



The Effectiveness of BBC Podcast in Teaching Listening Comprehension

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Abstract

The aim of the research is to investigate the effectiveness of the use of BBC Podcast in teaching listening comprehension for 9th grade students. Using quantitative research by applying true experimental design, this study has two groups (Experimental and Control) with 30 (thirty) students in each group. The instruments in this study are the pretest and posttest. The item tests were tested the validity and the reliability using the IBM SPSS Statistics 25 application with the Pearson Moment Product formula. Valid and reliable test items were used for the pre-test and post-test given to the experimental and control classes. In testing the hypothesis, the researcher used paired sample t-test as formula. Based on the results of the calculations, the value of sig from both groups are 0.000. and 0.000, because $0.000 & 0.000 < 0.05$, it can be concluded that H_a is accepted, and H_o is rejected. It indicates the use of BBC Podcast is effective to improve students' listening comprehension at the ninth grade students.

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INTRODUCTION

Listening is an important factor for students to learn a foreign language, especially English. Among all language skills, listening is the most used in the teaching learning process because, as stated by Brown (2001), in the classroom learners do more listening than speaking. Further, listening skills are an active process, which is essential for effective communication. It is more than just listening and understanding, and

interpreting the meaning of a conversation (Hamouda, 2012), the listeners guess, predict, infer, criticize, and interpret (Wilson 2008).

However, students who learn English as a foreign language usually have an issue on understanding listening task or material as reported by Huang (2004). Listening comprehension would be the hardest among the four basic skills in English language. This situation can be traced to that listeners who have received

the message in a foreign language, de-code it and comprehend it instantly in a meaningful context; therefore, it would not be difficult to imagine that they might encounter a variety of hurdles, for example grasping main ideas of the dialogues in contexts, and therefore suffer from anxiety (Su & Liu, 2012). Furthermore, many teachers give more use speaking, reading, and writing in the class but less proportion in teaching listening comprehension (Aditya, 2018). In addition, Permatasari (2013) reported that the problem was not only the unattractive and undeveloped teacher materials, but the rarity of listening material in classroom learning. Those conditions mostly contributed much to the poor achievement of Indonesian students in listening (Abdulrahman, Basalama, and Widodo, 2018).

The conditions mentioned above happened in 9th graders in Cilegon. Preliminary research was done by interviewing an English teacher and 9th grade students of Islamic Junior High School in Cilegon. The teacher said that there were obstacles faced by teacher and students in the process of teaching-learning listening. The limited learning resources and the facilities related to

the teaching media for listening were mentioned as the difficulties for the teacher. Meanwhile, the students were told as passive learners, had less motivation, and did not show enthusiastic gestures. The students mentioned that the teaching learning process in the class for listening was only by reading aloud some words and the students were asked to repeat the words. The school has a language laboratory; however, it is rarely used as the tools were not in a good condition. The time management for teaching listening was as the reason for not using the laboratory because the students would not have time to catch other subject in the classroom in time as the distance of laboratory and classroom is quite far.

The use of media to help the teaching learning listening is suggested. There are hardware and software medias (Opoku-Asare, 2000), instructional media which appeals to the five senses (Nyame-Kwarteng, 2006). The media suitable for the problems faced by the students in 9th grade and the conditions in the school in Cilegon is podcasts. Some studies discuss the use of podcasts in their research (Qalyubi and Qamariah, 2021; Abdulrahman, Basalama, &

Widodo, 2018). Qalyubi and Qamariah (2021) reported the use of BBC Podcasts as media to teach EFL students resulted positive contribution to the students' listening. Furthermore, they reported that the BBC podcast developed not only the students' listening skills and vocabularies, but also the students' familiarity to the British accent. Abdulrahman, Basalama, and Widodo (2018) reported the positive impact of the podcasts on EFL students. They said that the students had a positive attitude toward the use of podcasts in listening classroom. To seek the effectiveness of the podcast to the students' listening comprehension based on the problems and conditions in 9th grade students in Cilegon, therefore, this study is carried out.

METHOD

This research was conducted through quantitative method using the true-experimental with pretest-posttest control group design. It is to find the effect of certain treatments on others under controlled conditions.

The population was all students at the ninth grade at an Islamic Junior High School in Cilegon. Using cluster random sampling, the samples of this study were 60 students, put in

Experimental Group (EG) and Control Group (CG). To collect the data, this study used tests, pretest and posttest. The item tests were first tested to find the validity and reliability. Using the non-sample, the item tests were tried out. The number of valid and reliable questions was used as pretest and posttest items.

To analyze the data, the researcher used normality, homogeneity, and t-test. To see whether the residuals obtained have a normal distribution, SPSS program with the Kolmogorov-Smirnov test was used. To measure the homogeneity of the data, the researcher used the Levene test with the help of SPSS program. To test the hypothesis, the T-test was used.

RESULT

The results of study are elaborated in three sections, the result of pretest, the result of posttest, the normality, the homogeneity, and the hypothesis testing.

The Results of Pretest

Answering 20 questions in listening pretest, the EG and the CG showed different score gains. The result of the pretest is in the table below.

Table 1. Result of Pre Test

Descriptive Statistics					
	N	Min	Max	Mean	Std. Deviation
EG	30	40	95	69,66667	13,38639
CG	30	35	95	63,5	15,76498

The table shows that the EG pretest minimum score is 40, and the maximum score is 95. Meanwhile, the result of the CG pretest minimum score is 35, and the maximum score is 95. The mean and the standard deviation of both groups are different. The table shows 69,66667 for the mean and 13,38639 for standard deviation of the EG. Meanwhile the CG has 63,5 for the mean and 15,76498 for the standard deviation.

Results of Posttest

The posttest was administered to measure the listening comprehension after the treatment. There were 20 items in the test. The score of the posttest is shown in the table below.

Table 2. Result of Post Test

Descriptive Statistics					
	N	Min	Max	Mean	Std. Deviation
EG	30	45	95	77,16667	10,88207
CG	30	40	95	71,16667	13,93849

Based on table2, the results of the post test, EG has 45 as the minimum and 95 as the maximum score. Meanwhile in the CG, the results of the posttest showed different gain. The CG has 40 as the minimum and 95 for the maximum score. The mean score and the standard deviation for both groups showed different gain. The EG got 77,16667 for the mean and 10,88207 for the standard deviation. While the CG got 71,16667 for the mean and 13,93849 for the standard deviation.

Normality and Homogeneity Testing

To determine whether the data is normally distributed or not, the data then was analyzed using the Kolmogorov-Smirnov formulas with the help of IBM SPSS Statistics 25. The normality test criteria is stated as normal data if the value of sig. >0.05 and stated not normal if the value of sig. < 0.05.

It was found out that the sig. values in the EG pretest are 0.119 and 0.676. The sig. values in the EG posttest are 0.200 and 0.113. Meanwhile, the sig. values in the CG pretest were 0.138 and 0.027. The sig. values in the CG posttest were 0.128 and 0.312. The table shows that the sig. value in Kolmogorov-Smirnov for all data are >

0.05, it means that the research data is normally distributed.

Meanwhile, the homogeneity test is administered to determine the variance of the data from the two groups is homogeneous. The Levene Statistics formula with the help of IBM SPSS Statistics 25 was used. The homogeneity test criteria are the variance of the data is stated homogeneous if the value of sig. > 0.05 and stated not homogeneous if the value of sig. < 0.05. The result indicated that the Based on Mean value is 0.104 which is > 0.05; therefore it can be stated that the data variance is homogeneous.

The Result of T-Test

The Paired Sample T-test was used to test the hypothesis of the research. The hypothesis is:

Ha: The BBC Podcasts is effective to improve the 9th grade students' listening comprehension

Ho: The BBC Podcasts is not effective to improve the 9th grade students' listening comprehension.

To ascertain the results, the criteria are stated. The criteria for this paired sample T-test are:

1. If a significant value > 0.05, it is stated that Ho is accepted, and Ha is rejected. It means that the use of BBC Podcast is not effective to improve the 9th grade students' listening comprehension.
2. If a significant value < 0.05, it is stated that Ho is rejected, and Ha is accepted. It means that the use of BBC Podcast is effective to improve the 9th grade students' listening comprehension.

The T-test results from this study are shown below.

Table 5. Result of Paired Sample T-Test

Paired Samples Test (Experimental & Control)				
		t	df	Sig. (2-tailed)
Pair 1	Pre - Post Test Experiment	-6.56	29	.000
Pair 2	Pre - Post Test Control	-6.707	29	.000

The results on the table 5 above shows the value of sig. from both groups are 0.000. Based on the criteria, the value shows 0.000 < 0.05, it means that Ha is accepted, and Ho is rejected. Therefore, the conclusion obtained from this research is that BBC Podcast is effective to improve the 9th students' listening comprehension.

DISCUSSION

Teaching listening to 9th grade students is challenging for some teachers. Moreover, when they are faced to some conditions, for instance the limited facilities (laboratory and teaching media), limited time for English language subjects, unattractive and undeveloped teacher materials, and the students' factors (difficult to grasp materials, lack of vocabularies, less motivation, and passive learners).

The findings of this study revealed that using BBC Podcast can solve the problems mentioned above. This can be proven by the results of the hypothesis T-Test (Paired Sample) obtained that meet the criteria, that if the value of Sig <0.05 then H_0 is rejected and H_a is accepted. The significance value of the paired sample t-test in this study is 0.000 & 0.000. This result is in line with the hypothesis which states that if H_a is accepted and H_0 is rejected, it is proven that there is an increase/effect after being treated using BBC Podcast as teaching media.

This result can be seen in the increased score on EG after giving treatment using the BBC Podcast. The mean post test score for EG was 77.16667, while for CG which was not

given treatment with BBC podcast, gain 71.16667. The scores show a gap between EG and CG. It means that the BBC Podcast has proven effective and succeeded in improving students' listening skills. In addition, the students also seemed more enthusiastic and motivated when using the BBC Podcast as a learning media. This is because the BBC podcast has an audio-visual component that can attract students to listen and understand the material. The stories present various topics, which made the students not easily bored when listening to the BBC Podcast.

The results obtained are similar to research investigated by Qalyubi and Qamariah (2021). The results reveal that the use of BBC podcasts gave positive contribution to students' listening skills. Similar results were also obtained in research conducted by Abdulrahman, Basalama, and Widodo (2018) regarding the impact of using podcasts on EFL students. Their study proves that students have a positive attitude toward the use of podcasts in listening classrooms.

CONCLUSION

The conclusion of this research is that the BBC podcast is effective to improve the 9th grade students'

listening comprehension. In addition, the BBC Podcast as a mediais proven increase the students' interest in comprehending the listening material.

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