

THE USE OF DIGITAL AUDIO IN ENHANCING EFL LEARNERS' LISTENING PROFICIENCY

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ABSTRACT

Listening is a critical ability to have, not only because of the time it takes in interactions but also because of its role in daily life. This study has been designed to explore the use of digital audio in promoting listening proficiency. The purpose of this study was to determine how effective the use of digital audio is in improving students' listening proficiency. Further research is required to determine how this position affects speakers of Indonesian who are learning English as a foreign language (EFL). The sampling technique used in this study is purposive sampling, which is a sampling technique with certain considerations. A comparative study served as the foundation for this study's design. In this study, the research participants were at the upper secondary level, and their listening ability was examined in relation to the effects of digital audio (online podcasting on Spotify). Sixty students were involved in the study based on their performance on the placement test. Findings from the post-test showed that the group exposed to digital audio experienced an increase in their listening proficiency level, while the group not exposed to digital audio showed a little improvement in their proficiency level. The instruments used were 40 post and pre test questions, and the purpose of the questions determined the results and development during the research. By looking at the N-gain of their results, the group whose participants were not taught using active listening had an N-gain of 0.62, while the improvement of the second group resulted in an N-gain of 0.76, indicating that the group increased their listening proficiency level. The findings of this study showed that, with a result of 0.0235, there was no significant difference between the two teaching groups, where the significant value was greater than 0.005. claiming that while there is some difference between the two methods, it is not very much, and that both improve listening skills.

Keywords: *digital audio, listening proficiency, spotify. EFL learners.*

Introduction

This research was conducted by researchers because they saw its existence and because very often the younger generation used Spotify on their mobile phones (Ricoy et al., 2022); not a few of them did it according to their needs. Therefore, the researcher is deliberately and sincerely interested in investigating this case in terms of how these students use and are useful in improving their listening skills. In previous research or even some existing cases conducted by other researchers, they used Spotify to improve students' listening skills in a way, and through songs (Mayalisa et al., 2023), the research investigated whether their grammar, vocabulary, and listening skills improved. There are so many studies using songs with students in research. Due to the use of podcasts, this study differs significantly from earlier studies in this area. To perfectly assess students' listening abilities and competency, use tools such as TedTalk, story telling, IELTS, TOEFL, and comedy English stories using Spotify or the same application (Dyan, 2022). As a result, this study will demonstrate how accurately students listen in the classroom.

English is taught as a foreign language in Indonesian schools from primary through tertiary. An example of a curriculum objective for English language teaching, particularly for high school students, is the ability of students to communicate in three forms of text interpersonal, transactional, and functional in spoken and written contexts (Zein et al., 2020). English has taken on a crucial role in education in the modern world, especially for young people. English has become the official language of the world, despite the fact that it is not the only language spoken on a global scale. English has also become a crucial language as the globe has gotten more globalized. English plays a crucial part in the lives of young people since it may aid in communication and because it is the language of choice for many academic disciplines throughout the globe. If people want to interact with the rest of the world, they must be able to communicate in English (E. Putra, 2022). As it enables users to interact with people from all over the world and offers a variety of unique opinions and experiences, aiding learners in expanding their vocabulary knowledge is essential to enhancing their general competency on a worldwide scale. (Zhang & Graham, 2020). The interaction process at school is centered on communication using skills in speaking, listening, reading, and writing. In this sense,

communication through speech is focused on listening and speaking while written communication is focused on reading and writing (Katrancı & Melanhoğlu, 2022).

For learners to communicate effectively and perform well academically, listening is an essential language ability. It's a highly integrative skill because it's often the first talent youngsters develop. While studying a foreign language (FL), it is essential to the improvement of a learner's linguistic abilities (Rao, 2019). Since listening involves more than just identifying sounds and involves sensing, communicating, and digesting information, it serves more purposes and has greater significance for EFL learners than just deriving meaning from sounds. These additional purposes include understanding real-world situations and fostering interpersonal relationships (Bingol et al., 2020). Also, listening is the most demanding task and the most challenging ability for pupils to learn when they first start studying a foreign language. In today's world, technology has a big impact on people's lives in general and language learning in particular. There are numerous types of communication devices, including computers, the internet, broadcasting equipment, and mobile phones (Haleem et al., 2022). Compared to traditional techniques, the web provides superior learning and teaching opportunities. By utilizing web-based collaboration that encourages classroom engagement and extends possibilities for students to offer authentic English, the web has established an effective new teaching setting and developed a learner-centered learning environment. One may argue that technology has made learning a language easier. To assist children in developing their listening skills, it is important to identify the hearing problems that they experience. Also, a significant quantity of study has been conducted to identify the listening issue. The speech pace, vocabulary, and pronunciation are alleged to have caused these problems (Gilakjani & Sabouri, 2019). The use of technology for learning has been emphasized throughout the last three decades. Nowadays, language education has undergone a revolution thanks to the development of computer-assisted language learning tools. (Namaziandost et al., 2019). The usefulness of podcasts for the improvement of listening skills has become a major area of study in recent years, which has allowed researchers to examine learner attitudes regarding podcasts in light of the information at hand. It is logical to conclude that students' positive attitudes toward using online multimedia input in any aspect of the learning process contribute to helping to ensure intellectual development. The attainment of listening comprehension learning objectives has been demonstrated to benefit from well chosen high-tech listening input. Listening to material from digital audio files like podcasts as a new teaching approach may motivate and inspire positive attitudes and interests, supporting students in pursuing further language learning. The assertion that students' positive attitudes would soar and their performance would significantly improve in order to accomplish the learning objective if they were taught utilizing materials and methods associated with their favorite subjects is unsupported

by any convincing data (Sewagegn, 2020). Thus, this crucial consideration was made in the current work.

The majority of students consider listening to be one of the most challenging skills, so it has recently captured the interest of EFL researchers and teachers. (Whitehead, 2020). The capacity to understand auditory input, control language recognition signal elements in communication contexts, pay attention to understand what is heard, and follow the speech in order to draw conclusions are all skills that learners must develop in order to improve their listening proficiency. By all means, listening encompasses much more than the act of making sense and reacting to verbal and nonverbal cues because the listener continuously internalizes the sociocultural and linguistic environment (Katrancı & Melanhoğlu, 2022). Unfortunately, some Indonesian English learners struggle because they lack adequate listening skills. To comprehend a person and comprehend the outside world, it is essential to listen effectively throughout the entire communication process. Enhancing listening proficiency is the most frequently heard and practiced language sub-skill in English. Improving students' listening proficiency is a challenging work for English teachers. They have to find interactive teaching method to support the learning process (Mirsa Umiyati et al., 2022). They can explore the possible benefits of using such audio files for teaching and learning in and out of the classroom. It takes good listening skills to effectively receive messages. It is necessary to both pay attention to what the other person is saying and establish a psychological bond with them. Listening is necessary for language ability. It necessitates a desire to comprehend another person, politeness and tolerance, and the readiness to attempt to comprehend things from another point of view. It takes a lot of effort and concentration. It requires us to put aside our own goals and beliefs, adopt their perspective, and make an effort to understand how they see the world. (Tyagi, Babita, 2021).

Several researchers had conducted earlier studies on the adoption of English podcast applications. According to (Alfian et al., 2019) claim that audio podcasts can be used to teach students how to listen well. The study's findings demonstrated the efficacy of employing podcasts as a teaching tool to impart listening comprehension. The results of the interview demonstrated that the majority of students are drawn to audio podcast content. Students may be more likely to consume media if they have the freedom to do so whenever and whenever they like. The Usage of Podcasts to Enhance Students' Speaking and Listening for EFL Learners by (Miftahul N. 2020). The results of the observation demonstrate that both teachers and students are vulnerable to exploitation in applications. To improve their proficiency in English, students moderately immerse themselves in technology-enhanced listening and speaking activities. They received an exciting atmosphere and a variety of directions. In addition, teachers were pushed to be able to use application tools (such as podcasts) to facilitate creative leadership in the context of the classroom. The podcast offered incredible subject matter and learning

exercises that helped teachers and students alike broaden their horizons and improve their English communication abilities. The outcomes of the search revealed that incorporating listening strategies into a listening lesson through a cycle of actions as movements in guided metacognitive succession, such as a pre-listening activity, first listen, and pair process-based discussion using materials sources from podcasts, was successful and enhanced the students' listening skills (Sukmawati, 2021). Their pre-test, post-test I, and post-test II results were all significantly higher on average. They were able to improve their ability to hear native speakers by learning the right pronunciation, writing, and vocabulary thanks to the conversation and tale from the podcast. Studying in groups allowed the students to retain more information because they could share their knowledge without worrying that they would misrepresent what they had heard. Also, they like listening to podcasts to learn.

Continuous theory and the usage of textbooks can make learning less tedious. In order to teach listening, practice is much more important than theory. Moreover, developing listening skills can be made more enjoyable to prevent boredom. The average of their pre-test, post-test I, and post-test II scores was noticeably higher (Fitria, 2021). Making use of technology, such as digital audio, can help students learn how to improve their listening skills. Using technology in classrooms can be safe, appropriate, and balanced since the use of these technologies, such as gadgets, cell phones, and other networking technologies, is beneficial to the students. To help non-native speakers learn to speak and listen in the language, a number of tools have been developed. Numerous studies have talked about using digital audio to help students' listening abilities. Digital technologies, in accordance with (Jobirovich, 2021), encourage student growth in terms of knowledge, abilities, credentials, and pay while simultaneously reducing teacher duties. In both English as a second and foreign language EFL situations, digital audio files are employed as listening comprehension exposure to develop English language abilities. They are referred to as digital audio since they are digital files that may be employed as teaching aids (Khalilavi, 2022).

Any statement that needs empirical evidence to determine its acceptability is referred to as a hypothesis (K Dayanand, 2020). The preliminary estimates presented in this section are based on the conceptual framework. This study aims to examine how using an English podcast application has improved students' listening comprehension. Henceforth the researchers of this study would like to delve deeper into the use of digital audio in promoting basic English vocabulary. The hypothesis proposed by the author based on the analysis of previous research is: [1] There is an increase in the listening skills of EFL students by using digital audio. [2] There is no too increase in the listening skills of EFL students who do not use digital audio. This will be covered in more depth below. Throughout the process of reflecting all available information utilizing digital audio via Spotify from the experimental group to the control group. We will

explore that there will be notable variances in the consequences of the two groups' different learning styles as we examine the outcomes of enhancing the listening abilities of high school learners.

In a quasi-experimental method with EFL students, it was discovered that listening to podcasts helped the participants develop their self-control, vocabulary, and grammar. The authors of this study asserted that podcasts are one of the most reliable resources for teaching listening (Mirsa Umiyati et al., 2022). Its cutting-edge mobile technology allows for the download and playback of series video and digital audio broadcasts on portable devices. Many research have discovered a link between students' attitudes and podcast listening (Andrews, 2022). Via the rapidly spreading cultural phenomenon known as podcasting, listeners may access audio material created by experts. According to recent data from Edison Research, approximately 73 million Americans are estimated to have listened to a podcast in the preceding month, with those listeners hearing an average of seven episodes per week (A. T et al., 2022). As well as improved listening comprehension. This is especially crucial in environments with little chance for students to hear language in natural settings. When students don't have the chance to speak with or contribute significantly to foreigners, podcasts may be quite helpful. When students have few opportunities to communicate in natural settings, it is critical to provide adequate feedback. Such advice becomes more important when students are encouraged to find their own podcasts and listen to them for fun. In turn, significance encourages enjoyment (Edirisingha et al., 2022). When students interact with real language and other online users, meaningful output is more likely to be produced. By allowing students to choose their own listening materials based on their learning styles and strategies, podcasts may significantly increase the personalization of learning (Astuti, M Zuhri DJ, 2019). Students' comprehension of the subject, competency development, and listening comprehension are all aided by the use of podcasts in language classes. The listeners must pay close attention to this stage. Unlike the perception of meaning, which lasts for a longer time, the grammar is quickly forgotten. Memory is related to propositions, not sentences, according to (Nurchalisa, 2019). When listening, listeners divide the speech they hear into meaningful parts, spot redundant information, remember the majority of the sentence, anticipate what the speaker will say by using language data, and gather information by categorizing it. Keep too many recent details out of our memory.

METHODOLOGY

The study aimed to investigate the effect of using digital audio on EFL students' listening proficiency using a quasi-experimental design, with an experimental and control group. Pre- and post-test scores were collected, and a t-test and correlation analysis were conducted. The study found a significant improvement in listening proficiency in the experimental group compared to the control group, but no significant difference between the two groups. The data in the experimental group followed a normal

distribution, while the data in the control group did not. The study has limitations such as small sample size and lack of random assignment. Future studies could address these limitations and further explore the use of digital audio in language learning. The study, which is quantitative in nature, looks at how digital audio might aid students in honing their listening abilities using a comparative research design. Comparative research design is frequently used when comparing two or more things with the goal of understanding more about one or all of the subjects being compared. Many fields are typically combined into one research using this method. As part of the research design, Table 1 displays the pre-test and post-test control group designs.

Table 1
Experimental Resesarch

Class	Pre test	Treatment	Post test
Experimental	O	X1	O
Control	O	X2	O

Procedure and Participants

The pre-test and post-test were completed by 60 students in the 10th grade at SMAN 1 Lembang. The proficiency level of the students has been determined based on pre- and post-tests taken during the school's English classes. They have been studying English for a while now, and some of them are even pretty good at it or fluent. 60 students were chosen at the upper-intermediate level and randomly divided into the experimental (EG) and control groups (CG). Participants were only permitted to opt to participate willingly after getting informed consent. They were given the assurance that their data will be kept private and anonymous because no names were ever utilized in the data gathering procedure. Additionally, there were no repercussions if a volunteer decided to stop participating in the study at any point.

This study involved 60 students who were enrolled in English classes. The participants were given 40 questions, and the answers were used to calculate their upper-intermediate level proficiency. Another 30 students were divided into two experimental groups and a control group, respectively, if their scores were two standard deviations or more below the mean. The participants took the listening comprehension pre-exam after the homogeneity test to determine their level of readiness for the course. Each subject was pre-tested before the therapy was given to the experimental group. There were 18 hearing sessions in all, lasting 45 minutes each. One subject from a Spotify podcast was used for each session. Although the control group was taught using the home-room teacher's listening instruction techniques, the experimental group got treatment that involved teaching listening comprehension through the use of digital audio on Spotify (podcasts). The researcher played the audio twice, stopping after each phrase to urge students to repeat it and help them understand whole phrases. She then asked them to respond to a series of questions from the podcast before expanding on their answers. The materials, teaching strategy, and treatment period were same for both groups. After 10 sessions of therapy, both the experimental and control groups had

a hearing posttest in order to collect data. The pre- and post-tests were identical. 40 questions make up the exam. The pupils had 45 minutes to respond to listening questions.

Findings and Discussion

Based on the provided table, it appears that a paired t-test was conducted to compare the mean scores of a pretest and posttest in a sample of 60 individuals. The mean score for the pretest was 33.32 with a standard deviation of 11.681, while the mean score for the posttest was 80.50 with a standard deviation of 7.652. The standard error mean for the pretest was 1.508 and for the posttest was 0.988.

The t-test is a statistical method used to determine whether there is a significant difference between the means of two groups. In this case, the paired t-test was used to compare the means of the pretest and posttest scores for the same group of individuals. The results of the t-test would provide information about whether the difference between the means of the pretest and posttest scores is statistically significant or not. The t-test would also provide information about the effect size of the difference, which would help to determine the practical significance of the results. Overall, the table provides basic information about the data analysis conducted in the study, including the mean scores, sample size, standard deviations, and standard error means. However, more information would be needed to fully understand the study's findings and conclusions.

Tabel 2
T-Test (1)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	33,32	60	11,681	1,508
	Posttest	80,50	60	7,652	0,988

Tabel 2
T-Test (2)

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	60	0,321	0,012

Results of a correlation with a value of 0.321 or 32.1%. The use of digital audio in the experimental and control groups is said to have a significant impact on student proficiency, as shown by the significance value of 0.012 0.05 for the impact of this digital audio on students.

Table 3.
Information on the average pre-test, post-test, and n-gain scores after score analysis

Class	Score Maximum	Average Score		N-Gain	Criteria
		Pretest	Posttest		
Experimental	88	33,32	85,47	0,76	High
Control	88	33,33	75,53	0,62	Medium

In the t-test sample, the mean column in table [1.a] shows the average student proficiency before being

given the use of digital audio, which is 33,32, while after applying the use of digital audio, the score is 85,47.

The usage of digital audios increased the participants' abilities, as shown by a comparison of the normalized gains in the experimental and control groups (shown in table 2). The data were properly and carefully analysed to examine and test the difference in the improvement of listening proficiency. When comparing the two groups, the difference between their respective means was computed by subtracting the second group's mean from the first group's mean and dividing the result by the total standard deviation of the two groups.

Independent Sample Test

Independent Samples Test										
		Levene's Test for		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Posttest	Equal variances assumed	1,438	0,235	6,593	58	0,000	9,933	1,507	6,917	12,949
	Equal variances not assumed			6,593	55,257	0,000	9,933	1,507	6,914	12,952

With a score of 0.235, The independent sample test table demonstrates that no significant difference can be seen between the two groups. This indicates that the study's findings on the improvement in EFL students' listening skills are similar to those regarding the improvement in the control group, both of which are favorable developments. Whether it's an increase in listening to digital audio on Spotify or the control group, what they produce is not very significant.

Normality Test

Tabel 4
One-Sample K-S

		Unstandardized Residual
N		60
Normal Parameters ^{a,b}	Mean	0,0000000
	Std. Deviation	7,24691641
	Most Extreme Differences	
	Absolute	0,071
	Positive	0,071
	Negative	-0,049
Test Statistic		0,071
Asymp. Sig. (2-tailed)		,200 ^{c,d}

In the context of using digital audio to promote the listening skills of EFL students, a normality test was carried out to test whether the research data that has been conducted follows a normal distribution. For example, the research might collect data on the listening ability of EFL students before and after using digital audio.

Data can be expected if the Kolmogorov-Smirnov results are > 0.05 . **Table 2.a** shows the results of significance = 0.200. so the Shapiro-Wilk test was carried out because this test has advantages in testing data with a relatively small sample ($n < 50$) and has a

high sensitivity in detecting deviations from the normal distribution.

Tabel 5.
Normality test results gain score EFL Learners

Data Source	Class	Shapiro-Wilk			Decision
		Statistic	df	Sig.	
N-Gain	Experimental	0,989	30	0,989	Normal
	Control	0,926	30	0,038	Abnormal

When the significance of the data is more than 0.05, the Shapiro-Wilk test is known to be anticipated. According to the table above, the significance of the experimental class was 0.989, whereas the significance of the control class was 0.038. demonstrates that the data in the control class are typically distributed correctly.

The researchers describe that the participants of the research were enthusiast to listen on digital platforms, based on events that occurred in the classroom. The researchers discussed the idea of improving students' listening abilities using digital podcasting services like Spotify. The researchers discovered a connection between podcasts and the students' English listening proficiency by conducting an observation. After finishing the study and evaluating the results, the researchers combined them into a single framework of conclusions by gathering various types of literature and doing more research, which will help to further the

Discussion

The study in question is a quantitative research that investigates how digital audio can help students improve their listening skills through a comparative research design. The design used in the study is comparative research, which is commonly used to compare two or more subjects to understand them better. The research involves two groups: the experimental group and the control group. The participants were 60 tenth-grade students who were studying English at SMAN 1 Lembang, who were randomly divided into the two groups. The study's design included a pre-test and post-test control group design, as shown in Table The pre-test and post-test were administered to all participants to determine their level of proficiency before and after the study. The experimental group received digital audio treatment through Spotify podcasts, while the control group received the usual listening instruction techniques from their teachers.

The study's findings are presented in two tables: Table 1 and Table 2. Table 1 shows the results of the paired t-test that compares the mean scores of the pretest and posttest of the same group of individuals. The table presents the mean, standard deviation, and standard error mean of the pretest and posttest scores. The t-test results show that the difference between the mean scores of the pretest and posttest is statistically significant. Table 2 presents information on the average pre-test, post-test, and n-gain scores after score analysis. The table shows that the use of digital audio in the experimental group significantly increased the participants' abilities compared to the control group.

The results show that the experimental group had a high n-gain score, indicating a significant improvement in their listening skills. In summary, the study indicates that the use of digital audio, such as Spotify podcasts, can improve students' listening skills significantly. The study's design, using comparative research, is effective in comparing two or more subjects to gain a better understanding of them. The findings of the study suggest that incorporating digital audio into the curriculum could enhance students' language skills.

The findings of the studies that researchers have carried out with answers to their research questions illustrate how using digital audio files as audio files affects students' listening comprehension, especially concerning intonation patterns. Suggests that patterns rather than print, teachers may pay more attention to audio file patterns. Since it affects their competence and everyday conversation, EFL students must develop their listening comprehension skills. This audio file must be listened to by students to get the necessary information (Ayatfard, 2022). They showed how using the Spotify app to listen to digital music may be a teaching tool for improving students' listening abilities. The students' post-test intonation outperformed their average listening skill learning score. This demonstrates how audio files can lower student conversations' mistake rates. EFL instructors should also be concerned about the inadequate practice in secondary institutions. A book on English that downplays the need for developing listening skills. Finally, the instructor might fail to cover the key concepts of the listening technique in the textbook. Regrettably, listening ability is not as vital as other language skills like vocabulary and grammar.

The research discusses the findings of studies that investigated the impact of using digital audio files on students' listening comprehension, particularly in terms of intonation patterns. The studies suggest that teachers should pay more attention to audio file patterns instead of print, as they have a significant impact on students' competence and everyday conversation. The author notes that it is essential for EFL students to develop their listening comprehension skills, and listening to audio files is necessary to obtain the required information. The research also presents the idea that the use of the Spotify app for listening to digital music can be an effective tool for enhancing students' listening abilities. The post-test intonation results of students who used the app were better than their average listening skill learning score, indicating that audio files can help reduce errors in student conversations. The author also highlights a problem with inadequate listening practice in secondary institutions, where English textbooks may not emphasize the need to develop listening skills. Additionally, instructors may not cover the key concepts of listening techniques in their teaching, which can negatively impact students' listening abilities. In conclusion, the paragraph suggests that listening ability is often undervalued compared to other language skills like vocabulary and grammar. However, the studies discussed in the paragraph demonstrate that using digital audio files, such as music on the Spotify

app, can be an effective teaching tool for improving listening comprehension skills. Teachers and EFL students should pay more attention to audio file patterns to enhance their listening abilities and succeed in everyday conversation.

As was already mentioned, although not significantly, the use of digital audio files has a significant impact on students' listening abilities. As a result, the answers to the second research question concur with the results of several other studies. Podcasts can have an impact on listening skills when used as a fixed variable. According to the claim that listening to digital audio files reduces learners' performance errors, language learners may lower their error rates in their listening proficiency. The findings support (Horiba & Fukaya, 2020) contention that some EFL learners require additional abilities, such as vocabulary proficiency, topic familiarity, and adequate exposure to use digital audio. However, in the post-test for both groups, learners' intonation increased more than their listening comprehension. In conclusion, EFL students and instructors use digital audio files to help students improve their listening skills for words and sentences.

The usage of podcasts by the experimental group has helped the pupils' listening skills. They demonstrate that listening to digital audio through the Spotify app can be used as a teaching tool to help students develop their listening abilities. The experimental group's use of podcasts have improved the students' listening proficiency. Learners' intonation improved more than their listening comprehension in the post-test for both groups. According to (ICES, 2021), using Students' listening abilities are greatly enhanced while using Spotify in English listening sessions. Students may benefit from strengthening their language listening skills by regularly using Spotify in English listening sessions and other English courses. The first cycle of Spotify podcast results showed that the students' listening skills improved in tandem with a lot of listening activities. The results from the second cycle demonstrate that the inclusion of the podcast enhances students' listening skills by providing them with a range of listening tasks that put an emphasis on pronunciation, vocabulary development, and motivation. Two signs that the implementation is working well are the students' increased interest in English sounds and spelling as well as their improved participation in listening exercises (Amankulova & Seisembieva, 2022). The results were further reinforced by the students' enhanced hearing score, which increased from 33,32 on the pre-test to 85,47 on the post-test. The results show that the students modestly interact with technology to improve their listening comprehension and overall English language ability (Al-Shamsi et al., 2020). The majority of participants claimed that podcasts helped them become more fluent in English, which is why they liked them. Teachers and students might learn new things while hone their academic English language abilities thanks to the abundance of themes and activities offered by podcasts.

Pretest and posttest data are analyzed to evaluate whether there has been an improvement in

students' listening abilities. The normalized gain is then used to classify the improvement in listening abilities (N-Gain). While utilizing this approach, the experimental class that employs digital audio achieves an N-Gain proficiency of 0.76 with high criteria, whereas the control class, which does not use digital audio, achieves an N-Gain proficiency of 0.62 with the current standards. It can be concluded that experimental class students have higher proficiency than control class students. A statistical test analysis may be used to measure how well EFL is used to encourage students to listen in class utilizing digital audio. The experimental and control classes' N-gain scores demonstrate the significance of the used data. With significant values of 0.989 and 0.038, respectively, Table 3 shows the results of the normality test on the N-Gain for the experimental and control types. The results of the homogeneity test showed that the significant values for the experimental class and the control class were, respectively, 0.003 and 0.235. So, if the significance level is more than 0.05, it may be asserted that the practical course is not homogeneous while the control class is.

Tabel 4. Homogeneity test

Data Source	Class	Sig.	Decision
pretest	Experimental	0,003	Inhomogen
post test	Control	0,235	Homogen

The hypothesis test result showed that using digital audio for learning media can improve students' abilities compared to only using direct speech. Similar studies on the use of digital audio in learning materials for EFL learners can be found in (Fitria, 2021) and (Ayatfard, 2022), which shows that the application of EFL helps students' listening skills.

The conclusions of this study are in agreement with those of an investigation undertaken by (Ayatfard, 2022). The study shows that once students are comfortable with digital audio, they can use it outside the classroom daily. As a consequence, the audio platform has started serving as a motivational tool for young people today. Despite growing popularity, there are several disadvantages to digital audio media that should be taken into account when learning English through podcasts. (Dyan, 2022). The author's suggestions for teachers who will use alternative digital audio as learning media are as follows: When learning English through podcasts, social interaction is limited because students will not have direct interaction with native English speakers. Little social interaction like this allows students to learn naturally and can help improve their English speaking and listening skills. Limited corrections and feedback: Students need corrections and input from an experienced tutor or mentor in learning English. In podcasts, students need to get direct feedback and correct mistakes. Podcasts generally have a specific topic discussed and use vocabulary related to that topic (Agustina Lestary, 2021). Therefore, students may need more variety of language they learn. Digital audio does not offer the exact visualization as in more traditional English learning, such as textbooks or videos (Arsari, 2022). These visualizations help students understand the

context and provide more information about vocabulary and grammar (Nurhayati, 2022).

Students must be reminded to stay focused and use the proper technology when using podcasts for learning English. In addition, choosing the right podcast and paying attention to students' technological abilities are also very important (Rintaningrum & Pangaribuan, 2021). Unless students take into account these aspects, listening to podcasts might be a helpful method for learning English. Students may listen to podcasts in their free time, but this only sometimes guarantees effective learning. Students should be reminded that passive hearing is different from active hearing (Rahayuningsih et al., 2021). Therefore, it is essential to ensure that students use their time effectively and focus on the podcast during their study time. Many types of podcasts are available; some are better suited for learning English than others. Students need to choose a podcast that fits their level of English and the topics they are interested in (Hasan & Hoon, 2019). Remember to check the podcast's authenticity and ensure the content provided is accurate and helpful in learning English (Dyan, 2022). During the research process, the author had difficulty collecting the necessary data. There were obstacles, such as students who still needed to get the Spotify application, which also constrained the research process. On the other hand, there are still students who do not understand using the application, so it takes time to teach so that these students understand using the application. There are a number of things that need to be considered before delivering material in digital audio form, which are mentioned as follows: Podcast content that is quality and relevant to the English material you want to teach is significant to attract students' interest. Make sure the podcast content is of an appropriate length and easy for students to understand (Tarmawan et al., 2021). Make sure students have devices such as computers, tablets, or smartphones that can be used to access podcasts. Also, ensure the internet connection is stable so students can access podcasts smoothly. Making clear and easy-to-understand study guides for students is vital in digital learning. Study guides must explain learning objectives, podcast content to be studied, assignments to be done, and assessments to be given. Ensure students have enough time and space to study and listen to podcasts. Also, provide support and guidance to students to help them overcome difficulties during learning. Using podcasts can be combined with effective teaching strategies such as group discussions, listening exercises, and writing activities (Rafique, 2021). Creating effective teaching methods can help students comprehend the subject matter and advance their English language abilities.

The goal of this study is to determine how well digital audio can hone students' listening abilities. To understand how this position affects Indonesian speakers learning English as a foreign language, or EFL, more research is required (Abas, 2021). The method of selecting a sample with specific factors in was used for this study's sampling. The foundation of this research design is this comparative study. Participants in this study were in the upper secondary grades, and their

listening abilities were assessed in terms of the effects of digital audio while using podcasts as a medium of instruction on Spotify. Based on their performance on the placement test, sixty students were chosen to participate in the study. Results from the post-test revealed that the group exposed to digital audio experienced an increase in their level of listening proficiency, whereas the group not exposed to digital audio only experienced a slight increase. Four hundred post- and pre-test questions were the instruments used, and the goals of the questions guided the research's development and findings. The results of this study show that there is no significant difference between the two teaching groups with a result of 0.0235, where the significant value is greater than 0.005. Although there is some difference between the two methods, it is claimed that it is not significant, and that both improve listening skills. There is also a nominalized gain or N-gain from conducting this research, which means that the effectiveness of the learning model will be difficult to measure from the learning process because there are many things that must be observed (Bao, 2020). The most likely thing to do is to assess the extent to which the target was met from the beginning, prior to treatment (pre-test), to the target learning outcomes following treatment (post-test). The normalized gain, or N-gain score, is used in this study to measure the effectiveness of a specific method or therapy in one group using a pre-test and post-test design (pre-experimental design) and research employing a control group (Y. Guntara, 2021). The N-Gain score test is performed by computing the difference between the pre-test scores, or the test before applying a specific method or treatment, and the post-test scores, or the test after applying the method. We will be able to determine if the use or application of a particular approach is effective or not by calculating the difference between the pre-test and post-test scores, or as we gain score from the study data.

From the studies, it can be concluded that a podcast shares similarity with a public library that provides materials or resources straight to users' devices. Podcast is very useful in language learning because it does not only help students master the listening skill, but also motivates students to learn. Podcast allows students to have interaction during the language learning process. In Indonesia, podcast can be a tool that can be suggested to use as an innovation. It can motivate Indonesian students to learn and practice language, especially in listening skill. Students are interested in using podcast for English language learning. Having an interest in learning determines the success of learning activities as liking or disliking objects that are valued for someone is a stimulus that leads someone to particular aims. It is also worth noting that podcast are not meant to replace teachers' role. Teachers should be aware that they need to find podcast contents that are appropriate for the students level, and they should prepare the access to the podcast before the students can use it. Podcast as a tool that support students in learning the listening skill is more practical and helpful than using the talk and chalk method. Teachers can implement podcast into the

related curriculum and the learning syllabus to support students in the learning of listening skill. This study suggests that podcast be used in language learning to develop students' listening ability. Furthermore, when teaching listening skill, podcast delivered by native speakers is proven to be more effective than using teacher or non-native voice.

The provided information includes various tables related to a study conducted on the impact of using digital audio on the listening proficiency of English as a Foreign Language (EFL) students. The study involved a sample of 60 individuals, divided into an experimental group and a control group. Table 1.a shows the mean scores of the pretest and posttest, as well as the standard deviation and standard error mean for each group. A paired t-test was conducted to compare the means of the pretest and posttest scores for each group. The results indicate that the use of digital audio had a significant impact on student proficiency, with a significance value of 0.012.

Table 2 shows the average pretest, posttest, and n-gain scores for each group. The n-gain score represents the difference between the posttest score and the pretest score, divided by the maximum score possible. The data suggests that the use of digital audio increased the participants' abilities, as shown by a comparison of the n-gain scores in the experimental and control groups. Table 3 presents the results of a normality test conducted on the n-gain scores for each group. The Shapiro-Wilk test was used to test whether the data followed a normal distribution. The results indicate that the data for the experimental group was normally distributed, while the data for the control group was not. Finally, the independent sample test was conducted to test whether there was a significant difference between the improvement in listening proficiency in the experimental group compared to the control group. The results showed no significant difference between the two groups. The results of the study and the discussion showed that students were eager to use podcasts as a medium for honing their listening abilities and that they agreed that they might help them learn English. They enjoyed podcasts a lot and approached using them positively. Considering that podcasts inspired them. The clear native pronunciation that was obtained from the podcast and its engaging material caught their interest. In addition. The majority of students claimed that it was simpler to find podcasts online due to the proliferation of podcasting websites. According to the research's findings, the podcast offered a great deal of potential to aid students in developing their listening proficiency. The findings of the study suggest that there may be important consequences for EFL learners. In the follow-up test, the experimental group fared better than the controls. In light of this, using digital audio effectively can be effective because there was an increase in range but nothing significant from the treatment, which only increased students' listening proficiency. Students were also identified by the results. Improve the (Ismayatim et al., 2022). EFL listening skills by learning how to listen to digital audio podcasts properly and quickly with the Spotify app. From the statistics, it can be concluded that utilizing English

podcasts as a learning tool has enhanced students' ability in listening abilities. The information gleaned from the study's findings demonstrates how well English podcasts may be used to improve listening skills. Because podcasts were used as a teaching tool, the students seemed to be more engaged and passionate about hearing and comprehending the information being presented to them. Harahap, (2020) Additionally, the results show that students are actively involved in the process of enhancing their listening skills through technological interactions, which is evident from the results. The majority of survey participants claimed that they valued podcasts because they improved their level of English proficiency. With the help of podcasts, teachers and students were able to learn more while also improving their academic English language proficiency.

Podcasts are an engaging way for students to complete their learning objectives while also assisting the teacher in introducing listening skills to the class. One of the key factors that may impact how well kids' listening abilities develop is the content of the podcasts. In order to help students learn and meet the learning aim, podcast usage should also take into account the needs of the students. Digital audio podcasts often consist of original audio or video

recordings, while they can also be recorded broadcasts of lectures, performances, plays, concerts, lectures, or other events. To ensure that listeners can always enjoy the program in the same way, every episode of a podcast is normally made accessible in the same file type, such as audio. By listening to podcasts, you can learn English the finest. Several English podcasts are available for students to listen to on Spotify. It helps them get better at using English. They give students the chance to hone their comprehension skills when listening to long, complex texts that are both informal and formal. Podcasts can improve our ability to learn English, particularly in listening, and the related transcript allows students to assess their progress. Listening to podcasts can help us become more fluent language users as well as better listeners, as it can expand our vocabulary, teach listeners new words, and enhance our grammar. Students who listen a lot tend to understand grammar rules more clearly and pronounce words more clearly. We get better at pronouncing words when we pay attention to how native speakers do it. Studies have shown that making a podcast has a significant impact on your speaking abilities. The podcast not only allows us to practice some other skills, but it also helps us improve our English.

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