IMPROVING STUDENTS' LISTENING SKILL THROUGH PODCASTS VIDEO ONLINE

Submitted In partial Fullfiment of the Requierement for of Sarjana Pendidikan in English Education Department

A THESIS

By :

TASYA RAHMAWATI
SN. 2520043

ENGLISH LANGUAGE EDUCATION DEPARTEMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITY ISLAMIC STATE
K.H. ABDURRAHMAN WAHID PEKALONGAN
2025

IMPROVING STUDENTS' LISTENING SKILL THROUGH PODCASTS VIDEO ONLINE

Submitted In partial Fullfiment of the Requierement for of Sarjana Pendidikan in English Education Department

A THESIS

By :

TASYA RAHMAWATI
SN. 2520043

ENGLISH LANGUAGE EDUCATION DEPARTEMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITY ISLAMIC STATE
K.H. ABDURRAHMAN WAHID PEKALONGAN
2025

SURAT KEASLIAN SKRIPSI

Dengan ini menyatakan bahwa:

Nama	Tasya Rahma Wati
NIM	2520043
Program Studi	Tadris Bahasa Inggris

Menyatakan bahwa yang tertulis dalam skripsi yang berjudul: "IMPROVING STUDENTS' LISTENING SKILLS THROUGH PODCASTS VIDEO ONLINE" ini benar-benar karya saya sendiri, bukan jiplakan dan karya orang lain atau pengutipan yang melanggar keilmuan yang berlaku, baik sebagian atau seluruhnya pendapat atau temuan orang lain yang terdapat dalam skripsi ini dikutip berdasarkan kode etik ilmiah. Apabila skripsi ini terbukti di temukan pelanggaran terhadap etika keilmuan, maka saya secara pribadi bersedia menerima sanksi hukum yang dijatuhkan.

Demikian pernyataan ini saya buat dengan sebenar-benarnya.

Pekalongan, 17 MARET 2025

taan

TASYA RAHMA WATI

NIM. 2520043

NOTA PEMBIMBING

Kepada

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
UIN K. H. Abdurrahman Wahid Pekalongan
c/q. Ketua Program Studi Tadris Bahasa Inggris
di Pekalongan

Assalamu'alaikum Wr. Wb.

Setelah melakukan penelitian, bimbingan dan koreksi naskah skripsi saudara :

Nama   : Tasya Rahma Wati
NIM   : 2520043
Program Studi   : Tadris Bahasa Inggris
Judul   : **IMPROVING STUDENTS' LISTENING SKILLS THROUGH PODCASTS**

Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H. Abdurrahman Wahid Pekalongan untuk diujikan dalam sidang munaqosyah.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya.
Atas perhatiannya, disampaikan terimakasih.

Wassalamu'alaikum, Wr. Wb

Pekalongan, 27 Februari 2025

Pembimbing

Dr. M. Ali Ghufron, M.pd
NIP. 198707232020121004

APPROVAL SHEET

The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, approved this undergraduate thesis by:

Name   : **TASYA RAHMA WATI**

SN   : **2520043**

Title   : **IMPROVING STUDENTS' LISTENING SKILL THROUGH ONLINE PODCATS**

Has been established through an examination held on Wednesday, 12th March 2025 and accepted in partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

The Examiners

Examiner I

Dewi Puspitasari, M.Pd.
NIP. 19790221 200801 2 008

Examiner II

Riskiana, M.Pd.
NIP. 19760612 199903 2 001

Pekalongan, 12th March 2025
Assigned by
The Dean of FTIK UIN K.H. Abdurrahman Wahid Pekalongan

Prof. Dr. H. Moh. Sugeng Solehuddin, M.Ag.
NIP. 19730112 200003 1 001

ACKNOWLEGMENT

Motto:
If you make listening and observation your occupation, you will
gain much more than you can by talk.
-Robert Baden Powell-

ABSTRACT

The aim of this research is to find the use of English podcasts online in the improving students' in listening skill. In constructing this research, the researcher collected data from the classroom action research, which was carried out through four steps. They were plan, action, observation, and reflection. The subjects of this study were 26 students at twelve grades of SMA ISLAM YMI WONOPRINGGO in academic 2023/2024 year. In during this research, the technique of analyzing data was applied by using qualitative and quantitative data. The qualitative data was taken from interview, observation sheet, and documentation.

The quantitative data was taken from the test. The result of analysis showed that there was development on the students' ability in listening skill. It showed from the mean of the pre-test was 35, the mean of post-test in first cycle was 46,85 and the mean of post-test in second cycle was 86,84. The percentage of the students' score in the pre-test who got 75 above were 3 of 26 students (15,63%), the percentage of the students' score in post-test of the first cycle who got 75 above were 7 of 22 students (31,81). It means there was an improvement about 18,18%. Then, the percentage of the students' score in the post-test of the second cycle who got 75 above, there were 16 of 22 students (72,72%).

It means that the improvement was about 50,91%. From the data, it indicated that using English podcasts in listening skill was effective, and the data above can be concluded that the students' ability in listening skill have been improved by using English podcast as learning media. In qualitative analysis, the students also looked active and enthusiastic in listening learning process by using the podcasts as learning media

Keywords: podcast, listening skill, communication

ABSTRAK

Tujuan dari penelitian ini adalah untuk menemukan penggunaan podcast online bahasa Inggris dalam meningkatkan kemampuan siswa dalam keterampilan mendengarkan. Dalam menyusun penelitian ini, peneliti mengumpulkan data dari penelitian tindakan kelas, yang dilakukan melalui empat langkah. Yaitu rencana, tindakan, observasi, dan refleksi. Subjek penelitian ini adalah 26 siswa di dua belas kelas SMA ISLAM YMI WONOPRINGGO tahun ajaran 2023/2024. Selama penelitian ini, teknik analisis data diterapkan dengan menggunakan data kualitatif dan kuantitatif. Data kualitatif diambil dari wawancara, lembar observasi, dan dokumentasi. Data kuantitatif diambil dari tes.

Hasil analisis menunjukkan bahwa ada perkembangan pada kemampuan siswa dalam keterampilan mendengarkan. Hal ini ditunjukkan dari rata-rata pre-test sebesar 35, rata-rata post-test pada siklus pertama sebesar 46,85 dan rata-rata post-test pada siklus kedua sebesar 86,84. Persentase nilai siswa pada pre-test yang memperoleh nilai 75 ke atas sebanyak 3 dari 26 siswa (15,63%), persentase nilai siswa pada post-test siklus I yang memperoleh nilai 75 ke atas sebanyak 7 dari 22 siswa (31,81). Artinya terjadi peningkatan sebesar 18,18%. Kemudian, persentase nilai siswa pada post-test siklus II yang memperoleh nilai 75 ke atas sebanyak 16 dari 22 siswa (72,72%). Artinya peningkatannya sebesar 50,91%. Dari data tersebut, dapat disimpulkan bahwa penggunaan podcast bahasa Inggris dalam keterampilan menyimak efektif, dan dari data tersebut dapat disimpulkan bahwa kemampuan siswa dalam keterampilan menyimak telah meningkat dengan menggunakan podcast bahasa Inggris sebagai media pembelajaran. Pada analisis kualitatif, siswa juga terlihat aktif dan antusias dalam proses pembelajaran menyimak dengan menggunakan podcast sebagai media pembelajaran.

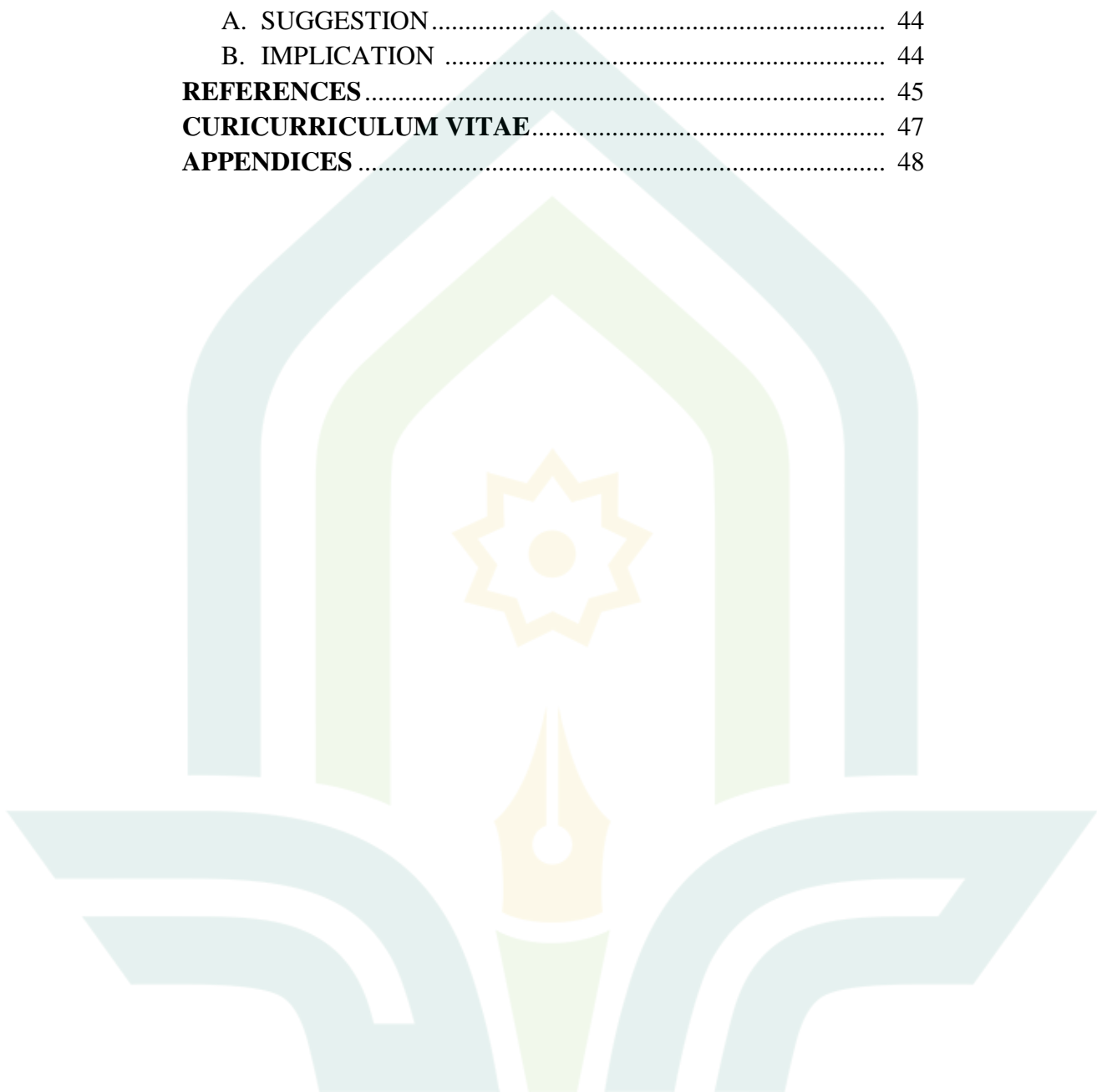**Kata kunci: podcast, keterampilan menyimak, komunikasi**

PREFACE

Preface and gratefulness are sent to ALLAH SWT who has poured His grace and flies gift and hestowed me guidance, health, and patience so that the writing process of my thesis entitled "IMPROVING STUDENTS' LISTENING SKILLS THROUGH PODCAST VIDEO ONLINE"can be completed. It is submitted to the English education department. UIN K.H Abdurrahman Wahid Pekalongan fulfill one of the requirements of the Sarjana Pendidikan Degree at the English Education Department of Faculty of Education and Teacher Training UIN K.H Abdurrahman Wahid Pekalongan. This research study can be accomplished because many supports from several people. Therefore, on this occasion, I would like to express my sincere gratitude to:

1. Prof. Dr. H. Zainal Mustaqim, M. Ag. as the rector of UIN K.H Abdurrahman Wahid Pekalongan
2. Prof. Dr. H. Moh. Sugeng Solehuddin, M. Ag. as the Dean of faculty of Education and Teacher Training
3. Ahmad Burhanuddin, M.A as the head of English Education Department at UIN K.H Abdurrahman Wahid Pekalongan
4. Dr. M. Ali Ghufron, M.Pd. as my supervisor who has given me suggestions, guidance, and time writing the researcher thesis
5. All my lectures in the English Education Department at UIN K.H Abdurrahman Wahid Pekalongan
6. My family, thank you for tremendous support in completing this thesis
7. All classmates from 2020 cohort of English Education who have supported this thesis writing
8. To all parties who, unfortunately, cannot be individually mentioned by the researcher but have provided direct assitanc.

TABLE OF THE CONTENTS

CHAPTER I
INTRODUCTION

1.1. BACKGROUND OF THE STUDY

Communicating in English seems to be a difficult task for most Indonesian students. Listening for content should call not only on the literal auditory-processing ability to hear what is said but also on intuitive capacity to hear what is not said. Sometimes those messages are conveyed indirectly and can be observed in a moment of "somatic leakage," where the speaker communicates through nonverbal channels (Baker, 2018). In fact, the use of English becomes mandatory along with the globalization era. Teaching listening skills is one of the most difficult tasks for any the teacher. any factors affect the low students' achievement. The first factor is that schools rarely hold listening classes even though they are inly 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 problem with listening length and speed. furthermore, students cannot write what they listen to properly, Finally, the listening input by the teacher is still not perfect (Sabours, 2016). The students are expected to master English, so that they can compete in international field. They are accessible, flexible, and can be used for both in-class and independent learning, allowing students to improve their listening skills at their own pace.

However, English as a Foreign Language seems to have their own challenge in the acquiring process. Since the language is a means of habit, Indonesian may have the barriers because they do not use this kind of language in the daily life. In addition, listening skill plays a major part in the examination as well, like national examination for Indonesian students. The students are expected to understand what people says in English. Listening is the foremost critical thing for dialect learning at an early organize. Miranti (2016) states that listening is a skill acquired and mastered by learners for the first time, and the other skills follow afterward.

Listening skills have improved nowadays because of many new technologies that help to listen. However, students still lack

understanding of listening subjects and cannot catch sentences or words. This is because they cannot listen to English texts well in listening classes.

Somehow, they can listen to the sentence, but they fail to write what they hear. Some of them even fail to find the main idea, supporting ideas or the details from the recording. Podcasts are the online distribution of audio via RSS, technology has advanced to the point where teachers only need a computer, microphone, and the internet to record and distribute audio files.

The increasing use of various audio tools for easy collaboration (such as Seismic or Voice Thread) is a unique aspect of audio. Today, podcasts are becoming popular. Podcasts are usually audio files, usually in MP3 format, that can be downloaded to an iPod or MP3 player. Podcasts can now last anywhere from twenty minutes to two hours, making them great for advanced learners. Podcasts are typically similar to pre-recorded radio shows, with interviews, discussions, or commentary on current events. They also cover just about anything you can think of, from hobbies to events. For example: on the way, at work, when writing and so on. This being one the most important advantages of podcast technology, used anytime anywhere. The use of podcasts has been linked to higher levels of student engagement and motivation. (Hobbs,2017).

Sometimes, students do not know the material that the teacher has created; some materials irrelevant to them. Students may not have basic knowledge about other cultures and countries. As a result, they may fail to understand the material or misunderstand its meaning. Some types of media that can be used to learn to listen include audio media and audio-visual media. Radio, music, podcasts, and others are examples of audio-visual media, such as videos, films, and television.

Dennis McQuail argues that the most important characteristics of new media are connectivity, which allows it to be widely accessible to both recipient and sender audiences, interactive and available in various formats, and the ability to access features and functionality from anywhere and at any time (Anwar, 2022).

The researcher in SMA ISLAM YMI WONOPRINGGO, it can be concluded that it is necessary to improve listening skills, because children lack focus during learning, perhaps by listening children can focus. First, researchers found that students were not interested in the topic because they were unfamiliar with listening in native speaker. Students also had problems in understanding the massage in the audio because the lack of vocabularies. The second is the because students do not have much acceptable vocabulary.

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." (Ministery of Education and Culture, 2016). They really rarely listen to English. The students' listening score could achieve the target of Minimum Mastery Criterion, *Kriteria Ketuntasan Minimal (KKM)* of English (75.0) or above. It is considered successful if 75% of the students with individual score in listening achieve at least the same as or above 75.0.

According to this research, teachers must provide students with interesting learning media so that students can quickly understand the lesson. Podcasts are one type of media that can be used to teach listening. Siegel & Siegel (2015) identify that despite the importance of listening, teachers may be unfamiliar with a range of activities that effectively develop the necessary subskills and strategies that lead to competent listening. Language educators are also often lacking in practical approaches, techniques, and activities that they can apply in their classrooms.

This is very important to encourage. During lessons, students should listen and make listening learning comfortable and enjoyable. As a result, students will be more receptive to content broadcast via podcast because they improve their ability to listen.

According to Phillips (2017), podcast is a digital audio file that is created and then uploaded to the online platform for shared with others. Podcast refers on the distribution of audio files in digital format. These audio files can be accessed directly from desktop, device or sent to the device portable media such as MP3 players for listened to 'on the go'.

1.2. Limitation of problem

The researcher collaborated with the English teacher to conduct this study with the aim of studying the resources used to teach English to students of class XII-A of SMA YMI ISLAM WONOPRINGGO, especially those related to learning listening skills. It is impossible for the researcher to solve all the problems at SMA YMI ISLAM WONOPRINGGO due to the feasibility of the study. Therefore, based on the background and identification of the problem, the researcher and the English teacher limited the problem of this study to the use of podcasts to improve students' listening skills in class XII, class A at SMA YMI ISLAM WONOPRINGGO in the academic year 2023/2024.

1.3. Formulation the Problem

1. How can the use of online podcasts improve students' listening skill is grade XII- A at SMA YMI ISLAM WONOPRINGGO?
2. How can podcast improve students' motivation in learning listening skill on the podcasts at XII-A SMA YMI ISLAM WONOPRINGGO?

1.4. Operational Definition

1. Improving students

"Improving students refers to the process of enhancing learners' academic performance, motivation, and engagement through effective instructional strategies and supportive learning environments. (Slavin,2012)

2. Listening

That listening management is another need in language. Listening allows us to receive an understanding of what is heard. listeners will relate to each other the meaning of everything they hear. (Sadiku, 2015)

3. Skill

Skills can be defined as the ability to use logic, idealism, and creativity in carrying out, changing, or creating something valuable. (Iverson, 2022)

4. Through video podcast online

Although this type is relatively new, it has recently become popular among the general public because it adds a visual element to your podcast. This type produces video files, some of which are in MP3 format. (Sa'adah, 2022).

1.5. Aims of the Study

Based on the formulation of the problem written above, this study's purposes are as follows:

1. To compare traditional listening methods with podcast-based learning (Hasan, M. M., & Hoon, T. B.2013)
2. Explore how podcast contribute to the development of active listening strategy critical thinking, summarization, and note-taking. (Rahimi & Katal,2021)

1.6. Significances of the Study

This research is expected to provide theoretical, empirical, and practical benefits.

a) Theoretical Use

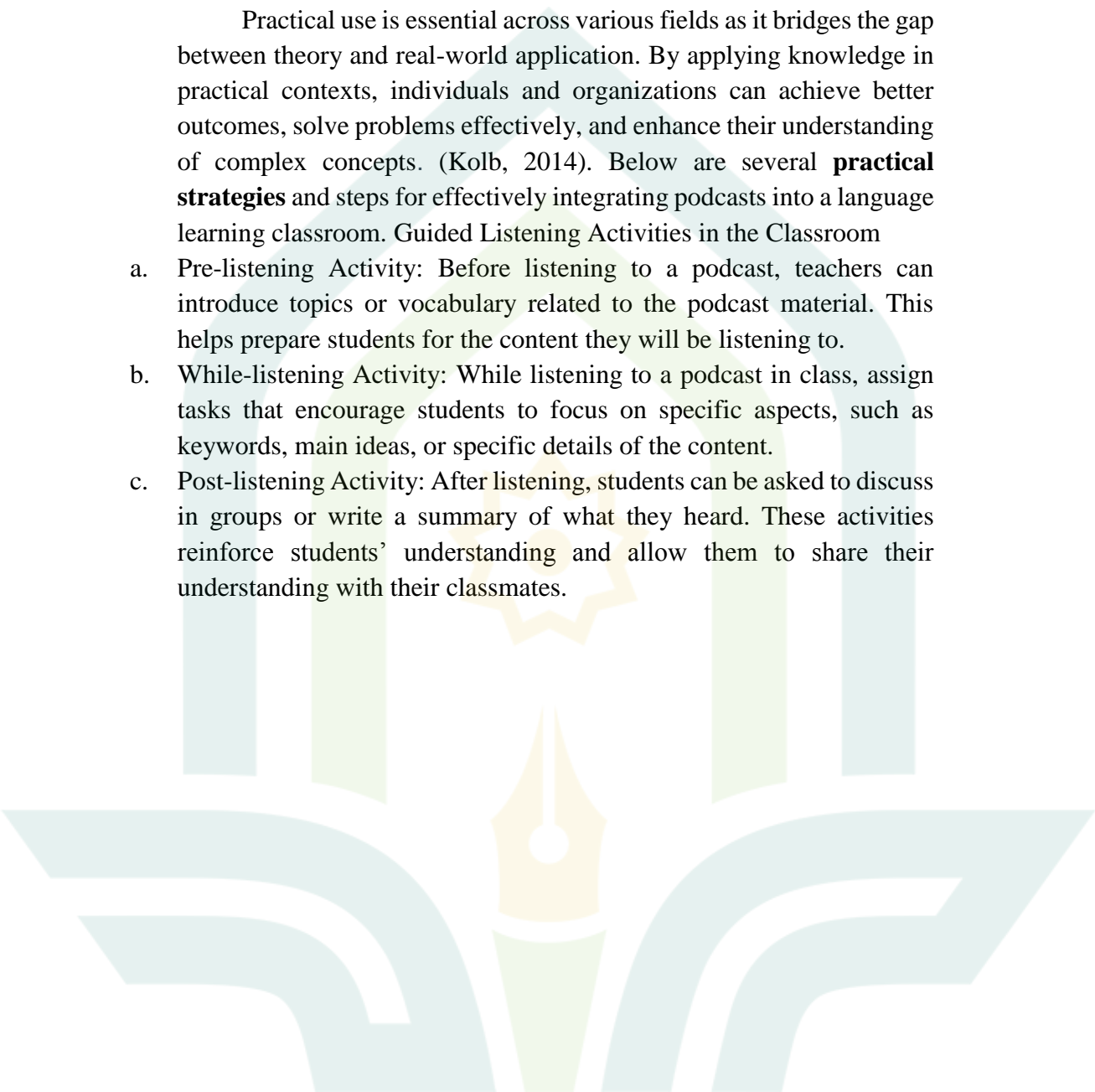Theoretically, Podcasts provide authentic language exposure, helping students improve their ability to understand different accents, speech rates, intonations, and contextual meanings (Vandergrift & Goh, 2012).

b) Empirical Use

Hasan & Hoon (2013) found that students who used podcasts were more likely to employ note-taking, predicting, and summarizing techniques, improving their active listening skills.

c) Practical Use

Practical use is essential across various fields as it bridges the gap between theory and real-world application. By applying knowledge in practical contexts, individuals and organizations can achieve better outcomes, solve problems effectively, and enhance their understanding of complex concepts. (Kolb, 2014). Below are several **practical strategies** and steps for effectively integrating podcasts into a language learning classroom. Guided Listening Activities in the Classroom

a. Pre-listening Activity: Before listening to a podcast, teachers can introduce topics or vocabulary related to the podcast material. This helps prepare students for the content they will be listening to.

b. While-listening Activity: While listening to a podcast in class, assign tasks that encourage students to focus on specific aspects, such as keywords, main ideas, or specific details of the content.

c. Post-listening Activity: After listening, students can be asked to discuss in groups or write a summary of what they heard. These activities reinforce students' understanding and allow them to share their understanding with their classmates.

CHAPTER V

CONCLUSION

A. Summary of Finding

Conclusions and recommendations are discussed in this chapter. Below is a detailed explanation for each point. Here, the researcher reaches several conclusions:

1. The use of podcasts in English can improve students' listening skills by adjusting the material to students' needs, interests, and preferences. This can be done from low to high levels. Podcasts can be used by teachers to make activities fun for students. Therefore, the process of learning to listen is more interesting for students. In addition, podcasts vary in English so they don't get bored.

2. The researcher found that podcasts in English can be a useful teaching tool for enhancing students' listening comprehension. This is evident from the facts as of right now. The researcher received numerous corrections in the first cycle from the English teacher collaborator. In cycle 2, the researcher carried out the study using the collaborator's recommendations and the updated corrections. The results of the second cycle were satisfactory: podcasts helped students learn to listen better at XII-MIPA- A of SMA ISLAM YMI WONOPRINGGO. And also, the students' interest and enthusiastic were increased.

B. Suggestion

This study will make some recommendations for English researcher and teacher English teachers can use podcasts as a tool to teach students to listen. The results of the study showed that using podcasts as a tool to teach students to listen can improve students' abilities. In addition, it can help the learning process so that students are more interested in learning English. English teachers should also use various types of media to teach students English.

REFERENCES

Abdulrahman, T., Basalama, N., & Widodo, M. R. (2018). The impact of podcasts on efl students"listening comprehension. *International Journal of Language Education*

Beare , K. 2011. *The Challenge of Teaching Listening Skills. From: esl.about.com* (http://esl.about.com/cs/teachinglistening/a/a_tlisten.htm)

Bell, J. 2005. *Doing Your Research Project 4th edition. New York: Open University Press.*

Boulos, M.N.K., Maramba, I. & Wheeler, S. 2006. *A new Generation of Web Based Tools for Virtual Collaborative Clinical Practice and Education. Published on: Wikis, blogs and podcasts. BMC Medical Education.* (http://www.biomedcentral.com/1472-6920/6/41)

Brown, Gillian.2001. *Listening to Spoken Language, United State of America: Longman*

Brown, H.D. 2000. *Principle of Language Learning and Teaching*. San Francisco: San Francisco University.

Brown, H.D. 2000. *Principle of Language Learning and Teaching*. San Fransisco: San Francisco University

Burns, A. 1999. *Collaborative Action Research for English Language Teachers.United kingdom: Cambridge University Press*

Collaborative Action Research for English Language Teachers. United kingdom: Cambridge University Press. _____. 2010.

Constantine, P. 2007. *Podcast: Another source for listening input. The Internet TESL Journal, 8(1), 143-156. Retrieved from http://iteslj.org/Techniques/ConstantinePodcastListening.html*

Doing Action Research in English Language Teaching: A Guide for Practitioners. New York: Roudledge Taylor and Francis Group

Galina Kavaliauskiene. 2008. *Podcasting: A Tool For Improving Listening Skills, Journal Teaching English with Technology, Vol 8, No 4,*

Gilly Salmon, et,al.2008. *How to Create Podcasts for Education, England: Open University Press*

Jack,C .Richards.2006. *Communicative Language Teaching Today, New York: Cambridge University Press*

Jack,C.Richard and Willy A Renandya.2002. *Methodology in language Teaching , USA: Cambridge University Press New York*

Jack,C.Richards.2008. *Teaching Listening and Speaking, New York: Cambridge University Press*

Jeremy, Harmer.2007. *How to Teach English, United Kingdom: Longman*

Jeremy, Harmer.2007. *The Practice of English Language Teaching, United Kingdom: Longman*

Language Assessment: Principles and Classroom Practices. San Francisco: San Francisco University _____. 2004.

San Francisco: San Francisco University _____. 2007.

Teaching by Principles: An Interactive Approach to Language Pedagogy (Third edition).

Teaching by Principles: An Interactive Approach to Language Pedagogy (Third edition). San Francisco: San Francisco University. Burns, A. 1999.