Teaching Listening Ability Through Podcast For 8th Grade Students At Smp 181 Jakarta

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Abstract: Listening is one of the skills in teaching English. Listening aims to understand and respond to what we hear. To get maximum results, teachers must be able to use media that can facilitate and motivate students in the learning process of hearing. The purpose of this study is to introduce the use of audio podcasts as a media portable for listening learning, in addition to this research aims to apply audio podcast media in the process of teaching English the 8th students at SMP 181 Jakarta. The Methods used qualitative descriptive methods with collecting the data by; interviews, observations, literary studies, and the internet. Additionally, to collect results from significant differences before and after using audio podcasts, the authors used pre-tests and post-tests during observation. The study's findings include: 1) the advantage of teaching Listen through audio podcasts is that authors find that podcasts can help students feel comfortable while they listen to questions. Students can repeat listening to missed or unheard sentences. 2) Through audio podcasts make it easy for teachers to teach students online without offline process, 3) through audio podcasts are very effective in improving students' ability in listening skills for the 8th students at SMP 181 Jakarta. Through the Audio Podcast, the author makes students enjoy and happy to listen. Because, audio podcasts make students easy to be applied.

Keyword: Teaching, Listening, Ability, Podcast

Abstrak: Mendengarkan adalah salah satu keterampilan dalam mengajar bahasa Inggris. Mendengarkan bertujuan untuk memahami dan menanggapi apa yang kita dengar. Untuk mendapatkan hasil yang maksimal, guru harus dapat menggunakan media yang dapat memudahkan dan memotivasi siswa dalam proses belajar pendengaran. Tujuan dari penelitian ini adalah untuk memperkenalkan penggunaan podcast audio sebagai media portable untuk listening learning, selain itu penelitian ini bertujuan untuk menerapkan media audio podcast dalam proses pengajaran bahasa Inggris siswa ke-8 di SMP 181 Jakarta. Metode menggunakan metode deskriptif kualitatif dengan mengumpulkan data dengan; wawancara, pengamatan, studi sastra, dan internet. Selain itu, untuk mengumpulkan hasil dari perbedaan yang signifikan sebelum dan sesudah menggunakan podcast audio, penulis menggunakan pra-tes dan pasca-tes selama pengamatan. Temuan penelitian ini meliputi: 1) keuntungan mengajar Mendengarkan melalui podcast audio adalah bahwa penulis menemukan bahwa podcast dapat membantu siswa merasa nyaman saat mereka mendengarkan pertanyaan. Siswa dapat mengulangi mendengarkan kalimat yang tidak terjawab atau tidak pernah terdengar. 2) Melalui audio podcast memudahkan guru untuk mengajar siswa secara online tanpa proses offline, 3) melalui audio podcast sangat efektif dalam meningkatkan kemampuan siswa dalam keterampilan mendengarkan bagi siswa ke-8 di SMP 181 Jakarta. Melalui Audio Podcast, penulis membuat siswa menikmati dan senang mendengarkan. Sebab, audio podcast membuat siswa mudah diaplikasikan.

Kata Kunci: Mengajar, Mendengarkan, Kemampuan, Podcast

INTRODUCTION

The term teaching has been used for a long time and has been widely discussed. In addition, (Willingham, 2017), states that: Teaching is a learning that cannot be defined as the process of teaching one for all. Instead, teaching should be considered a conceptualization collection of learning and a learning perspective. Furthermore, implying different assumptions about the relationship of subjects and objects, individuality and context, inside and outside, thoughts and actions, cognition and body, and knowledge and practice will give rise to different conceptualizations of learning.

Teaching is a learning process directly as an effort to create environmental conditions or systems that support and enable the learning process. According to (Amidon, 1967) said, "Teaching is a process that involves interactive conversations between teachers and students in predetermined activities". This means that teaching is an activity to

share knowledge between teachers and students. This is in line with (Rosalinah et al., 2018) stating, "Teaching is a form of formal and informal education to convey knowledge from one person to another". It means that teaching is the process of conveying information or sharing knowledge to others. Teaching not only shares about science but educates them about good attitudes.

According to (Brown, 2001) teaching is an activity to help someone learn how to do something, guide, give direction, give knowledge, and provide understanding. In recent years, Listening has also been considered from a variety of further perspectives. This is in line with the results of evaluations that have been conducted on understanding language learning. Teaching Listening requires more from teachers than students. One of the main principles of teaching listening is that "Language learning materials presented in listening comprehension practice should not be presented visually first." Good listening learning should be able to go beyond the main task of listening to itself with activities before and after the listening process. It can be concluded that the teaching process of listening must go beyond understanding rather than taking action.

Based on all of the statements above, it is understandable that teaching is a process or activity to share knowledge and educate students to understand the ethics of socializing, understand the need for oneself and understand people's feelings and make special interventions to assist them in understanding certain things. Teaching is the process of conveying knowledge to students. Then for teachers who teach in schools, teaching is an activity to make their students change for a better person.

Listening is an active communication process. Listening is active with the aim of understanding what we hear (Helgesen, 2003). There are two approaches to the teaching process: a). listening intensively: This approach focuses lessons on teaching new grammar or vocabulary. In addition, this approach also answers questions on the listening test that should be focused on motivating listening to audio in detail. b). listening extensively: (Chang & Millett, 2014) define that practicing listening in an easy and fun way is often referred to as listening extensively. A teacher gives students the confidence to choose for themselves what they listen to with pleasure, to get a better common language (Harmer, 2007)

In learning a language, listening is a series of early stages of mastery of English before other English skill such as speaking, reading and writing. After listening someone will learn to speak a few words or write a sentence that he hears. In learning a foreign language student must learn speech that occurs in a real or situational context so that it does not only learn the speech or words heard only. To solve the problems faced during the listening learning process, English teachers must be able to find approaches and methods that make it easier for their students to learning listening.

The function of language as a communication tool emphasizes the learning process of English. The main purpose of the curriculum is not only to understand linguistics but to allow students to use language appropriately in everyday conversations. This results in the need for competence to listen to daily conversations properly. As a result, it is proposed to use a communicative approach in the methods of the teaching and learning process. Many teachers are also too focused on speaking, writing and reading lessons so as to shift the position of listening lessons to the second position in English learning classes. The reason is that in the learning process listening teachers often find it difficult with the method they want to use. Students have difficulty understanding what text they are listening to, especially if the text they are listening to is long. This can make students easily lose concentration and easily bored in listening, causing students to get poor grades. This is due to several reasons: the least vocabulary they have, the voice they listen to is unclear and the language used by the speaker is not their level.

Listening is very important to learn in foreign language learning classes because listening is one of the important factors that support the communication process (Nunan, 2002). According by (Rost, 2011) The teaching and learning process cannot begin if students cannot understand the input. Facilitating students' understanding of oral discourse has the primary function of listening in second language teaching (Richards, 2008). (Wilson, 2008) states that listening is not a passive skill. It is an active skill that focuses all the activities that occur in the mind. Listener's guess, predict, conclude, criticize, and most importantly interpret. Listening skills is a learning process that allows listeners to respond to speakers (Hasan, M & Hoon, 2013). Based on these explanations, listening teaching must use the right methods and media so that researchers must look for the right methods and media.

The demand for the development of English as an international language led to the emergence of many ways of teaching English, especially in teaching listening. One of them is by applying technology in teaching listening. In line with the development of today's times, many young people use online digital technology to communicate and engage in on-line chat, blogging, computer games. MP3 players, text messages, mobile phones, and surfing the internet to find a lot of information and their social needs as well as to find entertainment.

This phenomenon attracts creative and innovative teachers to take advantage of this technological development in teaching listening.

Based on the definitions above, it can be concluded that listening is an active communication process because Listening has a very important role in the learning process. With a good understanding of listening, students will be able to learn all the materials delivered by the teacher. So, teachers must find the most appropriate media and methods in the listening teaching process, one of which is with the proper use of digital technology.

Ability is a very consistent and persuasive way to show that individuals have intellectual activities. This is supported by the statement of David and Floyd in (Adeyomo, 2010), "students who gain low and secondary learning skills are less able to complete tasks well compared to students who have higher learning capture skills. Intelligence, according to them, is the process of utilizing abstract symbols in search of solutions to intellectual problems that have a general level of cognitive function reflected in the ability to understand ideas.

Furthermore, according to Witkin, et al in (Adeyomo, 2010) states that, "the ability related to the teaching and learning process is divided into three levels: High, medium and low. According to him, a person who has high ability tends to get good results compared to a group that has moderate or low ability, in this case someone who has moderate or low ability is better given another task that has to do with the use of hands" That is, groups with high abilities have a greater ability to compile information and solve problems. However, learners with intermediate levels of ability perform relatively well on learning activities involving social materials, and are more likely to be able to provide necessary physical assistance.

Based on several definitions above, it can be concluded that Ability is the process of understanding someone in responding to problems that occur. Students are considered to have high ability if they are able to solve existing problems and provide solutions to these problems. The better the level of ability of a person to solve problems and provide solutions, the higher the ability possessed by that person.

Mall Teaching (Mobile Assisted Language Learning) is the latest digital technology that has an important role in shaping teaching, according to (Al-Fahad, 2009); Mobile phones today have become an important fixture in the process of online communication, and for mobile students with good Wi-Fi accessibility and 4G networks are in high demand to have. This strongly encourages researchers to use media that has been in high demand by students

Researchers chose Podcasts for use in this study that can be downloaded or searched on students' smartphones. The term podcast is a combination of the terms Pod (i.e., from apple iPod) and broadcast (Hornby, 2010) Podcasts are digital audio and video recordings uploaded on the web to be listened to by the general public with the help of the Rapid Simple Syndication (RSS) feed (Lafferty, Mur & Walch, 2006) RSS feeds allow listeners to download their favorite podcasts. Podcasts have been much in demand by the public to listen to news, science and sharing science that can be repeated. Podcasts can be repeated because they've been downloaded as early as possible. This makes it an advantage in itself. Even podcasts can be listened to over breakfast, cleaning the house, waiting for the bus, on the way and etc. Listeners also have the opportunity to select a topic that suits their tastes and then download the topic.

As one of the authentic resources for teaching listening (Constantine, 2007) defines that Podcasts is the creation of a set of internet audio designed to be downloaded and listened to portable devices such as tabs, Smartphones, and laptops. Unlike other audio, podcasts have unique features when it comes to content. The presentation of authentic listening sources to each listener allows the listener to benefit from audio content. Still relating to podcasts, (Sloan, 2005) claims that podcasts are an innovative process of transferring digital audio content that is broadcast over the internet automatically to mobile phones. Offers of several points of view to offer regarding the use of podcasts in the context of classroom language teaching have been made.

Podcasts are an interesting source of material because audio is mostly in MP3 format. Podcasts can be easily touched and stored in portable media players allowing students to practice English more comfortably. This allows students to practice listening while walking, sitting on public transportation, or before going to bed. (Beare, 2009) says podcasts are a supply of methods for students to achieve access to "authentic" listener sources across subjects they are interested in and certainly an attractive method for English learning. (Kilickaya, 2004) states that students can interact with natural language through authentic material, such as internet-based material. Podcasts can also be used by teachers to adjust to students' ability levels because they have different themes and levels. Podcasts are more interesting to use when compared to more conventional sources or materials. Podcasts are an authentic source of spoken text. It presents the language of the "real world". The various advantages that podcast apps can provide. As such, being able to develop their English especially in listening, the slim

get pleasure in global listening, and the students will be seen in the language they get. Podcasts can also be a means to get closer to the school environment; students can hear inspiring stories so that students get motivated to develop their abilities. Podcasts as an online learning medium can make students have a higher motivation when getting learning materials and satisfactory results.

In some of these studies, it can be concluded that podcasts not only improve learning outcomes but also improve student motivation, and practical skills. Podcasts are permanent recordings of oral performance. Students who create podcasts will be aware of this and pay a lot of attention to the accuracy of their pronunciation.

1. The Steps of Using Podcast

According to (Fox, 2008), in the use of audio podcasts as a medium of learning in English language teaching, it is necessary to pay attention to some of the following steps of use:
1. Listen to feel comfortable and happy.
2. Teachers need to prepare a glamorous before listening learning begins so that it can help provide instructions to students to be easily accessible to lower levels.
3. Listen to short audio.
4. Listen using transcripts that have been prepared by the teacher. This is a problem that needs to be given understanding, because many teachers feel that using transcript is an obstacle in the learning process because it is considered a time-consuming job. However, this can be addressed if students are asked to make a transcript of one section each. So as to provide a good summary of content in case of partial transcripts.
5. Teachers can use audio snippets to practice dictation to students. This is a very useful training process for many teachers to highlight and train the accuracy of grammar. Audio podcast snippets are also useful for raising awareness of authentic speech that differs from formal written language as well as being able to manipulate text programs for further exercises.
6. Listening to audio using a slowed version: Windows Media Player 10 (*Microsoft Corp*, 2007) this is considered by students to be quite useful because it includes functionality in slowing down recording. By doing this process, students will be introduced to the process of silence so that they can increase the processing time.

2. The Advantages and Disadvantages of Podcast

The advantages and disadvantages of podcasts will be explained as follows:
1. Podcasts should be convenient and easy to use in Portable format (Rosell-Aguilar, 2007):after the download process, then the file can be easily accessed and listened to anywhere and anytime as desired by the listener. In controlling speed students can use the pause, forward and pass button function (Sloan, 2005). For students who need certain needs or learning preferences, of course, podcasts contribute an important role to reduce the use of physical materials (Menzies, 2005). For students who do not have a portable media device can download content on a computer device.
2. Interesting media (Stanley, 2006): The conditions on the ground explain that audio playback using portable media can increase the use of podcasts this is because for audiences who do not want to access learning materials then can access other materials that the audience wants. So even though the material accessed is learning material, the audience does not feel like learning. Motivating Media: Students have a new format of motivating and assisting them in learning systems that they have never used so students are less likely to be interested in learning. Easily accessible media: iTunes or Juice is a content management software that can be downloaded for free and has simple navigation.
3. Efficiency of money use: learning materials can be downloaded for free, as well as for material development can be done at a fairly cheap cost in a matter of hours (Moody, 2006)
4. Publicity: For free publicity agencies with a good reputation can use the latest technology that has good visibility to the individuals and institutions that provide them i.e. public podcasts. Podcasting can provide the potential for students to focus activities on integration in the classroom, outside the classroom, outside of classroom activities and classroom materials (Thorne, S. L. & Payne, 2005)
5. (Helen Mongan-Rallis & Terrie Shannon, 2006) states that podcasts have an automatic subscription feature with the main advantage being that customers are ensured to receive the latest files without the need to go to the media file host site to view the updated data. Podcasts have flexible learning opportunities: viewers can listen to/watch files anytime and anywhere without having to use a computer to access and play audio. Ease in the process of learning to read and listen at the same time is also available in the feature, namely podcast transcripts.
6. The biggest thing that is likely to happen and arise from the use of podcasting for the learning process is that the content is delivered mostly through audio making it difficult to skimming the content and checking its suitability to the learning objectives. This check can be done but will take a lot of time after downloading repository resources (Jennings, 2006)

7. (Helen Mongan-Rallis & Terrie Shannon, 2006) argues that to ensure accessibility, transcripts should be filed. Because the file size is quite large, especially video files, then the user must certainly have a good broadband connection and fast so that the files can be accessed quickly. At the time of MP3 playback, the content creator must ensure that all content is appropriate.

Based on the background above, to help the learning process listen to students eat the author intends to use Podcasts as an alternative medium for teaching listening. In some of these studies, it can be concluded that podcasts not only improve learning outcomes but also improve student motivation, and practical skills. Podcasts are permanent recordings of oral performance. Students who create podcasts will be aware of this and pay a lot of attention to the accuracy of their pronunciation. From the above definition, the author concludes that podcasts are a very profitable medium because they help students understand, convey and develop their ideas into paragraph writing. This is so that teachers can prepare some assignments for students and speaking techniques to reduce information gaps. In addition, students can learn English by exchanging information through assignments given by the teacher because the using of Podcasts as a medium in teaching Listening Ability is one alternative for helping students in the learning process.

RESEARCH METHODOLOGY

This research uses qualitative descriptive methods that are investigated through direct information from students who experience the phenomenon where there are limited time and resources. It is designed to find out and investigate whether the use of podcasts can be used in the learning process of listening, especially in English subjects for students of SMP 181 Jakarta. This study used samples from grade 8th as many as 25 students. Researchers used android-based Anchor Application as a podcast creator. To collect the data, the researchers used interview methods, observations and documentation. The interview was conducted to 25 sample data by providing 20 questions online based on theoretical approaches related to this study. The researchers conducted qualitative studies by exploring the students, to find out if the material delivered can be absorbed by students properly even without face-to-face processes. Observation takes approximately 1 semester, starting from September 2020 to February 2021. The analysis of the data studied from each section emphasized more on the material of understanding listening to English, vocabulary categories, and fluency of speech. Researchers used assessment instruments to measure the effectiveness of podcast use in the teaching process. The research instruments used are divided into two types, namely pre-test and post-test.

Table 1. Assessment Criteria

Assessment Criteria	Score
Failed	(40-51)
Enough	(52-61)
Average	(62-71)
Well	(72-81)
Fluent	(82-91)
Master	(92-100)

FINDING AND RESULT

The results of this study will be presented and explained as follows: Researchers use pretest and posttest as useful research instruments as empirical data sources. The use of pretests data was taken when researchers conducted the teaching process but did not use podcast media in the learning process. While posttest data was taken when researchers had used podcasts in the teaching listening process. Based on the results of this study shows that the use of podcasts in listening teaching is very helpful in improving students' abilities.

The process of running this research can be explained as follows; there are several aspects that researchers use to conduct assessments, it is divided into 3 aspects, vocabulary mastery, fluency, and understanding of listening to English. In each aspect of the assessment the study used a maximum value of 100 with a range of values of 0-100. To see the indicator of teaching success can be seen from the comparison of pretests value results and posttest value results.

Table 2. The Indicators of Listening Skill Assessment

No.	Assessed Aspects	Elements	Maximum Score
1.	Vocabulary	- Accuracy of Word - Understanding Each Word - Word Choice	100
2.	Fluency	- Intonation - Pronunciation - Speaking Easily	100
3.	Comprehension	- Understanding The Meaning - Diction - Structure and Gramar	100

Before doing the teaching process, the researchers made observations in two different ways, the first was done without using podcasts as a medium in the learning process and the second by using podcasts as a medium in the learning process. In the first condition to carry out the learning

process online, researchers use google classroom media without other learning media. In google classroom researchers only use it as a medium to share information and send 1 audio listening at each meeting without any other listening audio to choose according to the student's hobbies. While in the second activity, researchers used podcasts as a learning medium by uploading some audio that has been created before and can be downloaded by students according to the topic of discussion they want to listen to.

Based on the analysis data, the teaching process without using podcasts results in students who have difficulty understanding the vocabulary listened to because the audio uploaded in google classroom is sometimes often less clear when re-downloaded and of course there is no variation of audio that they can download. This resulted in students not being able to absorb the English speech they listened to. Related to the pretest used is in the form of multiple choice. The following are the results of research data without using podcast media by presenting the average grade value data with the data results in the table as follows:

The result of the pre-test is visualized on the table 3 below:

Table 3. Pre-Test

No.	Name	Vocabulary	Criteria Fluency	Comprehension
1.	Ahmad Tri Fauzy	45	41	40
2.	Anggara Putra Sugama	49	40	50
3.	Adinda Nouera Olifianti	50	50	55
4.	Rifqi Naufal Andiyan	56	55	43
5.	Shafira Haryani Putri	32	35	40
6.	Siti Aisah	49	42	56
7.	Suhrotul Afdal	50	50	58
8.	Dwi Ana Lisnasari	44	52	55
9.	Dwi Julian	52	54	45
10.	Dzika Kamilah	50	42	42
11.	Fa'iz Bimo Saputra	45	38	40
12.	Fani Rizki Yulianti	45	40	42
13.	Ferisha Adilla	49	50	52

No.	Name	Vocabulary	Criteria Fluency	Comprehension
	Hidayat			
14.	Galih Dwi Novian	45	54	46
15.	Indah Oktaviani	51	50	52
16.	Kautsar Muzaki	50	38	55
17.	Khafi dhafa	42	55	56
18.	Egi Crisandi	52	50	56
19.	Fachri Ramlih	52	40	55
20.	Zahra Habibah	43	54	48
21	Selvia Indriyani	49	42	56
22	Ribka Anastasya	50	42	58
23	Puput Dwi Jayanti	44	52	55
24	Diana junita	52	54	40
25	M Abdul Mutolib	50	42	42
	Total Per Criteria	47.84	46.48	49.48
	Means Score		47.93	

Based on table 3, it can be concluded that the lowest value in the eloquence element with the total score is 47.33 while the highest score of the pretests is the comprehension is 49.50 and the vocabulary occupies a score of 47.50. Based on the data, it has been proven that the use of English learning media using conventional e-learning cannot make students get significant and ineffective grades if used. This can be seen from the significant differences in results in comprehension, vocabulary mastery, and fluency in the use of language. If you look at the average results of the three aspects that exist is 47.93 then it can be concluded that listening learning without using podcast media can produce less maximum results for students because students do not feel compelled to listen to the topic of learning. In other words, there needs to be other media to help students learn English well.

The next step is to learn listening by using podcast media by using posttest questions that are similar to pretest questions but using additional media, namely podcast media. This can be seen from the data that the researchers presented in the following table:

Table 4. Post-Test

No.	Name	Vocabulary	Criteria Fluency	Comprehension
1.	Ahmad Tri Fauzy	80	70	75

No.	Name			
2.	Anggara Putra Sugama	70	89	79
3.	Adinda Nouera Olifianti	82	75	82
4.	Rifqi Naufal Andiyan	78	72	68
5.	Shafira Haryani Putri	83	69	88
6.	Siti Aisah	67	84	78
7.	Suhrotul Afdal	84	85	90
8.	Dwi Ana Lisnasari	68	75	80
9.	Dwi Julian	80	79	74
10.	Dzika Kamilah	80	77	69
11.	Fa'iz Bimo Saputra	75	81	73
12.	Fani Rizki Yulianti	70	75	80
13.	Ferisha Adilla Hidayat	68	78	85
14.	Galih Dwi Novian	80	88	79
15.	Indah Oktaviani	75	85	80
16.	Kautsar Muzaki	88	68	88
17.	Khafi dhafa	82	83	85
18.	Egi Crisandi	79	87	76
19.	Fachri Ramlih	82	72	80
20.	Zahra Habibah	79	74	85
21	Selvia Indriyani	70	87	75
22	Ribka Anastasya	82	77	80
23	Puput Dwi Jayanti	85	81	79
24	Diana junita	81	66	78
25	M Abdul Mutolib	79	80	88
	Total Per Criteria	77.88	78.28	79.76
	Means Score		78.64	

Based on table 4, there was a significant increase in student abilities of 30.71. The increase of 30.71 comes from the difference in the results of the average pretest score and posttest results that illustrate that there is a significant improvement in the ability of students from all aspects of assessment

listening skills. This can be seen from the value increase data. With the use of this podcast media in listening learning making their knowledge of vocabulary increase to 30.04, the score comes from pre-test scores and post-test scores. Fluency also had a significant increase of 31.80 from the difference between the average pretest and posttest results. The increase in value in this criterion is higher than other aspects of the assessment. This is because students have shown that there is a process of improving confidence in speaking English because at the beginning of the observation process they are afraid to speak English because of lack of vocabulary. As for comprehension, it has increased by 30.28 as students are very much trying to listen carefully to what they are listening to. The increase of 30.28 was taken from the difference between the average pretest result and the posttest result.

Based on the data that has been presented can be seen that the process of transformation of understanding of learners becomes more improved. This happens because podcasts as a learning medium make it easier for students to access anytime and anywhere, making it very easy for students to learn articulation and English pronunciation accordingly. Through an average score of 78.64 which is the average score of the three aspects of listening assessment, shows that the learning process uses podcast media effectively to use and of course it is very helpful to remember the vocabulary that you want to use, foster confidence in speaking because it has a lot of vocabulary, and help students to listen to English pronunciation that suits their hobbies.

CONCLUSION

The use of podcasts as a learning medium is very effective to improve the ability of students in listening because in principle podcasts are not a medium that is difficult to apply in class. Researchers made students of SMP 181 Jakarta enjoy Listening learning so as to provide a significant improvement in the results of student listening assessment.

Observations and trials of podcast use show students agree that podcasts are able to help them in learning English, especially in listening. Students are very receptive and love the use of podcasts as a learning medium for listening. This is very reasonable, because podcasts are able to motivate students to engage their interest in podcast content as well as proper and clear English pronunciation. Students also benefit from the use of podcasts because it can be an additional ingredient in the learning process. In addition, podcasts also make it very easy for students to get podcasting websites online.

Based on the explanation of the above research can be concluded that the use of podcasts in listening learning is very effective for 8th students at SMP 181 Jakarta. For use this is seen from the average posttest value is 78.64. This success rate is supported by comparison of the average pretest values that podcast media does not support in the learning process and posttest. In addition, teachers can also be easier in teaching listening and include podcast media in the lesson plan or school syllabus that specifically discusses how to use podcasts. Based on the study, researchers can conclude that the use of podcasts has great potential to help learners in improving their listening skills and abilities.

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