

## Audio Podcast and Video Practical for Short and Long-Term Memory Student

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**Abstract.** Listening items on the Marlins Test are more varied with various nationality accents. Seafarers' listening ability can be improved by listening to different language accents. Based on the background of the problem, the present study uses the listening instrument because listening is essential for seafarers. Listening is required for interacting with instructions from expatriate officers working on vessels. The objective research to explain effectiveness of audio podcasts and video practical training in teaching listening comprehension. The study compares podcast music media in teaching listening comprehension to maritime cadets with short-term and long-term memory in PIP Semarang This research used here is a quasi-experimental research design. The sampling method used for Non-Probability Sampling. Based on the results of the analysis and discussion, the following conclusions are obtained: there is no significant difference between Using Audio Podcast and Video Practical Training (Students with Short Term and Long-Term Memory) groups; there is no significant difference between Student Short Term Memory – Student Long Term Memory; there is a significant difference between the two Audio Podcast groups (Student Short Term Memory – Student Long Term Memory); there is no significant difference between the two Video Practical Training groups (Student Short Term Memory – Student Long Term Memory).

**Keywords:** Audio Podcast, Video Practical Training, Listening Comprehension.

### Introduction

At work, every workforce really needs a good memory or memory to optimize its performance (Lestari, 2013). Media is everywhere; Media has become a part of our daily life. Nowadays, it is easier for people to get information and enlightenment thanks to media services. The presence of the internet has indeed changed the pattern of communication, especially the medium

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for distributing information. New media, such as YouTube, social media Instagram, twitter, and various other platforms are now loved by many people. Spotify is also one of the applications or audio-based media that is in great demand by many people. Quoting from [tekno.kompas.com](http://tekno.kompas.com), Spotify's paid subscribers continue to grow, especially during the pandemic. According to financial reports in the first quarter of 2020 Spotify users reached 130 million. This figure is an increase of 30 percent compared to the same period in 2019.

A lack of understanding of the relationship between receptive and productive skills (receptive and productive skills) has led to the view that listening skills, one of the receptive abilities, are an unimportant ability. The results of (Hastuti, 2019) research show that: Learning using audio-visual media is proven to improve students' memory in learning. Even so, the theory that develops says that listening is important. Listening skills are as important as other skills. Listening doesn't just involve hearing or paying attention to what other people are saying. Effective listening requires active and conscious attention to sounds, words, and grammar, and at the same time engages the brain to process our background knowledge of what we hear for the purpose of gaining understanding. Maybe we listen to an interesting speaker, the music from a good orchestra, the news on the radio, or the sound of traffic as we drive. In that case, if we listen properly, we will react according to what we hear by shouting, giving verbal comments, laughing, crying, or simply by giving body movements or facial expressions.

Therefore, a lecturer has a role to teach effectively and motivate students. He is responsible for encouraging students to learn English both inside and outside the classroom. Lecturers also need to improve student learning by motivating their attitudes in learning. Thus, listening learning must be carried out in a comfortable atmosphere and able to motivate student learning. Therefore, listening activity which is an interactive process must be conveyed in learning as an interactive process to increase student motivation. The human brain has extraordinary prowess, however a separate method is needed to optimize the brain's performance. One of them is short term memory (Pratiwi et al., 2022). It is hoped that teaching listening can trigger interactive and meaningful activities. Therefore, students can be motivated to improve their listening skills. Even so, it is still the lecturer's job to be able to carry out effective and motivating activities.

However, there are still very few attempts to teach listening skills in foreign language classes. In general, listening lessons in college are very dependent on monotonous activities. Lecturers usually do traditional listening activities where the lecturer just sits and plays the cassette, the students listen and then they answer questions related to the text. The students rarely do activities that increase their motivation in learning English. Memory is needed in everyday life, especially in the learning process (Harianti et al., 2021). It seems that listening strategy refers only to testing students' listening comprehension rather than teaching them how to listen effectively.

The ease of accessing the internet and various providers that offer cheap packages also support the growth of the creative industry in this new media, one of which is podcasts. Spotify is not only used to listen to songs but also to listen to podcasts, it substitutes a piece of radio function. Starting from the word "iPod Broadcasting" which was coined by Ben Hammersley in 2005, Podcast is a new

generation of radio. Unlike radio which uses FM/AM frequencies, podcasts offer broadcasts on demand. This makes us more flexible to listen to Podcasts over and over again and without space and time limits. Memory is something that is very important for humans because it is the power of the human soul to receive, store, process and reproduce impressions, understandings or responses (Musdalifah, 2019).

Semarang Merchant Marine Polytechnic is an official school under the Ministry of Transportation that specializes in maritime shipping education. Semarang Merchant Marine Polytechnic has 3 departments, (Nautical Science, Engineering, Marine Management and Port). First in Central Java, Semarang Merchant Marine Polytechnic managed to get approval from Marlins, a maritime English training and assessment provider institution, to conduct English tests for seafarers, namely the Marlins English Test and the Marlins Test of Spoken English (TOSE). After completing various requirements, receiving a visitation and TOSE training for prospective assessors, on January 10 2018, Semarang Merchant Marine Polytechnic officially became the Approved Marlins Test Centre. The proliferation of Internet has been another warning bell for conventional broadcast radio. Numbers of listener gradually shift to the new mean of media as it is more attractive and convenient for users. The situation drives radio managers to adapt with various ways. Developing audio podcast is among the strategy that has been growing in the United States and various countries in Europe, but not yet quite popular in Indonesia (Fadilah et al., 2017). Cadets in the Nautical Science and Engineering departments are required to take the Marlins Test.

We can also do various activities while listening to Podcasts at the same time. Podcasts are also suitable for urban lifestyles, they fill spare time such as traffic jams, train rides, or just relaxing. Moreover, if the broadcaster brings Podcast with fun, the intimacy of listeners and broadcasters is also a plus to relieve fatigue. This makes Podcasts widely listened to, quoting from Katadata.co.id, almost half of the audio listeners on Spotify take their time to listen to Podcasts. Podcasts can be a source of innovative teaching for lecturers and help the learning process of training participants (Arifdarma, 2021). As one of the world's maritime axes, Indonesia has the critical potential to produce qualified seafarers. The government has opened official public schools that accept prospective seafarers through its ministry. Politeknik Ilmu Pelayaran (PIP) Semarang is an official school under the Ministry of Transportation specializing in maritime education. PIP Semarang offers three study programs: Nautical Studies, Marine Engineering, Port and Shipping Management.

Being professional seafarers working in the world's maritime industry, ideally, the students referred to as cadets are expected to master English as the world's international language of communication. All aspects from speaking, listening, pronunciation, vocabulary, reading, and writing become an essential package for their communication on the vessel. Unfortunately, most of the cadets who have been carrying out marine practices found difficulty in touch, primarily how to deal with a wide range of accents. Sometimes cadets misinterpret orders from their superiors who come from worldwide just because they do not understand their speaking style or accent. Education is a process of learning knowledge, attitudes, and skills (Fadhilah, 2022).

For higher education, the expectation of excellence in teaching and learning is made to develop a system to measure the effectiveness of English learning. A comprehensive skills review, including instructional design and course management, assesses teaching effectiveness. Podcasts can be of different types based on their length: short (1–5 min), moderate (6–15 min) and long (>15 min) duration (Prakash et al., 2017). One of the indicators determined by PIP Semarang in measuring the success of English cadets is the Marlins Test. This can be seen from the Marlins Test results and becoming an essential part of the expected edge when considering graduation promotions, especially for cadets who take Nautical Studies and Marine Engineering study programs. The fact is that the Marlins Test value determines the English academic evaluation process. If the Marlins Test evaluation preparation instrument can be used effectively, it must have a standard in evaluating the given teaching. So for the entire PIP Semarang academic community, a statistical value can be obtained for each Marlins Test assessment item. This study also considered the potential and differences in the Marlins assessment items in PIP Semarang.

First, in Central Java, PIP Semarang managed to get approval from Marlins, a maritime English training and assessment provider institution, to conduct English tests for seafarers, namely the Marlins English Test and the Marlins Test of Spoken English (TOSE). After completing various requirements and receiving visitation and TOSE training for prospective assessors, on January 10<sup>th</sup>, 2018, PIP Semarang officially became the Approved Marlins Test Centre. Cadets in the Nautical Studies and Marine Engineering programs must take the Marlins Test. Podcasts involve downloading a series of audio or video broadcasts to a digital media player, via smartphone, computer (Rachmawati et al., 2019). Support should be given to teachers to improve the quality of teaching and assessment for learning. This research also suggests that English teachers need comprehensive and well-planned professional development in classroom assessment. Given the increasing pressure and demand for regulatory measures and standards on students' achievements in the teaching field, research and measurement of psychosocial factors that may affect an individual's practical teaching abilities are crucial.

The experiment will be conducted by teaching two different classes. Each class is given another method and will be compared to determine an effective learning model. The footage also left a deep impression and was remembered by students for a long time. In addition, the video also inspires students to listen to more stories. The use of podcasts has changed the world of education to be more accessible so that everyone can search for learning materials on digital channels (Sugiono, 2021). This article aims to define learning strategies to identify which methods can guide teachers to apply appropriate methods to promote the use of learning strategies.

(Mujiyanto & Wahidah, 2021) research results show that students can use information and communication technology well. Students search for text sources from YouTube and podcasts. Several applications are used concerning student listening activities, such as pallets and anchors. A study (Bharati, 2021) found that similar news stories with little listening as extensive listening material helped student teachers familiarize similar structures and vocabulary of the spoken texts from similar topics or themes. The use of Podcast materials is expected to

increase students' motivation to practice Listening strategies modelled by lecturers. students are able to work together with their classmates to understand spoken texts. By studying students can practice together with their teammates on how to listen effectively, such as how to get the main idea and detailed information. As individual contributions make a big difference to the team's success, students are encouraged to help each other and share listening skills.

The use of podcast-based audio media makes it easier for students to do assignments, become skilled in using technology and information facilities (Maulida et al., 2021). Many cadets have difficulty taking the Marlins Test, and the scores do not match the passing standards. By having the ability to speak English, it is possible to work on vessels that operate overseas or internationally based companies, as it is essential to be able to speak English. At one point, we apply to shipping companies, especially international companies, and there will be specific tests in English. Factors are causing maritime English to become less popular in its use: (1) Lack of information and knowledge about maritime English, (2) Less varied learning methods, and (3) The instrument for improving English maritime proficiency is less effective.

Memory is good for optimizing performance (Lestari, 2013). Learning using audio-visual media is proven to improve students' memory in learning (Hastuti, 2019). However, the development of Podcast audio is not yet popular in Indonesia (Fadhilah, 2022). Through this research, Podcasts can become an innovative source of teaching for lecturers and help the learning process of trainees (Arifdarma, 2021). Podcasts are easily accessible so that everyone can search for learning materials on digital channels (Sugiono, 2021). The use of podcast media also makes it easier for students to use information technology facilities (Maulida et al., 2021). Based on the background of the problem, the present study uses the listening instrument because listening is essential for seafarers. Listening is required for interacting with instructions from expatriate officers working on vessels. Listening skills are necessary to hear various language accents, such as Russian, Chinese, Germany, etc. The Marlins Test provides test components such as speaking, listening, pronunciation, reading, vocabulary, and writing. The present study uses listening to test the learning model. Listening items on the Marlins Test are more varied with various nationality accents. Seafarers' listening ability can be improved by listening to different language accents. The study compares podcast music media in teaching listening comprehension to maritime cadets with short-term and long-term memory in PIP Semarang

## **Method**

In this study, the effectiveness of audio podcast and video practical training in teaching listening comprehension for maritime cadets with short-term and long-term memory at the shipping science polytechnic (PIP) Semarang was tested. This type of research is experimental research using a quasi-experimental research design. The Marlins English Test provides a standard interview format for oral assessors to assess seafarers' oral and hearing skills. It can comprehensively assess seafarers' understanding and spoken English skills as an independent product. Used in conjunction with online tests, it can provide comprehensive information on seafarers' language skills. Like the online exam,

Marlins also provides spoken English tests for seafarers, cruise ship employees, and offshore employees. Marlins' new flagship program builds on years of maritime English assessment and training expertise. The experimental design in quasi-experimental research is defined as research close to experiments or quasi-experiments. This study aims to reveal a causal relationship by involving two experimental groups, separating the two groups (experimental group 1 and experimental group 2) not using random techniques. This study chooses the sampling method that will be used for Non-Probability Sampling. The respondent sampling technique used in this research combines the quota sampling technique and sample blocking technique (Cluster Sampling). So, each class is taken 30 sample respondents, then obtained the result of the calculation of the sample of 60.

Accuracy of research instruments used validity and reliability test. The listening comprehension achievement using Marlins English for Seafarers based computer in the language laboratory. Basic competencies for improve listening skills. Teaching plan:

1. Students can capture the specific information contained in the procedure text.
2. Students can fill in the gap text in the procedure text.
3. Students can identify aspects that exist in procedure text.

The data analysis technique used in this study used a test technique. Hypothesis testing was carried out by descriptive analysis of the average difference test t-test using the IBM Statistics 23 program. The average difference test t-test is a statistic used to test whether a certain value (given as a comparison) differs significantly or not from the average of a sample. To perform the average difference test with a t-test, quantitative data is used. The average difference test based on the distribution of the values used is the independent sample t-test. This test shows the significance of the difference in the mean of two groups of unrelated samples that are not related.

## Findings and Discussion

### Effectiveness of audio podcasts in teaching listening comprehension to maritime cadets with short-term memory in PIP Semarang

An overview of the results of the comparison of treatment results using audio podcasts to students in the short-term memory category can be seen in table 1:

**Table 1. Audio Podcasts to Maritime Cadets with Short-Term Memory**

		Short Term Memory	
		Pre-Test	Audio Podcast -Post Test
N	Valid	30	30
	Missing	0	0
Mean		5.47	5.60
Median		5.00	5.00
Std. Deviation		1.717	2.328
Variance		2.947	5.421
Minimum		3	3
Maximum		10	10

The results of the descriptive test in table 1 show that the post-test and pre-test score of the student with short-term memory taught by audio podcast is

higher than the student's score in the pre-test ( $5.60 > 5.47$ ). The standard deviation of students in the audio podcast treatment is higher than students in the pre-test session ( $2.383 > 1.717$ ).

**Effectiveness of audio podcasts in teaching listening comprehension to maritime cadets with long-term memory in PIP Semarang**

An overview of the results of the comparison of treatment results using audio podcasts to students in the long-term memory category can be seen in table 2 below:

**Table 2. Audio Podcasts to Maritime Cadets with Long-Term Memory**

		Long Term Memory	
		Pre-Test	Audio Podcast Post Test
N	Valid	30	30
	Missing	0	0
Mean		5.80	5.90
Median		6.00	6.00
Std. Deviation		1.448	1.539
Variance		2.097	2.369
Minimum		3	3
Maximum		10	9

The results of the descriptive test in table 3 show that the post-test score of the student with long-term memory taught by audio podcast is higher than the student's score in the pre-test ( $5.90 > 5.80$ ). The standard deviation of students in the audio podcast session is higher than students in the pre-test session ( $1.539 > 1.448$ ).

**Effectiveness of video practical training in teaching listening comprehension to maritime cadets with short-term memory in PIP Semarang**

An overview of the results of the comparison of treatment results using video practical training to students in the short-term memory category can be seen in table 3 below:

**Table 3. Video Practical Training for Maritime Cadets with Short-Term Memory**

		Short Term Memory	
		Pre-Test	Video Practical Training - Post Test
N	Valid	30	30
	Missing	0	0
Mean		5.47	6.03
Median		5.00	6.00
Std. Deviation		1.717	1.497
Variance		2.947	2.240
Minimum		3	3
Maximum		10	9

The results of the descriptive test in table 3 show that the post-test score of the student with short-term memory taught by video practical training is higher than the student's score in the pre-test ( $6.03 > 5.47$ ). The standard deviation of students in the video practical training session is lower than students in the pre-test session ( $1.497 < 1.717$ ). These results indicate that overall students in the practical training session have a better score distribution than students in the pre-test session.

**Effectiveness of video practical training in teaching listening comprehension to maritime cadets with long-term memory in PIP Semarang**

An overview of the results of the comparison of treatment results using video practical training to students in the long-term memory category can be seen in table 4 below:

**Table 4. Video Practical Training for Maritime Cadets with Long-Term Memory**

		Long Term Memory	
		Pre-Test	Video Practical Training - Post Test
N	30	30	30
	0	0	0
Mean		5.43	5.80
Median		5.00	6.00
Std. Deviation		1.716	1.448
Variance		2.944	2.097
Minimum		3	3
Maximum		10	10

The results of the descriptive test in table 4 show that the post-test score of the student with long-term memory taught by video practical training is higher than the student's score in the pre-test ( $5.80 > 5.43$ ). The standard deviation of students in the video practical training session is lower than students in the pre-test session ( $1.448 < 1.716$ ). These results indicate that overall students in the practical training session have a better score distribution than students in the pre-test session.

**The effectiveness of audio podcasts in teaching listening comprehension to maritime cadets with short-term and long-term memory in PIP Semarang**

**Table 5. Independent Samples Test Audio Podcast**

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Audio Podcast	Equal variances assumed	.610	.001	2.443	58	.000
	Equal variances not assumed			2.443	56.951	.000



The first row is the t-count value of 2.443 on DF 58. The DF on the t-test is N-2, that is, in this case, 60-2=58. The calculated t value is compared with the t table in DF 58 and the probability is 0.05. By comparing the t count with the t table:

1. If the value of t count is positive: There is a significant difference if t count > t table.
2. If the value of t count is negative: there is a significant difference if t count < t table.

The calculation results obtained a t count of 2.443 and a t table of 2.001 so that there is no significant difference between students with short-term memory and students with long-term memory when using audio podcasts for listening comprehension.

**The effectiveness of video practical training in teaching listening comprehension to maritime cadets with short-term and long-term memory in PIP Semarang**

**Table 6. Independent Samples Test Video Practical Training**

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Video	Equal variances assumed	6.574	.013	.589	58	.558
Practical Training	Equal variances not assumed			.589	50.283	.559

The first row is the t-count value -.589 on DF 58. The DF on the t-test is N-2, that is, in this case, 60-2=58. The calculated t value is compared with the t table in DF 58 and the probability is 0.05. By comparing the t count with the t table:

1. If the value of the t count is positive: there is a significant difference between short-term memory and long-term memory.
2. If the value of the t count is negative: there is no significant difference between short-term memory and long-term memory.

The calculation results obtained t value > t table so that there is a significant difference between students with short-term memory and students with long-term memory when they are taught by using audio podcasts for listening comprehension.

**Discussion**

**The effectiveness of audio podcasts in teaching listening comprehension to maritime cadets with short-term memory in PIP Semarang**

The younger generation of Indonesia is required to be able to speak English. In line with that, local governments in Indonesia have taken a policy to include English as one of the additional lessons that can be taught from elementary schools. But even so the draft has been neatly drawn up by the authorized officials. This requires teachers or lecturers to be more creative and

innovative in choosing learning media or making teaching materials that can achieve learning objectives (Adawiyah et al., 2021). But there are still many problems encountered in teaching English. Lack of understanding of the relationship between receptive and productive abilities leads to the view that listening skills, one of the receptive abilities, are not important abilities. Even so, the theory that develops says the importance of listening. Listening skills are as important as any other skill. Listening doesn't just involve hearing or paying attention to what other people are saying. Effective listening requires active and conscious attention to sounds, words, and grammar, and at the same time engages the brain to process our background knowledge of what we are listening to for the purpose of gaining understanding. Maybe we listen to an interesting speaker, the music from a good orchestra, the news on the radio, or the sound of traffic as we drive. In that case, if we listen properly, we will react according to what we hear by shouting, giving verbal comments, laughing, crying, or simply by giving body movements or facial expressions.

### **The effectiveness of audio podcasts in teaching listening comprehension to maritime cadets with long-term memory in PIP Semarang**

Education is one way to overcome the era of globalization in the XXI century which is characterized by the rapid development of information technology (Oktaviyani & Ibrohim, 2021). Lecturers also need to improve student learning by motivating their attitudes in learning. Thus, listening learning must be carried out in a comfortable atmosphere and able to motivate student learning. Therefore, listening activity which is an interactive process must be conveyed in learning as an interactive process to increase student motivation. It is hoped that teaching listening can trigger interactive and meaningful activities. Therefore, students can be motivated to improve their listening skills. Even so, it is still the lecturer's job to be able to carry out effective and motivating activities. Based on the syllabus, students are expected to achieve the learning objectives in the syllabus. However, many Listening students cannot identify the main idea expressed in the spoken text. The students were also unable to identify the detailed information contained in the Listening materials. It is assumed that effective teaching strategies and interesting materials will help improve students' listening skills. Therefore, researchers, as lecturers, have a responsibility to find ways to solve problems that occur in their classrooms. There must be an answer to the problem. It may be innovative teaching strategies or media or materials that enable students to be actively involved in the teaching and learning process, motivated in learning, thereby improving their listening skills. Thus, lecturers must be creative and innovative in choosing teaching strategies and materials.

### **The effectiveness of audio podcasts in teaching listening comprehension to maritime cadets with short-term and long-term memory in PIP Semarang**

The third research objective was used to test the effectiveness of listening comprehension learning using practical video training on students with short-term memory. Students in the video practical training session have a higher average score than students in the pre-test session ( $6.03 > 5.47$ ). Listening is an activity process that requires the listener to be actively involved in forming a message from the sound stream.

Podcasts arise as one of the perfect examples of media-based audio, which has a facility on-demand (Lyanty, 2020). As an active skill, listening requires a number of skills such as vocabulary, grammar mastery and the ability to understand the message of the speaker. Learning a language means learning how language can be useful to help us learn, by learning a language we can communicate, share ideas, and interact with others for the sake of learning. Listening skill is one of the four language skills that is important to learn because it allows students to gain insight and information.

### **The effectiveness of video practical training in teaching listening comprehension to maritime cadets with short-term and long-term memory in PIP Semarang**

The fourth research objective was used to test the effectiveness of listening comprehension learning using practical video training on students with long-term memory. Students in the video practical training session have a higher average score than students in the pre-test session ( $5.80 > 5.43$ ). Language learning strategies are strategies taken by learners to improve language learning efficiency, language skills, self-confidence, mental activities, behavioral actions, and various other techniques. Learning strategies are very personal, different from one individual to another because it is an invisible mental process. These language learning strategies can be identified through behavioral manifestations. The understanding put forward by Oxford is more of an observable action, although this understanding can also include unobservable cognitive actions. The term strategy refers to activities that Stern refers to as techniques. Test results and related comparisons, (Saputra, 2014) findings show that podcasts are more effective than films for teaching listening comprehension. The term technique, is intended as specific forms of observable learning behavior. Language learning strategies include certain behaviors, actions, ways, steps, or techniques taken by learners to develop skills and confidence in using language.

### **The differences in learning outcomes with audio podcasts between students with short-term and long-term memory in PIP Semarang**

Cognitive psychologists have developed what they call the information processing view of learning. These theorists rely entirely on the computer as an analogy to explain how the brain and its memory system work. Podcast is created by combining of the word “iPod” and “broadcast” and it produces audio and video files episodically that can be downloaded and listened by personal computer, tablet, smart phone, or another audio/video device and listeners can listen and learn all interesting materials that they need (Alfian, 2019). From this point of view, information enters the brain through the senses and is temporarily stored in a workspace called short-term memory (storage space of a computer). Memory strategies reflect very simple principles, such as compiling, making connections, and repeating. All of these principles require meaning, and the purpose of language learning, word order and relationships must be meaningful to the learner, and the media have a significant function.

### **The differences in learning outcomes with practical video training between students with short-term and long-term memory in PIP Semarang**

Students can immerse themselves completely in dramatic situations and conversations, concentrate. The model of listening comprehension course

instruction is characterized with its venue, activities, and strategies (Nur & Syarifuddin, 2016). The teacher helps students develop a package of listening strategies and strategies that are appropriate for each listening situation. Teaching listening suggests that we need to take a more active approach to improving listening skills, by focusing on scientific problems that students have and strategies for listening activities that can help their problems.

### **Comparison of effectiveness between audio podcasts and video practical training**

Students with short-term memory, and video practical training, had higher post-test scores than audio podcasts (6.03 > 5.60). Students with long-term memory audio podcasts have higher post-test scores than audio podcasts (5.90 > 5.80). There are significant differences between groups of students (short and long-term memory) in the use of audio podcasts. During pre-listening, the goal is to prepare students for what they will hear, what types of vocabulary structures will be, and what topics will be covered. This is important to be able to anticipate many possible topics in the listening section; Vocabulary discussion can encourage global meaning, and motivate students. During the listening activity is the stage where students complete the given task. The task depends on the learning objectives. There are many types of tasks that must be applied in listening activities such as labeling, selecting, drawing from filling, and completing the grid. The last stage of listening is post-listening. The teacher asks students to conclude the meaning of the words. This procedure is written on the blackboard, answers sentences containing vocabulary, and asks students to think of other meanings.

### **Conclusion**

Based on the results of the analysis and discussion, the following conclusions are obtained:

1. Students with short-term memory in audio podcast treatment have a higher average score than students in the pre-experimental (5.60 > 5.47). The problems that arise are caused by several things. Among them are students' interest in learning to learn. Listening activity which is an interactive process must be delivered in learning as an interactive process to increase student motivation.
2. Students with long-term memory in the audio podcast session have a higher average score than students in the pre-experimental session (5.90 > 5.80). Therefore, a lecturer has a role to teach effectively and motivate students. He is responsible for encouraging students to learn English both inside and outside the classroom.
3. Students with short-term memory in the video practical training session have a higher average score than students in the pre-experimental session (6.03 > 5.47). These results explain that the use of video practical training media has a significant impact on students with short-term memory qualifications before and after media use.
4. Students with long-term memory in the video practical training session have a higher average score than students in the pre-experimental session (5.80 > 5.43). These results explain that the use of video practical training media has a

significant impact on students with long-term memory qualifications before and after media use.

5. there is a significant difference between students with short-term memory and students with long-term memory when using audio podcasts for listening comprehension (t count of 2.443 and t table of 2.001). From short-term memory the data is then sent to long-term memory and stored until recalled for later use. From the description above, it can be concluded that various working procedures in memory strategies are closely related to strategies for learning a second language, a foreign language as a communication function.
6. there is no significant difference between students with short-term memory and students with long-term memory when using video treatment practical training for listening comprehension (t count of 0.589 and t table of 2.001). To encourage students' mastery in listening skills, teachers need to carefully select and prepare various quality teaching materials and aids to be used in the language laboratory, ensuring that students will get optimal results from listening lessons.

Podcasts are an effective medium for teaching listening to PIP Semarang in 2022. However, in the application of media, a lecturer must pay attention to the level of listening habits. It is proven in research that listening habits affect cadets' listening comprehension. By considering the level of cadets' listening habits, a lecturer can choose the media he uses correctly to teach listening to improve cadets' listening comprehension. Listening plays an essential role in communication. Listening also has great importance in the foreign language classroom. In the language learning process, listening provides input for students. If students cannot understand the input, the learning process cannot begin.

Based on the study's conclusions, implications, and limitations, the following suggestions are prepared. Podcasting is being introduced to academia as an e-learning tool. The existence of podcasting contributes to helping teaching and learning activities run well. However, there are difficulties for students to achieve meaning in listening subjects. That is because listening comprehension becomes a complex process to understand spoken language in English Foreign Language learners. The use of audio podcasts in achieving listening skills in teaching activities needs to be investigated further. Literature research using the systematic review method to determine the effectiveness of audio podcasts in teaching listening at all levels of students needs to be studied further. The use of audio podcasts in teaching listening needs to be increased because it is effective for students inside and outside the classroom.

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