

**THE UTILIZATION OF THE VOA PODCAST FOR EFL'S RESPONSE
TASKS OF LISTENING ACTIVITY AT MAN 3 NGAWI**

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Abstract

Voice of America (VoA) Podcast is one of the media for English learning that broadcasts various information with an American accent. This provides a wide range of materials video and audio to train response task skills in listening activities. This study aims to determine the achievement of EFL at the secondary level at MAN 3 Ngawi in listening to response tasks through VOA podcasts. This study employs quantitative with a quasi-experiment design. It utilizes a pretest-posttest as the technique of collecting data and an independent sample T-Test as the data analysis. This study showed that the utilization of VOA podcasts on response tasks is proven effective for students' listening. It revealed that the value of statistical data (significance value) was 0.000 (Less than 5 %). It means that the VOA podcast contributes to increase students' response tasks in listening material. It also drives students' enthusiasm and activeness in the learning process to attain good learning outcomes. On the other hand, the teachers can choose and determine various suitable and interesting learning alternatives.

Keywords : Response Task, Listening, VoA Podcasts

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A. INTRODUCTION

The world of education requires a creative, competitive, and innovative generation. This can be achieved by optimizing technology as a learning aid, producing results that better catch up or change the weather. The importance of technology in education makes educators continue to innovate. Audio is an increasingly powerful medium in the digital age. This is also supported by the growing popularity of podcasts and new audio.⁶ These devices were rapidly gaining popularity worldwide. Only some people are familiar with audio podcasts, starting with Apple broadcast users. As of now, it can be accessed freely from online platforms.. Podcasts were introduced in 2005, but it was not until 2007 that they started to attract listeners. At the time, some podcast downloaders were running several variations of podcasts by category.⁷ Podcasts in various fields, including the education sector, are becoming more common. The integration of technology into education is nothing new. Technology has played a role in teaching and learning. In the late 1970s, the first computers were integrated into schools.⁸

Technology has played a role in teaching and learning. In the late 1970s, the first computers were integrated into schools.⁹ The use of podcasts in learning activities attracts interest in learning for students so that students will more easily understand learning topics which will have a positive impact on their listening outcomes and, can increase interaction between teachers and students.

Podcast are generally a useful tool for encouraging and advancing English language learning.¹⁰ Podcasts in the English languages are a learning

⁶ Thomas Moore, 'Pedagogy , Podcasts , and Politics : What Role Does Podcasting Have in Planning Education ?', February, 2022 <<https://doi.org/10.1177/0739456X221106327>>.

⁷ Freja Sørine Adler Berg, 'Independent Podcasts on the Apple Podcasts', 2021, 110–30.

⁸ S Shoimov, 'WAYS TO DEVELOP PEDAGOGICAL COMPETENCE IN FOREIGN LANGUAGE TEACHING', *Jizzakh State Pedagogical Institute*, 2020.

⁹ Nazokat Baratova, 'TEACHING LISTENING COMPREHENSION IN ENGLISH THROUGH', *Academic Research in Educational Sciences*, 4.4 (2023), 69–73.

¹⁰ Haryanto Atmowardoyo and Kisman Salija, 'PODCAST EFFECTS ON EFL LEARNERS LISTENING', 1996, 1–10.

resource. Podcasts are one of the most helpful learning resources and bring many benefits. Podcast proves to students who prefer to avoid the English language because learning. ¹¹ English is boring because learning uses chalk, marker, and whiteboards or long and very boring texts even though we can use podcasts or other media to learn English. ¹² The listener of English listening must focus on listening because if the listener focuses on listening the listener can distinguish sounds, comprehend language and syntax, decipher tone and meaning, take everything into account at one, and adjust to the sociocultural context of the speech heard, and listeners will accomplish their intended goal¹³. Therefore, it need an integration with the use of technology in learning activities such listening the content of podcast or implement podcasting in classroom¹⁴.

The technology of podcasting is relatively new and is becoming a very well-liked teaching approach that enables students to check from anywhere at any time.¹⁵ Learning the make it easier to popularize an area that students typically do not give much attention to and are not as enthusiastic about the material given.¹⁶ Thus, the teachers and educator can use a variety of podcasts with their students, including authentic podcasts, an educator produced a podcast, students produced a podcast. ¹⁷ Podcasts can be studied independently and can be learned anywhere. Podcasts, such as VOA podcast and BBC

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¹⁶ Michael Yeldham and Yu Jing Gao, 'Examining Whether Learning Outcomes Are Enhanced When L2 Learners' Cognitive Styles Match Listening Instruction Methods', *System*, 97 (2021) <<https://doi.org/10.1016/j.system.2020.102435>>.

¹⁷ Dhea Saragih and others, 'The Use of Podcast in Improving Students ' Listening Skill of', 1.2 (2022), 57–68 <<https://doi.org/10.54012/ijcer.v1i2.81>>.

podcast, can be found online.¹⁸

VOA is an authentic material that can help the students to hear natural language or real speech from native speakers in real life using an American accent. VOA can be heard or downloaded on the internet, and choose the form of VOA. Various kinds of material will appear as desired, such as audio, video, audiovisual or multimedia according to their material.¹⁹ Podcasts help teachers in teaching listening because podcasts provide audio for materials. Listening has the macro skill and micro skill, which podcasts can train. one particular listening skill that plays a significant role in the listening process is the macro skill of listening.²⁰

It consists of listening function, style, fluency, nonverbal communication, and strategic options. The more substantial components of a top-down listening task approach are the focus of macro skills. Macro skills are involved in a top-down approach in listening activities which is the approach applied and the directions established by leadership and delivered to teams within an organization from teacher to student. Top-down developed in extensive listening. A popular genre assessment task that requires extensive listening involves showing the test taker a stimulus monologue or conversation. It is then required to reply to a series of comprehension queries.²¹

The reality of teaching listening in real-world situation still differs greatly from expectations. For students, listening can be very difficult since they frequently have trouble deciphering the significance or intent of the sound.²² There are a few reasons why students struggle with the listening component. First of all, students require assistance in their everyday lives

¹⁸ Lio, 'The Use of Audio Podcast for Teaching Listening Comprehension', *Journal of Language Education and Educational Technology*, 2019.

¹⁹ Wahyu Dwi and Savitri Nuryadi, 'Teaching Listening Comprehension through Voice of America (Voa) Special English Broadcast', 2013.

²⁰ Aries Fachriza and Universitas Darussalam Gontor, 'The Effect of Audio Podcast Application on Guessing Meaning Skill on Teaching Listening Comprehension', 4.1 (2020).

²¹ Aries Fachriza, Naajihah Mafruudloh, and others, 'B Ottom-up Strategy in Teaching Listening for Academic Purposes for EFL in Pesantren-Based University', 7.2 (2022), 269–84.

²² Hesti Rokhaniyah, Shoffin Nahwa Utama, and Nurhana Marantika, 'Employing Reciprocal Teaching to Overcome Learners' Barriers to Effective Listening', 4778.2016 (2020), 37–45 <<https://doi.org/10.24256/ideas.v8i1.1259>>.

because English is a foreign language. Additionally, listening materials typically employ a variety of idioms, uncommon vocabulary, and accents. Another important consideration is that student must comprehend a listening exam delivered in the native voice even though they are accustomed to hearing non-native speakers in the classroom.²³ To attain this target, educators can utilize a variety of media to help students learn languages, particularly in the area of listening. Furthermore, technology as media maintains the roles of the traditional education system, which includes parents, schools, and teachers, while facilitating interactive learning backed by a variety of learning resources.²⁴

Podcasting is a modern form of technology that allows users download and play a variety of digital audio and video broadcasts on mobile devices. It is among the most effective tools for teaching listening skill. ²⁵ the students might be encouraged to install the podcast application from internet services to their smartphone. ²⁶ Podcasts were advantageous to students because they could be used as supplementary resources or even as a media for teaching and learning listening.²⁷ it was because that podcasts can train students how to be independent language learners, they can use podcasting to become more comfortable speaking and listening in English outside of the classroom. Based on the definition and explanation above, this study focus on the problem statement is formulated as follows “***Does the student of the second grade at MAN 3 Ngawi achieve better in understanding their listening on response tasks skill through the VoA podcast?***”

²³ Dyan Indahsari, ‘Using Podcast for EFL Students in Language Learning’, September, 2020, 103–8 <<https://doi.org/10.21070/jees.v5i2.767>>.

²⁴ Retnawati, ‘Efforts to Support and Expand the Use of Educational Technology as a Means of Delivering Learning’, *International Journal of Indonesian Education and Teaching (IJIET)*, 3 (2019), 128–37.

²⁵ Tryanti Abdulrahman and others, ‘THE IMPACT OF PODCASTS ON EFL STUDENTS’ LISTENING’, 2017.

²⁶ Sita Yiemkuntitavorn, ‘Development of Podcasts to Enhance Foundation English Proficiency of Undergraduates at Sukhothai Thammathirat Open University’, 13.1 (2021), 31–41.

²⁷ Mohsen Fardavoodi, Salah Ismaili, and Gojar Morteza, ‘Investigating the Effect of Using Educational Podcasts on Listening Comprehension of Language Learners’, 1.1 (2020), 101–6.

Based on the questions described above, the study aims to determine the achievement of student in second grade at MAN 3 Ngawi in their listening on response tasks through the VOA podcast contents.

The research's findings will benefit the reader, especially for students, teachers, and researchers in the English Language Teaching context. There are benefits:

1. For the EFL learners, the content of VoA Podcasts contribute to give many experiences and training in listening on response tasks .
2. For the teacher: to give the teacher alternative variation material in teaching listening to EFL in secondary level
3. For the other researchers: to suggest the other researchers to analyze the effectiveness of VoA Podcast contents in enriching students' skill .

B. Research Method

The research method employs quantitative method. Conducting quantitative research involves collecting and analyzing numerical data. It can be used to make predictions, find averages and trends, test chance relationships, and extrapolate results to larger population.²⁸ In order to find patterns and averages, make predictions, test disorganized relationships, and enable more generalization of research findings, quantitative research involves gathering and evaluating data in the form of numerical data.

Through gathering quantitative data and analyzing it with mathematically based techniques, quantitative research aims to explain actual phenomena.

The research design the writer used was quasi-experimental, using a non-equivalent control group design. This design includes a pre-test and post-test. The research conducted a pre-test before treatment to the students and a

²⁸ Suci Rahma Annisa, Aryuliva Adnan, and Leni Marlina, 'The Relationship between Listening Anxiety and Listening Comprehension of English Department Students in Basic Listening Classes at Universitas Negeri Padang.', *Journal of English Language Teaching*, 9.3 (2020), 510–19 <<https://doi.org/10.24036/jelt.v9i3.109344>>.

post-test after treatment to the students. The objective of this study is to obtain accurate results through testing. This design can be described as follows:

Table1. The Research Design

Class	Pre-Test	Treatment	Post-Test
Experiment	O1	X	O2
Control	O3		O4

Notes:

O1: Pre-Test Experiment Class

O2: Post-Test Experiment Class

O3: Pre- Test

Control Class

O4: Post-Test Control Class

X: Experiment using the VOA Podcast

A nonequivalent control group design is used in this study as a quasi-experimental design. Two groups, which are not chosen at random in this design: the experimental group and the control group. The researcher selects pre-existing groups that seem comparable, but in which only one group receives the treatment. By selecting groups that are as similar as possible or by controlling for confounding variables in their analysis, researchers attempt to take into account any potential confounding variables when using this type of design. A pretest is administered to both groups to assess the condition before treatment.²⁹ Then, whereas the control group receives no special treatment, the experimental group does. A posttest is administered to both groups following the treatment to gauge the variables. The effectiveness of the VOA podcast can then be observed.

The variable is any object the researcher chooses to study and then collects data on to conclude. The research variables will be as follows:

²⁹ Joseph Siegel and Aki Siegel, 'Getting to the Bottom of L2 Listening Instruction: Making a Case for Bottom-up Activities', *Studies in Second Language Learning and Teaching*, 5.4 (2015) <<https://doi.org/10.14746/ssllt.2015.5.4.6>>.

1. Independent variable (X): VOA Podcast

2. Dependent variable (Y): Listening

This research was conducted at MAN 3 Ngawi in the English subject and focused on listening skills. The role of the research is as a teacher, and the treatment will be carried out in the experimental group and control group as follows:

Table 2. Teaching activities both on Experimental and Control Group

Activities	Experimental Group	Control Group
Pre-Listening	The teacher greets them and asks how student's life	The teacher greets them and asks how student's life
	The teacher read the attendance Sheet	The teacher read the attendance sheet
	The teacher provides an understanding of the teaching and learning process by using the VOA Podcast	
While-Listening	The teacher explains the material that students will listen to with podcasts	The teacher directs students to listen to the podcast carefully
	The teacher directs students to listen to the podcast carefully	The teacher plays the other podcast
	The teacher plays the VOA Podcast	The teacher plays BBC podcast
	The teacher asks the students whether the students understand the podcast	
Post-Listening	The teacher asks the students to summarize the material	The teacher gives a summary of the material

The teacher gives a summary of the material	The teacher closes the lesson by praying and greeting
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The teacher closes the lesson by praying and greeting

The techniques used by researchers in data collection are as follows:

a. Test

The test is a form of evaluation of learning outcomes to measure how far learning has been achieved. The first test is given before students do the learning (pretest), and the second is given after the students do the learning (posttest). This was done to determine the differences between students before and after being given a test.

b. Documentation

The documentation is one way to provide quantitative information, such as the number of teachers and students in the school. In this study, documentation to obtain profile data of second grade students at MAN 3 Ngawi. Following the gathering information from each respondent and other data source, data analysis is the next step. Data analysis involves a number of tasks, including grouping data according to variables and respondent types, tabulating data according to the variables under study, performing calculation to provide an answer to the problem formulation, and performing calculations to verify the hypotheses that have been put forth. Statistics are used in data analysis methods in quantitative research.⁵⁵ The data analysis to be carried out is as follows:

a. Normality Test

A normality test's findings show whether or not the sample data originated from a normally distributed population. Usually, it's done to make sure the researcher's data have a normal distribution. If the data distribution is

normal, it is easy to do the t-test.

b. Homogeneity Test

A statistical test procedure called the homogeneity test seeks to demonstrate that two or more groups of data samples are drawn from populations with the same variance. The homogeneity test is used to prove that the data groups come from the same sample to determine the t-test statistic that will be used in hypothesis testing. In this research, homogeneity testing used SPSS 22 using the homogeneity of variance test. The significance level used is $\alpha = 0.05$.

To test the formulated the hypothesis, an independent sample t-test using SPSS 22 is necessary. Hypothesis testing uses the following hypothesis formula:

$H_0 = \mu_1 = \mu_2$ (hypothesis null) means that VoA Podcast does not contributes well in examining students' response tasks in listening activities

$H_a = \mu_1 \neq \mu_2$ (hypothesis alternative) means that VoA Podcast contributes well in examining students' response tasks in listening activities

$H_0 =$ VOA podcast does not give benefits for the students in achieving response tasks in listening skills.

Alternative Hypothesis (H_a) : $H_a =$ VOA podcast gives benefits for the students in achieving response tasks in listening skills.

The assumption of the hypothesis is as follows: If $t_{count} < t_{table}$, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted.

C. FINDINGS AND DISCUSSION

1. Research Findings

The research conveyed descriptive analysis to explain the data from the results of the pre-test and post-test of the experimental class and control class, which explained minimum value, maximum value, and standard

deviation as shown as follows:

Table 3. Descriptive statistic

	N	Minimum	Maximum	Mean	Std Deviation
Pre-Test Experiment	22	70	100	98.18	6.645
Post-Test Experiment	22	70	100	96.36	8.477
Pre-Test Control	22	40	100	82.73	16.671
Post-Test Control	22	70	100	91.36	10.372

According to the table above, N shows the number of students in the experimental and control classes with the same number 22, in the experimental class, the pre-test average of 98.18, and the lowest achievement value of 70, and the highest achievement value of 100. The post-test value averages of 96.36, with the lowest value of 70 and the highest value of 100. Furthermore, the learning outcomes of the control.

Table 5. Test of Normality

Class	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	d.f	Sig.	Statistic	d.f	Sig.
Pre-Test Experiment	0.517	2	0.00	0.31	2	0.00
Post-Test Experiment	0.484	2	0.00	0.497	2	0.00

Pre-Test	0.169	2	0.10	0.85	2	0.01
Control		2	4	5	2	5
Post-Test	0.297	2	0.00	0.78	2	0.00
Control		2	0	7	2	0

The table shows the experimental pre-test with a value of 0.000, which means the data value is not normally distributed. While the experimental post-test value with a significant level of 0.000 which means the data value is not normally distributed. The table shows that the control class pre-test has a significant level of 0.104, meaning that the value data is normally distributed. While the control class post-test value has a significant level of 0.000 which means that the value data is not normally distributed.

Table 6. Test of Homogeneity

	Levene Ststistic	df1	df2	Sig.
Mean	2.472	1	42	.123
Median	4.776	1	42	.034
Df	4.776	1	39.564	.035
Trimmed Mean	3.494	1	42	.069

From the table above, it can be seen that the homogeneity test with the results based on mean $0.123 > 0.05$, then the data in this study includes homogeneous data.

Table 7. Ranks Statistic

Class	N	Mean	Sum of
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		Rank	ranks
Experiment	22	29.14	641.00
Control	22	15.86	349.00
Total	44		

Table 8. Test of Statistics

	Learning Outcomes
Mann-Withney U	96.000
Wilcoxon W	349.000
Z	-3.917
Asymp.Sig (2-Tailed)	0.000

According to the Mann-Whitney test table above with the experimental and control class posttest results of Asymp. Sig (2-tailed) which is $0.000 < 0.05$, it means H_0 is rejected and H_a is accepted. This proves a difference in learning outcomes between the VOA podcast in response tasks of listening and the BBC podcast in response tasks of listening. It can be concluded that VOA podcasts have a beneficial on learning outcomes in response tasks of listening for second grade students at MAN 3 Ngawi.

2. Discussion

The steps during learning are as follows: the teacher's first step is to link the material to be presented with students' experiences or daily lives. This aims to sharpen students' imaginative thinking and build students' knowledge and skills through direct experience. Then, the teacher provides some new vocabulary contained in the podcast being taught to help students understand the podcast that will be given. Then, the teacher plays the podcast in front of the class using a projector and asks students to pay close attention. Then, the teacher plays the podcast three times. After the podcast has finished playing, the teacher asks the students to provide some conclusions from the podcast. Then, the teacher also gave some conclusions from the

podcast. In the end, the teacher gives several series of comprehension questions to the students to find out the student's understanding. This follows response tasks, where students respond to a series of comprehension questions after students listen to a monologue or conversation stimulus.

Before conducting the treatment, the researchers tested the validity of the questions first. The validity test of the questions was tested twice. The first validity test was tested on experts, and the second was tested on the students of MAN 3 Ngawi with a class equivalent to the sample to be used in this study, which is student class XI. The validity test was conducted on student class XI B. The experimental class and control class that will be used in this study are student class XI C as the experimental class and student class XI A as the control class.

The next step after the validity test was completed, the researcher conducted a pretest in the experimental and the control classes. during the first period of the lesson. At the time of the pretest the researcher played the video three times and instructed the students to listen to the podcast properly, after the video had finished playing three times the students worked on the response tasks provided by the researcher and the results obtained in this pretest were satisfying. After the pretest was complete, the next step was to start treatment in the experimental and the control classes.

The first treatment, researcher gave a podcast title different from the one given during the pretest. Before the researcher played the podcast, the researcher gave some vocabulary contained in the podcast to make it easier for students to understand the podcast. After that, the researcher connected the podcast material to the student's background knowledge because the researcher used the top-down process in this study. The researcher played the podcast three times and after that the researcher asked the students to give a few conclusions from the podcast and the researcher also gave a few conclusions from the podcast to complement the conclusions the students had given in this first treatment. In this first treatment, students seemed bored because they only listened to podcasts without other activities.

The second treatment, the researcher gave a different podcast from last week, but the researcher did the same thing as the previous treatment regarding the steps taken. However, in this treatment, the researcher provided other activities that made students more interested and enthusiastic. The researcher gave questions in the form of game questions that had been created on Kahoot! learning media was done so students would feel energized because they only listened to podcasts. Ad this was done to attract student's attention to be more enthusiastic, and it turned out that the learning outcomes obtained in this second treatment improved,

It was because that the students were more enthusiastic about learning and answered questions well and correctly.

The third treatment, the researcher gave a podcast that was different from last week's podcast, and the researcher did the same thing as the previous treatment regarding the steps taken. In this treatment, the researcher also provided activities to make students more interested and enthusiastic. The researcher gave questions in the form of game questions that had been created in learning media, However, in this third treatment, the researcher used a different learning media, the Quizziz learning media. In the form of games like this it has made students more enthusiastic about learning, and the learning outcomes obtained have improved even more than before. This made the researchers confident to carry out a posttest the next week because the learning results obtained by the students were satisfactory. The next step after completing three treatments, the researcher gave the podcast the same as the podcast given during the pretest. The questions that students do during the posttest are the same as the questions that students do during the pretest. This is done because it is to find out whether there is a difference between the student's abilities before the treatment and after the treatment. The results obtained from this posttest provide satisfactory results and show that the influence of the VOA podcast in response tasks of listening.

D. CONCLUSION AND SUGGESTION

Conclusion

The conclusion from this study, by the formulation of the problems discussed in this study, is whether there is an effect of VOA podcasts in response tasks of listening of second grade at MAN 3 Ngawi. After the researchers collected data to prove the proposed hypothesis and processed it with statistical techniques, the significant value obtained was $0.000 < 0.05$. Then, the researchers found the average value with the highest average obtained by the experimental class with a value of 96.36, while the control class obtained an average of 91.36. Thus, it can be concluded that H_a is accepted and H_o is rejected, meaning there is an effect of VOA podcasts in response tasks of listening of second grade at MAN 3 Ngawi.

Suggestions

1. For students: with the VOA podcast, it is hoped that all students can increase enthusiasm and activeness in the learning process to get a better learning result.
2. For teachers: it is hoped that teachers will be able to choose and determine a variety of suitable and interesting learning alternatives for learning so that they can run well and be fun to attract students' attention and that students are more active in the learning process.
3. For researchers: hopefully, this research can help and add insight to future researchers in VOA podcasts and other experimental research.

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