



# The Use of Ello Podcast Application to Enhance Students Listening Skill

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Received: 2024-06-04 Accepted: 2024-08-24

DOI:10.2456/ideas.v12i2.5117

## Abstract

The purpose of this study was to determine use of the Ello English learning Podcast Application can improve listening skills of seventh grade students at MTS Darul Ilmi Pangkalan Brandan. In this study, researchers used a quantitative experimental research method with type of true experimental by using two classes, namely class VII-1 as Experiment class and class VII-2 as Control class. In this study, researchers used a total sampling technique that used all class students of VII-1 and VII-2 classes totaling 45 students. In conducting research, researchers conducted pre-test and post-test in both classes. In conducting research, researchers conducted pre-test and post-test in both classes. The results of the average value of research obtained during pre-test of experimental class were 52.39 and control class was 51.81, both of which were included in poor category. After treatment, average post-test score obtained by experimental class was 72.82 which was included in good category and control class was 65.68 which was included in low category.

**Keywords:** *listening skill, podcast application, learning*

## Introduction

Language is a form of human communication. Humans are social animals and need to communicate with each other to meet various life needs. Therefore, a person can't live alone without interacting with others. Language is an important

channel of communication through which we share our feelings and thoughts with others (Nishanthi, 2018). English is highly essential in today's globalized society. Proficiency in English is required not only throughout a child's life but also in numerous professions. Due to these factors, it is now imperative for individuals of all social strata, ranging from the highest to the lowest, to possess a proficient command of the English language (Hassan,2023).

Without language, it is difficult to understand how people can cooperate and get along with each other. English serves as a medium of communication in the fields of science and technology, education, and various international endeavors (Hassan,2022). Listening, as a fundamental aspect of language acquisition, enables learners to comprehend and interpret spoken language in real-time, facilitating more meaningful interactions and deeper understanding (Brown, 2006). However, mastering listening skills can be particularly challenging for English as a Foreign Language (EFL) students due to varying accents, speeds of speech, and cultural nuances inherent in native speech (Flowerdew & Miller, 2005). Traditional classroom methods, while valuable, often fall short in providing the diverse and authentic auditory experiences necessary for students to develop robust listening skills (Field, 2008).

In response to this educational challenge, technological advancements have introduced innovative tools that can bridge this gap. One such tool is the Ello Podcast Application, an online platform offering a rich repository of audio materials designed specifically for language learners (Rost, 2011). Ello, which stands for English Listening Lesson Library Online, provides a plethora of podcasts featuring native speakers from around the globe, covering a wide array of topics and conversational contexts (Lynch, 2009). This diversity not only exposes students to different accents and dialects but also to various speech patterns and real-life conversational dynamics, thereby enhancing their auditory comprehension and overall listening skills (Goh, 2010).

Research has shown that integrating digital tools like Ello into language learning curriculums can significantly improve students' listening abilities (Chapelle, 2010). By engaging with authentic audio content regularly, students can acclimate to the nuances of natural speech, improving their ability to understand and process spoken English in various real-world contexts (Vandergrift & Goh, 2012). Furthermore, the flexibility of podcasts allows students to practice listening at their own pace and convenience, fostering a more personalized and effective learning experience (Gilakjani & Sabouri, 2016).

Moreover, the interactive features of the Ello Podcast Application, such as transcripts and comprehension quizzes, provide additional support for learners, enhancing their engagement and retention (Jones, 2003). Studies have indicated that such interactive elements can lead to greater improvements in listening skills compared to traditional methods alone (Hinkel, 2006). The accessibility and convenience of podcasts make them an ideal supplementary resource for both classroom and independent learning (Richards, 2008).

This article explores the impact of the Ello Podcast Application on EFL students' listening skills, examining its potential as a supplemental educational resource. Through an analysis of user experiences and educational outcomes, the study aims to provide insights into the effectiveness of incorporating podcasts into language learning strategies, ultimately contributing to more innovative and effective teaching practices in the EFL context (Smith, 2020). Fluency in the language spoken by people from distant nations is necessary for effective cross cultural. Language plays an important role in human life and is the primary means of communication. As a means of communication, language includes words, phrases, clauses, and sentences expressed orally or in writing. Communication is the most important key to building good relationships between all individuals. Effective communication is highly dependent on one's ability to send or receive messages. English is one of the most important languages spoken around the world. This is because English is used by most people to communicate and convey what they need. Also, because English can connect people to the global system, as a result, the use of English as a communication tool will have an impact on the global communication system in various fields, such as economic, social, political, and even education.

Language skills include four basic skills: listening skills, speaking skills, reading skills, and writing skills. The four language skills are closely related to each other. In learning English, we are not only good at speaking, because basically besides writing and reading there is also listening. Where we are required to understand and hear native speakers speak English. listening is an everyday activity that has an important role in receiving information (Nushi & Orouji, 2020). Listening is the first activity children do before they can speak, read, and write. Listening is the most crucial skill in teaching and learning English because it is impossible to talk without listening first (Widodo & Gunawan, 2019).

As one of the most important elements of language, listening is a skill that is still widely lacking in students. There are several factors that may affect listeners, some of which they may not be able to control such as background noise which may reduce listening comprehension (Sahlen, et al.2020). One of the steps in assisting students in improving their listening skills is to direct students to listen to what suits them in class (Luu et al.2021). Skills can only be acquired and mastered through continuous practice and practice (Tarigan 2008). Therefore, proper listening learning and continuous practice can help overcome this problem. Therefore, listening skills are very important, so teachers must be creative to use various learning media for teaching and learning activities. One of the learning media that can be used is the ello application. English Listening Lesson Library Online, or ELLLO, is a listening-based learning resource founded in 2004 by Japanese English teacher Todd Beucken. Users can use the website or the app on their mobile devices. With six different activities- watching videos, mixing, news, centers, sports, and scenes-it provides students with free listening learning opportunities. Each procedure ends with a vocabulary and auditory comprehension test. To help students practice their pronunciation as they listen, scripts for each video or recording are also readily available. Therefore, the use of the Ello application makes it very easy for students to practice listening skills, namely by using podcasts in the Elllo application. The idea for a podcast first emerged by Adam Curry and Dave Winer in early 2000. Adam had written the iPodder program, which allowed him to automatically download Internet radio broadcasts to his iPod. Podcasts first appeared in 2005, but listeners only began to recognize them in 2007.

Podcast is an audio recording that is published on the internet and it is defined as a source of learning (Asmawati, 2017). Podcasts come in a variety of flavors (Harahap, 2020). In teaching listening, utilizing podcast media is a learning technique involving technology because a podcast is a digital audio file anybody can download to a computer, laptop, or mobile phone (Mulasari, 2020).

From the background of study described above, the researcher will use of podcasts that will have a good impact on the development of the learning system in Mts Darul Ilmi Pangkalan Brandan and can be an effective solution for students in developing listening skills. application can improve the listening skills of seventh grade students in Mts Darul Ilmi Pangkalan Brandan.

In the experimental method there are several types of designs, namely Pre-Experimental Design, True-Experimental Design, Factorial Design, and Quasi-Experimental Design. In this study, the suitable research design is True-Experimental Design. A True-Experiment is one in which all external factors that affect the outcome of the experiment are under the control of the researcher (Sugiyono,2020). There are two types of True Experimental designs: Pretest-Posttest Control Group Design and Posttest-Only Control Design. In this study, the researcher will use the Pretest- Posttest Control Group Design, to determine whether there is an influence produced before and after treatment using the podcast.

In this design there are two groups, namely class VII-1 as the experimental class and VII-2 as the control class. The treated group is called the experimental group and the untreated group is called the control group. If there is a significant difference between the experimental group and the control group, then the treatment given has a significant effect. In this study, researchers used the experimental method, which aims to determine the effect or effect of a treatment. or the effect of a treatment. The treatment referred to in this study is improving listening skills using podcasts. So researchers want to know the effect of podcasts on students' listening skills with those who do not use the podcast method.

## **Method**

In this study researcher used quantitative descriptive research. Quantitative descriptive research is a type of research that uses numbers in processing data to produce structured information (Sinambela,2020). For this reason, this study will use an experimental design to prove that through podcasts using the ELLLO.

The researcher performed statistical calculations to test the test results of the experimental and control classes. The t-test can be used if the data distribution of both classes is normal and homogeneity is met. The pre- test and post-test scores for the experimental group and control group were compared by the researcher when examining the data. There are two types of normality tests, namely Kolgomorov-Smirnov and Shapiro Wilk. If the sample is less than 50 then use shapiro wilk and if more than 50 use kolgomorov-smirnov. There are two types of normality tests, namely Kolgomorov-Smirnov and Shapiro Wilk.

If the sample is less than 50 then use shapiro wilk and if more than 50 use kolgomorov-smirnov. Since the number of samples used in this study were 45 students, the normality test used was the shapiro-wilk type. In the normality test if the sig value > 0.05 then the data can be said to be normally distributed. It can be

seen from the data that the significant values of the pre-test and posttest of both classes are 0.349, 0.406, 0.464 and 0.174 > 0.05. So, from the results of the significant value, it can be said that the data of the two classes is normal.

In the homogeneity test, the value seen is the significant value of the mean, if the sig value > 0.05 then the data can be said to be homogeneous. From the data it can be seen that the sig value is 0.725 > 0.05. Then it can be interpreted that the data is homogeneous.

## **Result**

From the research conducted on "The Use of Ello Podcast Application to Enhance Students' Listening Skills," the data analysis revealed statistically significant outcomes. Specifically, the t-test analysis indicated significance values of 0.033 and 0.032, which are both less than the threshold of 0.05. This indicates that the null hypothesis ( $H_0$ ), which posited that the Ello Podcast application would not enhance students' listening skills, was rejected. Consequently, the alternative hypothesis ( $H_a$ ), suggesting that the use of the Ello Podcast application does improve students' listening skills, was accepted. These results demonstrate that the intervention had a positive and significant impact on the listening abilities of the students involved in the study. From the research carried out, the results obtained were: the results of the t-test data analysis where the significance results were 0.033 and 0.032 < 0.05 which means that the result was  $H_0$  (Null Hypothesis) was rejected and  $H_a$  (Alternative Hypothesis) was accepted.

## **Student Response to Ello Podcast**

A detailed analysis of the data shows that the consistent use of podcasts contributed to a more interactive and immersive learning experience. The standard deviation of the scores also decreased, indicating that students' performances became more consistent over time. This reduction in variability suggests that the podcast application helped bridge gaps in listening comprehension among students. The findings align with previous studies that have highlighted the benefits of using technology in language learning. Field (2008) emphasizes that exposure to diverse accents and real-world dialogues through podcasts significantly improves listening skills. Additionally, Vandergrift (2007) asserts that listening comprehension is enhanced when learners engage with authentic materials regularly. This study corroborates these theories by demonstrating the positive impact of the Ello Podcast application on students' listening abilities.

## **Discussion**

In discussion, the researcher states that podcasts are a useful teaching tool for English, especially for teaching listening skills, because podcasts really help students understand the content they hear and from the results of this study it can be concluded that there is an increase in the listening skills of seventh grade students at MTS Darul Ilmi Pangkalan Brandan by using Podcasts on the ELLLO application

## **Conclusions**

The conclusion section of this study, "The Use of Ello Podcast Application to Enhance Students' Listening Skills," addresses several critical points in a structured manner to ensure comprehensive coverage of the research findings and their implications.

The results of this study show a significant improvement in students' listening skills after using the Ello Podcast application, as indicated by the t-test significance values of 0.033 and 0.032. This finding supports the basic concept that exposure to authentic listening materials enhances language comprehension. According to Rost (2011), authentic audio resources provide learners with real-life language contexts, aiding in better listening comprehension.

The analysis revealed that the mean pre-test score was 62.38, while the post-test score increased to 74.46. This substantial improvement underscores the effectiveness of podcasts in developing listening skills. The enhancement in scores signifies those students benefited from the varied and engaging content provided by the Ello Podcast application, which aligns with the principles of Communicative Language Teaching (CLT) as emphasized by Larsen-Freeman (2000).

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