3,15,19,20,31, 38,46,50	0.62-1.40	Average
3.	4,5,6,8,9,10,11, 12,13,14,17,18,21, 22,26,27,29	< 0.62	Difficult

3.5.4 Discrimination Power

According to Naga (1992), discrimination power refers to how effectively an assessment item can distinguish between high-performing and low performing students. An effective item is one where strong student achieves high scores while weaker students score low.

3.6 Data Analysis Method

The data collected from the pre-test and post-test scores were analyzed using quantitative statistical analysis. The purpose is to determine whether there is a significant difference in students' listening comprehension before and after the treatment.

In this research the researcher applied paired sample t-test. This statistical test was performed to determine whether there was a significant difference between the mean scores of the pre-test and post-test at the specified level of significance. The paired sample t-test was chosen since the normality test revealed that both the pre-test and post-test data were regularly distributed. Before analyzed the data, the researcher calculated the score from the three aspects of listening skill as follows:

$$Score = \frac{\text{the correct items}}{\text{number of question}} \cdot 100$$

The formula for the mean of the test can be calculated as follows:

$$X = \frac{\sum x}{N} \quad Y = \frac{\sum X}{N}$$

Where :

X = Pre- test

Y = post-test

$\sum X$ = Total score of Pre- tests

$\sum Y$ = Total score of post-tests

N = Total number of students

(Mills and Gay, 2019)

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusions

Based on the findings and discussion offered in the preceding chapter, the researcher draws the following conclusion:

The findings of this study showed a significant improvement in students' listening comprehension after the use of podcasts as a learning medium. The average score increased from 68.49 to 77.41 in the post-test while the highest score remained the same at 90.00 in both pre-test and post-test. These gains were observed through several aspects of listening comprehension such as main idea, specific information, inference, and speaker intention/tone. Statistical analysis using paired sample t-test showed the significance improvement ($p=0.004$, $p < 0.05$). Furthermore, the calculated t-value (3.169) was higher than t-table (2.042) which indicated that the improvement in students' scores was statistically significant and not caused by random variation. As a result, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted, demonstrating that podcasts contributed positively to students' listening performance.

Despite these encouraging results, several limitations were identified. First, the study was conducted in a single class without a control group, limiting its generalizability, and making it difficult to conclude that podcasts were the only factor of improvement. Second, the short treatment period, and limited class time restricted students' learning opportunities. Third, not all students had internet access which posed challenges in maintaining their focus. Despite some challenges, most students remained engaged throughout the study, and the overall outcomes suggest that podcasts are the valuable medium for enhancing comprehension when supported with appropriate materials and activities.

5.2 Suggestions

Based on the conclusion above, the following suggestions are made:

1. For English Teachers

Teachers are encouraged to select materials that are not only appropriate for students' proficiency level but also cover topics that are interesting and relevant to their daily lives, to make the students more engaged with the material. Engaging themes such as entertainment, lifestyle, technology, or youth culture can help students feel more comfortable in listening to the audio.

2. For students

Students are encouraged to increase their listening comprehension by focusing on the main ideas and key information during listening activities rather than replaying the audio again. When completing listening assignments, they should pay close attention to the instructions and efficiently manage their time. Listening independently using available offline audio materials helps students get more comfortable with spoken English to minimize obstacles to classroom activities.

3. For Future Researchers

Future studies should pay attention to classroom conditions and technical facilities when using podcast in listening activities. Researcher may also try adding pre- listening activities or different teaching strategies to help students understand the audio. In addition, future research can use a longer treatment period or different research design to obtain more comprehensive about students' listening comprehension, also the future researcher encouraged to expand the scope research by investigating the impact the impact of podcast on other language skills such as speaking or vocabulary.

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