The Effectiveness and Students' Perception of Using Podcast in Students' Listening Skill

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Abstrak

Saat ini, teknologi telah digunakan dalam pendidikan sebagai media pengajaran. Salah satu keterampilan berbahasa Inggris yang dianggap sulit dipelajari siswa di Indonesia adalah mendengarkan. Mendengarkan dianggap sebagai keterampilan paling dasar dari empat keterampilan utama perkembangan bahasa, sehingga harus dipelajari terlebih dahulu. Salah satu teknologi yang dapat digunakan sebagai media efektif untuk mengajarkan keterampilan mendengarkan siswa adalah podcast. Apakah efektif menggunakan podcast untuk keterampilan mendengarkan siswa kelas 10 di Pondok Pesantren Binar Ilmu. Desain yang digunakan dalam penelitian ini adalah metode Kuantitatif dan Kualitatif. Untuk mengetahui efektivitas keterampilan mendengarkan melalui podcast, metode yang digunakan dalam penelitian ini adalah penelitian kuantitatif. Hasilnya menunjukkan bahwa rata-rata kedua kelas mengalami peningkatan. Nilai rata-rata kelas eksperimen meningkat dari 38,57 pada pre-test menjadi 55,71 pada post-test, sedangkan nilai rata-rata kelas kontrol meningkat dari 40,00 pada pre-test menjadi 50,00 pada post-test. Pada uji t berpasangan diperoleh nilai 0,02 untuk kelas eksperimen artinya data < 0,05 sehingga Ha diterima dan Ho ditolak. Persepsi siswa terhadap podcast adalah siswa merasa sulit untuk mencoba memahami dan mendengarkan podcast, tetapi siswa mampu mengatasi kesulitan mereka dan siswa sangat menikmati mendengarkan podcast.
Kata Kunci: Keterampilan Mendengarkan, Podcast, Persepsi Siswa

Abstract

In modern times, technology is used in education as a means of instruction. Listening is one of the English abilities that Indonesian students find difficult to learn. Listening is regarded as the most fundamental of the four primary skills of language development, hence it must be acquired first. Podcasts are one of the tools that may be utilized effectively to educate children listening skills. Is it effective to use podcasts to improve 10th grade students' listening abilities at Binar Ilmu Boarding School? This study's design is a mixed methods approach. This study will employ a quantitative research method to determine the effectiveness of listening skills gained through podcasts. The result revealed that the mean of the two classes were increasing. The experimental class mean score had improved from 38,57 in pre-test to 55,71 in post-test, while the controlled class mean score had improved from 40.00 in pre-test to 50,00 in posttest. In the paired t test, a value of 0.02 was obtained for the experimental class, meaning the data was <0.05 so Ha was accepted and Ho was rejected. This means that podcasts are effective for students' listening skills. Students' perceptions of podcasts are that students find it difficult to try to understand and listen to podcasts, but students are able to overcome their difficulties and students really enjoy listening to podcasts.
Keywords : Listening skill, podast, students' perception

INTRODUCTION

In present time, technology has been employed in education as a means of instruction. Hundreds of media are utilized to make it easier to study specific subjects, including English education. Podcasts are among the most popular forms of media right now. Podcasts are an internet medium that can inspire students to study English and improve their language competence, especially in listening. (Masruroh & Mubarok, 2023). In learning English, there are four skills that must be mastered as (Rahmi, 2022) said, that four basic skills among them are listening, reading, writing and speaking.

Between four skill above, listening is one of the English language abilities that Indonesian students find challenging to acquire. Brown in (Pratiwi et al., 2024) stated that listening is the most important component of language learning and instruction since students spend more time listening than speaking in class. As a result, listening is one skill for distinguishing and comprehending what speakers say. Furthermore, it is a comprehensive activity that helps pupils understand the speakers' statements. As a result, individuals can apply what they've learned previously. Another method it could alleviate the stress of listening is to provide pupils with practice in different types of listening. (Cárdenas, 2023).

Listening is regarded as the most fundamental of the four essential skills of language development, and hence must be learned first. Because students make the most use of hearing when they first begin learning a language, particularly a spoken language, listening is considered a basic talent for humans. During the listening process, their minds will attempt to receive and translate the messages and things mentioned. Students' communication will be effective if they can comprehend what is being conveyed (Norasiah & Sugirin, 2023). They will then be able to learn more successfully. Even though listening is a key part of classroom learning, many 10th-grade students at Binar Ilmu Senior High School do not comprehend it. They find it difficult to improve their listening skills due to insufficient vocabulary mastery and technological resources in their classrooms.

The rapidly expanding digital era has altered teaching and learning methodologies in addition to people's lifestyles worldwide (Tananuraksakul, 2017). Furthermore, the previous 20 years have seen a tremendous influence on education, particularly the teaching of foreign languages, due to the rapid advancement of technology (Hussaeni et al., 2020). Today's modern world heavily relies on technology to achieve all kinds of educational objectives (Novianty & Lastari, 2023). As a result, teaching listening via traditional methods will be tedious and dull, and pupils will undoubtedly become bored and uninterested in the lessons. For listening sessions, teachers normally use a recording that solely contains speech and has no fun or creativity added. As a result, educators must experiment with new techniques to help students comprehend in the listening lesson. To keep students engaged, educators can include unique and interesting applications in their listening lessons.

Podcasts are among the technological tools that can be utilized to instruct children in listening skills. Podcasts are thought to be a recent innovation that can help students improve their speaking and listening skills (Ramadhani & Noni, 2022). Podcasts contain a variety of content, including images, videos, and music.

Using podcasts to teach and study languages could help students have a deeper comprehension of the material and improve their listening comprehension skills (Pratiwi et al., 2024). The use of podcast features in listening lessons, when properly supplied, would excite pupils. Talking is a more effective teaching method than writing, and encouraging students to use podcasts to learn listening will help them improve their language abilities. English professors can help students practice their foreign language outside of the classroom. Podcasts offer educators innovative ways to identify educational zones that look interesting but may not be utilized by teachers (Ade et al., 2022). Podcasts are a useful tool for educators to share ideas and suggestions for bettering their teaching methods. It goes without saying that podcasts are mostly useful for project-based learning, autonomous study, and lecture recording (Afriyuninda & Oktaviani, 2023).

The research has been conducted at Binar Ilmu Boarding School. The reason to choose the school is because from the experience of teaching English there during internship program. It was found that the students had difficulties, especially in the listening skill. Students usually have difficulties with listening because of factors like fast delivery, poor quality recorded materials, and difficulty telling words apart. Because of that, it has attracted researcher to conduct the research Entitled "The Effectiveness and Students' Perception of Using Podcasts in Student Listening Skills (A Study at Tenth Grade of Binar Ilmu Boarding School)", this research aims to discover if podcasts media is effective or not to be used in listening learning at Binar Ilmu Boarding School.

Based on the background that has been explained above, this research aims to find out whether Podcast is effective for student listening skill or not. Also to find out students' perception about the using of podcast

RESEARCH METHOD

Research Design

The design used for this research is Quantitative and Qualitative methods. Creswell in (Flick, 2022) has written numerous books on mixed methods and emphasizes that mixed methods allow researchers to gain a more comprehensive understanding of research phenomena by combining qualitative and quantitative strengths. Thus, mixed methods allow researchers to better validate findings.

In order to figure out the effectiveness of listening skill through podcasts, this study will use quantitative research as a method. Sugiyono in (Nor & Banjarmasin, 2014) defines quantitative research refers to numerical studies that use statistics for analysis. The research used a quasi-experimental design. Both groups undergo pre- and post-tests, but only the experimental group receives treatment. The data was supplemented with qualitative methods such as interviews to learn more about students' attitudes around podcast use.

Population and Sample

This research was being carried at the Binar Ilmu Boarding School, which is located in Pondok Buah Batu Village Mekarmanik Cimenyan District, Bandung Regency. Binar Ilmu combines the national curriculum with Islamic boarding schools, and provides various interest and talent development programs for students. Researchers was collected data at the school in the form of test and interviews. The time for researchers to collect data is May-June.

(Nasution et al., 2024) define population as "a complete group of all elements that are the focus of research". The population of this research was taken at the Binar Ilmu Boarding School. Binar Ilmu Boarding School is located in Bandung. Researchers took data from tenth grade, totaling 14 students.

According to (Nasution et al., 2024), A sample is a subset of the population that is chosen. It is thought that a well-collected and executed sample is required to achieve the desired findings since it is representative of the population and can clearly show the traits. Researchers sampled all tenth grade pupils and put them into two groups: experimental and control. The researchers selected 7 pupils for the control class and 7 individuals for the experimental class. The researchers employed purposive sampling to conduct interviews with seven students.

Instruments

According to (Nasution et al., 2024) in quantitative experimental research method, Data is typically obtained by a numerical description of trends, attitudes, and opinions of a population by sample. The researcher used the mixed technique since it is a suitable method. To address the research questions, there will be three stages: The first is a pre-test. The researcher used the pre-test to collect the students' initial data. The podcast media utilized was from the YouTube channel "Caribou English" and has a runtime of 2-3 minutes. The written pre-test was administered to both the experimental and control groups. To determine the class, the

researcher tested students using transcribed text and obtained pre-test data. After receiving the findings, the researcher selected two students with good grades, two students with middling grades, and three students with the lowest. After getting the results, the researcher took 2 students with good grades, 2 students with middle grades and 3 students with the lowest grades to be used as an experimental class, while the other 7 students were being in the control class.

The second step is to provide treatment. The researcher treated the experimental group, whereas the control group received no treatment. The treatment that was offered was to prepare and repeat the video that would be utilized for the post-test. The final step is post-testing. The post-test was administered to the experimental and control classes in the same manner as the pre-test. To determine the research results, the data was compared to the pre-test.

In order to answer the other research question using a qualitative method, an interview was conducted. After comparing the pre-test and post-test results, interviews were done based on specific criteria: two people had the best grades, two had the intermediate grades, and three had the lowest.

Data Analysis

After doing various treatments with pre-test, post-test, and interviews, the researcher analyzed the data using IBM SPSS Statistic 23. IBM SPSS Statistical Software is a sophisticated tool for conducting practically any type of data analysis. Mathematics is the language of science, while data analysis is the dialect of study. IBM SPSS Statistics is a sophisticated and powerful statistics program by any standard. Despite its size and complexity, SPSS and IBM developed an application that is both powerful and user-friendly.

After collecting data from the pre- and post-tests, researchers utilized a t-test to determine whether podcasts were beneficial to pupils. However, before examining the t-test results, the researchers conducted normality and homogeneity tests. The normality test determines whether the sample utilized has a normal distribution or not. In SPSS, the Kolmogorov-Smirnov Test of Normality is used to test data normality. The results of the normality test show that:

a.   If the probability is > 0.05 then the distribution of the regression model is normal.
b.   If the probability is < 0.05 then the distribution of the regression model is not normal.

After the data is seen to be normally distributed, a homogeneity test is carried out. This homogeneity test is a test used to provide information that the research data for each group of data comes from a population whose diversity is not much different.

The decision-making criteria based on the findings of this homogeneity test are: if sig. (2-tailed) Levene's Test > 0.05, Ho is approved or Ha is rejected, indicating that the learning outcome score data for the two classes is homogeneous. If sig. (2-tailed) Levene's Test < 0.05, Ho is rejected or Ha is accepted, indicating that the learning outcomes of the two classes are not the same.

After determining that the data was normally distributed and homogeneous, a t-test was performed. The researchers utilized SPSS 23 to conduct a Paired Samples T-test to examine whether or not podcasts were useful in improving students' listening skills. The hypothesis for testing homogeneity between experimental class and control class student learning outcomes data is:

Ho: There is no difference in variance between the learning outcomes of experimental class and control class students

Ha: There is a difference in variance between the learning outcomes of experimental class and control class students.

The decision-making criteria from the results of the Paired T test for question scores between the experimental and control class groups are: if Sig $<$ is 0.05 then Ho is rejected and Ha is accepted, meaning there is a significant difference between the experimental class and the control class. And if the Sig > 0.05 then Ho is accepted and Ha is rejected, meaning there is no significant difference between the experimental class and the control class.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The homogeneity and normalcy tests comprised the preliminary analysis. The purpose of the two preliminary tests was to see if the data was homogeneous and regularly distributed. SPSS 23 was utilized in this study to analyze the data's homogeneity and normalcy. The result is presented in Table 1.

Table 1. Test of Normality

	Class	Kolmogorov-Smirnov(a)			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Learning outcomes	pre-test Experimental	,259	7	,172	,854	7	,132
	post-test Experimental	,167	7	,200(*)	,926	7	,521
	pre-test Control	,287	7	,084	,807	7	,047
	post test Control	,357	7	,007	,768	7	,019

The normality in table 4.1. used kolmogorov-smirnov in determining the t-table. According the consideration of N = 7 and significance level 0,05 and the result of the table is ,172 , ,200 , 0,84 and 0,07 for kolmogorov smirnov and ,132, ,521, ,047, ,019 for shapiro wilk. The result showed that the significance of experimental and control class. So, the data for the pre-test and post-test was normally distributed because higher than 0,05.

Table 2. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Learning outcomes	Based on Mean	6.108	1	12	,029
	Based on Median	4.008	1	12	,068
	Based on Median and with adjusted df	4.008	1	8.424	,078
	Based on trimmed mean	5.563	1	12	,036

The researcher used the same Levenestatistic in SPSS 20 to analyze the homogeneity of the test with the same 0,05 significant level. According to the result in the table above, the significance. The result of homogenity test showed that ,029, 068, 078 and ,036 this is higher from 0,05 so, researcher found that the data is homogenous.

Discussion

Pre-test result

The researcher did the pre test to the 2 group of student in one class namely 10 grade which is contain 7 students for every group. The class has given the same test for every group of student. The test was a podcast with the title "Book". For the both class experimental and control, the researcher has given the same test. Total question that student must fill are 20 questions of listening skill and to measure the score the way is total right answer x 5 for every question. The assesment benchamark are word accucary, that researcher gave the

answer sheet with the blank word of the podcast and fill it with the right word. The result of the pretest is presented in Table 3.

Table 3. The Result of Experimental Group Pre-Test

No.	Respondents	Score
1.	Respondent 1	5
2.	Respondent 2	85
3.	Respondent 3	35
4.	Respondent 4	35
5.	Respondent 5	80
6.	Respondent 6	15
7.	Respondent 7	15

Table 3 showed the result of pre test score for the group 1 namely experimental group. The researcher divided 2 classes to give a pre-test. In the pre-test results in the experimental group, there were 2 highest scores, namely respondent 7 with a score of 85 and respondent 2 with a score of 80, followed by middle scores, namely respondents 3 and 4 with a score of 35, while respondents 1, 6 and 7 had the lowest scores with 15 and 5.

Now, here is the score of pre test for control group. The test is same as the experimental group. They gave a podcast about "Book" and the student must fill in the blank of 20 missing word.

Table 4. The Result of Control Group Pre-Test

No.	Respondents	Score
1.	Respondent 8	50
2.	Respondent 9	30
3.	Respondent 10	40
4.	Respondent 11	75
5.	Respondent 12	25
6.	Respondent 13	30
7.	Respondent 14	30

Table 4 showed the result of pre test score for the group 2 namely control group. In the control group, respondent 11 has the highest score with 75, followed by respondent 8 who has a score of 50 and respondent 10 with a score of 40. Respondents 9, 13 and 14 have an intermediate score of 30 and the lowest score is owned by respondent 12 with a score of 25.

Pre-test was given before the treatment to determine the students' previous level of listening ability. In the pre-test, students have to fill in the blank words on a sheet of paper by listening to a podcast. When filling out the test, students find it difficult to choose options because their background knowledge is limited. Most of their answers are wrong.

Post-test result

Researcher did the post test for the 2 group of student in one class that consist 14 student and divided into 2 group. Total student for the post test is 7 for experimental and 7 for control with the same test. For the post test, researcher gave the student podcast about "Book 1". Total question that student must fill are 20 question and to measure the score is correct asnwer x 5. Here is the result of post test.

Table 5. The Result of Experimental Group Post-Test

No.	Respondents	Score
1.	Respondent 1	50
2.	Respondent 2	95
3.	Respondent 3	55
4.	Respondent 4	60
5.	Respondent 5	90
6.	Respondent 6	45
7.	Respondent 7	30

Table 5 showed the result of post-test score for experimental group. Respondents 2 and 5 had the highest results with scores of 95 and 90, followed by respondent 4 with a score of 60 and respondent 3 with a score of 55. Meanwhile respondent 1 had a score of 50, respondent 6 with a score of 45 and respondent 7 with a score of 30.

From table 5 it can be seen that their post-test scores are higher than their pre-test scores. In the pre-test scores that respondents 2 and 5 had scores of 85 and 80 while in the post-test they got scores of 90 and 95, followed by respondents 4 and 3 who in the pre-test had scores of 35 while in the post-test they got scores of 60 and 55. Respondent 1, 6 and 7 also got an increase in scores with pretest scores of 15 and 5 but in the post-test they got scores of 50, 45 and 30. This shows that after respondents were given treatment, their scores increased.

Now, here are the result of post test for group 2 namely control group. The test is same as experimental group using podcast about "Book 1". Total question that student must fill are 20 question and to measure the score is correct asnwer x5. Here are the result:

Table 6. The Result of Control Group Post-Test

No.	Respondents	Score
1.	Respondent 8	50
2.	Respondent 9	40
3.	Respondent 10	50
4.	Respondent 11	80
5.	Respondent 12	35
6.	Respondent 13	40

7. Respondent 14	30

Table 6 showed the result of post-test score for control group. Respondent 11 had a score of 80, respondents 8 and 10 had a score of 50, followed by respondents 9 and 13 with a score of 40. Meanwhile respondents 14 and 12 got a score of 30 and 35.

In the pre-test, respondent 11 got a score of 75 while in the post test he got a score of 80. respondents 8 and 10 got a score of 50 and 40 while in the post test they got a score of 50. Meanwhile respondents 9, 13 and 14 got a score of 30 but in the post test they got a score 30 and 40. For the lowest score, the respondent was 25 in the pre-test but had a score of 35 in the post-test.

In the post-test, students' listening skill improved. The ability to describe words is improved. Students can understand what the speaker is saying and choose the right words in the spoken text to fill in the blanks. In this case, students are not only able to differentiate sounds but also students get more vocabulary from the text provided because at each meeting the researcher gives assignments in the form of tests and repetition of audio from YouTube so that they are more challenged to complete them. Student scores on the post-test increased and the scores were higher than the pre-test scores. This means that students' listening skills in terms of accuracy of answers in English podcasts increase.

The T-test result

This research used SPSS 23 to analyze the data. This test is intended to determine the effectiveness of using podcasts in the listening skills of students in the tenth grade of the Binar Ilmu Islamic Boarding School. The researcher compared the score of experimental and controlled class in pre-test and post-test by using formula described in research methodology which can be seen in table 7 below.

Table 7. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pre test experiment	7	5	85	38,57	31,978
post test experiment	7	20	95	55,71	29,073
pre test control	7	25	75	40,00	17,559
Post test control	7	40	75	50,00	11,902
Valid N (listwise)	7				

The post-test was given to both groups after the experimental group had received podcast treatments for about four meetings and the control group had not received any podcast treatments at all. The post-test was designed to determine how effectively the students listened in both classes. The post-test results for the experimental and control classes are shown in the table below. Furthermore, the table below displayed the post-test mean, maximum, and minimum scores for both classes.

Table 7 showed the analysis of pre-test until post-test in control and experimental group. The goal was to assess the state of the classes after the test was administered in the experimental and control groups. According to the table results, the mean of the two groups was growing. The experimental class mean score increased from 38.57 in pre-test to 55.71 in post-test, whereas the controlled class mean score increased from 40.00 in pre-test to 50.00 in post-test.

After assessing the pre-test and post-test scores using t-tests, the researcher confirmed the distinction between the groups by comparing the significance of homogeneity testing to the significance threshold (5%=0.05). The significance level of Levene's test was more than 0.05. Consequently, the test data was homogeneous.

Listening skills in terms of the accuracy of answer words are the skill of recognizing and choosing the correct answer on the answer sheet. From the results above, students' listening skills are effective in using podcasts. Researchers found that students really enjoyed listening to podcasts for their listening skills. The using english podcast technique made student had mean score that was higher in listening that before they knowed english podcast.

Students' Perception of Podcast

Based on the data of score for student pre test and post test and after giving a treatment. There are 7 respondents that were chosen to be interviewed and their audio was recorded using a smartphone. The interview consisted of ten questions and three indicators. Semi-structure interviews provide clarification and support for pre- and post-test results. This section of data is discussed about in regard to how students see using podcasts to learn English. The indicator to measure the result of interview will showed below:

Impressions after using Podcasts

When researchers asked students what their impressions were after using podcasts, there were several varied answers, such as:

Data 1

"Rasanya eee.. deg-degan, terus podcastnya tuh kaya cepet banget jadi susah nangkep ke kitanya juga. Ada sih cuma buat ini aja nambah wawasan terus juga ilmu Bahasa inggrisnya. Pendapat saya cukup bagus sih buat mendengarkan podcast Bahasa inggris, itu cukup membantu saya karena saya itu masih jauh untuk Bahasa inggrisnya" (R1)

"It *feels* eh... I'm nervous, and the podcast seems to be really fast so it's hard to catch up with us too. It's just for this purpose, to increase your knowledge and knowledge of English. My opinion is that it's quite good to listen to English podcasts, it's quite helpful for me because I'm still far from English." (R1)

From the statement above, it can be concluded that student feel hard to learn with podcast because the speed of talk in that podcast are to fast but student has stated that podcast is good to improve english skill especially listening skill. Students feel that the podcast are useful to improve listening skill and can called the one of the way to learn listening skill. According to (Earp, 1997) states that students can enhance their knowledge and receive authentic and contextualized material trough podcast. Because of podcast, student can share the new konwledge based on the content of the podcast and indirectly learn how to listen a new word and improve their listening skill.

Same as what (Nor, 2014) said, that in recent years when listening has been viewed from a different angle when it comes to comprehension as well as language acquisition. In the event that the student feels that using podcasts will help them improve their listening skills, listening comprehension is just as important as language learning.

Data 2

"Podcast yang Bahasa inggris? Eee, seneng bisa mendengarkan podcast Bahasa inggris dan bisa melatih listening kita. Sejauh ini, belum. Cukup ee.. bisa diterapkan." (R2)

"*Podcast* in English? Eee, it's nice to be able to listen to English podcasts and practice our listening. So far, not yet. That's enough... it can be applied." (R2)

Different with the first impression, based on the student answer on the second student, student feel happy listening the podcast. Because the student feel they still less in listening skill, so the student feel podcast are enough to improve their listening skill. (Ade et al., 2022) claimed that approximately 45% of communication involves listening, demonstrating the significance of this skill for total language proficiency. Media in the form of podcasts can attract student communication in listening, so that podcasts can be

delivered well and have fun. The most important thing in learning using podcast is student can enjoy the way of learning and can improve and maximize the listening skill of student.

Data 3
"Perasaannya yaaa, gitu-gitu aja tapi kaya untuk podcast sih lebih mudah daripada lagu gitu, kalo lagu kan agak sulit, podcastmah lebih gampang karena lebih santai. Ada, bisa." (R3)
"I feel like that's the same, but it's like podcasts are easier than songs. If songs are a bit difficult, podcasts are easier because they're more relaxing. Yes, it's can." (R3)

From the explanation above, student impression of using podcast in learning are different with others, student feel normal using podcast in learning. Student stated that using podcast is easier than song or english song. Students say that with podcasts, listening becomes more relaxed. Based on the explanation, the way of teaching listening with podcast was be more effective if the student feels like that. (Ramadhani & Noni, 2022) mentioned that podcasting, a technology designed for personal entertainment or information consumption, has grown at the fastest rate in distant learning during the past few years. In recent years, podcasts have grown rapidly. So, student is listening to podcasts more often.

Podcasts a common digital music and video broadcast that can be downloaded and viewed on iPhones, iPods, and other mobile devices. With the any other application such as youtube and spotify, listeners may now access a vast library of podcasts without constantly checking each website for new episodes.

The first indicator is the impression after using the podcast. Students had different impressions about the use of podcasts in listening skills. The answers vary from all students. The most common impression is that students find it very difficult to try to catch and listen to podcasts, but students feel changes after using podcasts on their English skills, especially listening skills. Students feel very comfortable listening to podcasts and enjoy.

Supporting media in the use of Podcasts
When researchers asked students about other application they used to learn listening, there were several variations in answers, such as:

Data 4
"Duolingo. Karena bagus sih aplikasinya itu terus juga kaya logis juga, isi podcastnya tuh kaya bener-bener untuk kita belajar Bahasa inggris lebih jauh gitu. Punya, seperti podcastnya tuh Bahasa inggris terus juga music kaya gitu. Kurang sih." (R1)
"Duolingo. Because the application is good and also logical, the content of the podcast is really rich for us to learn English further. Yes, like the podcast, it's in English and the music is like that. Not enough." (R1)

From the question above, it can be stated that student use the Duolingo application to listen to their English. Students feel that podcasts are a logical and suitable application for use in learning English, students also feel that it is more effective if there is background music in the podcast. The fast and powerful computing capacity in conjunction with the video, text and graphics organized in today's multimedia learning systems would predict more sophisticated paradigms for interaction with the target language and consequently, more effective learning (Meskill, 1996). Student felt duolingo was effective for their learning.

Data 5
"Spotify. Karena kurang research tentang aplikasi podcast lain dan taunya Cuma itu. Tidak. Mungkin untuk beberapa orang itu bekerja tapi untuk sebagian lagi itu tidak. Tapi buat aku sendiri cukup eee.. bekerja karena kurang suka ngedengerin, lebih suka buat baca." (R2)

"Spotify. Because there's not enough research about other podcast applications and that's all. No. Maybe for some people it works but for others it doesn't. But for me, it's enough for me... to work because I don't like listening, I prefer reading." (R2)

From the statement above, students prefer listening to podcasts with the Spotify application. Because access or information regarding the application is lacking. On the other hand, students prefer reading than listening. So, students' knowledge about listening media is less explored. Reffering to (Darwis, 2019) statement, Podcasts have three types of podcasts, namely audio podcasts, video podcasts, and enhanced podcasts. Because students prefer reading, student does not know that podcasts have several types to be able to listen.

Data 6

"Spotify. Lebih gampang. Tidak, saya tidak punya kriteria khusus dalam mendengarkan podcast. Tidak." (R3)

"Spotify. It's easier. No, I don't have any specific criteria for listening to podcasts. No." (R3)

From the statement above, the student more like spotify to acces a podcast, because its quite simple and easier. Student like to listen all the podcast ans student did not have any brief criteria about podcast. As what (Sze, 2006) stated that podcasts were online audio and occasionally video programs that were updated on a regular basis and students choose Spotify which is audio for listening.

The second indicator is supporting media in using podcasts and most students answered that they usually use YouTube, Spotify and Duolingo to play podcasts. Students need good internet to listen to podcasts and they find they really enjoy listening to them with subtitles under the videos.

Podcasts are undoubtedly appealing, simple to obtain, and help students become more motivated to learn. Podcasts, which are audio or video files uploaded to the internet, have become popular academic resources offering a wide range of educational content. A podcast is a recorded audio or video file that is posted to a website for free download and later listening by website visitors.

Obstacles in Listening

When researchers asked students what obstacles they faced when listening to podcasts, there were several variations in answers, such as:

Data 7

"Ada sih, itu masalahnya terlalu cepat. Tidak. Mengatasinya ya dengan dislowmo-kan si podcastnya" (R1)

"There is, the problem is that it's too fast. No. Solve this by slowing down the podcast." (R1)

The obstacles from this student are the podcast to fast, but every individual have a difficulty in learning listening as foreign. As researcher see, the obstacle is reveal because this student did not used to listening podcast. So, when the test was given, student is hard to listen. Studies conducted on listening in the field of second and foreign language learning revealed that listening is one of the most difficult skills for language learners (Guo, 2011).

Data 7

"Eee. Ada, seperti terlalu cepat dan aksen orangnya. Tidak. Iya, di pelankan." (R2)

"Eee. There's, like too fast and the person's accent. No. Yes, slowed down." (R2)

Based on the explanation above, the obstacle for this student are quite same with other. The obstacle are the speaker are speak too fast and the accent are hard to listen and understand but the solution from this probem are slowed down the speed. The overemphasis on grammar, reading and vocabulary, learners who

learn English as a foreign language have serious problems in listening comprehension (Gilakjani & Ahmadi, 2011).

The third indicator is barriers to listening. Most students experience problems when listening to podcasts, such as the audio being too fast, the speaker not speaking clearly, and so on. However, almost all students have ways to overcome this problem, such as using subtitles, changing the video playback speed and so on.

Based on the research background, students realized that podcasts encourage subject listening and that they can use podcasts to engage in active listening practices where they can exchange ideas and find alternative solutions. Certain podcasts only consist of audio, while other podcasts may also contain visual content in accordance with what Darwis (2019) said that Podcasts have three types of podcasts, namely audio podcasts, video podcasts, and enhanced podcasts

Based on the results of interviews, it is known that students have varying opinions about podcasts and they use a variety of media to listen to podcasts. However, many students agree that podcasts can encourage them to learn and practice their listening skills.

CONCLUSION

As stated in the previous chapter, this research is "The Effectiveness and Students' Perception of Using Podcast in Students' Listening Skill" which aims to determine the effectiveness of using podcasts and students' perceptions of podcasts. This research used a Quantitative-Qualitative design in the form of pre-test, post-test and interviews at the Binar Ilmu Islamic Boarding School. In post-test, the experimental class mean score had improved from 38,57 in pre-test to 55,71 while the controlled class mean score had improved from 40,00 in pre-test to 50,00 in posttest. In paired t-test the score was 0,02 for experimental class, it's means the data was < 0,05 so Ha is accepted and Ho is rejected.

The post-test results showed that the experimental class mean score has improved and the control class mean score has increased. Students also have their own perceptions about answering the interviews that have been given, but most of them can overcome the obstacles and difficulties experienced when listening to podcasts.

The interview consisted of ten questions and three indicators such as Impression after using podcast, Supporting media in the use of podcast and obstacle in Listening. Students had different impressions about the use of podcasts in listening skills, the most common impression is that students find it very difficult to try to catch the podcasts, but students feel changes dan happy after using podcasts. Most students answered that they usually use YouTube, Spotify and Duolingo to Supporting media in using podcasts and the obstacle that students face in podcasts is that the speaker is too fast and unclear, but students overcome this with subtitles and changing the speed of the podcast.

This research indicates that students had a markedly favorable opinion of podcasts as an excellent instrument for enhancing their listening skills. Some respondents expressed positive perspectives, implying that podcasts play an important role in improving their ability to interpret spoken English. This conclusion emphasizes the value of using podcasts in language learning as a modern and engaging medium for improving listening skills.

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