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**THE EFFECT OF “THE ENGLISH WE SPEAK”
PODCAST TO THE ELEVENTH GRADE STUDENTS
LISTENING ABILITY SMAN 6 KEDIRI 2023/2024**

THESIS

Submitted for Thesis Proposal in Order to Meet One of the
Requirements for Obtaining a Bachelor’s Degree in Education

(S.Pd)



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MOTTO AND DEDICATION

MOTTO:

Make your failure becoming a weapon to against your
future struggle

DEDICATION:

1. Allah SWT, who always gives me all I need
2. My beloved mom and dad, who always support me to finished this skripsi
3. My advisors, Dr. Yunik Susanti, M.pd and Dr. Suhartono, M.pd.
1 who always give mesupport, guidance, and knowledge in doing
this skripsi.
4. For all people who cannot be mentioned one by one who help and support me

ABSTRACT

Raynata Alfis : Teaching Listening Using The English We Speak Podcast Eleventh Grade Students in SMAN 6 Kediri. Skripsi, English Language Education Department, Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri, 2024.

Key words: Podcast, Listening skill, Effect

The ability of English listening skills at SMAN 6 Kediri can still be said to be low, they need to learn a lot more about listening, the researcher wants to apply the learning media, namely Podcast to students' listening skills, whether there will be changes in their skills later. Therefore, researchers wanted to do this research aims to know there are any significant differences or not after give the learning media, namely Listening in students" listening skills in Eleventh Grade SMAN 6 Kediri. This research questions are: 1) How is the listening ability of students before being taught using The English We Speak podcast?, 2) How is the listening ability of students after being taught using The English We Speak podcast?, and 3) Is there any effect of "The English We Speak" podcast to students' listening ability?

Listening is a crucial skill for beginners to learn a new language, and podcasts with the theme "The English we Speak" can improve classroom learning atmospheres. This study uses quantitative methods, which are inductive, objective, and scientific, to analyze data in the form of scores, values, or statements. The students' average pre-test score was 63.57, and post-test score was 79.57. The results indicate a significant effect of treatment on students' listening skills, according to the three aspects discussed in chapter two: main idea, explicit meaning, and implied meaning. Podcasts are considered a significant learning support media, as they encourage students to practice and learn how to practice correctly. The use of podcasts for listening skills is highly significant, as they help students improve their listening skills and enhance their overall language learning experience.

The result of research showed significant increasing in the effect of Podcast. It showed the t-test is -13.426 with the degree of freedom 34 and the significant is 5%. It means that t-test is higher than t-table (-13.426 > 2.032). It can be concluded that t-test is higher than t-table, so H_a is accepted. The researcher concluded if Podcast is worth it to apply in students learning in speaking.

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This thesis proposal is aimed to be a review of the research plan for the preparation of a thesis as one of the requirements for the degree of Sarjana Pendidikan of the English Department, Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri. The writer is also expressing her extremely grateful to the following people:

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5. Sasono Agustian and Endang Sрни A, his parents who have given prayers, advice and accompany her affectionately through her life's ups and downs.

The writer realizes that this proposal still has shortcomings, therefore criticism and suggestions will be very helpful.

Kediri, July 3, 2024

Raynata Alfis Firmansyah

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TABLE OF CONTENT

THESIS	1
MOTTO AND DEDICATION.....	i
ACKNOWLEDGEMENTS.....	iii
TABLE OF CONTENT	iv
CHAPTER I.....	1
A. Background	1
B. Identification of the Problem.....	4
C. Limitation Problem	5
D. Problem Formulation.....	5
E. Purpose of the Research	5
F. Significance of the Research	6
G. Definition of the Key Terms.....	6
CHAPTER II.....	8
A. Review of Literature Research.....	8
B. Review of Related Research	26
C. Rationale.....	29
D. Hypothesis	30
CHAPTER III.....	31
A. Identification of Research Variables	31
B. Research Approaches and Techniques.....	31
C. Place and time of research.....	33
D. Population and samples of the Research.....	34
E. Research instrument.....	35
F. Data Collection Technique	35
G. Data Analysis Technique	37
CHAPTER IV	39
A. Description of variable data	39

B. Treatment	43
C. Data Analysis	47
D. Interpretation of the Data	50
E. Hypothesis testing	51
F. Discussion	52
CHAPTER V	<i>Error! Bookmark not defined.</i>
A. CONCLUSION	<i>Error! Bookmark not defined.</i>
B. IMPLICATION	<i>Error! Bookmark not defined.</i>
C. SUGGESTION	<i>Error! Bookmark not defined.</i>
REFERENCES	59

CHAPTER I

INTRODUCTION

A. Background

Listening ability is an important skill in understanding and processing information received through hearing. In the context of communication, listening means being able to listen attentively, understand, and respond appropriately to what others say (Richards, J. C., & Schmidt, R, 2010). Listening is not only limited to hearing the words spoken, but also involves understanding the meaning, nuances, intonation, and expressions used by the speaker. To have good listening skills, it requires high focus, willingness to understand other people's points of view, and the ability to distinguish relevant information and ignore unnecessary distractions (Liu, M, 2019).

In English language learning, the language acquisition process can occur when the input or input received can be understood by students. This comprehensible input can be obtained through speech that has a clear meaning. To understand the learning input, students can be helped with their mastery of grammar that they have learned before, knowledge of the world, explanation, and translation assistance in the teaching-learning process (Yousef, E. M, 2021).

The English classroom has great potential as a major source of comprehensible input for students, especially if they have limited access to informal environments. Teachers can facilitate instructional input in several ways suggested by Krashen (2002). First, teachers can articulate words more slowly and clearly to make it easier for students to identify them. Second, the

use of more vocabulary, reducing the use of complex slangs and idioms. Third, simplification of syntax and the use of shorter sentences.

The role of teachers is very important in achieving educational goals and improving the quality of education in schools by Riowati, R., & Yoenanto, N. H (2022). Teachers act as facilitators who create conducive learning conditions for students. In addition, teachers also act as assigners and assignments. Therefore, it is important for teachers to carry out teaching tasks well in order to have an impact on improving students' listening skills. Lesson planning, including the use of media, is important for a teacher before teaching.

One solution that can be used in improving listening skills and English proficiency is using the podcast "The English We Speak". This podcast is specifically designed for English language learners and offers engaging content on a variety of topics and language patterns. According to (Salsabila W 2017), started that the ⁴ Georgina's podcasts on Spotify impressed students with their significant ⁴ and appropriate listening content, portability, and benefits for students, particularly in subject asking and direction. First, students use podcasts to connect new vocabulary, content understanding, exercises, and assignments. Different from that previous research, this research use a different podcast. This researcher use from The English We Speak podcast for the material.

The main goal of "The English We Speak" podcast is to introduce listeners to authentic and commonly used English conversations and expressions in everyday life. Each episode focuses on a particular phrase, idiom or expression, and provides explanations, examples and usage tips to help learners

understand and incorporate those linguistic elements into their own communication. "The English We Speak" podcast encourages active engagement from its listeners. Each episode includes interactive segments where learners are encouraged to practice using the taught expressions, participate in role plays, and engage in exercises that encourage active listening and comprehension. This interactive approach creates a dynamic and immersive learning experience.

Based on research conducted by Hasan MM & Hoon TB (2013), Harahap S D (2020), & (Hajar et al 2020), stated that research revealed that podcast applications improved students' English listening skills and students recognized the benefits of podcasts in enriching their English knowledge and skills. However, research conducted by Fauziah (2023) stated that research using podcast media was not effective in developing listening skills using fantasy stories. Different from those studies, this recent research uses "The English We Speak" podcast.

In conclusion, "The English We Speak" podcast is a valuable resource for English language learners who want to improve their listening and expand their language skills. By providing engaging and authentic content, interactive exercises and repetition of key language patterns, it supports learners in developing their understanding of natural English conversation and improving overall language fluency. Therefore, the researcher suggests the research title "THE EFFECT OF "THE ENGLISH WE SPEAK" PODCAST TO THE

ELEVENTH GRADE STUDENTS LISTENING ABILITY SMAN 6 KEDIRI
2023/2024."

B. Identification of the Problem

Based on the research background above, From the results of observations carried out by researchers, researchers found the problem of listening learning carried out in the classroom by less effective teachers, because teachers still used old methods so that learning in the classroom became less interesting and needed to be changed. Researchers suggest that providing a podcast method with the theme "The English we Speak" can change the classroom learning atmosphere to be more effective and comfortable. Researchers provide podcasts as an interesting learning medium for teachers to convey to students.

The following problem were identified Student lack of vocabulary in learning listening, many students of XI-7 had poor vocabulary and this make the got difficulties in learning listening. The second is the lack of media for students, and students have no opportunity to ask the speaker to repeat or clarify the message being conveyed. Finally, Students bored ¹with certain teaching listening skills, and student bored with the material from teacher.

The main problem of students' listening activity is almost have the same problem. The use of learning models might be comfortable and flexible. Oftenly, student don't understand about the point information from native speakers, also students' often feel bored and don't interesting about the materials. To motivate them to more interesting need to be find a easy way for them, and podcast is the

best way because podcast is very flexible, students can listen in everywhere and everytime they want.

C. Limitation Problem

In this research, the researcher tries to focus on the impact of Podcast, spesificly “The English We Speak” Podcast. Researcher focused on the students’ listening skill that limited in students listening comprehension while this research focus on understanding main ideas, detailed information, implied and explicit meanings of the podcast at the eleventh-grade students’ of SMAN 6 Kediri.

D. Problem Formulation

1. How is the listening ability of students before being taught using The English We Speak podcast?
2. How is the listening ability of students after being taught using The English We Speak podcast?
3. Is there any effect of “The English We Speak” podcast to students' listening ability?

E. Purpose of the Research

1. To find out students' listening skills before being taught use podcasts.
2. To find out of students' listening ability after being taught using podcasts.
3. To find whether there is any effect of using “The English We Speak” podcasts to the students' listening skills.

F. Significance of the Research

The significance of this research is as follows:

1. Theoretically

Finding out how students see their ability to listen through podcasts is the aim of this study. Students use English podcasts to enhance their listening comprehension.

2. Practically

- a. This study offers researchers information on how to develop students listening skills using podcast.
- b. For student, Using engaging and interactive materials, such as podcasts, with students can be a fruitful endeavor to enhance their listening abilities.

G. Definition of the Key Terms

Key Terms:

1. "The English We Speak" Podcast: Refers to a specific podcast that focuses on teaching and discussing the English language. It is an audio program that provides language learning content, including vocabulary, idiomatic expressions, and pronunciation.
2. Students' Listening Ability: Refers to the proficiency or skill level of students in understanding spoken English. It involves the capacity to accurately interpret and process auditory information, such as conversations, lectures, or audio materials, in order to extract meaning and derive understanding.
3. Effect: In the context of the study, "effect" refers to the impact or influence of podcast on the listening ability of students. It aims to explore how exposure

to the podcast content may enhance students' listening skills, potentially leading to improvements in comprehension, vocabulary acquisition, pronunciation, and overall language proficiency.

CHAPTER II

REVIEW OF RELATED LITERATURE AND HYPOTHESIS

A. Review of Literature Research

1. Listening

a. Definition of Listening

Listening, regarded as a pivotal language skill within the realm of foreign language acquisition, stands as a cornerstone in the multifaceted journey of linguistic mastery. As highlighted by (Smith 2022), within the context of language learning, listening material encompasses a diverse array of activities meticulously designed to fortify students' capacity to not only comprehend but also eloquently respond to spoken language. This crucial facet of language acquisition underscores the significance of honing one's ability to decipher the intricacies embedded within verbal communication.

Moreover, (Lynch and Mendelsohn 2013) elucidate the intricate nature of listening as a process intertwined with various cognitive mechanisms. They emphasize that listening transcends mere auditory perception, encompassing a complex interplay of recognition, perception of intonation, and contextual interpretation. In essence, listening is not merely a passive act of hearing but rather an active engagement with auditory and visual cues, coupled with the application of prior knowledge and contextual understanding.

By intentionally engaging with listening materials, students go on a transforming journey by becoming fully immersed in the intricacies of

vocabulary, intonation, and sound that are unique to the language they are studying. Through close analysis of spoken discourse, students progressively reveal the complexities of language, which enhances their communicative proficiency.

In summary, the value of listening in language acquisition cannot be emphasized. It acts as a doorway to linguistic ability, encouraging a more profound comprehension of spoken communication and providing students with the necessary tools to traverse a variety of linguistic environments. Learners go on a journey of discovery as they actively interact with hearing material, refining their capacity to decipher, comprehend, and react to the complex web of spoken language.

b. Listening Purpose

The purpose of the listening materials is to help students develop effective listening skills in the target language. This involves understanding vocabulary, intonation, grammar, and context of communication. Another goal is to improve students' ability to recognize accents and language variations, understand verbal instructions, and respond appropriately to verbal communication (Gordon K & Ross A 2020).

c. Benefits of Listening

1) Improved listening comprehension: Listening materials help students develop their understanding of language used in real contexts, including

accent, intonation, and variations in pronunciation. This helps them understand speech in everyday situations and communicate better.

- 2) Enrich vocabulary: Through listening material, students exposed to various kinds of vocabulary that are used in real contexts. This helps expand their vocabulary and improves their ability to understand and use appropriate vocabulary in speaking and writing.
- 3) Improved grammar skills: Listening materials strengthen students' understanding of grammar, including sentence structure, use of tenses, and idioms. Students learn how to understand and identify appropriate language structures while listening, which help them apply them in everyday conversations.
- 4) Development of communication skills: Actively listening and understanding conversations are important aspects of communicating effectively. Through listening material, students learn how to respond appropriately in various situations, recognize non-verbal language, and develop their speaking skills.
- 5) Provision of correct speaking models: The listening materials provide concrete examples of how to speak in different contexts. Students can observe and learn the correct intonation, accent, and speaking style from native speakers or experienced speakers (Coyne R & Ramey J 2017).

d. Listening Ability

Listening ability encompasses a multifaceted array of cognitive processes that collectively facilitate the reception, comprehension, and interpretation of auditory stimuli. At its core, Listening ability are also used to ¹ understand and identify the main ideas and relevant details of discussions or presentations on topics that are close to life. Individuals with proficient listening abilities demonstrate a capacity not only to accurately apprehend spoken language but also to discern nuances in tone, intonation, and context, thereby facilitating effective communication and comprehension (Vandergrift L 2020).

Research in the field of psycholinguistics and cognitive psychology has shed light on the intricate mechanisms underpinning listening ability. Studies have delineated the role of various cognitive processes, such as attentional allocation, working memory, and perceptual categorization, in shaping an individual's listening proficiency (Brown & Smith 2026). Moreover, investigations into the neural correlates of listening have elucidated the involvement of diverse brain regions, including the auditory cortex, prefrontal cortex, and limbic system, in mediating the processing of auditory information (Jones et al., 2024).

Furthermore, socio-cultural factors exert a profound influence on listening ability, as individuals' linguistic and communicative practices are invariably shaped by their cultural background and social context (Gao & Wang 2023). Cross-cultural studies have highlighted variations in listening

strategies, preferences, and norms across different cultural contexts, underscoring the need for a culturally sensitive approach to the assessment and development of listening skills.

Effective interventions aimed at enhancing listening ability often incorporate a blend of instructional strategies, including explicit instruction, scaffolded practice, and authentic listening experiences (Chang & Lin 2025). By providing learners with ample opportunities to engage with authentic spoken language in meaningful contexts, educators can foster the development of both bottom-up processing skills, such as phonological decoding and lexical retrieval, and top-down processing skills, such as inferencing and discourse comprehension.

In conclusion, listening ability represents a dynamic and multifaceted construct that encompasses a myriad of cognitive, linguistic, and socio-cultural factors. By elucidating the intricate mechanisms underlying listening proficiency and exploring effective instructional approaches, researchers and educators alike can contribute to the enhancement of individuals' communicative competence and language learning outcomes.

e. Teaching Listening

Teaching listening is a pedagogical practice that seeks to help students understand and respond well to spoken language. It entails employing a number of tools and procedures to assist students in improving their skills in listening, understanding, and interpreting orally

presented language. The teacher's role in teaching listening includes delivering suitable audio material, providing clear instructions on what students should pay attention to, and supporting discussions that promote deep knowledge.

(Graham & Macaro 2022) conducted a relevant study that investigated the efficiency of various teaching approaches in increasing foreign language students' listening skills. They discovered that the use of realistic and diverse audio recordings might boost students' motivation and extend their grasp of the language under study. This study emphasizes the necessity of selecting audio materials and using engaging learning tactics to maximize learning outcomes.

(Vandergrift's 2023) research emphasizes the importance of pre-listening practices in teaching listening. Vandergrift discovered that providing context and well-planned pre-listening activities can help students improve their listening abilities more successfully. This study demonstrates that teachers must focus on holistic lesson design in order to optimize the benefits of each listening session.

Furthermore, (Brown and Smith's 2024) research emphasizes the necessity of technology integration in listening instruction. They discovered that using digital apps and platforms can boost student engagement while also providing access to a wide range of audio content. This study demonstrates that changes in listening instruction can improve

students' learning experiences and enable more efficient attainment of learning objectives.

Overall, research on teaching listening has identified a variety of ways and strategies that are beneficial in assisting students in developing their listening abilities. By focusing on topics such as audio content curation, pre-listening tactics, and technological integration, listening education can become more successful and gratifying for students in reaching their learning objectives.

f. Media in Teaching Listening

Media in teaching listening refers to a variety of methods or resources that teachers employ to help students develop their knowledge and listening skills. This comprises audio materials, videos, podcasts, recorded conversations, and other digital tools aimed to help students understand spoken language. The use of media in teaching listening enables teachers to deliver material in an engaging and challenging manner, facilitating a thorough comprehension of intonation, vocabulary, and context in the language under study.

(Brown H and Lee A 2023) conducted one of the most current research on the usefulness of using movies to teach listening to English as a foreign language. This study demonstrates that using video as a learning medium can boost student engagement and improve understanding of the language being studied. The findings of this study emphasize the need of including visual media into auditory instruction for optimal results.

Furthermore, Wang, Y., and Wu, J. (2022) found that podcasts can be an effective learning medium for teaching listening. They discovered that podcasts provide students with convenient and flexible access to a variety of audio content, which can help them enhance their understanding of spoken language. This study underlines the relevance of using digital media to teach listening to students with various learning needs.

Furthermore, Nguyen, T., and Nguyen, H. (2023) examine the use of audio recordings of conversations as learning material in foreign language listening. This study demonstrates that realistic and relevant audio recordings can assist students improve their listening skills and understanding of the language under study. This study expands our understanding of the efficacy of employing audio material to teach listening.

Overall, using media to teach listening is a significant technique for improving students' understanding and listening skills when learning a language. Teachers can create exciting and varied learning experiences by utilizing a variety of media tools such as videos, podcasts, and recorded interviews. This can help students reach their learning objectives more efficiently.

g. Materials in Teaching Listening

In teaching listening, materials relate to the wide variety of tools that teachers use to help students enhance their listening abilities. These resources include a range of audiovisual aids, real language samples,

digital platforms, and interactive activities meant to include students in meaningful listening exercises. Teachers want to improve comprehension, accommodate various learning styles and preferences, and encourage active participation with spoken language, hence they use a range of resources.

In one recent study, (Brown and Lee 2023) looked at how well video resources worked for teaching listening skills in English as a foreign language. Their study demonstrated the advantages of using visual aids in listening training, demonstrating that the use of video resources can boost student interest and aid in a better comprehension of the foreign language. This highlights the value of including multimedia materials to improve listening comprehension and enhance the educational process.

In addition, Wang and Wu (2022) investigated the use of podcasts as instructional resources in language instruction. Their study found that podcasts provide easily accessed and adaptable audio material that can improve students' listening abilities and aid in language learning. Podcasts give listeners the chance to interact with actual language use and a variety of subjects, which enhances their listening skills.

In addition, Chaves-Yuste and de-la Peña (2023) studied how podcasts work in EFL classrooms, highlighting how socially relevant this intervention is. According to their research, using podcasts in language education can help students comprehend cultural and social concerns more deeply in addition to enhancing their listening comprehension. This

emphasises the need of choosing resources that connect with ¹the interests and experiences of the students in order to optimize learning results.

In summary, improving students' listening skills and promoting language learning are greatly aided by the materials used in listening instruction. Educators can design interesting and successful learning activities that encourage students' active listening and comprehension skills by using a variety of resources, including as podcasts, video materials, and real language examples.

h. Testing Listening

The assessment of senior high school students' listening aptitude is referred to as "listening testing." ¹The purpose of this assessment is to evaluate students' comprehension and aptitude for deciphering spoken language by means of diverse conversational, discursive, and auditory materials. Written assessments, audio evaluations, and comprehension examinations are utilized in this procedure to assess vocabulary recognition, response proficiency, context interpretation, and listening comprehension.

An example of a recent pertinent study is Smith's (2022), which investigates approaches to assessing auditory comprehension in secondary education. This research emphasizes the significance of assessing students' attention abilities with a variety of curriculum-relevant assessments. Insight into effective testing strategies to ensure that auditory assessments

accurately reflect students' ability to comprehend spoken language is provided by the findings of this study.

In addition, Jones et al. (2024) examine the application of technology to assessments of auditory comprehension. It was discovered that the utilization of digital platforms and mobile applications can facilitate a more adaptable and interactive evaluation of students' listening proficiencies. This research emphasizes the capacity of technology to enhance the assessment process and offer more profound understanding of students' listening proficiencies.

In addition, a study conducted by (Hajar et al 2020) investigated a technique for assessing listening comprehension through the utilization of authentic conversation recordings. It was discovered that by employing authentic audio materials, a more accurate assessment of students' listening abilities could be obtained. This study emphasizes the significance of incorporating daily-life audio material into listening comprehension assessments for students.

Overall, high school auditory comprehension assessments are crucial for determining whether or not students are capable of comprehending spoken language. Through careful examination of diverse assessment techniques, such as written examinations, listening assessments, and comprehension evaluations, educators can acquire an all-encompassing comprehension of students' listening proficiencies, enabling them to develop instructional curricula as needed.

i. Techniques for Teaching Listening

According to Brown H D & Lee H (2015), interactive and principled approach to language teaching, and his techniques are grounded in research on second language acquisition.

1. Pre-listening Activities

- Setting the Context Provide background information, discuss the topic, and activate students' prior knowledge to prepare them for listening. This helps to create a schema for understanding the upcoming audio.
- Predicting Content Encourage students to predict the content of the listening passage based on titles, pictures, or introductory explanations. This engages their cognitive processes and sets a purpose for listening.

2. During-Listening Activities

- Listening for Gist Ask students to listen for the general idea or main points of the audio. This can involve summarizing the passage in one or two sentences.
- Listening for Specific Information Direct students to focus on specific details, such as names, dates, numbers, or specific vocabulary. This helps develop their ability to pick out key pieces of information from the audio.
- Note-Taking Encourage students to take notes while listening. This can help them retain information and organize their thoughts.

3. Post-Listening Activities

- Summarizing Have students summarize what they heard. This can be done orally or in writing and helps reinforce comprehension.
- Discussion Engage students in discussions about the content. This can help deepen their understanding and encourage them to think critically about what they listened to.
- Further Practice Provide exercises that focus on areas where students had difficulty. This can include re-listening to parts of the audio or doing related activities.

4. Interactive Listening

- Role-Playing Students can role-play scenarios from the listening passages. This helps them practice using the language in a realistic context.
- Problem-Solving Tasks Give students tasks that require them to solve problems based on the information they heard. This encourages active listening and critical thinking.

5. Using Authentic Materials

- Podcasts and Videos Incorporate authentic listening materials, such as podcasts, interviews, and videos. This exposes students to different accents, speeds of speech, and real-life language use.
- Songs and Films Use songs and films to teach listening. These can be particularly engaging for students and provide a rich context for language learning.

6. Integrating Listening with Other Skills

- Listening and Speaking Combine listening activities with speaking tasks. For instance, students can listen to a conversation and then role-play similar dialogues.
- Listening and Writing Use dictation exercises where students listen to a passage and write it down. This helps improve both listening and writing skills.

7. Assessment and Feedback

- Listening Tests Use tests to assess students' listening comprehension. These can include multiple-choice questions, true/false statements, or short answers based on the audio.
- Immediate Feedback Provide feedback immediately after listening activities. Discuss common errors and difficult sections to help students improve.

From the explanation above, the researcher able to conclude that the procedures of teaching listening able to make the process of teaching listening more orderly and purposeful. Teacher must prepare with make a best lesson plan before they teach listening in class. By implementing these strategies, educators can establish a stimulating and productive listening environment that aids students in fully developing their listening abilities.

2. Micro and Macro Skills Of Listening

Brown (2007) offers a simplified list of micro-skills and macro-skills.

The macro-skills isolate those skills that relate to the discourse level of organization, while those that remain at sentence level continue to be called micro-skills.

1. Macro-skill

- a. Recognize cohesive devices in oral discourse.
- b. Recognize the communicative functions of speech, based on the situation, participants, and goals.
- c. Conclude the situation, participants, the purpose of using real world knowledge.
- d. Predictions of results, links conclude and connections between events, conclude causes and effects, and detect relationships such as the main ideas, supporting ideas, new information, information provided, generalizations, and examples.
- e. Distinguish between literal and implicit meaning.
- f. Use the face, body language, and other nonverbal instructions to describe meaning.
- g. Develop and use listening strategies, such as detecting keywords, guessing the meaning of words from context, attracting help, and understanding of understanding.

2. Micro-skills

- a. Maintaining language with different lengths in short -term memory.
- b. Distinguish typical English sounds.
- c. Recognize stress patterns, words in a position that is emphasized and not depressed, rhythmic structure, contour intonation, and its role in giving information signals.
- d. Recognize the decreased word shape.
- e. Differentiate the limits of words, recognize the core of words words, and interpret the pattern of word order and its significance.
- f. Speech Process at different delivery levels.
- g. Greeting processes containing pauses, errors, corrections, and other performance variables.
- h. Recognize the grammar word (noun, verb, etc.), the system (eg, tense, agreement, pluralization), patterns, rules, and elliptical forms.
- i. Detect sentence constituents and distinguish between main and minor constituents.
- j. Recognize certain meanings can be expressed in the form of different grammar.

Micro skills include the ability to discern intonation patterns, recognize functions and structures, identify cohesive devices, comprehend what a speaker is saying, identify discourse markers, and identify sentence constituents. In the context of macro skills, in order to comprehend what an individual is saying, a listener must either be

engaged by attending to specific details and extracting the essence of what is being said, or obtain a general understanding of the information through subsequent instructions or guidance.

3. Podcasts

a. Definition of Podcasts:

Podcasts are a form of digital audio content that can be downloaded or streamed over the internet. Podcast content usually consists of conversations, interviews, discussions, or stories packaged in the form of episodes that listeners can follow. Podcasts can be accessed and listened to via computers, smartphones or other audio devices. (Smith, J. 2022).

b. Podcasts Destinations

The main purpose of a podcast is to convey information, entertainment or stories to listeners in a more intimate and interactive way. Podcasts also provide an opportunity for creators to explore topics in depth, share experiences, or connect with audiences who share their interests. (Smith, J. 2022).

c. Benefits of Podcasts

1) Accessibility: Podcasts can be accessed anytime and anywhere by listeners. This allows listeners to listen to the content they love while traveling, working out, or doing other activities.

2) Flexibility: Podcasts give listeners the flexibility to choose topics of interest and listen to them at their own pace. Listeners can select specific episodes or follow the entire podcast series.

3) Education and Information: Podcasts can be a useful source of learning and information. Podcast creators often invite experts or experts in certain fields to discuss topics in depth, so that listeners can gain new knowledge.

4) Entertainment: Podcasts also provide listeners with entertainment. They can listen to podcasts with funny content, inspirational stories, or interesting discussions that keep them entertained and inspired. (Smith, J. 2022).

4. The English We Speak

"The English We Speak" is a podcast created by the British Broadcasting Corporation (BBC) that seeks to assist listeners learn English by comprehending the ordinary language spoken by native speakers. The curriculum aims to help students gain a thorough grasp of popular phrases used in everyday speech, as well as provide examples and advise on when and how to use them correctly. The goal is to assist listeners increase their vocabulary and understand how to utilize English in everyday situations.

Smith (2022) conducted one relevant study, which looked at the impact of the podcast "The English We Speak" on students' learning capacities. ¹ This study found that using this podcast can help students improve their listening comprehension of English in everyday scenarios.

By listening regularly, students can gain a better understanding of native speakers' intonation, vocabulary, and English phrases.

Johnson and Thompson (2017) have found that podcasts like "The English We Speak" are effective in helping students improve their speaking skills. Listening to podcasts can help students expand their vocabulary and understand how to utilize English in different settings. They can learn new phrases and get an understanding of informal or colloquial language usage.

Furthermore, Yousef (2021) addresses the benefits of podcasts for learning English as a foreign language. The findings of his research demonstrate that podcasts like "The English We Speak" can boost students' confidence in communicating in English. Understanding and mastering the phrases in the podcast can help students feel more secure while communicating in ordinary English.

Overall, the podcast "The English We Speak" has had a considerable positive impact on English language learners. By making relevant and helpful content easily accessible, these podcasts help students enhance their listening comprehension, speaking abilities, and confidence in using English in everyday circumstances.

B. Review of Related Research

The research articles presented offer valuable insights into the impact of podcasts on language learning and teaching, particularly in the context of English Language Teaching (ELT) and English as a Foreign Language (EFL)

classrooms. Each study explores different aspects of podcasting in education and provides valuable findings that contribute to our understanding of how podcasts can be effectively utilized to enhance language skills and attitudes among students.

According to (Hasan, MM, & Hoon, TB 2013) study published in the journal *English Language Teaching*, the review of recent studies on podcast applications in language learning highlights the growing interest in utilizing podcasts as a tool to facilitate language learning skills. By reviewing twenty journal articles, the researchers aimed to determine the effects of podcasts on ESL students' language skills and attitude levels. The study underscores the potential of podcasting pedagogy in helping learners develop various English language skills, suggesting a positive impact on language learning outcomes.

According to (Harahap, S. D 2020), Research published in the *Journal of Research Sciences*, the study focuses on the impact of podcasts on students' listening skills, particularly among university students in the second semester of *Tadris English*. Employing questionnaires and interviews, the study explores students' perceptions of podcasts and their effectiveness in improving listening skills. The findings suggest that podcasts moderately engage students in enhancing their English listening skills, with participants acknowledging the benefits of podcasts in enriching their English knowledge and skills.

According to (Xu et al 2021), featured in a journal article on the impact of study and learning strategies on post-secondary student academic achievement, takes a broader approach by examining the effectiveness of various

study strategies, including self-testing, scheduling/time management, concept maps, and learning styles. Through a mixed-methods systematic review, the researchers identify key themes contributing to academic performance, emphasizing the importance of effective study strategies in enhancing learning outcomes.

According to (Hajar et al 2020) research published in the journal English Education, the focus shifts to the influence of podcasts on English vocabulary mastery among twelfth-grade students. Utilizing a quasi-experimental design, the study investigates the effects of podcasts on students' vocabulary mastery and their responses towards podcast technology. The findings indicate a positive impact of podcasts on vocabulary mastery, with the experimental group showing higher improvement compared to the control group, highlighting the utility of podcasts in teaching and learning processes.

Lastly, (Chaves-Yuste B & de-la Peña C 2023) study in Smart Learning Environments explores the effects of audio podcasts on EFL classrooms, particularly on secondary education students' linguistic competence. Through a quasi-experimental design, the researchers examine the impact of podcasts on students' speaking and listening skills, confirming the hypothesis that podcasts contribute to improving EFL linguistic competence. Practical implications for organizing English classes to enhance EFL proficiency are discussed, emphasizing the significance of incorporating podcasts into language teaching methodologies.

In conclusion, each research article offers valuable insights into the potential of podcasts as an effective tool for language learning and teaching. The studies highlight the positive impact of podcasts on various language skills, including listening, vocabulary mastery, and overall linguistic competence. Additionally, the findings underscore the importance of effective study strategies and the utility of podcast technology in enhancing learning outcomes. However, while the studies demonstrate the benefits of podcasts in language education, they also acknowledge the need for further research to explore optimal strategies for integrating podcasts into language teaching methodologies and address potential challenges or limitations associated with their use. Overall, the research articles collectively contribute to our understanding of the role of podcasts in language learning and provide valuable implications for educators seeking to enhance language teaching practices.

C. Rationale

The use of The English We Speak ⁴ podcast on Spotify to improve students' listening skills is based on the understanding that podcasts are an effective tool for language learning. Podcasts provide authentic listening material that exposes students to the use of natural language, various accents, and real-life conversations. By incorporating podcasts like The English We Speak into language learning activities, students can improve their listening comprehension, vocabulary, pronunciation and overall language proficiency.

Apart from that, students' learning difficulties in the current era can be overcome by learning using podcasts to become an alternative for student

learning. By using this method, students be helped to understand their own shortcomings. such as vocabulary, pronunciation, and the way of learning itself.

Therefore, the use of The English We Speak podcast on Spotify in language teaching is supported by research evidence showing its effectiveness in improving students' listening skills and providing a positive learning experience. Educators can utilize podcasts as a valuable resource to create engaging and interactive language learning opportunities for their students. At the Phase E learning stage, the learning achievement targets for this research are so that students can recognize intonation, accent and pronunciation variations. As well as students can be exposed to various types of acquired vocabulary to expand their vocabulary. With increasing understanding in vocabulary, students can use vocabulary correctly for speaking and writing.

D. Hypothesis

The hypothesis in this study is:

Based on the problem, there are two types of hypotheses:

Null Hypothesis (H^0)

There is no significant effect in scores in students' listening ability between being taught without using the pre-test & post-test technique in the eleventh grade of SMAN 6 Kediri in the 2023/2024 academic year.

Alternative Hypothesis (H^a)

There is significant effect in scores in students' listening ability between being taught without using the pre-test & post-test technique in the eleventh grade of SMAN 6 Kediri in the 2023/2024 academic year.

CHAPTER III

RESEARCH METHOD

A. Identification of Research Variables

1. Identification of Research Variables

a. Dependent Variable

According to Sugiyono (2015), the dependent variable is a variable that is influenced or is the result, because of the independent variable. Based on the above definition. In this study the dependent variable is the students' in this research Listening Ability is defined as understanding main ideas, detailed information, implied and explicit meanings of the podcast In Phase E of SMAN 6 Kediri.

b. Independent Variable

According to Sugiyono (2015), independent variables are variables that affect or are the cause of changes or the emergence of the dependent variable. In this study the independent variable is The Effect of "The English We Speak" Podcast. This podcast includes explanations of phrases, their meanings, and examples of how to use them.

B. Research Approaches and Techniques

1. Research Approach

In this study using quantitative methods. Quantitative method is quantitative research (Quantitative Research) is a research method that is inductive, objective and scientific where the data obtained is in the form of numbers (scores, values) or statements that are assessed, and analyzed by

statistical analysis. Quantitative research is usually used to prove and disprove a theory. Because this research usually departs from a theory which is then examined, data is generated, then discussed and conclusions are drawn Hermawan (2019).

2. Research Techniques

The research technique used is the experimental method. Experimental research is the most scientifically reliable (most valid) research, because it is carried out by strictly controlling the interfering variables outside the experiment Jaedun A (2011). So, Reseacher uses the technique to find out the effects of the independent variables of “The English We Speak” Podcast for the dependent variable, namely student listening skills. In addition, Reseacher uses 1 (one) class to conduct research. Reseacher gives pre-test and post-test students to analyze using Podcast in student listening skills. Researchers also provide care to students by showing material. This way more accurate because it compares two conditions, there are before being given a treatment and after being given a treatment.

There are several types of pre-experimental designs, but in this study the researchers used the one group pretest posttest study design. In this study the researcher conducted treatment or action, which then measured results through tests.

TABLE 3.1

Pre-Test	Treatment	Post-Test
X1	O	X2

Research Design

Pre-test : X1

Treatment : O

Post-test : X2

C. Place and time of research

1. Place of The Research

The place of this research was conducted at SMAN 6 Kediri which is addressed at Jl. Ngasinan No. 52, Rejomulyo, Kec. City, City of Kediri, East Java 64129.

2. Time of The Research

Researcher started this research started from July to December 2022. It will be followed this chart:

TABLE 3.2

No	Activity	Sept 2023				Oct 2023				Nov 2023				Feb 2024				Marc 2024				Apr 2024			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Proposing the title and design	■	■																						
2.	Arrange the research. a. Chapter 1 b. Chapter 2 c. Chapter 3			■	■	■																			
3.	Asking Permission to the school					■																			
4.	Conducting the research							■	■	■	■														

b. Sampling technique

This research uses Cluster sampling technique. This is a sampling technique where the number of samples is equal to the population. The sample is 35 selected students from class XI-7 2023.

E. Research instrument**Instrument Development**

This research's instrument is the Listening Test, A listening test is a type of assessment designed to evaluate an individual's ability to understand spoken language. These tests are commonly used in educational settings, language proficiency exams, and workplace environments to measure listening comprehension skills. Below is a detailed explanation of listening tests, including their components, purposes, and formats. Which consists of two tests: pre-test and post-test. Research produces a paper that includes three components: Implied meaning, Explicit Meaning, and Main Idea. The pre-test and post-test consists of twenty questions. The difficulty level is low (5 questions), medium (10 questions), and challenging (5 questions). Each question also includes provisions, such as Implied meaning (7), explicit meaning (7), and Main Idea (6). Researchers have determined that he gave a score and focus on students' vocabulary, and language features.

F. Data Collection Technique**a. Pre-test**

Pre-test is a test or assessment that is carried out before giving an intervention or treatment. According to Ary (2010: 274), in designs using a

pretest, subjects may do better on the post-test because they have learned subject matter from a pretest, have become familiar with the format of the test and the testing environmental, have developed a strategy for doing well on the text, or are less anxious about the test the second time. Pre-test are given to the class before the treatment begin. This test show about the basic students' listening skill.

b. Treatment

The researcher give a treatment to the students after finishing pre-test by using. This method are given two times, the completely times are pre teaching, and post teaching. Each meeting lasts 45 to 90 minutes. The treatment involves listening to The English We Speak Podcast. Because listening to podcasts is relatively flexible, the researcher also provides tools for students to complete the treatment outside of class. After the students completed ¹ the pre-test, the researcher offered them treatment.

The students given a podcast of The English We Speak Podcast. Then the researcher discussed with the students what the meaning and intent of the conversation. The researcher gave an explanation of the material that had been given during the treatment. The students were asked to discuss with each other to make a conversation sentence based on the material that had been received. Then students were invited to come forward with their partners to present the conversation that had been made based on the words they got.

Based on this, students become more responsible and active to learn by themselves and become more interested when seeing students come forward

in pairs. And if other students cannot solve correctly, the researcher focuses on providing feedback on aspects of the problem before conducting a post-test.

c. Post-test

The third stage carried out was conducting a post-test. The post-test was given after the second treatment. The initial test consists of questions and reading examples based on report text material. The post-test was carried out in class XI 7 in the English learning class. The test focuses on student reading tests which consist of 20 multiple choice questions. After carrying out the test, the researcher gave an assessment to the students.

G. Data Analysis Technique

² The data analysis method that used in this study is SPSS, to analyze the results of the students' speaking post test scores. It will use a dependent sample T-test to find out whether there is an effect or impact of using the direct method to improve students' speaking ability and the significant difference ¹ between pre-test and post-test.

In addition, according to Sahir, S. H. (2021: 53-54), The partial test or t test is a test for partial regression coefficient, to find out partial significance or each independent variable to the dependent variable. So, the ¹ t-test is very important to measure the sample to be used in the study. The formula is as follows.

1
The test compare to t-table in order to conclude the significance of the study. In this case, the researcher used the rules:

1. If the $t\text{-test} > t\text{-table}$ in the degree of significant 5%, it means that the research is very significant. So, H_a is accepted and H_o is rejected.
2. If the $t\text{-test} \leq t\text{-table}$ in the degree of significant 5%, it means that the research is very significant. So, H_a is rejected and H_o is accepted.

CHAPTER IV

RESEARCH, FINDINGS, AND DISCUSSION

In this chapter, the researcher discusses about the research findings and the discussion. This chapter is divided some topics, those: a) description of variable data, b) data analysis, c) hypothesis, and d) discussion.

A. Description of variable data

In this part, the researcher will present the description of data variable. To know the clear result of this research, the researcher shows the description of variable data. The description of variable data is presented as follows:

1. The Description of Students Listening Skills before being taught on The Englis We Speak Podcast

Before conducting this research, the researcher identified students' listening skills first by giving a pre-test. The test is given offline by providing a paper containing three aspects based on chapter 2, namely the main idea, implied meaning and explicit meaning. The purpose of this test is to measure the extent of students' listening skills and the extent of students' listening skills before being given lessons related to "The English We Speak" Podcast. The research subjects were students in class XI-7. The number of students in the class was 35 students. This test consists of 20 multiple choice questions covering the aspects mentioned above. The topic of the pre-test contains podcasts that discuss animals.

After all students understand and students focus on answering questions. This pre-test is carried out within 45 minutes until all students

have completed the test. The researcher played a listening test which include several aspects containing the main idea, implied meaning, and explicit meaning in the form of audio and students focused on answering questions. The highest score is 100 and the lowest score is 0. The rubric score is entered in the attachment.

TABLE 4.1
PRE-TEST SCORE

Pre-test	Listening Aspect			Total Score	Final Score
	Main Idea	Explicit Meaning	Implied Meaning		
Student 1	4	6	4	14	70
Student 2	4	5	5	14	70
Student 3	4	5	4	13	65
Student 4	5	4	4	13	65
Student 5	5	4	3	12	60
Student 6	5	4	5	14	70
Student 7	5	4	6	15	75
Student 8	5	3	5	13	65
Student 9	3	4	5	12	60
Student 10	3	5	3	11	55
Student 11	4	3	5	12	60
Student 12	5	4	5	14	70
Student 13	4	3	3	10	50
Student 14	5	5	5	15	75
Student 15	5	5	4	14	70
Student 16	5	4	5	14	70
Student 17	3	4	5	12	60
Student 18	4	4	6	14	70
Student 19	4	6	5	15	75
Student 20	4	6	6	16	80
Student 21	5	3	4	12	60
Student 22	3	3	4	10	50
Student 23	4	3	3	10	50
Student 24	4	4	5	13	65
Student 25	4	4	4	12	60
Student 26	5	4	3	12	60
Student 27	3	5	5	13	65

Student 28	5	4	5	14	70
Student 29	3	3	4	10	50
Student 30	5	4	3	12	60
Student 31	4	3	4	11	55
Student 32	4	5	5	14	70
Student 33	5	4	4	13	65
Student 34	3	3	5	11	55
Student 35	5	3	3	11	55
Total	148	143	154	445	2225
Converted Score	70,47	58,36	62,85	63,57	

Based on the total pre-test scores obtained by students, many of them still obtained scores below the minimum standard criteria (75). ² The total number of students' pre-test scores was 2.225. ² It can be concluded that many students lack listening skills. This can be evidenced from the acquisition of students' per-aspect scores where the total score of the main idea obtained is 148 out of a total maximum score of 210, then the value of the explicit meaning is 143 out of a total of 245 scores, and the value of the implied meaning is 154 out of a total of 245 scores. from the above scores it can be concluded by converting the scores as follows, for the main idea getting a score of 70.47 and on the explicit meaning getting 58.36 then on the implied meaning getting 62.85. Then the researcher will calculate the average score of ¹ the data in the table above to answer the first and second research formulations.

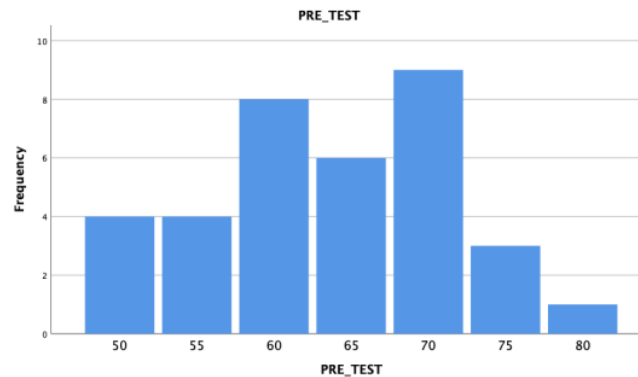
a. **Data** Frequency of Pre-test

TABLE 4.2
Frequency of Pre-test
PRE_TEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	4	11.4	11.4	11.4
	55	4	11.4	11.4	22.9
	60	8	22.9	22.9	45.7
	65	6	17.1	17.1	62.9
	70	9	25.7	25.7	88.6
	75	3	8.6	8.6	97.1
	80	1	2.9	2.9	100.0
	Total	35	100.0	100.0	

The table above shows that all students obtained scores below the minimum standard of learning completeness. Based on these results, researchers found that students needed help to practice listening skills, knowing the main idea, implied meaning and explicit meaning. The frequency diagram of the pre-test score table below can be seen clearly, and complete pre-test data can be seen in table 4.2.

FIGURE 4.2
Diagram Frequency of Pre-test



B. Treatment

Researchers conducted the treatment twice. There are a total of 35 students in the class. Before carrying out learning activities, researchers discussed Podcasts, especially The English We Speak. Many students already know what a podcast is. Researchers explain the benefits of podcasts in learning English, especially in listening activities. Researchers provide an explanation of how this method can work effectively. Researchers provided The English We Speak Podcast to listen. Then the researcher explained how to understand the meaning of the reading given as well as expand vocabulary and improve listening comprehension related to the material provided.

On the second meeting, the researcher provided treatment to the students by providing a brief explanation of the previous material. Next, the researcher explains the main idea, explicit meaning and implied meaning related to the material provided. After that, students present with group representatives to practice podcasts with the indicators that have been explained.



1
2. The Description of Students Listening Skills after being taught on The Englis We Speak Podcast

1
 Researchers gave a post-test after giving pretest and treatment to students. In this post-test, the researcher carried out an offline test as was the post-test that had been carried out previously. Researchers gave students a post-test with different questions from the pre-test. Next, the researcher played a podcast with previously prepared sound, and students had to listen carefully to get the best results. Then students answer all the questions on the paper which contains the main idea, explicit meaning and implied meaning. This means that the post-test is carried out to measure students' listening skills, how much influence they have **1** on improving students' listening skills from the 3 aspects determined after being taught using the Podcast method.

The table below shows the students' post-test results.

TABLE 4.3
POST-TEST

Pre-test	Listening Aspect			Total Score	Final Score
	Main Idea	Explicit Meaning	Implied Meaning		
Student 1	5	6	6	17	85
Student 2	4	7	6	17	85
Student 3	4	6	5	15	75
Student 4	5	7	5	17	85

Student 5	5	6	5	16	80
Student 6	5	5	5	15	75
Student 7	6	6	5	17	85
Student 8	5	4	7	16	80
Student 9	5	5	6	16	80
Student 10	4	6	5	15	75
Student 11	4	7	6	17	85
Student 12	5	5	6	16	80
Student 13	6	6	5	17	85
Student 14	6	7	6	19	95
Student 15	4	6	6	16	80
Student 16	5	4	7	16	80
Student 17	4	6	5	15	75
Student 18	5	6	5	16	80
Student 19	6	5	5	16	80
Student 20	6	6	6	18	90
Student 21	5	4	6	15	75
Student 22	6	4	4	14	70
Student 23	5	6	5	16	80
Student 24	6	5	6	17	85
Student 25	5	6	5	16	80
Student 26	6	6	5	17	85
Student 27	5	4	5	14	70
Student 28	4	6	6	16	80
Student 29	5	4	4	13	65
Student 30	5	4	6	15	75
Student 31	5	5	5	15	75
Student 32	4	7	5	16	80
Student 33	5	6	4	15	75
Student 34	4	6	5	15	75
Student 35	5	4	7	16	80
Total	174	193	190	557	
Converted Score	82,85	78,75	77,55	79,57	2785

Based on the total post-test score in the table above, it can be seen that the total post-test score is higher than the pre-test score. So the researcher concluded that students' scores increased after being given treatment. Evident

from the total score that can be increased from 2,225 to 2,785. With this value shows an increase. With the value of each aspect shown by students experiencing many changes with the following results, on the aspect of understanding the main idea students get a score of 174, then on the explicit meaning get a score of 193, and on the implied meaning value get 190. With the acquisition of a converted score as follows, the main idea is 82.85 then the explicit meaning is 78.75 and the implied meaning is 77.55. The value of listening skills of students in class XI-7 SMAN 6 Kediri is presented in the form of a frequency distribution table below.

a. Data Frequency of Post Test

The score frequency of post-test can be seen in the following table:

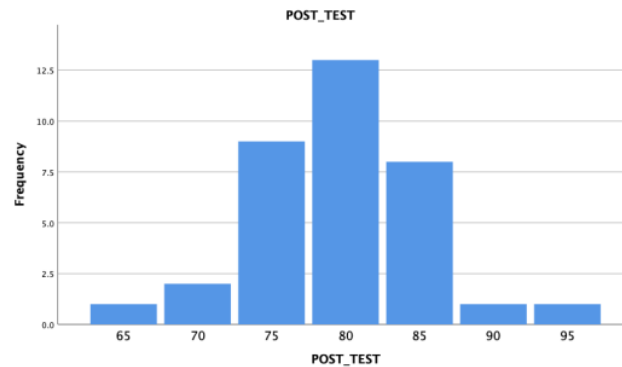
TABLE 4.4
Frequency of post-test
POST_TEST

	Frequency	Valid Percent	Cumulative Percent
Valid 65	1	2.9	2.9
70	2	5.7	8.6
75	9	25.7	34.3
80	13	37.1	71.4
85	8	22.9	94.3
90	1	2.9	97.1
95	1	2.9	100.0
Total	35	100.0	100.0

Based on the post-test frequency above, it can be seen that there was significant development in students' listening skills. The total score on the student post-test was $2.785 > 2.225$. It can conclude that there is a significant

change of students' listening skills after treatment of using The English We Speak Podcast.

FIGURE 4.4
Diagram Frequency of Post-test



C. Data Analysis

In this section the researcher explains the data analysis procedures, data results, data interpretation which discusses the results and interpretation of students' pre-test and post-test listening ability scores before and after being known on The English We Speak Podcast.

1. Procedure of Data Analysis

In this section the data is analyzed using total sampling. The purpose of the T test is whether Podcast has an effect on students' listening abilities or not. To analyze simple tests, researchers analyzed data on students' listening skills before being taught using the Podcast listening method and students' listening skills after being taught using the Podcast method. The data analysis procedure comes from corrections to the pretest and posttest. Then, get a score

based on each predetermined criterion. After that, the researcher entered the scores into the SPSS 26 application.

2. Result of the Data

In this part, the researcher showed the results of students' pre-test and post-test scores using SPSS version 26. The following data was what the researcher got after calculating it using SPSS: Paired Sample T-test.

a. Mean

TABLE 4.5

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE_TES	63.57	35	8.005	1.353
	T				
	POST_TES	79.57	35	5.863	.991

In this output we are shown a summary of the descriptive statistical results of the two samples studied, namely the Pre Test and Post Test scores. For the Pre Test score, the average learning result or Mean was 63.57. Meanwhile, for the Post Test scores, the average learning outcome score was 79.57. The number of respondents or students used as research samples was 35 students. For Std values. Deviation (standard deviation) in the Pre Test was 8.005 and the Post Test was 5.863. Lastly is the Std value. The Mean Error for the Pre Test was 1,353 and for the Post Test was ,991. Because the average value of learning outcomes in the Pre Test is 63.57 <

Post Test 79.57, this means that descriptively there is a difference in the average learning outcomes between the Pre Test and the Post Test results.

b. Correlation

TABLE 4.6
Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 PRE_TEST & POST_TEST	35	.519	.001

The output above shows the results of the correlation test or relationship between the two data or the relationship between the Pre Test variable and the Post Test variable. Based on the output above, it is known that the correlation coefficient (Correlation) value is 0.519 with a significance value (Sig.) of 0.001. Because the Sig value. $0.001 >$ probability 0.05, then it can be said that there is a relationship between the Pre Test variable and the Post Test variable

c. Uji T-test

TABLE 4.7
Paired Samples Test

	Mean	Paired Differences				t	df	Sig. (2-tailed)
		Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRE_TEST - POST_TEST	-16.000	7.050	1.192	-18.422	-13.578	-13.426	34	.000

² In Paired Samples Test table, the mean presents the differences between pretest and posttest using SPSS 26 by pretest minus posttest. It

showed the t-test is -13.426 with the degree of freedom 34 and the significant is 5%. It means that t-test is higher than t-table (-13.426 > 2.032). It can be concluded that t-test is higher than t-table, so H_a is accepted.

In conclusion, there is an effect of applying the treatment on students listening skill at eleventh grade students of SMAN 6 Kediri which H_a is accepted. It means that there is an effect of students listening skill at eleventh grade students of SMAN 6 Kediri using on The English We Speak Podcast

D. Interpretation of the Data

Based on the pre-test table, the pre-test score shows that the student's total pre-test data score is 2.225. Then, the students' total post-test score was 2,785. So, the scores obtained by students on the pre-test and post-test experienced changes in students' listening skills after being given treatment by the researcher. It can be interpreted that the students' listening skill scores after using The English We Speak increased. This is also explained by the average pre-test score which is lower than the average post-test score.

The students' average pre-test score was 63.57 while the post-test score was 79.57 From the explanation of the data, it can be concluded that there is a significant effect of treatment on students' listening skills, in accordance with the three aspects explained in chapter two (main idea, explicit meaning and implied meaning).

Apart from that, The English We Speak Podcast is very effective for teaching listening and improving students' listening skills. This method can really help determine interests and provide motivation to improve students' listening skills in class XI-7 SMAN 6 Kediri.

E. Hypothesis testing

The hypothesis in this study is:

Based on the problem, there are two types of hypotheses:

Null Hypothesis (H^0)

There is no significant effect in scores in students' listening ability between being taught without using the pre-test & post-test technique in the eleventh grade of SMAN 6 Kediri in the 2023/2024 academic year.

Alternative Hypothesis (H^a)

There is significant effect in scores in students' listening ability between being taught without using the pre-test & post-test technique in the eleventh grade of SMAN 6 Kediri in the 2023/2024 academic year.

¹ From the explanation above, to prove the hypothesis of the data that has been obtained in the pre-test and post-test, namely by calculating the T-test formula (SPSS 26) with the following assumptions.

¹ The test compare to t-table in order to conclude the significance of the study.

In this case, the researcher used the rules:

1. If the $t\text{-test} > t\text{-table}$ in the degree of significant 5%, it means that the research is very significant. So, H_a is accepted and H_0 is rejected

2. If the $t\text{-test} \leq t\text{-table}$ in the degree of significant 5%, it means that the research is very significant. So, H_a is rejected and H_0 is accepted.

¹ From the results of the data analysis above, it can be concluded that there is a change between the pre-test score and the post-test score. Then, these results show ² that the post-test score is higher than the pre-test score. This means that it can be concluded that during the treatment, students' scores increased after using The English We Speak Podcast.

Therefore, because the calculated t value is $13.246 > t$ table 2.032 , then according to the basis for decision making above it can be concluded that H_0 is rejected and H_a is accepted. So it can be concluded that there is an average difference between the learning outcomes of the Pre Test and Post Test, which means that there is a significant effect in scores in students' listening ability between being taught without using the pre-test & post-test technique in the eleventh grade of SMAN 6 Kediri in the 2023/2024 academic year.

F. Discussion

¹ Based on the data examined above, it intends to help conclude and answer research questions as a reference in performing this research, namely how students' listening skills compare before and after utilizing The English We Speak Podcast. This study included students in grades XI-7 at SMAN 6 Kediri. Researchers collected pre-test and post-test data on students' listening skills, specifically for oral descriptive texts and monologues, which have three components: the main idea, explicit meaning, and implied meaning. The researcher then used SPSS 26 to examine the students' pre- and post-test scores.

The research findings above are consistent with those of Harahap (2020), who found that podcasts moderately engage students in improving their English listening abilities, with participants appreciating the value of podcasts in developing their English knowledge and skills. In this study, researchers examined students' interest in the teaching and learning process of listening utilizing The English We Speak Podcast, and it was discovered that ³ there was an increase in students' listening comprehension based on pre-test and post-test data.

According to the findings (Hajar et al 2020), podcasts had a significant positive impact on vocabulary acquisition, with the experimental group exhibiting a greater rise than the control group, demonstrating the use of podcasts in the teaching and learning process. Based on the pretest results, three pupils were classified as very bad, 8 as poor, 23 as moderate, and 4 as good, but none as very good. Students had a cumulative pretest score of 2225. However, this score demonstrated relevance. increased with therapy. In the posttest, none students were classified as poor. In total, 3 students were evaluated as moderate, 22 as good, and 10 as very good. The students' overall post-test score was 2785. Researchers determined that The English We Speak Podcast in listening learning for XI-7 students in the 2023/2024 academic year might be utilized to test the efficacy of podcasts in teaching listening skills. According to the research findings, learning through podcasts can improve students' interest and motivation to learn to listen because they can listen to any podcast they

choose. Researchers determined that using Podcasts for listening lessons can help students in grades XI-7 at SMAN 6 Kediri enhance their listening skills.

Previous research by Salsabila W (2017) found⁴ that Georgina's podcasts on Spotify impressed students with their significant and appropriate listening content, portability, and benefits for students, notably in subject asking and direction. This is demonstrated by the increasing average value of students. The average orientation score before and after therapy increased by 16,00 points, from 63,57 to 79,57. Aside from that, students are generally pleased with Georgina's podcast on Spotify, which includes teaching, asking questions, and providing suggestions. In theory, Georgina's Spotify podcast can help both teachers and students. Georgina's Spotify podcast has significantly helped students improve their listening abilities. Practically, the research findings show that⁴ Georgina's podcast is excellent in improving pupils' listening skills. According to the statement above, the English We Speak Podcast is very good in teaching and improving students' listening skills. The English We Speak Podcast can help interest and provide motivation to improve the listening skills of XI-7 students at SMAN 6 Kediri.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

After the study had been completely applied, the data needed could be gained and processed. Referring to the data and the results of the study, then the researcher presents some conclusions, implication, and suggestion:

A. CONCLUSION

In this section, the researcher presents the conclusions of the study. After conducting research and analyzing the results of the study, researchers can conclude the effect of the effective use of Podcasts on students' listening skills. Then the researcher found an improvement in aspects of students' listening skills, such as main idea, implied meaning, and explicit meaning.

It can be seen that in carrying out the pre-test, students still have an average score of 63.57 with the value of each aspect as follows Main Idea is 148 and the explicit meaning is 143 and the implied meaning is 154, if converted per aspect then the main idea gets 70.47 then the explicit meaning gets 58.36 and the implied meaning gets 62.65. With the acquisition of the total score in the pretest is 63.57. Where that students are still lacking in understanding each aspect given especially in explicit meaning.

So in the research conducted, the researcher gave a podcast that contained an understanding of the main idea, implied meaning and explicit meaning. In the post-test, students experienced an increase in each aspect, from the main idea students got a score of 174, the explicit meaning was 193, and the implied meaning was 190 which was converted to 82.85 for the main idea then the

explicit meaning got a score of 78.75 and the implied meaning got a score of 77.75.

In the data, an increase in skills was obtained by looking at their scores. Before the researchers gave the treatment, their total score was 2225 with an average score of 63.57. Then, after the researchers gave the treatment, the score increased to 2785 with an average score of 79.57.

From the results of the explanation above, it can be concluded that the use of podcasts for listening skills is very significant. However, the application of the use of this podcast still has many shortcomings, especially in the sample, in this study the sample was only taken from 1 class. And also this study only examined 3 aspects, namely understanding in the main idea, explicit meaning, and implied meaning. In this case, Podcasts are very effective as a learning support media. In addition, they also prefer to learn and try to practice. So they can filter how to practice listening correctly.

B. IMPLICATION

This research has implications that can be used in daily learning according to students' needs. Teachers are expected to pay attention to every aspect, especially on explicit understanding. In this study it can be concluded that students prefer learning to support their learning effectiveness. The researcher can conclude this because students can find the main idea, implied meaning, and explicit meaning which can encourage students' ability to listen to podcasts that can be accessed anywhere and anytime. Students also do not feel bored when learning takes place as long as the teacher is also right in sorting out the podcasts

used with the criteria for podcasts whose titles are interesting and easy to understand.

In the application of this learning, it can be developed again with podcasts by the teacher himself using interesting methods so that students are also interested while understanding the material. According to the researchers, this learning method is very influential and has a big impact on the learning process for students if applied regularly, so that students can improve their listening skills even better.

C. SUGGESTION

In this section, suggestions have been proposed for students, teachers, and future researchers.

1. For students

Students can use this learning method to help improve their listening skills. Students can explore many examples of Podcasts. In addition, Students should also start the habit of learning listening with any theme that students want. Then during the lesson students should focus on listening to what the teacher is teaching, and also pay attention to the directions from the teacher. This will help students learn listening skills

2. For teachers

Teachers can apply the use of podcasts to train students to find explicit information in podcasts. Using this learning method regularly with the aim of improving students' abilities. Because this podcast only uses themes from The English We Speak Podcast, it can be developed by exploring podcasts with

other themes that are more diverse and interesting which of course also improve students' listening skills.

3. For further researchers

Future researchers can develop on samples for Podcast learning and can examine the application of Podcasts on more student abilities so that the application of Podcast learning media is more tested and reliable. Researchers hope there are more variations in using the Podcast method for other English language skills. This method can also be creatively mixed and matched according to the conditions of the students and the place of research. It is also hoped that this research can be used to develop further research, which may still use Podcasts as a learning method.

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PAGE 2

PAGE 3

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PAGE 8

PAGE 9

PAGE 10

PAGE 11

PAGE 12

PAGE 13

PAGE 14

PAGE 15

PAGE 16

PAGE 17

PAGE 18

PAGE 19

PAGE 20

PAGE 21

PAGE 22

PAGE 23

PAGE 24

PAGE 25

PAGE 26

PAGE 27

PAGE 28

PAGE 29

PAGE 30

PAGE 31

PAGE 32

PAGE 33

PAGE 34

PAGE 35

PAGE 36

PAGE 37

PAGE 38

PAGE 39

PAGE 40

PAGE 41

PAGE 42

PAGE 43

PAGE 44

PAGE 45

PAGE 46

PAGE 47

PAGE 48

PAGE 49

PAGE 50

PAGE 51

PAGE 52

PAGE 53

PAGE 54

PAGE 55

PAGE 56

PAGE 57

PAGE 58

PAGE 59

PAGE 60

PAGE 61

PAGE 62

PAGE 63

PAGE 64

PAGE 65

PAGE 66

PAGE 67

PAGE 68

PAGE 69
