

THE IMPLEMENTATION OF PODCAST TO DEVELOP STUDENTS' LISTENING SKILL AT THE ELEVENTH GRADE OF MAN KOTA PALANGKA RAYA

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ABSTRACT

This study's goal is to find out the different result of the students who taught using podcast and conventional in teaching listening. Since there are still many students think that listening is very hard to them, so the teacher should also be focused on how to create an environment that is conducive, fun, exciting, and fascinating to learn in order to improve learning outcomes for their students. One attempt is to incorporate media into the educational process, the media that could be used in teaching listening is by using podcast. A podcast is an online audio file that may be downloaded onto a personal computer or mobile device. Podcasts are often presented as part of a series, and listeners can sign up to get new episodes of the series automatically when they are released. The researcher used a quantitative method for this work. The study was quasi-experimental: Pre- and post-test, non-randomized control group. The samples are the students from XI IPS 1 dan XI IPS 2, which consist of 70 students. In this study, the research tool was used a test. The test here was multiple choice with 15 items of question. Based on the findings, the alternative hypothesis (H_a) which said there is a difference results between classes taught using podcast and classes taught using conventional to develop students' listening skill at the eleventh grade of MAN Kota Palangka Raya was accepted. The null hypothesis (H_0), which stated that there are no difference results between classes taught using podcast and classes taught using conventional to develop students' listening skill at the eleventh grade of MAN Kota Palangka Raya was rejected. It indicates that the implementation of podcast as a media is more effective in listening activities than conventional style of teaching.

Keywords: *Podcast, listening skill, teaching listening, learning outcomes.*

INTRODUCTION

Education is essential for every person and even in a country. In today's competitive world, someone who has a high education and ability is valued for their position and ability in society. As a result, education must be aimed at producing human beings who are qualified and capable of competing, as well as having noble character and values.

In this case, learning becomes an essential process in education and in human life because humans are born as helpless creatures who know nothing and can do nothing. However, as a result of the procedure on each human can master different skills and knowledge during the development period.

In the learning process, a teacher's attention should also be focused on how to create an environment that is conducive, fun, exciting, and fascinating to learn in order to improve learning outcomes for their students. This is frequently a problem in the learning process, namely the occurrence of communication failures, in which the material the lesson or

message that the teacher sends cannot always be taken in the best way by the students. This is because not all subjects can be properly understood by students, and it's even worse if the student as the receiver of the message gets it wrong. To prevent this, the teacher can come up with ways to learn that use a variety of media and learning tools (Sanjaya, 2011: 162).

One attempt is to incorporate media into the educational process. To address this issue, using educational media as a means of communication in learning will draw more students' attention and clarify the subject matter, making it more understandable by students and allowing them to better master learning goals. This is because educational media broadens educational methods beyond educators' sole verbal contact the way of the story told through words. So that students don't lose interest in what is being taught and the possibility of teachers becoming exhausted as a result of the process of teaching.

Besides, reading, listening, speaking, and writing are the four pillars upon which the English language rests. Listening is a crucial aspect of communication because it is the initial stage in comprehending what another person is saying. Listening becomes the input to which speaking reacts, so if there is no listening process, there will be no speaking (Rost, 2002). Therefore, listening is an integral part of our daily existence. McKeating (1992) noted that despite this, listening is a talent that is undervalued in the teaching process and is frequently ignored by educators.

Listening in English can be especially difficult due to some of the language's pronunciation and vocabulary features. These can lead to misunderstandings (when students think they comprehend something but don't) and confusion (when they don't understand anything at all).

In the problems above, a learning method was used to facilitate the process of delivering content, generate student learning enthusiasm, and enhance student learning outcomes, resulting in a more effective learning process for both teachers and students. Problem solving, specifically through the use of appropriate learning media and as required.

A teacher must be knowledgeable about and comprehend media learning, as well as creative in their selection and application. Election media must also be consistent with the purpose of teaching, because if it is not consistent with the purpose of teaching, the media's function as a tool will be lost (Fathurrahman and Sobry Sutikno, 2007:66).

There are numerous media that can be used in learning tasks, each with its own set of benefits and drawbacks. One of the characteristics of good media is that it is interesting and simple to comprehend. It is intriguing that the media can optimize students' focus in participating in learning activities. The media explains carefully, clearly, and coherently so that students do not become confused while absorbing the information imparted. In order to maximize the contribution that learning mediums may make to the dissemination of educational content.

Utilizing podcasts is an effective method for enhancing the listening skills of students. This type of podcast had tremendous potential for English as a Foreign Language (EFL) because it could accommodate diverse student requirements. It could be constructed by the students themselves, and sound recording and editing software, such as that found on iPods and MP3 players, is becoming an increasingly common electronic device among adolescents. The expectation was that the learners would be engaged in listening to podcasts. Then, they anticipated opportunities to practice listening, which would ultimately lead to their enrollment in listening classes (Kavaliauskiene, G., 2008).

According to the information provided in the previous paragraph, the researcher had an interest in carrying out an exploratory research project titled "The Implementation of Podcast to Develop Students' Listening Skill at the Eleventh Grade of MAN Kota Palangka Raya".

Listening

Listening, as defined by Helgesen (2003), is being purposeful and intentional in the act of generating meaning from what has been heard. The more information we took in, the better our comprehension became. In reference to the aforementioned quotation, paying attention is a receptive talent. This is active because it challenges listeners to think and grasp at deeper levels than what they have been exposed to in the past.

One way to characterize the ability to listen is as the capacity to focus one's attention intently on something else. On the other hand, hearing and listening are not the same thing at all. Most of the time, hearing and listening are used equally. However, there were fundamental distinctions between phrases that conveyed varying degrees of purpose. Hearing was essentially identical to a passive. Hearing is when we simply listen to sounds without responding to their sources. In the meantime, while listening, our brain automatically translated the spoken word into the information conveyed by the presenters. Listening requires the formulation of meaning and information for each sound. It is a process that entails more than merely giving names to different sounds. (Rost, Michael., 2002: 8).

In addition, David Nunan (2003: 24) defined listening skills as the process of understanding what speakers have already said and obtaining their ideas. Listening then included receivers, speakers, and sounds. Listening is the capacity for paying close attention or hearing something. In addition, hearing and listening are two separate processes; hearing is a passive activity, whereas listening requires the active construction of meaning and information from each sound.

On the basis of the explanation, we are able to say that the ability to listen is the primary key to any communication. In the absence of this skill, information was subject to easy misinterpretation. As a direct consequence of this, communication broke down, which made it easy for the sender of the information to grow frustrated.

Podcast

A podcast is a web-based audio program that is typically updated at regular intervals. Using RSS and pod-catching software, podcasts can be automatically uploaded to a computer. It could encompass a vast array of subjects and include video and music. The amount of time it takes could range anywhere from a few minutes to over an hour. The sincerity of the content presented in podcasts contributes to their widespread popularity, which are created by proficient speakers, and are especially beneficial for students who wish to produce genuine speech as native speakers. The podcast is published online. Interested listeners could download MP3 files onto any form of personal computer. To be useful in the classroom, instructors must have Internet access and a computer capable of playing audio files (Seema Jain, 2013: 158).

Podcast is audio file made available via internet. The term broadcasting was formed by combining the two words. The concept of podcasting has been compared to radio broadcasting due to the fact that it typically involves a single producer and an audio transmission that is distributed to a large number of listeners. The key difference between a radio broadcast and a podcast is that the latter does not require the listener to tune in at the exact moment it is being transmitted. In place of a radio transmitter, podcasts are kept on the internet in the form of digital sound files, and these digital sound files can be copied into portable audio players like the iPod. The listeners had the ability to select their own listening times.

There were no significant differences between the texts spoken on the cassettes and the podcasts. The radio shows that were broadcast in the classroom have always been recorded

onto CDs. It is less difficult with podcasts. The listeners have subscribed to the podcast, and any time a new episode becomes available, it will be downloaded to their computers automatically. They could choose to keep it if they feel that doing so is suitable. Therefore, they did not need to be at home because everything was done on its own automatically.

METHOD

Research Design

During this investigation, an attempt was made to differentiate between the traditional methods of teaching listening and the usage of podcasts as a kind of media. In this particular investigation, the quantitative approach was utilized. The technique of the study was considered to be quasi-experimental because the independent variable was changed; however, the participants were not chosen at random to participate in treatment groups, and the experiment was not under full control the entire time (Ary, Donald, 2010).

According to Ary, Donald (2010), there are two types of quasi-experimental designs: pre- and post-test, non-randomized control group, and counterbalanced design. The experimental group was the only one that was handled in the researcher's design, which was a nonrandomized control group, pretest-posttest format. It was unnecessary to distinguish between the group being experimented on and the one as a control group. A preliminary examination was carried out on both groups before treatment (Ary, Donald, 2010). The following table provides additional information about the research's methodology:

Table 1. Nonrandomized Control Group, Pretest-Posttest Design

Group	Pretest	Independent Variable	Posttest
E	Y_1	X	Y_2
C	Y_1	-	Y_2

Information:

EY₁ = Experimental class before being given treatment (pre-test)

CY₁ = Control class before being given treatment (pre-test)

EY₂ = Experimental class after being given treatment (post-test)

CY₂ = Control class after being given treatment (post-test)

X = The treatment

Population

Bungin, Burhan (2008: 92) defines population as "all research objects that can be used as a source of information in a study." The sample size for this study is all of the eleventh-grade students at MAN Kota Palangka Raya.

There are 11 classes for the eleventh grade at this school, they are divided into their own major, namely MIPA, IPS, Bahasa, and Agama which can be seen through this table:

Table 2. The Population

No.	Major	Amount of students	
1.	MIPA	1	34
		2	35
		3	35
		4	34
		5	34
2.	IPS	1	35
		2	35
3.	Bahasa		29
4.	Agama	1	35
		2	35
Total		341 students	

Sample

Any study that will be used as a research object must have the step of sampling as one of its essential components. It is consistent with Sugiyono's assertion that samples are components of the population and that the traits being studied are those that are found in the population as a whole (Sugiyono, 2010: 118).

Arikunto (2012) states that if the population is larger than 100, then 10-15% or 20-25% of the whole population can be taken, but if the population is less than 100, then the entire sample is taken.

Based on the above table 1, the total number of people is more than 100, so the researcher took around 20% as the sample. In this research, the samples are the students of from XI IPS 1 dan XI IPS 2, which consist of 70 students.

Research Instrument

The research instrument can be thought of as a device that is utilized for the purpose of quantifying natural and social events that have been observed for the purpose of simplifying the procedure and improving the outcome, in the sense that it is more comprehensive, exhaustive, and methodical, making it simpler to absorb; hence, it is easier to comprehend.

In this study, the research tool was used as a test. There were 15 questions on this multiple-choice test. This test is used to measure the results, which are the students' cognitive understanding and how well they understand the material. This is done by giving the students a test at the beginning of the lesson and another test at the end.

The following are the steps that were taken in order to compile the testing equipment for this study:

- a. Determine the purpose of the test
Why the test was given was to ascertain the amount of conceptual comprehend that students have in relation to the material presented in the podcast which available on the English Podcast Application that has been published by British Council.
- b. Determine the type of question
This research used multiple choice questions, each of the question consisted of five possible answers (A, B, C, D, and E). There was a total of fifteen questions both for pre-test and post-test. The questions here were related to the content of the English Podcast Application itself. The students were expected to listen the *English Online Series 3* when they accessed the application.
- c. Conduct out some preliminary tests.
- d. When analyzing test results, validity, reliability, level of difficulty, and discriminatory potential of test items are considered.

Data Collecting Technique

As part of getting data, the researcher gave the same test to both classes, both before and after the test. Both the Experimental group and the Control group took part in the study. This is how the test went:

1. Pre-Test

Before providing treatment, the researcher conducted a preliminary examination. used podcast as a media for the experimental class, meanwhile using the conventional way to get into the control class. Its purpose was to determine the student's level of comprehension about the content of the English Podcast Application itself. The students were expected to listen the *English Online Series 3* when they accessed the application. The examination consisted of multiple-choice questions, and there was a total of 15 items.

2. Post-Test

After the treatment, the post-test is given to the students so that an assessment of their growth can be made in acquiring listening skills using the same test content as the pre-test. It was also intended to determine whether using podcast was more effective than conventional way for teaching English.

Data Analysis Technique

The researcher would look at them after getting the data and analyzing the information from the previous way of getting the data. Bogdan and Biklen (2000, p. 145) say that " data analysis is the process of looking through the interview record, field notes, and other materials carefully and putting them in the right order that build up so that we can understand them better and explain them to others." According to Wiersma (2003: 218), "The process of classifying, describing, and synthesizing information obtained from a study is referred to as data analysis."

The subsequent action is to categorize the data. A classification or categorization of the data is performed by the researcher on the basis of the research problem. According to what is stated by Guba says in Moleong (2006, p. 94) that the main principles of categorizing are putting cards into relevant groups, making a rule, explaining a category that can be used to decide whether a card belongs in the category and to check the accuracy of the data, and keeping a category that has been made in line with the stated principles or bases.

There were two kinds of instruments that the researcher used for data analysis, namely *instrument's test* in order to test whether the pre-test and post-test questions were legitimate and reliable before being administered to the Experimental and Control class, meanwhile *Inferential Statistical Analysis* are used to test the hypothesis whether the use of podcast as a media is effective in teaching listening. To know further about these kinds of data analysis technique, here is the explanation:

The Instrument's Test

According to Suharsimi Arikunto (2012: 211), "the quality of the instrument affects the accuracy of the data, while the veracity of the data dictates the quality of the research findings."

It is critical in a study to ensure that the data obtained is accurate and objective. The measuring instruments used must be accurate in order for the data collected to be truly useful.

The validity of a research result is largely determined by the measuring instrument used. For this reason, two types of testing are required: a test of validity and a test of reliability.

Validity test

According to Sudjana (2012: 12), "the design of the assessment tool for the idea being assessed such that it genuinely assesses what should be assessed" is how validity is defined.

The approach of corrected item-total correlation was utilized in order to validate each item that was incorporated into the research investigation. The SPSS Statistics Version 26 programme was used to check the validity of each item that was used in this study. Consideration of the results should always be factored into decision-making, which shows the value of the link between each item and the correct total item score. After then, a comparison is made between the value of the correlation and the r table. In order for the item to be considered valid, the correlation value of the item must be above the r table.

Reliability test

"A test is said to be reliable or steady if it shows relatively the same results several times," Sudjana (2012: 148) writes. The consistency of measurement is referred to as reliability. When the same test is given to different groups of students, or different tests are given to the same group, the results are consistent. As a result, no matter how many times a test is performed with a reliable instrument, the results will be the same.

Meanwhile, to decide on the reliability of each question item, it can be done by comparing the r_{count} with the r_{table} and choosing one of the following:

If $r_{\text{count}} > r_{\text{table}}$ means reliable

If $r_{\text{count}} < r_{\text{table}}$ means not reliable

For the purpose of determining the degree to which the students comprehend the material covered in this study, a test consisting of multiple-choice questions will serve as the evaluation tool or instrument. Before this instrument is used for the collection of data, it is first put through a series of tests to determine its level of reliability, so that it is clear which items are highly reliable. The SPSS 26 version was used for the reliability test.

Inferential Statistical Analysis

Inferential statistical analysis is a method of statistical analysis that involves analyzing data from a sample and then applying the findings to a larger population (Sugiyono, 2018: 228). After obtaining the data yield, the next stage is data processing by using inferential statistical analysis. This stage is important because it is where the results of the investigation are made. The t-test will be used to check the data from the students' learning outcomes. The inferential statistical analysis was completed with the assistance of the SPSS version 26. Before beginning to process the data, the following procedures need to be completed first:

Normality test

The normality test is used to see if the study's results are spread out in a normal way or not. In this research, the Kolmogorov-Smirnov and Shapiro-Wilk Tests of Normality were utilized in order to evaluate the data in SPSS 26 for Windows to determine whether or not they were normally distributed. If the output Kolmogorov-Smirnov and Shapiro-Wilk coefficient Asymptotic Sig. > of the alpha value is determined to be 5% (0.05). Conversely, if the price of the Asymptotic coefficient Sig. < 0.05 then the findings are categorized as non-normally distributed.

Homogeneity test

The homogeneity test is used to see if the group in this study has the same amount of variation in order to assess whether or not the findings of the research can be generalized to populations generated from the same or other populations.

In this study, homogeneity is calculated using *Levene Statistic* analysis assisted by the SPSS ver. 26 program, which compares pre-test and post-test results with the requirement that the data is considered homogeneous if the value of coefficient Sig. on the *Levene Statistic* output > 5%. (0.05). If the value of coefficient Sig. on the *Levene Statistic* output < specified alpha value of 5% (0.05), then the data are otherwise not homogeneous.

Hypothesis Test

In this study, hypothesis testing was performed if the prerequisite test was completed, and analysis was performed, which included a normality test and test homogeneity.

The criteria used to select the hypothesis with a 5% (0.05) level of significance is that if the sig value > 0.05 , H_0 is accepted and H_a is rejected, which means that there is no difference results between classes taught using podcast and classes taught using conventional to develop students' listening skill at the eleventh grade of MAN Kota Palangka Raya. If, on the other hand, the sig value < 0.05 , H_0 is rejected and H_a is accepted. This means that there is a difference results between classes taught using podcast and classes taught using conventional to develop students' listening skill at the eleventh grade of MAN Kota Palangka Raya.

The study's findings provide support for both the null hypothesis (H_0) and the alternative hypothesis (H_a). In terms of testing hypotheses through this research, this entails:

H_0 = There is no difference results between classes taught using podcast and classes taught using conventional to develop students' listening skill at the eleventh grade of MAN Kota Palangka Raya.

H_a = There is a difference results between classes taught using podcast and classes taught using conventional to develop students' listening skill at the eleventh grade of MAN Kota Palangka Raya.

FINDINGS AND DISCUSSION

Validity Test

The Product Moment (Pearson) technique was used to test the validity of the research instrument between each item measuring a scale and the scale's cumulative score. If the total item correlation coefficient exceeds the r table value, the item in question can be declared valid (Danang Sunyoto, 2007: 79).

The test questions are distributed to those who are not part of the sample population that is going to be studied. There was a total of seventy students who answered the questions. The test deployment of this matter was carried out on test respondents who have the same characteristics and class level, they were students from XI Agama 1 and XI Agama 2.

For 70 respondents, degrees of freedom (df) of $n - k$ ($70 - 2 = 68$) can be obtained. For $df = 68$ and an alpha value of 5% (two sides), an r table value of 0.235 is obtained. Then, the r value from this table is for the multiple-choice questions' validity criteria. The total item correlation coefficient must be larger than 0.235 to be deemed valid.

The multiple-choice question validity testing results are below, along with the description:

Table 3. Research Instrument Validity Test Results

Question Item	r value (Correlated Item Total Correlation)	r table	Explanation
1	0.656	0.235	Valid
2	0.662	0.235	Valid
3	0.662	0.235	Valid
4	0.662	0.235	Valid
5	0.391	0.235	Valid
6	0.645	0.235	Valid
7	0.497	0.235	Valid
8	0.662	0.235	Valid

9	0.741	0.235	Valid
10	0.398	0.235	Valid
11	0.359	0.235	Valid
12	0.662	0.235	Valid
13	0.290	0.235	Valid
14	0.306	0.235	Valid
15	0.354	0.235	Valid

All question items have a produced r value (Correlated Item Total Correlation) that is greater than the r table value (0.235), hence it can be assumed that all question items are valid.

Reliability Test

After being tested for validity, invalid items are removed and valid items are entered into the reliability test. So, there are 15 items that will be counted, because all items are valid and can be used.

Cronbach's Alpha was utilized to evaluate instrument reliability. The significance test was conducted at a significance level of 0.05, indicating that the instrument is reliable if the Alpha value exceeds the r table.

The result of an instrument analysis of reliability using Cronbach's Alpha criterion is presented below:

Table 4. Research Instrument Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
.783	15

Based on the above analysis, the Alpha number is greater than the r table (0.235). This shows that each instrument has a reliability number that meets the requirements and is considered reliable.

Inferential Statistical Analysis

Normality test

The normality test must be done before research can begin. The goal of the normality test is to find out if the information in the experimental class and the information in the control class are spread out in a normal way or not. The normality test is done with the SPSS 26 programme. Kolmogorov-Smirnov and Shapiro-Wilk were used to test for normality in this work. The data are said to be normally distributed if the number Sig. on the output is higher than the stated alpha value, which is 5% (0.05).

In the next table, it can be seen the full results of the pre-test and post-test normalisation tests for the experimental class and the control class:

Table 10. The Normality Test Result

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
The Students' Score	Pre-Test Experimental (Podcast)	.109	35	.200*	.967	35	.365
	Post-Test Experimental (Podcast)	.129	35	.154	.953	35	.136
	Pre-Test Control (Conventional)	.100	35	.200*	.969	35	.426
	Post-Test Control (Conventional)	.109	35	.200*	.967	35	.365

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the above result, we know that the significance value (Sig.) for both the Kolmogorov-Smirnov test and the Shapiro-Wilk test is greater than 0.05 for all data. This means that the study's data are spread out in a normal way.

Homogeneity test

The homogeneity test was done to find out if the results were the same or different. The homogeneity test is done with the SPSS 26 programme. Data is said to be homogeneous if the value of Sig. in the Levene Statistics result is higher than the 5% (0.05) alpha value.

In the next table, it can be seen the full results of the pre-test and post-test homogeneity tests for the experimental class and the control class.:

Table 11. The Homogeneity Test Result

		Test of Homogeneity of Variances			
		Levene Statistic	df1	df2	Sig.
The Students' Score	Based on Mean	2.047	1	68	.157
	Based on Median	1.926	1	68	.170
	Based on Median and with adjusted df	1.926	1	64.873	.170
	Based on trimmed mean	2.039	1	68	.158

Based on the above finding, we know that the Significance (Sig.) Based on Mean is $0.157 > 0.05$. This means that the post-test results for the experimental group and the control group have the same amount of variation, or are homogeneous.

Hypothesis test

In this study, hypothesis testing was done if the analysis prerequisite tests, which included the homogeneity and normality tests, were done. A test was done as a prerequisite to make sure that the distribution of data from the experimental class and the control class is normal and consistent. After making sure that the data are spread out properly and are all the same, the hypothesis test can be done. In this study, the hypothesis was tested with a t-test. The criteria for making a hypothesis decision were based on a 5% (0.05) alpha significance level. If the probability significance (Sig.) is less than 0.05, then the hypothesis H_0 is rejected. If the probability significance value (Sig.) is more than 0.05, then the hypothesis H_0 is accepted.

In this study, the researcher also used SPSS application which the result or output can be seen on the table below:

Table 12. The T-Test Result
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
The Students' Score	Equal variances assumed	2.047	.157	2.157	68	.035	6.686	3.099	.501	12.870
	Equal variances not assumed			2.157	64.276	.035	6.686	3.099	.494	12.877

Based on the output above, the Sig. (2-tailed) is $0.035 < 0.05$. This supports the possibility of an alternate hypothesis (H_a) which was there is a difference results between classes taught using podcast and classes taught using conventional to develop students' listening skill at the eleventh grade of MAN Kota Palangka Raya was accepted, meanwhile the null hypothesis (H_0) which was there is no difference results between classes taught using podcast and classes taught using conventional to develop students' listening skill at the eleventh grade of MAN Kota Palangka Raya was rejected. This indicates that the implementation of podcast as a media is more effective than conventional way for listening activities.

The outcome demonstrated that podcast was more efficient than conventional teaching. Students who were taught using podcasts did better than those who were taught in the usual way. It's clear that media help students learn better and get more enthusiastic in the teaching process. Media can also be employed to boost students' motivation and desire so that they are more likely to participate in listening activities. (Margono, 2010) says that the use of media makes the learning process more interesting and involved. Students can also improve their listening skills by doing things like listening to podcasts instead of doing other listening exercises. Also, using podcasts simplifies understanding for students what is being said on the recording.

The post-test revealed a distinction between the two groups that was statistically significant. The podcast group's score statistically demonstrated that the implementation of podcast as a media can be an alternative method for increasing students' comprehension and motivating them to engage in listening activities.

CONCLUSION

According to the study's findings, there is a significant difference between the groups that were taught using podcasts and those that did traditional listening activities. The mean score of both the experimental and control groups increased. The experimental class's pre-treatment mean score on the pre-test was 46.69. The mean score increased to 80.00 after the treatment. The value has increased by 33.31 points. The mean score for the control group increased as well. The pre-test mean score was 40, and the post-test mean score was 73.31. The mean score in the control group increased by 33.31 points.

Based on the findings, the alternative hypothesis (H_a) which said there is a difference results between classes taught using podcast and classes taught using conventional to develop students' listening skill at the eleventh grade of MAN Kota Palangka Raya was accepted. The null hypothesis (H_0), which stated that there are no difference results between classes taught using podcast and classes taught using conventional to develop students' listening skill at the eleventh grade of MAN Kota Palangka Raya was rejected. It indicates that the

implementation of podcast as a media is more effective in listening activities than conventional style of teaching.

In addition, the utilization of podcast as a media can benefit students in comprehending the listening material. In addition, podcast can also be used to teach listening to students so that they are more engaged, intrigued, and motivated while learning English.

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