

PODCAST PEDAGOGY: TRANSFORMING LISTENING COMPREHENSION EDUCATION

(*Pedagogi Podcast: Mentransformasi Pendidikan Pemahaman Mendengarkan*)

Tuti Wijayanti & Nur Aeni

Universitas Negeri Makassar

Pos-el: tuti.wijayanti@unm.ac.id, nur_aeni@unm.ac.id

Naskah Diterima Tanggal 26 April 2024; Direvisi Akhir Tanggal 26 November 2024;
Diterbitkan Tanggal 26 Desember 2024

DOI: <https://doi.org/10.26499/sawer.v30i2.1374>

Abstract

This study sought to determine how podcasts affected students' listening comprehension in English-related classes. The study used a quantitative approach using a one-group pre-experimental pre-test-post-test design. Twenty seventh graders from SMPN 49 Makassar were included in the population and sample during the 2023–2024 academic year. This study tool uses questions to gauge students' comprehension of spoken English. According to the data analysis for this study, the pre-test's average score was 29.00, which was considered "poor," and the post-test's average score, which was 73.35 points, was still considered "poor." Similarly, the significance of pvalue .000 is less than α (.05). According to the study, the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected, students at SMPN 49 Makassar in seventh grade showed improved listening comprehension after receiving repeated treatments, even though it was barely significant. It comes on the surface, the mean's classification is still "poor", but there is still significant difference which the mean was increased from 29 to 73 with 47.35 units gain. Students show increased enthusiasm during lessons using podcasts, progressively enhancing their listening comprehension through repeated treatments.

Keywords: *Comprehension, Listening, Podcast*

Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana podcast mempengaruhi pemahaman mendengarkan siswa di kelas yang berhubungan dengan bahasa Inggris. Penelitian ini menggunakan pendekatan kuantitatif dengan menggunakan desain one-group pre-experimental pre-test-post-test design. Dua puluh siswa kelas tujuh SMPN 49 Makassar dimasukkan dalam populasi dan sampel pada tahun ajaran 2023–2024. Alat belajar ini menggunakan pertanyaan untuk mengukur pemahaman siswa terhadap bahasa Inggris lisan. Berdasarkan analisis data penelitian ini, nilai rata-rata pre-test adalah 29,00 yang dianggap "buruk", dan nilai rata-rata post-test adalah 73,35 poin, yang masih dianggap "buruk". Demikian pula, nilai p (signifikansi) sebesar 0,000 lebih kecil dari α (0,05). Berdasarkan penelitian, hipotesis alternatif (H_a) diterima, dan hipotesis nol (H_0) ditolak, siswa kelas tujuh di SMPN 49 Makassar menunjukkan peningkatan pemahaman mendengarkan setelah menerima perlakuan berulang, meskipun tidak signifikan. Terlihat bahwa klasifikasi mean masih berada pada "buruk", namun masih terdapat perbedaan yang signifikan sehingga mean meningkat dari 29 menjadi 73 dengan perolehan 47,35 satuan. Siswa mendapatkan antusiasme di kelas saat belajar melalui podcast dan mereka mulai meningkatkan pemahaman mendengarkan mereka hari demi hari dalam perawatan.

Kata-kata kunci: Mendengarkan, Pemahaman, Podcast

INTRODUCTION

English as a foreign language comprises four skills, one of which is listening. Listening is a critical skill to

acquire in this language, and it involves active engagement by students inside or outside the classroom, a method known as

extensive listening (Renandya, 2012). Teaching listening typically employs an auditory approach to aid students in enhancing their listening skills, with a particular emphasis on listening comprehension. Listening comprehension is the cognitive process of comprehending or understanding speech in either a first or second language (Nisa, 2019). Students' understanding of the language being studied is the main goal in learning that every teacher wants to achieve. Comprehension means understanding the meaning and capturing what is meant in the utterance (Namara & Magliano, 2009). To improve students' listening comprehension in English, media serves as a bridge during the learning process.

One of the many available options in modern technological education is podcasts, which have been recognized as effective media in the technological era (Fachriza, 2020). Podcasts provide a platform for communication through audio, visual, or a combination of both formats. They can be accessed via MP3 or MP4 on devices such as computers and smartphones (Rahman et al., 2018). Platforms like Apple Podcasts, Spotify, Google Podcasts, and YouTube have made podcasts easily accessible. Podcasts are also versatile, functioning as video or audio content that can be recorded and uploaded to the internet, making them widely adaptable to different educational needs (Harahap, 2020).

Listening comprehension, defined as the ability to understand the meaning of spoken language by capturing and interpreting it accurately, is a critical skill in language learning (Nisa et al., 2022). Podcasts have emerged as versatile tools in education, offering opportunities not only for skill development but also for fostering critical discussions on broader social and political contexts. This multifaceted role highlights their potential in shaping educational practices across various disciplines (Moore, 2024).

Furthermore, podcasts have been widely recognized as effective tools for improving listening comprehension, particularly when combined with strategies such as the repetition technique. As Rmelah and Pornwiriyaakit (2023) emphasize, repeated exposure to audio content in podcasts significantly enhances learners' ability to process and understand spoken language.

In English language acquisition, listening comprehension ranks as one of the crucial skills for students to acquire. By doing so, learners will be equipped to improve their proficiency or at least acknowledge its importance. Typically, this process involves discussion-based learning that establishes ties between educators and learners. The Substitution, Augmentation, Modification, Redefinition (SAMR) model presents a suitable learning framework for this purpose. The SAMR Model is a framework that assesses how technology can improve the learning experience (Blundell et al., 2022). In EFL education, the model is utilized to evaluate how podcasts transform the learning experience through substitution (replacing traditional with modern learning media), augmentation (facilitating access to learning), modification (enhancing learning design), and redefinition (participating in podcast projects). Students need to learn how to effectively use technology in today's sophisticated, technology-based society.

This study supports the notion that podcasts are not only effective tools for individual learning but also for collaborative engagement, as they encourage students to explore ideas collectively. Previous research highlights how student-created podcasts can expand dialogic spaces and develop interprofessional skills through active participation in project-based learning (Carson, 2024).

The selection of appropriate podcasts for educational purposes poses a critical challenge for academicians. Tailoring teaching materials to the specific needs of

students is essential for achieving effective learning outcomes. This approach ensures that the materials align with students' abilities, interests, and learning goals. Advancements in technology have brought about sophisticated and innovative learning and teaching resources (Setiawan & Wahyuni, 2024). Today, accessing podcasts is much simpler—one can utilize a mobile phone, gadget, or laptop. The convenience provided by podcasts makes them an attractive educational tool for the targeted population in this significant era.

The current generation benefits from advanced technology that supports engaging and diverse learning. This is due to the fact that students are familiar with and interested in online-based platforms. Online platforms have become an essential factor in impacting various aspects, including the learning process. Podcasts facilitate online learning and can pique students' interest in developing their language skills, particularly in English. In addition, there are four types of podcasts, namely audio, video, enhanced, and novel podcasts (Nisa, 2019). However, this research will only use two types of podcasts because they are familiar and commonly used.

When utilizing podcasts in learning, which can be presented in both audio and visual formats, it is crucial to tailor the presentation to students with diverse learning styles (Pashler et al., 2008). The term "learning style" is used to describe a student's preferred method of receiving and processing information. Based on current research, it is essential to address the learning styles of auditory and visual learners. Students are more likely to be engaged and motivated when they are learning in a way that suits their preferred style, (Rijal, 2023). Moreover, recognizing their own learning style can help students identify their strengths and weaknesses. This self-awareness allows them to develop strategies to compensate for their weaker areas and capitalize on their strengths.

This can lead to increased participation and a positive learning experience. Visual learners utilize their sense of sight to learn, such as through looking at pictures or reading books (Gilakjani, 2011). On the other hand, auditory learners rely on their sense of hearing to gather information, such as through listening to audio recordings. Both learning styles involve analyzing the information learned and comprehending it. This study employs two podcast formats, audio, and video, to provide students with diverse learning options and promote comfort. Additionally, exploring the use of multiple formats aims to expand knowledge on the effectiveness of podcasts in educational settings, as previous studies have often only used a single format. The selected podcasts are predominantly audio-based, which may solely cater to students with auditory learning preferences. As such, video podcasts will be additionally incorporated into the study to accommodate both learning styles.

For the use of audio podcasts, there is one study that has conducted an experiment with the results of research that is fairly successful and improves students' listening skills (Widodo & Gunawan, 2019), well as the use of video podcasts (Oktaviani & Thresia, 2021). Building upon this research and related studies, this study will utilize both types of podcasts in its analysis. The podcast selected for learning purposes is based on YouTube, a widely recognized application offering diverse forms of educational media (Astuty et al., 2022).

As the problem in that school such as the low level of understanding of the students' in English especially when they are listening. The teachers tend to use dictation or conventional way in teaching listening, therefore the researchers eager to conduct the study on the potential of podcast pedagogy to revolutionize listening comprehension education and address the evolving needs of 21st-century learners.

Considering the explanation above, the researcher conducted a pre-

experimental study which after pre-observation, students at SMPN 49 Makassar school experienced problems in learning. They have never done in-class training or assignments to improve their

THEORETICAL FRAMEWORK

This section outlines the theoretical concepts underpinning podcast pedagogy in listening comprehension education. It discusses the nature of listening comprehension, the role of podcasts as educational tools, the principles of podcast pedagogy, and the transformative impact of these approaches on learning outcomes.

Listening Comprehension

Listening comprehension refers to an individual's ability to understand spoken language at the discourse level, encompassing conversations, narratives, and informational oral texts. This process involves extracting and constructing meaning (Kim & Pilcher, 2016). As a fundamental skill, listening comprehension is essential for effective communication and language learning. It enables individuals to process information, respond appropriately, and engage in social interactions. Furthermore, it serves as the foundation for developing other language skills, including speaking, reading, and writing.

Podcasts have been shown to effectively enhance listening skills by providing learners with engaging and accessible audio materials. Wulandari and Sya'ya (2021) demonstrated that using podcasts significantly improved the listening skills of second-grade students at SMK Negeri 6 Balikpapan, highlighting their potential as a powerful tool in language education.

Authentic media, such as English movies, also play a crucial role in improving listening skills by exposing learners to natural language use and diverse accents. Handayani et al. (2024) found that students' habits of watching English movies significantly enhance their listening

listening skills. Therefore, this study was conducted as the first application of podcasts in English language learning in the class.

performance, particularly in high-stakes assessments like the TOEFL.

Similarly, podcasts have been widely recognized as an effective tool for enhancing listening skills in English language learning. As Rorintulus et al. (2024) emphasize, podcasts improve listening proficiency by providing learners with access to authentic language and diverse accents, creating a more engaging and practical learning experience.

Podcast as an Educational Tool

Podcasts are digital media files, or series of files, distributed over the Internet for playback on media players and personal computers (Lonn & Teasley, 2009). This versatile format allows users to access content on demand, making it an effective tool for education and self-paced learning. During the COVID-19 pandemic, podcasts gained significant popularity as a flexible, accessible, and engaging medium for sharing information and staying connected during a time of global disruption (Nee & Santana, 2022). This surge in usage highlighted their potential as a learning medium across various disciplines, catering to diverse audiences worldwide.

Podcasts provide learners with authentic, engaging, and diverse content tailored to their specific interests and needs. Their integration into educational practices enables students to explore topics in depth, develop critical thinking skills, and engage in self-paced learning. Well-designed educational podcasts can optimize learning potential and foster unique and innovative growth opportunities (Maslow, 1970).

In addition to their role in fostering self-directed learning, podcasts offer a unique platform for experiential learning. They allow students to explore real-world scenarios and reflect on them critically. As Roze et al. (2024) demonstrate, podcasts

used in medical education help students better understand human experiences, emphasizing their value in professional training contexts.

In the context of teaching English as a second language (ESL), podcasts provide a dynamic approach to enhancing language skills, particularly in listening comprehension and vocabulary acquisition. According to Олійник (2023), podcasts immerse students in authentic language use, bridging the gap between classroom instruction and real-world communication.

Beyond their application in language learning, podcasts are recognized as innovative tools for promoting active learning across various educational levels. At the graduate level, they have been shown to encourage professional growth and critical thinking, further highlighting their versatility and effectiveness in education (Gast & Shifrin, 2024).

Moreover, digital media, including podcasts and video projects, serve as powerful tools for promoting active and experiential learning. As Sofyan and Aeni (2024) argue, such media empower students to actively participate in the learning process, fostering creativity, collaboration, and critical engagement in diverse educational settings.

Transformative Learning

Hoggan et al. (2009) define transformation as a form of deep learning that challenges established and taken-for-granted assumptions and meanings. This process enables individuals to critically reflect on their beliefs and perspectives, fostering holistic learning that integrates emotional, cognitive, and experiential dimensions. Consequently, transformation not only reshapes understanding but also promotes personal growth and adaptability in navigating complex situations and new experiences.

Active and didactic learning strategies are essential in improving communication skills within educational settings. As Taneo and Candilas (2024)

highlight, these approaches foster student engagement and provide practical frameworks for mastering oral communication, particularly in technical and vocational contexts.

The integration of educational technologies into learning environments has gained widespread recognition for enhancing student engagement and interactivity. For instance, JazzQuiz, a hybrid learning tool, has demonstrated significant pedagogical value by fostering active participation and improving students' perceptions of technology in education (Li et al., 2024).

A comprehensive approach to language teaching involves integrating the four main language skills: listening, speaking, reading, and writing (LSRW). Vasanthan and Nandhini (2022) argue that this holistic integration is crucial for ESL learners to achieve balanced language proficiency and apply their skills effectively in real-world contexts.

Transformative learning theory, as proposed by Mezirow, posits that humans are meaning-making beings who reinterpret past experiences to construct new understandings that guide future actions. This process can occur intentionally, accidentally, or unconsciously and is often triggered by moments of dissonance or life events that challenge existing assumptions. Rooted in constructivist principles, transformative learning is described as a uniquely adult form of metacognitive learning, empowering individuals to critically examine and take control of their habitual ways of perceiving and learning (Wang, 2018).

METHODOLOGY

In this study, a quantitative method was used with the type of pre-experimental one group pre-test and post-test design. Quantitative method is a research approach that focuses on collecting and analyzing numerical data or data in the form of numbers that are intended to explain and provide understanding of the phenomenon

under study (Osborne, 2008). This method is often used in social science, economics, medicine, education, and other fields by providing variable measurements, identifying patterns, and providing hypothesis testing. This research chose population and sample at seventh grade from SMPN 49 Makassar in academic year 2023/2024 that including 20 students in it. The researchers determined the seventh grade as the subject of the study because this is the first year of their experience in the school and it is the right time to start creating a good experience and upgrade their level to create better learning experience.

The use of one group design research type is because there is only one class in seventh grade. This study employs pre-test and post-test methods to examine the topic of describing individuals. During the pre-test phase, the researcher utilizes a multiple-choice format with short conversation questions. In contrast, the post-test phase involves true-false questions with longer narrative forms.

The research was conducted at the school location offline from July to August 2023 for a period of approximately two months. Pre-tests were administered to students prior to the treatment, and post-tests were given after the treatment sessions. In addition, podcasts were used as a treatment intervention during a series of learning sessions, with four weekly meetings. Technical term abbreviations were explained upon first use throughout the study. The language used was objective, formal, and free of value judgments, and the text followed conventional academic structures and formatting. The result was grammatically correct with consistent citation and formatting features.

Causal connections between statements were clear, and sentences and paragraphs were arranged in a clear and logical progression, while a precise technical vocabulary was employed. Using podcasts, students are provided with a learning environment and teaching

materials that aim to improve their comprehension of the topic. This approach is designed to enhance students' knowledge and understanding of character descriptions. The instructional material utilized in both the pre-test and treatment is focused on the topic of character descriptions. Following the narration of a character description, students are presented with questions and instructed to provide answers accordingly.

The first and second treatments used audio podcasts using speakers placed in the middle of the class to provide even distribution of hearing to students. In the first treatment, students were given a topic with details of "people appearance" with vocabulary such as: good looking, handsome, beautiful, slim, and others. Students were then given a little understanding of the learning process and an in-class podcast was played. In the second treatment, students received an explanation and application of the topic "personality" with vocabulary such as: friendly, smart, innocent, kind, warm, and others.

In the third and fourth treatments, the researcher then used video podcasts using a makeshift tool, namely a laptop. This is because the facilities owned by the school are not yet adequate so that the solution can be done is to still provide tools to show visual and audio displays to students. In the third treatment, students were shown the application of learning with the theme of "hair style and color". Students listened to and viewed the video podcast and discussed together the learning topic containing key words such as: black haired, blonde hair, and others. Similarly, the fourth meeting was the last treatment in this study. The topic discussed was "clothes".

The provision of material is based on the level of students who are not accustomed to listening to English conversations, so the podcast level chosen is very easy or for beginners. The selection of vocabulary is also triggered by things that are in the daily lives of students or

familiar to them so that there is an ease of understanding of visualization of thoughts by students. At the end of each treatment meeting, students are given an assignment to see how they understand the learning today.

The above is part of the research procedure which includes collecting research data by going directly to the field. The data were then calculated based on the calculation formula by Sugiyono (2009) regarding the calculation of student scores, in which the value obtained by the student is divided by the maximum value that can be obtained and multiplied by one hundred. After the score calculation, then the score classification is carried out. This classification is done to see how the description of the classification of student scores. The final step involved utilizing SPSS 28 to examine variances in the pre-test and post-test scores of the students. The test included comparisons between t-value and t-table, sig. This was conducted using a two-tailed approach with consideration given to the alpha value as well as mean scores from both tests.

DISCUSSION

The data below is obtained based on the direct research process at the school that has become the research target. The data was obtained by direct teaching where students were initially given a pre-test, treatments for four meetings, and a post-test. At the end of each lesson, the researcher gave assignments to see how the understanding gained by students at that time. Students received learning through audio podcasts and video podcasts, each of which was received twice. Students receive material with the main topic of describing people. Researchers have carried out learning by providing students with podcast-related understanding of their listening comprehension by discussing with each other about the things described in the podcast.

The Impact of Audio and Video Podcast to Students' Listening Comprehension

Giving pre-tests and post-tests to students is a crucial measure in this research study to assess the progress of students' listening comprehension skills in English teaching after the integration of podcasts (both audio and video) in their learning. The tests centre on the topic of describing people that have been taught during the treatments. Below are the frequencies and percentages of pre-test and post-test scores of seventh-grade students.

Table 1. The Percentage and Frequency of Pre-Test and Post-Test

No	Classification	Range	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1	Very Good	93-100	0	0	2	10
2	Good	84-92	0	0	6	30
3	Average	75-83	0	0	4	20
4	Poor	<75	20	100	8	40
Total			20	100	20	100

Table 1 illustrates the average student scores on the test. During the pre-test, all twenty students who received a total presentation of 100% were classified as "poor" with a score of <75. However, the average student post-test scores were more diverse, with two students achieving a "very good" classification with a presentation of 10%, while others obtained perfect scores. Six students were classified as "good" with a 30% presentation and scores ranging between 84-92. Four students were classified as "average" with a 20% presentation and scores between 75-83. Finally, eight students still received a "poor" classification with a 40% presentation and scores below 75. These data illustrate that overall, students have a low level of understanding before receiving treatments. After implementing the use of podcast media (both audio and video) for learning, students' scores displayed greater diversity in their post-test results. Notably,

two students achieved perfect scores. The same pattern emerged across all other classifications, indicating an increase in students' scores after the post-test. Nevertheless, eight students were still classified as "poor." Despite this, the post-test scores of these students were above fifty, compared to their pre-test scores, which were below fifty.

The inferential statistics between pre-test and post-test scores

Score results from tests that have been conducted by students are then managed in the IBM SPSS 22 statistical calculation application. The data presents the mean score and P value (significant 2-tailed) of the results of the overall value of both data. Here are the data.

Table 2. Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-Test	29.00	20	14.832	3.317
Post-Test	73.35	20	15.332	3.428

Table 3. Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-Test - Post-Test	-44.350	19.564	4.375	-53.506	-35.194	-10.138	19	.000

Tables 2 and 3 above display the mean score of students' pre-test and post-test in its entirety and the significant 2-tailed P value which is used to measure the outcome of research practice based on students' test scores. The mean score of students' pre-tests was 29.00 with a "poor" classification. In contrast, the post-test mean score of students was 73.35, also classified as "poor". Although the classification remained the same, there was an increase in the value generated, with a difference of 47.35.

If the two test score results have a P value (sig. 2-tailed) of (.000), there is a significant difference between the pre-test and post-test scores of students, or in other

words, the alternative hypothesis (H_a) is supported. If the two test score results have a P value (sig. 2-tailed) of (.000), there is a significant difference between the pre-test and post-test scores of students, or in other words, the alternative hypothesis (H_a) is supported. It is important to note that if the P value (sig. 2-tailed) is less than the α value (.05), the result is considered statistically significant. If the P value (sig. 2-tailed) exceeds the α value (.05), the null hypothesis (H_0) is not rejected, meaning there is no significant difference between pre-test and post-test scores of students. According to this hypothesis, table 3 produces a sig. 2-tailed value of .000, which

is less than α (.05). Based on the data results, including the mean score and 2-tailed significance, it was concluded that there was a substantial increase between the students' pre-test and post-test scores. Although the increase was not significant, it still counted towards progress. Therefore, the alternative hypothesis is accepted while the null hypothesis is rejected.

The Development of Students' Listening Comprehension after using Podcasts

In each treatment, in addition to the application of learning that applies podcasts during each meeting, researchers provide assignments to measure how students understand after doing the learning process

at that time. This is also based on one of the experts who said about the importance of giving assessment to students every lesson for measuring knowledge on that day (Morris, 2010). The following is a chart of student average scores in each assignment:

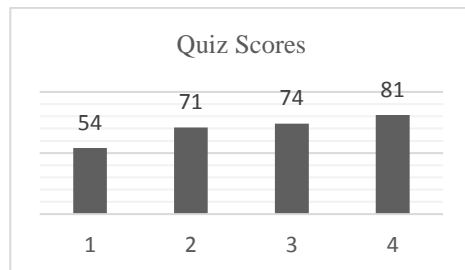


Figure 1. Quiz Average Score

Figure 1 illustrates the students' average scores after each treatment. In the first treatment, the students received a mean score of 54, classified as "poor." The second treatment resulted in an average score of 71, also classified as "poor." The third treatment yielded an average score of 74, still classified as "poor." The fourth treatment produced an average score of 81, classified as "average." Based on the average data, students who were initially categorized as "poor" had improvement in the final treatment with an "average" classification. However, the increase obtained is not significant due to a small difference in numbers.

The Positive Impact of Podcast

Based on the data above, it can be concluded that the alternative hypothesis is accepted in this study. Although students showed a fairly modest increase, they still experienced a significant increase. There are several things that factor into student learning outcomes, namely atmosphere, environment, and others. In addition, caution and creativity are needed in listening-based learning, especially listening is a skill that is unfavorable to develop in aural comprehension (Aeni et al., 2018). A conducive atmosphere that enables students to concentrate on learning, involving flow theory (Schweinle & Bjornestad, 2009), is necessary. Podcasts

offer various options pertaining to sound, visuals, and levels, and so forth, serving as one such medium. These can kindle learners' interest, facilitating better listening and comprehension skills. Empirically, several positive effects ensue as students:

Students understand the conversation more

Initially, the students achieved low learning outcomes that were classified as "poor." During the first meeting, the students displayed confusion and surprise when the podcast was played for the first time. They were not accustomed to listening to English conversations in their daily lives, which posed a difficulty for the researcher. This issue is related to their social conditions, which is one of the factors that affects student learning outcomes (Bandura, 2002). Their knowledge is constrained by their environment, hindering its development. To overcome this, it is imperative to become familiar with their daily experiences and the language they use regularly. By understanding this, educators can select fitting pedagogical approaches, sequential learning objectives, and appropriate teaching tools to suit their level, while also choosing non-complex vocabulary, allowing space for open expression, and ensuring a comfortable learning environment for students so they are not burdened and are encouraged to sustain their desire to learn.

As a trainer within the organization, the researcher had no trouble choosing the teaching method and strategy. This was due to the researcher's familiarity with the students' daily routine both inside and outside of school hours. After assessing the students' learning levels, the researcher selected suitable vocabulary and began the lesson. Though the students appeared bewildered at first, they gradually grasped the conversation with each meeting. This is evident from the quiz score data management results, showing an increase in

average scores at each meeting. Students demonstrate improved understanding daily. Following several treatments, a post-test measuring comprehension ability was conducted. Students exhibit greater variation in scores than previously, with two students achieving perfect scores. Students exhibit greater variation in scores than previously, with two students achieving perfect scores. These results indicate a solid comprehension of the topic of describing people, despite initially receiving low scores, but later achieving higher predicate scores. After the post-test, students showed greater variation in their scores, with two achieving perfect scores. This reflects a notable improvement compared to the pre-test results. These results indicate a solid comprehension of the topic of describing people, despite initially receiving low scores, but later achieving higher predicate scores.

They enthusiasm to learn English using podcast

The observed enthusiasm among students aligns with the expectations set for this scenario as they have already developed a strong attachment to English classes and now have the opportunity to engage in listening-based learning for the first time. This lesson follows a connectivism approach which involves students discussing with one another and being able to continue their learning outside of regular school hours as well. It is crucial to prioritize student motivation. Self-determination theory is a psychological framework that investigates the factors that influence individual motivation, particularly in the context of learning (Khotimah et al., 2022). It is also thought to have long-term effects beyond the learning process. The theory acknowledges three key conditions for individual intrinsic motivation: competence, autonomy, and relatedness. The writing will adhere to conventional structure and use balanced, clear, objective language with passive tone and impersonal constructions. Lastly, a

formal register will be used, avoiding colloquial words, contractions, and informal expressions. When students' needs for proficiency, autonomy, and belonging are met through podcast-based learning, their intrinsic motivation has the potential to increase. They become more skilled in the language, have the freedom to choose and guide their own education, and feel a sense of community with the speaker and fellow participants.

During class, the students engaged in discussions and addressed the researcher's inquiries. Later, the students independently collected new vocabulary that was not covered in the podcast and took notes on the day's lesson. This behavior is atypical as students in other classes would solely rely on provided information. This initiative arises from the interest in reviewing the previous meeting's material at the beginning of the lesson. Students are required to communicate what they have learned. However, due to individual differences, the researcher sometimes invites students without mentioning names and other times by directly addressing them. Providing feedback to students that encourages active participation in class can lead to the development of enthusiasm. Objective evaluations should be used, and positive feedback can help to reduce students' fear.

Realizes the use of podcast to listening comprehension

Initially, students at this school did not utilize teaching media meant to enhance their listening skills. This research demonstrates to both students and teachers that beyond serving as a source of news or conversation, podcasts can be utilized in the learning process to train students to comprehend English conversations. By participating, students are exposed to spoken English which differs from written English in pronunciation, accent, vocabulary, terminology, and speed. They gain an understanding of how English is commonly spoken. This knowledge enables

students to select podcasts aligned with their preferences or choose topics appropriate for their level of proficiency. Meanwhile, educators can select podcasts that align with students' levels, habits, interests, and abilities.

These goals align with the purpose of using podcasts to enhance students' understanding, focus, and enjoyment of the material without undue pressure (Gilakjani & Sabouri, 2016). Learning objectives include developing listening comprehension skills, specifically the ability to extract meaning, make assumptions, draw inferences, and identify key messages. The mastery of these skills is essential for achieving proficiency in language comprehension. Similarly, incorporating test questions and student assignments that specifically address these aspects can help ensure the proper accomplishment of research objectives. Additionally, effective feedback and guidance from teachers is crucial in the learning process (Kehrer et al., 2013). While these positive impacts can be achieved, there are challenges that must be overcome during implementation. These challenges include.

Limited student knowledge/students' habits

Due to limited student familiarity with English conversation, the implementation of podcasts encountered challenges. In particular, strategies were needed to assist students in comprehending the podcasts' content. Strategies were needed to assist students in comprehending the podcasts' content. This difficulty arises due to insufficient exposure to English language learning during elementary school. While some schools offer English language learning from elementary school onwards, others do not. On average, students in this class have not been exposed to English language learning in their schools. To address this challenge, it is recommended to choose beginner-level podcasts with vocabulary that is easily

comprehensible for the students. Additionally, it is essential to thoroughly engage students to encourage learning English outside of the classroom. English is a global language that holds considerable importance, making it crucial to gain mastery. Early exposure will also facilitate future learning and application.

Inadequate facilities from the school

This study utilized a singular type of visual podcast, due to inadequate facilities. Researchers use laptops solely as a bridge in the learning process because schools possess inadequate facilities. This factor proves to be a significant difficulty since environmental circumstances impact student learning outcomes. This difficulty arises because this school is located in a village environment with a small number of students and the school is also not too large. This research requires some technology such as LCD to show and illustrate one type of podcast, namely video podcasts. However, because the facility was in trouble, the researcher used personal items that were at least able to show students a visual display. The small number of students made it easier for researchers to provide this solution, especially since the students were calm in class. Students will pay attention to the podcast video displayed on the laptop with the distance reached by each eye. Afterward, they were taught by providing pictures to confirm their understanding. This was done in two consecutive meetings.

Type of podcast selected/choosing media podcast

The type of teaching media selected presents a challenge due to the seventh-grade sample size. A podcast is an objective discussion of a topic that is generally appropriate for high school students. However, subjectivity can be mitigated through careful selection of relevant podcasts. This challenge arises as the students are not accustomed to English conversation, prompting the researcher to

investigate teaching tools utilizing website podcasts, (Paisey, Flanagan, Bradley, McCallum, & Zou (2024). Subsequently, a suitable subject matter-conversational portrayals of individuals via podcasts - was identified that aligns with the students' educational aptitude. It is necessary to readjust the podcasts chosen, specifically audio and video podcasts, to ensure suitability for their respective modes of display. In doing so, each individual teaching material must be considered with regard to its intended audience. Ensuring the materials are presented at an appropriate level for students who are new to using podcasts in the classroom will help avoid confusion. The selected vocabulary aligns with the daily routines and practices of students, facilitating their retention and practical use in post-learning situations. Lessons covering topics relevant to daily life have proven to enhance cognitive recall of acquired knowledge.

Short learning time

Additionally, the researcher was forced to expedite the learning process due to a shorter than anticipated period of instruction at the school. However, this was overcome by preparing the lesson plan according to the time given. The school atmosphere was focused on preparing for a big event, leading to reduced learning time. Compounding this was the scheduling of research practice on Monday during the first hour of class, which coincided with a mandatory flag raising ceremony. To mitigate these challenges, the researcher selected brief yet informative podcasts, delivered at more suitable times for learning.

Podcasts provide the students with a valuable tool to enhance their English listening skills outside of the classroom. This easily accessible medium is free of charge and can be employed both within school and independently. Various platforms, such as the well-known app YouTube, offer a vast array of podcasts that can be a pleasurable medium for audiences

(Fardavoodi et al., 2020). Furthermore, teachers may use appropriate podcasting methods to foster a favorable learning environment. Various modifications can be made or students can study using podcasts outside of school to enhance their environmental interactions, information, and relationships (Sozudogru et al., 2019). The use of this medium is based on the current trend system that governs the world. Podcasts are effective tools for language acquisition that can be accessed from anywhere and listened to anytime. Access to technology has made the present era conducive to internet-based education, which is a potent tool for gaining knowledge and instilling self-motivation in students by enabling them to customize their learning experiences. In addition, there are also individual differences that need to be considered in learning that can have different learning outcomes if they are not considered. Students have their own control in learning (Little & Dam, 1998), what teachers need to do is to try to adjust teaching methods and media according to the students' average.

The media is effective for students and can be utilized in the classroom to enhance their listening skills. Listening is an indispensable communication skill that should be imparted in the school setting. This study has several limitations, including the provision of treatment only four times and the limited knowledge and ability of researchers in providing students with basic vocabulary, pronunciation, and learning methods or strategies. Additionally, the researchers only used one class as a research sample due to the limited number of students in the school, and a control class was not included. This study successfully implemented podcasts for the first time in the classroom so as to make students' understanding increase related to the topic of describing people. Students were able to distinguish and be able to answer the questions given related to podcasts with different friends and were able to understand what the speaker was

talking about. Students are able to understand conversations with thick accents that are purely spoken by native speakers and get satisfactory grades and in accordance with the initial learning objectives. This also answers the research question, namely "is there a positive impact caused by podcast media teaching on students' listening comprehension?" The answer is yes, technology-based learning with podcast media on students' comprehension skills in learning English. However, the positive impact did not increase with a high significance value.

CONCLUSION

Based on the gathered data, this study concludes that the implementation of podcasts in grade seven at SMP N 49 Makassar positively influenced students' listening comprehension. The average listening score improved from 29 to 73, indicating significant progress even though the classification remained "poor." Several positive impacts were observed, such as increased student enthusiasm in the classroom, improved comprehension of English dialogues, and heightened awareness of podcasts as an effective learning tool. These findings suggest that podcasts can be a valuable resource for enhancing students' listening skills when tailored to their proficiency level and interests. The utilization of podcasts is highly effective when the media is tailored to the students' skill level and habits.

Students should search for teaching materials aligned with their personal preferences and learning style via their smartphones. The internet is a vast resource of freely available educational content. Students should search for teaching materials aligned with their personal preferences and learning style via their smartphones. The internet is a vast resource of freely available educational content. Teachers must adapt their teaching strategies and methods with students in mind by seeking out engaging and stimulating materials to promote deep learning. For future researchers, it is advisable to select material topics that match the students' level, require

adequate learning time, and explore alternative podcast genres. The next researchers are suggested to focus on a particular skill: choose a specific listening skill, such as inferencing, summarizing, or critical listening, and examine how podcast pedagogy can enhance it. It is important to avoid subjective evaluations and maintain objectivity when describing the research criteria. For school, they should enhance the learning curriculum by incorporating technology-based media to teach English skills to students. This is crucial, particularly for the current generation who has grown up with rapid technological advancements.

REFERENCES

- Aeni, N., Jabu, B., Rahman, M. A., Ismail, H., & Bin-Tahir, S. Z. (2018). The students' needs in maritime english class at Ami Aipi Makassar, Indonesia. *Journal of Language Teaching and Research*, 9(6), 1284. <https://doi.org/10.17507/jltr.0906.18>
- Astuty, R. S., Muliati, A., & Muhayyang, M. (2022). The effect of youtube educational channel on students' listening comprehension at SMAN 8 Luwu Timur. *PERFORMANCE: Journal of English Education and Literature*, 1(2), 145. <https://ojs.unm.ac.id/performance/article/view/38766/18186>
- Bandura, A. (2002). Social cognitive theory in cultural context. *Applied psychology*, 51(2), 269-290. <https://iaap-journals.onlinelibrary.wiley.com/journal/14640597>
- Blundell, C. N., Mukherjee, & Shaun. (2022). A scoping review of the application of the substitution, augmentation, modification, redefinition (samr) model in research. *Computers and Education Open*, 3, 1-12. <https://doi.org/10.1016/j.caeo.2022.100093>
- Carson, L. (2024). Extending the dialogic space: Developing interprofessional

- expertise through a student-created podcast. *Scandinavian Journal of Educational Research*, 68(5), 1039-1054.
<https://doi.org/10.1080/00313831.2023.2196287>
- Fachrizza, A. (2020). The effect of audio podcast application on guessing meaning skill on teaching listening comprehension. *Educan: Jurnal Pendidikan Islam*, 4(1), 96.
<https://doi.org/10.21111/educan.v4i1.3993>
- Fardavoodi, M., Gojar, S. I., & Bakhtiarvand, M. (2020). Investigating the effect of using educational podcasts on listening comprehension of language learners. *Randwick International of Education and Linguistics Science Journal*, 1(1), 101–106.
<https://doi.org/10.47175/rielsj.v1i1.35>
- Gast, S., & Shifrin, M. (2024). everyone is listening: Podcasts as an innovative educational approach in graduate level education. *Journal of Nursing Education*, 63(5), 335-337.
<https://doi.org/10.3928/01484834-20240122-01>
- Gilakjani, A. (2011). Visual, auditory, kinaesthetic learning styles and their impacts on english language teaching. *Journal of Studies in Education*, 2(1), 104.
<https://doi.org/10.5296/jse.v2i1.1007>
- Gilakjani, A. P., & Sabouri, N. B. (2016). The significance of listening comprehension in english language teaching. *Theory and Practice in Language Studies*, 6(8), 1670.
<https://doi.org/10.17507/tpls.0608.22>
- Harahap, S. D. (2020). Podcast impacts on students' listening skill: a case study based on students' perceptions. *Jurnal Inovasi Penelitian*, 1(4), 891–900.
<https://doi.org/10.47492/jip.v1i4.166>
- Hoggan, C., Simpson, S., & Stuckey, H. (Eds.). (2009). *Creative Expression in Transformative Learning: Tools and Techniques for Educators of Adults*. Malabar, FL: Krieger.
- Kehrer, P., Kelly, K., & Heffernan, N. (2013). *Does Immediate Feedback While Doing Homework Improve Learning?* Association for the Advancement of Artificial Intelligence. ERIC Clearinghouse.
- Kim, Y. S. G., & Pilcher, H. (2016). What is listening comprehension and what does it take to improve listening comprehension?. *Interventions in learning disabilities: A handbook on systematic training programs for individuals with learning disabilities*, 159-173. New York: Springer.
https://doi.org/10.1007/978-3-319-31235-4_10
- Little, D., & Dam, L. (1998). Learner autonomy: What and why?. *Language Teacher Kyoto Jalt*, 22, 7–8. <https://kyotojalt.org/>
- Li, N., Purwanto, E., Zhang, X., Cao, F., Wong, K. H., & Chen, X. (2024). Understanding the perceived pedagogical value of JazzQuiz in interactive hybrid learning among university students: a technology acceptance analysis. *Interactive Learning Environments*, 32(5), 1860-1876.
<http://dx.doi.org/10.1080/10494820.2022.2129393>
- Lonn, S., & Teasley, S. D. (2009). Saving time or innovating practice: Investigating perceptions and uses of learning management systems. *Computers & Education*, 53, 686-694.
<http://dx.doi.org/10.1016/j.compedu.2009.04.008>
- Maslow, A. (1976). *Religions, values, and peak experiences*. New York, N.Y.: Penguin.
- McNamara, D. S., & Magliano, J. (2009). Toward a comprehensive model of comprehension. *Psychology of learning and motivation*, 51, 297-384.

- [http://dx.doi.org/10.1016/S0079-7421\(09\)51009-2](http://dx.doi.org/10.1016/S0079-7421(09)51009-2)
- Morris, N. P. (2010). Podcasts and Mobile Assessment Enhance Student Learning Experience and Academic Performance. *Bioscience Education*, 16(1), 1–7. <https://doi.org/10.3108/beej.16.1>
- Moore, T. (2024). Pedagogy, podcasts, and politics: What role does podcasting have in planning education? *Journal of Planning Education and Research*, 44(3), 1134–1147. <http://dx.doi.org/10.1177/0739456X221106327>
- Nee, R. C., & Santana, A. D. (2022). Podcasting the pandemic: Exploring storytelling formats and shifting journalistic norms in news podcasts related to the coronavirus. *Journalism Practice*, 16(8), 1559–1577. <https://doi.org/10.1080/17512786.2021.1882874>
- Nisa, F. (2019). Improving students' listening skills through podcasts of eleventh grade at SMK tritech informatika Medan in the academic year 2018/2019. Repository UIN Sumatera Utara. <http://repository.uinsu.ac.id/6854/>
- Nisa, H. F., Izzah, L., & Hadi, M. S. (2022). The use of podcast to improve students' listening comprehension. *Eltin Journal: Journal of English Language Teaching in Indonesia*, 10(1), 45–53. <https://doi.org/10.22460/eltin.v10i1.p45-54>
- Oktaviani, N., & Thresia, F. (2021). The influence of using podcast toward listening comprehension. *Language and Education Journal*, 6(01), 10–16. <https://doi.org/10.52237/lej.v6i01.201>
- Osborne, J. W. (2008). *Best practices in quantitative methods*. Sage Publishing.
- Олійник, О. О. (2023, June). Integrating podcasts in teaching english as a second language (ESL). In *The XXIV International Scientific and Practical Conference «Current scientific opinions on the development of current education»*, June 19–21, Milan, Italy. 344 p. (p. 171).
- Paisey, C., Flanagan, C., Bradley, L., McCallum, S., & Zou, Y. (2024). Listen up! listening skills in accounting education: Gaps and proposed new research and teaching agendas. *Accounting Education*, 1–32. <https://doi.org/10.1080/09639284.2023.2301382>
- Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008). Learning Styles: Concepts and Evidence. *Psychological Science in the Public Interest*, 9(3), 105–119. <https://doi.org/10.1111/j.1539-6053.2009.01038.x>
- Rahman, A., Atmowardoyo, H., & Salija, K. (2018). Podcast Effects on EFL Learners' Listening Comprehension. *ELT Worldwide: Journal of English Language Teaching*, 5(2), 151. <https://doi.org/10.26858/eltww.v5i2.7374>
- Renandya, W. A. (2012). Materials and Methods for Extensive Listening. *Plenary Paper Presentation 59th TEFLIN International Conference*, Surabaya, Indonesia, 1–7. https://www.academia.edu/2462863/Materials_and_Methods_for_Extensive_Listening
- Rijal, A. S. (2023). The Effect of English Podcast in Teaching Listening for Students With Different Learning Styles (Doctoral dissertation, IAIN Kediri). <https://etheses.iainkediri.ac.id/9447/>
- Rmelah, P. A., & Pornwiryakit, P. (2023). Developing english listening skills for comprehension through repetition technique using podcast. *Journal of Education and Learning*, 12(6), 73–81. <http://dx.doi.org/10.5539/jel.v12n6p73>

- Rorintulus, B., Liando, N. V., & Tuerah, I. J. (2024). The impact of podcasts on students' english listening proficiency and skills in SMA Negeri 1 Manado. *JoTELL: Journal of Teaching English, Linguistics, and Literature*, 3(2), 180-191. <https://ejurnal.unima.ac.id/index.php/jotell/article/view/8514>
- Roze, E., Nilles, C., Louapre, C., Soumet-Leman, B., Renaud, M. C., Dechartres, A., & Atkinson-Clement, C. (2024). A podcast to teach medical humanities at medical school: a text-mining study of students' lived experience. *Medical Education Online*, 29(1), 1-14. <https://doi.org/10.1080/10872981.2024.2367823>
- Schweinle, A., & Bjornestad, A. (2009). Flow theory. In E. Anderman (Ed.), *Psychology of Classroom and Learning: An Encyclopedia*. (413-416). <https://www.researchgate.net/publication/233846707>
- Setiawan, I., & Wahyuni, S. (2024). A Systematic Literature Review: Podcast as Teaching Media to Improve Listening Skill: English. *Journal of English Development*, 4(02), 288-302. <https://doi.org/10.25217/jed.v3i01.4297>
- Sofyan, R. R., & Aeni, N. (2024). Leveraging video projects to promote active learning in a HyFlex speaking classroom. *Diksi*, 32(2), 169-188. <http://dx.doi.org/10.21831/diksi.v32i2.76958>
- Sozudogru, O., Altinay, M., Dagli, G., Altinay, Z., & Altinay, F. (2019). Examination of Connectivist Theory in English Language Learning: The Role of Online Social Networking Tool. *The International Journal of Information and Learning Technology*, 36(4), 354–363. <https://doi.org/10.1108/IJILT-02-2019-0018>
- Sugiyono. (2009). *Metode Penelitian Pendidikan; Pendekatan Kualitatif dan R&D*. Al-Fabeta: Bandung.
- Taneo, A. S., & Candilas, K. S. (2024). Remediating Technical Vocational Livelihood (TVL) Students' Oral Communication Skills Using Active and Didactic Learning Approaches. *BRU ELT JOURNAL*, 2(2), 130-141. <http://dx.doi.org/10.14456/bej.2024.10>
- Handayani, T. W., Jabu, B., & Aeni, N. (2024). The interplay of Students' Habit On Watching English Movie And Listening In Toefl Test. *Eduvelop: Journal of English Education and Development*, 7(2), 107-117. <https://ojs.unsulbar.ac.id/index.php/eduvelop/article/view/3183>
- Vasanthan, R., & Nandhini, R. (2022). Integrating the Sub-Skills of LSRW for ESL Learners. In *Contemporary ELT Strategies in Engineering Pedagogy* (pp. 95–116). Routledge India.
- Widodo, M. R., & Gunawan, A. (2019). Investigating the effect of using podcast on students' listening comprehension. *Lingua*, 15(2), 35–42. <https://doi.org/10.34005/lingua.v15i2.358>
- Wulandari, T., & Sya'ya, N. (2021). The effectiveness of students' listening skill by using podcast at the second grade of SMK Negeri 6 Balikpapan. *Borneo Journal of Language and Education*, 1(1), 25–38. <http://dx.doi.org/10.21093/benjole.v1i1.3134>