

**THE EFFECT OF EXTENSIVE LISTENING USING PODCASTS ON THE
LISTENING ABILITY OF HIGH SCHOOL STUDENTS
(Undergraduate Thesis)**

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ABSTRACT

THE EFFECT OF EXTENSIVE LISTENING USING PODCASTS ON THE LISTENING ABILITY OF HIGH SCHOOL STUDENTS

By

Akbar Tantowi

This paper focuses on improving listening abilities because it is considered to be the most important ability among other language abilities. Using a quantitative research methodology and a one-group pretest-posttest design. The research instrument comprised of a 40-question multiple-choice test, tested with bivariate Pearson correlation (Validity) and split-half methods (Reliability), resulting a valid (33 VALID: 7 INVALID) and reliable (value of $0.820 > 0.80$) results. The study involved 29 high school students from SMAN 9 Bandar Lampung, selected by their English teacher. In order to analyze the results, SPSS was used to help the researcher, it was found the mean score of pretest and posttest was 61.9540 and 90.69. Normality tests (Shapiro-Wilk) also used to indicate the values of pretest and posttest, with the value of of 0.104 (pretest) and 0.173 (posttest), both > 0.05 . While the paired sample t-test yielded a value of 0.00, which is < 0.05 . After the results were analyzed, it was then concluded that, the results considered to be success (with value of paired sample t-test was 0.00 which means it is > 0.05), then the hypothesis 1 can be accepted as the result.

Keywords: *Extensive Listening, Listening Ability, Podcast*

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**By
AKBAR TANTOWI**

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Submitted in a Partial Fulfillment of
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In

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Faculty of Teacher Training and Education**



**ENGLISH EDUCATION STUDY PROGRAM
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Research Title : **THE EFFECT OF EXTENSIVE LISTENING
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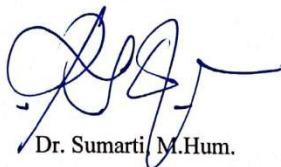
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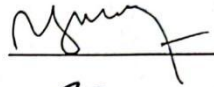
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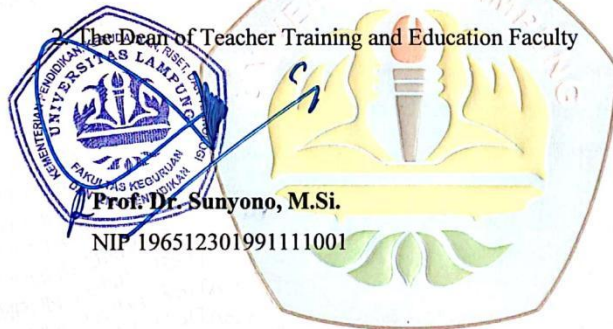
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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaan penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 21 Agustus 2024

Yang membuat pernyataan



Akbar Tantowi

CURRICULUM VITAE

Akbar Tantowi was born on August 25, 2003, in Muaradua, a small city located in South Sumatra. He is the firstborn of Darwin and Sujiarti, with a 7-year age difference from his only little brother, Azriel. Akbar and Tantowi are two parts of the name that originate from different explanations. “Akbar” means big; Akbar himself never truly understood where it originated from, but he concluded that “Akbar” means a big responsibility that he must carry as the firstborn. “Tantowi” originates from his father and grandfather's names. “Tan” from Bustan, grandfather from the father side, “To’ from Swinoto, grandfather from the mother side, and “Wi” from his father, Darwin. Burdened with 3 responsibilities in his name alone, responsibility as a big brother, complete with his own ambition to overcome his problems—a big responsibility, indeed.

He doesn't have any mastery over any skills; he is perhaps a jack of all trades with a basic understanding and proficiency over a lot of skills, but without any mastery. He loses interest in his hobbies without mastering them, and eventually he doesn't have skill mastery over anything he does. Nevertheless, Akbar can proudly say that he has intermediate proficiency in English. This skill of his originates from his older hobby, playing games. Akbar usually uses a translator to better understand a lot of vocabulary in the game, and thus, his English skills improved. Initially, he only used his English for completing a task; then, he started to teach his friends about English, and when he did that, he enjoyed teaching a lot. It seems like he has found another skill to hone. Even though senior high school doesn't make him interested in a certain subject for his future, he finally chose teaching as his major skill. Eventually, he chose teaching faculty and an English major as his next step. Akbar finally found what he likes; teaching is really fun for him. Talking with people is one thing, but teaching them is even more exciting. He felt a sense of accomplishment whenever he taught someone, and they seemed to understand. Thanks to English and games, he can find his own road to follow, which is to become an educator.

MOTTO

“The healthy human mind doesn't wake up in the morning thinking this is its last day on Earth. But I think that's a luxury, not a curse. To know you're close to the end is a kind of freedom.”

Captain Price

“Some trees flourish, others die. Some cattle grow strong, others are taken by wolves. Some men are born rich enough and dumb enough to enjoy their lives.

Ain't nothing fair.”

John Marston

DEDICATION

This final task, is dedicated to:

To my dearest family, Father, Mother, and Ajil my little brother.

Thanks for believing in me, thanks for the support, I'm really thankful.

For Everything.

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The author extends his utmost gratitude to Allah SWT. By His grace, the author has been able to reach this point, Alhamdulillah. With His help, the author has successfully completed this research thesis. His guidance has also provided me with the path to write this thesis, titled "The Effect of Extensive Listening Using Podcasts on The Listening Ability of High School Students", as a requirement for completion S1 degree in The Language and Fine Art Education of Teacher Training and Education Faculty, Universitas Lampung.

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Bandar Lampung, 09 July 2024

The Author,

A handwritten signature in black ink, consisting of several loops and strokes, positioned above the printed name.

Akbar Tantowi

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I INTRODUCTION

This chapter provides an overview of the research, including its background, research question, objective, uses, scope, and definitions of terms. This chapter is the introductory part, which contains an explanation mostly about the background of this research and why it was conducted.

1.1. Background

Language ability generally covers four aspects, namely listening, speaking, reading, and writing ability (Tarigan 2008:1). Among those linguistic abilities, listening skills place first in terms of prominence (Meng & Meng, 2017). In addition, listening comprehension has an impact on general communication skills and language competence improvement (Hwaider, 2017). According to Tarigan (2008), listening is the process of paying close attention, comprehending, appreciating, and interpreting spoken symbols in order to gather information, record content or messages, and decipher the meaning of the communication that has been expressed by the speaker. Listening is the key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated. Thus, teachers should realize the role of listening since the success of English teaching depends on the students' listening ability.

Understanding spoken English can be tough for learners for various reasons, like different accents, fast speech, and idioms. Native speakers' different ways of saying things, their speed, and their use of slang can make conversations tricky to follow. Unlike reading, learners can't go back while listening, and noises around them make it even more challenging. All these things combined make getting

good at listening to English a big challenge for learners. Even language experts recognize how tricky it can be to learn English. Dr. Richard Schmidt, a well-known language expert, pointed out that understanding spoken language is usually harder than written language. This is because it's faster and less formal, and people say things in different ways.

Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and vocabulary, and grasping his meaning (Howatt and Dakin). Listening and hearing are 2 different things. Hearing refers to the sounds that enter your ears. It is a physical process that, provided listeners do not have any hearing problems, happens automatically. Listening, however, requires more than that: it requires focus and concentrated effort, both mental and sometimes physical as well. Listening means paying attention not only to the story but also to how it is told, the use of language and voice, and how the other person uses their body. In other words, it means being aware of both verbal and non-verbal messages. Listeners' ability to listen effectively depends on the degree to which they perceive and understand these messages.

Listening ability itself can be easily improved, like other aspects of language learning. By improving one of the abilities, learners can easily improve the other as well. There are many ways to improve listening ability, such as using extensive listening, live listening, listening to prerecorded audio, listening to movies and videos, and even listening to music. These approaches can have different effects for everyone. There are people who like listening to music, and some even prefer live listening, but there are also listening techniques that may be a bit difficult to do; one of them is extensive listening.

In English as a Foreign Language contexts, Extensive Listening is defined as a language teaching and learning approach that encourages language learners to be exposed to a large amount of easily comprehensible and enjoyable materials presented in the target language over an extended period. In a more general sense,

Rixon (1986) defines it as listening for pleasure without paying attention to the specific content or language being used.

Extensive listening plays an essential role in improving students' listening skills. As a matter of fact, extensive listening also enhances students' speaking skills. As Renandya (2012) concludes, extensive listening helps students improve their awareness of the structures of speech so that they can comprehend spoken language easily and accurately. He explains further that it constructs students' self-reliance and skill to be familiar with normal speech ratio. In other words, the rehearsal of speaking skill relies on extensive listening.

Extensive listening can be considered difficult because it requires a high level of comprehension, and listeners also need to listen to a lot of audio on the same topic. Even so, extensive listening is more focused, so learners enjoy listening more. This can also make the learner more familiar with the words that are being heard.

Even though extensive listening is a difficult activity to do, we can make it easier and increase its effectiveness by using the media. Ivone and Renandya (2019) claim students can be more motivated when they are allowed to choose the material on their own. Therefore, this paper used podcasts as a medium. An abundance of listening content is readily available for the listener to access within podcasts. The definition of a podcast itself, according to Merriam-Webster (Meisyanti, 2020), states that a podcast is a program via the Internet in the form of audio attached to RSS (Really Simple Syndication) or a digital data media series distributed by the Internet for portable media players and computers. A podcast, to put it simply, is a technology that allows amateur radio enthusiasts and professionals to create and share on-demand audio content. (Bonini, 2015).

Before this paper was made, the researcher analyzed some of the previous studies on the same topic. The first prior study, carried out by Van Lee & Kim Sa (2020:2), concluded to be successful. Still, they did not conduct an interview with the students before the test, which means the results of the students cannot be

compared to each other because of differences in their level. Still relevant to this paper, the second previous study by Euodia Inge Gavenila, Mega Wulandari, and Willy A. Renandya (2021:61) focused primarily on the use of TED Talks; it was found that the listening media should be engaging, appropriate, and productive for the students. The last previous study, conducted by Yeh, C. (2017), concluded that students benefit from extended listening because it gives them flexibility and allows them to practice outside of the classroom. Students can use extensive listening as an extra learning approach to increase their understanding of certain topics and their English listening skills. Considering the previous studies, the researcher found out that most of the previous studies were conducted with the help of English major college student as a the participants, without an interview, which means that this research was tested on a high school student with an interview and note-taking as proof of treatment.

The purpose of this study is to determine the effect of extensive listening activities on listening abilities and whether extensive listening can improve listening ability or just make students accustomed to listening to English. The researcher hopes that the results of this paper can be useful for readers and future studies.

1.2. Research Question

Based on the research background from the previous chapter, the researcher has formulated the research question as follows:

1. Is there any significant improvement on the listening ability of senior high school students after being taught using extensive listening with podcasts?

1.3. Objective of The Research

Based on the research question that has been formulated before, the researcher aims to find out the following objective:

1. To find out whether teaching extensive listening using podcasts can significantly improve the listening ability of senior high school students

1.4. Use of Research

After conducting the research, the researcher hopes that the resulting data can be useful for the education of school children, especially for their listening ability.

1. Theoretically

To be used as a reference for the next research in teaching listening and as a learning source for learning listening

2. Practically

As a guide for teachers in finding a good learning approaches to improve students' listening ability

1.5. Scope of The Research

This study was quantitative research that focused on the implementation of extensive listening through audio using explanation text to find out the effect of extensive listening activity on students' listening ability. The research has been conducted at the SMAN 9 Bandar Lampung, with 1st grader as the participants. The researcher used podcasts as a medium. Students were tasked with listening to several podcasts of extracurricular material that had not been learned in class. The students were expected to be accustomed to listening to words in English and their listening ability can be improved.

1.6. Definition of terms

Researcher found several keywords that were used in this study, as follows:

1. Extensive Listening

According to Waring (2008), extensive listening is a learning approach of improving fluency by practicing listening to easy texts. Because many of the characteristics of extensive listening resemble those of extensive reading, EL is considered the oral equivalent of or the sister of ER (Lynch, 2009; Waring, 2011).

2. Listening Ability

Listening ability is receiving language through the ears. According to Fawcett (1962), Listening means trying to see the problem the way the speaker sees it, which means not sympathy, it is feeling and empathy, which the speaker experience.

3. Podcast

A podcast is a digital audio file made available on the internet for downloading to a computer or mobile device, typically available as a series, new installments of which can be received by subscribers automatically.

II LITERATURE REVIEW

This chapter discusses more explanations about the topic of the research, which mainly consist of a descriptive explanation of the topic itself, explanations about previous studies, theoretical descriptions, definitions of listening, the teaching technique, the media used, theoretical assumptions, and hypotheses.

2.1. Previous Studies

In connection with this research, there are several previous studies that have provided results from the use of extensive listening. Van Le & Kim Sa (2020:2) stated that their research had limitations; they did not conduct interviews with students who would be tested regarding their activities, It could be that these students had done extensive listening outside of class without them knowing it, such as when they were watching a movie or listening to music. Therefore, the results of the student's research cannot be compared with those of other students who have never done extensive listening. Because of this, a future researcher should have taken the time to interview students about their activities outside the classroom; therefore, researchers can easily classify research results.

Another study conducted by Euodia Inge Gavenila, Mega Wulandari, and Willy A. Renandya (2021:61) was to investigate the use of TED Talks for extensive listening with EFL students. The authors explored two research questions: (1) What factors are considered important by EFL students when they choose TED Talk videos for their extensive listening activities? and (2) what benefits do they get from watching TED Talks? The results of this study demonstrate that a variety of factors, including the topics, speakers' accents, speech rates, complexity of vocabulary used in the talks, and even the duration of the videos, influenced students' selection of TED Talks. As for the perceived benefits of watching TED

Talks, the majority of students reported that frequent viewing of TED videos helped them acquire new vocabulary, develop their listening fluency and comprehension, and improve their motivation. They also reported that ease of access to TED Talks and their highly stimulating contents were two of the main reasons that motivated them to watch more TED Talks.

Yeh, C. (2017)'s study was conducted to promote extensive listening and foster independent learning. The author uses several methods to collect data, including questionnaire responses, note-taking, and teacher-researcher's notes on students' presentations. The study was conducted in an English-speaking and listening course at a public university in southern Taiwan. The participants were 23 undergraduates (13 English majors and 10 non-English majors), and none of the students had used podcasting for English learning purposes previously.

The writer have found several findings in this paper, which were:

- In terms of student satisfaction, the research can be considered successful, mainly because of 3 factors: freedom of choice, meaningful practice, and close integration with the syllabus.
- The student was frustrated at the start of the learning process, mainly because the native speaker's speech rate was too fast. To alleviate this problem, researchers taught students some strategies, namely: knowing the topic first, anticipating the next word and sentence, and note-taking.
- Podcast listening is proven flexible for extensive listening because students prefer to use their handphone rather than sit in front of a computer for hours.

2.2. Theoretical Description

This section describes the theories that were used for the study, including the definition of listening, stages of listening, teaching listening, teaching media, steps for using media, the advantages and disadvantages of using media, theoretical assumptions, and hypotheses.

2.2.1. Listening

In this sub-chapter, the researcher discusses about listening, starting from definitions, components, teaching listening, and teaching media.

a. Definition of Listening

According to Sevik (2012:11), "Listening is the initial stage in first and second language acquisition. It means that listening is the first way to acquire a language. People often find out about a new language first by listening to it.". According to Fawcett (1962), listening means trying to see the problem the way the speaker sees it, which means not sympathy but feeling and empathy, which the speaker experiences. Listening requires entering actively and imaginatively into the other person's situation and trying to understand a frame of reference different from your own. This is not always an easy task." Therefore, students who do listening activities must be able to understand what the speaker is saying and not just listen. Students should know what the speaker wants to convey to them. This may be a difficult thing to understand, but once a person gets used to listening, they can easily understand what the other person means.

In addition, Marvin (2019) cites that "acknowledging, sympathizing, paraphrasing, and empathizing." The four levels of listening range from passive to interactive when considered separately. However, the most effective listeners can project all four levels at the same time.". It means that listeners will show that they are paying attention, are interested, and indicate that they are in the process of understanding what the speaker is saying.

b. Stages of Listening

There are 5 stages of listening ability. An effective listener must hear and identify the speech sounds directed toward them, understand the message of

those sounds, critically evaluate or assess that message, remember what's been said, and respond, whether using verbal or nonverbal methods.

1. Receiving

This stage of listening consists of being heard or receiving. Therefore, receiving is the first, easiest, and most significant step in the entire listening process. For individuals with hearing impairments, sign language or external aids are sometimes used to improve hearing.

2. Understanding

Understanding or comprehension occurs when both the speaker and audience share an experience of meaning, which constitutes the first step in the listening process. This is the stage at which the audience determines the context and meaning of the words they hear. Determining the context and meaning of individual words, as well as assigning meaning in language, is essential to understanding sentences, and, thus, both are essential to understanding a speaker's message.

3. Remembering

Memory is essential throughout the listening process. We depend on our memory to fill in the blanks when we're listening and to let us place what we're hearing at the moment in the context of what we've heard before. If, for example, you forgot everything that you heard immediately after you heard it, you would not be able to follow along with what a speaker says, and conversations would be impossible.

4. Evaluating

Evaluating allows the listener to form an opinion of what they heard and, if necessary, to begin developing a response. In this part, the listener determines whether or not the information they heard and understood from the speaker is well constructed or disorganized, biased or unbiased, true or false, significant or insignificant.

5. Responding

The responding stage is the stage of the listening process in which the listener provides verbal and/or nonverbal reactions. A listener can respond to what they hear either verbally or non-verbally. Non-verbal signals can include gestures such as nodding, making eye contact, tapping a pen, fidgeting, scratching or cocking their head, smiling, rolling their eyes, grimacing, or any other body language. These kinds of responses can be displayed purposefully or involuntarily. Responding verbally might involve asking a question, requesting additional information, redirecting or changing the focus of a conversation, cutting off a speaker, or repeating what a speaker has said back to her to verify that the received message matches the intended message.

c. Teaching Listening

In this section, the researcher explains how to teach listening in the classroom.

1. Pre-listening

In the pre-listening, the context has to be settled, which means that the teacher should create motivation. Brown (2006) recommends that students have a chance to learn vocabulary and the grammatical things included in the text, and they also have to operate on their antecedent knowledge. There are some suggested pre-listening activities. They are previewing new words, reading before listening, predicting and speculating, group discussing, using an advanced organizer, and looking at a list of items before the text.

2. Core listening

Core listening activities were provided for the students to expand their ability to obtain information from the speaker. Some activities in this section are close exercises, dictation, taking notes, and filling gaps with missing words.

3. Post-listening

Post-listening activity was implemented to measure the effect. The activities for the post-listening stage are group discussion, summary writing, and comprehension checks.

2.2.2. Teaching Method

a. Extensive Listening

In the context of English as a Foreign Language, extensive listening is considered to be a learning approach that emphasizes providing learners with exposure to large amounts of listening input to improve their listening skills and overall language proficiency. In a more general sense, Rixon (1986) defines it as listening for pleasure without paying attention to the specific content or language being used (Renandya, 2019).

However, in this research, extensive listening was used as the teaching method, rather than approach. Extensive listening involves students listening to a wide variety of authentic spoken language materials, such as podcasts, lectures, interviews, and conversations, for an extended period of time. The primary goal of extensive listening is to improve students' listening comprehension skills, vocabulary acquisition, and overall language proficiency through exposure to natural language input. Thus, extensive listening was chosen as the method instead of approach.

2.2.3. Teaching Media

In this section, the researcher discusses about the teaching media that were used in this study, explanation about, definition, steps of using podcast, to advantages and disadvantages of podcasts.

a. Podcast

Podcasts are audio programs, just like Talk Radio, but listeners must subscribe first, Podcasts can be listened to using any gadget, but most users usually listen to them on their smartphones. In a little more detail, a podcast is a series of spoken-word or audio episodes, all focused on a particular topic or theme, like cycling or startups. Users can subscribe to the show with an app on their phone and listen to episodes whenever they like using their headphones, in the car, or through speakers.

The first podcast was created by BBC Radio 4's "More or Less: Behind the Stats" radio program, which focused on fascinating statistics and economics. The show airs at the same time every week. To make it easier to listen to, the BBC also publishes each episode as part of the 'More or Less Podcast'. Each podcast episode is a recording of a 'More or Less' radio episode, and they are all organized into one podcast series.

When a topic is relevant, it holds the attention of the learner and thus increases motivation (Morley, 2001). Other researchers have also commented on the need for authentic language and contexts. By providing these tools, students will see the relevance of the activity to their long-term communicative goals (Brown, 2001).

b. The Steps of Using Podcast

According to Fox (2008), in the use of audio podcasts as a medium of learning in English language teaching, it is necessary to pay attention to some of the following steps:

1. Teacher will provide a series of topic for students to choose from
2. Students will listen to their chosen topic of podcast
3. Teacher will explain students' task at home
4. At home, students will listen again to the podcasts,
5. While writing the important information from the podcasts
6. Students will then submit their note to the teacher at school

c. Procedure of using Podcast to teach Extensive Listening

The steps of using Podcast will be explained, complete with the lesson plan, in the next chapter, This part only explains what to expect.

1. Teacher explains what is explanation text (grammar, vocabulary)
2. Teacher played an example of the podcast audio with an explanation text
3. Students explains what they understand from the audio
4. Teacher provided a series of topic for students to choose from
5. Students chose the audio based on their interests
6. Students listen and analyze the audio
7. Students write down their findings, which will submitted to the teacher
8. Teacher repeated this process of learning as many time as needed

d. The Advantages and Disadvantages of Podcasts

1. Advantages of Podcasts

- Podcasts should be convenient and easy to use in Portable format (Rosell-Aguilar, 2007). After the download process, the file can be easily accessed and listened to anywhere and anytime, as desired by the listener.
- In controlling audio or video speed, students can use the pause, forward and pass button function (Sloan, 2005).
- For students who need certain needs or learning preferences, of course, podcasts contribute an important role to reduce the use of physical materials (Menzies, 2005).
- (Stanley, 2006): The conditions on the ground explain that audio playback using portable media can increase the use of podcasts this is because for audiences who do not want to access learning materials then can access other materials that the audience wants. So even though the material accessed is learning material, the audience does not feel like learning.

- Even at the beginning levels, learners can benefit from global listening even if they only listen from three to five minutes a day. Beginning students will be exposed to the new language “with its own distinctive sound system, intonation patterns, pause system and word order” (Patterson, 2001, p.93).
- Learning materials can be downloaded for free, as well as for material development can be done at a fairly cheap cost in a matter of hours (Moody, 2006)

2. Disadvantages of Podcast

- The biggest thing that is likely to happen and arise from the use of podcasting for the learning process is that the content is delivered mostly through audio making it difficult to skimming the content and checking its suitability to the learning objectives.
- (Helen Mongan-Rallis & Terrie Shannon, 2006) argues that to ensure accessibility, transcripts should be filed. Because the file size is quite large, especially video files, then the user must certainly have a good broadband connection and fast so that the files can be accessed quickly.

2.3. Theoretical Assumption

The theoretical assumption of this research is the improvement of students' English listening ability through audio. The listening ability of students who are accustomed to listening to native speakers' speech improved more than that of students who only listen to non-native speakers' audio. In addition, using podcasts makes the learning process more enjoyable, not only because they can be listened to everywhere but also because they have a variety of topics that can be listened to, which means students are not bored easily while studying because they can change to any topic they want, especially while practicing their listening ability. Podcasts usually also have scripts that can be downloaded, so students can not

only listen but also read and correct what they are listening to, which is very useful when used in modern times like today.

2.4. Hypotheses

In quantitative research, hypotheses need to be compiled based on the problems that have been written in the first chapter. Based on the first chapter, the researcher has proposed hypotheses related to:

H₁. There is a significant development in students' listening ability after being taught using the extensive listening approach through podcasts

H₀. There is no significant development in students' listening ability after being taught using the extensive listening approach through podcasts

Thus, the framework that has been discussed in this chapter includes the definition of listening, stages of listening, teaching listening, teaching media, steps for using media, and the advantages and disadvantages of using media. The methods of conducting the research will be discussed in the next chapter.

III METHODS

This chapter contains the methodology of the research, which covers different aspects, starting from research design, data source, data collection technique, instrument, research procedure, data analysis, and hypotheses testing.

3.1. Design

The study focused on enhancing students' listening skills through the use of podcasts to communicate in English, as it is one of the hardest skills for students to learn. In conducting the research, the researcher applied a quantitative research design as the research methodology. The quantitative method is a method that deals with statistical analysis of the data in the form of scores and numbers (Creswell, 2012: 19). This research mainly deals with numbers and scores to find out whether there is an improvement in the students' listening ability or not. The researcher compared the results of the test. The researcher utilized a one-group pre-test and post-test design, aimed to determine how students' listening abilities have improved. This was achieved by comparing the results of their initial pretest and subsequent post-test. The design was presented in the following terms:

T1 X T2

Explanation

- T1 : Pre-test given before the researcher teaches using the extensive listening approach through podcasts or the treatment.
- X : Treatment given through podcasts
- T2 : Post-test given after the researcher teaches using the extensive listening approach through podcasts or the treatment.

3.2. Data Source

1. Population

The population in this research was the 1st grade students of a Senior High School Students.

2. Sample

One class was taken as a sample which is the 1st grade. 1st-grade high school students certainly encounter new learning material at a higher level, including English. They have been selected as the sample with the hope that this research can help them learn English as a foreign language more easily, to facilitate their progression to the next level.

3.3. Data Collecting Technique

This research follows a quantitative approach, aimed to explore how using audio-based extensive listening in education can impact students' listening ability. The teaching method involves employing extensive listening techniques through podcasts. While podcasts cover a wide range of subjects, this study requires students to focus on extracurricular topics outside of the school curriculum. These objective aims not only to enhance their listening abilities but also to improve their understanding of English vocabulary. Students were needed to listen to podcasts at home. They focus on one podcast title each week. While at home, they have taken notes on what they hear in the podcasts. These notes were collected by the researcher as proof of treatment.

3.4. Instrument

This research used 2 kinds of instruments: a multiple-choice and a fill-in-the-blank test. The pre-test and post-test used the same kind of test to ensure the students' listening skills were improved through the use of podcasts as the treatment.

1. Validity

Validity is an important thing in research. If the research does not have validity, then the research is useless. According to Ary (2002), validity refers to how much data interpretations are supported by the theories and supporting evidence. Based on this theory, a valid instrument is an instrument that can be used based on its function, namely being able to measure a variable correctly.

In this study, bi-variate Pearson correlation was used as a method to measure the validity value of the instrument. This method was used to determine the relationship/correlation between 2 different variables and whether these variables influence each other or not.

2. Reliability

According to Rakhmat (1997:17), reliable means trustworthy. An instrument is said to have reliability when it is used repeatedly by the same researcher or different researchers and still yields the same results. An instrument can be considered reliable if, when tested on different respondents with varying knowledge, it still yields consistent results.

In this research, the split-half method (Spearman-Brown correlation) was used to make sure the instrument being used was reliable. The split-half reliability method involves evaluating the reliability of an instrument by dividing it into two parts and subsequently connecting them using the Spearman-Brown correlation formula. If the correlation analysis result is ≥ 0.80 , it indicates that the instrument is considered reliable (Jonathan Sarwono, 2015:249).

3.5. Research Procedure

A. Determine the media and approach

Because one of the earlier studies demonstrated that podcasts are useful for extensive listening, the researcher selected them as the medium. Despite not being

widely used in teaching, the extensive listening approach was chosen because it works well with listening practice.

B. Determine the population and sample

The population in this research were the 1st-grade students of a high school. One class was taken as a sample, which is the 1st grade. As a background, 1st-grade high school students certainly encounter new learning material at a higher level, including English. They have been selected as the sample with the hope that this research can help them learn English as a foreign language more easily and facilitate their progression to the next level.

C. Determine listening material

The researcher relied on the current curriculum to decide on the content that were used for the listening exercises.

D. Analyzing research results

After the research phase was over, the researcher used the Statistical Package for the Social Sciences (SPSS) to help with a quantitative methodology analysis of the results.

3.6. Data Analysis

The data were analyzed using quantitative analysis. In other words, the data analysis has been conducted to interpret data from the pre-test and the post-test: the pre-test purpose is to measure the initial score of listening ability, and the post-test purpose is to measure the improvement of students' listening ability. Meanwhile, the scores were calculated by applying the statistical analysis of the t-test to examine the differences between the pretest and post-test. In addition, the significance of the test was analyzed using the computer program Statistical Product and Service Solution (SPSS).

3.7. Hypotheses Testing

The hypothesis of this research was formulated as follows:

H₀: There is no significant development in students' listening ability after being taught using the extensive listening approach through podcasts.

H₁: There is a significant development in students' listening ability after being taught using the extensive listening approach through podcasts.

If $P < 0,05$ H₁ is accepted

If $P > 0,05$ H₀ is not accepted

V CONCLUSION AND SUGGESTION

This chapter discusses about conclusions and suggestions. The summary of this research as well as suggestions for future researcher.

5.1. Conclusions

Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and vocabulary, and grasping his meaning (Howatt and Dakin). It was explained that listening is not just listening to someone but, in fact, also understanding someone when they're talking. The question is, how do we understand someone if we cannot understand their language? According to Meng & Meng (2017), listening is the most important language ability when it comes to learning language. In learning to listen, there are a lot of approach to choose from; in this paper, the researcher solely focuses on extensive listening. Renandya (2012) concluded that extensive listening helps students enhance awareness on the structures of speech so that they could comprehend spoken language easily and accurately. He explains further that it constructs students' self-reliance and skill to be familiar with normal speech ratio. In other words, the rehearsal of speaking skill relies on extensive listening. With this in mind, the researcher then decided to explore more about the effect of extensive listening on high school students.

This paper focused on the effect of extensive listening on high school students' listening abilities and whether they improve or not. The researcher does not solely use extensive listening but also podcasts as media. Ivone and Renandya (2019) reported that students can be more motivated when they are allowed to choose the material on their own. Therefore, this paper used podcasts as a medium. Podcasts

themselves contain a lot of listening material that can be easily accessed by the listener.

The research was conducted in 4 meetings, consisting of a pre-test, a treatment, and a post-test, with space in between. There were findings in every meeting when it was carried out. The 1st meeting was done with some of problem, especially on students. It was concluded that the 1st grade of high school has a lot of problems with the speaking pace of native speakers, they reported that it was too fast, and they couldn't understand the vocabulary very well, which led to them asking for a replay when the test being held. This findings is similar to Van Le & Kim Sa's (2020:2) previous study, which they explained that students tend to have difficulty listening to unfamiliar foreign language, especially with native speakers. The problems in the 1st meeting doesn't appear in the 2nd meeting. Treatment was administered by giving a task to the students, in which they needed to listen to a podcast and write the detail of it in a paper. After it was done, it can be seen that most of the students chose the audio based on the length and their interest, they also only focused on the main idea of each podcast while skipping through the necessary parts. But they also reported that they enjoyed listening to a podcast because it was entertaining and help them learning new vocabulary. This finding can be concluded to be similar to Euodia Inge Gavenila, Mega Wulandari, and Willy A. Renandya (2021:61) study. It was reported that students generally search for audios that are shorter and cover engaging topics while also focusing only on the main idea. The last meeting, Post-test, was held with a successful outcome. Most of the students have already become familiar with English vocabulary, which is reinforced with the satisfying result of their test. Even though some of the students still asked for the audio to be replayed, they can still score higher than their Pre-Test results. Which means, this result can be said to be similar with Yeh, C. (2017) study, Even though their study uses College Students, the outcome of both studies has been proven to be successful.

After the research was conducted, it can be concluded that the study was in fact successful, and the result can answer the research question. "Is there any significant improvement on the listening ability of senior high school students after being taught using extensive listening with podcasts?" and the answer is

"Yes, there is a significant improvement in high school students' listening ability after extensive listening was conducted.". This result is also in line with all of the previous studies mentioned before.

5.2. Suggestions

Just like other studies, this research also has some limitations and imperfections. One of these is the limitation of time, as there were too many breaks between meetings because of the long holidays. Each meeting had a 10-day gap, which seems to make students forget what they had learned in the previous meeting. The timing also affected student attendance in class; some students couldn't participate in the research because they had school events at the same time. If too many students miss out, the research might fail, so finding the right time to conduct the research is crucial.

5.2.1. Suggestions for English Teachers

1. Teachers can pair listening with speaking so that students can learn even more skills at once. Teachers can use other media than podcasts to try this approach. Some students can read a book or story, while other students can listen and write any important message conveyed through the speech. This method can improve students speaking and listening simultaneously while also making the learning period more effective and fun.
2. Because there are a lot of facilities in the school, teachers should utilize them even more: use the projector as a medium for video learning, use the speaker to improve listening, and use the class itself as the playground for students to learn while playing, like sing-a-long or such. This method can be utilized even more to help students get used to listening to English vocabulary.
3. The teacher has a lot of time to teach students with extensive listening, The lesson plan can be modified to include more than just podcast and explanation texts; the teacher should improve it to fit more with the school

curriculum so that students can improve their listening ability even more. With this paper's lesson plan, teacher can utilize it even further, with a lot more time, media, and methods to be used.

5.2.2. Suggestions for Further Researcher

1. This paper focused on knowing if there is an improvement in students listening abilities, which future researchers should improve with more research questions, for example, what aspect of extensive listening improves when it is used. It can improve not only this paper but also exploring even more problems within the question of "Improvement on listening ability".
2. Future researchers should try to use other levels of participants; Yeh, C. (2017) used college level, while this paper used high school level. Future researchers should experiment with participants at different levels to learn more about the optimal level at which extensive listening can be applied.
3. Pairing listening ability with others, such as speaking, can be used as an idea when learning more about the effects of teaching EFL. Future researchers should also use other media and methods to obtain more data that can be used to improve teaching methods for EFL.
4. Time constraints are one of the limitations of this research, which means future researchers should find the perfect time to do the research, or even more, they can work with the teacher to help with the treatment, so that students can be affected by the treatment continuously and improve their abilities even more.
5. The validity test used in this paper cannot be considered perfect nor good enough for the research. The researcher was having a problem choosing the perfect measures for the content and construct validity. The content and construct validity still require analysis by English language experts, even though the validity value derived from the bivariate Pearson correlation was valid. Which means future researchers should find the perfect measures to analyze the content and construct validity of the instrument being used.

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