

**USING ESL PODCAST TO IMPROVE STUDENTS LISTENING
COMPREHENSION: A CASE STUDY OF THE ELEVENTH GRADE**

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ABSTRACT

Listening comprehension is one of the understandings that requires high understanding and repetition to understand the topic being heard. However, it is rarely reviewed in schools because, in its implementation, schools must have adequate facilities. The purpose of this study is to determine students' listening comprehension before and after treatment using ESL podcasts by Jeff McQuillan to determine whether or not the use of ESL podcasts effectively improves listening comprehension. This quantitative research method used one group of pre-test and post-test samples (34 students) in eleventh-grade SMA Kesatrian 1 Semarang. To test the effectiveness or ineffectiveness of podcasts, researchers used the t-test. As secondary data, there was an open questionnaire regarding supporting and inhibiting factors in listening learning. The results showed that ESL podcasts were effective in improving listening comprehension. This was obtained from the pre-test ($M = 42.3529$) and post-test ($M = 75.0000$) with Sig. (2-tailed) ,000 < 0.05 based on the t-test decision-making shows significance if < 0.05. Moreover, the results of the questionnaire, 27 students felt that their listening comprehension had improved, and seven students felt an increase in listening comprehension. The highest factor supporting listening learning is focus, and the highest inhibiting factor is the lack of vocabulary.

Keywords: ESL Podcast, Listening Comprehension, English Learning

ABSTRAK

Listening comprehension merupakan salah satu pemahaman yang membutuhkan pemahaman dan pengulangan yang tinggi untuk memahami topik yang didengar. Namun, hal ini jarang diulas di sekolah-sekolah karena dalam pelaksanaannya, sekolah harus memiliki fasilitas yang memadai. Tujuan dari penelitian ini adalah untuk mengetahui pemahaman mendengarkan siswa sebelum dan sesudah perlakuan dengan menggunakan podcast ESL oleh Jeff McQuillan untuk mengetahui apakah penggunaan podcast ESL efektif meningkatkan pemahaman mendengarkan atau tidak. Metode penelitian kuantitatif ini menggunakan satu kelompok sampel pre-test dan post-test (34 siswa) di kelas sebelas SMA Kesatrian 1 Semarang. Untuk menguji efektivitas atau ketidakefektifan podcast, peneliti menggunakan uji-t. Sebagai data sekunder, terdapat kuesioner terbuka mengenai faktor pendukung dan penghambat dalam pembelajaran listening. Hasil penelitian menunjukkan bahwa podcast ESL efektif dalam meningkatkan pemahaman menyimak. Hal ini diperoleh dari pre-test ($M=42.3529$) dan post-test ($M=75.0000$) dengan Sig. (2-tailed), $0.000 < 0.05$ berdasarkan pengambilan keputusan uji-t menunjukkan signifikansi jika < 0.05 . Selain itu, hasil dari kuesioner, 27 siswa merasa bahwa pemahaman menyimaknya meningkat, dan

tujuh siswa merasakan adanya peningkatan pemahaman menyimak. Faktor tertinggi yang mendukung pembelajaran menyimak adalah fokus, dan faktor penghambat tertinggi adalah kurangnya kosakata.

Kata Kunci: Podcast ESL, Pemahaman Mendengarkan, Pembelajaran Bahasa Inggris

A. INTRODUCTION

Globalization encourages fast communication. English became an international language because of its widespread use in business, technology, movies, science, and education (Rao, 2019). English covers a variety of knowledge, making rapid progress in the education world (Hesan et al., 2019). The active role of English, in general, can be a cross-cultural communication tool that positively impacts students (Ayasreh et al., 2020). English as an international language can provide a means of acquiring knowledge and generally become a cross-cultural communication tool (Todorova, 2018). English language skills, one of which is listening skills, require higher understanding and repetition to understand the audio's meaning (Kholmurodova, 2021).

Listening to activities related to daily activities. Listening through multiple platforms, such as audio, songs, and podcasts (Egamnazarova & Mukhamedova, 2021).

Understanding the message to understand the intent is a form of successful listening (Putri, 2018). The progress of the times has led to many types of audio players appearing so that it can be a medium for learning to listen (Nisa et al., 2022). Podcasts are qualified and suggested in the teaching and learning process at school to improve students' listening comprehension (Nisa et al., 2022). A smartphone or laptop is a supporting tool to improve listening skills and understanding (Agarid & Nurzahra, 2018). Podcasts require a small internet quota, so students do not have to worry about spending a lot of internet quota to practice listening (Laila, 2020)

In a study titled "Using Podcast to Improve Students' EFL Listening Skill at Senior High School 5 Bulukumba" by (Muliasari, 2020), research focuses on how podcasts can be compelling or non-effective learning media to improve students' listening skills. The research subjects were EFL (English as a foreign language) students, with data

collected from students' perceptions of podcasts. The research was done when covid-19 occurred in Indonesia, so the research was done online. Subsequently, in a study entitled "Investigating The Effect of Using Podcasts on Students' Listening Comprehension at SMA Angkasa 2 Jakarta" by (Widodo & Gunawan, 2019). It used a control and experimental group research design to compare classes not taught with podcasts with students who were taught with podcasts. With the number of research subjects, 60 10th-grade high school students were divided into two groups. In compiling this research with the title "Using ESL Podcast to Improve Students Listening Comprehension: A Case Study of Eleventh Grade Students at SMA Kesatrian 1 Semarang", there are several weaknesses, namely in the form of a research sample that is lacking because it only examines one class at SMA Kesatrian 1 Semarang and does not provide a large number of episodes of ESL podcasts by Jeff McQuillan.

The purpose of researchers examining ESL podcasts by Jeff McQuillan is to find out whether ESL podcasts by Jeff McQuillan can

improve the listening comprehension of XI-7 grade students at Kesatrian 1 Semarang High School. In its implementation, the researcher finds out whether there is a difference in the average value before treatment (pre-test) with the average value after treatment (post-test). It becomes a benchmark whether the ESL podcast by Jeff McQuillan can become one of the media choices for listening and learning. It aims to find out the supporting and inhibiting factors in listening learning. Based on the research objectives, four problem formulations were formulated:

1. To what extent is the student's listening comprehension taught before using ESL podcast by Jeff McQuillan?
2. To what extent is the student's listening comprehension taught after using ESL podcast by Jeff McQuillan?
3. How effective or ineffective is using a podcast by Jeff McQuillan to improve listening comprehension?
4. What are the supporting and inhibiting factors in learning to listen to the podcast media by Jeff McQuillan?

B. Methodology

This research method uses a quantitative research approach as a research design. This study uses a pre-experimental design, namely one group pre-test and post-test, to measure listening comprehension before and after being treated using ESL podcasts by Jeff McQuillan.

Pre-Test Treatment Post-Test

O₁ X O₂

This study's subject only used one class with a total research sample of 34 eleventh-grade students. The population of eleventh-grade students of SMA Kesatrian 1 Semarang totals 300 students. There are two types of instruments in this research: 1) listening comprehension tests (pre and post) and exercises (treatment) in the form of short fill-in questions about topics or material according to the episode being discussed 2) The questionnaire distributed by the researcher is in the form of an open questionnaire type, which contains questions whether or not there is an increase in listening comprehension, supporting factors and obstacles factors for students when learning to listen. This research data collection is in the form of pre-

test and post-test as primary data, then as secondary data, namely open questionnaires. In analyzing the data, researchers used SPSS 25 to conduct a statistical test, namely the t-test, to compare the average value before and after treatment to know whether or not there is an increase in students' listening comprehension. Furthermore, the secondary research data is an open questionnaire processed by descriptive statistics analysis in the form of a frequency chart containing whether there is an increase in listening comprehension, supporting factors and obstacles to listening learning in students.

C. FINDINGS AND DISCUSSION

This research focuses on improving the listening comprehension of eleventh-grade students of SMA Kesatrian 1 Semarang. The type of one-group pre-test and post-test, which aims to compare the scores before and after, students are given the treatment of listening to ESL podcasts by Jeff McQuillan for five different episodes at each meeting. With tests and practice questions in the form of short entries. In addition to supporting data, namely an open questionnaire to find

out whether there is an increase in listening comprehension, supporting and inhibiting factors when students learn listening.

The Student's Listening Comprehension Taught Before Using ESL Podcast by Jeff McQuillan.

Before the treatment and post-

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	.157	34	.034	.951	34	.134
Post-Test	.156	34	.034	.947	34	.097

a. Lilliefors Significance Correction test, a pre-test will be conducted at the first meeting. In the pre-test activity, the researcher explained the importance of this research in the future. Based on the results obtained, the average score of 34 students is 45,3529 (table 3).

The Student's Listening Comprehension Taught After Using ESL Podcast by Jeff McQuillan.

The researcher administered a post-test to assess the students'

listening comprehension for the last time after the treatment. The same items were used, but different episodes were presented compared to the pre-test and treatment. The average score of 34 students was 75,0000 (table 3).

Effective or Ineffective is Using A Podcast by Jeff McQuillan to Improve Listening Comprehension.

In addition, after the pre-tests and post-tests were obtained, the researcher tested the data using statistical tests through SPSS 25 with paired samples t-test. As for before the data is tested t-test, the data must be normally distributed by going through the normality test.

Table 1. Test of Normality

The sample of this study amounted to < 50 respondents, so the researchers used the normality test of Shapiro-Wilk. Based on the table. 1 Sig. on listening comprehension pre-test .134 > 0.05 and post-test .097 > 0.05, which is above 0.05, the data passes the normality test. After the data is normally distributed, a t-test will be conducted to test whether the ESL podcast by Jeff McQuillan can improve listening comprehension,

Paired Samples Correlations

		N	Co rrel ati on	Sig.
Pa ir 1	Pre- Test & Post- Test	34	.88 0	.000

with an increase in the average score of eleventh-grade students. The following is the table. 2 regarding the paired sample t-test:

**Table 2. Descriptive Statistics
Paired Sample T-Test**

Table 2. Shows that the average listening comprehension test score (M = 42.3529) and the average listening comprehension post-test score (M = 75.0000) with a total sample of (N = 34). This data shows an increase in the average score from before and after the listening comprehension treatment using the ESL podcast by Jeff McQuillan. The next table is about the correlation between the pre-test and post-test of listening comprehension:

**Table 3. Paired Samples
Correlations**

The data table above shows Sig. 000 <0.05 so there is a correlation between the 2 variables. In the t-test to determine whether or not there is an increase or significance, there are decision

Paired Samples Statistics

		Mea n	N	Std. Devi atio n	Std. Erro r Me an
Pai r 1	Pre- Test	42.3 529	34	15.7 747 1	2.7 053 4
	Post- Test	75.0 000	34	14.1 956 0	2.4 345 3

making rules:

1. Sig value. (2-tailed) > 0,05 no significance between 2 variables.
2. Sig value. (2-tailed) < 0,05 there's a significance between 2 variables.

Table 4. Paired Samples Test

Paired Samples Test									
Pair		Paired Differences				t	df	Sig. (2- taile d)	
		Mean	Std. Dev.	Std. Erro r Mea n	95% Confi Inter of the Diff				
					Low	Upp			
1	Pre- Test Post Test	- 32.64 706	7.51 113	1.28 815	- 35.2 678 2	- 30.0 263 0	- 25.3 44	33	.000

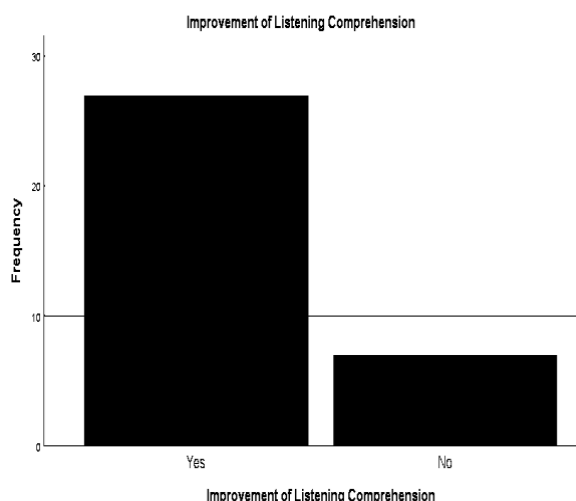
Based on decision-making, table 4 data shows Sig. 000 <0.05, so there is a significance of listening

learning using ESL podcasts by Jeff McQuillan to improve listening comprehension.

Supporting and Inhibiting Factors in Learning to Listen to The Podcast Media by Jeff McQuillan.

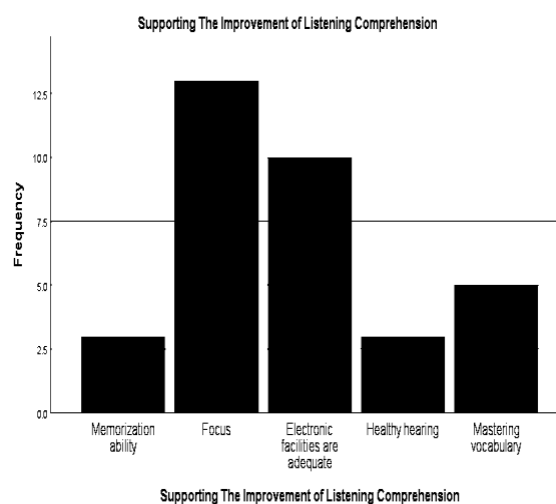
As supporting data or secondary data for this study, researchers distributed an open questionnaire with three questions: 1) *Apakah anda merasakan ada peningkatan setelah mendengarkan ESL Podcast dari Jeff McQuillan? Jelaskan!* 2) *Apakah ada hal yang dirasa dapat mendukung peningkatan pembelajaran listening?* 3) *Apakah ada penghambat dalam pembelajaran listening?* Based on the three open questionnaire questions, the researcher processed the open questionnaire data using SPSS 25 with descriptive statistics analysis in the form of a frequency chart.

Chart 1. Improvement of Listening Comprehension



On chart 1. Shows that class XI-7 students agree that their listening comprehension improves after the pre-test, treatment to post-test. Grade XI-7 students felt that their listening comprehension improved when they could understand the story's point from the podcast audio and easily answer questions about the podcast. In addition, there are also students in class XI-7 who disagree because they feel that they need help understanding the purpose or point of the podcast they heard, so students have not been able to answer questions appropriately.

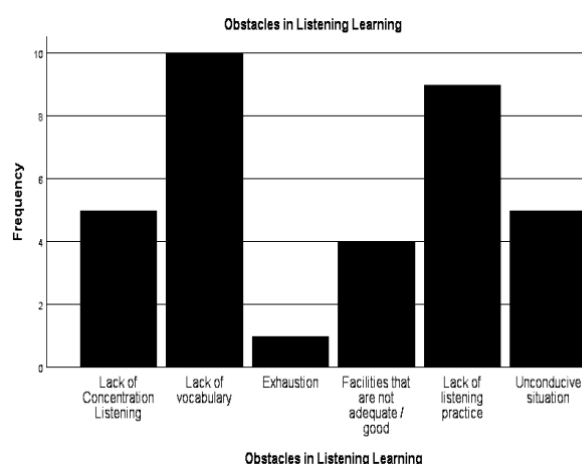
Chart 2. Supporting Factors



In chart 2, regarding the supporting factors for listening learning in class XI-7 SMA Kesatrian 1 Semarang. Their listening comprehension can improve if supported by a focus on

understanding podcasts. So that students can capture the essence of the story or the intent of the topic being discussed. This is in line with the facilities of adequate electronic devices in the classroom, such as speakers and computers that function properly.

Chart 3. Obstacles Factors



In chart 3 are the inhibiting factors that class XI-7 students face during the listening learning process. The highest factor is the lack of students knowing or mastering vocabulary due to the lack of listening practice and the habit of listening to English daily.

The source of data for this study comes from two different data. The first is primary data obtained from the pre-test and post-test, where when the implementation is carried out, treatment is in the form of ten short fill-in-question exercises. At each meeting during the research,

students in class XI-7 listen to different episodes. Secondary data from this study is a questionnaire in an open form so that students can answer their questions according to what they feel and experience while listening to learning using ESL podcasts by Jeff McQuillan.

Listening comprehension tests were conducted five times a meeting. At the first meeting, a pre-test was conducted on students to determine the extent of listening comprehension of class XI-7 students using the ESL (English as Second Language) podcast by Jeff McQuillan as a listening learning media. The ESL (English as A Second Language) level is intended for people or students for whom English is not their first language but their second language. Their goal is to learn English to support or support their work or school (Ruzikhan & Husnida, 2013). ESL podcast by Jeff McQuillan contains a variety of episode topics so that listeners can choose what podcast topics they want to hear. Episodes on the ESL podcast by Jeff McQuillan are also available from various levels or purposes of listening to podcasts. Nowadays, the use of phones or computers can support

students' knowledge, skills, and understanding of knowledge or science. The importance of using technology is a positive thing for students so that content that is not good or not under the age of students can be avoided. So to avoid things that are not good on the internet. The use of podcasts can be an option. Familiarizing students with listening to podcasts has many positive impacts, such as knowledge and understanding of listening to English, which can increase. Supported by internet access in this day and age, it is easier to access and obtain. One is listening can improve if there is a habit of someone to listen to something in English, not necessarily with topics related to lessons at school with free topics or topics that students are interested. Choosing a favourite topic can be a step for students to improve their listening understanding (Artyushina & Sheypak, 2018). When the research was carried out, the researcher applied the AIR (Auditory, Intellectual, Repetition) listening learning strategy when applying it in the form of students listening to the ESL podcast by Jeff McQuillan several times, determined by the researcher,

followed by students understanding of the meaning of the fill-in questions given by the researcher and finally students were required to answer the fill-in questions correctly after listening to the ESL podcast by Jeff McQuillan. Following the general listening learning procedure, the strategy for understanding listening from an audio or podcast can use the AIR (Auditory, Intellectual, Repetition) strategy. Because in this strategy, students get repetition of the audio they hear and practice questions to benchmark how far students' listening comprehension is. So students need high memory and focus on what students hear when the audio or podcast is played (Afrayanto, 2021).

The open-ended questionnaire was created to be filled or answered by the respondents according to what the respondents think according to the respondents' will (Wekke, 2019). This is in line with this study that researchers want to find out more about whether ESL podcasts by Jeff McQuillan can improve students' listening comprehension and what supporting and inhibiting factors students experience when learning to listen. Researchers asked students in class XI-7 to complete the

questionnaire according to what the students felt. Based on chart 1, most XI-7 students feel an increase in their listening comprehension. The explanation is that students increasingly understand what native speakers are talking about, and students can answer listening comprehension questions more easily, unlike before, which is difficult. Data in chart 2 support these results regarding the supporting factors for listening learning: student focus, class XI-7 students feel that they will find it easy to understand listening comprehension. Student focus can arise if students feel energized when participating in listening learning. Focus can come from the self-preparation of each individual, so if someone wants to achieve or get their goal, they must have high ambition and high enthusiasm too; basically, focus can be created (Saragih et al., 2022). Based on chart 3 regarding obstacles in learning to listen, most students in class XI-7 think that the obstacle in themselves is their lack of knowledge or mastery of their vocabularies. Mastery of vocabulary in English can be updated with the frequency of practising reading and listening to English. It is

believed to be effective because English is a subject that should be applied to personal life habits if someone wants to enrich their vocabulary in English (Bulut & Karasakaloğlu, 2017). Overall from the student pre-test and post-test results and supported by the results of supporting data in the form of an open questionnaire, the ESL podcast by Jeff McQuillan can improve students' listening comprehension.

E. CONCLUSION

This study concludes that the listening comprehension of class XI-7 students at SMA Kesatrian 1 Semarang increased by using ESL podcast learning media by Jeff McQuillan. The result that the ESL podcast by Jeff McQuillan can improve listening comprehension is obtained from the average value before treatment (pre-test) is 42.3529. After treatment, the average value of listening comprehension increases to 75.0000. With the two data obtained, a t-test was conducted to see the significance between the two variables so that Sig. (2-tailed) the score of $0.000 < 0.05$ shows a significant difference between the two variables (pre-test and post-test). The

t-test proves that the ESL podcast by Jeff McQuillan can be a learning medium that can help students to improve students listening comprehension. This research is also supported by secondary data, namely open questionnaires to find out in more detail what factors support and inhibit student listening learning. After the open questionnaire data is obtained, the researcher processes the data with descriptive statistics frequenscies, in the form of bar charts. The chart of supporting factors for listening learning for class XI-7 students shows that the supporting factors for listening learning are students' focus when listening to the ESL podcast By Jeff McQuillan and their focus on understanding the questions given. Meanwhile, the inhibiting factor for students in class XI-7 is the lack of mastery of students regarding vocabularies in English which is not much and still has to be improved again.

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