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## The Effectiveness of British Broadcasting Corporation (BBC) Podcast toward Students Listening Skills at 7<sup>th</sup> Grade of MTsN 1 Kota Serang

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### Abstrak

Penelitian ini mengeksplorasi efektivitas British Broadcasting Corporation (BBC) Podcast terhadap keterampilan mendengarkan siswa kelas 7 MTsN 1 Kota Serang. Penelitian ini didorong oleh kebutuhan akan materi mendengarkan yang menarik untuk meningkatkan pemahaman bahasa Inggris siswa. Metode kuantitatif dengan desain eksperimen sejati digunakan, yang melibatkan dua kelompok: kelompok eksperimen dan kelompok kontrol, masing-masing terdiri dari 38 siswa. Kedua kelompok menjalani tes awal dan tes akhir, tetapi hanya kelompok eksperimen yang menerima instruksi berbasis BBC Podcast. Item tes divalidasi dan terbukti reliabel menggunakan rumus Pearson Product Moment melalui IBM SPSS Statistics 24. Data dianalisis menggunakan uji-t sampel berpasangan. Hasilnya menunjukkan nilai signifikansi 0,000, yang menunjukkan peningkatan yang signifikan dalam keterampilan mendengarkan kelompok eksperimen dibandingkan dengan kelompok kontrol. Dengan demikian, BBC Podcast efektif dalam mendukung keterampilan mendengarkan siswa dan menunjukkan dampak positif yang signifikan.

Kata Kunci: *BBC Podcast, Keterampilan Mendengarkan, Pengajaran Mendengarkan*

## Abstract

This study explores the effectiveness of British Broadcasting Corporation (BBC) Podcasts toward students listening skills at 7th grade of MTsN 1 Kota Serang. The study was driven by the need for engaging listening materials to enhance students' English comprehension. A quantitative method with a true experimental design was used, involving two groups: an experimental group and a control group, each consisting of 38 students. Both groups took a pre-test and post-test, but only the experimental group received BBC Podcast-based instruction. The test items were validated and proven reliable using the Pearson Product Moment formula through IBM SPSS Statistics 24. Data were analyzed using a paired sample t-test. The results showed a significance value of 0.000, indicating a notable improvement in the experimental group's listening skills compared to the control group. Thus, BBC Podcasts are effective in supporting students' listening skills and show positive significant impacts.

Keywords: *BBC Podcast, Listening Skills, Teaching Listening*

## INTRODUCTION

Language is a fundamental tool for human communication, and mastering a language requires learners to develop four essential skills: listening, speaking, reading, and writing. These are commonly divided into productive (speaking and writing) and receptive (listening and reading) skills. Among them, listening plays a central role in building language understanding, yet it is often underemphasized in classrooms. In real communication, multiple skills are used together for instance, during a conversation so developing listening proficiency is crucial for effective language use.

Today's students are growing up in a digital world and are highly engaged with technology. As a result, educational approaches must evolve to include media and tools that reflect students' daily experiences, such as mobile devices, games, and online platforms. Traditional classroom materials are often repetitive and less interactive, which can lead to boredom and reduced motivation. Incorporating digital media like podcasts can enhance learning by offering students more engaging and realistic language input that connects with their interests and habits (Maulina et al., 2022).

Listening, as a receptive skill, is vital for language acquisition. However, it presents unique challenges for learners. Fast speech, unfamiliar vocabulary, unclear audio, and cultural differences can make listening tasks difficult. Many students struggle with concentration and comprehension when listening, especially when materials are not varied or relatable (Syahabuddin & Rizqa, 2021; Nuraini, 2019). With the rise of digital media, listening habits have changed, and tools like podcasts have become more relevant in

education. Podcasts provide authentic listening content that can be accessed anytime, using smartphones or other devices (Darmayanti, 2022).

The rapid growth of technology has significantly influenced the use of digital tools in our daily lives. Digital technology has transformed the way we work, communicate, interact, and access information. Today, it includes both hardware and software that support teaching and learning activities, offering many positive contributions especially in managing information and data electronically (Tabrani et al., 2025). One of the most well-known and widely used podcast sources for English learners is the BBC Learning English platform. BBC podcasts are designed with language learners in mind and offer clear pronunciation, engaging topics, moderate speech pace, and short episode lengths typically around six minutes. These features make them ideal for classroom use. Several studies have shown that BBC content helps improve students' listening comprehension and increases their interest in learning English (Prasetya & Anggia, 2019; Rahayuningsih et al., 2021).

At MTsN 1 Kota Serang, particularly in the 7th grade, many students still struggle with listening activities. A preliminary observation with an English teacher showed that students often find traditional materials boring, lack motivation, and are unaware that digital tools can support their learning. Even though many students have smartphones, they are not familiar with using them for academic purposes, especially for listening practice. Most had never heard of the BBC podcast, even though it offers useful and enjoyable resources for learning English. The research questions that can be raised in this study are:

1. Is there any significant effect of Broadcasting Corporation (BBC) Podcasts on the listening skills of 7th grade students at MTsN 1 Kota Serang?
2. What are the impacts of using British Broadcasting Corporation (BBC) Podcasts on the listening skills of 7th grade students at MTsN 1 Kota Serang?

This study explores how effective BBC podcasts are in improving listening skills and how their use influences student learning outcomes. It also aims to see whether the application of such media can enhance students' motivation and engagement in the listening process. The research was conducted with 7th grade students at MTsN 1 Kota Serang using BBC Learning English's six-minute podcast segments as part of classroom instruction. The study seeks to identify whether this approach leads to improved listening test results and a more positive attitude toward listening activities in English.

## RESEARCH METHOD

This study employed a quantitative approach using an experimental design to determine the effectiveness of British Broadcasting Corporation (BBC) podcasts in improving students' listening skills. The research took place at MTsN 1 Kota Serang and followed a true experimental design using a pre-test and post-test control group format. In this design, students were divided into two groups: an experimental group that received treatment using BBC podcasts and a control group that was taught using conventional methods. Both groups took a pre-test before the intervention and a post-test after it. The goal was to measure the effect of the treatment on students' listening performance. This method was chosen because it allowed the researcher to assess cause and effect relationships by manipulating the independent variable (BBC podcast use) and observing its impact on the dependent variable (listening skills). According to (Arikunto 2019), experimental research is carried out to evaluate whether a specific treatment produces a measurable effect on the participants. Based on this, experimental research can be understood as a type of quantitative method where the researcher evaluates whether a particular activity or material produces different outcomes for students. In this research, learners were administered a pre-test prior to the intervention and a post-test following the completion of the treatment.

According to Baqi (2019), the Classroom Action Research (CAR) method in this study was carried out through four main stages: planning, action, observation, and reflection. (Creswell 2023), also explains that experimental research is used to test an idea, method, or process to see if it influences an outcome, known as the dependent variable. Experimental research is useful for uncovering cause and effect connections between variables, where the researcher manipulates the independent variable and observes the resulting changes in the dependent variable.

The treatment effect in this design was calculated as  $(O2 - O1) - (O4 - O3)$ .

Tabel 1: PreTest and PostTest Control Group Design

|    |   |    |
|----|---|----|
| O1 | X | O2 |
| O3 | - | O4 |

O1 : Pre-test in the experimental group

O2 : Post-Test in the experimental group

O3 : Pre-test in the control group

O4 : Post-Test Test in the control group

X : Treatment using BBC podcasts in experimental class

- : Treatment using conventional media in control class

Hypothesis in this study are:

- $H_0$  (Null Hypothesis): There is no significant effectiveness of using BBC Podcasts on the listening skills of 7th grade students at MTsN 1 Kota Serang.
- $H_a$  (Alternative Hypothesis): There is a significant effectiveness of using BBC Podcasts on the listening skills of 7th grade students at MTsN 1 Kota Serang.

## RESULT AND DISCUSSION

The findings of this study was to examine the effectiveness of using British Broadcasting Corporation (BBC) podcasts to improve the listening skills of 7th grade students at MTsN 1 Kota Serang. The research was carried out from April 16th to April 30th 2025, during the 2024/2025 academic year. A total of 380 students across ten classes (7A–7J) made up the population, and two classes were selected using purposive sampling: class 7B as the experimental group and class 7D as the control group, each with 38 students. The main instrument used to collect data was a set of listening tests, which included a pre-test and a post-test, both made up of 20 multiple-choice questions with answer options A, B, C, and D.

Before administering the main tests, the researcher conducted a try-out test in class 7A with 30 students (15 male and 15 female) to ensure the validity and reliability of the test items. The try-out test contained 40 multiple-choice questions based on BBC podcast materials. This step helped confirm that the test instruments were suitable for assessing students' listening skills. Each correct answer was given five points, while incorrect answers received zero. The final scores were calculated by multiplying the number of correct responses by the point value, and these results were used to measure the impact of the podcast-based treatment.

Tabel 2: Result of Pre Test Score

| Descriptive Statistics     |    |         |         |       |                |
|----------------------------|----|---------|---------|-------|----------------|
|                            | N  | Minimum | Maximum | Mean  | Std. Deviation |
| PreTest Control Class      | 38 | 40      | 85      | 57.89 | 9.770          |
| PreTest Experimental Class | 38 | 40      | 95      | 67.63 | 13.343         |
| Valid N (listwise)         | 38 |         |         |       |                |

Based on Table 2, the experimental class had a minimum pre-test score of 40 and a maximum of 95, while the control class had a minimum of 35 and the same maximum of 95. Although both classes shared the same highest score, the experimental class showed a higher average score (67.63) compared to the control class (57.89). The experimental group also had a slightly higher standard deviation, indicating more variation in scores. Overall, the data suggests that the experimental class performed better in the pre-test than the control class.

Tabel 3: Result of Post Test Score

|                             | Descriptive Statistics |         |         |       |                |
|-----------------------------|------------------------|---------|---------|-------|----------------|
|                             | N                      | Minimum | Maximum | Mean  | Std. Deviation |
| PostTest Control Class      | 38                     | 50      | 100     | 71.05 | 10.343         |
| PostTest Experimental Class | 38                     | 45      | 100     | 79.47 | 11.437         |
| Valid N (listwise)          | 32                     |         |         |       |                |

Based on Table 3, both the experimental and control classes had the same highest post-test score of 100. However, the experimental class had a lower minimum score of 45 compared to the control class's 50. The average score for the experimental group was higher at 79.47, while the control group had a mean of 71.05. The standard deviation was also slightly higher in the experimental class. These results suggest that even though both groups reached the same top score, the experimental class showed better overall performance in the post-test.

The criteria for this paired sample t-test are:

1. If a significant value  $> 0.05$   $H_0$  is accepted and  $H_a$  is rejected, it means that the use of British Broadcasting Corporation (BBC) Podcast does not effective toward students' listening skills at the 7th grade of MTsN 1 Kota Serang.
2. If a significant value  $< 0.05$   $H_0$  is rejected and  $H_a$  is accepted, it means that the use of British Broadcasting Corporation (BBC) Podcast effective toward students' listening skills at the 7th grade of MTsN 1 Kota Serang.

Tabel 4: Result of T-Test

| 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              | Pretest - Posttest | -11.842            | 9.824          | 1.594           | -15.071                                   | -8.613 | -7.431 | 37 | .000            |

Based on the results, the significance value from both groups was 0.000, which is less than 0.05. This means that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. In simple terms, the BBC Podcast had a significant positive effect on the listening skills of 7th grade students at MTsN 1 Kota Serang. Students who learned through the podcast showed better test results, as well as increased interest and participation during lessons, proving that the BBC Podcast was an effective and engaging learning tool.

Teaching listening to 7th grade students is not always easy. Teachers often face problems such as a lack of modern facilities, limited teaching time, and outdated materials. Students themselves may also struggle with low vocabulary, low skills, and a lack of motivation, which makes it harder for them to focus and engage during listening activities. These challenges often result in students finding listening tasks boring or difficult, making it hard for them to improve.

The results of this study show that using BBC Podcasts helped solve many of these issues. Students in the experimental group, who learned with the podcasts, showed a clear improvement in their listening scores compared to the control group. The average score of the experimental class was higher, and statistical tests confirmed the difference was significant. Not only did their test results improve, but students also seemed more motivated and active in class. They enjoyed the materials more and were more involved during discussions and activities.

Several factors contributed to this success. The BBC Podcast provided clear, real-life English through interesting topics like stories, interviews, and daily conversations. Students found the content easier to understand and more enjoyable than textbook-based lessons. They could also listen to the podcasts again at home, which helped reinforce what they

learned. This made students more independent and confident in learning English. In contrast, the control group, which used traditional methods, showed less progress and motivation. Overall, the study suggests that podcasts are a powerful and practical tool for improving students' listening skills and engagement in English classes.

## CONCLUSION

This study aimed to determine whether the use of BBC podcasts can improve the listening skills of 7th grade students at MTsN 1 Kota Serang. Based on the data analysis and findings, the conclusion is clear: the BBC podcast was effective in enhancing students' listening abilities. Students who were taught using the BBC podcasts showed significantly better performance in listening tests compared to those who were taught through traditional methods, such as reading aloud. The students in the podcast group were more engaged, motivated, and focused during the learning process. Their enthusiasm led to better comprehension and higher test scores.

The results of the Paired Sample T-test also support this conclusion. The significance value was 0.000, which is less than the threshold of 0.05. This means the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected. In other words, the BBC podcast had a statistically significant impact on improving students' listening skills. In addition to better test results, the podcasts helped create a more enjoyable and meaningful learning experience. The variety of topics and authentic language used in the podcasts made the students feel more connected to real-world English, which increased their interest and confidence.

Based on the results of this study, it is suggested that schools and teachers incorporate educational media such as podcasts into English listening instruction, as they provide authentic, engaging content that enhances students' skills and motivation. Teachers should select podcast materials that match students' levels and interests to maximize learning outcomes. Students are also encouraged to practice listening outside the classroom by regularly using free resources like BBC Learning English, as short daily exposure can significantly improve vocabulary, pronunciation, and overall listening skills. Lastly, future researchers are recommended to explore this topic more deeply by including student feedback through questionnaires and considering the creation of custom podcast materials to better support learners' needs and further enrich the field of language education.



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