

**THE IMPACT OF LEARNING ENGLISH PODCAST (LEP)
TOWARD STUDENTS ENGLISH LISTENING SKILL
(Study at seventh-grade Student's of SMPN 11 Bengkulu Tengah,
Academic year 2025-2026)**

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ABSTRACT

This study was motivated by the low listening skills in English among seventh-grade students at SMPN 11 Bengkulu Tengah. The problems identified include limited use of digital technology in learning, the use of less varied conventional methods, and low student learning motivation which tends to be passive. This study aims to determine the effect of using Learning English Podcast (LEP) on improving the English listening skills of seventh-grade students at SMPN 11 Bengkulu Tengah in the academic year 2025/2026. This study used a quantitative method with a quasi-experimental, nonequivalent control group design. The sample consisted of 40 students selected through purposive sampling, divided into class VII A as the experimental group and class VII B as the control group. The research instrument was a 30-item multiple-choice listening test. The results showed a significant improvement in students' listening ability, indicated by the experimental class post-test mean of 72.25, higher than the control class mean of 43.30. The independent samples t-test showed a significance value of $p < 0.001$ (sig. 2-tailed < 0.05), indicating a significant difference between the two groups. It can therefore be concluded that the use of Learning English Podcast (LEP) is effective in improving students' English listening skills, particularly in understanding main ideas, specific information, vocabulary, and the meaning of spoken conversation..

Keywords: *Learning English Podcast (LEP), listening skill, quasi-experiment, junior high school students*

ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya keterampilan menyimak (listening) bahasa Inggris siswa kelas VII di SMPN 11 Bengkulu Tengah. Permasalahan yang ditemukan meliputi minimnya pemanfaatan teknologi digital dalam pembelajaran, penggunaan metode konvensional yang kurang variatif, serta rendahnya motivasi belajar siswa yang cenderung pasif. Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan Learning English Podcast (LEP) terhadap peningkatan keterampilan menyimak bahasa Inggris siswa kelas VII SMPN 11 Bengkulu Tengah tahun ajaran 2025/2026. Metode yang digunakan adalah metode kuantitatif dengan desain kuasi-eksperimen (nonequivalent control group design). Sampel penelitian berjumlah 40 siswa yang dipilih melalui purposive sampling, terdiri atas kelas VII A

sebagai kelas eksperimen dan kelas VII B sebagai kelas kontrol. Instrumen penelitian berupa tes menyimak pilihan ganda sebanyak 30 butir soal. Hasil penelitian menunjukkan adanya peningkatan signifikan pada kemampuan menyimak siswa, terlihat dari rata-rata nilai post-test kelas eksperimen sebesar 72,25, lebih tinggi dibandingkan kelas kontrol sebesar 43,30. Hasil uji-t menunjukkan nilai signifikansi $p < 0,001$ (sig. 2-tailed $< 0,05$), yang menandakan terdapat perbedaan signifikan antara kedua kelompok. Oleh karena itu, dapat disimpulkan bahwa penggunaan Learning English Podcast (LEP) efektif dalam meningkatkan keterampilan menyimak bahasa Inggris siswa, terutama dalam memahami gagasan utama, informasi spesifik, kosakata, dan makna percakapan.

Kata Kunci: Learning English Podcast (LEP), keterampilan menyimak, kuasi-eksperimen, siswa SMP

A. Introduction

Listening skills are one of the most basic language skills in the language acquisition process, because they are the foundation for mastering other language skills, namely speaking, reading, and writing. Listening is the process of capturing the speaker's speech, understanding the ideas conveyed, and involving interaction between the speaker, the listener, and the sound of language. Students who have weak listening skills tend to have difficulty in developing their speaking and writing skills. Through targeted and continuous listening activities, students are expected to become familiar with English sounds, become more sensitive to pronunciation and intonation, and enrich vocabulary naturally so that the

learning process becomes more meaningful and communicative.

The development of information technology in the digital era has also changed the way students acquire and develop language skills. One of the rapidly growing digital media is podcasts, which are audio content in the form of episodes that can be downloaded or played anytime and anywhere, generally in the form of conversations or discussions. Podcasts provide flexible access and allow learners to be exposed to authentic English. Based on the national survey Populix (2025), 53% of Indonesians listen to podcasts two to three times a week, which shows that podcasts have become a fairly regular media consumption habit, including among English language learners.

Based on initial observations made in September 2025, researchers found several problems in grade VII students of SMPN 11 Bengkulu Tengah, namely: (1) the use of technology in listening learning is still limited and authentic digital media such as podcasts are rarely used in classroom activities; (2) teachers still apply conventional learning methods, while digital media is only used as a complement; (3) listening activities tend to be less interactive and less interesting, so that student learning motivation is low and student participation in class interactions is limited; and (4) the students' listening scores based on the teacher's assessment are still low and have not achieved the expected learning results.

Several previous studies have shown that the use of podcasts as a learning medium has a positive impact on improving students' listening skills. Sayidaturrahmah et al. (2024) found that podcast-based learning significantly improves students' listening skills and introduces contextual vocabulary and language inputs. Bozavlı (2024) reported that intensive exposure to foreign language podcasts improved the English listening comprehension of high school students.

Munisaxon and Qizi (2025) also show that podcasts not only improve listening comprehension, but also encourage learning independence because students can set a learning rhythm and choose content according to their interests. Meanwhile, Hasibuan and Male (2022) emphasized that podcasts provide exposure to the use of authentic language and accent variations, thus helping students understand the context of real communication.

Based on this description, this research is important and urgent to be conducted to empirically test the effectiveness of Learning English Podcast (LEP) on the listening skills of grade VII students of SMPN 11 Bengkulu Tengah and contribute to the development of English learning in similar schools. This research is limited to the application of LEP to the listening skills of grade VII students of SMPN 11 Bengkulu Tengah for the 2025/2026 school year, with podcast material taken from the LEP YouTube channel, especially the episode "8 Minute English". The formulation of this research problem is whether there is a significant influence of the use of English podcast LEP on the English listening skills of grade VII students of SMPN 11 Bengkulu Tengah for the

2025/2026 school year, with the aim of empirically testing this influence.

Theoretically, this research refers to several conceptual foundations. Krashen (1982) through the Input Hypothesis explains that language acquisition occurs through comprehensible input. Mayer (2001) through the Cognitive Theory of Multimedia Learning explained that audio-visual materials increase learning effectiveness by reducing cognitive load. Rost (2011) states that listening is an active cognitive process that involves attention and interpretation. Based on these theories, LEP as an independent variable (X) is expected to improve students' listening skills as a bound variable (Y) through meaningful input, cognitive processing, and continuous exposure to English. Based on this, the hypothesis of this study is formulated as follows: H0, there is no significant effect of the use of English podcast LEP on the improvement of listening skills of grade VII students of SMPN 11 Bengkulu Tengah; Ha, there is a significant influence of the use of English podcast LEP on improving the listening skills of grade VII students of SMPN 11 Central Bengkulu.

B. Research Methods

This study uses a quantitative method with a quasi-experimental design. The quasi-experimental design was chosen because the researcher did not have the authority to randomize the research subject, so the class used was an existing class. The design used was a *nonequivalent control group design*, which involved an experimental group and a control group that was not randomly selected. Both groups were given a pre-test to find out the students' initial abilities. The experimental group was then given treatment in the form of the use of Learning English Podcast (LEP) in listening learning, while the control group was taught using conventional methods. After the treatment was given, both groups were given a post-test to find out the difference in learning outcomes after the treatment. The research design pattern is presented in Table 1.

Table 1 Non-Equivalent Control Group Research Design

Groups	Pretest	Treatment	Posttest
Eksperimen	O ₁	X	O ₂
Controls	O ₃		O ₄

Remark: O₁ = experimental class pre-test; O₂ = post-test experimental class; O₃ = pre-test control class; O₄ = post-

test control class; X = treatment (use of LEP).

The research was carried out at SMPN 11 Bengkulu Tengah in the even semester of the 2025/2026 school year, precisely in March-May 2026, including the stage of preparing instruments, implementing pre-tests, providing treatment, and implementing post-tests. The research population is all grade VII students of SMPN 11 Central Bengkulu which totals 40 students, consisting of classes VII A (20 students) and VII B (20 students). Because there are only two classes VII in the school, the sampling technique used is *purposive sampling*, so all 40 students are used as research samples, with class VII A as the experimental class and class VII B as the control class.

The independent variable in this study is Learning English Podcast (LEP), which is digital audio media in the form of a podcast containing English conversations or discussions that are applied to treatment sessions. The bound variable is the student's English listening skills, which is the ability to understand spoken English, including the understanding of key ideas, specific information, vocabulary, and contextual meaning. The main data collection technique is a multiple-choice listening

test of 30 questions arranged based on four indicators, namely understanding the main idea (*listening for gist*, 8 questions), identifying specific information (8 questions), vocabulary recognition (7 questions), and making inferences (7 questions). Each question item is presented in the form of a short conversation or monologue adapted from the LEP material "8 Minute English", with an audio duration of 15–30 seconds. The student's final score is calculated by the formula $S = (R/N) \times 100$, with S = student score, R = number of correct answers, and N = total number of question items.

Data analysis was carried out through validity tests (*Pearson Product Moment correlation*), reliability tests, difficulty and differentiation tests of question items, normality tests (*Shapiro-Wilk*), homogeneity tests (*Levene's Test*), independent sample t-tests, F-tests (ANCOVA), and hypothesis tests, all processed using IBM SPSS Statistics 27.

C. Results of Research and Discussion

1. Data Description

The research was carried out in April-May of the even semester of the 2025/2026 school year by involving 40

grade VII students, namely grade VII A as an experimental class and grade VII B as a control class, totaling 20 students each. The experimental class received the treatment of listening learning using LEP from the "8 Minute English" series for four sessions, while the control class was taught using conventional methods based on printed text and teacher explanations. The descriptive results of the pre-test and post-test of the two classes are presented in Table 2.

Table 2 Descriptive Statistics of Pretest and Posttest Scores of Speaking Skills

Classes	N	Pretest mean	Posttest Mean	Min-Max Score
Experiment	20	41,80	72,25	53–100
Control	20	41,00	43,40	27–100

Based on Table 2, the average pre-test score of the experimental class of 41.80 increased to 72.25 in the post-test, or an average increase of 30.45 points, with no students experiencing a decrease in score. Meanwhile, the average pre-test score of the control class of 41.00 only increased to 43.40 in the post-test. This data shows that the improvement in listening skills in the experimental class was much greater

than in the control class after being treated with the use of LEP.

2. Normality Test.

Table 3 Normality Test Results (Shapiro-Wilk)

Data	Significance	Remarks
Pretest – Control	0,602	Normal
Posttest – Control	0,129	Normal
Pretest – Experiment	0,106	Normal
Posttest – Experiment	0,265	Normal

The normality test using *Shapiro-Wilk* showed significance values of 0.602 (pre-test control), 0.129 (post-test control), 0.106 (pre-test experiment), and 0.265 (post-test experiment). All of these values were greater than 0.05, so the data in all four groups were declared to be normally distributed and qualified for further parametric statistical analysis.

3. Homogeneity Test.

Table 4 Homogeneity Test Results (Levene's Test)

Data	Significance	Remarks

		Homogeneous	Statistics	Value
Pretest	0,763	s	Sig. (2-tailed)	< 0.001
Posttest	0,386	Homogeneous	95% confidence interval	-36,55 – 21,14
t		s		

The homogeneity test with *Levene's Test* on the pre-test data showed significance values of 0.763 (based on the mean), 0.840 (median), 0.840 (median with adjusted df), and 0.836 (trimmed mean), while the post-test data showed significance values of 0.386 (mean), 0.538 (median), 0.538 (adjusted median), and 0.414 (trimmed mean). All significance values were greater than 0.05, so that the variance of pre-test and post-test data between the experimental and control classes was declared homogeneous.

4. T-Test.

Table 5 Independent Samples T-Test Results

Statistics	Value
Average experimental posttest (SD)	72,25 (11,59)
Rerata posttest kontrol (SD)	43,40 (12,47)
Average difference	-28,85
Value t	-7,577
df	38

The *Independent Samples t-Test* showed a value of 0.386 (homogeneous variance), with a significance value (2-tailed) of < 0.001, a t-value of -7.577 at df = 38, and a *mean difference* of -28.850. Because the significance value < 0.05, H_0 is rejected and H_a is accepted, which means that there is a significant difference between the post-test scores of the experimental class and the control class. These findings show that the use of Learning English Podcast (LEP) has a significant effect on students' listening skills compared to conventional methods.

5. F-Test

Table 6 Results of the F-test (Tests of Between-Subjects Effects)

Statistics	Value
F Value	57.41
Significance	<0,001
Partial Eta Squared	0,602
R Squared (Adjusted R Squared)	0,602 (0,591)

Based on table 6 above, The F-test showed an F value of 57.417 with a significance of < 0.001 , so H_0 was rejected and H_a was accepted, indicating a significant effect of treatment on students' post-test scores. A *Partial Eta Squared value* of 0.602 indicates a large effect, which means that about 60.2% of the variation in the final score can be explained by group differences (treatment effects), supported by an R^2 value of 0.602 (Adjusted $R^2 = 0.591$).

The results of this study show that Learning English Podcast (LEP) significantly improves the listening comprehension of students of SMPN 11 Bengkulu Tengah. The rejection of H_0 and the acceptance of H_a statistically confirm that the difference between the experimental and control groups is not due to the factor of chance, but rather to the learning treatment given. Practically, the experimental group that received learning through LEP consistently outperformed the control group taught by conventional methods.

Theoretically, the effectiveness of LEP can be explained through Krashen's (1982) Input Hypothesis, where the intelligible inputs ($i+1$) provided by podcasts are contextual and meaningful. The playback nature of

podcasts allows students to perform "self-regulated input recycling", i.e. repeating parts that are difficult to understand until comprehension is achieved, thus strengthening *bottom-up* processing (phoneme recognition and lexical segmentation) as well as *top-down processing* (context-based inference and prediction). From a cognitive perspective, *Cognitive Theory of Multimedia Learning* Mayer (2001) explains that meaningful learning occurs when learners process information through auditory and visual channels simultaneously; LEP facilitates this by combining spoken speech and visual support to help manage cognitive load optimally. *Noticing Hypothesis* Schmidt (1990) also supports this finding because repeated exposure to authentic spoken language encourages students to become aware of linguistic elements such as vocabulary, pronunciation, and grammatical structure that may not be immediately recognized at first exposure.

In addition to cognitive benefits, LEP also contributes to affective aspects and motivation to learn. The flexible nature of podcasts allows students to set their own learning rhythm by pause, repeat, and review

audio material as needed, thus encouraging *self-regulated learning* and reducing listening anxiety. Repeated exposure to the same material also increases auditory discrimination skills, especially in distinguishing word boundaries, pressure patterns, and pronunciation variations, as well as encouraging the development of metacognitive listening strategies such as predicting content before listening, monitoring comprehension during listening, and evaluating comprehension after listening.

These findings are consistent with previous research. Bozavlı (2024) found that podcast-based learning improves listening comprehension through repeated exposure to authentic spoken language. Sayidaturrahmah et al. (2024) report that podcast integration improves students' ability to identify key ideas and specific information. Munisaxon and Qizi (2025) emphasized that audio-based learning media supports vocabulary development and strengthens inferential listening skills. The consistency of these results reinforces the external validity of the research findings and confirms that podcast-based learning is an effective learning strategy in the context of

learning English as a foreign language (EFL).

This study has several advantages, namely a quasi-experimental design that allows for clear comparisons between experimental and control groups, the application of pre-tests and post-tests that produce objective and reliable data, and the use of authentic audio-visual materials in the form of the "8 Minute English" podcast that increases student engagement. However, this study also has limitations, including the number of participants limited to two classes (40 students) so that it limits the generalization of the research results, the relatively short duration of treatment so that it is not possible to measure the long-term effects of LEP, as well as external factors such as limited internet access and projectors in schools that are difficult to fully control in class-based research.

D. Conclusion

Based on the results and discussions that have been described, it can be concluded that the application of Learning English Podcast (LEP) has a significant effect on the listening skills of grade VII students of SMPN 11 Bengkulu Tengah. Before the treatment

was administered, the pre-test results showed no significant difference between the experimental class and the control class, meaning both groups had relatively equal initial listening ability. After the treatment was administered, the post-test results showed that the experimental class obtained a higher average score (72.25) than the control class (43.40). The results of the independent sample t-test showed a significance value (2-tailed) of less than 0.05 ($p < 0.001$), so that H_a was accepted and H_0 was rejected, indicating a significant difference between the listening skills of students taught using LEP and those taught using conventional methods. Thus, it can be concluded that Learning English Podcast (LEP) is an effective learning medium in improving students' English listening skills, especially in understanding key ideas, identifying specific information, recognizing vocabulary, and interpreting the meaning of oral material.

For teachers, it is recommended to integrate LEP into listening learning more often by choosing podcast material that suits the student's ability level and designing structured listening tasks. For students, it is recommended to get used to practicing listening using

English podcasts both inside and outside the classroom. For schools, it is recommended to support technology-based learning by providing adequate facilities, such as internet access and audio devices. For future researchers, it is recommended to conduct further research on the use of LEP in other educational contexts, with a larger number of participants, longer duration, or in other English skills such as speaking, reading, writing, and vocabulary mastery.

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