IMPROVING LISTENING SKILL WITH A VIDEO BASED PODCAST FOR VOCATIONAL HIGH SCHOOL STUDENTS'

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ABSTRACT

This study aims to improve students' listening skills using video podcast media in class XI students of vocational high school based in Banyuwangi. This study used a pre-experimental design with a pre-test and post-test model in one group. Data were collected through observation, pre test, and post-test. The results showed a significant improvement in students' listening skills after being given treatment using video podcasts. The average pre-test score was 67, while the post-test score increased to 87, with an increase of 30%. The t-test results showed a value of 5.45 which was greater than the t-table value (1.833), indicating a significant difference between the pre-test and post-test. The use of video podcasts as learning media helps students understand pronunciation, improve material comprehension, and build confidence in listening. Thus, this media can be an effective alternative to improve students' listening skills. The researcher recommends using video podcasts with interesting topics to increase students' learning motivation..

Keywords: Listening Skills; Video Podcasts; English Language Learning; Vocational High School.

INTRODUCTION

Listening is one of the important English skills in learning English as a foreign language in Indonesia. Listening is a receptive ability, wh ere students obtain information from others. Therefore listening is very important to learn in improving students' English communication and listening skills.

Students are taught English as a foreign language from elementary to junior high, high school, and college. Even if they have studied for years, it is typical for students or graduates to struggle to grasp English. Due to the necessity for listeners' focus and concentration, listening is one of the English skills students in Indonesia work to master. It occurs due to their poor comprehension of the English material being read aloud in class (Camelia, 2021).

In a natural context, it turns out that learning listening skills is far from expectations. Listening is considered difficult for students because it is difficult for them to grasp the meaning and purpose of the sound of the Podcast. Several things make students difficulty in listening skills. Firstly, English is rarely used by students in their daily lives. Second, the

listening materials also have different accents and unusual vocabulary. Third, students are accustomed to listening to non-native speakers in class (Indahsari, 2020). Fourth, listeners do not influence how speakers speak, the speed of speech and conversation becomes an important consideration. Fifth, lack of time to learn English in the classroom, in which most English sessions at school mainly focus on textbooks and exercises, and teachers seldom employ the four fundamental English skills to apply in the classroom. And sixth, the lack of teacher innovation in choosing interesting learning media for students' listening skills. Currently, most students in Indonesia lack confidence in listening to English. That means students in Indonesia still have a low level of confidence in listening to English, so the students' listening comprehension scores still lacking (Romadhon, 2019).

Creating fun learning is a challenge for teachers. Technology has enormous potential to transform current education techniques. When students learn with technology, they develop higher-order cognitive skills (Syahabuddin & Rizqa, 2021). Learning media becomes significant in this environment. Because when used effectively and imaginatively, media can be an excellent tool for waking all the senses in learning. Teachers can use various multimedia forms to improve educational quality and the efficacy of English instruction. Teachers must master learning media to enhance student motivation, minimize boredom in engaging in a learning process and develop students' knowledge in a real-world environment. Teachers may utilize multimedia software to extend class content and give multiple contexts in the learning process by combining voice, video, and images (Suhardiana, 2019). Teacher competence will increase through a good understanding of the media, mastery of appropriate selection strategies, and creative use in various packaging actions.

The free availability of the internet impacts both students and teachers in the sphere of education for instance, modern students like the internet to research information, news, or homework. Like students, most teachers still use the internet to find resources and study aids. It is also envisaged that the internet would contribute to raising learning results in educational settings when teachers, mainly English subject teachers, use it to enhance English language abilities, especially listening skills (Elmayantie, 2018).

Many audio media have been created to give versatile learning tools (Sari, 2021). There are many media that teachers can use to support Listening learning in the classroom, namely Podcasts. Podcasting is one of the most exciting technologies to emerge in recent history. Podcasting is exciting because anybody can get involved, express themselves, exchange ideas, or pitch their products. There are several podcasts, some of which are merely audio, while others include video. Some students may be able to understand Podcasts through audio only without pictures. Some students, however, can grasp the content of the Podcast if images or videos support it. Podcasts benefit students and teachers by providing up-to-date 15 contexts (Fatika & Rahayu, 2021). With podcasts, students get many advantages, such as information and entertainment.

In addition, podcasts can be downloaded and shared instantly, thus giving learners significantly more control over their competence and ownership of their learning (Ramli & Kurniawan, 2018). Recently, there has been substantial development in podcasts that can be used for educational purposes. It can be an entertaining and unique educational activity (Camelia, 2021).

As a teacher, researchers realize that technological advances play an important role in the development of education. Currently, the most widely used media to support learning effectiveness is YouTube. This is because there are many relevant topics that can be accessed for free. However, accessing YouTube consumes a lot of internet quota. Apart from YouTube, podcasts are also the preferred learning media for millennials. This makes podcasts a good learning media because listeners can play audio as much as they want. Therefore, the effectiveness of podcasts as a learning media is interesting to research. This interest

encourages research on the effectiveness of podcasts as a learning media in improving listening skills and improving student pronounciation.

Based on the above discussion, it can be seen that using videos to teach listening skills is theoretically an effective way. However, what do students think about the media used by teachers in the teaching and learning process? Can using imitation videos as media improve students' understanding of the subject matter? Schools also have students who come from various backgrounds such as family, religion, economy, tradition, and psychology (talent, perception, interest). Differences in these aspects can lead to differences in perceptions of learning, the material provided by the teacher, and the media used by the teacher in delivering learning.

The researchers have identified several problems affecting the school. Firstly, there is a lack of facilities to support the listening learning process, such as limited language laboratory and earphones, which hampers students' ability to listen effectively. Secondly, teachers mainly focus on reading, writing, and speaking skills, neglecting the importance of listening practice. This results in students being less able to practice their listening skills. Moreover, students find listening lessons boring as the traditional learning model only involves listening to the teacher and answering questions accurately. Due to these issues, students lack motivation to learn listening material as they have little interest in this skill.

To address these problems, the researchers propose using video podcasts 'LEP - Learning English Podcast'. They believe that podcasts can enhance understanding, improve students' imagination abilities, and help them focus on the speaker's topic automatically (Metruk, 2018). By incorporating podcasts into the curriculum, the researchers aim to overcome the existing challenges and improve students' listening skills.

METHOD
Research Design

In this study, the writer applied experimental research methods. The design that was used was a pre-experimental one-group pre-test-post-test. This design involved one group given a pre-test (O2), given treatment (X), and given a post-test (O2). Treatment success was determined by comparing pre-test scores and post-test scores.

In pre-experimental research, one group pre-test-post-test, the first step was to determine the sample to be the research sample and group it into one research class. The next step was to provide a pre-test to measure student listening skills before being given treatment using the Video Podcast. In the next stage, the participant was given treatment using the Podcast in which there was learned. This design can be describe as follows:

$$O_1 \rightarrow X \rightarrow O_2$$

Note:
O_1 : Pre-Test
X : Treatment
O_2 : Post-Test

Participants

The participant of the research is the tenth graders of vocational high school in Banyuwangi. The author chose class XI Accounting as a participant with a total of 10 students, 9 of whom were female and 1 male and the average age was 16-18 years. Based

on discussions with the vocational English teacher, the researcher chose class XI Accounting which contained 10 students. This was chosen because this class was appropriate for the research to be conducted by the researcher.

Data Collection Method

The researcher used two instruments to collect the data. The two research instruments were observation and test. The result from research instrument would help the researcher to get the need data. Observation, (Sugiyono, 2015) observation was an activity loading research on an object. The researcher used participant observation where the researcher participate in the activities of the group being observed. The researcher observed and took a note the students' attitude while preparing the case, the debate process and interaction with adjudicators during the debating practice. Test, (Gronlund and Linn in Suryanto, 2014) defined "test is an instrument or systematic procedure for measuring a sample behaviour". In this research, the test was used debate technique to enhance speaking skill. The test was carried out twice, namely pre-test and post-test.

Data Analysis Method

Data collection is used to determine whether the treatment gives good results on students' listening skills at SMK Sritanjung. This research is supported by quantitative data analysis. Quantitative data in this study is in the form of numerical data and can be formulated using statistical methods. and concise explanations that can be formulated using statistical methods.

Finding the students' mean score the pre-test and post-test, the researcher applied the formula.

$$X = \frac{\sum X}{N}$$

Note:
X : Mean Score
$\sum X$: Total Score Responden
N : Total Sample

Finding the information of the students' improving listening comprehension. The researcher applied this formula.

$$P = \frac{x2 - x1}{x1} \times 100$$

Note:
P : Improvement
X2 : The totalscore of post-test
X1 : The total score of pre-test

Finding out the significant dufferences between the score of the pre-test and the post-test. The researcher applied the formula.

$$t = \frac{D}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

Note:
t : Test of significant
D : The mean score of difference
∑D : The sum of the total score
∑D2 ; The square of the sum score of differences
N : Number of studentsdufferences between the score of the pre-test and the post-test. The researcher applied the formula.

FINDINGS AND DISCUSSION
Findings

The result of pre-test, here were 3 students who scored below 60, 2 students scored 62, 3 students scored 69, 1 student scored 85 and 1 student scored 92. The pre-test results show that ALI got 9 points, BAV got 7 points, ELD got 9 points, FH got 9 points, MDIP got 11 points, NDA got 7 points, RU got 7 points, RAL got 8 points, SNA got 8 points and SSA got 12 points.

Table 1 : The total score of Pre-test in class X1 Accounting

No.	Name	Score
1	ALI	69
2	BAV	54
3	ELD	69
4	FH	69
5	MDIP	85
6	NDA	54
7	RU	54
8	RAL	62
9	SNA	62
10	SSA	92

The result of post-test, were 5 students who got a score of 76, 1 student got a score of 92, and 4 students got a score of 100. The pre-test results show that ALI got 11 points, BAV got 9 points, ELD got 12 points, FH got 9 points, MDIP got 12 points, NDA got 9 points, RU got 12 points, RAL got 9 points, SNA got 9 points and SSA got 12 points.

Table 2 : The total score of Post-test in class XI Accounting

No.	Name	Score
1	ALI	92
2	BAV	76
3	ELD	100
4	FH	76
5	MDIP	100
6	NDA	76
7	RU	100
8	RAL	76
9	SNA	76

The average score on the Pre-test is 67 which is classified as insufficient and the Post-test average score is 87 which is classified as sufficient. The range between pre-test and post-test is 20.

The results of each student's pre-test score are squared, so that the score results are summed up and the result is $\sum$ 46,408. Then, the results of each student's post-test score were also squared, so that the value of $\sum$ 77,344 was obtained. To find out the significant value of students, a t-test calculation is needed, where in calculating the t-test the deviation between the pre-test and post-test is needed. The calculated deviation value is the post-test value minus the pre-test value. In this study, the deviation value was found to be $\sum$ 202. The deviation value of each student after being squared is $\sum$ 5,314.

Table 3 : The comparison table result of pre-test and post-test

Sample	Pre-Test Score		Post-Test Score		Deviation	
	X1	X1^2	X2	X2^2	D	D^2
ALI	69	4.761	92	8.464	23	539
BAV	54	2.916	76	5.776	22	484
ELD	69	4.761	100	10.000	31	961
FH	69	4.761	76	5.776	7	49
MDIP	85	7.225	100	10.000	15	225
NDA	54	2.916	76	5.776	22	484
RU	54	2.916	100	10.000	46	2.116

RAL	62	3.844	76	5.776	14	196
SNA	62	3.844	76	5.776	14	196
SSA	92	8.464	100	10.000	8	64
TOTAL	∑ 670	∑ 46.408	∑ 870	∑ 77.344	∑ 202	∑ 5.314

The result is mean value of the pre-test and post-test, pre-test was 67% while the mean value of the post-test increased to 87%. The pre-test standard deviation was 12.98 while the post-test standard deviation was 13.55. As a result, the mean value of the post test is significantly greater than the mean value of the pre-test. This means that students' listening skills have improved after being given treatment using video podcasts.

The results of students' listening skills improvement increased by 30% where this result was obtained from the total post-test score minus the total pre-test score, then divided by the total pre-test score and then multiplied by 100%. So that the overall result is divided by the total pre-test score. It can be concluded that students' listening skills have increased by 30%.

The results of the t-test value for listening is $5.45 \leq 1.833$ t-test table. The formula can be seen in the attachment. This shows that the results of the t-test value on all variables and indicators are higher than the t-table value, which means that there is a significant difference between the pre-test and post-test results on listening. Based on these results, it can be concluded that there is a significant difference in students' listening skills after using podcast video media.

CONCLUSION

Based on the objectives of this study, it can be said that the use of podcasts has resulted in a significant improvement in students' listening comprehension. This conclusion is supported by the table value t-test analysis, as shown by the data analysis, findings, and comments of the study. The results of the t-test test value show that the t-test value for listening is $5.45 \leq 1.833$ t-test table. This indicates that the use of podcast video media has a significant impact on students' listening comprehension. The magnitude of this effect is apparent when considering the mean scores of the pre-test (67) and post-test (87). It can be said that the use of video podcasts as a medium leads to a significant improvement in listening comprehension.

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