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Research Article

The Use of Podcast as Media for Listening: An Experimental Research at the University of Jambi

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KEYWORDS

Experimental research;
 Students' Listening Skill;
 Learning Media;
 Podcast.

A B S T R A C T

This research aimed to determine whether there were significant differences in students' listening comprehension before and after being taught to use podcast media and their experiences using podcasts as a learning tool for listening. The researcher used a pre-experimental one-group pre-test and post-test design. The participants in this study were second-semester English Study Program students at Jambi University for the academic year 2023–2024. One class consist 25 students were used as the research sample in this study. The pre-test and post-test results revealed a significant difference in students' listening comprehension scores before and after being taught using media podcasts. Before using podcasts to teach them, students took a listening pre-test and got an overall mean score of 47.84. Following treatment, students' overall mean scores on the post-test in the listening test increased by 71.20. After done with the post-test, the students were given a questionnaire to know their experience after using podcasts as media for learning to listen. Based on the finding, it concluded students' listening comprehension could be enhanced by using podcast media.

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INTRODUCTION

Because our ears pick up on individual sounds like letters, stress, and rhythm, and our brains translate them into meaningful information, listening is not only a process of paying attention to what someone says but also an essential universal skill. Listening is one of the most critical and useful abilities in language study and daily life. Listening is an integral part of the language, including sounds, words, and structures.

Morley and Rost (2001) argue that listening is the most crucial linguistic ability for language learners to acquire

because it is the most directly applicable to real-world situations and advances more rapidly than other linguistic abilities. Improving listening abilities in any language indeed requires practice and concentration.

One of the streaming services in the form of voice broadcasts currently in demand is Podcasts. It is starting in the era of YouTube, Spotify, and Netflix. Podcast have also slowly gained popularity since 2018, brought by Apple Podcast and Spotify. Several foreign Youtubers have begun to explore media Podcast because in media Podcast the discussion is very various kinds and varied topics that we can choose according to our favorite genres such as news, sports talks, mysteries, talk shows, music,

comedy, arts, and entertainment, to everyday experiences or chats from speakers that are on Podcasts. In addition, Podcast is an audio file similar to a radio show that can be downloaded and listened to on your computer or MP3 player. Support theory by Robinson (2009), the term Podcast combines two words: Pod means iPod- the name of a popular MP3 Player and cast means broadcasting.

Podcasting was related to better listening skills significantly. Podcasting was shown to improve listener retention and comprehension. In addition, students of English as a foreign language (EFL) have been shown to benefit considerably from listening to podcasts (Salehi, 2019). Podcasts, which may be automatically downloaded from a free Podcast website or application, provide students a chance to practice listening in a self-directed way, as stated by (Rosa, Fitriana, & Zulfiana, 2020). Podcasts are lauded for their ability to provide students with more listening practice in and out of the classroom, particularly concerning developing their English listening abilities.

Abdulrahman (2018) claims that podcasts have a crucial impact on education since they help students become better listeners. Podcasts may be an effective teaching tool if instructors are well-versed in their usage and can help students find relevant content to help them achieve their goals. Time, access to technology, and a tech-savvy educator are just a few factors that should be considered before deciding to use podcasts in English as a Foreign Language (EFL) classroom.

Hence, based on those reasons, the writer chose this topic to be investigated. Some researchers have done previous studies about the use of Podcast as media for teaching listening: Prasetyo (2014), Situmorang (2020), and Alfian (2019). They aim to know the significant difference in students listening comprehension before and after being taught by using Podcast. In some of the previous research mentioned above, many aspects of podcasts as Media for teaching and learning have been identified by other researchers. Yet, no studies have been placed about using Podcast as Media for teaching listening to university students.

One of the most crucial language skills is listening. Communication involves listening; by listening to others, we can express our thoughts to them. Additionally, listening is the language skill used most in everyday situations. Rost (2009) argues that listening is one of the essential parts of any effective communication strategy because it allows us to understand better the people and events happening around us. Listening is the most essential part of language instruction, according to Brown (2003), since students listen more than they talk. To recap, listening actively takes in and processes verbal and nonverbal information. However, listening is the

foundation of a successful conversation. Misunderstandings happen when one person talks and another person listens. Because of this, it's easy for the communicator to become upset and impatient.

Listening is an activity that calls on a variety of linguistic integration skills, including articulation, vocabulary acquisition and mastery, composition, and reading comprehension. The capacity to listen may refer to paying attention or hearing what is being said. But hearing and listening are not the same thing. The act of hearing is mostly passive and occurs automatically. Sounds may be heard without the listener's active participation. While attending, the brain does not instantly understand what is being spoken. Deciphering the intent and message of sounds or words is basically what listening entails. It's an operational procedure that entails much more than just putting names on things. The capacity to recognize and comprehend what another person says might be defined as listening. It's a challenging endeavor, but by stimulating kids' background information, we can improve their understanding of what they hear. Because it involves more than simply hearing, listening is an active activity.

Several skills include listening skill. Firstly, is listening for gist. The term "listening for gist" is used to describe the process of focusing on the most important aspects of a conversation, such as the main issues being discussed, the people involved in the conversation, and how effectively they are conveying their ideas to the other people in the conversation. Secondly is listening for specific information. There are times when it is not necessary to comprehend the whole message, but rather to zero down on a certain piece of information. This implies that we tune out irrelevant sounds and focus only on the content that we find interesting. This manner, we can better comprehend what was heard, and there will be no confusion. And thirdly is inferential listening.

The ability to listen effectively may be broken down into the following five sub-skills. First is informative listening. Informative listening is the term we use to describe the state in which the listener's main goal is to comprehend the message. Listeners succeed when the interpretation they give to messages comes as close as possible to what the sender intended. Every aspect of daily life involves informative listening, also known as listening to understand. We pick up a lot of knowledge from the things we listen to. For instance, how well we pay attention to teacher lectures or instructions will determine what we learn from them. When it comes to our performance at work, how well we listen determines how well we will be able to comprehend new practices or procedures. We listen to briefings, reports, speeches, and

instructions; if we don't listen well, we won't have the knowledge we need.

The second is listening relationship. Listening Relationship has two main goals: to help the person being listened to or to improve interpersonal relationships. A special category of relationship listening is therapeutic listening. It makes me think of situations where therapists, doctors, or other professionals allow a distressed person to talk through a problem. However, it can also be applied when you give friends or acquaintances a chance to "get things off their chests" by listening to them. Relationship listening focuses on understanding the other person, even though informational listening is necessary, the three behaviors of attending, supporting, and empathizing are essential for effective relationship listening.

Furthermore, the third type of listening is appreciative listening. Appreciative listening includes choosing forms of entertainment (theatre, TV, radio, and cinema) and listening to music for enjoyment. The receiver, not the speaker, determines whether or not the listening was "appreciative." Listening attentively might mean various things to different people. I'm not a big fan of hard rock and other similar genres. I like listening to gospel, country, jazz, and the "golden oldies." The speaker's presentation highly influences appreciative listening, the audience's perspective, and the listener's background and experience.

The fourth is critical listening. The ability to listen critically is vital in a democratic society. Critical listening skills are useful in almost every aspect of life, from the professional to the personal to the civic to the religious to the spiritual to the religious to the family. We must put critical listening and the associated thinking first if we are to satisfy the demands of politicians, the media, salesmen, policy advocates, and our own material, psychological, intellectual, physical, and spiritual needs. The importance of critical listening warrants more discussion than can be accommodated here. However, there are three things to keep in mind. These three things were outlined by Aristotle, a Greek rhetorician from the ancient period, in his work *The Rhetoric*. Ethos relates to the credibility of the speaker, logos to rational reasons, and pathos to emotional appeals.

Last type of listening is discriminative listening. The last kind of hearing is called "discernment." Given that it underpins the other four, it may be considered the most crucial sort of hearing. Changes in the speaker's volume, power, pitch, and emphasis may help the attentive listener pick up on subtle nuances of meaning. Improving your relationship-based listening abilities requires you to acknowledge the significance of filler words and phrases like "uh huh" and "I see." Being able to pick out individual instruments in an orchestra or individual voices

in an a cappella group is a great skill that contributes to attentive listening. Additionally, by paying close attention to pauses and other vocal and nonverbal clues, listeners may better judge the speaker's content and intentions.

Listening comprehension is an active process in which the listener participates in the creation of meaning, as described by Rost (2002) and Hamouda (2013). Sound discrimination, prior knowledge, grammatical structures, stress and intonation, and other linguistic and non-linguistic cues help listeners make sense of oral data. Listening comprehension, according to Nadig (2013), is "the various processes by which one understands and makes sense of spoken language." Acquiring these abilities requires familiarity with speech sounds, word meanings, and sentence grammar. Listening comprehension is the ability to comprehend what is being said aloud by picking up on linguistic and extralinguistic cues such as sound distinction, prior knowledge, grammatical structures, stress, and intonation. Language proficiency also requires an awareness of speech sounds, a knowledge of word meanings, and an appreciation of sentence grammar.

According to Goh (2000), educators must first help their pupils improve their vocabulary, grammar, and phonology before teaching listening methods. According to Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014), three distinct Strategies are involved in understanding spoken language. Cognitive, metacognitive, and social and emotional skills are the three main ones.

Understanding and storing information in working memory or a permanent repository are examples of cognitive methods. The decoding process starts with the examination of the incoming data as a series of formational stages. In order to tackle the Learning activity and assimilate new information, students use a cognitive approach (Bingol, Celik, Yildiz, & Mart, 2014). Bottom-up and top-down cognitive techniques are two types of listening tactics. Word-for-word translation, rearranging the speed of speech, repeating the oral text, and focusing on the text's prosodic characteristics are all examples of bottom-up approaches. Forecasting, speculating, explaining, and visualizing are all examples of top-down approaches.

According to Rubin (1988), students employ metacognitive processes including planning, checking, evaluating, and modifying their learning to take charge of their education. A listener could, for instance, use metacognitive planning skills to make it easier to understand the language they are exposed to via listening. Knowledge of cognition and the ability to regulate cognition are the two types of metacognitive skills identified by Baker and Brown (1984) and Abdalhamid (2012). The knowledge of cognition addresses learners'

awareness of the situation, while the regulation of cognition focuses on the actions they should do in order to listen well.

According to Vandergrift (2003) and Abdalhamid (2012), listeners use socio-affective tactics to coordinate with others, verify their understanding, and lessen their anxiety. Anxiety and listening ability are positively correlated; emotive tactics facilitate and enhance listening (Aneiro, 1989). According to Habte-Gabr (2006), students using a socio-affective approach to learning better listening skills should be able to lower their anxiety, increase their confidence during listening activities, and boost their motivation.

Teachers of listening skills would do well to cultivate in their students the dispositions of low motivation, self-confidence, and anxiousness. Many forms of media may be used for this purpose (Muteheli, 2017). Different forms of media exist. Instructional media may be broken down into three categories: visual, auditory, and audio-visual, as described by Ruis, Muhyidin, and Waluyo (2009). The digital age has spawned a proliferation of artistic expressions. Multimedia, preventative, and interactive forms of media are all possible. Contextual media are essential to the listening process. The media used in the classroom should fit in with the students' existing knowledge and mental models (Sari, 2013). Russell (2012) classify the various forms of media into six categories: textual, aural, visual, video, manipulative, and human.

According to several experts, there are several media that can be used for teaching listening, namely:

- a. **Text Media.** As Smaldino, Lowther, & Russell (2012) mentioned, text media can be media for teaching listening. It includes several media such as books, posters, whiteboards, computer displays, and other examples of textual media.
- b. **Audio Media.** Sounds, music, and other mechanical or environmental noises are all examples of audio media. Records and cassettes, radio, and other audio devices and sound systems are all examples of audio media that Loren, Andayani, and Setiawan (2017) classify as such

Visual Media. Pictures, actual items, drawings or teacher-made drawings charts, posters, cartoons and flash cards, black board, flannel board, magnetic board, wall chart, reading, module, picture card, slide, film, OHP are all frequent visual media used to teach English (Sari, 2013).
- c. **Video Media.** The term "video media" refers to any medium that shows motion, such as a DVD, a computer animation, etc. According to Prasetya, Sukirlan, and Suka (2014), visual cues like photos

and video are useful in eliciting prior knowledge, which in turn enhances understanding. Students may learn how language is used, how it varies with age and the connection between the language spoken and its paralinguistic aspects (Woottipong, 2014).

Podcasting, as described by Constantine (2007), is "internet audio blogging" or "internet audio publishing." The term "podcast" originally appeared in 2004. The recording was made so that it may be easily transferred to and played on any mp3 device or computer. Podcasts are distinct from other forms of audio since they are distributed online in an automated fashion via a website. Podcasts provide a real-life listening source accessible to all speakers of a target language. Podcasts are useful because they allow students to participate in worldwide listening, even if they can only devote a few minutes a day to it. Podcasts, with its roots in both radio and the use of sound to facilitate learning (Popova & Edirisingha, 2010), have emerged as a credible alternative to more conventional media. It's true that podcasts help students of English develop their four pillars of proficiency: listening, speaking, reading, and writing. Podcasts not only boost students' enthusiasm and inspire them to become self-directed and independent learners but also enhance their pronunciation, vocabulary, and grammar.

The existence of podcasts in the world of learning does not replace the existence of textbooks, quizzes and other materials. Podcasts, on the other hand, act as a supplement to the learning process (Goldman in Laila, 2020). The purpose behind using podcasts can be divided into 3 categories, namely: increasing flexibility in learning, increasing learning abilities (especially related to mobile access users) and increasing learning experiences (Hutabarat, 2020: 108).

The benefits of using podcasts for learning according to Pineiro Otero in (Hutabarat, 2020) include: 1) Cognitive benefits, to improve students' ability to communicate and interact, interpret learning, collaborate, and have analysis, 2) Student involvement, podcasts encourage student involvement in teaching and learning activities independently, 3) Students have student self-management which requires them to plan their own learning, 4) Educators can provide the necessary guidance so that students can listen to material related to learning anytime and anywhere, 5) Podcasts can improve students' ability to manage and use content on a regular basis, 6) Podcasts can be played repeatedly, so students can understand the material well, and 7) Podcasts can reduce student anxiety about certain topics.

METHOD

This research used pre-experimental approach as a method to answer the research questions. Adnan (2016)

defines pre-experimental research as a study that administers tests before and after a treatment to determine whether or not the therapy had an impact on the variable under investigation by comparing the mean scores on the two tests. This research also used a pre- and post-test design with a single group. In order to conduct the research, there are three stages implemented: (1) measuring the dependent variable with a pretest; (2) implementing the experimental treatment X on the participants; and (3) assessing the dependent variable with a posttest.

Table 1. Pattern of One Group Pre-test and Post-test

| T1 | X | T2 |
|----------|-----------|-----------|
| Pre-test | Treatment | Post-test |

The population of the present research was the English Study Program at the University of Jambi for the 2022/2023 school years with the total 145 students. Meanwhile, the researcher only chose one class with 25 students as the sample. Because the lectures teaching in that class are giving permission to do the research in that class using Podcast media, they are also willing and available to be studied. The sample was taken with the criteria of students who contract listening and speaking for academic purposes course.

Table 2. Sample of the research

| Experimental Group | Total |
|--------------------|-------|
| R-005 | 25 |

The data was gathered through pre-test, post-test, and questionnaire. The researcher conducted three times of treatment to see the improvement of students' listening skill using podcast. In order to see the students' perceptions of the use of podcasts as listening media, the researcher used a questionnaire. Whereas, it distributed via Google form and after post-test was implemented. Thus, the questionnaire was adopted from Day, M. R (2018) and tryanti R. Abdulrahman (2018). The data were analyse used descriptive quantitative method and paired sample t-test.

RESULTS AND DISCUSSION

Pre-test result

To determine the level of students' listening skills, the researcher gave the pre-test to collect students' scores. Below is the result of the pre-test data:

Table 3. StudentsPre-test scores

| No | Students' Name | Score | No | Students' Name | Score |
|----|----------------|-------|-----|----------------|-------|
| 1. | NP | 54 | 14. | ZIZ | 88 |
| 2. | TRS | 44 | 15. | SD | 78 |

| | | | | | |
|-----|------|----|---------------|------|----|
| 3. | STA | 30 | 16. | DAA | 56 |
| 4. | WP | 36 | 17. | DDF | 60 |
| 5. | YWN | 60 | 18. | MW | 24 |
| 6. | RFY | 72 | 19. | WF | 48 |
| 7. | NAZH | 36 | 20. | NS | 56 |
| 8. | DTZ | 78 | 21. | SO | 24 |
| 9. | DC | 54 | 22. | FM | 36 |
| 10. | SLS | 68 | 23. | NF | 48 |
| 11. | R | 36 | 24. | MANA | 36 |
| 12. | AK | 44 | 25. | EAP | - |
| 13. | AJ | 30 | Total = 1.196 | | |

Statistically, the calculation of the average score was as follows:

$$\bar{X} = \frac{1.196}{25} = 47,84(\bar{X} = 47,84)$$

The results of a pre-test taken by 25 students are shown in Table 4.2. The researcher added up everyone's pre-test scores and came up with a grand total of 1,196. The pre-test results reveal that the lowest score obtained was 24, and the best score obtained was 88. The next step is to obtain the mean value of the pre-test. The researcher found that the average pre-test score was 47.84.

Post-test result

After the treatment was given, thus the researcher conducted post-test. It aims to see students' listening skill development after treatment. The table below is the students' score after given a treatment.

Table 4 Students' Post-test scores

| No | Students' Name | Score | No | Students' Name | Score |
|-----|----------------|-------|---------------|----------------|-------|
| 1. | NP | 60 | 14. | ZIZ | 82 |
| 2. | TRS | 54 | 15. | SD | 78 |
| 3. | STA | 76 | 16. | DAA | 60 |
| 4. | WP | 64 | 17. | DDF | 80 |
| 5. | YWN | 80 | 18. | MW | 72 |
| 6. | RFY | 92 | 19. | WF | 74 |
| 7. | NAZH | 54 | 20. | NS | 76 |
| 8. | DTZ | 88 | 21. | SO | 70 |
| 9. | DC | 82 | 22. | FM | 72 |
| 10. | SLS | 76 | 23. | NF | 74 |
| 11. | R | 58 | 24. | MANA | 54 |
| 12. | AK | 72 | 25. | EAP | 72 |
| 13. | AJ | 60 | Total = 1.780 | | |

Statistically, the calculation of the average score was as follows:

$$\bar{Y} = \frac{1.780}{25} = 71,2(\bar{Y} = 71,2)$$

The results of the post-test administered to 25 students who received the treatment are shown in Table 4.3. The researcher added up everyone's scores on the follow-up exam and came up with a grand total of 1,780. The post-

test data shows that the range of scores is (lowest = 54, highest = 92). The next step is to calculate the overall total pre-test score to get the post-test's mean value, based on descriptive quantitative analysis. The researcher used the formula presented above to determine the mean score on the post-test, and the resulting value was 71.20.

Paired sample t-test

In this study, the researcher used the paired sample T-test procedure in SPSS to conduct the T-test. The paired sample T-test is one such test. To determine whether there is a statistically significant change in students' test scores before and after the therapy, the researcher employed the same subject but collected two sets of data: pre- and post-test results. The term "maximum paired data" describes this situation. The output view should show the following:

Table 5 Paired Samples Statistics

| | | Mean | N | Std. Deviation | Std. Error Mean |
|--------|-----------|-------|----|----------------|-----------------|
| Pair 1 | Pre-test | 47.84 | 25 | 20.124 | 4.025 |
| | Post-test | 71.20 | 25 | 10.661 | 2.132 |

The table above is a statistics summary of the two groups of data. The mean score of the pre-test is 47,84. At the same time, the mean score of the post-test was 71,20. With the total amount of the students' is 25 students'. The mean score is the same result after being calculated using a formula contained in chapter 3. This summary demonstrates that using Podcasts as a listening media increases the students' mean score. However, the second output will show the following for the difference in students' mean scores:

Table 6 Paired Samples Test

| | | Paired Differences | | 95% Confidence Interval of the Difference | | t | df | Sig. (2-tailed) |
|--------|----------------------|--------------------|----------------|---|---------|--------|----|-----------------|
| | | Mean | Std. Deviation | Lower | Upper | | | |
| Pair 1 | Pre-test - Post-test | -23.360 | 17.153 | -30.441 | -16.279 | -6.809 | 24 | .000 |

Basis for decision making

1. If the significance value (2-tailed) < 0.05 then H0 is rejected and H1 is accepted.
2. If the significance value (2-tailed) > 0.05 then H0 is accepted and H1 is rejected.

Based on the second output above, we can infer that the t value is -6.809 and has a significance level of 0.000 (2-tailed). Hypothesis testing in this study is defined as the results of the T-test calculated using the SPSS statistical

package. In this research, the paired sample T-test was used to test the hypotheses, and the findings of the second output revealed that H0 was rejected and H1 was accepted due to a significant (2-tailed) 0.000 is lower than 0.05. This suggests that students' listening comprehension improves after being taught through podcast media as opposed to previously. As a result, listening to podcasts help students improve their listening comprehension. It is possible to conclude that there is a change in listening comprehension by employing Podcast material before and after a treatment. The results show that having students' listen to podcasts may help them become better listeners. This confirms the findings of a research by Prasetyo, MD (2014), which found that podcasts are one of the media that can improve students' understanding of audio content. Students' comprehension of specialized English vocabulary was bolstered, and their pronunciation was honed, thanks to the use of podcasts.

The analysis of questionnaire

The second step involves examining the data gathered from the student survey administered after the podcast was introduced. Researchers analyzed student responses by looking for percentages across all questions. Using a percentage breakdown, we can determine which responses best address the topics asked in the survey. Since the student questionnaire was filled based on the students' actual experience with podcasts as a medium for learning listening, descriptive analysis was used to evaluate the findings.

The result of analysis of the Google Forms questionnaire is shown below:

Table 7 Questionnaire results

| No. | Statements | Degree of Agreement | | | |
|-----|--|---------------------|----------|-------|----------------|
| | | Strongly Disagree | Disagree | Agree | Strongly Agree |
| 1 | Using Podcast makes me enjoy listening | 0% | 4% | 52% | 44% |
| 2 | I can understand the material in listening activities by using Podcast. | 0% | 8% | 76% | 16% |
| 3 | The content on the podcast is very diverse. | 0% | 4% | 32% | 64% |
| 4 | Podcast helps me improve my vocabulary mastery. | 0% | 8% | 52% | 40% |
| 5 | Using Podcasts help me to be a good listener. | 0% | 0% | 68% | 32% |
| 6 | Using Podcast helps me to improve other language skills (speaking, reading and writing). | 0% | 4% | 68% | 28% |

| | | | | | |
|-----|--|----|-----|-----|-----|
| 7. | <i>Podcasts</i> is very accessible and easy to use | 0% | 8% | 52% | 40% |
| 8. | <i>Podcasts</i> duration is appropriate for me to concentrate on listening | 4% | 12% | 72% | 12% |
| 9. | Podcast offers authentic materials of English listening | 0% | 4% | 80% | 16% |
| 10. | Using <i>podcast</i> enhances my motivation in learning English | 0% | 4% | 52% | 44% |

In table 4.6, the overall percentage results for each questions in the questionnaire. In each statement in questionnaire resulted positive responses from the students' perceptions and experiences after using podcast as media for learning listening. It can be said that most of the students feel the positive use of podcast on their listening comprehension based on what they have experienced. Thus, researcher concluded that podcast really has a positive impact on students' listening ability.

Discussion

The researcher discusses the study's findings in this section. Findings from the research indicate that using podcast media improves students' listening test scores. There are several processes given to students based on the improvement in the listening comprehension score; Students are given a pre-test to measure their listening comprehension, then given a treatment utilizing Podcast material on the Podbean application to hone their listening comprehension, and then given a post-test to measure their listening comprehension after a treatment. According to this finding, all three of the cited studies employed in this investigation had the same results. The results of this investigation are consistent with those of the prior study.

Students' pre- and post-test listening comprehensions differ when instruction is delivered using Podcast media. The data analysis showed that the mean score increased from 47.84 on the pre-test to 71.20 on the post-test, demonstrating a significant increase. Results from before and after learning with media Podcast are shown in this exam. The SPSS T-test, with a significance level (2-tailed) of 0.000 less than 0.05, rejects the null hypothesis (H₀), while accepting the alternative (H₁). This shows that the students' listening comprehension improved after being taught by using Podcast media. This suggests that the use of Podcasts as listening material may help students increase their listening comprehension.

Based on responses of the questionnaire included in this study, it is clear that students find podcasts to be of high quality in terms of the information they provide, the ease with which they can be accessed, and the advantages they

provide to their education. The questionnaire findings suggest that students who use podcasts to could improve their listening comprehension more and also improve other language skills, including reading, writing, and speaking; they also feel that using podcasts has increased their motivation for learning English; helped them become better listeners; and increased their enjoyment of listening.

A podcast is an online audio recording that anybody may listen to. Podcasting is a method for producing and disseminating audio or video files, or "podcasts," which may include anything from music to interviews. The term "podcast" was coined in 2004 to describe a new kind of online audio blogging or publishing. The recording was made so that it may be easily transferred to and played on any mp3 device or computer. Usually, a podcast is an ongoing series with new episodes being produced at regular intervals. Furthermore, the use of media in educational activities is vital today, especially for listening learning. Actually, audio is the most important medium for developing listening skills. Therefore, podcasts are a possibility for a new method of instructing listening skills. In addition, the app provides students with a convenient way to practice their listening skills anytime, anywhere.

A growing body of research suggests that exposing kids to podcasts as a kind of listening media might pique their interest in such activities and improve their listening comprehension. The results of the analysis lead us to this conclusion. When Prasetyo, M. D., M. Vianty, and H. P. Jaya (2014) said that Podcast is one of the medium that may aid students in better comprehending hearing information, I found it to be true. Students' comprehension of specialized English vocabulary was bolstered, and their pronunciation was honed, thanks to the use of podcasts. Podcasts, which may be automatically downloaded from a free Podcast website or application, provide students with chances to practice listening in a self-directed way, as stated by Rosa, M. S., Fitriana, H., and Zulfiana, R. (2020). Podcasts are lauded for their ability to provide students more listening practice in and out of the classroom, particularly in regards to developing their English listening abilities.

Podcasts have an effect on educators even as they have a profound effect on kids' ability to understand spoken language. Audio podcasts may replace classroom lectures on the subject of listening. One creative use of podcasts is to have a learner listen to a podcast while reading along with its transcript, as suggested by theory from the journal P. Constantine (2007). The next step is for the student to record themselves discussing the content into a cassette tape, which they will then hand in to the instructor with a written notebook. The instructor then evaluates the

student's recording and provides comments. Reading exercises like these assist pupils improve their reading fluency, pronunciation, vocabulary, and listening abilities. Because it allows students to have access to 'genuine' listening sources on almost any topic that piques their interest, podcasts are thought to be particularly appealing to students learning English as a second language. Educators may benefit from podcasts in a number of ways, including providing students with a wide range of listening materials, using them as the foundation for listening comprehension tasks, and sparking discourse based on students' reactions to podcasts.

CONCLUSION

Podcast is one of media that excellent media to teach English listening. It proved by the result of the present research. This research showed if podcast gave the contribution in helping the students to gain the understanding of the listening material. Based on the finding, the researcher found that there is an improvement in students' listening comprehension skills after given a treatment by using Podcast media on Podbean application, and also the effect for students after using Podcast media in learning listening. This is clear from the outcomes of the data analysis that was done. The pre-test score, which represents score of the student's before getting a treatment, the post-test score, which represents score of the student's score after receiving treatment, and the questionnaire, which was distributed after the implementation of Podcast media, are all used in the data analysis. Meaning that the student's listening comprehension has improved and their experience using a podcast as a learning tool has proved positive.

Thus most of students' perceived that using Podcast media give good effect on students' listening. Most of them are interested in using audio podcast because of it was something new in learning listening. More precisely, that podcasts helps them improving their listening comprehension. Podcast media enhance their motivation in learning English, improve their vocabulary mastery, and help them improving their other language skills..

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