

The Influence of Audio Podcast in Improving Students' Interest in Learning English for 7th grade of SMP Bumi Cendekia Yogyakarta

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ABSTRACT

The purpose of this research is to know the effectiveness of podcast in improving students' interest in learning English. The method is quantitative method, and the design is quasi-experimental. Population of the research is the VII grade of SMP Bumi Cendekia that consists of 43 students. The research used purposive sampling because those classes almost have similar ability in English. VII B as the control class and VII A as the experimental class. The instrument of this research is interest in learning English and it was conducted before and after using the treatment. The result of the data was analyzed using SPSS25. The mean score of control class post-test is 48.86 and the mean score of experimental class posttest is 52.29. Therefore, the result is $3.380 > 2.020$. The meaning is that $t > t_a$ (t observation is higher than t_a t-table). That means H_0 is rejected and H_a is accepted. Based on the data above, the results shows there is an effectiveness of podcast in improving students' interest in learning English.

I. INTRODUCTION

Studied along with a literature Effendy (2010) stated that language lesson must be filled by language activities, not only by learning language rules. Language learning is not only as a knowledge, but it is used in daily life as a tool to interact with another people who understand the language [1]. Understanding and learning the rules in a language is important. The focus of language learning should be on how students can use the language in their real life, not only as knowledge [2]. The teaching and learning of English are intended to master the four language skills, such as: listening, speaking, reading, and writing. These four skills are the essential elements to understanding the basic of English. So, the students can increase the quality of learning English [3].

Stated many students say that learning English is difficult, and the students feel happy if the English teacher doesn't come to teach [4]. By showing an avoidant attitude or feeling unhappy when students do not study English, it shows that a lack of students' interest in English learning is low Slameto (2010). Students' interest is a thing that must be considered by English teachers in teaching and learning activity [5]. Stated interest is one of the strong motivation for learning English [6]. In-class, the teacher tries to explain the material well, but the teacher also needs media to help the teaching and learning process, so the students can understand and learn English easily [7] [8].

The reality shows that many junior high schools use monotonous method or just focus on textbooks. The lack of media used for teaching and learning activities can be ineffective. The problem found in the initial observation in 7th grade of SMP Bumi Cendakia, the students were assigned to

read the text on the textbooks. In the implementation of learning, the teacher use lack of media in explaining the material. The teachers focus on textbooks, which made some students do not focus on learning activities. Therefore, most of students didn't pay attention to the material explained by the teacher. Therefore, the students feel difficult in understanding the material taught by the teacher. So that, the students' interest and learning outcomes were low. To solve the problem, the teacher is required to know and understand the learning media and to participate in various training and workshop activities in order to increase the creativity in choosing and using learning media, teacher has to understand the purpose of learning, because media as a tool on process will not be understood without a clear purpose in learning.

Previous studies discussing podcast media and student interest in learning were conducted by [9], [10], [11], [12] and [2]. Based on some relevant studies proposed above, the researcher wants to conduct the different study in terms of teaching by using podcast. The researcher wants to know the effectiveness of using podcast in improving students' interest in learning English. It means that the main effect toward the students' interest in learning English using audio podcast.

Audio podcast in learning activity can improve ordinary thinking skills Syofianis et al [13]. The advantage of audio podcast media is makes teaching and learning more enjoyable and interesting. Therefore, audio podcast is expected in improving students' interest in the English learning activity. Based on the description above, the research is interested in conducting a study entitled "The Influence of Audio Podcast in Improving Students' Interest in Learning English for 7th grade of SMP Bumi Cendekia Yogyakarta." The objective of the study is to find out the effectiveness of using podcast in improving students interest in learning English for 7th grade of SMP Bumi Cendekia.

II. METHODS

The quantitative research is used by the researcher as the method [8]. This research is quasi experimental in quasi-experimental research, there was be experimental and non-experimental properties used in the study. This research used two classes which consist of control class and experimental class [14]. Therefore, the researcher used the same materials and tasks but with a different treatment for control and experimental class. In experimental class, the researcher is used audio podcast. While in controlled class did not use the audio podcast [15].

This study was carried out at SMP Bumi Cendekia Yogyakarta which is located on Rumah Budaya Joglo Abang, Gombang, Tirtoadi, Mlati, Sleman, Yogyakarta 55287. This research was implemented on the second semester, from April to June 2022. The population in this study is all of the students in SMP Bumi Cendekia Yogyakarta. The sample of this study is 7thA and 7thB grade students, totally 43 students at SMP Bumi Cendekia Yogyakarta. The research used purposive sampling as the sample collection technique. The reason for choosing purposive sampling is because

the research has own determined criteria to get representative sample. The research chose class VII B as the control class and class VII A as the experimental class.

figure 1 Step of Research

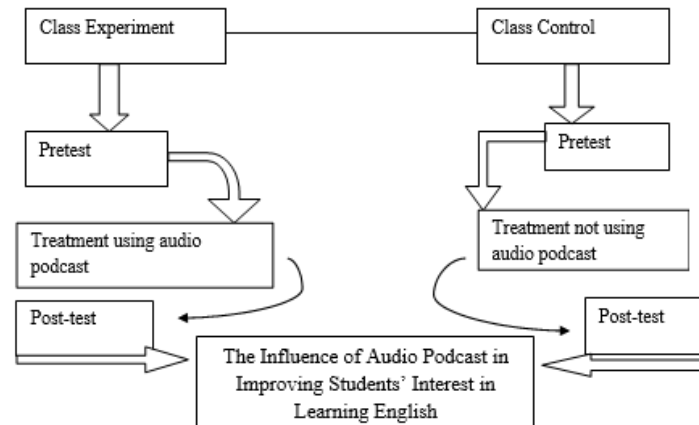


Table 1 experimental class and control class

Class	Pretest	Treatment	Posttest
Experiment	O1	X	O3
Control	O2	-	O4

Data collection techniques in this study were through observation, interviews, documentation and questionnaires. The research instruments is used to collect all the data needed to solve the problems in research activities using various research methods. The type of instrument is a questionnaire. Questionnaire was given on the pretest and posttest. This questionnaire was to find out students' interest in learning [16].

Data analysis in this research have very important role. Based on Franken and Wallen (2009) the data analysis is all of process to collect the data in the research. In analyzing the research data, the researcher uses 2 stages: (1) Descriptive statistics, Descriptive statistics used to present the data obtained through the results of pretest and posttest learning [17]. This descriptive statistical calculation uses SPSS.25 program. (2) Hypothesis analysis, Because the hypothesis analysis is temporary answer of the formulation research problem proposed, before doing the hypothesis test, normality test and homogeneity test are conducted firstly [18].

III. RESULTS AND DISCUSSION

3.1. Results

In the data description, the researcher was explained the test results to the sample of the students of SMP Bumi Cendekia Yogyakarta. The research was conducted at SMP Bumi Cendekia Yogyakarta started from March to June 2022. The research subjects were VII A students as the experimental class

and VII B students as the control class. The study was conducted for 3 meetings for each experimental class and control class. The difference between the experimental class and the control class was the way the teacher explained the material. In the experimental class, the teacher delivered the material using Podcast audio media while in the control class, the teacher delivered the same material as usual using the lecturing method and printed book. The difference in the way the teacher explained the material that determined the effectiveness of using Podcast audio media in increasing interest in learning English. Before the research activity was carried out, a pretest of interest in learning English was conducted first. The pretest of interest in learning English for the control class was held on Friday, June 3, 2022 while the experimental class was on Wednesday, June 8, 2022. The pretest was conducted to determine the students' interest in learning English before being given treatment.

Based on the data obtained, the researcher analyzed the test score from the experimental class and control class by calculating the value of t-test. Before using t-test, it was necessary to find out the normality and homogeneity values from the data.

a. Normality Test

Normality test was carried out as a requirement test for analysis. The normality test aimed to determine whether the distribution data in the experimental class and the data distribution in the control class were normally distributed or not. The normality test was carried out using SPSS 25 for windows assistance program.

Table 4.1

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Interes	Pretes Eksperimen (SGGM)	.141	21	.200 [*]	.944	21	.259
	PostTes Eksperimen (SGGM)	.171	21	.110	.903	21	.040
	Pretes Kontrol Konvensional	.086	22	.200 [*]	.975	22	.827
	PostTest Kontrol Konvensional	.130	22	.200 [*]	.941	22	.203

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on table 4.1 above, in the experimental class, the Asymp Sig Kolmogrov-Smirnov score on the pretest of learning interest in English was $0.200 > 0.05$ and the posttest of learning interest in learning English was $0.110 > 0.05$. In the control class, the Asymp Sig Kolmogrov-Smirnov score on the pretest interest in learning English was $0.200 > 0.05$, and the Posttest of learning interest in learning English was $0.200 > 0.05$. The data is normally distributed if the output of Kolmogrov-

Smirnov with the Asymptotic Sig coefficient value is more from the specified alpha value, which is 5% (0.05). These results show that the pretest and posttest data for the experimental class and the control class are normally distributed.

b. Homogeneity Test

After the normality test, a homogeneity test was carried out to determine whether the data group comes from a homogeneous population or not. The homogeneity test used SPSS 25 for windows program.

Table 4.2

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
MINAT_BELAJAR	Based on Mean	2.129	1	41	.152
	Based on Median	2.228	1	41	.143
	Based on Median and with adjusted df	2.228	1	35.808	.144
	Based on trimmed mean	2.087	1	41	.156

Based on table 4.2 above, the Sig value on the Levene Statistics is posttest interest in learning English at the experimental class and control class 0.152. It is more than 0.05. From these results, it could be concluded that the experimental class data and control class data were homogeneous (same).

c. Hipotesis Test

Prerequisite test was conducted to find out the experimental class and control class data were normally distributed and homogeneous (same). After the data was confirmed to be normality distributed and homogeneous (same), then the hypothesis test could be done. The hypothesis testing in this study used the t-test, paired sample t-test and independent sample t-test. The criteria used to make a hypothesis decision with a significance level of alpha 5% (0.05) if the probability significance (sig) < 0.05 then the hypothesis H_0 was rejected otherwise if the probability significance value (sig) > 0.05 then the hypothesis H_a was accepted. The results of the posttest test were used to determine the difference in scores in the two classes after receiving treatment. The data that had been collected then being analyzed with the help of the SPSS 25 for windows program. The comparison of posttest scores for the interest in learning English in the experimental class and the control class could be seen in the following table:

Table 4.3 The Result of t-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PREEKSPERIMEN	45.76	21	3.807	.831
	POSTEKSPERIMEN	52.43	21	2.712	.592
Pair 2	PREKONTROL	44.73	22	3.820	.814
	POSTKONTROL	48.82	22	4.171	.889

Based on table 4.3 and 4.4 above, Experimental class achieved the higher score than control class because the mean value of the experimental class is 52.43 and the control class is 48.82. Therefore, the mean value of the experimental class is greater than the mean value of the control class. In this case, there was a significant difference between two methods applied in improving students' interest in learning English. In other words, media seemed to have significant effects on improving students' interest in learning English.

Table 4.4

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper			
Pair 1	PRE_EKSPERIMEN - POST_EKSPERIMEN	-5.571	6.153	1.343	-8.372 -2.771	-4.150	20	.000
Pair 2	PRE_KONTROL - POST_KONTROL	-4.045	7.606	1.622	-7.418 -.673	-2.495	21	.021

Referring to Arbain the score criteria were as follows: Score 0-39 was in bad level, score 40-54 was in poor level, and score 55-69 in sufficient level. From table 4.4 above it could be known that the average score of students learning English interest was 52.43. It meant that the average score of students learning English interest was in enough level [19]. The criteria was used to make a hypothesis decision with a significance level of 5% (0.05), namely if the t-value < t-table or sig > 0.05 then H_0 was accepted and H_a was rejected, which means using audio podcast was not effective in influencing the students' interest in learning English for 7th grade of SMP Bumi Cendekia. On the other hand, if the value of t-count > t-table or sig < 0.05, then H_0 was rejected and H_a was accepted, which means that using audio podcast was effectiveness in influencing the students' interest in learning English for 7th grade of SMP Bumi Cendekia. The result of t-test could be seen in the following table:

Table 4.5 The Result of Independent Sample

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
MINAT_BELAJAR	Equal variances assumed	2.129	.152	3.348	41	.002	3.610	1.079	1.432 5.789
	Equal variances not assumed			3.380	36.259	.002	3.610	1.068	1.445 5.776

Based on table 4.5 above, by using the independent sample t- test calculation, the posttest t-test data obtained from the experimental class and control class with the t-value of $3.348 > t\text{-table } 2.020$ and the value of sig. (2-tailed) $0.002 < 0.05$. So, it can be concluded that H_0 : is rejected and H_a : is accepted, which means there is an effectiveness of using podcast in improving students' interest in learning English for 7th grade of SMP Bumi Cendekia.

3.2. Discussion

The discussion of research finding proposed before mainly focused on the hypotheses testing. This research aim is to know the effectiveness of using podcast in improving students' interest in learning English for 7th grade of SMP Bumi Cendekia Yogyakarta used both in the control and experimental class. Therefore, here, to obtain the data, the researcher just used a questioner as a tool to collect the data, because the researcher just wanted to know the students' interest in learning English.

Treatment	Mean Scores
Podcast	52,43
Lecturing Method	48,82

The table above showed that between two methods used in improving students' interest, the most effective media was podcast which has the mean scores 52,43, and lecturing method with the score 48,82. It can be concluded that both the control and experimental group were different where the experimental class taught by using media were high than the control class taught using lecturing method. Those result were also same with testing result of hypothesis showing that there was a difference in improving students' interest in learning English taught by using podcast and lecturing method. It is suitable with the statement of Gagne, in Sadimans [20] entitled *Podcast Sebagai Media Pembelajaran Di Era Milenial* found that the media was an important component in learning so that students were stimulated to obtain information. From this, the students can download and listened

material in podcast media anytime and anywhere. This was different from lecturing method where the learners were not guided by any media in learning English. The teachers just explained materials more in front of class. Therefore, the learners were bored and not interest in learning English.

According Romainah [21] the score criteri as were as follow: Score 30-55 was in very low level, score 56-86 was in low, and score 87- 119 was in moderate level. From table 4.4 above, it could be known that the average score of students' interest was 52,43. It so, the average score of student interest to learn English was in moderate level. It could be concluded that students at SMP Bumi Cendekia Yogyakarta likes over the audio podcast as a medium to help learning English. This result has the same finding with the study from Creswell [22] stated that correlation design was procedures in quantitative research in which investigators measured the degree of association (relationship) between two or more variables in using the statistical procedure of correlation analysis. From table 4.5 it could be known that the correlation between Podcast to improve students' learning English interest at SMP Bumi Cendekia Yogyakarta on the person producted moment correlation coefficients was 0.328 for significance level 0.01.

The data of independent test showed that there was a significant difference statistically between the experimental and control class in the result of Post-Test. Otherwise stated, there was an influence of using audiopodcast in improving students' interesting. Therefore, in the final analysis, it is already proved that there was influence of audio podcast. In specifically, this result answers the question of "is podcast effective in improving students' interest in learning English for 7th grade of SMP Bumi Cendekia?" This question is developed from the title of this research "The Influence of Audio Podcast in Improving Students' Interest in Learning English for 7th Grade of SMP Bumi Cendekia".

IV. CONCLUSION

Based on the results of the research data analysis and discussion that had been described previously, it could be concluded that the results of this study indicated the calculation of the average posttest value of the experimental group of 52.29 which was higher than the average of the control group of 48.86, the results of data analysis showed t-value $3.380 > t\text{-table } 2.020$. This meant that there was a significant difference between the posttest results of the experimental class that used the audio podcast learning media with the control class that used lectures and used textbooks only. This could be interpreted that learning that used Podcast audio media, had a high increase in learning interest compared to learning that did not use Podcast audio media, even though the increase was small. Thus, it could be concluded that there was an audio podcast effectively influencing the students' interest in learning English for 7th grade in SMP Bumi Cendekia

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