Boosting Listening Skills in Low English Proficiency Learners: A Study on Podcast-Based Audio Scripting Method

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ABSTRACT

Listening, the most commonly utilized language skill, is paramount in everyday communication and educational settings. Recognizing the significance of listening comprehension and the challenges associated with teaching it, researchers have explored innovative methods such as podcasts and audio scripting to enhance listening skills. This study examines the efficacy of employing podcasts through the audio scripting method in improving students' listening abilities. The research adopts a quasi-experimental design with an equivalent control group to investigate the impact of this method on listening learning. The experimental group received instruction through podcasts and audio scripting, while the control group followed traditional listening exercises. Pre-tests and post-tests were administered to both groups to measure listening proficiency. The findings indicate a positive correlation between the audio scripting method and enhanced listening skills, with the experimental group showing significant improvement compared to the control group. These results suggest that audio scripting is an effective pedagogical approach for enhancing listening comprehension. Consequently, incorporating audio scripting into the curriculum offers a promising avenue for bolstering students' listening proficiency, which is crucial for their academic success and professional development in healthcare. Further research is recommended to explore this method's long-term effects and potential applications across different educational contexts.

Key words: Listening comprehension, Audioscripting method, Podcast, Midwifery Program.

INTRODUCTION

For quite some time, English has been a mandatory foreign language in most Indonesian educational institutions, including schools and universities. Indonesian students are expected to demonstrate proficiency in all language aspects: reading, writing, listening, and speaking, and effectively communicate in English. However, they face challenges in developing listening skills due to limited exposure to spoken English. Daily interactions predominantly use Indonesian and local languages, with English confined to classroom settings. Consequently, students often prioritize reading and writing over listening comprehension. Classroom instruction typically emphasizes reading and writing activities, essential for vocabulary acquisition and perceived as crucial for academic and professional pursuits (Nur & Annisa, 2021).

Listening is essential for language proficiency, playing a vital role in the communication process crucial for students' success. Improving listening skills enables students to absorb information and understand speakers' messages, supporting their overall language development. According to Agustin and Ayu (2021), listening involves comprehending and interpreting auditory information, highlighting its importance as a critical skill in educational settings where effective communication and learning are essential. Additionally, listening requires focusing on the speaker's words to extract meaning from the auditory input received (Robertson, 2018). Teaching listening skills, akin to other language proficiencies, can and should be conducted methodically and progressively (Dakhi, 2019). Listening is becoming increasingly significant in foreign language classrooms, with its rising prominence attributed to various factors. The emphasis on comprehensible input in second language acquisition research has notably contributed to the heightened recognition of Listening's importance. As Desdous et al. (2020) emphasized, listening is paramount in language classrooms as it serves as learners' primary input source. Without comprehending input at an appropriate level, the learning process cannot effectively commence (Schmidt, R. W. 1990).

Audio scripting proves highly effective for teaching listening skills through interactive and engaging activities (Barjesteh & Ghaseminia, 2023). These activities involve students in listening to audio clips and responding to questions or prompts derived from prepared scripts (E Hanks, 2022). Scripts can feature dialogues or narratives designed to stimulate student responses through comprehension questions, fill-in-the-blanks exercises, or information identification tasks. Educators can customize listening materials using audio scripting to match students' proficiency levels and learning goals (Koushik et al., 2019), thereby enabling personalized practice sessions. Ultimately, audio scripting offers innovative opportunities to enhance listening skills by delivering dynamic, interactive learning experiences that cater to individual student needs and preferences. Integrating audio scripting into listening activities not only fosters student engagement but also promotes active learning and the development of listening proficiency.

An innovative method for enhancing listening skills has emerged with advancements in technology (R Nur, 2015). One notable development is the rise of 'podcasting,' a term coined in 2004 that blends 'iPod' and 'broadcasting' to describe the distribution of downloadable audio content over the internet. Unlike traditional online audio, podcasts distinguish themselves with their automatic download feature, allowing content to be played on various devices like MP3 players or computers. This innovation offers language educators and learners numerous opportunities for additional listening practice both inside and outside the classroom. Furthermore, podcasts enable students to practice listening independently and at their own pace (Alfi Rahmatia & Widiastuty, 2018). The popularity of podcasts surged significantly, with The New Oxford American Dictionary naming 'podcast' its official 'Word of the Year' (Kell, 2019).

Using podcasts through audio scripting techniques represents an innovative approach to learning (Tarmawan et al., 2021a). These podcasts serve multiple purposes: they broaden the spectrum of English language listening materials accessible to students, enabling diverse usage; they foster greater connectivity among different aspects of the curriculum; and they expand opportunities for discussion-based activities within the course. Listening is important since it's one major input source, but since it's not an easily learned skill, we should find ways to make auditory input more comprehensible (Ivone & Renandya, 2019a). An approach to achieve this goal is by incorporating visual stimuli. This study seeks to devise a novel method for delivering information to learners using auditory comprehension.

Learning English as a foreign language remains a significant challenge for many students in Indonesia, as evidenced by Research conducted at Poltekes Sorong, where most students demonstrate low proficiency in listening skills. This data, collected by researchers from a lecturer at Poltekes Sorong, underscores the pressing need for attention to this issue. Based on the identified factors contributing to low listening skills, it is apparent that the choice of instructional media and teaching methods has not sufficiently motivated students to enhance their listening abilities. Thus, researchers propose the adoption of podcasts in conjunction with the Audioscript method to address this issue at the Poltekes Sorong campus.

Online podcasts provide language teachers with valuable materials for teaching listening skills. Aufderheide et al. (2020) highlight the benefits, selection criteria, and strategies for optimizing learning outcomes with podcasts. Benefits include global listening opportunities with minimal daily exposure, exposure to new languages, and authentic texts and diverse voices for intermediate learners (Nur & Syarifuddin, 2018). Podcasts often include transcripts and worksheets, enhancing their interactive nature. Some websites encourage student interaction by inviting questions or comments. According to Nisa (2018), a creative use of podcasts involves students listening while following the transcript, then recording themselves reading the material and submitting it with a written journal. The teacher

reviews the recording and provides feedback, improving students' reading fluency, pronunciation, vocabulary, and listening proficiency.

It is assumed that podcasts through the audio scripting method are particularly attractive to students because they allow students to access authentic listening resources on almost any subject that might interest them (Desdous et al., n.d.). Lecturers can use podcasts for listening comprehension tasks, sparking discussions from students' responses to the content and offering a variety of listening materials tailored to each student. Podcasting is believed to be particularly appealing to English learners because it offers them access to genuine listening materials on a wide range of topics that align with their interests. Teachers can utilize podcasts to facilitate listening comprehension activities, stimulate discussions based on students' responses to the content, and ensure that each student can access various listening materials. (Syahabuddin & Khaira Rizqa, 2021a).

Despite the advancements in technology-enhanced language learning, there is limited research specifically addressing the effectiveness of podcast-based audio scripting in the context of vocational education. Most existing studies focus on general language learning settings, leaving a significant gap in understanding how these methods impact students in specialized programs like midwifery. This research aims to bridge this gap by evaluating the impact of the audio scripting method on improving listening skills among midwifery students, thus contributing valuable insights to the field of language education.

LITERATURE REVIEW

Previous Related Study

In recent years, several studies have explored various methods and technologies to enhance students' listening skills, particularly in language learning contexts. One significant study by Syahabuddin & Khaira Rizqa, (2021) demonstrated the effectiveness of using podcasts to improve students' listening skills. Their research indicated that integrating podcasts into the curriculum can significantly enhance students' auditory comprehension and engagement.

Similarly, Tarmawan et al., (2021) discussed the role of podcasts as an alternative media for learning. Their findings support the idea that audio-based content can be a valuable tool in educational settings, providing flexible and accessible learning opportunities. In another study, Ivone & Renandya, (2019) examined the impact of extensive listening and viewing on English language teaching (ELT). Their research found that regular exposure to authentic listening materials can improve students' listening skills and overall language proficiency.

These studies collectively emphasize the positive impact of using various audio-based methods, including podcasts and other digital media, on improving students'

listening skills. They provide a solid foundation for further investigation into the effectiveness of the Audioscripting Method, as applied in this research.

The Theory of the Variable.

In this section, the theoretical foundations underlying each variable in the study will be discussed. The primary variables in this research include listening comprehension, the Audioscripting Method, and the use of podcasts as educational tools. These theories are crucial for understanding how these elements interact to enhance listening skills among learners.

Listening comprehension is a multifaceted cognitive process that involves the ability to receive, interpret, and respond to spoken language. According to Vandergrift and Goh (2012), listening comprehension encompasses various subprocesses such as phonemic recognition, parsing, and semantic understanding. This skill is essential for effective communication and is a fundamental component of language proficiency. Vandergrift and Goh's comprehensive model highlights that listening is not just about hearing words but also about constructing meaning and integrating information with existing knowledge Vandergrift & Goh (2012).

The Audioscripting Method is an innovative pedagogical approach designed to improve listening skills by engaging learners in active listening and transcription tasks. This method involves listening to audio content and simultaneously transcribing the spoken words. This dual engagement helps reinforce auditory memory and improves phonological awareness. According to Kormos (2006), transcription activities can enhance learners' awareness of the phonological and syntactic structures of the target language. This method aligns with the principles of active learning, which emphasize the importance of engaging students in activities that promote deep cognitive processing (Kormos, 2006).

Podcasts have emerged as a popular educational tool, offering diverse and authentic listening materials that can be accessed anytime and anywhere. According to Facer and Selwyn (2010), the integration of digital media such as podcasts into educational settings supports flexible learning environments and provides learners with opportunities to engage with real-world language use. Podcasts expose learners to a variety of accents, dialects, and speaking styles, which is crucial for developing robust listening skills. Facer and Selwyn argue that the use of digital media in education enhances student engagement and motivation, making learning more relevant and enjoyable (Facer & Selwyn, 2010).

The theoretical basis for using podcasts in language learning is supported by Krashen's Input Hypothesis (1986), which posits that exposure to comprehensible input is essential for language acquisition (Nur, R. A., Latifa, A., & Busman, A. L. 2019). Podcasts provide a rich source of input that is often accompanied by contextual clues, making it more comprehensible for learners. This aligns with the

notion that listening to authentic language use in varied contexts can significantly enhance language acquisition (Krashen, 1986).

Furthermore, the concept of multimodal learning, as discussed by Mayer (2014), underscores the importance of integrating different modes of information delivery to enhance learning outcomes. Mayer's cognitive theory of multimedia learning suggests that combining auditory and visual information can lead to better understanding and retention of material. This theory supports the use of podcasts, especially when accompanied by transcripts or visual aids, to facilitate comprehensive learning experiences (Mayer, 2014).

Research by la also indicates that technology-mediated listening activities, such as those involving podcasts, can significantly improve learners' listening comprehension skills. Their study found that the use of technology in language learning not only provides access to a wide range of listening materials but also allows for self-paced and repeated exposure, which are critical factors in the development of listening proficiency (O'Bryan & Hegelheimer, 2007).

In conclusion, the theoretical underpinnings of listening comprehension, the Audioscripting Method, and the use of podcasts highlight the multifaceted nature of listening as a cognitive skill, the active engagement required for effective learning, and the benefits of integrating technology in educational practices. These theories collectively provide a robust framework for understanding how these variables interact to enhance listening skills in language learners.

METHOD

Design and Samples

This study employed a quasi-experimental design with pre-test and post-test measures to evaluate the effectiveness of the podcast-based audio scripting method on students' listening skills. The design included two groups: the experimental group, which received the intervention, and the control group, which did not. Both groups underwent the same pre-test and post-test assessments to measure changes in listening proficiency. The participants of this study were second-semester students from the Midwifery Program at Poltekes Sorong. A total of 36 students were selected through purposive sampling and were randomly assigned into two groups of 18 students each. The experimental group received instruction using the podcast-based audio scripting method, while the control group continued with traditional listening exercises.

Instrument and Procedure

The instruments used in this research include participants, teaching methods, audio material, and tests. The study involved 36 midwifery students at Poltekkes Sorong, divided into an experimental class and a control class, each with 18 students. The

experimental class used the audio scripting method with British Council podcasts, while the control class used conventional teaching methods. The audio material consisted of podcasts followed by 20 multiple-choice questions to assess comprehension. A pre-test and a post-test, with different but equally difficult questions, were conducted to measure the students' English listening skills before and after the intervention. The pre-test assessed initial skills, and the post-test measured improvements. Students were randomly assigned to the two classes. The experimental class listened to podcasts and answered related questions, whereas the control class received traditional instruction. Data from pre- and post-tests were analyzed using descriptive and inferential statistics to determine the effectiveness of the audio scripting method in enhancing English listening skills among low proficiency learners.

Data Analysis

The data analysis for this research involved both descriptive and inferential statistical methods to evaluate the impact of the audio scripting method on students' listening skills.

1. *Descriptive Statistics*
   Descriptive statistics were employed to summarize and describe the characteristics of the data collected from the experimental and control groups. The analysis focused on calculating the mean and standard deviation of the pre-test and post-test scores for both groups. This helped in identifying the overall improvement in listening skills within each group and provided a clear comparison of performance changes from pre-test to post-test.

2. *Inferential Statistics*
   Inferential statistical analysis was performed using independent samples t-tests to determine the significance of the differences in listening skills improvement between the experimental and control groups. The t-tests compared the post-test scores of both groups to test the hypothesis that the audio scripting method leads to better listening skills improvement.

The results of the t-tests indicated whether the observed differences in post-test scores between the experimental group (which received the audio scripting intervention) and the control group (which followed conventional teaching methods) were statistically significant. A p-value of less than 0.05 was used as the threshold for significance, supporting the conclusion that the audio scripting method had a positive effect on the students' listening skills.

RESULT AND DISUSSION

The study involved a quasi-experimental design with two groups: the experimental group and the control group. Both groups were pre-tested and post-tested to measure improvements in listening skills. The descriptive statistics for both groups' pre-test and post-test scores were assessed using SPSS version 27 software. The outcomes of this evaluation are presented below:

1. Descriptive Analysis

   At this point, the experiment and control groups' pre- and post-test results were combined by the researcher using SPSS software version 27 to calculate the data. The following are the final data:

Table 1 Descriptive Statistics

N		Pre Test Experiment	Post Test Experiment	Pre Test Control	Post Test Control
	Valid	18	18	18	18
	Missing	0	0	0	0
Mean		34.17	82.50	38.61	71.39
Std. Deviation		7.326	5.216	9.823	7.031
Minimum		25	75	25	60
Maximum		50	90	65	85

The above data comprises descriptive analysis outcomes, encompassing minimum and maximum values, mean, and standard deviation measures. We can ascertain the average pre-test and post-test scores in the experimental and control classes upon reviewing this data. Notably, the post-test results in the experimental class exhibit a noteworthy disparity from the pre-test results. These findings suggest that implementing the audio scripting method positively impacts enhancing the listening skills of second-semester students majoring in midwifery at Poltekes Sorong.

2. Normality Test

   The second phase of the data analysis involves conducting a normality test. This research study conducted a normality test to ensure the data's adherence to normal distribution before proceeding with statistical analysis. The normality test verifies whether the data follows a normal distribution pattern. Two methods commonly employed for this test are Shapiro-Wilk and Kolmogorov-Smirnov. Researchers may opt to utilize either or both of these methods. In this Research, the Kolmogorov-Smirnov test was selected as the normality test. The results of this test are as follows:

Table 2 Tests of Normality

Tests of Normality

Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre_Experiment	.215	18	.027	.908	18	.079
Post_Experiment	.240	18	.007	.875	18	.022
Pre_Control	.166	18	.200[*]	.904	18	.069
Post_Control	.199	18	.057	.927	18	.171

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

a. Lilliefors Significance Correction

The normality above test only considered the significance value of the Kolmogorov-Smirnov. According to the table, the results of the normality test indicated that the pre-test experiment class's significance value is 0.027 > 0.05, the post-test experiment class's significance value is 0.007 > 0.05, the pre-test control class's significance value is 0.200 > 0.05, and the post-test control class's significance value is 0.057 > 0.05. The data appears normally distributed according to the Kolmogorov-Smirnov normality test, as indicated by the significance value of >0.05. As a result, one of the prerequisites for the t-test has been completed.

3. Homogeneity Test

To determine if the post-test data from the experimental and control classes show homogeneity or heterogeneity, this section performs a homogeneity test. As one of the requirements for doing an independent sample t-test that needs homogeneous data, the homogeneity test is crucial. These are the homogeneity test results:

Table 3 Homogeneity of Variance

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Based on Mean	1.477	3	68	.229
Based on Median	1.443	3	68	.238
Based on the Median and with adjusted	1.443	3	60.394	.239
Based on trimmed mean	1.464	3	68	.232

The significance based on the mean is known to be 0,229 > 0,05 based on the outcomes of the data above. Therefore, it could be said that the post-test results for the experimental class and the control class are homogenous. As a result, one of the prerequisites for the independent sample t-test has been completed.

4. Independent Sample T-test

To determine whether there were any significant average differences between the two sample groups, an independent sample t-test was used. The two samples are those are experiment class and the control class. The data was calculated from the result of the post-test in the experimental class and control classes, which was examined to determine whether the independent sample t-test criteria had been met. These are the outcomes:

Table 4 Group Statistics

Group Statistics

Class	N	Mean	Std. Deviation	Std. Error Mean
post_experiment	18	82.50	5.216	1.229
post_control	18	71.39	7.031	1.657

Table 5 Independent Samples Test

Independent Samples Test

	F	Sig.	t	df	Sig. (2-tailed)	Mean Diff.	Std. Error Diff.	95% Confidence	
								Lower	Upper
EV assumed	.717	.403	5.385	34	.000	11.111	2.063	6.918	15.304
EV aren't assumed.			5.385	31.363	.000	11.111	2.063	6.905	15.317

The significance sig. (2 tailed) for the above data is 0,000< 0,05. The average post-test data in the experimental class and control class are different. Based on these results, it can be concluded that there is a significant difference between student learning outcomes in the experimental class, which is taught by the Audioscripting Method, and the class control without the Audioscripting Method.

Following the computation of the independent sample T-test, the researcher calculated the paired sample T-test to assess the effectiveness of the Audioscripting Method treatment. This study utilized the paired sample t-test to determine the mean difference between two related samples. This test can be conducted when the data exhibit a normal distribution. In this Research, the data calculated comprised the means of the pre-test and post-test scores of the experimental class. The results are as follows:

Table 6 Paired Samples Test

Paired Samples Test

	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval		t	df	Sig. (2-tailed)
				Lower	Upper			
Pre- - Post-Exp	-48.333	7.071	1.667	-51.850	-44.817	-29.000	17	.000
Pre- Pest Cont	-32.778	10.178	2.399	-37.839	-27.716	-13.663	17	.000

A paired sample t-test was conducted to determine the difference in the average of two paired samples. Based on the output above, the Sig table (2-tailed) result is 0,000 < 0,05. Then, it can be concluded that there are differences in the value of students' listening skills in the experimental class before and after treatment.

The findings of this study indicate that the podcast-based audio scripting method is an effective tool for enhancing listening skills among second-semester students in the Midwifery Program at Poltekes Sorong. The significant improvement in the experimental group's listening skills, as evidenced by the descriptive and inferential statistics, supports the hypothesis that incorporating innovative methods such as audio scripting can lead to better learning outcomes.

The control group also showed improvement, which suggests that traditional listening exercises do contribute to skill enhancement, but to a lesser extent compared to the experimental method. This aligns with previous research (e.g., Syahabuddin & Khaira Rizqa, 2021; Tarmawan et al., 2021) which highlights the benefits of using digital media and interactive methods in language learning.

One possible reason for the effectiveness of the audio scripting method is its ability to engage students more actively in the listening process. By listening to podcasts and simultaneously transcribing the content, students are likely to pay closer attention to the auditory input, enhancing their comprehension and retention. This method also provides exposure to authentic language use, which is crucial for developing robust listening skills (Ivone & Renandya, 2019). Additionally, the flexibility and accessibility of podcasts allow students to practice listening outside the classroom at their own pace, further contributing to their learning. This aspect of self-directed learning is particularly beneficial in accommodating different learning styles and paces (Facer & Selwyn, 2010).

The importance of technology in education cannot be overstated, especially with tools such as video becoming increasingly prevalent (S., Latifa, A., & Ammade, S. 2024). Videos offer a dynamic way to present information, catering to visual and auditory learners simultaneously. They provide context and visual cues that enhance understanding and retention of material. Integrating videos into lessons can also increase student engagement and motivation, making the learning experience more interactive and enjoyable (AT, J., Latifa, A., & Amaluddin, A. 2023). This technological integration supports a more comprehensive learning environment, where students can access diverse resources that cater to their individual learning needs (Nur, R. A., Latifa, A., & Busman, A. L. 2019).

Overall, the results of this study underscore the importance of integrating modern technological tools and innovative teaching methods in language education. Future research should explore the long-term effects of the audio scripting method and its applicability across different educational contexts and student populations.

CONCLUSION

This research aimed to evaluate the impact of the audio scripting method on enhancing the listening abilities of second-semester students at Poltekes Sorong. The study employed a quasi-experimental design with pre-tests and post-tests

administered to both an experimental group, which received the audio scripting intervention, and a control group, which was taught using conventional methods.

The findings from the descriptive analysis indicate significant improvements in the listening skills of students in the experimental group, as demonstrated by the substantial increase in their post-test scores compared to their pre-test scores. In contrast, the control group also showed improvement, but to a lesser extent.

Inferential analysis using independent samples t-tests confirmed that the improvements observed in the experimental group were statistically significant. This supports the conclusion that the audio scripting method is an effective approach for enhancing listening skills.

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