



The Effectiveness of Podcast on You Tube as a Learning Media in Improving Students' Listening Skills

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ABSTRACT

The aim of this study was to evaluate the effective of podcasts as a learning media to improve students' English listening skills in class XII of Senior High School (SMA) Negeri 2 Sorong Regency, Southwest Papua, Indonesia. The study was conducted in the academic year 2023/2024 by using a mixed method for the sequential explanatory design. Listening tests, interviews, and observations were utilized to collect data. The results were analyzed using a paired t-test and qualitative analysis. Quantitative findings indicated a significant improvement in students' listening skills, with the average score increasing from 53.31 in the pre-test to 82.53 in the post-test. It showed an average improvement of 29.22 points. The paired t-test results with a p-value of 0.000, confirmed a statistically significant difference between pre-test and post-test scores which indicate the effectiveness of podcast intervention. The correlation coefficient of 0.882 highlighted a strong positive relationship between the podcast in use and students' improvement of listening abilities. The interview results also found that most students were interesting and helpful in using podcast for listening skills, especially since they could re-listen to better understand in spoken English. However, some students faced problems such as accents that were difficult to understand or a speaking speed that was too fast. It was recommended to use podcast as an effective media to increase learners' listening skill achievement and their English ability.

Keywords: *Podcast; listening skills; language learning*

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INTRODUCTION

English is the main global communication tool that is very popular in the world. As an international language used by almost all countries in the world, English is the main pillar that plays an important role in enabling cross-country and cultural communication especially in the era of global technological developments in the form of artificial intelligence (AI) today (Hasbullah, Wahidah, et al., 2023). Of course, it is a challenge for non-native speakers like Indonesia, because in addition to mastering how to communicate, they must also master the right listening skills to avoid misinterpretation of meaning (Muhammad et al., 2019).

English language proficiency is increasingly becoming a necessity, both in academic and professional career contexts, especially the ability to capture information about what is heard and have the right correlation with what is seen. In Indonesia, the government encourages students to develop English language skills in listening, speaking, listening, and writing skills in order to compete in the global arena, thus providing better access to international markets and opportunities. Teaching English, especially mastering listening skills from an early age by accessing various supporting media such as podcasts, YouTube, and similar technologies, can help prepare human resources for various industries (Wachid, 2021).

One assumption that can be made is that the use of podcasts as a medium for listening learning can provide significant benefits in language acquisition. Podcasts are a very valuable resource for students, providing the flexibility to engage with audio content and improve their listening skills. Many students still have difficulty understanding spoken English, especially because they have not mastered enough vocabulary and do not have the listening ability to capture English conversations by native speakers from various countries with diverse accents. This causes many students to have difficulty with basic listening subjects, because they feel bored when and what is heard does not match what is written, especially when retelling what is heard. In fact, the ability to listen in English is a very important skill to have (Nur et al., 2023).

In addition, according to Kurniawati & Indrasari, (2023), and Atmowardoyo et al., (2021), there are several difficulties in listening skills experienced by English language learners, including (1) the speed of speech of native English speakers is often an obstacle, because students have difficulty following the rhythm and intonation that is different from their mother tongue. (2) Listeners do not have the opportunity to ask the speaker to repeat or clarify the message conveyed, for example when listening to the radio, watching TV, so that listeners should be able to understand it as it is. (3) limited vocabulary (Pongsapan & Patak, 2021), (4) unable to concentrate due to various things, for example uninteresting topics, physical fatigue, noisy environments and so on (Said & Sidin, 2014; Hasbullah et al., 2018 ; Apoko et al., 2023).

Listening skills are one of the basic abilities that make a listener focus when listening to the speaker, and understand the message or information obtained so that they are able to provide a response to answer each question related to it correctly. Atmowardoyo et al., (2021), and Kurniawati & Indrasari, (2023) emphasized that listening is an important skill in learning a foreign language such as English because it involves more than just hearing. Therefore, listening requires active translation and interpretation of the message conveyed by the speaker. Hasbullah, Dabamona, et al., (2023); and Wachid, (2021), one of the practical benefits of using English podcasts for non-native speakers is that this media allows learners to listen to the material repeatedly according to their needs. This can help improve each learner's ability to understand and remember spoken language because it creates a more effective, efficient, and engaging learning environment. As explained by Kurniawati & Indrasari, (2023) listening comprehension includes explicit and implicit meanings conveyed in spoken

language so that it becomes an important aspect in the ability to understand correctly the overall content of the conversation.

Listening skills play an important role in language teaching in schools and colleges in Indonesia because they can improve other language skills such as speaking and writing (Nur et al., 2023; and Nurfidah, 2023). Therefore, it is important for teachers to have creativity to pay special attention to providing the right media in developing students' English listening skills training. According to Richards & Rodgers, (2001); and Hanifah et al., (2024) an effective approach to teaching English listening skills to high school students is to integrate audio-visual media such as podcasts as additional learning resources besides using traditional methods such as textbooks and materials provided by the school.

The use of supporting media to strengthen students' listening skills must be in line with the teacher's plans, methods, and strategies in facilitating students' English listening comprehension which ultimately ensures efficient and effective learning to achieve educational goals (Said & Yusof, 2015; and Hasbullah et al., 2021). As a result of advances in globalization technology, teachers and students can both provide and selectively choose listening skill learning media to achieve the desired goals appropriately. Watching YouTube videos is one of the latest and most efficient strategies to improve students' English listening comprehension. There are many English learning videos on YouTube that can be used as useful learning resources to help students improve their listening skills, and according to Kurniawati & Indrasari, (2023) one of the methods is by listening to English podcasts.

Podcast is a popular technology that allows audio content to be broadcast online. Initially, podcasting was used to convey entertainment and information. However, educators see great potential for the use of podcast media in the English teaching and learning process to provide spectacular benefits. According to (Wachid, 2021), teachers can optimize the use of podcasts for English learning of course by using an approach that is appropriate to the situation and conditions of the class. This can be done well if there is creativity and imagination of teachers and students in building cooperation to achieve learning goals. According to Hasbullah, Dabamona, et al., (2023) podcast media is an audio and video file available on the internet that can be downloaded automatically to a computer or portable media player with a choice of free or subscription. Based on the explanation above, researchers are interested in finding out more and want to see the effectiveness of using English video podcasts on YouTube in overcoming students' listening skill problems.

Definition of listening

According to several studies, the definition of listening is a skill that deserves the same treatment as other skills, both in the classroom and in the preparation of English teachers. Nur et al., (2023) says that all children are born with the ability to hear. In this case, it can be said that English listening skills are an active process in which the listener plays a very active role in forming the overall message so that it quickly switches between the listener of the English conversation and the speaker. However, Huang & Mizumoto, (2024); and Atmowardoyo et al., (2021) reveal that listening is as the ability to identify what

the speaker is saying. Hasbullah, (2023) states that listening comprehension in a second language is a complex process and is an important aspect in developing language skills, especially English as a foreign language. From the explanation above, it can be concluded that listening requires active involvement in obtaining meaning from auditory information.

Foreign language learners need strong vocabulary and grammar skills to understand the speaker's message effectively (Demirezen, 2018). Furthermore, Johnson argues that listening is "the ability to understand and respond effectively to oral communication." Then, Yingxin et al., (2024) states, "Hearing is with the ears, but listening must also be with the mind" (Atmowardoyo et al., 2021). Listening requires a desire to understand others, respect, acceptance, and a willingness to open your mind to see things from another perspective. Thus, Atmowardoyo et al., (2021); Dzul kifli Isadaud et al., (2022); and Suparman, Nurjamiah et al., (2024) state that listening requires higher concentration.

Podcast

A podcast is usually defined as a digital audio file that is available on the internet for download to a computer or portable media player. Along with the rapid development of technological advances, podcasts can also be used as an important media that refers to English listening skill material in the form of videos. Therefore, podcasts can include materials in audio and video form, available on the internet and automatically downloaded to a computer or portable media player, either for free or through a subscription (Hanifah et al., 2024). In English language learning, learning and practicing listening through podcast media is considered very interesting because it provides students with access to authentic listening resources on almost any topics, they might be interested in.

Gulikers et al., (2006) and Nur et al., (2023) stated that authentic English listening skill materials such as those found on the internet can allow students to interact with real language. Podcasts can also cover a variety of themes and levels of difficulty, allowing teachers to easily adapt to students' ability levels. Compared to more conventional materials, podcasts are more interesting for training the listening skills of native English speakers. Because podcasts present authentic spoken language, the language used is the language of native speakers in everyday life (Hasbullah, Dabamona, et al., 2023). There are several functions of using podcasts, namely as a means of conveying information from teachers or trainers, motivational stories, and listening to case studies (Huang & Mizumoto, (2024); Apoko et al., (2023); Hasbullah, Dabamona, et al., (2023); and Hasbullah, (2023). In addition, podcasts can also be used by students as evidence of learning. For example, students can use podcasts as a substitute for writing essays from the material they listen to (Wachid, 2021); and (Hasbullah, Dabamona, et al., 2023).

METHOD

This research uses a mixed-methods design with an explanatory sequential design type, where quantitative data is collected and analyzed first, followed by qualitative data collection and analysis to provide a more in-depth explanation of the quantitative results (Creswell, 2009). Mixed methods is a

research strategy in which researchers collect, analyze, and integrate quantitative and qualitative data to provide a more complete perspective on a research problem (Creswell & Clark, 2011); (Sarwono, 2011); and (Yuliani et al., 2023).

Explanatory sequence design consists of two main phases that are interrelated. The first phase is the quantitative phase, where this research uses a pre-experimental design. Pre-experimental design is one of the simplest forms of experiment, where researchers measure the effects of a treatment on a group of subjects without a control group (Creswell, 2009). The design used was a pre-experimental one-group pre-test-post-test. This design involved one group given a pre-test (O1), followed by treatment (X), and then given a post-test (O2). Treatment success was determined by comparing pre-test scores and post-test scores.

In pre-experimental research, using the one-group pre-test-post-test design, the first step was to select the research sample and group it into one research class. The next step was to administer a pre-test to measure student listening skills before implementing treatment using the Podcast. In the next stage, the participant received treatment using the Podcast to facilitate audio learning. In the final stage, the participant was given a post-test to measure the state of their listening skills after receiving the Podcast treatment strategy.

Table 1. Research Design

Pre-test	Treatment	Post-test
O1	X	O2

After the quantitative phase is complete, the research continues into the second phase, namely the qualitative phase. At this stage, in-depth interviews, observations, or other qualitative methods are used to further explore and explain the findings that emerge from the quantitative analysis. This approach allows researchers to understand the context, reasons, or mechanisms behind quantitative findings, thereby providing a more comprehensive understanding of the research problem.

Population and sample

The population in this study refers to a broad area comprising of objects or subjects with specific qualities and characteristics identified by the researchers and drawing conclusions (Sarwono, 2011). Based on the description, the population in this study is all class XII students of SMA Negeri 2 Sorong City which consists of 10 classes with a total of 320 students. This research uses a purposive sampling technique because it allows researchers to select samples based on certain considerations and criteria that are in accordance with the research objectives. According to Sarwono (2011), purposive sampling is a sampling technique that is carried out with certain considerations, for example selecting subjects that are most relevant or have rich information related to research objectives. With a total of 10 classes available but only one class to be selected with a total of 36 students, purposive sampling allows researchers to deliberately select classes that are considered most representative of a larger

population.

The data collection process with this technique begins by identifying relevant criteria, such as the level of listening skills or the use of certain learning methods in the past. Next, the class that best meets these criteria, in this case class XII Health 1 is selected as the sample. After sample selection, data was collected through three main stages: pre-test to assess students' initial listening skills, treatment using English video podcasts on YouTube as learning media, and post-test to evaluate improvements in listening skills after treatment. The pre-test and post-test results were then analyzed to determine the effectiveness of using video podcasts in improving students' listening skills.

Data Collection Techniques

Researcher collected data using listening tests. This test was given to the experimental class before being given any treatment. The experimental class then received treatment in the form of learning using podcasts on YouTube. Next, a listening test was carried out to determine the score of the experimental students. The final step is the post- test, which is given to students after the treatment to assess their progress and determine the impact of the treatment on their listening test scores. This research was carried out over 8 meetings, and data collection was carried out through questionnaires, interviews, tests and observations to understand the initial phenomena and observation results.

In addition to the quantitative data collected through the listening tests, this research is also supported by qualitative data. Interviews were conducted with both teachers and students to gain deeper insights into their perceptions of the learning process and the effectiveness of using podcasts as a medium for improving listening skills. These interviews provide valuable context and help explain the results observed in the quantitative data, offering a more comprehensive understanding of how and why the treatment influenced the students' listening abilities. The combination of quantitative and qualitative data strengthens the research findings and allows for a more nuanced analysis of the impact of using podcasts on student learning outcomes.

Data Analysis Techniques

a. Data Quantitative

In descriptive analysis, researcher clarifies recurrence, level, average score, and consequences of student scores based on specific grades. Scores are obtained from pre-test and post-test results in the experimental class. In the correlation, there are 2 directions, namely surrender and not unidirectional. If the correlation coefficient is positive, then the relationship between the two variables is unidirectional. If the correlation coefficient is negative, the relationship between the two variables is not unidirectional.

Table 2. Correlation Coefficient Classification

Coefficient Intervals	Relationship level
------------------------------	---------------------------

0.00-0.199	Very low
0.20-0.399	Low
0.40-0.599	Medium
0.60-0.799	Strong
0.80-1,000	Very strong

Before conducting data analysis, it is important to check if the data meets the prerequisite of normality. This involves testing whether the data is normally distributed using the Shapiro-Wilk formula. The decision is based on the significance level, where a Sig (2-tailed) value > 0.05 indicates that the data is normally distributed, and a Sig (2-tailed) value < 0.05 indicates that the data is not normally distributed. This test can be conducted using the SPSS program.

b. Data Qualitative

This study used interviews to investigate the impact of YouTube podcasts on improving students' listening skills. The data analysis process followed the steps outlined by Miles and Huberman: data collection, data reduction, data presentation, and drawing conclusions. Researchers conducted interviews with five students to gather data. Data reduction involves summarizing, focusing on key points, identifying themes and patterns, and discarding irrelevant information (Creswell, 2009). The interview results were then presented in a descriptive manner, and conclusions drawn from the interviews were blended with quantitative data to support the overall findings.

RESULTS AND DISCUSSION

English Podcasts on YouTube to Improve Listening Skills

This chapter aims to present and analyze the data collected from the pre-test and post-test for the effectiveness of the intervention carried out. The primary focus of this chapter is to assess whether there are significant changes in the variables measured following implementation of the intervention. This research involved 36 students of class XII Health 1 from SMA Negeri 2 Sorong City. Data was collected using listening tests carried out by participants before and after treatment using podcasts. To analyze changes from pre-test to post-test, a paired t-test was used. This method was chosen because it is suitable for comparing two sets of related data, in this case the pre-test and post-test scores from the same group.

The treatment took place over 6 sessions. After the treatment, a post-test was conducted. The researcher created a table comparing the pre-test and post-test scores, highlighting the differences. This was done to assess the improvement in students' listening skills. Table 2 shows the results of the experimental class. The data obtained shows the pre-test and post-test results of each student. The minimum student result during the pre-test was 26 and the maximum was 96. Meanwhile, during the post-test the results obtained were better than the initial test. In the post test the minimum result obtained was 66 and the maximum score was 100. The table also shows that the average pre-test result was 53.31, and the average post test result was 82.53 with a score of 29.22.

Another way to test for normality is by examining the difference between two paired groups. The difference refers to, for example, subtracting the pretest

value from the posttest value. If the data meets the normality assumption, it is advisable to use an appropriate parametric test, namely the paired sample t-test. If the data does not meet the normality assumption, the Wilcoxon Signed Rank Test can be used as an alternative.

Table 3. Normality Data Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statisti c	df	Sig.	Statisti c	df	Sig.
Diff	.130	36	.128	.953	36	.131

a. Lilliefors Significance Correction

The results of the normality test on the difference between the pretest and posttest scores show that the data meets the normality criteria. This is indicated by a p-value greater than 0.05, namely $0.131 > 0.05$, which indicates that the distribution of score differences is within the normal distribution range. Thus, further analysis can be carried out using parametric statistical methods.

Hypothesis testing

In this study used paired-sample t-test. This aims to test the correlation hypothesis of improving students' listening skills using the podcast on you tube which focuses on one experimental group or without a comparison. With the test criteria, H_0 is rejected if $\text{sig.} \leq \alpha 0.05$ and H_1 can be accepted.

1. The null hypothesis (H_0), the null hypothesis in this study is aimed at the result that the podcast on YouTube is not able to improve students' listening skills.
2. Alternative hypothesis (H_A), the alternative hypothesis (H_1) is podcast on YouTube as a learning media can improve students' listening skills.

Table 4. The Data Statistic Score of an Experimental Group

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	before being given treatment	53.31	36	22.644	3.774
	after being given treatment	82.53	36	10.890	1.815

Based on the table above, it is known that the mean pre-test and post-test results have changed. From the pre-test results, it is known that the mean value is 53.51 and the mean value on the post-test is 82.53. Consisting of 36 grade XII students in the experimental class.

Table 5. Data Correlation

Paired Samples Correlations	
	Sig.
	Correlatio

		n		
Pair 1	before being given treatment & after being given treatment	36	.882	.000

Based on the table above, the correlation coefficient found was 0.882, which is included in the very strong category. So, there is a very strong relationship between the use of podcast in improving students' listening skills. This relationship applies to 36 students in the experimental class.

Table 6. Hypothesis Test Result

		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper			
Pair 1	before being given treatment - after being given treatment	-29.222	14.006	2.334	-33.961 -24.483	-12.518	35	.000

Based on the output table above, the t-test results obtained a 2-tailed significance value of 0.000, which means it is less than $\leq \alpha 0.05$. This shows that there is a significant difference between the pre-test and post-test scores for the experimental class. This calculation is carried out to find out how well the treatment was successful. It is known that the t value is -12,518 and df 35 based on the results of the paired sample t-test output. Thus, it can be concluded that H0 is rejected and H1 can be accepted. This means that there is a significant influence of the use of podcast on students' listening skills.

The Effectiveness of English Podcast on You Tube in Improving Students' Listening Skills

Findings from quantitative data show an increase in student scores before and after using podcasts, this shows that podcasts can improve students' listening skills. Findings from this quantitative data supported and clarified uses semi-structured interview. Interview conducted with five students as samples. In this section, students' perceptions of the use of podcasts in learning English are discussed. Based on interviews, mostly students have a positive perception of the use of podcasts in learning English. The specific explanation is as follows.

The first question of the interview relates to students' feelings after using podcasts. Students were asked whether they enjoy listening to podcasts. All students say they like listening podcasts. In connection with this, T.H.E.S, (2024) one of students, stated that:

I find learning to use podcasts very fun and different from usual. Even though sometimes the sound isn't clear because it's noisy, Miss likes to repeat parts that I don't understand. Can help me focus more, Miss." Another sample, F.N., (2024) stated that: *—I like it, Miss, the podcast is nice to listen to especially if the topic is interesting. At home I also like to listen to English podcasts on YouTube before going to bed. That's why I like miss.*

Moreover, another sample, Y.E.B., (2024) also felt happy to know about podcast. As the student stated:

I just like it, Miss. At first, I had a bit of difficulty following because I wasn't used to listening to English directly, but after several meetings, I felt that my listening ability had improved even though I missed a little.

Overall, interview results indicated that students felt positive about the use of podcasts as a learning medium, with key benefits including the ability to repeat material, interesting topics, and improved listening skills through repeated exposure. This finding is consistent with theory and research Smith & Wools (2013) which shows that digital learning media such as podcasts can increase motivation and learning outcomes in language learning.

The second question of the interview is about students' opinions on whether learning using podcasts is effective in improving their listening skills. Student with the initials R.S.K.A.D. (2024) said:

“Yes, I think it's more effective because I can hear various accents and intonations which makes me more familiar with native English. Podcasts can train my focus and concentration.

Another students L.I, (2024) stated that:

Yes, podcasts have really helped me improve my listening skills. Previously, I often felt confused when I heard conversations in English, but now I understand more quickly what is being said, especially on familiar topics. I find podcasts very helpful in understanding different accents and pronunciations. Previously, I often had difficulty with certain accents, but now I am more used to it and can follow conversations better.

Furthermore, student Y.E.B., (2024) felt that podcasts were less effective, she said:

I don't think it's enough, miss, I often have difficulty understanding some words that are spoken quickly in podcasts, it makes me dizzy, miss. Moreover, for the past few days we have been listening and getting a bit bored.

Most students felt that podcasts were effective in improving their listening skills, while one student felt the opposite. Previous research supports the view that podcasts can be an effective tool for improving listening skills, especially in terms of exposure to different accents and pronunciations. Vandergrift and Goh (2012) suggest that exposing students to different types of spoken language can enhance their adaptability in understanding language. In addition, Field (2008) revealed that repeated exposure to spoken language through media such as podcasts can improve comprehension abilities, especially if students are exposed to various conversational situations. However, as Y.E.B.'s experience shows, the intensity of use of these media must be considered to avoid burnout and ensure that students remain motivated and engaged in learning. The next question is about interesting experiences, special challenges or student difficulties while learning using podcasts. Student L.I, (2024) said:

The biggest challenge for me is understanding certain accents that I am not used to hearing. Some podcast episodes have speakers with British accents, and it took me a few listens to really understand what they were saying. But it was also an interesting experience because I became more accustomed to various accents.

Student F.N., (2024) also said:

At first, I found it difficult because of the speed. Sometimes the speaker spoke too fast and it was difficult to follow. However, this experience also taught me to focus more and try to capture the important points of the conversation and experiences that were interesting

to me. That's when I found that I was able to understand more than I thought I would at first, but after listening to the podcast a few times, I started to understand the content better.

Another student Y.E.B., (2024) said:

"That was it, miss. If the duration is long, I get bored, and sometimes the kids are noisy so I don't really hear them. When we discussed it together, I understood."

Interviews regarding students' interesting experiences, challenges and difficulties in learning using podcasts show that although podcasts offer an interesting learning experience, there are several challenges that students need to overcome. Previous studies support the view that challenges such as accent, speaking rate, and duration can influence the effectiveness of learning through podcasts. (Islam & Datokarama (2023) stated that exposure to various accents can improve students' adaptability to phonological variations in English. In addition, Nurkanti et al., (2023) stated that a fast-speaking speed can be a challenge for listeners who are not used to it, but it can also train focus and listening skills in more depth. Mahu (2024) highlights the importance of discussion-based learning in helping students overcome comprehension difficulties, which is relevant to the experience of Y.E.B. who found that shared discussions helped clarify podcast content.

Discussion

The improvement students' listening skills through podcast

This research aimed to assess the effectiveness of using podcasts as a learning medium to improve the listening skills of 36 students from class XII Health 1 at SMA Negeri 2 Sorong City. The results from the pre-test and post-test, analyzed through a paired t-test, provide significant insights into the impact of this intervention.

The study found that students' listening skills significantly improved after using podcasts as a learning tool. The average score increased from 53.31 in the pre-test to 82.53 in the post-test, showing an average improvement of 29.22 points. This rise in scores indicates that podcasts had a positive impact on the students' ability to understand spoken English.

The paired t-test also supports this finding, with a p-value of 0.000, significantly lower than the 0.05 α level, confirming a statistically significant difference between the pre-test and post-test scores. This means that the improvement observed is not due to chance but is a result of the podcast intervention. The correlation coefficient of 0.882, categorized as very strong, shows a robust relationship between the use of podcasts and the improvement in listening skills. This suggests that students who engaged more with the podcasts demonstrated greater improvement in their listening abilities. The t-test results yielded a 2-tailed significance value of 0.000, indicating that it is less than or equal to α 0.05. This suggests a significant difference between the pre-test and post-test scores for the experimental group. This calculation was performed to assess the success of the treatment. The t value is -12.518 with 35 degrees of freedom, based on the results of the paired sample t-test output. Therefore, we

can conclude that the null hypothesis (H_0) is rejected and the alternate hypothesis (H_1) can be accepted. In other words, the use of podcasts has a significant influence on students' listening skills.

The results of the normality test give us more information about the distribution of the scores. The Shapiro-Wilk test showed that the pre-test scores were not normally distributed ($p = 0.004$), but the post-test scores were close to being normally distributed ($p = 0.33$). Additionally, the difference between the pre-test and post-test scores was normally distributed ($p = 0.131$). This means that we can use parametric statistical methods, such as the paired t-test, to accurately analyze the data.

The initial departure from normality in the pre-test scores could indicate that students' listening skills varied widely before the intervention, reflecting differing levels of familiarity with spoken English. The move towards normality in the post-test scores suggests a more consistent improvement across the student group, indicating that the podcast intervention helped to level the playing field and raise the overall standard of listening proficiency.

The results, which were analyzed using a t- test, revealed a significant increase in mean scores from the pre-test to the post-test, with a mean score of 89.4 post-intervention. The t-observation value of 17.986 significantly exceeded the t-table value of 1.721, leading to the acceptance of the alternative hypothesis and rejection of the null hypothesis. This finding suggests that podcasts are an effective tool for enhancing students' listening skills, supporting their use as a valuable resource in language education.

The effectiveness of podcast in improving listening skills

The integration of quantitative and qualitative findings provides a comprehensive understanding of the effectiveness of using podcasts as a learning medium to enhance students' listening skills. Quantitative data revealed significant improvements in students' scores before and after the intervention, indicating the effectiveness of podcasts in improving listening skills. This finding is further supported by qualitative data obtained from semi-structured interviews, wherein the majority of students expressed positive perceptions of using podcasts in their learning process.

The notable increase in students' listening scores, from an average pre-test score of 53.31 to a post-test score of 82.53 with a p-value of 0.000, demonstrates the strong impact of podcasts on students' listening skills. Furthermore, the high correlation coefficient of 0.882 indicates a robust positive relationship between the use of podcasts and improved listening abilities. Qualitative data aligns with these findings, as students highlighted various benefits of using podcasts, such as the ability to repeat and review content, which aids in their comprehension and focus. These findings are consistent with the theory proposed by (Wachid, 2021), which suggests that digital media, including podcasts, can significantly enhance motivation and learning outcomes in language acquisition.

Qualitative data indicates that most students had positive experiences with podcasts as a learning tool. A study conducted by Kurniawati & Indrasari, (2023); and Hasbullah, Dabamona, et al., (2023) mentioned that they found the podcasts

enjoyable and interesting. They appreciated the ability to listen to engaging topics and replay parts that were difficult to understand. This feedback is consistent with previous research, such as (Nur et al., 2023), which emphasizes the importance of diverse auditory input in developing listening skills. Exposure to different accents and speaking styles provided by podcasts helps students adapt to the various phonological features of the English language, which is crucial for English language acquisition.

However, several challenges were also identified. For example, Atmowardoyo et al., (2021) expressed difficulty with fast speaking rates and long podcast episodes, which sometimes led to a lack of concentration and comprehension. This finding is supported by Kasmainsi et al., (2023) who discusses how exposure to a fast-speaking rate can be challenging for learners who are not used to the speed of native speakers. Although a fast-speaking rate may hinder comprehension initially, it can ultimately improve listening skills by training students to focus on important points and adapt to the natural flow of language.

Nurfidah, (2023) also noted challenges in understanding certain accents and maintaining concentration during long podcast sessions. This reflects the findings of Nurfidah, (2023), who observed that exposure to a variety of accents increases students' ability to adapt to different phonological patterns, which is an important component in effective language learning. Leong & Ahmadi, (2017) also highlight that although a fast-speaking rate can be a challenge, it can be beneficial in training students to listen more intensively and understand the main ideas of a conversation.

Qualitative data also indicates that, despite these challenges, students recognize the value of podcasts in improving their listening skills. Wachid, (2021); and Hasbullah, Dabamona, et al., (2023), both mentioned that podcasts helped them become more familiar with native English speakers' accents and improved overall listening comprehension. This is in line with the findings of studies had been done by Kurniawati & Indrasari, (2023); and Nurfidah, (2023) who stated that exposure to varied auditory input helps students become more adaptive listeners, able to understand various accents and intonations.

CONCLUSION

This part reflected the explanations presented in previous chapters. The aim of this research is to find out how effective the use of podcasts as a learning medium is to improve students' listening skills in English classes. Quantitative and qualitative data analysis has produced several important findings, as follows:

1. Improving students' listening skills through podcasts

Quantitative data shows that there is a significant increase in students' listening abilities when they are given treatment using podcasts. The average listening score increased from 53.31 in the pre-test to 82.53 in the post-test, indicating that podcasts were effective in improving their listening skills, which is quite important for language learning.

2. The effectiveness of podcasts in improving listening skills

Qualitative data supports these findings by showing that the majority of students have a positive perception about the use of podcasts. They enjoy listening to podcasts and find them useful, especially because they present interesting topics. The ability to repeat and rewatch content also helps them understand the material better and stay focused. However, this research found several challenges faced by students when using podcasts. Many of them struggle to understand different accents, keep up with fast speaking speeds, and manage longer episodes. This can be a special concern for teachers who want to use podcasts in teaching so that they pay more attention to the content and duration when choosing a podcast. Although these problems can hinder student learning, these challenges provide opportunities for students and teachers to develop more flexible listening strategies, which are critical in language learning.

Furthermore, these findings are in line with previous research highlighting the effectiveness of digital media, such as podcasts, in improving language skills. This research emphasizes the need for appropriate teaching strategies to help students overcome these challenges. For example, integrating group discussions and structured activities can significantly improve understanding.

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