



Original Article

Analysis of Using Technology Podcast in the Eighth.Grade Students Listening Comprehension at UPTD SMP Negeri 5 Gunungsitoli

Angel Bertha Waruwu^{1✉}, Nursayani Marua'o², Afore Tahir harefa³,
Trisman Harefa⁴

^{1,2,3,4}Univesrsitas Nias, Jalan Yos Sudarso 118 E/S Gunungsitoli, Nias.

Correspondence Author: angelwar481@gmail.com ✉

Abstract:

This study aims to analyze how the use of podcasts works in improving listening comprehension of grade VIII students at UPTD SMP Negeri 5 Gunungsitoli. In the digital era, audio-based learning media such as podcasts are increasingly popular and are considered effective in improving listening comprehension. This study uses a qualitative descriptive method with observation, interview, and documentation data collection techniques. The results of the study showed a significant increase in students' listening skills using podcasts. This suggests that podcasts can be an effective medium for improving students' listening comprehension. These findings support the idea that technology, if effectively integrated into education, can encourage greater engagement and improve learning outcomes. However, educators must consider overcoming existing challenges in order to fully utilize the potential of podcasts as an educational resource. Further research can explore the long-term effects and optimal strategies for integrating podcast technology into diverse learning environments.

Keywords: Podcast, listening comprehension, students, SMP Negeri 5 Gunungsitoli.using the Georgia font 11

Introduction

TheListening is one of the language skills. It is an essential part of the communication process that should be mastered by the students. By listening, the students can acquire information and develop what the speakers say. According to Brown, listening is an activity to put the information they have heard. The researcher emphasize in the listening skill, because listening as receptive skill, and important to develop the students' competence and performance in language. Aminatun, states that Listening is one of important skills the students should prosses in learning English as a foreign language. Listening has an important role in foreign language learning, especially in communication because some student activities involve listening.

The Indonesian Minister of education through the eight grade English syllabus,



<https://jurnal.usk.ac.id/riwayat>

claims that students are expected to be able to respond to the meaning contained in simple short functional oral texts accurately, fluently and acceptably to interact with the surrounding environment. In actuality, though, researcher discovered that eighth graders at SMP Negeri 5 Gunungsitoli were still unable to comprehend the significance and content of the audio they had listened to. To solve the problem, many different types of technologies have been developed to aid nonnative speakers in learning the language, both to speak and listen. Technology may be used in many ways to help people learn languages. One way is to use it as a teaching and learning tool. Audio media is one of the most important types of media for language learning, and the researcher employed podcast technology, which is a type of audio media, in this study.

Podcasts have become a potential tool in the digital learning era for improving language acquisition, especially for students who are working on improving their listening skills. The incorporation of technology into educational environments has created new opportunities for accessible and participatory learning. The purpose of this study is to examine how technology based podcasts affects students' listening comprehension, which are crucial for language learning. Podcasts are becoming more and more popular as teaching tools, but actual data is still needed to confirm how well they help students develop their listening abilities. The purpose of this study is to ascertain whether technology-podcasts can improve students' listening skills to a considerable degree and to pinpoint the elements that either support or hinder their performance in a classroom environment.

This research aims to understand how podcasts can be effectively integrated into the language curriculum and to what extent podcasts influence listening comprehension ([Afriyuninda, et al 2021:80](#), [Aminatun, \(2021:1\)](#)).

Methods

A qualitative technique was employed in this study's methodology. A study that aims to comprehend a phenomenon from a holistic perspective, using language and word descriptions, a particular natural setting, and a variety of scientific techniques is referred to as qualitative research. Creswell then defines qualitative research as an investigation of human problems and social phenomena ([Murdiyanto, 2020](#)). Additionally, qualitative research is described as a multimethod, focused, natural, holistic, quality-focused, multimethod, multimethod, multimethod, multimethod, and narratively presented approach to scientific research in search of meaning, understanding, concepts, symptoms, symbols, and descriptions of phenomena ([Sidiq & Choiri, 2019](#)). This research is of the descriptive variety, which is defined as research with the goal of characterizing or illuminating current phenomena, including both artificial and natural phenomena. Descriptive research aims to produce accurate, factual, and methodical information about the features and facts of a given population or region.

Results

Sub 1 Aceh Humanity Problem

This research was conducted at UPTD SMP Negeri 5 Gunungsitoli, specifically involving English subject teachers and students of class VIII-B, with a sample size of 33 students. Based on the research design, the researcher described the use of podcast technology in improving the listening comprehension of eighth-grade students. Data

were collected through interviews and observations involving both the teachers and students of class VIII-B. After collecting the data, the researcher analyzed the responses and interview transcripts to understand how podcast technology contributes to enhancing students' listening comprehension skills.

The findings revealed that educators who have implemented podcasts in their teaching agree that podcasts are a highly effective tool for improving listening comprehension. Podcasts expose students to authentic language use, including natural conversations, various accents, and real-world speech patterns, unlike scripted learning materials. This helps students become familiar with how English is actually spoken in everyday situations. Moreover, the absence of visual distractions in podcasts encourages students to focus solely on what they hear, which is essential for developing strong listening skills. The wide range of topics and formats available in podcasts also increases student interest and motivation, making learning more enjoyable compared to traditional methods such as lectures.

Podcasts allow students to control their learning pace, as they can pause, rewind, or replay parts of the audio as needed, which significantly enhances comprehension. They also promote active listening since students must pay attention to tone, context, and details without visual cues, sharpening their comprehension abilities. Repeated exposure to vocabulary in context through podcasts also supports vocabulary acquisition and helps students understand how words are used in real-life situations. Additionally, the accessibility and convenience of podcasts, which can be listened to anytime and anywhere, make it easy for students to integrate listening practice into their daily routines.

Teachers found that certain strategies made podcast use more effective in the classroom. Pre-listening activities, such as introducing key vocabulary and concepts, gave students a solid foundation. Providing guiding questions during listening helped students stay engaged and identify main ideas. Support materials such as transcripts or summaries were especially helpful for beginner learners. Follow-up activities like discussions, debates, and reflections reinforced learning and addressed areas of confusion. Choosing content appropriate to students' proficiency levels and learning objectives was also crucial—simple language for beginners and more complex content for advanced learners ensured accessibility. Repeating the podcast several times was also beneficial in helping students fully comprehend the material.

Despite the many benefits, there were also challenges in using podcasts. Noisy environments and technical issues, such as speaker malfunctions, could disrupt the listening experience. Furthermore, the variety of accents and language styles presented in podcasts could be difficult for some students, depending on their level of proficiency. To address these issues, teachers suggested several improvements, including clearer and slower speech, the addition of visual aids or transcripts, interactive elements such as quizzes or discussion prompts, exposure to a wider range of accents, content tailored to different skill levels, and the provision of background context for complex topics.

In conclusion, podcasts are regarded as a valuable and engaging tool for improving students' listening comprehension, provided that teachers carefully select appropriate content, adequately prepare students before listening, and conduct follow-up activities to reinforce learning. Podcasts offer authentic language exposure, foster active listening, and give students control over the pace and depth of their learning.

Sub 2 The English Teacher's Interview

Interviews with English teachers were also conducted on October 24, 2024, before the researcher interviewed the students. The aim was to determine the extent of the use and influence of podcasts in listening learning at UPTD SMP Negeri 5 Gunungsitoli in the 2023/2024 academic year. This study wrote down the answers of English teachers and students in the interview sheet.

The purpose of this interview is to determine the impact of using podcasts on the listening comprehension of eighth grade students, based on the results of interviews with English subject teachers, the researcher found that the use of podcasts itself still depends on the material to be taught, the informant himself said that podcasts are very effective for teaching listening comprehension for several reasons. First, podcasts provide authentic language exposure. Unlike traditional written materials, podcasts feature natural conversations and a variety of accents, which helps students become familiar with real-world speech patterns. In addition, podcasts allow for a strong focus on listening comprehension. Without visual distractions, students must concentrate only on what they hear, which is important for developing their listening comprehension. The variety of topics and formats in podcasts is another benefit. With so much learning material available, it is easy to find content that suits students' interests, keeping them engaged and motivated to learn. One of the main benefits is that students have control over their learning pace. They can pause, rewind, or replay parts of the podcast, allowing them to process information at their own pace, which can significantly improve their comprehension. Podcasts also encourage active listening. Students need to pay attention to details, tone, and context without relying on visual cues, which helps them hone their listening comprehension. Finally, the accessibility of podcasts makes them an easy-to-use resource. Students can listen anytime and anywhere, making it easy to integrate the practice into their daily routines. Overall, the interviewees found that podcasts provided a rich and engaging way for students to develop their listening comprehension. Students also showed interest or interest in listening to podcasts compared to hearing the teacher speak directly, this was done by students actively providing opinions on the content of the podcast. In addition to listening, students' understanding also showed an increase in vocabulary mastery and pronunciation of a word or sentence. However, the use of this podcast is sometimes less effective because of the noisy conditions around the classroom, or differences in students' abilities in capturing the material presented in the podcast, but apart from that, the interviewee said that this podcast can be used at various levels but with some adjustments.

Next, the interviewee, the types of podcasts that the interviewees themselves usually use in teaching and learning activities are story podcasts and news podcasts. The interviewee also recommended the use of podcasts that are more effective in developing students' listening comprehension, namely by providing authentic language exposure. Unlike scripted materials, podcasts feature natural speech and a variety of accents, which helps students become familiar with real-world speech patterns because this approach creates a more engaging and effective listening experience. Also, there are several aspects of the podcast that could be improved to better meet the needs of students. For example, clearer and slower speech would be very beneficial for students, especially those who are learning a new language. Providing visual supplements or transcripts can improve comprehension, giving students additional resources to

support their listening comprehension so in conclusion the interviewees said that the use of this podcast is very beneficial for students' listening comprehension, especially eighth graders, by implementing several learning strategies and adjustments to the learning materials.

The Students Interview

Interviews with students' were also conducted on October 24, 2024, after the researcher interviewed the teacher. The aim is to find out students' perceptions regarding the use of podcasts as teaching media and improving listening comprehension results after using podcasts at UPTD SMP Negeri 5 Gunungsitoli in the 2023/2024 academic year. This study wrote down the answers of English teachers and students in the interview sheet.

Based on student interviews, it was clear that students found podcasts to be a valuable and enjoyable educational resource. Students highlighted several key benefits, including improved listening comprehension, deeper understanding of a variety of topics, and increased confidence in communication skills. Students emphasized the relaxed and engaging nature of podcasts, which differentiated them from more formal learning methods such as lectures and reading. The use of real-world examples and storytelling in podcasts appeared to facilitate comprehension and retention. Students also noted that repeated exposure to podcast content further enhanced comprehension.

Despite acknowledging potential challenges such as noisy environments or technical issues, students' overall experiences with educational podcasts were very positive. They were motivated to use podcasts because of their ability to make learning more relaxed, engaging, and accessible. In conclusion, student perspectives suggest that podcasts have significant potential as a supplementary educational tool, offering a flexible, engaging, and effective way to enhance learning outcomes and foster more positive learning experiences. Further research could explore the effectiveness of podcasts across different student populations and subject areas, as well as investigate strategies to mitigate potential challenges to podcast-based learning

Conclusion

Based on the results of the findings and discussions that have been carried out, the research demonstrates that incorporating podcasts into the teaching learning can significantly enhance eighth-grade students' listening comprehension skills. The findings support the notion that technology, when effectively integrated into education, can foster greater engagement and improve learning outcomes. However, educators should consider addressing existing challenges to fully leverage the potential of podcasts as an educational resource. Future studies could explore long-term effects and optimal strategies for integrating podcast technology into diverse learning environment

Suggestion

Here are some suggestions from researchers after conducting research and analyzing the research results, as described below.

1. For teachers, especially English teacher at UPTD SMP Negeri 5 Gunungsitoli, it is important to improve students skills in the classroom, especially in Listening comprehension. Teachers are required to increase their creativity using technology as a tool in learning process so that they can help students understand learning

materials.

2. Last but not least, for subsequent researchers, they are expected to conduct better research on the topics in this study in the future and prepare everything as well as possible in conducting research and can follow up on this research.

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