

# The Effect of “Learn English” Podcast on Students’ Listening Skill of Biography Text at Eleventh Grade SMKS YPSEI Palangka Raya

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**Abstract:** This research was conducted to find out the effect of “Learn English” podcast on students’ listening skill of biography text at eleventh grade of SMKS YPSEI Palangka Raya. “Learn English” podcast is an application provided by British council and this application has so many advantages. This research used a pre-experimental design with one-group pre-test and post-test design. The researcher chose XI OTKP and XI TB class of SMKS YPSEI Palangka Raya as the research sample utilizing purposive sampling. The researcher applied multiple choice and short answer test as the instrument for data collection. The obtained data were then analyzed using the Paired Sample T-Test in SPSS version 22 at a significance level of 5% (0.05). The result showed that the Sig. (2 tailed) = 0,001 < 0,05. As a result of Ha was accepted. To summarize, podcasts are an effective medium for teaching listening to students in the eleventh grade at SMKS YPSEI Palangka Raya. However, when implementing the media, a teacher must consider the students' listening habits. By taking into account the students' level of listening habit, a teacher can properly select the medium used to teach listening in order to increase the students' listening talent.

**Keywords:** “Learn English” Podcast, Students’ Listening Skill, Biography Text

## INTRODUCTION

English is one of the most popular courses taught in Indonesian schools, beginning as early as elementary school. The Indonesian government has acknowledged English as one of the most significant international languages for communication since its independence (Songbatumis, 2017). The goal of learning English in school is to build a good command of the language so that pupils can engage with others in both speech and writing.

Despite not being the most spoken language in the world, English is one of 53 official languages and is spoken as a first language by around 400 million people worldwide. According to the British Council, approximately two billion people will be studying English worldwide by 2020. It permits communication with people all over the world and opens doors to the rest of the world. As a result, people use English to communicate and absorb

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information between two or more non-native speakers. One of the English skills required for this process is listening. Listening intensely refers to the act of listening. According to Hamouda (2012), active listening is necessary for effective communication. As a result, hearing is the first ability that English language learners must improve, because learning a new language is mostly accomplished by listening.

Students learning English as a second language must improve their listening abilities. Learning a language requires a lot of listening comprehension. Native speakers and a variety of multimedia, such as DVDs and the Internet, aid language learners. When learning a second language, one of the most crucial skills to develop is listening comprehension (Rost, 2001; Vandergrift, 2007; Kurita, 2012). Understanding and understanding what is being said requires listening ability. It improves students' language understanding compatibility. In other words, the ability to listen allows kids to comprehend the message in its most basic form. According to Kurita (2012), the capacity to use hearing as a learning approach distinguishes more effective learners from less effective learners.

The listening process provides valuable information for listening education. Understanding what is being said may be difficult for the student, which provides teachers with an opportunity to adjust their listening exercises to be more productive. As learners get access to spoken English, such as conversations with native speakers, their self-reliance in listening comprehension will grow (Kurita, 2012). Building listening skills is critical for language learning success because it increases the amount of input that can be understood.

To properly teach listening skills, a teacher must be aware of the problems of listening. Speaking and listening are typically more difficult for English language learners than reading and writing. They come into contact with a structured text as they read. The children are exposed to a flowing text while listening. If they are unable to understand a word or phrase, they usually skip forward to the next segment of the audio. EFL students usually struggle to master this skill because to their unfamiliarity with native speaker speech and inability to moderate the speaker's speech speed.

According to the experience teaching listening in SMKS YPSEI Palangka Raya during the PLP-II or Practice Teaching in SMKS YPSEI Palangka Raya in the academic year 2022/2023, the most common challenge the students in the eleventh grade encountered was listening to a lengthy text. Students in the eleventh grade were less capable of listening to lengthy literature such as biographies. It was because the pupils' attention was diverted, the precise vocabulary utilized, and various verbs that needed to be grasped to avoid misunderstanding and upsetting the audience.

The process of teaching and learning involves a number of aspects, and one of the factors that is subject to a vital rule owing to stimulation, encouragement, and influence in the teaching and learning process is the teaching media. According to Hamalik (1986), as cited in Yola & Syafei (2017), the use of educational media may "create new desires and interests, to encourage motivation, stimulation learning activities, and even produces a psychological influence on learners," because there are so many media that can get students' attention to learn effectively nowadays.

In this modern era, students can practice their English listening abilities whenever it is convenient for them. One of the contributing aspects is the availability of digital music,

podcasts, and video streaming songs and other works by worldwide singers. They can choose one podcast to assist them learn English and listen to it as they develop their understanding and language listening skills. However, not all students will grasp the subject in the same way. One can understand all of the information offered in a podcast, some of it, or none of it at all.

Podcasts are one type of educational media that is effective for teaching biographies. A podcast is a collection of digital media files (audio or video) that are released on a regular basis, on an episodic via internet syndication (Mathis & Galloway, 2010), as cited in (Saputra, 2014). Furthermore, the podcast has a wide range of content ideal for all student levels, such as jokes, stories, and poetry. Students in a podcast-based class can study in a variety of methods, including watching videos, listening to audio files, and reading course materials (Rallis & Shannon, 2006), as cited in (Saputra, 2014). Because of its accessibility to students, it can be used as a teaching material to aid students' comprehension of biography texts.

Students at SMK YPSEI had trouble understanding the content of biography text listening materials, such as grasping the explicit and implicit information from the lengthy text that they listened to in class. The researcher believes that the "Learn English" podcast helped students understand the meaning of the text or deduce anything from it to help them complete the listening assignment.

Other podcasting research studies (O'Bryan & Hegelheimer, 2007), (Hasan & Hoon, 2013), and (Ashton-Hay & Brookes, 2011) have already recognized the potential of the type of media and published numerous examples of how podcasts can significantly strengthen students' language skills, particularly speaking and listening skills.

It is critical to be aware when pupils develop language habits as a result of their schooling. Teachers in schools must improve their teaching abilities due to the abundance of media that may be used to create engaging sessions. Based on past research, the researcher is confident that this study will be beneficial in improving students' listening ability, since he intends to use the "Learn English" podcast. The "learn English" podcast is an excellent choice for teaching listening since it provides students with features such as the opportunity to download episodes that take up little disk space and can be listened to without an internet connection.

The purpose of this study is to determine whether there is a substantial influence of the "Learn English" podcast on students' listening skills when reading a biography text. Practically, this research is intended to encourage teachers and students to use podcasts as a media to improve English listening skills and make listening activities more fun for students, particularly while doing tasks linked with listening materials.

## **METHOD**

Toendan (2019) stated that "Research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement, and analysis of data". The experimental design was used by the researcher. Creswell (2012:326) defines experimental researchers as those who test an idea (or practice or process) to see how it affects an outcome. The researcher used an experimental design for this studied because

he wants to assess the effectiveness of learn English podcast in teaching a biography book. The researcher employs a pretest-posttest design with one group. The researcher employed a pretest-posttest designed with one group. This study's population comprised of eleventh-grade students from SMKS YPSEI Palangka Raya's two classrooms. The researcher in this study chose a population sample using purposeful sampling. Because they joined together in English class, one class was chosen as the sample for this study. The sample for this study was drawn from the XI OTKP and XI TB classes. The class consisted of 31 students.

The researcher employed an objective test to obtain data. The test was carried out both before and after the treatment (pre-test and post-test). The outcomes of these two assessments were compared in order to assess the impact of the "Learn English" podcast on students' listening skills. To collect primary data, the researcher employed a multiple-choice test and fill in the blank with a pre-test and post-test in the form of a test-retest. The researcher analyzed the data in this study using the SPSS application version 22.

## RESULT

The following is the result of pre-test and post-test from the data collection.

*Table 1. Students' Pre-Test and Post-Test Scores*

No	Students Code	Scores of pre-test (x1)	Scores of post-test (x2)
1	STD 1	75	80
2	STD 2	70	80
3	STD 3	75	75
4	STD 4	85	70
5	STD 5	70	75
6	STD 6	40	70
7	STD 7	70	75
8	STD 8	45	75
9	STD 9	45	70
10	STD 10	75	80
11	STD 11	80	90
12	STD 12	70	90
13	STD 13	50	60
14	STD 14	55	60

15	STD 15	60	65
16	STD 16	60	70
17	STD 17	65	70
18	STD 18	70	75
19	STD 19	50	65
20	STD 20	55	60

The Lilliefors Test in SPSS version 22 was used by the researcher to find the sample distribution score that corresponded to the distribution of scores in a normal distribution. The Lilliefors approach, according to Fauzi (2023), employs raw data that has not been treated in the frequency distribution table. In Lilliefors, the analytical operation is performed manually or by sorting and then divided into two groups for conversion. To calculate the area of the normal curve as a normal cumulative probability, the data is translated into Z values. Based on the Lilliefors test results, the significance value for the pre-test was 0,033 and for the post-test was 0,200, where  $0,033 < 0.05$  and  $0,200 > 0.05$ . As a result, the results of the pre-test and post-test were discovered to be non-normally distributed. After assessing the normality of the data and ensuring that the data were not distributed normally, the researcher used SPSS to execute the Wilcoxon Signed-Ranks Test.

Table 2. Wilcoxon Signed-Rank Test

Test Statistics <sup>a</sup>	
	Posttest – Pretest
Z	-3.284 <sup>b</sup>
Asymp. Sig. (2-tailed)	.001

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on the Wilcoxon Signed-Ranks test calculation in SPSS version 22, the test statistic result was Sig. (2-tailed) = 0,001. To determine the outcome of the study, the researchers applied statistical hypothesis testing with the following parameters:

- Ha is accepted if Sig. (2 tailed) < 0,05.
- Ho is accepted if Sig. (2 tailed) > 0,05.

Following the Wilcoxon Signed-Rank test counting of the pre-test and post-test, Sig. (2 tailed) = 0,001 < 0,05. As a result, the researcher determined that the alternative hypothesis (Ha) had been accepted and the null hypothesis (Ho) had been rejected.

## DISCUSSION

This study is one of the efforts to generate some progress in teaching listening to the eleventh grades students of SMKS YPSEI Palangka Raya, as described as mentioned in the previous

chapter, the "Learn English" podcast is one of the options for achieving the goal. The following are discussions of the research findings.

### **1. The distinction between podcast media and traditional instruction on the students' ability to listen**

Based on the study's findings, the researcher concluded that using podcasts rather than movies to assist students improve their listening ability is more beneficial. Because the podcast may be viewed and heard on a smartphone. This finding is related to the findings of Nisa, Izzah, and Hadi (2022) and Saputra (2014), who discovered that using a podcast in the classroom can assist students learn English faster, especially listening. The utilization of a range of media in the teaching and learning process can considerably assist students. Traditional methods are inferior than current ones. The effectiveness of two previous studies on improving English using podcasts proved to this.

Furthermore, the basic premise underlying podcast-based teaching and learning is to immerse students in a fascinating context while learning the target language. The circumstance it should not only be fascinating, but it should also keep the students' attention on the subject that follows. The podcast version, which integrates numerous components such as audio, video, and text and puts them in a beautiful and straightforward way, would help students feel engaged, relaxed, and focused on the material being delivered. Podcasts may also create a more natural setting, speeding up the learning process. In short, using podcasts to educate the learning process will engage students while also speeding up the process.

Using podcasts as a teaching medium assists students in developing tactical approaches to studying new subjects by questioning and accessing information from trustworthy sources. This medium has the potential to promote learning autonomy. The teacher's involvement in guiding students through the podcast process will be dictated by their ages and developmental stages. According to Vaughan (2002), as described in (Saputra, 2013), the hallmarks of successful multimedia are that it provides context and enables for the integration of sub-skills.

Podcasts aid learners by being both spontaneous (Zarina, 2009) and adaptable to demanding and prolonged learning tasks (Sze, 2006). Furthermore, the authenticity and variety of materials available in this format bridge the gap between formal English and informal language, making them suitable for longer listening and boosting students' interest in listening to English both inside and outside the classroom.

### **2. The Difficulty facing by the students**

The researcher discovered the pupils' difficulty in listening to biography literature for this investigation. For starters, they lacked linguistic understanding and memorization because they did not know how to read, spell, or speak the term correctly. Second, there was a shortage of opportunities to learn English outside of school, which caused pupils to not comprehend when listening. The researcher also discovered that children had difficulty recognizing terms uttered by native speakers, but could distinguish words said by non-native speakers.



However, the researcher assumed that using the "Learn English" podcast in this situation, the classroom teaching and learning process boosted pupils' listening abilities.. This program provides a variety of educational materials that students can use to improve their skills. The contents supplied are diverse and simple to grasp. The downloadable episodes also assist students in learning at home. This application can significantly improve students' English skills, particularly their listening ability.

Students in a podcast-based class can study in a variety of methods, including watching videos, listening to audio files, and reading course materials (Rallis & Shannon, 2006), as cited in (Saputra, 2014). This notion can be proven by using media such as podcasts to help students improve their listening skills.

### **3. The data were found in the research**

The pre-test and post-test results of the XI OTKP and XI TB class students of SMKS YPSEI Palangka Raya were used to generate the data for this study. This study included 31 students as samples, however only 20 students provided data. It was due to the fact that 11 students were absent from class when the researcher took the pre-test score. As a result, they were not included in the researcher's table of students' pre-test and post-test results. The Lilliefors test was used initially to evaluate if the data were regularly distributed or not. The findings of the pre-test and post-test followed a normal distribution. Because the data were normal, the researcher used the Paired Sample T-Test to analyze it.

The test statistic result was  $\text{Sig.} = 0.01$  when calculated in SPSS version 22. It denotes that the alternative hypothesis ( $H_a$ ) of the study was accepted while the null hypothesis ( $H_o$ ) was rejected. It is possible to conclude from the data descriptions that the alternative hypothesis was accepted in this investigation. So, there was a considerable effect of using Learn English Podcast in teaching eleventh grade biography material at SMKS YPSEI Palangka Raya. As a consequence, the research question was answered, demonstrating that the "Learn English" podcast was successful in investigating the effect on students' listening skills, particularly with regard to biography literature. The researcher also discovered that the "Learn English" podcast gave some benefits to eleventh-grade students at SMKS YPSEI Palangka Raya.

### **4. Advantages of Learn English Podcast**

This application has the advantage of being downloadable episoded. This application's contents can be studied and downloaded without incurring any further expenses. Aside from that, there are several drawbacks to the "Learn English" podcast. The downside was that customers had to prepare a cellphone with an online quota and ensure that the internet connection was stable in order for the learning process to run smoothly. This application cannot be accessed unless you have a device, internet quota, and a stable internet connection.

This finding was related to the findings of Nisa, Izzah, and Hadi (2022) and Saputra (2014), who discovered that using a podcast in the classroom can help students learn English more quickly, particularly listening. Students can benefit greatly from the use of a variety of media in the teaching and learning process. Prior to modern methods, ancient ways were superior. The success of the two-prior research on enhancing English through podcasts attested to this.

During the treatment, the researcher also asked the students to listen to the "Learn English" podcast in their spare time. Not only do students have access to the biography topic, but they also have access to the other topics given by this program. The researcher then instructed each student to snap a screenshot whenever they completed a topic on the application. The students then reported their learning outcomes to the researcher by submitting verification of the screenshot over WhatsApp. Researchers also discovered that pupils had no difficulty accessing the application during the therapy procedure. This was due to the intimate relationship between mobile devices and student life. During the treatment, the researcher saw that the pupils were very eager and active in their studying. During the treatment, they thoroughly appreciated the learning environment in the classroom.

According to the following description, "Learn English Podcast" had a considerable influence on Senior High School pupils in the eleventh grade. The "Learn English" podcast can be used as fresh and creative media in the teaching and learning process. This is due to the fact that the "Learn English" podcast gave several benefits to the pupils.

## CONCLUSION

The data analysis revealed that Sig. (2-tailed) 0,05 based on the findings and discussions acquired in this study. ( $0,001 < 0,05$ ). This resulted in the acceptance of the  $H_a$  (alternative hypothesis), demonstrating that the "Learn English" podcast had a significant effect on students' listening skills. Furthermore, it was demonstrated that the "Learn English" podcast had a considerable impact on students' listening skills. The research question was answered, and the "Learn English" podcast was successful in investigating the effect on students' listening skill, particularly biographical text, at SMKS YPSEI Palangka Raya in eleventh grade students.

It was also determined that using the "Learn English" podcast in class as a media can be a successful teaching method. This was due to the application's inclusion of numerous types and areas of learning to study on a daily basis. This application provided a variety of practice themes, one of which was access to the biography area. The researcher directed students to select a topic relating to the material being taught, namely biography text, while browsing the application. All of the students thoroughly researched the application's subjects. This can occur when students simply completed LKPD or Student Worksheets during the treatment procedure. Their achievement score grew with each meeting.

The researcher discovered that the "Learn English" Podcast was useful as a novel medium for teaching listening skills to eleventh-grade students at SMKS YPSEI Palangka Raya. This was evidenced by significantly higher pre-test and post-test results, demonstrating that this application was extremely beneficial to eleventh-grade students at SMKS YPSEI Palangka Raya in learning English, particularly listening skills. The "Learn English" podcast covered a wide range of topics, and students could listen to it for free. All of the materials on this application are free to study and download. Aside from that, this program had a disadvantage. In order for the learning process to be successful, students were required to prepare a cellphone with an online quota and guarantee that the internet connection was stable.



As a result, because the researchers only analyzed one class, the conclusions of this study (one group pretest-posttest) cannot be generalized. The lack of a comparison group decreases the risk of bias in the study. As a result, this research was only noteworthy in one class.

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