

## **IMPROVING STUDENTS' LISTENING SKILLS THROUGH ZACH SANG SHOW PODCAST (A PRE-EXPERIMENTAL STUDY AT MTs AL-JAWAMI)**

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### **Abstract**

Listening skills play a crucial role in language acquisition, yet many students lack an understanding of the vocabulary and grammar used in listening contexts. Therefore, researchers use podcasts to provide alternative learning and improve students' listening skills. The research aimed to evaluate students' listening skills before and after using the Zach Sang Show podcast and examine any significant improvements resulting from its use as a learning tool. The study employed a quantitative approach with a pre-experimental design, collecting data from a single group using pre-tests and post-tests. Multiple-choice and true-false questions were used to assess students' listening skills. The data was collected using a convenience sampling technique, with 18 junior high school students in the eighth grade as the sample. Meanwhile, the statistical data computation revealed a significant increase in the mean score. The pre-test results revealed a highest score of 85 and a lowest score of 35, with a mean score of 55.56, indicating that students faced difficulties and challenges in listening. In contrast, the post-test results showed a highest score of 95 and a lowest score of 65, with a mean score of 79.17, demonstrating a significant improvement in listening skills after using the Zach Sang Show podcast. As a result, the null hypothesis was rejected, and the alternative hypothesis was accepted. Furthermore, the medium-range N-Gain mean score of 0.54 supported this finding, indicating that the research media effectively improved students' listening abilities. In conclusion, the Zach Sang Show Podcast proved to be a reliable instructional tool for improving listening skills.

Keywords: Listening skills, Podcasts, Zach Sang Show, Junior High School

## **INTRODUCTION**

Listening skills are essential for efficient communication and the attainment of insights, understanding, knowledge, and information. Thus, listening constitutes one of the most critical language abilities. Listening is a complex endeavor (Wallace et al., 2004).

A crucial element of teaching English in Indonesia is listening comprehension. People frequently emphasize speaking, reading, and writing, but they often overlook auditory

comprehension. Tompkins and Hoskisson (1995) assert that listening is the least emphasized language skill among the four. Comprehending English necessitates outstanding auditory skills, particularly in scholarly and professional environments. Ihsan (2011) contends that proficiency in both oral and written communication constitutes a facet of the value of English. Ihsan (2011) argued that individuals must attain proficiency in all English language skills: hearing, speaking, reading, and writing. Listening is a predominant receptive skill in the English language utilized in daily life.

Acquiring listening skills is challenging, notwithstanding their importance. Hassan (2000) and Graham (2003) assert that listening is one of the most difficult skills to acquire. Vandergrift (2007) claims that a contributing factor is pupils' inability to determine effective study methods. Their instructor must emphasize the importance of listening skills in the English acquisition process, as they may encounter difficulties with vocabulary, grammar, pacing, and other aspects.

Given that individuals engage in listening more often than in speaking, reading, or writing, and recognizing that listening is a crucial component of human experience, the objective of podcasts designed to enhance listening skills is to augment one's ability to assimilate and comprehend spoken language across diverse contexts.

The deliberate instruction and acquisition of listening skills have, for an extended period, mainly been insufficiently taught and frequently overlooked within the language curriculum (Gilakjani & Ahmadi, 2011). Furthermore, they assert that numerous contemporary studies on second language acquisition (SLA) and ESL curricula and classrooms have afforded considerable scholarly focus on listening.

Research indicates that students exhibit deficiencies in listening skills. Insufficient resources, restricted exposure to the English language beyond the classroom, and inadequate understanding of vocabulary and grammar utilized in listening contexts contribute to pupils' deficient listening skills. Melani (2020) contends that the insufficient allocation of time for listening exercises in the classroom hinders students' ability to enhance their listening skills effectively. Action must be taken to address the issue. The podcasting approach is one solution to the problem.

Research by Kavaliauskienė (2008) indicates that podcasts help improve listening skills. Puspitasari (2011) asserts that employing STAD with podcast content can enhance students' listening comprehension. Moreover, Puspitasari's (2011) research findings indicate that students exhibit engagement and enthusiasm in the teaching and learning process when utilizing podcast content given via STAD. This study uses podcasts to enhance students' listening comprehension. Despite numerous studies investigating podcasts for enhancing listening abilities, research on other podcast genres, including pop culture news, music, and entertainment, remains scarce.

This study utilized the Zach Sang Show Podcast to enhance listening abilities in junior school students, differing from prior research. This research was selected because of the absence of other studies utilizing this podcast to improve students' listening abilities. The podcast presents engaging subjects and discussions, providing abundant linguistic input for students (Yoestara & Putri, 2019).

## **METHOD**

The study employed a quantitative methodology, utilizing a pre-experimental design with pre-tests and post-tests. Creswell (2012) asserts that quantitative research is a method that investigates the correlation between variables to evaluate objective hypotheses. These factors are quantified using instruments. Furthermore, the quantitative data can be analyzed with statistical methods.

The research employed a pre- experimental design. Creswell (2012) stated, "This design lacks a control group for comparison with the experimental group." Consequently, the researcher utilized this method to facilitate the examination of the individuals. Furthermore, Bausell (1994) indicates that this technique may encompass a brief intervention or a pre-experimental design utilizing a single group for simplicity of execution. The research questions centered on evaluating students' listening abilities prior to and following the utilization of podcasts, with the podcast functioning as the principal activity throughout the experiment. This study entails assessing a singular cohort, the experimental group, through two evaluations: one before the intervention (pre-test) and one subsequent to the intervention (post-test).

This study is based on primary, first- hand observations made by the researcher. The data predominantly comprises pre-test and post-test evaluations. A single group for pre-test and post-test design was utilized to gather data, consistent with the pre-experimental characteristics of the quantitative method applied in this study. This study examined the improvement of students' listening abilities via the Zach Sang Show podcast as the medium, conducted with eighth-grade students at MTs Al Jawami. The research employs two primary methodologies for data collection to assess students' listening abilities: pre- test and post-test evaluations.

The researcher employs a single class for data collection in the current pre-experimental study, which investigates how podcasts enhance students' listening skills. This pre-experimental course has 18 enrolled students. The pre-test and post- test findings were analyzed to determine if a statistically significant difference existed in the students' scores before and after the influence of audio podcasts on their English listening skills.

### **1. Pre-test**

A pre-test is given to experiment participants to identify certain traits or characteristics before treatments (Creswell, 2012). This test style consists of an audio dialogue designed to assess vocabulary proficiency in conversation. Students were allotted three minutes to listen to the audio and answer the questions of the associated subject. Students will receive 10 multiple-choice questions and 10 matching vocabulary questions. Before undergoing therapy, students' listening comprehension was evaluated during the initial session of the pre-test.

### **2. Post-test**

A post-test is an evaluation conducted after the treatment for participants (Creswell, 2012). This research involved administering a post-test after the therapy process to gather data and evaluate the students' ultimate performance. Students were allotted three minutes to listen to an audio recording and respond to questions about the associated content. The researcher will provide each student with 10 multiple-choice questions and 10 true or false questions. The researcher analyzed the pre- and post-test results and assessed the efficacy of the treatment in improving listening abilities.

Creswell (2012) states that a research strategy must include the procedure and details on potential concerns for the study participants. This technique was utilized to develop the instrument. To gather data for this study, the researcher employed a quantitative methodology. The analysis followed a quantitative approach, using pre-, treatment, and post-test methods to obtain the data. Following their pre-test results, the pupils received therapy. Therapy may be used in the trial (Creswell, 2012). This study had four treatment sessions for the experimental group. The researcher used the Zach Sang Show Podcast as the alternative audio podcast throughout these sessions. The format of this treatment involves an audio conversation to evaluate vocabulary mastery on a podcast. The treatments began with the researcher explaining the Zach Sang Show Podcast.

Data were collected for analysis utilizing both pre-test and post-test assessments. The research, executed using SPSS (Statistical Package for Social Sciences), facilitated the

computation of the mean, standard deviation, frequency, percentage, and T-tests. To evaluate the disparities between participants' pre-test and post-test scores, the researcher should conduct a normalcy test and a hypothesis test, as well as compute the N Gain.

This research employed SPSS version 30 for Windows to conduct the analysis. SPSS offers two varieties of normality assessments: the Kolmogorov-Smirnov test and the Shapiro-Wilk test. The criteria for these assessments in SPSS encompass the following:

- 1) If the respondent is > 50, Kolmogorov- Smirnov is used for the normality test
- 2) If the respondent < 50, Shapiro-Wilk is used for the normality test

This research resulted in the development of the subsequent research hypothesis, alternative hypothesis, and null hypothesis: If the t-count exceeds the t- table, the alternative hypothesis (Ha) is accepted, and the null hypothesis (H0) is rejected, signifying a substantial enhancement in pupils' listening abilities. Suppose the t-count is less than or equal to the t- table. In that case, the alternative hypothesis (Ha) is rejected, and the null hypothesis (H0) is accepted, signifying no substantial enhancement in students' listening abilities.

A statistical analysis of pre-test and post-test data is performed to assess the efficacy of the Zach Sang show podcast in improving listening skills. The following formula is used to calculate the normalized gain (d):

$$\text{Post-test} - \text{Pre-test } g = \text{-----}$$

pres-test maximum score -pres-test

Score	Interpretation
$g > 0.7$	High
$0.3 < g < 0.7$	Medium
$g < 0.3$	Low

Table 1 Interpretation of Normalized Gain

## FINDINGS AND DISCUSSIONS

This chapter delineates the research context and expounds upon the findings pertinent to the established research questions: (1) What are students' listening skills before using the Zach Sang Show podcast? (2) What are students' listening skills after the Zach Sang Show podcast? (3) How significant is the improvement of students' listening skills before and after using the Zach Sang Show Podcast? Data were gathered via pre-test and post-test evaluations, and the results were analyzed using suitable statistical methods to measure the podcast's efficacy in improving listening abilities.

### 1. Students' Listening Skills before Using the Zach Sang Show Podcast

Before administering the pretest to the participants, the researcher conducted the test in a different class of the same grade, VIII A, to validate the instruments.

#### Pre-test

The pretest was administered on Wednesday, November 25, 2024, to 18 students from class VIII B. It included 10 multiple-choice questions and 10 True or False questions related to the audio theme of Friendship. The pretest lasted 60 minutes and aimed to assess students' listening skills before utilizing the Zach Sang Show podcast.

The researcher first conducted a validity test to measure students' listening ability before the treatment was carried out.

**Table 2** The Statistical Calculation of the Pre-test

### a. Descriptive Statistics

N		Minimum	Maximum	Mean	Std. Deviation
Pretest	18	35	85	55.56	15.329
Valid N (listwise)	18				

The statistics above delineate the range, minimum score, maximum score, mean, and standard deviation of students' listening abilities prior to engaging with the Zach Sang Show Podcast. The maximum score was 85, but the minimum was 35. The average score was 55.56 before the implementation of the Zach Sang Show Podcast. Students have obstacles and hurdles in acquiring listening skills.

## 2. Treatment

Following the pretest, four treatment sessions were conducted. The activities for each treatment will be explained in detail below.

**First Meeting** The first meeting was held on Monday, November 25, 2024, at MTs Al Jawami. The session began with a prayer, followed by introductions and greetings. The researcher then explained the meaning and social function of podcasts and introduced the Zach Sang Show Podcast as a learning medium. Next, the researcher conveyed the learning objectives to be achieved and encouraged students to ask questions related to podcasts to improve their understanding. The class implemented the treatment after a brief discussion about the learning overview. In the first stage, the researcher assigned group work, dividing the students into three groups of 5-6 people. The researcher then provided worksheets and distributed audio podcasts for students to listen to and complete the task. The time allocated to complete the task was 30 minutes. In the second stage, the teacher randomly selected each group to present their work to the class. This activity aims to help students express opinions or reflections related to the content of the podcast that has been listened to. After all groups finished, the teacher provided feedback on the learning process. Finally, the teacher closed the session.

The second meeting was held on Friday, November 28, 2024. The teacher began the lesson by inviting students to pray together and greeting them. The activity then continued with the implementation of the treatment. In the first step, the teacher distributed the audio podcast for students to listen to in one playback. After listening, the teacher asked questions to assess students' understanding of the podcast content. In the next step, the teacher distributed worksheets to each student. The task for this session was a set of fill-in-the-blank questions. Once students completed the task, the teacher and students discussed the results together. Finally, the teacher provided feedback on the learning that had taken place and then closed the session.

The third meeting was held on Friday, November 28, 2024. The teacher began the lesson by inviting students to pray together and greeting them. The activity then continued with the implementation of the treatment. In this session, the teacher distributed worksheets to each student and distributed the audio podcasts they would be using. The students were given a task in the form of True or False questions. After completing the task, the teacher and students discussed the results. Finally, the teacher provided feedback on the learning process and then closed the session.

The fourth meeting was held on Friday, November 29, 2024. The teacher began the lesson by inviting students to pray together and greeting them, followed by the implementation of the treatment. In this final session, the teacher assigns multiple-choice questions similar to those in the previous pre-test. The task includes 10 questions, with 5 focusing on vocabulary comprehension. In the vocabulary section, students are asked to select the correct meaning of each word. This activity is designed to help students expand their vocabulary and understand how these words are used in real-life contexts. At the end of the session, the teacher reviewed the activities with the students and provided feedback on the learning process. The session was then concluded.

**Post-test**

On Saturday, November 29, 2024, the researcher conducted a post-test to assess the pupils' listening abilities. Participants completed the 20 written questions, identical audio, and uniform processing time in the post-test. Students were allotted 60 minutes to respond to the questions.

Following the administration of the treatment by the researcher, students had a post-test to evaluate any enhancement in their abilities before and after utilizing podcasts for learning. The following are the post-test outcomes of pupils in class 8 B.

**Table 3** The Statistical Calculation of the Post-test

**b. Descriptive Statistics**

N		Minimum	Maximum	Mean	Std. Deviation
Posttest	18	65	95	79.17	10.326
Valid N (listwise)	18				

The outcomes above delineate the range, minimum score, maximum score, mean, and standard deviation of students' listening abilities after utilizing the Zach Sang Show Podcast. The maximum score was 95, but the minimum was 65. The average score was 79.17 following the utilization of the Zach Sang Show podcast. The findings demonstrate an enhancement in pupils' listening skills.

**3. The Significant Difference Between Students' Listening Skills Before and After Using the Zach Sang Show Podcast.**

The results of the study indicate that students' listening skills significantly improved after the treatment. Using SPSS version 30, the researcher evaluated the data's normality, tested hypotheses, and computed the N-gain. The table below compares the pretest and post-test results.

**Table 4** The Calculation of Pre-test and Post-test Descriptive Statistics

**c. Descriptive Statistics**

		Minimum	Maximum	Mean	Std. Deviation
Pretest	18	35	85	55.56	15.329
Posttest	18	65	95	79.17	10.326
Valid N (listwise)	18				

The table displays the minimum score, maximum score, mean, and standard deviation for both the pre-test and post-test assessments. The post-test has a maximum score of 95, a minimum score of 65, and a mean score of 55.56. The pre-test results vary from a high of 85 to a low of 35, with an average score of 79.17. These findings highlight a significant discrepancy in student performance before and after the treatment. The pre-test and post-test data were analyzed using statistical methods, as outlined below.

### Normality Test

The data analysis included a normality test to ascertain if the data followed a normal distribution. This test was performed based on the analyzed variables and was crucial before hypothesis testing. In this study, the normality test was performed using SPSS 30. Since the sample size consisted of 18 students (fewer than 50 participants), the Shapiro-Wilk test was applied. A test result greater than 0.05 indicates data is usually distributed, while a value less than 0.05 suggests a significant deviation from normality

**Table 5** The result of the Normality Test

#### Tests of Normality

Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk			
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.181	18	.122	.901	18	.060
Posttest	.202	18	.051	.906	18	.074

#### a. Lilliefors Significance Correction

The Shapiro-Wilk normality test requires a significance value greater than 0.05 to confirm normal data distribution. Based on the results, the significance values for the pre-test and post-test are 0.60 and 0.74, respectively, both exceeding 0.05.

Therefore, the data from the pre-test and post-test are typically distributed. Additionally, further data analysis was conducted to confirm the regularity of the data. Diagrams illustrating the normal distribution of the pre-test and post-test are provided below.

### Hypothesis Test

The hypothesis test was performed to assess whether the Zach Sang Show Podcast enhanced students' listening abilities before and after its utilization. The subsequent requirements pertain to the paired sample t-test for hypothesis testing:

- 1) If the value of Sig. (2-tailed) < 0,05: A significant difference exists before and after using the Zach Sang Show Podcast in Enhancing Students' Listening Skills.
- 2) If the value of Sig. (2-tailed) > 0,05: There are no significant differences that exist before and after using the Zach Sang Show Podcast.

**Table 6** Paired Sample T-test and Correlations

	mean	Std. deviation	Std. Error or mean	95% confidence interval of the difference		t	df	significance	
				lower	upper			One sided p	Two sided p
Pair 1 Pre-test post-test	-23.6111	10.11777	-2.38478	-28.6426	-18.57966	-9.901	17	<,001	<,001

The paired t-test results showed a significant difference between the pre-test and post-test scores. The Sig. (2-tailed) value of <0.001 was below the 0.05 threshold, indicating a meaningful impact of the treatment. At a significance level of 0.05, the analysis yielded a t-count of 9.901 with 17 degrees of freedom (df), resulting in a t-table value of 2.110. Since the t-count (9.901) exceeded the t-table value (2.110) ( $H_a$ ) was accepted, and ( $H_0$ ) was rejected. These findings demonstrate an improvement in the listening skills of grade VIII B students at MTs Al-Jawami after using the Zach Sang Show Podcast.

**N-Gain**

Gain testing measures the increase in effectiveness before and after using the Zach Sang Show Podcast to enhance listening abilities. The calculated Normal Gain score is presented in the following table:

**Table 7** N-Gain Descriptive Statistics  
**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_Score	18	.33	.80	.5469	.15254
Ngain_Percent	18	33.33	80.00	54.6913	15.25385
Valid N (listwise)	18				

The table above shows that the average N-Gain score is 0.54. Based on the interpretation criteria, this value falls within the moderate range (0.3 0.7). Finally, this study demonstrates that the Zach Sang Show podcast is an effective tool for helping students improve their listening skills.

#### 4. DISCUSSION

In this study, the researcher addressed the following questions: 1) What are students' listening skills before using the Zach Sang Show podcast? 2) What are students' listening skills after the Zach Sang Show podcast? 3) How significant is the improvement of students' listening skills before and after using the Zach Sang Show Podcast? This section summarizes the key conclusions and findings. The results were derived from data gathered during pre-tests, treatment sessions, and post-tests, emphasizing the research findings. The research encompassed 18 students from class VIII B at MTs Al- Jawami, chosen through a convenience selection method. The study utilized a pre- experimental design with a quantitative methodology. The pre-test findings indicated a maximum score of 85 and a minimum score of 35, with a mean score of 55.56, suggesting that pupils encountered difficulty in listening comprehension. The post-test findings revealed a maximum score of 95 and a minimum score of 65, with an average score of 79.17, indicating a substantial enhancement in listening abilities following the utilization of the Zach Sang Show podcast.

To ensure data reliability, the researcher analyzed the normality of the pre-test and post-test scores using the Shapiro-Wilk test. The results confirmed that both data sets were normally distributed, with significance values of 0.60 and 0.74, respectively, exceeding the 0.05 threshold ( $0.60 > 0.05$  and  $0.74 > 0.05$ ). The paired t- test was used to evaluate the hypothesis based on the collected data. The analysis produced a t-count of 9.901 with 17 degrees of freedom (df), while the t-table value was 2.110. Since the t-count (9.901) exceeded the t-table value (2.110), the alternative hypothesis ( $H_a$ ) was accepted, and the null hypothesis ( $H_0$ ) was rejected, indicating a significant improvement in students' listening skills. Additionally, the N-Gain analysis showed an average score of 0.54, which falls within the moderate range ( $0.3 < gg < 0.7$ ) based on interpretation criteria. This score range is classified as medium.

The Zach Sang Show podcast has proven effective in improving students' listening skills. As a learning medium, it significantly supports skill development, with colleges and universities viewing podcasts as an engaging educational tool (Dupugne, Millette, & Grinfeder, 2009).

The results indicated that the podcast markedly enhanced listening skills, as seen by the elevated pretest and posttest scores. This effectiveness can be attributed to its natural conversational style, which exposes authentic pronunciation, vocabulary, and intonation. The varied subjects—including music, films, popular culture, and everyday life challenges—promote active student engagement and concentration on the material. This method enhances listening abilities via both top-down and bottom-up processes.

Podcasts can increase students' listening comprehension while also serving as a valuable tool for language practice and review (Widodo & Gunawan, 2019). In addition to vocabulary growth and pronunciation enhancement, consistent exposure to actual English through the podcast enhances students' comprehension and confidence. It trains children to identify primary concepts and significant facts across numerous themes and discussions. Researcher survey data indicate that most students find the podcast relevant and pleasant, remarkably because the topic matches their interests, such as music and pop culture. This heightened engagement allows pupils to comprehend conversational English in authentic circumstances more effectively. Nevertheless, there are both benefits and drawbacks to employing contemporary media for educational purposes. Utilizing podcasts for teaching listening has several advantages.

The advantage of using the Zach Sang Show podcast is its coverage of diverse themes, such as music, movies, pop culture, and personal stories, which align with students' interests. Guo and Wills (2005) clarified that students' interests served as the basis for both the listening and learning processes since those two elements are fundamental to learning and have an impact on students' learning emotions. It is possible to conclude that the subjects covered in

podcasts piqued their curiosity and improved their learning experience. Being available online, podcasts offer flexibility, allowing students to access them anytime and anywhere, learn at their own pace, and revisit episodes for additional practice. As Stanley (2006) stated, podcasts offer a wider variety of opportunities for further listening practice outside of the classroom. In addition, the results showed that using podcasts contributed to improving students' vocabulary. By listening to podcasts regularly, students can discover a variety of new words they were not familiar with before. This helps them expand their vocabulary and better understand the context in which these words are used in daily conversations. Students' listening fluency improves when they frequently listen to podcasts outside the classroom, as it helps expand their English vocabulary and familiarizes them with diverse speakers' voices (Giordano, 2016). Furthermore, the entertaining nature of podcasts makes learning enjoyable while enhancing students' listening comprehension.

The disadvantage is that some discussions may include idioms and slang, which can be challenging for non-native learners to understand. The episodes can be lengthy, requiring students to select the most relevant parts carefully. This aligns with Constantine's (2007) explanation, which suggests that even beginning students can benefit significantly from podcast courses with as little as three to five minutes of listening time. Moreover, podcasts require internet data to be listened to, online or offline, via download. Both require internet access, which can be an obstacle for some people. Also, if you want to listen offline, the download process takes a while and requires adequate storage space on the device. If the files are too big, some podcasts take too long to download. Finally, the lack of a conducive classroom environment is a significant factor that hinders the learning process. A conducive classroom ensures the success of learning activities and their smooth progression. Pearson and Fielding (1983) emphasized the importance of "motivation" in helping children focus on listening. Encouraging participation in listening exercises is essential, as listeners are exposed to diverse discourses in a second language.

This study supports the assumption that podcasts significantly increase students' listening skills. The Zach Sang Show features spontaneously flowing talks. The podcast provides entertaining and culturally pertinent content, encouraging students to listen actively and making learning a joyful experience. Alfian et al. (2019) found that audio podcasts significantly impact students' listening skills. Most English language learners who use audio podcasts are inherently motivated. Additionally, it regularly introduces students to new words and idioms in context, enabling teachers to create lessons that combine vocabulary development with listening practice. Its flexibility allows students to listen anytime and anywhere, promoting convenience and self-directed learning. Stanley (2006) states that podcasts offer various opportunities for further listening practice outside the classroom.

There are also strengths and disadvantages to using Zach the Show podcasts, as well as advantages and disadvantages. The Zach Sang Show podcast is an effective tool for improving students' listening skills. One of its main benefits is its entertaining material, incorporating topics like pop culture and current events, which attracts students' interest and makes learning pleasurable. The podcast also boosts vocabulary by introducing new words in practical contexts. Additionally, its accessibility and versatility make it a valuable resource for classroom and independent study.

Although immensely beneficial, the Zach Sang Show podcast has certain limitations. Students may fail to understand the idiomatic language without additional explanation, which can limit comprehension. Furthermore, the podcast's amusing character may distract students, causing them to focus more on its entertainment value than its educational function. Additionally, audio quality difficulties, such as background noise or overlapping voices in some episodes, can make it challenging for students to follow the conversations successfully.

## 5. CONCLUSIONS

This study examines how the Zach Sang Show podcast improves students' listening skills. In addition to addressing the research objectives, the study has helped improve students' listening abilities. Based on the findings and analysis, the following conclusions are presented to answer the research questions: The students' pre-test scores for listening comprehension using the Zach Sang Show podcast averaged 55.56, with the highest score being 85 and the lowest 35. These results, obtained before the treatment sessions, indicate that students faced challenges in developing their listening skills. After participating in several sessions using the Zach Sang Show podcast, the 18 students' listening comprehension improved. The average post-test score increased to 79.17, with the highest score 95 and the lowest 65. The results show that students' listening skills significantly improved after the treatment. Furthermore, the t-count of 9.901, compared to the t-table value of 2.110, indicates a significant improvement, leading to the rejection of the null hypothesis (H<sub>0</sub>) and acceptance of the alternative hypothesis (H<sub>a</sub>). Furthermore, the N-gain score, with an average value of 0.48, is also significant. According to the interpretation criteria, this value falls within the moderate range ( $0.3 < g < 0.7$ ). To conclude, the Zach Sang Show podcast proved to be an effective and beneficial medium for enhancing the listening comprehension of eighth-grade junior high school students.

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