THE EFFECT OF PODCASTING TECHNOLOGY MEDIA ON STUDENTS' LISTENING SKILL IN MADRASAH ALIYAH SWASTA AL-WASHLIYAH GEDUNG JOHOR

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Abstract

This study investigated the effect of podcasting technology media on students' listening skill in madrasah al-washliyah swasta gedung johor. This study used quantitative research method. The researcher selected 86 students in Madrasah Aliyah Swasta Al-Washliyah Gedung Johor in the school year 2024/2025 from the total number, 43 students from X B and 43 students from class X C to become a sample in this research. This research employed a test (pre-test and post-test) as an instrument and also observation and documentation as a compliment. A listening test used as the research instrument. To analyzed data, the researcher used SPSS. there is significant affect of using podcast technology media for students, especially in English listening skill. students who taught by using podcast technology media got higher score than students who taught without using podcast technology media. It can be seen the mean score of experimental class was 87 while the mean score of control group was 76. podcasts have a greater impact on students listening skill than traditional classroom settings. Additionally, it was shown that teaching listening through podcast media may be enhanced because learning Englis hmade the students more engaging, joyful, and enjoyable. In conclusion, podcasts can have a major impact on kids' listening comprehension at the tenth grade level.

Keywords : podcast, listening skill, technology

Abstrak

Penelitian ini menyelidiki pengaruh media teknologi podcasting terhadap keterampilan mendengarkan siswa di madrasah al-washliyah swasta gedung johor. Penelitian ini menggunakan metode penelitian kuantitatif. Peneliti memilih 86 siswa di Madrasah Al-Washliyah Swasta Gedung Johor pada tahun ajaran 2024/2025 dari jumlah total, 43 siswa dari kelas X B dan 43 siswa dari kelas X C untuk menjadi sampel dalam penelitian ini. Penelitian ini menggunakan tes (pre-test dan post-test) sebagai instrumen dan juga observasi dan dokumentasi sebagai pelengkap. Tes mendengarkan digunakan sebagai instrumen penelitian. Untuk menganalisis data, peneliti menggunakan SPSS. Ada pengaruh yang signifikan dari penggunaan media teknologi podcast bagi siswa, terutama dalam keterampilan mendengarkan bahasa Inggris. Siswa yang diajar dengan menggunakan media teknologi podcast mendapat skor lebih tinggi daripada siswa yang diajar tanpa menggunakan media teknologi podcast. Dapat dilihat skor rata-rata kelas eksperimen adalah 87 sedangkan skor rata-rata kelompok kontrol adalah 76. Podcast memiliki dampak yang lebih besar pada keterampilan mendengarkan siswa daripada pengaturan kelas tradisional. Selain itu, ditunjukkan bahwa pengajaran mendengarkan melalui media podcast dapat ditingkatkan karena pembelajaran bahasa Inggris membuat siswa lebih menarik, menyenangkan, dan mengasyikkan. Sebagai kesimpulan, podcast dapat memberikan dampak besar pada pemahaman mendengarkan anak-anak di tingkat kelas sepuluh.

Kata Kunci: podcast, keterampilan mendengarkan, teknologi.

1. INTRODUCTION

According to Brown (2004) listening as a student's verbal or written answer indicating correct or faulty auditory processing. To improve their listening skills,

students must actively think during listening. Brown defines, listening is a complex action that can be improved by activating pupils' past knowledge. Listening is very important. It is used as a token whether someone understands or does not understand a context of conversation with people in the civilize world. This is the reason why listening is very important for humans. However, many high school students and students who are already studying English do not understand the importance of listening in the communication aspect. There are many teaching media that are very suitable to students. One example of media introduced to students is podcasts.

Podcasts are digital recording media that are distributed via the internet and are usually delivered in episodic format. deal (2007) in journal winayah (2015) defines Podcasts are audio or video recordings made available online. The term is derived from the terms "broadcast" and "iPod," which refers to Apple's MP3 player. Podcasts can provide benefits for both teachers and students, such as improving listening and comprehension skills. If used well, podcasts can be a powerful and positive learning medium.

According to Abdi and Makiabadi (2019), podcasts can help enhance listening abilities. It helps you to learn English in offline as well as online modes. Podcasts make listening simpler as well as more efficient in educational environments.). There are several sorts of podcasts accessible through the worldwide web. Nowadays, audio podcast, enhanced podcast, and video podcast are three different types of podcasts being created and frequently used, characterized by the design of the content.

2. RESEARCH METHOD

This research conducted by using Quantitative research method, especially with the experimental design. According to Sugiyono (2017), quantitative research is research carried out by collecting data that can be measured numerically, either through filling out questionnaires, observation, or secondary data processing. Sugiyono (2013) stated that the sample is any part of a population of individual's information was obtained. Sample was a part of the population.

The researcher selected 86 students in Madrasah Aliyah Swasta Al-Washliyah Gedung Johor in the school year 2023/2024 from the total number, 43 students from X B and 43 students from class X C to become a sample in this research. This research employed a test (pre-test and post-test) as its instrument and also observation and documentation as a compliment. A listening test used as the research instrument. To analyzed data, the researcher used SPSS.

3. RESULT AND DISCUSSION

	Levene's Test for Equality of Variances	T-Test of equality of means							
R E S U L T								95% Confidence Interval of the Difference	
		F	t	Dif	Sig (2 tailed)	Mean diff	Std. error diff	lower	upper
	Equal variances assumed	10.443	19.507	84	000	11.116	.570	9.983	12.250
	Equal variances not assumed		19.507	69.382	000	11.116	.570	9.980	12.253

Based on the table above, obtained sig value (2 tailed) as big as 0,000 < 0,05. So it can be conclude that there is average difference in student learning

outcomes between the podcast technology media and those that only use audio. To be clearer, the researcher have explained it in the statistical table below
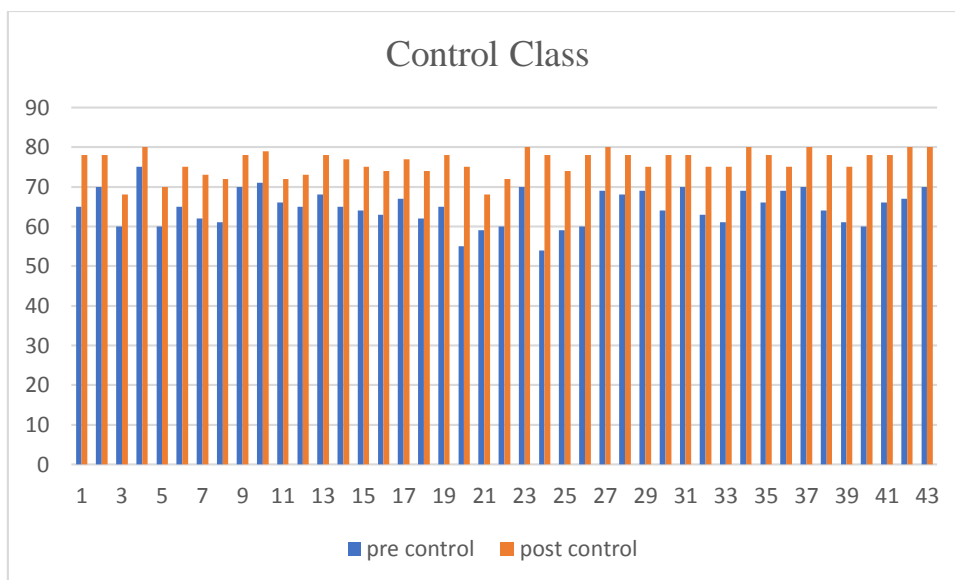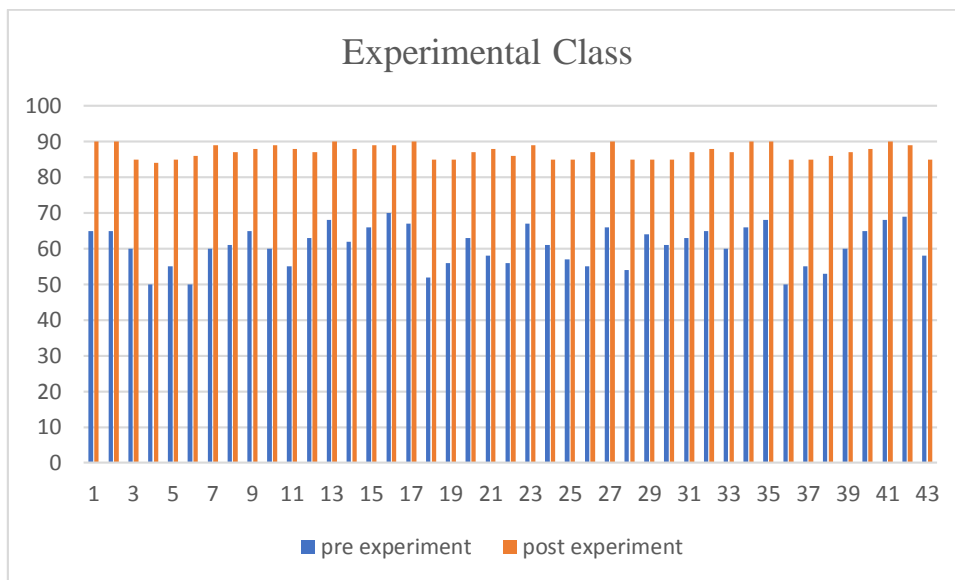
Group Statistic

	Class	N	Mean	Std. Deviation	Std. Error Mean
RESULT STUDY	**Post Experiment**	43	87.28	1.944	.294
	Post Control	43	76.16	3.192	.487

Based on the table above, there is mean difference between post experiment and then post control. Which is in post experiment the mean is 87.28. while, in post control the mean is 76.16. it shown that in post experiment they got higher score.

To test the hypothesis, the formula of T-Test and the distribution table of teritical value were applied. Because of Tobserve was higher than Ttable. It can be conclude that the null hypothesis was reject and the alternative hypothesis was accepted. Therefore, the students who taught by using podcast technology media got higher score than students who were taught without podcast technology media.

In short, there is significant affect of using podcast technology media for students, especially in English listening skill .

Based on calculating and explanation above,it was conclude that by using podcast technology media on students listening skill of Madrasah Aliyah Swasta Al-Washliyah Gedung Johor Medan and the hypothesis was accepted. Therefore, students who taught by using podcast technology media got higher score than students who taught without using podcast technology media. It can be seen the mean score of experimental class was 87 while the mean score of control group was 76.

4. CONCLUSION AND SUGGESTION

4.1 Conclusion

Based on the data analysis and discussion, it is possible to draw the conclusion that podcasts have a greater impact on students listening skill than traditional classroom settings. Additionally, it was shown that teaching listening through podcast media may be enhanced because learning English made the students more engaging, joyful, and enjoyable. In conclusion, podcasts can have a major impact on kids' listening comprehension at the tenth grade level.

4.2 Suggestion

Drawing from the conclusions and dialogue presented in the preceding section, the author wishes to make the following recommendations. They are shown in the following order. For English Teacher. When it comes to instructional resources, English teachers should be imaginative and inventive. In order to keep pupils from becoming bored or boring during the teaching and learning process, it is crucial that teachers employ a variety of activities. They can teach listening skills more effectively by using podcast digital media as one of the suitable exercises. The use of podcast digital media in the classroom would make it more enjoyable and would motivate students to learn how to listen in English. For Students. While studying English, students can use any kind of media, but podcasts are particularly useful. Students' interest in learning to listen will increase, and it will also help them become more proficient listeners.

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