

**THE EFFECTIVENESS OF BRITISH CULTURE CLUB PODCAST
TOWARDS STUDENTS' LISTENING SKILL
(An Experimental Study in Second Semester Students
of English Education Department of Pancasakti University Tegal)**

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During the 2019–2020 academic year at Pancasakti University in Tegal, researchers evaluated the impact of the English Podcast from the British Culture Club Podcast on students in the fourth semester of the English Education Study Program. This study aimed to find out whether listening to English podcasts from the British Culture Club podcasts helped students improve their listening abilities. In the English language study program at Pancasakti University Tegal for the 2019–2020 academic year, this research was conducted quantitatively using an experimental methodology. In terms of The English Education Study Program at Pancasakti University Tegal's fourth semester students are the focus of this study for the 2019–2020 academic year. All students in classes A and B make up the research sample, which was drawn from a total of 15 students using the purposive sampling method. The researcher used Google Classroom and a whatsapp group to disseminate a multiple-choice research instrument at random online in order to gather data. SPSS 25 is then used to compute and analyze the data that was obtained. The maximum score was 57, and the lowest score was 40, according to the study's findings. The Mann-Whitney formula was used to determine the results of a hypothesis analysis, and it revealed that H0 was accepted and H1 was rejected since the value was significant (2-tailed) > 0.05. It is evident that $0.53 > 0.05$. Thus, it can be said that neither pupils who listen to the English podcasts nor those who do not listen significantly vary from one another. However, because podcasts have a number of advantages, they can still be employed as a variety of media to enhance students' listening abilities in the fourth semester. Similar to the podcast's subject matter, this content delivers information from other perspectives in addition to the general information.

Keywords: effectiveness, listening ability, English podcast.

**ЭФФЕКТИВНОСТЬ ПОДКАСТА BRITISH CULTURE CLUB
ДЛЯ РАЗВИТИЯ У СТУДЕНТОВ НАВЫКОВ АУДИРОВАНИЯ
(экспериментальное исследование студентов второго семестра
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В течение 2019–2020 учебного года в Университете Панкасакти в Тегале исследователи оценивали влияние английского подкаста из подкаста British Culture Club на студентов четвертого семестра программы изучения английского языка. Целью этого исследования было выяснить, помогло ли прослушивание английских подкастов из подкастов British Culture Club студентам улучшить свои способности к аудированию. В рамках программы изучения английского языка в Университете Панкасакти Тегал на 2019–2020 учебный год это исследование было проведено количественно с использованием экспериментальной методологии. Что касается программы изучения английского языка в Университете Панкасакти, студенты четвертого семестра Тегала находятся в центре внимания этого исследования в 2019–2020 учебном году. Все учащиеся классов А и В составляют исследовательскую выборку, которая была отобрана в общей сложности из 15 учащихся с использованием метода целенаправленной выборки. Исследователь использовал Google Classroom и группу WhatsApp для случайного распространения исследовательского инструмента с множественным выбором в Интернете с целью сбора данных. Затем SPSS 25 используется для вычисления и анализа полученных данных. Согласно результатам исследования, максимальный балл составил 57, а самый низкий – 40. Формула Манна-Уитни использовалась для определения результатов анализа гипотез, и она показала, что H_0 было принято, а H_1 было отклонено, поскольку величина оказалась значительной (с 2 знаками) $> 0,05$. Очевидно, что $0,53 > 0,05$. Таким образом, можно сказать, что ни ученики, которые слушают английские подкасты, ни те, кто не слушает, существенно не отличаются друг от друга. Однако, поскольку подкасты обладают рядом преимуществ, их все еще можно использовать как разновидность СМИ для улучшения слушательских способностей студентов в четвертом семестре. Подобно тематике подкаста, этот контент предоставляет информацию с других точек зрения в дополнение к общей информации.

Ключевые слова: эффективность, умение слушать, английский подкаст.

INTRODUCTION

One of the most widely used and important languages in the world is English. Everything from international academic conferences to news reporting to hit song lyrics uses English. English has developed into a corporate and official language in addition to being used to convey information and news. English is essential and plays a significant part in diplomacy. English is the official language of the world. A high standard of education also calls for proficiency in English. Learning English is crucial. Because of this, educators need to be ready to guide students in learning activities that will help them become proficient in the English language as a global language Kusuma (2018). According to Kurniasih (2017), students must master four language abilities, including hearing, speaking, reading, and writing, in order to learn English as a communication tool. After speaking and writing, listening skills in language teaching have been ignored and demoted to a supporting role. Given that it is the ability that is most frequently employed in communication, this is a surprising reality. Listening comprehension is still one of the least known language learning processes, although playing a crucial part in communication and language acquisition.

Podcasting technology has become a popular educational medium in recent years. It allowed students to study whenever and wherever they wanted. It was adaptable, creative, and effective in helping students improve their listening comprehension (Melati et al., 2020). It provided a new obstacle in the framework of language learning, particularly in the area of listening, which is the first skill acquired.

English teachers need to be aware of the media they employ in the teaching and learning process because listening is a complex process. One alternate approach to getting students interested in listening classes and helping them develop their listening skills is to employ interactive multimedia. Additionally, according to Ampa¹, there are numerous forms of interactive multimedia that can aid in the

¹ Ampa 2015.

teaching and learning of English listening skills. Students can be inspired to learn by using this interactive multimedia as a teaching tool because the material is simultaneously delivered in audio, video, animation, and graphics, making it easier for them to understand the lesson and the exercise. Students won't get bored with this kind of educational media².

METHOD

In this study, the researcher conducted quantitative research using an experimental design. The researcher utilized a quasi-experimental approach with nonrandomize or nonequivalent pre- and post-tests. The normality test, homogeneity test, and t-test were used in the study to assess speaking ability between the experimental class and the controlled class. The study's participants were divided into two groups: one functioned as the experimental group and received care using the British Culture Club Podcast Approach, and the other as the control group and received conventional treatment.

Equality and Formula

Reliability is concerned with the consistency of score when the instrument is used frequently for various subjects or at different periods, whereas validity relates to the amount to which an instrument measures what one believes it is measuring. Ngadiso³. An instrument must be tested at the study's target in order to determine its empirical validity. Following receipt of the survey results, the data was then examined using Karl Pearson's Product Moment approach, using the following formula:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Notes:

r = product moment correlation value

n = number of respondents

X = item score

Y =total item score

For instruments with scores other than 1 and 0, the alpha formula is used to determine dependability as follows:

$$r_{11} = \left[\frac{k}{(k-1)} \right] \left[1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

Notes:

r_{11} = instrument reliability

k = number of questions or number of questions

$\sum \sigma_b^2$ = number of item variances

σ_t^2 = total variance

² Ibid.

³ Ngadiso 2007, 8.

FINDINGS AND DISCUSSION

Findings

The questionnaire is computed using a rating scale, often known as a Likert scale, based on the form. The outcome, as displayed in the table below:

Criteria	Sub Criteria	Amount
Gender	Male	4
	Female	11

Table 2. Respondents Response to Questionnaire

No	Statement	Score	Percentage	Category
1.	English is an important foreign language learned because it is a language that is often used all over the world	57	95 %	Good
2.	Are you interested in studying Listening Skills to improve English language skills	49	82 %	Good
3.	Listening Skills have an important role in mastery of English	51	85 %	Good
4.	Do you think Listening Skill is an ability which is difficult to learn	47	78 %	Good
5.	Learning media used by lecturers in the Listening course makes you understand the material presented	43	72 %	Good Enough
6.	Listening Skill learning method in lectures very interesting	40	67 %	Good Enough
7.	You find it difficult to improve Listening Skill	47	78 %	Good
8.	Do you want to improve your Listening class? Skill so as not to repeat the course in next semester	51	85 %	Good
9.	You improve your Listening Skill by means of listening to music or watching movies in English	52	87 %	Good
10.	Are you familiar with Podcasts	42	70 %	Good Enough
11.	Are you interested in trying modern media such as podcasts?	48	80 %	Good
12.	You have a streaming app or service music to listen to songs or Podcasts like Spotify, Podcast Go, Google Podcast etc	41	68 %	Good Enough
13.	Podcasts can be downloaded for free at smartphone so that it can be heard wherever and whenever	45	75 %	Good Enough
14.	Podcasts in English have a lot topics and categories that can be selected so that no will feel bored	45	75 %	Good Enough
15.	Listening to Podcasts in English is a positive activity to fill free time because it can also increase Your Listening Skills	46	77 %	Good
16.	In addition to improving Listening Skills, activities it can also improve Reading, Your speaking and writing skills because you can improve vocabulary, phrases and idioms commonly used by native speakers	45	75 %	Good Enough
17.	Listening to Podcasts in English can be broaden your horizons due to many topics which you can choose and listen to	50	83 %	Good
18.	Apart from being entertainment, you feel the benefits others listen to Podcasts in English like practicing your Listening Skill	45	75 %	Good Enough
19.	Listening to Podcasts in English can be increase your motivation to improve Your Listening Skills	46	77 %	Good
20.	Listening to Podcasts in English can be improve word recogni-	46	77 %	Good

	tion skills			
21.	Listening to Podcasts in English help improve vocabulary mastery	48	80 %	Good
22.	Listening to Podcasts in English is one of the simple effective ways in helping to improve Listening Skill because it can listen to the conversation or narration in English	47	78 %	Good
23.	Listening to Podcasts in English can be helps you recognize and learn accents British and American	45	75 %	Good Enough
24.	By listening to English Podcasts, You can listen to the pronunciation of a the correct word according to the native speaker, so that can slowly improve the quality Your Speaking Skills	51	85 %	Good
25.	You are interested if Podcasts as a medium for improve your Listening Skill	46	77 %	Good
26.	Listening to Podcasts in English can be help you to improve your skills others in language such as grammar, pronunciation and vocabulary	46	77 %	Good
27.	You agree if Podcasts are in English as a medium to improve Listening Skill	49	82 %	Good
28.	Podcasts are a modern medium that can varied in learning Listening Skill so you don't get bored	45	75 %	Good Enough
29.	You agree if Podcasts are in English become a learning media for Listening Skills effective and efficient	50	83 %	Good
30.	Podcasts are more interesting than methods old learning	44	73 %	Good Enough
Total		1.407		
Average		46.9		

Discussion

According to data gathered from questionnaire distribution and computed using a Likert Scale, the range is 17, with the greatest score being 57 and the lowest being 40. There are 1,407 points altogether, with an average of 46.9. Because English is a language that is widely spoken around the world, it can be inferred from the scores above that students believe it is vital to learn a foreign language. However, they do not believe that lectures on listening skills are an exciting way to learn. Based on the findings of testing the hypothesis, it was discovered that there is no appreciable difference between the study's results for students who listen to English podcasts and those who do not.

The results in the table above show that the value of $0.531 > 0.05$ means that H_0 is accepted while H_1 is rejected, showing that there is no discernible difference between students who listen to English podcasts and those who do not in terms of how much their listening skills develop. However, podcasts can be used in a variety of contexts because the information can be repeated as often as necessary. In order to listen to and communicate about their opinions, individuals might find engaging topics and their favorite knowledge, according to Rosell-Aguilar⁴. In addition, students now incorporate numerous information technology devices into their daily life, thus taking notes is no longer necessary. Students also assimilate information more quickly when it is audible, visual, or a combination of the two. A podcast is a digital recording of a radio broadcast or a comparable program, according to Con-

⁴ Rosell-Aguilar 2007.

stantine⁵. A podcast is posted online as an MP3 file. In order to further aid students in developing their listening skills through the usage of podcasts. Because podcasts are so simple to use, they may encourage students to take charge of their own learning outside of the classroom. According to the findings of the aforementioned study, using an English podcast as a permanent medium to enhance listening skills may not be possible, but it can be utilized as a change of pace so that the students won't become bored. Due to the wide range of topics available on podcasts, they will not only sharpen their listening skills but also learn a ton of new information.

CONCLUSION

There is no discernible difference between students who listen to the English Podcast and those who do not, according to the research findings from the previous chapter. Due to their various advantages, podcasts can still be employed as a variety of media to help students in their fourth semester with their listening abilities. Beam can help in learning grammar, accent, and other language-related abilities in addition to speaking and listening. In addition to imparting general knowledge, the elements mentioned in podcasts offer information from a variety of perspectives. Podcasters frequently present convincing arguments, which encourages listeners to think critically and improves their capacity to assess the information presented. Podcasts are still exclusively available in audio format, notwithstanding the sporadic appearance of video podcasts. There is currently a Podcasts application for both the iPhone and Android operating systems. Everyone now has access to free, on-demand podcast listening. According to Rosell Aguilar⁶, once downloaded, a file can be restored and played to whenever, wherever, and as frequently as desired. Podcasts don't contain any commercials, so we can continue listening without getting sidetracked. The device's pause, forward, and skip buttons, according to Sloan⁷, allow the user to adjust the speed. As a result, students can decide where and when to listen to podcasts on their own time. Students won't fall behind since they will listen to podcasts. Another benefit of listening to podcasts is that children can learn more about essential messages and subjects that can be discussed with them.

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⁵ Constantine 2007.

⁶ Rosell Aguilar 2007.

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