

USING BBC PODCAST IN IMPROVING STUDENTS' LISTENING SKILLS

THESIS

Submitted by

RAUZATUL MUNAWARAH

NIM. 180203185

Students of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education



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THESIS

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The Bachelor Degree of Education in English Language Teaching

by:

RAUZATUL MUNAWARAH

NIM. 180203185

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

Main Supervisor,


Dr. Maskur, MA

Co-Supervisor,


Mulia, S.Pd.I., M.Ed

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

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In Darussalam, Banda Aceh

Board of Examiner,

Chairperson,

Secretary,



Dr. Maskur, MA


Nur Akmaliyah, M.A

Member,

Member,

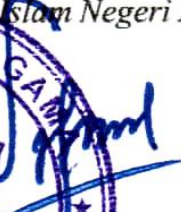

Mulia, S.Pd.I., M.Ed


Fera Busfina Zalha, M.A

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh




Saiful Muband, S.Ag., M.A., M.Ed., Ph.D.
NIP. 1973081021997031003

SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)

Saya yang bertandatangan di bawah ini:

Nama : Rauzatul Munawarah

NIM : 180203185

Tempat/tanggal lahir : Krak Tumpai, 10 Juni 2000

Alamat : Krak Tumpai, Suka Makmue, Nagan Raya, Aceh

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

Using BBC Podcast In Improving Students' Listening Skills adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 05/12/2022

Saya yang membuat pernyataan



Rauzatul Munawarah

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

(In the name of Allah the most Gracious the most Merciful)

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Writer,

Rauzatul Munawwarah

ABSTRACT

Name : Rauzatul Munawwarah
NIM : 180203185
Faculty : Fakultas Tarbiyah dan Keguruan
Major : Department of English Language Education
Thesis Working Title : Using BBC Podcast In Improving Students' Listening Skills
Main Supervisor : Dr. Maskur., M.A.
Co-Supervisor : Mulia, S.Pd.I., M.Ed.
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The BBC podcast is a medium used in learning; the medium is intended to improve students' listening skills. This research aims to find out whether the use of the BBC podcast can help improve the English listening skills of students in the Department of English Language Education. This study employed the quantitative method with a pre-experimental research design. The total sample size was 23 students. The data were obtained by using tests (a pre-test and a post-test), the data was analyzed using a T-test, and the data obtained from the pretest and post-test were analyzed through the SPSS 26.0 software. This research study reveal students' listening skills improved as indicated by an increase in the mean score in the experimental class. A mean score of 52.17 was recorded in the pre-test, and a mean score of 74.24 was recorded in the post-test. Overall, the result of this study shows a significant difference between pre-test and post-test because $T_{count} > T_{table}$. Therefore, it can be concluded that using BBC podcast in the learning process can improve students' listening skills.

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AR-RANIRY

TABLE OF CONTENT

ACKNOWLEDGEMENT	i
ABSTRACT	iii
TABLE OF CONTENT	iv
CHAPTER I INTRODUCTION	1
A. Background of Study	1
B. Research Question.....	5
C. The Aims of the Study	6
D. Significance of Study	6
E. Terminology	7
CHAPTER II LITERATURE REVIEW	8
A. Media in Teaching English	9
1. Definition of Media	9
2. Kinds of Media in Teaching Listening	10
3. Definition of BBC Podcast	12
4. Benefit of Podcast	13
5. Challenging in Using Podcast	14
B. English Listening Skill	15
1. Definition of Listening	15
2. Teaching Listening	17
C. Previous Study.....	18
CHAPTER III RESEARCH METHODOLOGY	21
A. Research Design	21
B. Research Location	22
C. Research Participant	22
1. Population	22
2. Sample	23
D. Data Collection Technique.....	23
E. Data Analysis.....	25

CHAPTER IV FINDING AND DISCUSSION	28
A. Research Finding.....	28
B. Discussion	37
CHAPTER V	39
CONCLUSION AND RECOMMENDATION	39
A. Conclusion.....	39
B. Recommendation.....	40
REFERENCES.....	42
APPENDICES	47



CHAPTER I

INTRODUCTION

This chapter will explain background of study, research questions, aim of study, significance of study, and terminology.

A. Background of Study

English is a very important language for students to learn as a second language at this time. Communities can learn English by utilizing technology because technological advances make humans have to keep up with the times and progress of today's times. English is the most spoken language on the planet; its importance cannot be overlooked or overlooked. Many people can speak and understand English even in foreign countries such as the United States and the United Kingdom (Ilyosovna, 2020).

There are four skills that must be mastered in learning English, namely listening, speaking, writing and reading. As Sharma (2021) state that these are the four abilities that allow a person to understand, construct, and employ language in a meaningful social conversation. To combine the needs of the students, the instructor must employ a variety of strategies. The teacher incorporates these approaches into the learning process and applies them to the student's progressive progression of competency and self-confidence in order to improve the efficacy of this cognitive operation.

One of the four skills that must be mastered is listening. Learners and teachers both benefit from the ability to listen carefully and effectively. Because teaching approaches stressed productive abilities and listening was defined as a passive activity (Richards and Renandya, 2002), listening received little emphasis in language teaching and learning. Listening is the first and most fundamental skill that novices must master when learning a new language. Effective communication requires the ability to listen. Messages might be easily misread if people do not know how to listen well. As a result, communication lost, and the message's sender may grow upset or frustrated. Listening skills are important for learning because they allow students to get new insights and knowledge as well as communicate effectively with others (Nuraini, 2019).

Listening is a necessary and very important skill for people learning English. Listening skills have been a great concern for both researchers and teachers trying to promote communicative competence. Cheung (as cited in Celik, 2017) emphasized the importance of listening in learning English as a foreign language and suggested that more attention should be paid to it in his research. His research addressed the relationship between listening comprehension and language learning, arguing that listening is a requirement for other abilities and should be the primary skill acquired in language learning. Therefore, listening is a necessary skill and must be developed in learning a second language because listening includes the ability to correctly interpret the

content of the message that is actually conveyed, and also by listening students can produce language such as speaking and writing with the vocabulary they get from listening.

Currently, listening techniques vary widely due to the advancement of modern internet media. The development of media makes students interested in using the internet, computers and other media or devices for entertainment and education. Many audio, video, and podcast resources for English language learning are available on the internet. The range of mobile phone activities has increased with the exponential and progressive rise in the use of the iPhone and Android operating systems, from downloading music tracks and images to downloading and running hundreds of applications (apps) created for a variety of purposes, including educational objectives (Godwin-Jones, 2011). According to Sulastri (2011), media is "everything that is utilized to transmit a message from senders to receivers in order to stimulate the student's cognition, sensation, attention, and interest in order for the learning process to occur." Media can be used as a facilitator in the teaching-learning process. As a teaching tool, it has a lot of potential. Podcasts are a type of media that can be used to teach people how to listen. Wei & Ram (as cited in Rachmiati, Qalyubi, and Qamariah, 2021): As a result, with modern computer technology and internet resources like podcasts, English learners can learn various English skills, one of which is listening skills.

The media that is often used to improve English listening is the BBC podcast. BBC Learning English is a section of the BBC World Service dedicated to teaching English as a second language. The BBC is a British broadcaster that offers a learning website. It's called BBC Learning English, and it has a lot of movies and learning tools. It is proof that the BBC can assist them in improving their listening skills (Prasetya and Anggia, 2019). One of the BBC learning english programs is podcats. Audio files that can be downloaded over the internet are known as podcasts. Podcasts initially became popular in 2004. It is also known as audio blogging on the internet or audio publishing on the internet. "Podcasting" is a term that combines the words "iPod" with "broadcasting" (Hegelheimer and O'Bryan, 2009).

According to Darmayanti (2022), a podcast is a new information and entertainment medium. Educators, on the other hand, quickly recognize the enormous potential for teaching and learning. One of the disciplines that is expected to gain from the advancements in podcasting is language learning. Podcasts may also be downloaded, copied, shared, and altered right away, giving learners more control over their knowledge and ownership of their learning.

There are several benefits of using BBC podcasts in learning such as the British accent which is not so difficult to understand. Then, BBC Podacst also has advantages when compared to other podcasts. If podcasts are generally not in the same source, it is difficult for someone to find a topic that matches what

they want because they have to search several sources. While the BBC podcast already has several topics in one source. Therefore, students or teachers can choose any topic they want to choose according to their wishes, materials and needs. In addition, the speakers in the BBC podcast speak in a tempo and duration that is not difficult to listen to.

As a result, multimedia has been developed to help students learn how to listen. To improve the listening ability of children, it is very important to choose the appropriate material. Several previous studies on the use of podcasts in improving listening skills have been carried out, but research using BBC podcast learning English has been scant. In addition, previous studies used qualitative methods with interview instruments and questionnaires. While there is no research that uses the experimental method to see firsthand how the BBC podcast learning English is applied in listening learning. With a different context from previous research, this study deals with improving listening skills using BBC learning programs through podcasts for students of the Department of English Education, Ar-Raniry State Islamic University, Banda Aceh. This research is entitled to “Using BBC Podcast In Improving Students’ Listening Skills”.

B. Research Question

Based on the previous explanation, this research focuses on one research question: “Does the use of BBC podcast improve students’ listening skills?”.

C. The Aims of the Study

Based on the problem and questions above, the purpose of this study is to find out whether using the BBC podcast is able to improve students' listening skills.

D. Significance of Study

This research is expected to contribute both academically and practically. This research can be used by lecturers as a resource for learning materials in the classroom. It is also to assist instructors in finding alternate approaches to fulfill learning objectives in the classroom, particularly listening skills. The findings of this study can be used by the professor to help students improve their English listening skills in a variety of ways. This research can also be utilized as a resource to help students improve their English listening skills and develop an interest in language learning.

Furthermore, the researcher expects that by doing this study, students would be more motivated to improve their listening abilities by using the BBC Learning English program. Also, based on the information, models, or references provided by this research, the researcher expects other researchers to analyze, modify, reconstruct, or change this research, as well as conduct additional research on

similar topics for other levels and purposes based on the information, models, or references provided by this research.

Finally, the findings of this study will be extremely beneficial to institutions as a source of reinforcement. It is hoped that as a result of this research, the institution would be more supportive, aware, and make it simpler for students to take care of matters linked to being more productive in increasing students' listening abilities using websites, one of which is the BBC Learning English program.

E. Terminology

Definitions of terminologies linked to this study are provided below to clarify key terms used in the study.

1. Podcast

Putman and Kingsley (2009) define a podcast as a digital recording of a radio broadcast or other similar program that is uploaded as MP3 files to websites on a regular basis by a specific provider or other organization and can be downloaded into various digital apparatus such as laptops, gadgets, and personal computers and can be heard at any time in either online or offline mode.

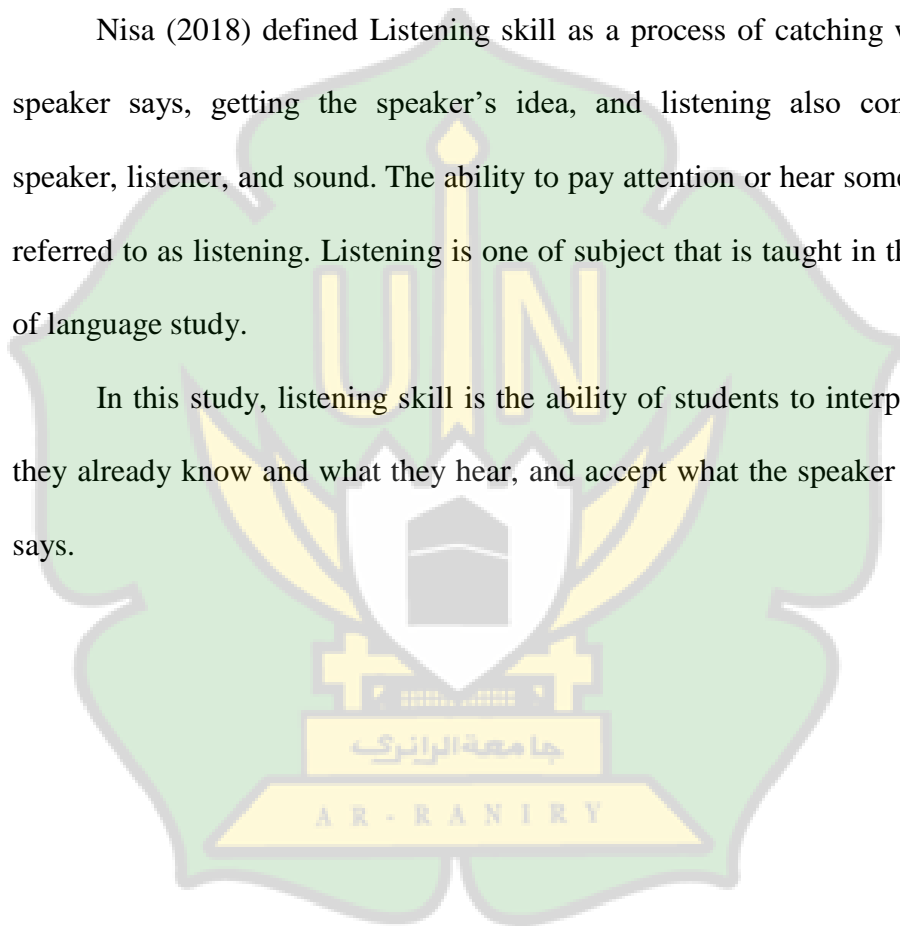
According to Rahman (2018), podcasts are a technological advancement that allows audio files and programs to be broadcast over the

internet. It included audio that could be played on a computer or saved to any digital device for later listening.

2. Listening skill

Nisa (2018) defined Listening skill as a process of catching what the speaker says, getting the speaker's idea, and listening also consists of speaker, listener, and sound. The ability to pay attention or hear something is referred to as listening. Listening is one of subject that is taught in the realm of language study.

In this study, listening skill is the ability of students to interpret what they already know and what they hear, and accept what the speaker actually says.



CHAPTER II

LITERATURE REVIEW

This chapter discusses the theories related to the topics of thi research. It includes a brief discussion of English listening skills and BBC podcast.

A. Media in Teaching English

1. Definition of Media

Learning media is used to support the learning process in order to attain learning objectives. Learning media is defined as a physical or non-physical tool used by teachers to convey information to students in a more effective and efficient manner. When learning media is used correctly during the learning process, it becomes a more effective and efficient support tool in accomplishing learning objectives (Puspitarini and Hanif, 2019).

In addition, learning media will increase students' learning motivation, Relevant with Sanaky (2009), as cited in Puspitarini and Hanif (2019), who claims that the benefits of instructional media include: (a) Making the learning process more interesting, which will motivate student learning; (b) Clarifying learning materials, which will enable students to master the learning objectives; and (c) Making the learning process more interesting, which will enable students to master the learning objectives. (d) Students listening to the material presented by the teacher, doing more learning activities such as observing, doing, demonstrating, and others; and (e) Students listening to the material presented by the teacher, doing more learning activities such as

observing, doing, demonstrating, and others. The characteristics of educational media.

Sulastri (2011) defines media as "everything that is utilized to transmit a message from senders to receivers in order to stimulate the student's cognition, sensation, attention, and interest in order for the learning process to occur." Learning media, on the other hand, is anything that may be utilized to send a message to students in order to stimulate their feelings, thoughts, willingness, and attention, as well as support the learning process.

2. Kinds of Media in Teaching Listening

In learning English, teaching media is very important to help students acquire new language skills and competencies. Today, technology is very useful for teaching listening because each technology provides a new space for students who want to explore their various listening strategies. Since the advancement of technology, students' learning styles and strategies have also developed and help them improve their listening skills. There are several types of media in teaching listening, one of which is podcasts.

Podcasts are a technological advancement that allows audio files and programs to be broadcast over the internet. It included audio that could be played on a computer or saved to any digital device for later listening (Darwis, 2016). According to Panday (2009), the hottest subject in the

training industry, including the educational and corporate sectors, is podcasting. Different groups of people have emerged as a result of this new item on the market — beginners, experimenters, enthusiasts, intermediates, experts, and critics.

In this research focus on application BBC podcast in teaching listening. BBC podcast is one of the media provided by the BBC website which is included in BBC sounds for learning English. with the BBC podcast students can learn through the available video and audio, many topics and discussion material provided by the BBC podcast. So, the teacher can choose which one suits the needs, desires and material to be taught to students.

Teachers are using podcasting as an example of a creative medium to convey educational content and encourage learning outside of the classroom. According to research on podcasting pedagogy, podcasting considerably aids learners in developing various English language abilities (Hasan and Hoon, 2013).

Fox (as cited in Saputra, 2014) there are some steps that can be applied in teaching english using podcast for EFL students. The following are the steps to using a podcast: (1) listening for pleasure; (2) listening with a pre-prepared instructor glossary would assist with making the show more accessible to lower levels; (3) listening to a brief portion. The majority of podcasts are broken into more or less self-contained pieces that can be listened to separately. This makes the task easier to handle for people at lesser

levels. (4) Listening while reading the transcript (prepared by the teacher). This is a contentious topic. Many teachers regard a transcript as a barrier to learning, and transcription is a time-consuming task that most podcasters avoid (but why not have the students make one, each a part of it). (5) using a chunk as dictation practice; the show notes provide a decent description of the topic and, in some cases, include incomplete transcripts; This is a highly helpful practice that many teachers dismiss as outdated, yet it can help to highlight and educate grammatical precision.

3. Definition of BBC Podcast

Today, podcasts are extremely popular. This typically consists of an audio file that is downloaded to an iPod or MP3 player in MP3 format. Advanced students are advised to listen to podcasts. They can last anywhere from 10 minutes to two hours, advanced students are advised to listen to them. There are podcasts on just about any subject you can think of, from hobbies to popular TV shows, sports to technology, and the majority typically sound like pre-recorded radio broadcasts featuring interviews, discussions, or reflections on current events. The method of choosing is comparable to how anyone would pick a video. Make sure the duration, subject matter, and level of difficulty match your needs (Permatasari, 2013).

Podcast is audio content available on the Internet that can be automatically delivered to your computer or MP3 player. The BBC is one of the earliest creators of podcast. The vision of BBC is to inform, educate, and entertain the other people by using podcast (<http://bbc.podcast.com/>). BBC podcast offers the teacher and the students various kinds of topics. The teacher and the students can download the podcast and become the member of BBC podcast. They also can download the audio from BBC podcast and the transcript (Amumpuni, 2016).

4. Benefit of Podcast

Podcasting can be a useful method for increasing learner autonomy in language acquisition. The right selection of podcasts to download, for example, is a key stage that not every language learner can complete (Yaman, 2016).

Using podcasts in the listening class has a number of advantages, including stimulating students to become more imaginative, enriching their vocabulary, assisting students in learning new things, assisting students in becoming a better listener while also gaining a new interest, making students more creative, confident, and, finally, motivating students to improve their English listening skills. Podcast as a medium assisted students in learning and making them active in understanding auditory information in the English

language learning process. The goal of boosting students' listening comprehension can be reached by using podcasts not just to make them more engaged, but also to provide effective practice and review of language classes (Widodo and Gunawan, 2019).

Ramadhan, Risnawati, and Efrizal (2021) in his research explain that students are free to listen to the podcast whenever they like. Because this program can connect to the internet, students can download it and use it to learn. Additionally, utilize podcast is portable. It implies that podcasts are portable, allowing students to practice listening anywhere and at any time. Furthermore, students can select materials that are appropriate for their level of knowledge.

5. Challenging in Using Podcast

According to Intan (2021), students' interest, motivation, and self-perceived listening performance are thought to benefit from the use of podcasts. Podcasts are thought to increase students' enthusiasm to study English because their content is tailored to the concepts studied in class. Despite the positive perception of podcasts among students, there are a number of obstacles to listening activity in the classroom. Materials, information processing, students' English competency, and media are all problems. The materials barrier, which relates to the audio podcasts, was another issue that students faced when listening to podcasts. Students

complained that they had issues with spoken aspects such as rate of speech, accents, and voice clarity in the audio.

Even while Podcast provides many benefits, it also has drawback in terms of time allocation for preparation and learning process. The data also demonstrated that it is vital for instructor to apply proper teaching in order to get maximum effect. This media will aid the teacher and students in their learning activities (Widodo & Gunawan, 2019).

In order to be a more successful listener, students had to regulate their minds to focus on the work, recognize new vocabulary, memorize the sound of the spoken word, and increase their linguistic competency through podcasts. Students' desire and willingness to apply their learning techniques were constantly raised by the readiness of its audio files to listen to, transcript files to read, and exercises and activities specifically developed for the various levels of student language proficiency (Rahman, 2018).

B. English Listening Skill

1. Definition of Listening

According to permatasari (2013) listening is both receptive and active in the sense that it allows listeners to think and understand things beyond what they have heard. They absorb not only what they hear, but also how it relates to other information they already know while they listen. Because

listeners mix what they hear, They have listened to their prior information and experiences and are, in a sense, figuring out or constructing meaning in their own minds.

Jalongo (1991) defines listening as an active process in which listeners relate what they've heard to their existing knowledge and experience, interpret meaning, develop mental images, and formulate reactions. As a result, careful listening is critical for language learning. When kids are conducting the listening activity, they may put their brains to work. Then, Rahayuningsih, Rosalinah, and Subroto (2021) argue that one of the abilities in English teaching is listening. Listening is an active communication skill, not a passive one. Understanding and responding to what someone says is the goal of listening. When someone hears something, they always respond with direct spoken language or body language.

Meanwhile, according to Yusnida, Muslem, and Manan (2017), listening is a crucial aspect of communication and a foundation for second language learning. Listening is an important part of communication, and listeners should be able to respond to inquiries from speakers to avoid misunderstandings. Listening in the classroom differs from listening in the actual world in this scenario.

Based on the research above, listening is one of the most important skills for someone to understand a target language. Listening is an activity to interpret meaning and absorb information about what is listen. Then, listening

is also person's process in understanding and mastering the message conveyed by the speaker. Therefore, listening is very important in honing one's skills to learn the target language.

2. Teaching Listening

One of the most crucial abilities is listening. Listening is the ability to comprehend spoken language. Then, listening is an important aspect of communication and a foundation for learning a second language. Teaching ESL students to listen is a difficult task. Teaching listening is not just about using the language laboratory as a medium, but also about understanding what the speaker is saying. EFL students, on the other hand, have little outside of the classroom exposure to the target language and little interaction with native speakers (Yusnida, Muslem and Manan, 2017).

Teaching students to listen necessitates a little more effort on the part of the teacher than on the part of the students. "Language content intended to be used for training listening comprehension should never be given visually first," should be one of the key principles of teaching listening. Good listening courses include activities that are connected to the main listening assignment before and after the listening. It indicates that listening instruction should go beyond comprehension and into action (Permatasari, 2013).

In recent years, technological advancements have expanded the types of listening options available. Teachers and students can easily find listening materials on the internet. Teachers can use computer and interactive technologies to assist students develop strong listening skills by selecting materials of all kinds, supporting them as learners' needs demand, and using the visual possibilities of screen presentation or the interactive capabilities of computer controls (Garrett, 1991).

C. Previous Study

Rachmiati (2021) in her research found that listening to British Broadcasting Corporation (BBC) podcasts improves pupils' listening skills. According to her findings, pupils' listening skills, vocabularies, and familiarity with British accent can all be improved by listening to British Broadcasting Corporation (BBC) podcasts. Students and lecturers believe that using BBC podcasts is very useful and necessary. On the other hand, students' problems with unfamiliar pronunciation and lack of vocabulary are significant obstacles for them.

Harahap (2020) show that the podcast is a different type of teaching media that can help students improve their listening skills. According to her research, students believed that podcasts may help them learn English, and they were willing to use podcasts as a medium to improve their listening skills. They enjoy podcasts and have a favorable attitude toward using them. Because they were inspired by the podcast. It piqued their interest in the program's topic and

provided a clear native pronunciation generated from the audio. Aside from that, most of the students thought that getting a podcast was simple due to the abundance of podcasting websites available on the internet.

Amumpuni (2016) also stated that the purpose of her research is to highlight the method, difficulties, and solutions related with using podcasts to teach listening. The information is gathered through observation and interviews. According to the findings of her study, the deployment of a podcast consists of three steps: pre-activity, during-activity, and post-activity. Meanwhile, the lecturer claims that the preparation has some difficulty downloading the information from the internet, and the problem is related to the crowded teaching environment.

Nursyahdiyah (2018), based on the results of her research, shows that the use of English podcasts in listening skills is effective, and based on the data obtained it can be concluded that students' abilities in listening skills have been improved by using English podcasts as learning media. In addition, students also look active and enthusiastic in the listening learning process by using podcasts as a learning medium.

In his research, Davydenko (2021) discusses how podcasts can be an alternative means of increasing students' listening comprehension in English. Using podcasts can help increase the efficiency of language learning. His research was conducted at Nizhyn Gogol State University, Ukraine. Based on the positive results of his research, BBC Learning English podcasts with meaningful,

appropriate, and engaging activities attract students' attention, increase students' motivation, and enhance their listening comprehension.



CHAPTER III

RESEARCH METHODOLOGY

This chapter describes research design, research participant, data collection, and data analysis of this research.

A. Research Design

This study used quantitative methods. Quantitative methods, according to Creswell (2002), is the process of gathering, analyzing, interpreting, and writing a study's findings, whereas qualitative research is the approach to data collection, analysis, and report writing that differs from typical quantitative approaches. Furthermore, The process of collecting and interpreting numerical data is known as quantitative research. It can be used to look for patterns and averages, make predictions, test causal linkages, and extrapolate results to larger groups. Quantitative research is the polar opposite of qualitative research, in which non-numerical data is collected and analyzed (e.g. text, video, or audio).

The quantitative method used in this study aims to determine whether students' listening skills can be developed by using BBC podcasts through pre-experimental. This study is pre-experimental in design. According to Arifin (2014), experimental research is the process of observing other things while studying a subject under various settings. Pretests and posttests are features of the pre-experimental design; a control group is not present.

B. Research Location

This research was conducted at the Department of English Education, Ar-Raniry State Islamic University, Banda Aceh. This location was chosen because the researcher is one of the 9th semester students in the Department of English Language Education at Ar-Raniry State Islamic University; therefore, the researcher knows the state of the location.

C. Research Participant

1. Population

According to Polit and Hungler (1999), population is the entire group of people in which the researcher is interested, and the findings of the study can be generalized. The population consists of all the units to which research findings can be applied. A population, then, is a grouping of all the units that have the variable characteristic under study and for which research findings can be extrapolated. Therefore, the population in this study were active students of the Department of English Language Education at Ar-Raniry State Islamic University, especially students in third semester (student class of 2021). The total population is 153 students from five units.

2. Sample

According to Creswell (2012), sample is a subgroup of the target population planned by researchers to generalize the target population. The sampling technique that was used in this study using purposive sampling technique. Purposive sampling is a sampling technique with certain consideration. The reason for using this purposive sampling technique is because it is suitable for use for quantitative research or research that does not generalize (Sugiyono, 2016). The sample in this study were students in one Advance language skill course class. In one class there are 28-31 students. Therefore, that students as a sample in one class are considered to represent the existing population.

D. Data Collection Technique

This study focuses on the goal of improving students' listening skills through BBC podcasts. By using a quantitative method, this research uses pre-experimental research to collect data.

Pre-experimental research design is used to see if there is a link between the independent and dependent variables. The independent variable is the variable that is being influenced, while the dependent variable is the variable that is being influenced (Loewen & Plonsky, 2016).

Table 3.1
The table of one group's pretest and posttest

Group	Pretest	Treatment	Posttest
Experiment	T1	X	T2

Where:

T1 : Pretest

X : Treatment

T2 : Posttest

T1 was a pretest that was given before treatment in the classroom. T2 was a posttest after the treatment. Then, X was a treatment in teaching and learning. Researcher used treatment after the pretest.

The researcher applied experimental research to students in the Advanced Language Skills class through pre-test, treatment, and post-test.

In collecting data, the researcher took the following steps:

1. At the first meeting, the researcher entered the class to take roll call first and invited students to pray together before starting the exam. The researcher introduced himself to the students and told them about BBC podcasts in general. Then the researcher gave the students a pre-test, which consisted of eight short answer questions. Students are given a six-minute audio podcast from the BBC. The audio is repeated three times. After all students finished filling out the pre-test questions, the researcher took each of the collected papers.

2. At the second meeting and class opening, the researcher checked the students' attendance and also prayed with the students. After that the researcher did the treatment. At this meeting students were divided into three groups. Each group gets the same questions. Audio plays three times. Then, students are given eight questions and the questions are discussed together. The wrong group will be given the opportunity to listen to the audio again so they get the correct answer.
3. At the third meeting, the researcher started learning by greeting, praying, and checking student attendance. At this meeting the researcher conducted treatment with other podcast topics. The treatment was carried out the same as the second meeting.
4. At the last meeting the researcher entered the class by greeting and praying, followed by checking student attendance. At this meeting, the researcher gave a post-test which contained an audio podcast and eight questions to answer. Audio is played three times.

E. Data Analysis

After the data is collected using the research instruments that have been provided, data analysis is the next stage that must be carried out by researchers to obtain research results and assist researchers in drawing research conclusions. when conducting pre experimental research on students, researchers apply a pre-

test to determine students' listening skills before being given treatment, then researchers will apply actions to improve students' listening skills using BBC podcasts in class, after being given treatment students are asked to do post test questions so that researchers can determine students' listening skills after being given treatment.

The data score obtained will help researchers to answer the research question, namely whether the use of BBC podcasts can improve students' listening skills. There are several methods for analyzing the data:

1. T-test

A T-test is a statistical test that is used to compare the means of two groups, according to Bevan (2020). The SPSS 26.0 program was used to analyze the data from the pretest and posttest in this study. The data analysis is facilitated and accelerated by this strategy. In this instance, researcher performed a paired sample T-test in an attempt to determine how BBC podcast affected students' listening skills. To ascertain whether there is a significant difference, the pretest results are compared. Calculating the "pretest and posttest" average score:

$$X = \sum \frac{fx}{N}$$

Note:

X : mean

Fx : total score of frequency

N : the number of sample

This is the formula used to determine the significant differences between pretest and posttest results.

$$T = \sqrt{\frac{md}{\frac{\sum x^2 d}{N(N-1)}}}$$

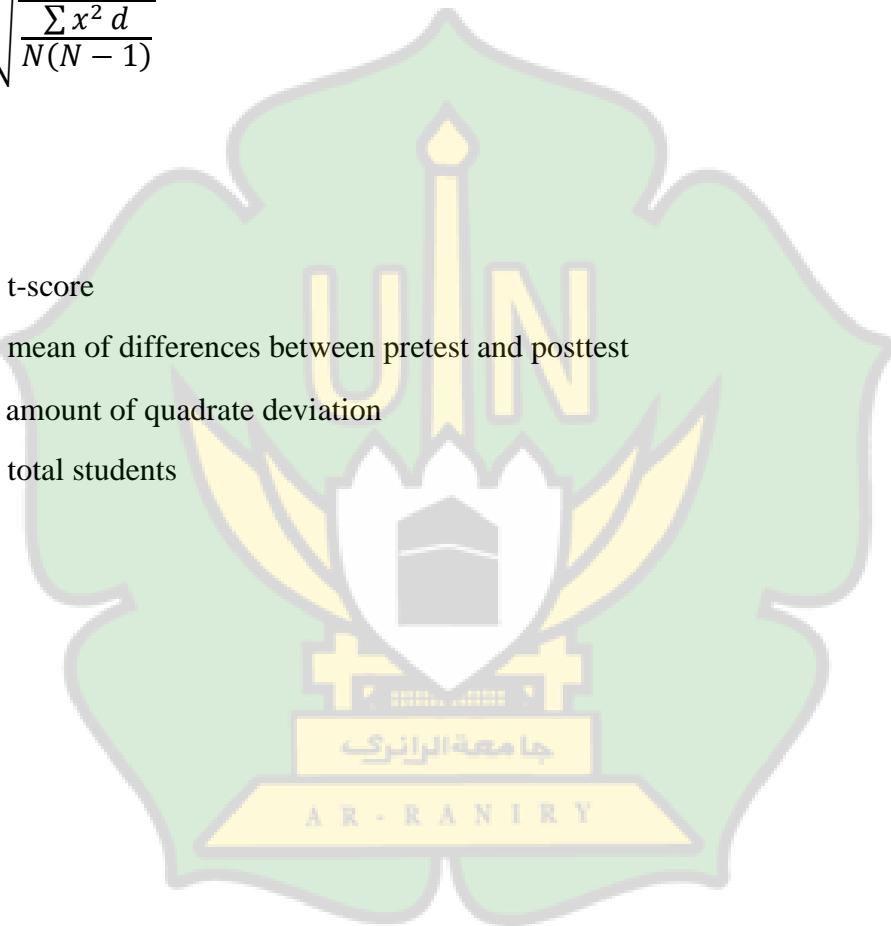
Note:

T : t-score

Md : mean of differences between pretest and posttest

$\sum x^2 d$: amount of quadrate deviation

N : total students



CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the result and discussion of the data presentation, the results are obtained by using pre experimental research in collecting data. This chapter consists of two parts. The first part is finding where the pre experimental data is presented in the form of tables and the result of normality and T-test using SPSS application. The second part is discussion that follows the presentation of the data in the findings. The results are provided in the order of the study questions to ease of reading.

A. Research Finding

Research question of this study as follow: does the use of podcast help improve student's listening skill. To answer this question, researcher conducted a pretest and posttest. Researcher analyzes in SPSS means scores to find out the possible differences of the results before and after the treatment.

1. The pretest score

There were 23 students of listening course participating in the pretest. The pretest data is presented in the table below.

Table 4.3
Table of students' pre-test score

No	Student's initial	Pretest score
1	SM	13
2	NAS	38

3	CRAM	38
4	SI	63
5	LR	25
6	MMA	25
7	DF	13
8	AU	75
9	HY	88
10	LH	88
11	RR	63
12	AT	63
13	PZ	38
14	UAH	63
15	SA	38
16	DK	63
17	SDF	88
18	M	63
19	TG	88
20	CDA	50
21	SH	38
22	RAZ	38
23	MRABN	50
Total		1209

These pretest scores could then be displayed in a table of frequency distribution below:

Table 4.4
Table of the percentage of the students' pretest score

Score range	Students' frequency	Students' percentage
13-26	4	17.39%
27-40	6	26.08%
41-54	2	8.69%
55-68	6	26.08%
69-82	1	4.34%
83-96	4	17.39%
Total		100%

Table 4.4 indicates that the lowest pretest score was 13. From the table, the researcher can see that 4 students scored between 13-26 (17.39%), six students scored between 27-40 (26.08%), two students scored between 41-54 (8.69%), six students scored between 55-68 (26.08%), only one student scored between 69-82 (4.34%), and four students scored between 83-96 (17.39%).

Based on the data presented in the table above, the researcher could count the mean score of the pretest as follows:

$$X = \sum \frac{fx}{N}$$

$$x = \frac{1209}{23}$$

$$x = 52.56$$

By dividing the total frequency of the entire number of students, the mean score was calculated. The pretest's mean score in this case was 52.56. This calculation's output revealed that students' average listening pretest scores were still below the top mark. The ultimate score cap is 100.

2. The post-test score

There were 23 students of listening course participating in the post-test. The post-test data is presented in the table below.

Table 4.5
Table of students' post-test score

No	Student's initial	Post-test score
1	SM	75
2	NAS	63
3	CRAM	75
4	SI	63
5	LR	63
6	MMA	75
7	DF	75
8	AU	100
9	HY	75
10	LH	88
11	RR	75
12	AT	75
13	PZ	70
14	UAH	75
15	SA	75
16	DK	88

17	SDF	88
18	M	63
19	TG	75
20	CDA	75
21	SH	75
22	RAZ	63
23	MRABN	63
Total		1712

Based on the data presented in the table above, the researcher could present the students' post-test scores in the following the table of frequency.

Table 4.6
Table of the percentage of the students' post-test score

Score range	Students' frequency	Students' percentage
63-69	6	26.08%
70-76	13	56.52%
77-83	0	0%
84-90	3	13.04%
91-97	0	0%
98-104	1	4.34%
Total		100%

Table 4.6 indicates that the lowest post-test score was 63. From the table, the researcher can see that six students scored between 63-69 (26.08%), and 13 students scored between 70-76 (56.52%), none of the students scored between 77-83

(0%), three students scored between 84-90 (13.04%), none of the students scored between 91-97 (0%), and only one student scored between 98-104 (4.34%).

From the table above, the mean score of the pretest could be counted as follows:

$$X = \sum \frac{fx}{N}$$

$$x = \frac{1712}{23}$$

$$x = 74.43$$

The outcome was 74.43, and this is the posttest's mean score. This assessment of the outcome revealed that the post-test score had increased. The 52.56 score on the pretest increased to 74.43 on the post-test. In conclusion, it can be said that the students' achievement increased by 21.87 points between the pretest and posttest scores.

3. The differences in students' scores in pretest and post-test

Table 4.7

The differences of students' scores in pretest and post-test

No	Student's initial	Pretest score	Post-test score	Differences
1	SM	13	75	62
2	NAS	38	63	25
3	CRAM	38	75	37
4	SI	63	63	0

5	LR	25	63	38
6	MMA	25	75	50
7	DF	13	75	62
8	AU	75	100	25
9	HY	88	75	-13
10	LH	88	88	0
11	RR	63	75	12
12	AT	63	75	12
13	PZ	38	70	32
14	UAH	63	75	12
15	SA	38	75	37
16	DK	63	88	25
17	SDF	88	88	0
18	M	63	63	0
19	TG	88	75	-13
20	CDA	50	75	25
21	SH	38	75	37
22	RAZ	38	63	25
23	MRABN	50	63	13

Table 4.7 showed the lowest score in terms of improvement between the post-test and pretest was -13, this was due to a decrease in student scores during the post-test. While the highest increase value is 62 points.

4. T-test

A statistical test called the T-test is employed to compare the means of two groups. To ascertain whether a method or therapy truly has an impact on the

population of interest or whether two groups differ from one another, it is employed in hypothesis testing.

Table 4.8
Comparison score by Using T-test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	52.57	23	23.467	4.893
	Post test	74.43	23	9.567	1.995

Paired Samples Test									
		Paired Differences				T	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Differences				
					Lower				Upper
Pair 1	Pretest - Posttest	-21.870	21.134	4.407	-31.009	-12.730	4.963	22	.000

Table 4.8 showed that the mean of the pretest was 52.57 and post-test scores were 74.43. Then, the number of standard deviations was 21.134 and the t-count was 4.963. Therefore, the T count would be compared with the T table in significance 5% on the table significance for the two-tailed test.

As the result, it could be concluded as follows:

$$T_{\text{table}} = \frac{T \propto}{2}, n - 1$$

$$\begin{aligned} &= \frac{T_{0.05}}{2}, 23 - 1 \\ &= 0.025, 22 \\ &= 2.074 \end{aligned}$$

In the significance level of 5% ($\alpha = 0.05$), the T_{table} shows that the critical score is 2.074 and the statistical test T_{count} is 4.963. It could be concluded based on the hypothesis.

H_0 is accepted if $T_{count} < T_{table}$. It indicates there is no significant differences in BBC podcast in learning to improve the students' listening skills.

H_a is accepted if $T_{count} > T_{table}$. It indicates there is a significant difference in BBC podcast in learning to improve the students' listening skills.

In addition, the result of data analysis showed that the T_{count} is 4.963 and T_{table} is 2.074. Because $T_{count} > T_{table}$ ($4.963 > 2.074$), it means that there was a difference between pretest and post-test scores. In addition, sig (2 tailed) on table paired sample test T-Test is 0.000, it was less than 0.05 (5%). Additionally, it was possible to draw the conclusion that the scores on the pretest and posttest differed significantly.

Finally, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. In addition, it can be concluded that by using BBC podcast is potentially effective in improving students' listening skills.

B. Discussion

The purpose of this research is to find out whether the use of the BBC podcast can improve students' listening skills. The results of the research that has been done represent that the results obtained answer the research question. The main point is that using the BBC podcast in learning can improve students' listening skills, this can be seen from the differences in scores obtained by students from the pre-test and post-test. This research is considered successful if the students provide a significant improvement in the results of the pre-test and post-test after treatment.

Thus, the researcher calculates the hypothesis (H_0) which states that the use of the BBC podcast in learning cannot improve students' listening skills, and the alternative hypothesis (H_a) which states that the use of the BBC podcast can improve students' listening skills.

In this case, the researcher assumes that the use of the BBC podcast in learning can improve students' listening skills. This can be seen after doing a comparison test between the scores from the pre-test and post-test. The mean of the pre-test was 52.57 and the mean of the post-test was 74.43. This means an increase in scores before and after treatment. During the treatment, the students were very enthusiastic and interested in learning using the BBC podcast. They listen carefully to the podcasts given and get new insights, both in terms of vocabulary and spelling.

Based on the data that has been analyzed in the research finding section, there is a significant increase in student scores in the pre-test and post-test. Many students get an increase in score, some students may not get such a high change in score, and there are only two students whose scores decrease slightly during the post-test. Based on these results, it can be concluded that the percentage and mean score in the post-test is higher than the pre-test. Because $T_{count} > T_{table}$ ($4.963 > 2.074$), it means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

The results of this study are relevant to previous research by Rachmiati, D (2021). In his research he said that the use of the British Broadcasting Corporation (BBC) could improve students' listening skills. According to the results of his research, students experienced an increase in the vocabulary section where the vocabulary they mastered would increase from before. In addition, the use of BBC is also seen as being able to help students overcome their problems in listening, such as a lack of vocabulary mastery and unfamiliarity with the pronunciation they listen.

Then, Harahap (2020) in his research also explained that students prefer to use podcasts during the learning process. They tend to show an interest in the topics discussed in podcasts and also podcasts are easy to access on available websites. During the treatment process, students listen to the clear native pronunciation in the audio. Thus, the researcher considers that the BBC podcast can be used as a medium in learning to improve students' listening skills, they really enjoy listening to podcasts and are inspired by the topics in it.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter is divided into two parts. The first part explains the summary of the research finding. The second part describes some of the benefits of research for students, lecturers, and future research. This research was conducted to answer a research question, namely whether the use of the BBC podcast in learning can improve students' listening skills. Research questions were answered through pre-experimental research on students of the English Education Department at the Ar-Raniry State Islamic University.

A. Conclusion

After calculating the data obtained in chapter IV, the researcher formulated several concluding statements. From the discussion in the previous chapter, the researcher concluded that the use of the BBC podcast in learning was able to improve students' listening skills.

This research was conducted on students of the English Education Department at the Ar-Raniry State Islamic University who took a listening course. The total number of students in this study were 24 students. The research was conducted using quantitative and pre-experimental research methods in collecting data. The researcher gave the pre-test, then did the treatment, and at the last meeting gave the post-test.

Based on the data obtained, the BBC podcast was successfully used in the learning process. There was a significant change in score between the students' pre-test and post-test. Then, it can be seen from the data that has been analyzed that $T_{count} > T_{table}$. It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. In short, the use of BBC podcast can improve students listening skills.

Thus, the use of the BBC podcast can be said to be effective in learning, it helps students in building their listening skills. Students feel happy to use BBC podcast in learning and they are interested in the topics covered. They learn correct spelling and increase vocabulary through podcasts.

B. Recommendation

This research focuses on the use of the BBC podcast in learning to improve students' listening skills. Based on the results obtained, the researcher offers several recommendations for students, lecturers, and future research.

For students, the BBC podcast can be used as a strategy to improve listening skills. They can access podcasts anywhere and anytime, and also provide a variety of topics. In addition, the researcher also hopes that students can use podcasts not only in the learning process but also outside the classroom to help improve listening skills.

For lecturers, the BBC podcast can be used as a medium in teaching listening, because students are very interested in podcasts. Researchers hope that lecturers provide podcasts with various interesting topics and provide feedback in listening learning so that they can help students improve their listening skills.

For future research, researchers expect future researchers to be able to do better research and to be able to use this research as a reference. Future researchers can also examine the difficulties faced by students in using the BBC podcast in the learning process. The methods used can also be different, such as interviews to find out how they perceive the use of the BBC podcast.



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APPENDICES

Podcast Title : Why We Forget the Things We Learn

Link : <https://youtu.be/1iHeeMIOsyc>

Pretest Questions

Name :

Student ID :

Section 1

Question 1-4

1. What is the topic of this podcast?

Answer:

2. What memory trouble does Rop have?

Answer:

3. What is the name of the Chinese student who has the memory so that he can remember the record in 2005?

Answer:

4. Who is Dr. Jared Horvath in this podcast?

Answer:

Section 2

Question 5-8

5. According to Dr. Jared Horvath, what is the first rule for remembering information?

Answer:

6. According to Dr. Jared Horvath, what is the second rule for remembering information?

Answer:

7. What is the purpose of the podcast?

Answer:

8. Please mentioned five vocabulary terms from the podcast!

Answer:



Podcast Title : Why are Prices Going Up?

Link : <https://youtu.be/FKwmUNffu7M>

Post-test Questions

Name :

Student ID :

Section 1

Question 1-4

1. What does the podcast tell about?
Answer:
2. What was the annual rate in Venezuela between November 2017 and 2018?
Answer:
3. Please mention two things in particular are increasing prices of energy!
Answer:
4. Who is Linda Yueh in the podcast?
Answer:

Section 2

Question 5-8

5. According to Linda Yueh, what are two volatile items?
Answer:
6. What is another possible consequences of inflation?
Answer:
7. According to Vicky Pryce, what is actually most effective way to control inflation?
Answer:
8. Could we control inflation by increasing interest rate?
Answer: