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

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for Obtaining a Bachelor's Degree in Education (*S.Pd*)

By:

RAYNATA ALFIS FIRMANSYAH

NIM: 2014050069

ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF NUSANTARA PGRI KEDIRI

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APPROVAL PAGE

Skripsi by:

RAYNATA ALFIS FIRMANSYAH
NPM: 2014050069

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Approved and Accepted By the Advisor to Be Proposed To the English Language Education Department Examination Committee Faculty Teacher Training and Education of University Of Nusantara PGRI Kediri

Date: July 15th, 2024

Advisor I

Dr. Yunik Susanti, M.Pd.
NIDN. 0718017801

Advisor II

Dr. Suhartono, M.Pd.
NIDN. 0714026901

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APPROVAL SHEET

Skripsi by:

RAYNATA ALFIS FIRMANSYAH
NPM: 2014050069

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Approved and Accepted by all its qualification by the Examination
Committee of University of Nusantara PGRI Kediri

Date: July 15th, 2024

And Declared to Have Fulfilled the Requirements

Committee Examiner:

1. Chairman   : <u>Dr. Yunik Susanti, M.Pd.</u>

2. First Examiner   : <u>Dr. Diani Nurhajati, M.Pd.</u>

3. Second Examiner : <u>Dr. Suhartono, M.Pd.</u>

The Dean of the Faculty of
Teacher Training and
Education University of
Nusantara PGRI Kediri

<u>Dr. Agus Widodo, M.Pd.</u>
NIDN. 196908241994031001

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STATEMENT LETTER

The undersigned below, I:

Name	: Raynata Alfis Firmansyah
Gender	: Male
Place/Date of Birth	: Ngawi, May 28th, 2001
NPM	: 2014050069
Faculty/Department	: FKIP/S1 English Education Department

States that:

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   plagiarism from the work of others.

Kediri, July 15th, 2024
The Writer

Raynata Alfis Firmansyah
NPM. 2014050069

MOTTO AND DEDICATION

MOTTO:

Don't back out, finish what you started

DEDICATION:

With gratitude and respect, this thesis is fully dedicated to my beloved parents who always provide unlimited support, prayers, and affection, supervisors who have provided guidance and direction with patience, friends who always provide encouragement and moral support, my beloved alma mater which has provided an opportunity to gain knowledge, and all those who have helped both directly and indirectly in the preparation of this thesis.

ABSTRACT

Raynata Alfis Firmansyah: 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, Teaching Listening

English listening skills at SMAN 6 Kediri are still relatively low, especially in understanding the main idea, implied meaning, and explicit meaning. To address this problem, this study aims to examine the effectiveness of using podcasts as learning media in improving students' listening skills. The focus of this study is to see whether the use of 'The English We Speak' podcast can make a significant difference to the listening skills of grade XI students at SMAN 6 Kediri. "The research questions are: 1) What is the listening ability of students before being taught using 'The English We Speak' podcast? 2) What is the listening ability of students after being taught using 'The English We Speak' podcast? 3) Does 'The English We Speak' podcast have any effect on students' listening ability? The purpose of this study is to identify students' listening skills before being taught using podcasts, to identify students' listening skills after being taught using podcasts, and to find out whether there is an effect of using "The English We Speak" podcast on students' listening skills.

This study used quantitative method with pre-test and post-test design. The sample consisted of 35 students of class XI at SMAN 6 Kediri. Data were obtained through listening skill tests before and after the application of podcasts as learning media. Data were analysed using t-test to determine the significance of the difference between pre-test and post-test results.

The results showed a significant improvement in students' listening skills after using podcasts as learning media. Students' average score increased from 63.57 in the pre-test to 79.57 in the post-test. The t-test results showed a t-value of -13.426 with 34 degrees of freedom, which is greater than the t-table value at the 5% significance level, indicating that this improvement is significant.

From this study, it can be concluded that the use of 'The English We Speak' podcast is effective in improving students' listening skills, especially in understanding the main idea, implied meaning, and explicit meaning. The implications of these results suggest that the integration of digital media such as podcasts in English language learning can significantly support the improvement of students' listening skills, so it can be considered to be implemented in the learning curriculum in schools.

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

Kediri, July 15th, 2024

Raynata Alfis Firmansyah
NPM: 2014050069

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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 Georgina's podcasts on Spotify impressed students with their significant 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 with 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.

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