

The Correlation Between Podcast Media and Listening Achievement in Grade IX Students at SMPI Al Mukhlisin Pakong Pamekasan

Bela Millatin Nadzifah¹

Arisandi Setiyawan²

Fitrah Yuliawati³

¹²³ Universitas Islam Madura

¹bellamellatin@gmail.com,

²ase.sun86@gmail.com,

³fitrahyuliawati@uim.ac.id

Abstract

This study examines the relationship between the use of podcast media and the listening achievement of grade IX students at SMPI Al Mukhlisin Pakong Pamekasan. Many students struggle to comprehend spoken English, especially when listening to native speakers. To address this issue, a correlational quantitative research method was employed, utilizing observation, interviews, questionnaires, tests, and documentation as research instruments. The collected data from questionnaires and tests were analyzed using the Pearson Product Moment correlation test with SPSS 17. The results indicate a positive and significant correlation between podcast use and students' listening achievement, with an r -value of 0.413 and a significance value of 0.023 ($p < 0.05$). Although the correlation falls into the moderate category, these findings suggest that podcasts can serve as an effective learning tool for enhancing students' listening skills. Therefore, integrating podcasts with other instructional methods is recommended for more optimal learning outcomes. This study contributes to the development of technology-based learning strategies that align with students' needs in the digital era

Keywords: *correlation, podcast media, listening achievement*

Introduction

Education is essential in shaping an individual's character and abilities. According to Mihret & Joshi (2024), beyond providing knowledge, education also equips individuals with the skills needed to interact effectively in a social environment. This suggests that education focuses not only on intellectual growth but also on social and emotional development. It fosters communication skills, empathy, and cultural awareness, all of which are crucial in building strong interpersonal relationships. In the modern era, the ability to collaborate and engage with diverse individuals is as important as academic excellence. Therefore, integrating social learning experiences, group activities, and real-world problem-solving into education can enhance students' ability to navigate social environments successfully. Moreover, education plays a significant role in developing essential skills such as critical thinking, problem-solving, adaptability, and self-confidence, which are necessary for overcoming real-world challenges.

According to Ioana (2021), education should not be confined to traditional teaching methods but should incorporate innovative tools, interactive media, and technology-based approaches to enhance student engagement and understanding. The rapid advancement of technology has transformed the way students acquire knowledge,

making learning more accessible, dynamic, and interactive. Despite these advancements, many students still struggle with fundamental language skills, particularly listening. Listening is a crucial skill in acquiring knowledge and building meaningful communication, as it involves the process of receiving, constructing meaning, and responding to spoken messages. According to Yadav et al (2023), listening achievement entails the ability to comprehend and interpret auditory information effectively. However, students often face difficulties in understanding spoken English, especially when listening to native speakers. This challenge highlights the need for effective learning strategies and media that can improve students' listening comprehension. One promising approach is the use of podcasts, which provide authentic listening materials and expose students to a variety of accents, speech patterns, and real-life conversations. Therefore, exploring the relationship between podcast media and students' listening achievement is crucial in developing more effective language learning strategies in the digital era. Listening is the most basic skill in language acquisition, providing the initial stage in the advancement of. starting point for the other language skills. The acquisition cannot be overlooked, as it importance of listening in language involves authentic input that helps improve vocabulary, comprehension and grammar. according to Maquate & Knoeferle (2021), Linguistic and non-linguistic clues are essential in understanding language. Listeners process not only grammar and words, but also gestures and facial expressions, which provide additional context to fully understand the message. In language learning, listening involves identifying speech sounds and processing them into meaningful words and sentences, which requires the listener's full focus and attention (Manzon, 2022). Meanwhile, according to Mart (2020), Listening is an important resource for developing speaking skills through exposure to the target language. Teachers and students often recognize the positive influence of listening in improving speaking skills. (Loan et al., 2024), states that effective communication and language acquisition are fundamental parts of listening achievement.

Listening skills enable students to understand instructions, participate in discussions, and absorb new information effectively. In this process, there are important aspects such as attention, comprehension, and memory. According to Loan et al (2024), attention is the ability to focus on the information presented, while comprehension involves the process of interpreting and giving meaning to the information. Memory plays a role in storing information for future use.

Unfortunately, listening achievement is still a major challenge for many language learners, especially in understanding native speakers who speak quickly and use complex expressions. Many students have difficulty in distinguishing words, identifying main ideas, and processing spoken information in real-time. External factors such as background noise, foreign accents, and speaking speed also complicate the listening process for students. This issue is particularly relevant in non-native english speaking countries, where students have little exposure to spoken English in everyday life. Without adequate listening practice, students often have difficulty in developing fluency, improving pronunciation, and expanding their vocabulary. In today's technological era, learning media has developed rapidly, Including podcasts as a tool for language learning.

Podcasts have emerged as a versatile educational tool, offering accessibility and engagement to a wide range of audiences. According to Bakke (2022), Podcasts are digital audio files available for streaming or downloading on a variety of platforms. Podcasts are a versatile medium that cover a wide range of topics and formats. In addition, the use of podcasts in education is growing due to its flexibility. Podcasts can

be accessed anytime and anywhere, making them perfect for supporting independent learning. Audio-based materials enhance listening skills while expanding students' knowledge on various topics (Fitria et al 2022).

According to Basenko & Baskakova (2021), the variety of podcast themes also allows educators to choose content that suits their learning needs. For example, in teaching English, podcasts can be used as a medium to improve listening achievement, vocabulary, and pronunciation. As a modern educational tool, podcasts provide a fun and interactive learning alternative, making them an attractive choice for students and educators (Krúpová, 2024). With the increasing access to technology, podcasts have great potential to become an effective learning medium, especially in the digital era like today. Its presence is able to bridge the gap in access to information and provide an innovative and enjoyable learning experience.

According to Harrison et al (2023), podcasts are audio-based technologies that can be accessed online and offer a wide range of topics, from education to entertainment. The popularity of podcasts in education has increased significantly due to their accessibility, flexibility and ability to provide an authentic listening experience. In contrast to traditional listening exercises found in textbooks, podcasts offer real conversations, natural speech patterns and a variety of accents, making them a valuable tool for language learners. Podcasts offer a more engaging, interactive and students centered approach to learning. Rather than relying solely on written dialogue or repetitive exercises, students can explore a variety of podcast content based on their interests and learning goals. According to Ghafar et al (2023), the use of podcasts in language learning can help improve comprehension, pronunciation and vocabulary acquisition by providing exposure to authentic spoken language as well as diverse communication styles. Moreover, with features such as customized playback speed, transcripts and accessibility across multiple devices, podcasts can accommodate different learning preferences and enables students to learn at their own speed.

Preliminary observations at SMPI Al Mukhlisin Pakong, ninth grade students face various challenges in the listening achievement. The main problem they face is difficulty in understanding spoken information, especially when listening to native speakers. The main factors that cause this problem include high speaking speed, complex sentence structures, and unfamiliar accents. Many students have difficulty keeping up with classroom listening activities, understanding spoken dialogues, or completing listening comprehension exercises well. In addition, traditional listening materials used in the classroom are often uninteresting, non-interactive, or not adapted to students' ability levels, leading to a lack of motivation and interest in listening activities. The lack of exposure to spoken English outside the classroom further exacerbates this problem, making it difficult for students to improve their listening comprehension. As a result, students' listening test scores remain low, and many feel anxious and lack confidence in listening-based tasks. In this context, the integration of podcasts into the learning process is a promising solution. By providing gradual exposure to native speakers' conversations, podcasts can help students expand their vocabulary, familiarize themselves with various accents, and develop better listening strategies. In addition, podcasts can introduce students to the cultural aspects of the language, allowing them to understand more deeply the idiomatic expressions, slang, and communication styles used in everyday conversations. Podcasts also encourage self-directed learning, as students can listen to the content anytime and anywhere, thus strengthening their skills outside the classroom environment. Research shows that students who regularly interact with authentic listening materials tend to experience improvements in listening

comprehension, pronunciation accuracy and overall fluency. Therefore, utilizing podcasts in language learning is a beneficial approach to enhancing students' listening achievement.

There are some similar studies conducted by previous researcher such as, Ainun, et al (2023), the main objective of this study is to determine the significant effect of using audio podcasts on students' listening skills. This study is specifically aimed at Makassar State University students, focusing on improving their ability to understand and respond to English. Method This study utilized a quantitative approach, using a pre-experiment design. Then the study conducted by Sabrila & Apoko, (2022), the purpose of this study is to investigate the effectiveness of using podcasts to improve listening skills among students at Sekolah Menengah Kejuruan Negeri 18 Jakarta. Meanwhile, in his study Masitah et al (2023), the main objective of this study is to determine the effectiveness of using podcasts to improve students' listening comprehension skills at SMAN 4 Bengkulu. This study aims to assess regardless of the application of podcasts can produce significant improvements in students' listening comprehension skills. Although previous studies have examined the use of podcasts to improve listening skills, most of the students studied were university students and did not take secondary level students. To improve the previous research, this study took the junior high school level. Then the novelty in this study is the method used quantitative correlation.

This study is based on several major theories related to listening comprehension and technology-assisted language learning. According to Haneul (2024), listening is an active process that involves receiving, constructing meaning, and responding to spoken messages. Effective listening comprehension requires cognitive, linguistic competence, and contextual understanding. In the context of technology-enhanced learning, Mayer's Multimedia Learning Theory Lopez et al (2020). states that integrating audio materials, such as podcasts, can enhance comprehension by engaging both auditory and cognitive transmission channels. In addition, podcasts provide authentic listening materials that expose students to a variety of accents, speech patterns, and real-world conversations. Ramirez (2024) states that comprehensible input is essential for language acquisition. Given the increasing role of technology in education, podcast media presents an innovative alternative in English language learning, especially in improving listening achievement.

In conclusion, this study is expected to offer a solution to the issue of students' poor listening achievement and address the challenges of education in the digital age. The use of podcast media, it is hoped that this study can be an innovative alternative in the English learning process, especially in listening achievement. In addition, this study is expected to contribute to the development of technology-based learning methods that are relevant to the needs of today's students.

Method

This study uses a quantitative case study approach to determine the relationship between media podcasts and listening achievement. The design in this study is correlational to see the level of relationship between media podcasts and listening achievement of IX grade students of SMPI Al Mukhlisin Pakong Pamekasan. In this study there are two variables, namely media podcasts and English achievement. The participants of this study were IX grade students of SMPI al mukhlisin pakong pamekasan. The number of students was 30 people with only one class divided. Then, the sampling technique in this study used cluster sampling because it is more efficient

when the population is centered in a particular group, such as a class or school. Instrument in this study observation, interviews, quistionaire, test and documentation. Observation and interviews are used to answer chapter preliminary observations regarding problems faced by students, accompanied by observations of teachers and the study environment at SMPI Al Mukhlisin Pakong Pamekasan. Quistionaire and post-test in this study consisted of listening questions. Quistionaire and test was tested after the podcast application was used. Then the results of the quistionaire and test will be calculated and also documentation was used to collect data and then analyzed. Researcher took data on the number of students, listening data questions and so on. Based on the research method, this study used correlational research, researcher analyzed the quistionaire and test scores on listening achievement using SPSS 17 Pearson Product Moment correlation with a sample of 30 (thirty) consisting of two variables.

Results

Tabel 1. Frequency data distribution listening achievement

Score range	Classification	Frequencies	Percentage
96-100	Excelent	0	0
86-95	Very good	6	20%
76-85	Good	14	46.66%
66-75	Fairly good	10	33.33%
56-65	Fair	0	0
46-55	Poor	0	0
Under 45	Very poor	0	0

From the percentage of students' listening scores, 6 students (20%) fall into the "Very Good" category, 14 students (46.66%) into the "Good" category, and 10 students (33.33%) into the "Fairly Good" category. Based on these results, none of the students fall into the "Fair," "Poor," or "Very Poor" categories. Thus, it can be concluded that the overall listening skills of the students are in the "Good" category.

Tabel 2. Correlation analysis.

Correlations

		podcast media	listening achievement
podcast media	Pearson Correlation	1	.413*
	Sig. (2-tailed)		.023
	N	30	30
listening achievement	Pearson Correlation	.413*	1
	Sig. (2-tailed)	.023	
	N	30	30

Correlation is significant at the 0.05 level (2-tailed).

The Pearson correlation test results from the SPSS output indicate a positive correlation between the use of podcast media and listening achievement, with an r-value of 0.413. The significance value (Sig. 2-tailed) of 0.023, which is less than 0.05, suggests that this correlation is statistically significant. Thus, the use of podcasts as a learning medium has a moderate but significant relationship with students' listening achievement. However, since the correlation falls within the moderate category, other

factors may also influence listening achievement. Therefore, based on the findings, the alternative hypothesis (H1) is accepted, while the null hypothesis (H0) is rejected.

Discussion

Based on the findings of the Pearson correlation test, this study found that there is a positive and significant relationship between the use of podcasts as learning media and the achievement of students' listening skills. The correlation coefficient (r) value of 0.413 shows that the relationship is in the moderate correlation category. In addition, the significance value (Sig. 2-tailed) of 0.023 which is smaller than 0.05 indicates that this relationship is statistically significant. Thus, the alternative hypothesis (H1) is accepted, while the null hypothesis (H0) is rejected. These results indicate that the use of podcasts as learning media contributes to the improvement of students' listening achievement. Podcasts provide exposure to authentic and diverse language, and allow students to learn more flexibly. These advantages make podcasts an effective medium in improving listening achievement compared to conventional learning methods.

Although this study shows a significant relationship, the correlation found is still in the medium category. This indicates that besides the use of podcasts, there are other factors that also add to the achievement of students' listening skills. These factors may include the learning strategy implemented by the teacher, the level of student motivation, the quality of the learning materials, as well as the supportive learning environment. In addition, the effectiveness of podcasts as learning media can be influenced by the level of suitability of the material to the needs and abilities of students. Podcasts designed by considering the level of language difficulty and topics of interest to students can have a greater impact on the achievement of their listening skills (Wiwin et al 2022),

Thus, the results of this study provide important implications for the world of education, especially in teaching listening skills. Teachers can consider using podcasts as one of the effective learning media to improve students' listening comprehension. However, in order to optimize learning outcomes, the use of podcasts should be combined with other learning strategies that can strengthen students' understanding of the material studied. In the future research can be conducted to explore other factors that contribute to the achievement of listening skills as well as to test the efficiency of various kind of podcasts in the context of English language learning. That way, podcast-based learning strategies can continue to be developed to provide more optimal leads to the enhancement of students' listening achievement.

Conclusion

Podcasts are significantly effective in improving student achievement in listening. This study concludes that podcasts are a promising medium to improve students' listening skills. However, since the correlation found is not very strong, other factors such as learning strategies, student motivation and material quality also play a role in listening achievement. Therefore, the use of podcasts should be combined with other learning methods for optimal results. Future research is recommended to explore other factors that contribute to listening achievement as well as testing different types of podcasts to get maximum results in English language learning.

References

- Abigail Bakke. (2022). Podcasting for Social Justice: An Interview Series. *International Journal Of Equity And Social Justice In Higher Education*, 1.
- Andi Ainun, munir, & muh.tahir. (2023). The Use of Podcasts in Improving Students Listening Skills at University Level. *PERFORMANCE: Journal of English Education and Literature*, 2, 362–369.
- Çağrı Tuğrul Mart. (2020). Integrating Listening and Speaking Skills to Promote Speech Production and Language Development. *MEXTESOL Journal*, 44.
- Carlos Alberto Manso LÓPEZ, Sérgio Arruda de MOURA, & Alfredo Camacho DELGADO. (2020). LEARning Listening Skills: A MEANS AND AN END IN FOREIGN LANGUAGE ACQUISITION. *Alfa: Revista de Linguística (São José Do Rio Preto)*, 64. <https://doi.org/10.1590/1981-5794-e11863>
- Darwin Wiwin, Utami Widiati, & Tarisman. (2022). Digital Media and Its Implication in Promoting Students' Autonomous Learning. *Journal of English Teaching*, 8. <https://doi.org/10.33541/jet.v8i1.3284>
- Felicia Veronica Banciu & Anamaria Ioana FEIER. (2021). Aspects regarding skills and education related to Industry 4.0. *MATEC Web of Conferences* 343. <https://doi.org/10.1051/mateconf/202134311014>
- Getachew Mihret & Jagdish Joshi. (2024). A Study On The Relationship Between Students' Listening Skills And Academic Achievements: A Systematic Literature Review. *EPRA International Journal of Multidisciplinary Research (IJMR)*, 10(5). <https://doi.org/10.36713/epra17049>
- Gyulnara Basenko & Victoria Baskakova. (2021). Podcasts in the teaching media space. *E3S Web of Conferences*. <https://doi.org/10.1051/e3sconf/202127312122>
- Haneul, B. (2024). Improving English Language Proficiency through Podcasts: A Multifaceted Educational Approach. *Research Studies in English Language Teaching and Learning*, 2(3), 146–160. <https://doi.org/10.62583/rseltl.v2i3.48>
- Katja Maquate & Pia Knoeferle. (2021). Integration of Social Context vs. Linguistic Reference During Situated Language Processing. *Language Sciences, a Section of the Journal Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.54736>
- Loan, T. T. T., Tuoi, P. T. K., & Hoa, H. T. M. (2024). Significance of Listening Skills in Enhancing the Communication Skills. *International Journal of English Language Studies*. <https://doi.org/10.32996/ijels>
- Michaela G. Ramirez. (2024). The Use of Podcasts for Language Learning: A Systematic Review of Literature. *International Journal of English Language Studies*. <https://doi.org/10.32996/ijels>
- Rahma Fitria, iswahyuni, & Widya Caterine Perdhani. (2022). Investigating Students' Perception Using AudioVisual Material in Listening Class. *Journal of Language Teaching and Learning, Linguistics and Literature*, 10.
- Rizkia Ade Putri Sabrila & Tri Wintolo Apoko. (2022). The Effectiveness of Podcast on Listening Skill for Vocational School Students. *IDEAS Journal of Language Teaching and Learning, Linguistics and Literature*, 10, 1177–1186. <https://doi.org/10.24256/ideas.v10i2.2897>
- Rommel Pascual Manzon. (2022). Teaching Listening Through Behavioral Approach. *EPRA International Journal of Multidisciplinary Research (IJMR)*, 169–170. <https://doi.org/10.36713/epra9751>

- Shakuntala Yadav, Dr. Rakesh Gupta, & Dr. Pragya Mishra. (2023). Listening Skill A Significant Part for Efficacious Coherent Speech. *European Economic Letters*, 13(3). <https://doi.org/10.52783/eel.v13i3.600>
- Siti Masitah, Lisa Rakhmanina, Melati, & Marvin Doma Daveri. (2023). The Effectiveness Of Listening Podcasts To Improve Students' Listening Skill (An Experimental Study in the Second Grade of the SMAN 4 Bengkulu). *Edu-Ling Journal*: <https://Journals.Unihaz.Ac.Id/Index.Php/Edu-Ling>, 6.
- Tran Thi Thuy Loan, Pham Thi Kim Tuoi, & Ho Thi Minh Hoa. (2024). Significance of Listening Skills in Enhancing the Communication Skills. *International Journal of English Language Studies*. <https://doi.org/10.32996/ijels>
- Viera Krúpová. (2024). Podcasts as an Attractive Educational Tool. *Media Literacy and Academic Research*, 7. <https://doi.org/10.34135/mlar-24-01-08>
- Zanyar Nathir Ghafar¹ ✉ Murad Hassan Sawalmeh² and Akam Azad Mohamedamin³. (2023). Impact of Communicative Language Teaching Method on Students' Speaking and Listening Skills: A Review Article. *International Journal of Linguistics, Literature and Translation*, 54–60. <https://doi.org/10.32996/ijllt.2023.6.1.8>