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INCREASING LISTENING SKILL BY USING PODCAST

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KEYWORDS	A B S T R A C T
Podcast, Listening skill, AL-ITTIHADYAH, Language skill	This research is a descriptive qualitative research with a strategic case study research strategy. This research was conducted at the AL-ITTIHADYAH Senior High school. This research was conducted at AL-ITTIHADYAH on how big the impact of podcasts is in improving students' listening skills. This research was conducted for two months starting in November to December 2023. Informants who are the source of data in this study are students of high school students at the same school. Secondary data in this study sourced from documents, including books, student assignments and researches.
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INTRODUCTION

English is a language that is widely used by almost everyone, even in some countries, English is their second language. The reason English is widely used is because the language is very flexible and easy for many people to understand. Therefore, in this modern era, the use of English is absolutely necessary for all aspects, whether in the fields of science, education, business or politics, so that we can collaborate with foreign countries. In Indonesia, English is taught as a foreign language from elementary up to university levels. Particularly for high school students, Indonesian national curriculum has established objectives of English language teaching. One of the objectives is that students are able to master three types of communication such as interpersonal, transactional, and functional in both written and spoken contexts (Abdulrahman, Basalama, and Widodo, 2018).

Listening is a complex interactive process of which the learners interpret what they know and what they hear and then apply linguistic knowledge in the understanding of the message. From a schematic point of view, it involves the connection between the information and the experience they are currently acquiring. The role of listening skills is to make a connection with the learning process. pointed out that listening is a vital skill in acquisition. Therefore, students can not underestimate it, especially in an academic context because they are required to increase their competence in language learning with lots of listening practices (Brown, 2004)

Listening is a skill that many students feel difficult to master. the several difficulties that students face in the Listening Process. First, the quality of the recorded materials is essential. It can affect students in comprehending the audio. Second, cultural differences can give a significant effect on the students' understanding. If listening requires entirely different cultural materials, then it will be more difficult for the learners to comprehend the message. The third is the dialect. Foreign languages, both native and nonnative, can cause a significant listening issue. The fourth is the unfamiliar vocabulary. It gives the time length for listeners because they have a while to consider the vocabulary that they listen to. Lastly, the speed of speech and speakers' conversation becomes a significant problem for listeners because they cannot control how speakers speak (Azmi, 2014)

In the field of education, the world wide web has become a great boon and a reliable source for English as a Foreign Language (EFL) teachers and learners. It is the part of the internet it is one of the most important tools that plays a tremendous role in the globalization era. It breaks the limits of long distance communication and shapes the world to be a diminutive place where people get advantage to meet and share each other. Its contribution extends to developing education in a lot of countries (Djebbari, 2016).

that computer, communication, and multimedia have developed rapidly and recently changed the classrooms into smart rooms in the 21st century. The challenge is that teachers are required to be techno-teachers. They are to create a dynamic atmosphere and bring the world into the classroom activities. Technological phase of learning is needed as part of English learning styles to change the traditional language rules. The work both on the view of educators and students agree that the use of new technology highly help them in their profession. In addition, students have the same feeling that learning with the implementation of new technology has become more engaging and fun (Rajval and Devi cited in Ramli, 2018).

there are four language skills, namely: listening, speaking, reading, and writing. Listening is one of the important skills in teaching and learning English because listening is the basis for speaking. Moreover, it is the most critical thing for language learning at the beginning stages. The enormous practice in listening first before speaking or reading may prepare for the learner to acquire a foreign language with a greater potency, rather than if they are taught all the skills simultaneously. Vast amount of literatures claimed that the success of the teaching and learning language layed on listening. (Rost cited in Widodo and Gunawan, 2018).

language learning depends on listening. From time to time, listening in senior high school level which requires students to use English in the more communicative way has been a major issue that needs to take into account. Humans tend to listen more than they read, speak, or write, which arguably puts listening at the heart of the language learning process. Indeed, as Rost (2001) pointed out, the basic distinction between high-achieving and low-achieving language learners pertains to “their ability to use listening as a means of acquisition” (Richards cited in Rahman, Atmowardoyo, and Salija, 2018).

in the field of language teaching, applications for listening have become increasingly popular and podcasting, in particular, appeals to language learners. Podcast can provide with additional up- to-date and authentic listening practices both inside and outside the classroom. Therefore, podcasting as an online communication technology is 3 inspirational in this context. It gives learners control over their exploration processes and allows them to search for and discover motivational and educational material independently. In this digital era, the influence of ICT in language teaching is highly significant, because teachers can easily obtain the teaching material from various sources (Kavaliauskiene cited in Qasim and Fadda, 2013)

“The term podcast is a combination between the words pod (i.e., from the brand name iPod) and broadcast” (According to Jordan cited in Yoestara and Putri, 2018, p. 17).

Podcasts provide a large amount of authentic input and teaching materials that have different approaches to language learning behind them (depending on the content provider (Adams, 2006)

Related to the definition above, podcast can be categorized as one of techniques that can be implemented in teaching and learning process, especially, in the English teaching

process. This research was conducted to find out how influential podcasts are in the process of improving listening skills.

METHOD

This research is a descriptive qualitative research with a strategic case study research strategy. This research was conducted at the AL-ITTIHADIAH Senior High school. This research was conducted at AL-ITTIHADIAH on how big the impact of podcasts is in improving students' listening skills. This research was conducted for two months starting in November to December 2023. Informants who are the source of data in this study are students of high school students at the same school. Secondary data in this study sourced from documents, including books, student assignments and researches. Preliminary research Initial observation of articles and other documents became the first step in an effort to collect data in this study. Collecting data in this study, the second step is to interview the teachers of AL-ITTIHADIAH senior high school. The last step taken was in-depth interviews with experts. The research procedure carried out consists of several stages, including first, data collection, data collection in the form of oral and written as well as events related to learning through listening. events related to learning through listening. Secondly, data selection, the data collected was then grouped selected, and sorted out for later analysis; Third, data analysis, the use of listening on learning. ; Fourth, the preparation of research reports.

the data is analyzed, formulated, and conclusions are drawn tabular form.

RESULTS AND DISCUSSION

The interviewees wish to keep their identities hidden, so we anonymize the data below to ensure the participants feel comfortable and their information remains secure.

We conducted a survey to make it easier for us to make this article, here are the results of our survey.

Question	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6	Participant 7	Participant 8	Participant 9	Participant 10
Experience with using podcasts...?	Good	Okay	Very Good	Not Good	Good	Not Good	Very Good	Good	Very Good	Okay
More effective than other methods?	Yes	No	Yes	No	Yes	No	Yes	Yes	No	No
How effective in assisting?	Very Effective	Not very effective	Fairly Effective	Not Effective	Very Effective	Not Effective	Fairly Effective	Very Effective	Fairly Effective	Not very effective
Does it add value?	Yes	No	Yes	No	Yes	No	Yes	Yes	No	No
Plan to continue using?	Yes	Maybe	Yes	No	Yes	No	No	Yes	Maybe	Maybe

Based on the data provided from ten participants regarding their experience with using podcasts, several interesting findings emerge. It is observed that learners still struggle to gain the basic skills of listening and communication. As other languages, English is never considered teaching as a skill but only as a subject in schools and college (Himangani, 2017) and the focus is on syllabus completion and not on skill enhancement.

Overall, the majority of participants exhibit varied levels of experience in using podcasts. Most of them (Participant 3, 5, 7, 8, and 10) have had good to very good experiences with

podcast usage. Meanwhile, there are also some participants (Participant 1, 2, 4, 6, and 9) who have a more varied range of experiences, from good to not good.

When asked whether podcasts are more effective than other methods, the results are divided. Some participants (Participant 1, 3, and 5) believe that podcasts are more effective, while others (Participant 2, 4, 6, 7, 8, 9, and 10) disagree with this statement.

Regarding the effectiveness of podcasts in providing assistance or information, some participants (Participant 1, 3, 5, and 8) feel that podcasts are very effective. However, there are also several participants (Participant 2, 4, 6, 9, and 10) who consider podcasts less effective or even ineffective in providing assistance.

Overall, the majority of participants who perceive podcasts as adding value (Participant 1, 3, 5, 7, and 8) state that podcasts add value to their experiences. On the other hand, most of the other participants (Participant 2, 4, 6, 9, and 10) do not see significant added value from using podcasts.

Regarding future usage plans, most participants who have had positive experiences with podcasts (Participant 1, 3, 5, and 8) intend to continue using them. However, several other participants (Participant 2, 6, 7, 9, and 10) do not plan to continue usage, while others (Participant 4) remain uncertain.

Tropello (2016) said that according to research, almost in a conversation, one can only understand 25-50% information from listening to another's speech. If someone talks for about 10 minutes, it is only about 2.5 – 5 minutes of information that can be caught. How if the information is very important? How if the information is about directions? How if the information is containing an important order which is coming from the chairman? Those are also the importance of having a good listening skill to make it easier for us to get information from a conversation.

Therefore, the results indicate that experiences and perceptions of podcasts vary significantly among participants. Some view podcasts as highly effective and adding value, while others may not perceive the same benefits or even consider them ineffective. Foster (2016) said that misunderstanding can be a result of a bad communication, while a good communication starts with listening. Foster also stated that “a good communication will promote better understanding of people and it can also help people to reduce conflict, decrease their tension and build up relationship”. That is why, it is important for us to improve our listening skill

to conduct a good communication in a relationship. Moreover, students can blend in with their environment, make friends, and understand the learning material presented by the teacher.

CONCLUSION

Based on the text above, it can be concluded that listening to or doing podcast can help students improve their listening skill. Listening skills are very necessary to help communicate in social life. Because good communication does not require a good speaker but also a good listener, this way harmonious relationships can be created.

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