

## A COMPARATIVE STUDY OF STUDENTS' LISTENING SKILLS USING SONG AND PODCAST

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### Abstract

Listening skill is commonly used in daily activities. Nevertheless, there are a lot of students who still got difficulties when it comes to listening activity. One of the solution to solve listening problem is to use the existance of media, namely song and podcast to help students improving their listening comprehension. In this paper, researcher employed quantitative method with quasi-experimental design using two-group pretest-posttest. The aim of this research were: (1) to find out whether there was a significant difference in achievement of students' listening skills after being taught by using song and those who were taught by using podcast, and (2) to find out which media that gave more significant effect in students' listening skills. The data was analyzed by using Independent Sample t-test in SPSS 20. This paper showed that there was significant difference in achievement of students' listening skills between the students who were taught by using song and those who were taught by using podcast. From the results of the data, teaching listening through podcast gave more significant effect to increase students' listening skills.

**Keywords:** song, podcast, listening skills

### Abstrak

Keterampilan mendengarkan selalu digunakan dalam kegiatan sehari-hari. Meskipun demikian, masih banyak siswa yang mengalami kesulitan dalam kegiatan mendengarkan. Salah satu solusi untuk memecahkan masalah mendengarkan adalah dengan menggunakan media, yaitu lagu dan podcast untuk membantu siswa meningkatkan pemahaman mendengarkan mereka. Dalam penelitian ini peneliti menggunakan metode kuantitatif dengan desain eksperimen semu dengan membandingkan menggunakan two-group pretest-posttest. Tujuan dari penelitian ini adalah: (1) untuk mengetahui apakah ada perbedaan yang signifikan dalam pencapaian keterampilan mendengarkan siswa setelah diajar dengan menggunakan lagu dan mereka yang diajar dengan menggunakan podcast, dan (2) untuk mengetahui media apa yang memberikan pengaruh yang lebih signifikan dalam keterampilan mendengarkan siswa. Data dianalisis dengan menggunakan Independent Sample t-test di SPSS 20. Penelitian ini menunjukkan bahwa ada perbedaan yang signifikan dalam pencapaian keterampilan mendengarkan siswa antara siswa yang diajar dengan menggunakan lagu dan mereka yang diajar dengan menggunakan podcast. Dari hasil data tersebut, kegiatan mendengarkan melalui podcast memberikan pengaruh yang lebih signifikan terhadap peningkatan keterampilan mendengarkan siswa.

**Kata Kunci:** lagu, podcast, kemampuan mendengar

## 1. Introduction

Listening is the basis for all other abilities to be established and the primary medium by which students develop effective interaction with their target language and culture (Thi & Dung, 2021). Effective interaction happens when the listener and speaker understand the nuance of the conversation. There are many types of listening activities that students can find on a daily basis, such as: poem, debate, directive, poetry, movies, etc. To be able to comprehend those, students are required to know how to identify the accents, the vocabulary meaning, how to pronounce the vocabulary, and grammatical rules (Hardiah, 2019). Therefore, listening activity needs the mind's entanglement because it requires students to focus and concentrate.

Problems are commonly faced in learning activity during the classroom setting. First, students found it very difficult to comprehend the meaning when it comes to native speaker's sayings because of the speedy level they are not accustomed to. Not only words were difficult to be caught and understood due to different pronunciation with how it was proceeded, but also there was very limited time for students to learn English in the school. Listening activities inside of the classroom is considered not sufficient if there is only a limited amount of time given in listening practice because there is not enough exposure for students to expose their skills in listening (Melani, 2020). Thus, it takes multiple times for students to hear the native for understanding the meaning.

Second, students had lack of motivation to learn English, especially when it comes to listening skills. Motivation usually comes from within. Most of the time, students thought that they did not need English, therefore they did not put much effort into learning English. Students also did not hear conversation or things related to English very often in the school environment. This can happen to some schools, especially for those which did not prioritize English. Finally, the teacher did not give a lot of listening activities during the English lesson. The listening activity could only be given by the teacher when they wanted to evaluate their listening, not as a tool for learning. This happened because the teacher was not facilitated by the school to use any listening media. Teacher got confused about what media to use to teach listening. As the result, students were unfamiliar with listening activities using particular media.

To teach listening teacher needs to be creative by providing students with many listening activities (Komang et al., 2020). Listening activities can be conducted by using media. There are a lot of media that can be used to teach listening, including song and podcast. Several studies have already indicated that both song and podcast can improve students' listening skills. These studies mentioned how each media above gave impacts to students' listening skills. The researcher used audio media in the form of song and podcast. Song as media has numerous advantages. First, song is relaxing. The rhythm and melody from the song are made to please its listeners. People can listen to the song by adjusting to their leisure time or in the middle of activities, such as studying, cycling, or sightseeing. People do not need to fully focus to listen to the whole song since the language is eventually absorbed. (Džanić & Pejić, 2016) also supports that song represents string feature of modern primary language programmes, provides various comprehensible input, makes its listener feels relaxed, and introduces its listener to the cultural content. The practice of listening to the song can provoke students to learn and get exposed to the English language through its listening activity in relaxed way.

Second, there are many inputs of vocabulary and the pronunciation are uttered by native speakers. Song can help students to expand and develop their vocabularies and pronunciation (Yuliyanto, 2017) This happens because students have the access to listen to real native English speakers and they are able to imitate the words as well as sing the melody. Students are also exposed to unrecognized words in the lyrics and find out the meaning during the activity. In the classroom setting, the teacher needs to make students curious about the meaning of the lyrics and discuss it together so that the learning process can be well-directed.

Third, song is stress-free. (Gede et al., 2019) believes that song can lower the anxiety level of the students due to its tendency of enjoyable and anxiety-free environment. (Džanić & Pejić, 2016) supports that the most vital part about song is repetition for it does not only serve patterns, but also develop listening skills, pronunciation and rhythm as well as serving a fun atmosphere which makes students would not get bored after the song is being played multiple times. Once students do not feel burdened while doing the activity, they will enjoy and see the lesson as something exciting. Another media that researcher used was podcast. Teachers can use podcast for listening activities (Indahsari, 2020). Podcast as one of the effect of technological process is an information-rich software which becomes one of supportive media to use in education ((Hajar et al., 2020). There are enormous evidence proving that podcast is helpful for students to develop their listening skills (Fatika & Rahayu, 2021; Hajar et al., 2020; Rahman et al., n.d.; Rosyidah et al., 2021; Yoestara & Putri, 2019). That is because podcast has many benefits for students. First, Podcast helps students to experience learning from anywhere (Hajar, et, al. 2020). This happens because the podcast is downloadable for its listener. Students can download podcast which suits their interest and listen to them anywhere. Prima Dewi (2021) stated that podcast makes students doing their homework in their own pace and under non-threatening conditions because the podcast is flexible in terms of time and space. Podcast as a recent technology has huge potential in improving student's listening skills as well as their speaking output since it is brought by real life interaction to the listeners.

Second, podcast brings interesting topics and discussions which poses many language inputs to the students (Yoestara & Putri, 2019). Podcast offers various topics and shares much information. It also keeps students updated about recent news or topics in certain times. Exposing students to the new information contributes to the way students shape their knowledge, understanding, and critical thinking as they make assumptions and opinions related to the case. Once students feel interested in the topics, it is likely easier for them to stick to the media and use it for their learning tool especially for listening as well as other three skills, namely reading, writing, and speaking.

Third, there are enormous new words and grammar lessons from the podcast which can be transferred to students' knowledge. Podcast developed vocabulary knowledge due to topics and a lot of inputs coming from podcast (Rosyidah et al., 2021). Since the podcast is wrapped in authentic oral discussion, the vocabularies are varied and can be used to the related topics. Also, it offers students real time grammar application to the conversation, thus students are able to match the context with used grammar.

There have been many studies which tried to find the effect of media towards students' listening skills, such as song and podcast. However, there are limited researchers which compare two media on students' listening skills. This research is focused on to see whether there was a significant difference in achievement of students' listening skills after being taught by using song and those who were taught by using podcast as well as to find better media to learn listening skills. Finding which better media for student is pivotal to encourage them to amplify their listening skills based on the student's need and interest.

This research is essential to know and discern student's differences in achievement towards listening skills. By finding suitable media for teaching listening, it allows student to learn and enjoy listening activity. At the end of the day, this research aims to answer two following questions: (1) Is there any significant difference in the achievements as an effect in listening skills of students who are taught by using song and those who are taught by using podcast? (2) Which media that gives more significant effect on students' listening skills? The expected contribution from research is to find out student's exceeding media to enhance listening skills. This also hopefully gives impact to student's continuity in learning listening with or without the teacher as well as to assist the teacher to find the best and suitable media for teaching listening.

## 2. Method

This research employed quantitative research with Two-Group Pretest-Posttest. Two-Group Pretest-Posttest was an experimental design which compared the change that occurs within two different groups on some dependent variables or the outcome by measuring that variable at two time periods; before and after introducing/changing an independent variable (Allen, 2017). There were two groups of students in this research: the experimental group 1 which using song and experimental group 2 which using podcast as listening media. Table 1 describes used design in the research.

**Table 1.** Two Groups Pre-Test Post-Test Design

| Subject | Pre-test | Treatment | Post-test |
|---------|----------|-----------|-----------|
| E1      | T1E1     | X1        | T2E1      |
| E2      | T1E2     | X2        | T2E2      |

This research was conducted at 11<sup>th</sup> grade of Islamic Boarding School of Anshor Al Sunnah Kampar Riau. There are 27 students in experimental class 1 and 25 students in experimental class 2. To collect the data, the researcher administered pre-test in form of listening test before giving any treatment to both classes. After giving treatments by using song and podcast to each class for three meetings, the researcher measured their improvement by using post-test in form of listening test. Below is the activity of each class.

**Table 2.** Listening Activities for Each Group

| <b>Class Taught with Song</b>   | <b>Class Taught with Podcast</b>   |
|---|--|
| 1. Students listen to three different songs during 2 weeks. Each song is played three times.        | 1. Students listen to three different podcasts during 2 weeks. Each podcast is played three times.         |
| 2. Students listen to the songs without lyrics for first attempt                                    | 2. Students listen to the podcasts without transcript for first attempt                                    |
| 3. Students listen to the song with lyrics and highlight unrecognized words for second attempt      | 3. Students listen to the podcast with transcript and highlight unrecognized words for second attempt.     |
| 4. Students listen to the song and focus to particular tense of grammar (passive voice) in the song | 4. Students listen to the podcast and focus to particular tense of grammar (passive voice) in the podcast. |
| 5. Students and teachers discuss about particular tense of grammar (passive voice)                  | 5. Students and teachers discuss about particular tense of grammar (passive voice)                         |

### 3. Finding

Normality and homogeneity test are administered first using Shapiro-Wilk. According to the result of Shapiro-Wilk test on SPSS 20, the normality test results of experimental class 1 is 0.107 and the experimental class 2 is 0.811. To conclude, the data of the experimental class 1 and experimental class 2 are more than 0.05. Thus, it can be seen that the data is normally distributed. Therefore, the data can be proceed to be analyzed.

**Table 3.** Tests of Normality

|                 | Kelas | Kolmogorov-Smirnova |    |       | Shapiro-Wilk |    |      |
|-----------------|-------|---------------------|----|-------|--------------|----|------|
|                 |       | Statistic           | Df | Sig.  | Statistic    | Df | Sig. |
| <b>Posttest</b> | XI B1 | .167                | 25 | .071  | .934         | 25 | .107 |
|                 | XI B3 | .108                | 27 | .200* | .978         | 27 | .811 |

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results, the values of pre-test and post-test of the experimental class 1 and experimental class 2 are 0.601 and 0.486. The value is higher than 0.05 and H0 is accepted or the instrument is homogeneous.

**Table 4.** Test of Homogeneity of Variances

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| .492             | 1   | 50  | .486 |

The researcher compares to post-test scores of the students from 2 classes (experimental class 1 and experimental class 2) which was served in average, lowest, highest scores in listening after being taught by song and podcast. Then, the researcher examined the score of each class in post-test form. This aimed to see the significant alteration whether the score was getting decreased, stable, different, or increased.

Several differences of scores were found in students. The post-test scores of the experimental class 1 which taught by using song shows that the average score or mean was 56, the standard error was 2.269 and the standard deviation was 11.79. Further, the lowest or minimum score was 32, the highest or maximum score was 80, and the sum was 1512. Meanwhile the data of the experimental class 2 showed that the average score or the mean was 66.08, the standard error or the mean was 2.477, the standard deviation was 12.38, the lowest or minimum score was 44, and the highest or maximum score was 84. In detail, the significant different of achievement achieved by experimental class 2 can be seen below:

**Table 5.** Group Statistics of Two Classes

|                  | Class        | N  | Mean  | Std. deviation | Std. Error Mean |
|------------------|--------------|----|-------|----------------|-----------------|
| <b>Pre-test</b>  | Experiment 1 | 27 | 46.37 | 13.51          | 2.599           |
|                  | Experiment 2 | 25 | 54.56 | 15.05          | 3.01            |
| <b>Post-test</b> | Experiment 1 | 27 | 56    | 11.79          | 2.269           |
|                  | Experiment 2 | 25 | 66.08 | 12.38          | 2.477           |

Based on the table, it can be seen that the number of the students (N) in the experimental class 1 was 27 students, and the number of students from the experimental class 2 was 25. The standard deviation of the experimental class 1 was 11,79 and for the experimental class 2 was 12,38. Then the standard error of the mean for experimental class 1 was 2,269 and for the experimental class 2 was 2,477. It can be concluded that there were significant differences in students' scores of both classes. The data shows that the scores of the experimental class 2 were higher than the scores of the experimental class 1. It means that the students' achievement which was treated by using podcast as media achieves much better than students that were treated by song as media.

**Table 6.** The Result of Analyzing Independent Sample T-test  
Independent Samples Test

|                                       | Levene's Test for Equality of Variances |      | t-test for Equality of Means |        |                 |                 |                       |   |          |
|---------------------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|----------|
|                                       | F                                       | Sig. | T                            | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |          |
|                                       |   |      |                              |        |                 |                 |                       | Lower                                     | Upper    |
| Post-test Equal variances assumed     | .492                                    | .486 | -3.006                       | 50     | .004            | -10.08          | 3.35368               | -16.81606                                 | -3.34394 |
| Post-test Equal variances not assumed |   |      | -3.000                       | 49.198 | .004            | -10.08          | 3.36017               | -16.83182                                 | -3.32818 |

Based on the independent samples test above in equal variances assumed row, the result of post-test in both classes indicated Sig. (2-tailed) is 0.004. Alternative hypothesis was accepted and the two-tailed significant showed that  $p < 0.05$  ( $p = 0.004$ ). There was significant differences of students listening skills who were taught by using song and those who were taught by using podcast. In other words, null hypothesis was rejected and alternative hypothesis was accepted.

#### 4. Discussion

Many researchers have proven that media is very useful to enhance students' listening skills. Previous researches have shown that listening media such as song and podcast actively increase students' listening skills. After conducting the research and processing the data, researcher found that there is significant difference in achievement between students who were taught by using song and those who were taught by using podcast. It can be seen through the score of pre-test to post-test from each experimental class 1 after being treated by using song as media and experimental class 2 after being treated by using podcast as media.

In the listening test, there are a lot of difficulties that are faced by the students. When it comes to listening, students complained that it was really hard to comprehend things that were being said at first. Although nothing is going on instantly, there are a lot of media that can help students to understand better in listening. Podcast can enhance students' listening comprehension better than classroom instruction. Reasons for this positive finding include the fact that podcast provides an attractive opportunity to expose students to authentic conversations which they can relate to. This leads them to increase their listening as well as to gain vocabulary acquisition. In line with that, researcher found some reactions by the students in the meetings.

During the meetings, students showed their curiosity towards the words by imitating the pronunciations without really knowing the meaning of them. In general, when the researcher asked them to focus on the words, they kept on asking to play the audio. It happened because they still could not catch them. Students still did not recognize the vocabulary even though they were simple vocabularies. The researcher faced some difficulties when conducting the listening treatment using song. Students were too focused on the melody and got too excited which made some noise and lost concentration. Some other students also got disturbed due to the noises. As a result, the class needed to be managed by the researcher until the students were quiet and the song was repeated so the messages in the audio could be completely transferred to the students in the class. In addition, the repeated audio affected the time allocation to be longer than the researcher had predicted.

Regrettably, some students who were taught through podcast also looked bored and complained due to the duration of the given podcast was longer. Podcast had more information and vocabularies than the song. Moreover, some students who were not interested in choosing the topic of the podcast did not really pay attention while the audio was being played. Albeit so, the students in experimental class 2 were visibly more focused on the lesson than the students who were taught by using song. There are some reasons that make podcast becomes better media than song. Firstly, podcast was able to give students clear meaning and easy interpretation. This happened because the podcast depicted more authentic stories which students could catch. Podcast allowed students to grasp much information by taking notes. Podcast also provided complete sentences rather than the song did. As a result, students are more understood and be more conscious of their learning process through podcast. This result was supported by NamazianDost et al., (2017) saying that podcast enables EFL learners to quicken their capability in English as supplementary material to bolster the course target in accordance with the course materials. Moreover, podcast also allows students to enhance their learning awareness. Podcast makes students do their homework at their own pace and under non-threatening conditions because podcast is flexible in terms of time and space. As stated by (Rahmiyati, et.al., 2021), podcast makes students do their homework at their own pace and under non-threatening conditions because podcast is flexible in terms of time and space.

Secondly, students were more confident during the learning process. It was supported by Indahsari, (2020) who stated that podcast supports students to build their self-confidence because they are capable of understanding the rhetoric of particular topics as a result of listening repetition. Podcast supports students to build their self-confidence because they are capable of understanding the rhetoric of particular topics as a result of listening repetition. It is really important for students to build self-confidence through their learning. Self-confidence highly influences the students when they are about to interact and communicate using English. Podcast assisted students to get the meaning of the words easier than the students who were taught by using song. It showed that podcast were helpful to enhance students' comprehension in listening as well as improving their vocabulary, pronunciation and the grammatical aspects especially in passive simple present tense and past tense.



Thirdly, podcast makes students more invested in their language learning with teachers. Podcast could enhance the connection between teachers and students in the class. The reason for this circumstance is that because the learning process itself makes teachers alternate their teaching approaches and it permits students to feel more belonging and included to the learning context. Podcast as resources which provides authentic native speakers bring students to the authentic learning context in English subject. Furthermore, not only will students be able to stimulate themselves in many language inputs, but it will also stimulate them into target language because podcast holds original English experience to occur in the classroom setting. Listening is very important for students to be mastered. If students are good at listening, they will understand spoken English easily. That is why it is crucial for students to always practice their listening through any supporting media that have sparked along with the advanced technology.

Students need media to improve their listening skills. Teacher should consider the media in teaching listening. Media made students in the class feel more facilitated, helping them to get used to listen to the real native speaker. The students also felt enthusiastic about the lesson and finally can continue to use not only in the classroom settings, but also in daily activities to fill their spare times. Based on the result that the researcher has conducted, it was found that students who were treated by using podcast could gain higher result than those who were treated by using song. It was proven by the mean score of post-test in the experimental class 2. Therefore, the researcher concluded that podcast is a better media rather than song to improve students' listening skills

## 5. Conclusion

There comes a significant distinctive in achievement between students' listening skills taught by using song and podcast. Podcast gives more significant effect to increase students' listening skills than though song. This conclusion was collected not only from the experts and idea from prior researchers but also from the empirical data. This research is expected to assist English teacher to find the most preferred yet effective media as listening tool in English class, give students the best media that suit them best for listening activity during the class and for daily listening practice, improve reader's knowledge related to comparison between students in listening skills taught through song and podcast, and as a reference for future researchers who are interested in conducting similar study.

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