

IMPROVING STUDENTS' LISTENING SKILL THROUGH PODCASTS

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ARTICLE INFO	ABSTRACT
Article history: Received: May, 25 2022 Revised: June, 15 2022 Accepted: August, 15 2022 Published: April 29, 2024 Keywords: Listening Skill Podcast Improvement	The aims of this research was to describe and find out; (1) The Implementation of the podcasts in improving students' listening skill; (2) The improvement of students listening skill through podcasts. The method that used in this research was Classroom Action Research (CAR). This research was conducted following the action research procedures of Kemmis and McTaggart; planning, acting, observing, and reflecting. This research managed in two cycles. The cycles developed in 8 meetings. Most of the students got the good scores. The score of Minimum Mastery Criterion or KKM was 75. In the diagnostic test, there were 4 students who got score more than 75, it was increased 20%. In the listening test of Cycle I, there were 6 students who got score more than 75 the percentage was 45%, it was increased 10%. Afterwards, in the listening test of Cycle II, there were 16 students who got score more than 75. The improvement listening test from Cycle I to Cycle II was 45%. The improvement listening test from diagnostic test to Cycle II was 80%. The condition of the class during the teaching and learning process was quite good and also received a positive response from English teacher and students towards this action. <i>This is an open access article under the CC BY-SA license.</i> 
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INTRODUCTION

Listening is the foremost critical thing for dialect learning at an early organize. Miranti (2016:105) states that listening is a skill acquired and mastered by learners for the first time, and the other skills follow afterward. Therefore, listening becomes the most important because it is the first stage of learning and teaching English. Listening involves identifying the sounds of speech and processing them into words and sentences. Listening is considered an important ability that has to be mastered and it is also important for its benefit in building communication. In building good communication with others, individuals have to be understand the meaning of the messages conveyed by their partners when they have a conversation. In comprehending the message conveyed by others, the listening ability is

needed. Hidayat 92013, p.21-22) cities in Kirwan (2009) quotes Lauren's statement (2000) that "it is impossible to not to communicate". Without listening ability, communication is impossible.

Based on the national educational system in Indonesia, English language teaching has been stipulated in the syllabus (Curriculum) at Junior High level - Senior High level. In general, as stated in Syllabus (Curriculum Revision 2016), "English language competence at Senior High Level that students can communicate in three kinds of text, interpersonal, transactional and functional in written and spoken context." (Ministry of Education and Culture, 2016).

Many factors affect the low students' achievement. The first factor is that schools rarely hold listening classes even though they are only held one or two times a month. This can make students unaccustomed to being diligent in themselves as well as listening to native English speakers. Students also have problems with listening length and speed. Furthermore, students can not write what they listen to properly. Finally, the listening input by the teacher is still not perfect (as noted in Sabours, 2016, p. 127).

Thus, to get the better of problem teacher needs to know the media for listening English for listening class and teacher must think carefully to know how to make this activity successful and create an interesting content for listening class. There are many types of media in teaching listening. Podcasts are one of media that can improve listening skill.

Listening ability of students in SMP Negeri 1 Makassar was lack because the listening class seldom conducted there, just once in the semester. This can make students unfamiliar with listening in native speaker. Students also had problems in understanding the message in the audio because the lack of vocabularies. Students' listening scores can reach the target Minimum Mastery Criterion (Kriteria Ketuntasan Minimal) of English subject at least 75 or more. It is considered successful if 75% of students with individual score in listening achieve at least the same as or more than 75.

Based on the problems above, the researcher decides to conduct a classroom action research under the title "Improving Students' Listening Skill through Podcasts at SMP Negeri 1 Makassar".

RESEARCH METHOD

This research conducted by apply Classroom Action Research (CAR) in which the researcher would act on the procedures of the study, namely: planning, implementing of plan, observing the action, reflecting the result of the action. There were numbers of instrument that researchers used in conducted a research; (1) Diagnostic test, as a test that help the teacher and researcher identify problems that they have. The test was given before the researcher use podcast in learning process; (2) Listening test, test in a form of fill in the blank that as objective assessment which respondents were to hear the correct words from the podcasts (audio). This test given after the researcher apply diagnostic test. The research used purposive sampling technique because there was no need to choose randomly the individual to be a sample. The

researcher took the VIII-2 class of SMP Negeri 1 Makassar academic year 2021/2022 as a respondent. It consisted of 20 students, so the total sample was 20 students.

RESULT AND DISCUSSION

RESULT

1. The Implementation of Podcasts in Improving Students' Listening Skill

In implemented the English podcast, the researcher should be ensure the supportive room such as English lab for improving listening skill. Therefore the students could be concentrate to the material and focused in listening to English podcasts. In my case, luckily the situation in the class were quite because the schedule were devided by the other class that was the effect of new normal era. Despite all, the students were interested in learning material and very enthusiastic.

After that, English teaching media were very important to help the students acquired new concept of language skills and competences. The availability of media influenced students' interest and improved student's ability in listening. In researcher experience, she used the speaker and laptop as a tool to facilitated the English Podcast for the students.

Podcast have many kinds of theme to make the students not bored in listening English, the teacher could help the students to choose or let the students choose by themselves podcasts based on the students' interest. The teacher could be created some fun activity by using podcast for the students. In this case, after the researcher did the diagnostic test, the researcher gave the explanation about the material and played podcast and then, students were listened the podcast together. The researcher asked the students to discuss the material in groups. Then, the researcher asked the students to completed the task. The task form was fill in the blank that related to the podcast. The last activity was the students and the researcher review the listening material that has been discussed. Furthermore, the researcher gave the task, she also gave the quiz to increase students' vocabularies. The quiz related to the material that would be given to the students.

Students enjoyed English lesson by using English podcasts as media. This is evidenced by the increase in students' scores from diagnostic test to the test of cycle I ntil the test of cycle II. After obtaining the research target, which was at least 75% to passed the KKM, the researcher determined to stop the cycle therefore the scores has improved.

Based on the evaluation result that have been carried out by researcher, it can be concluded that the implementation of Classroom Action Research for listening learning using podcasts is in accordance with the plans that have been criticized by researcher and the teacher. In this case, the action is planned as well as possible therefore learning activities can be achieved properly. From all the calculations, the diagram improvement of students' score and the ttal students that passed the minimum mastery criterion in the diagnostic test up to the test of cycle II can be seen in the diagram below:

Chart 1. The Improvement of Students' Score Percentage

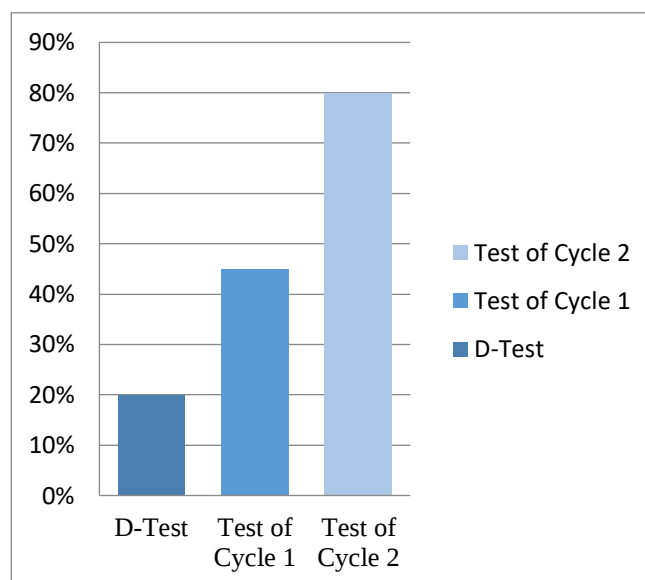


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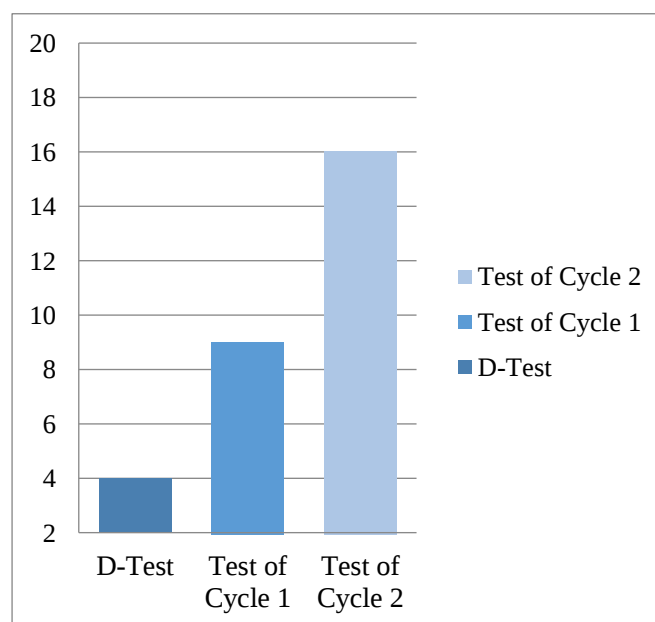


Chart 2. The Total Students that Passed the Minimum Mastery Criterion in the Diagnostic Test, Test of Cycle 1, and Test of Cycle 2

2. The Improvement of Students' Listening Skill through Podcasts

a. The Result of Students' Achievement

The diagnostic test had been done before implementing the Classroom Action Research (CAR). It was conducted on 24th November 2021. It was start from 09:30 A.M – 11:00 A.M. The purpose of the test was to determine the ability of students before giving the treatment. In the diagnostic test, the lowest score was 10, in the cycle I test the lowest score was 35. In the cycle II test the lowest score was 65. The table of comparison students' score in listenig tests can be seen in the table below:

Table 1. The Result of the Students' Score

Test	Diagnostic Test	Cycle I	Cycle II
Lowest Test	10	35	65
Higest	100	100	100
$\bar{x}$	45,25	68,25	78,75
N	20	20	20

Based on the result of diagnostic test, the average test was 45.25, there were 4 students or 20% who got a minimum completeness score. While the others 16 are included in the criteria. The results of the Cycle I data showed that the test had an increase of 58,83% from the test. There were 9 students who passed the criteria. The other 11 were below the criteria. The lowest score was 35.

The results of the Cycle II of data increased by 82,87% from the diagnostic test. In the cycle II there were 16 students who passed the criteria. However, there were 4 students who did not pass the criteria. The increase in this cycle was the achievement of the Minimum Mastery Criterion or *Kriteria Ketuntasan Minimal* target where at least 75% of students achieve these criteria. From these results, the researcher ended this research and did not continue to the next cycle.

DISCUSSIONS

The research discussions were:

1. The implementation of podcast was succesful in improving students' listening skill. Based on the evauation results that have been carried out by researcher, it can be concluded that the implementation of Classroom Action Research (CAR) in leraning listening using podcasts was in accordance with the plans that have been criticized by researcher and teacher. In this case the action was planned as well as as possible, therefore learning activities can be achieved properly. This research has been conducted by Wiyanah (2015) The purpose of this study was to identify several steps that will be applied in teaching listening using podcasts or listening skills of UPY English Department students and to describe the improvement of students' listening skills using podcasts in their learning. And reinforced by this thesis, it was proven that podcast media still make students interested in listening English and really helped media in improving students' listening skills. Podcasts as learning media have many variations of topics and make students not bored with the listening process. Teachers can choose topics based on students' abilities or interests.

2. The improvement of students' listening skill through podcasts increased from the data. Based on the results of the diagnostic test, the average test was 45.25, there were 4 students or 20% who scored the Minimum Completeness Criteria (KKM). Meanwhile, 16 others were included in the criteria. The lowest score was 10. The results of the cycle I data showed that the test had an improvement of 50,83% from the test. There were 9 students who passed the criteria, the other 11 were below the criteria. The lowest score was 35. The data from cycle II has an improvement of 82,87% from diagnostic test. In cycle II there were students who passed the criteria. However, there were 4 students who did not pass the criteria was un accordance with the criteria for CAR where at least 75% of students passed the criteria. The results in cycle II were satisfied that students ability in listening skill was improved by using podcasts as media of listening learning at SMP Negeri 1 Makassar.

CONCLUSIONS

The researcher conclude that ;

1. The implementation of podcast was successful in improving students' listening skill. Students and teacher find it easy to use podcasts as media of learning in the classroom. It can be assumed that the implementation of Classroom Action Research for listening using podcasts was accordance with the defenses discussed by researcher and teacher.
2. The improvement of students' listening skills through podcast was increase. Based on the result of diagnostic test showed that the mean of the test was 45.25. The result of the data from the cycle I had improvement of 50,83% from the test. There were 9 students who passed the criteria. In the cycle II, there were 16 students who passed the criteria. The final results of the cycle II was satisfied, the students listening skill was improved by using podcasts as media in listening at SMP Negeri 1 Makassar.

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