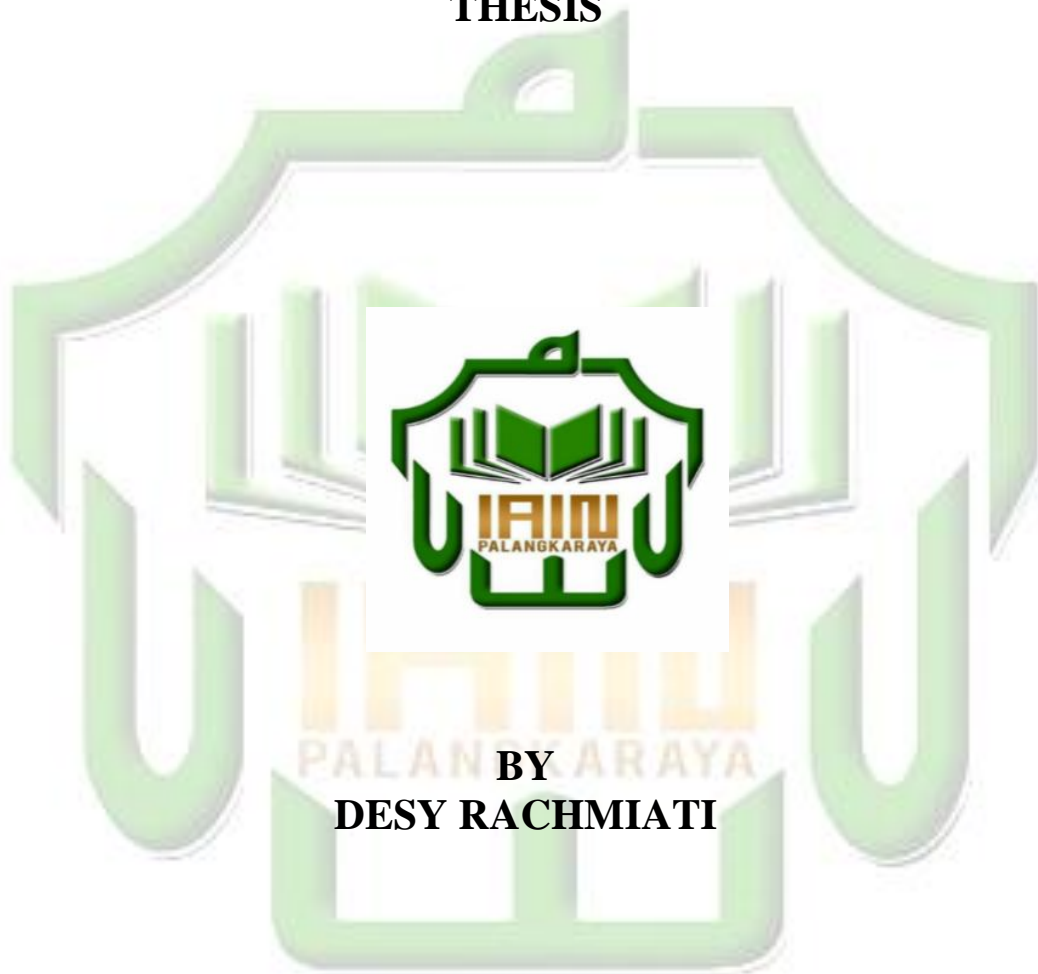


**THE USE OF BRITISH BROADCASTING  
CORPORATION (BBC) PODCAST IN EFL  
STUDENTS' LISTENING SKILL  
IN IAIN PALANGKA RAYA**

**THESIS**

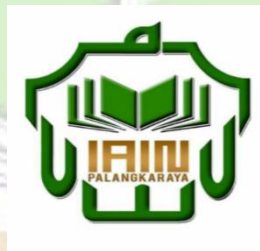


**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA  
2021 M / 1442H**

**THE USE OF BRITISH BROADCASTING CORPORATION  
(BBC) PODCAST IN EFL STUDENTS' LISTENING SKILL  
IN IAIN PALANGKA RAYA**

**THESIS**

Presented to  
State Islamic Institute of Palangka Raya  
in partial fulfillment of the requirements  
for the degree of *Sarjana* in English Language Education



BY  
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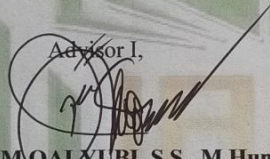
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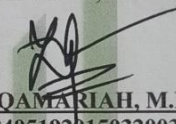
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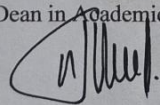
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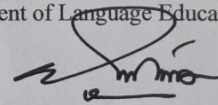
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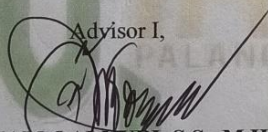
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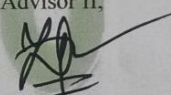
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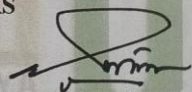
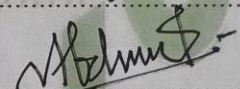
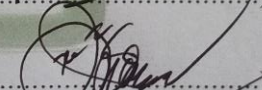
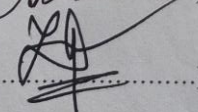
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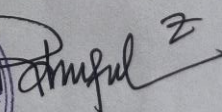
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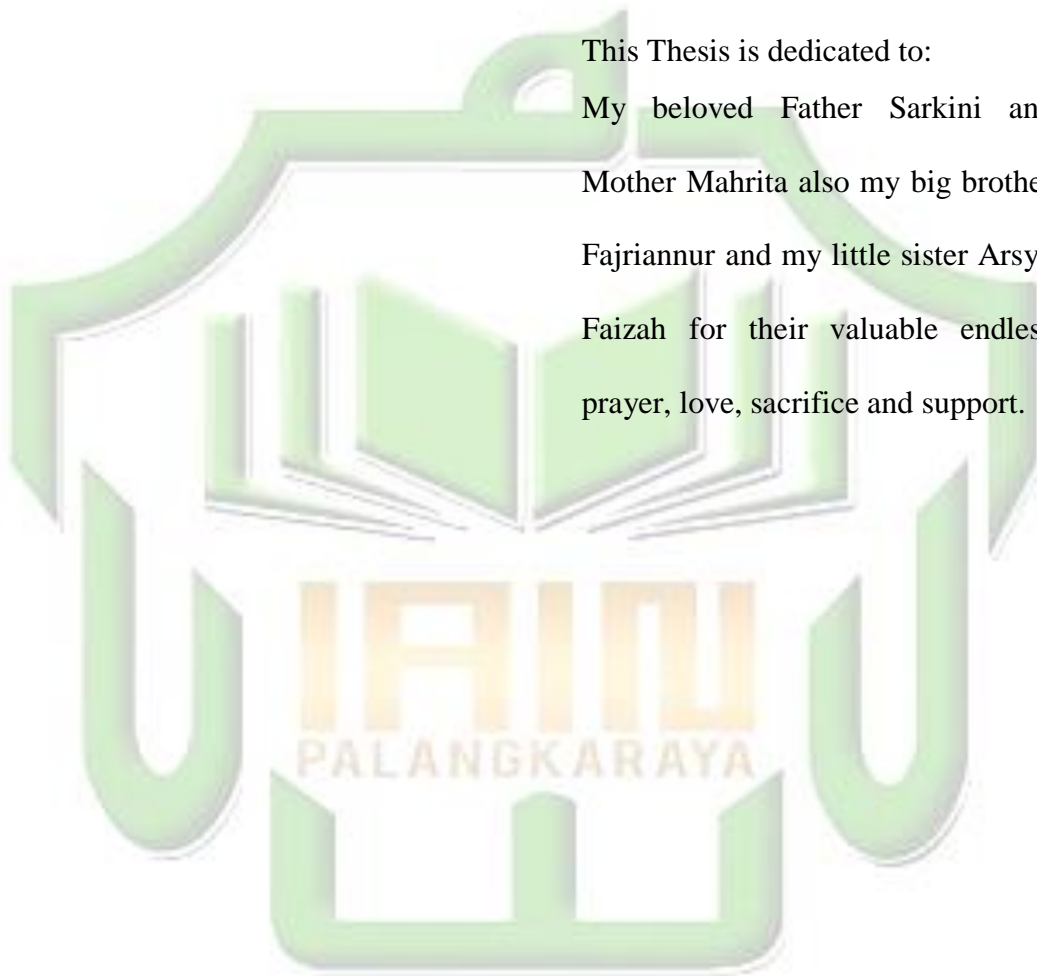
## MOTTO AND DEDICATION

*“Allah does not charge a soul except (with that within) its capacity”*

(QS. Al-Baqarah: 286)

This Thesis is dedicated to:

My beloved Father Sarkini and  
Mother Mahrita also my big brother  
Fajriannur and my little sister Arsyah  
Faizah for their valuable endless  
prayer, love, sacrifice and support.



## DECLARATION OF AUTHORSHIP



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Declare that:

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2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the work of any other person.
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Yours Faith fully  
  
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## ABSTRACT

Rachmiati, Desy. 2021. *The Use of British Broadcasting Corporation (BBC) Podcast in EFL Students' Listening Skill in IAIN Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Dr. Imam Qalyubi, S.S., M.Hum, (II) Zaitun Qamariah, M.Pd.

**Key words:** British Broadcasting Corporation (BBC) podcast, EFL students, listening skill

A podcast is a digital multimedia file that can be downloaded to a portable media player, phone, or other device via the internet. One of the audio podcasts that can be used in learning listening is British Broadcasting Corporation (BBC) podcast.

The objectives of the study are: (1) to describe the contribution of using British Broadcasting Corporation (BBC) podcast in EFL students' listening skill in IAIN Palangka Raya (2) to describe the reasons of the lecturers using British Broadcasting Corporation (BBC) podcast in listening class in IAIN Palangka Raya (3) to describe the problems in using British Broadcasting Corporation (BBC) podcast in EFL students' listening skill in IAIN Palangka Raya.

The type of this study was a qualitative approach. The data was taken from interview and documentation. Eight EFL students and two lecturers in IAIN Palangka Raya were the informants of this research. Then, the object of this study was the use of British Broadcasting Corporation (BBC) podcast in EFL students' listening skill in IAIN Palangka Raya. They were determined by some of criteria, such as: ever-used BBC podcast in learning & teaching listening, had a high score in listening skill and active students in listening class.

The findings of this study show some points as follows: (1) The use of British Broadcasting Corporation (BBC) podcast give positive contribution to students' listening skill, vocabularies and make the students familiar with British accent (2) The lecturers used British Broadcasting Corporation (BBC) podcast because there more knowledge in the content of BBC podcast, it is a potential tool, can support language learning, make positive also significantly different in students' listening comprehension, can improve students' motivation in learning English, and can learn British accent from this podcast. (3) The problems in using the BBC podcast faced by the students were unfamiliar pronunciation, lack of vocabularies, and the speaker who spoke fast. For the lecturers, the problems were students' difficulties in listening to what the speaker says, the students' limited vocabularies, the podcast consume a lot of time, it is not easy to search for appropriate podcast according to the syllabus, sometimes the information is incomplete, and the tool doesn't work properly.



## ABSTRAK

Rachmiati, Desy. 2021. *Penggunaan Podcast British Broadcasting Corporation (BBC) dalam Keterampilan Mendengarkan Mahasiswa EFL di IAIN Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Dr. Imam Qalyubi, S.S., M.Hum, (II) Zaitun Qamariah, M.Pd.

**Key words:** British Broadcasting Corporation (BBC) podcast, mahasiswa EFL, kemampuan mendengarkan

Podcast adalah file multimedia digital yang dapat diunduh ke pemutar media portabel, telepon, atau perangkat lain melalui internet. Salah satu podcast audio yang bisa digunakan dalam pembelajaran listening adalah podcast British Broadcasting Corporation (BBC).

Tujuan dari penelitian ini adalah : (1) untuk mendeskripsikan kontribusi dari penggunaan podcast British Broadcasting Corporation (BBC) pada keterampilan mendengarkan mahasiswa EFL di IAIN Palangka Raya (2) untuk mendeskripsikan alasan dosen menggunakan podcast British Broadcasting Corporation (BBC) pada kelas listening di IAIN Palangka Raya (3) untuk mendeskripsikan permasalahan dalam penggunaan podcast British Broadcasting Corporation (BBC) dalam keterampilan mendengarkan mahasiswa EFL di IAIN Palangka Raya

Jenis penelitian ini adalah pendekatan kualitatif. Data diperoleh dari wawancara dan dokumentasi dengan delapan mahasiswa EFL dan dua dosen di IAIN Palangka Raya sebagai subjeknya. Objek penelitian ini adalah penggunaan podcast British Broadcasting Corporation (BBC) pada keterampilan mendengarkan mahasiswa EFL di IAIN Palangka Raya. Mereka diambil dengan beberapa kriteria, seperti: pernah menggunakan podcast BBC dalam belajar dan mengajar keterampilan mendengarkan, mempunyai nilai tinggi dalam keterampilan mendengarkan dan siswa aktif di dalam kelas keterampilan mendengarkan.

Temuan penelitian ini menunjukkan beberapa poin sebagai berikut: (1) penggunaan podcast British Broadcasting Corporation (BBC) memberikan kontribusi positif terhadap keterampilan mendengarkan, kosa kata dan membuat mahasiswa mengenal aksen Inggris (2) dosen menggunakan podcast British Broadcasting Corporation (BBC) karena ada lebih banyak pengetahuan dalam isi podcast BBC, itu adalah alat yang potensial, dapat mendukung pembelajaran Bahasa, membuat positif juga berbeda secara signifikan dalam pemahaman mendengarkan mahasiswa, dapat meningkatkan motivasi mahasiswa dalam belajar Bahasa Inggris, dan dapat belajar aksen Inggris dari podcast ini (3) permasalahan dalam penggunaan podcast BBC yang dihadapi siswa adalah pengucapan yang kurang familiar, kosa kata yang kurang, dan pembicara yang cepat. Bagi para dosen permasalahannya adalah kesulitan mahasiswa dalam mendengarkan apa yang pembicara katakan, kosa kata mahasiswa yang terbatas,

podcast yang banyak memakan waktu, tidak mudah mencari podcast yang sesuai dengan silabus, terkadang informasinya tidak lengkap, dan alat tidak berfungsi dengan baik.

## **ACKNOWLEDGEMENT**

The writer would like to express her sincere gratitude to Allah SWT., for the blessing bestowed in her whole life, particularly during the thesis writing without which this thesis would not have come to its final form. Sholawat and salam always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true. Her appreciation is addressed to:

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Palangka Raya, 3<sup>rd</sup> May 2021

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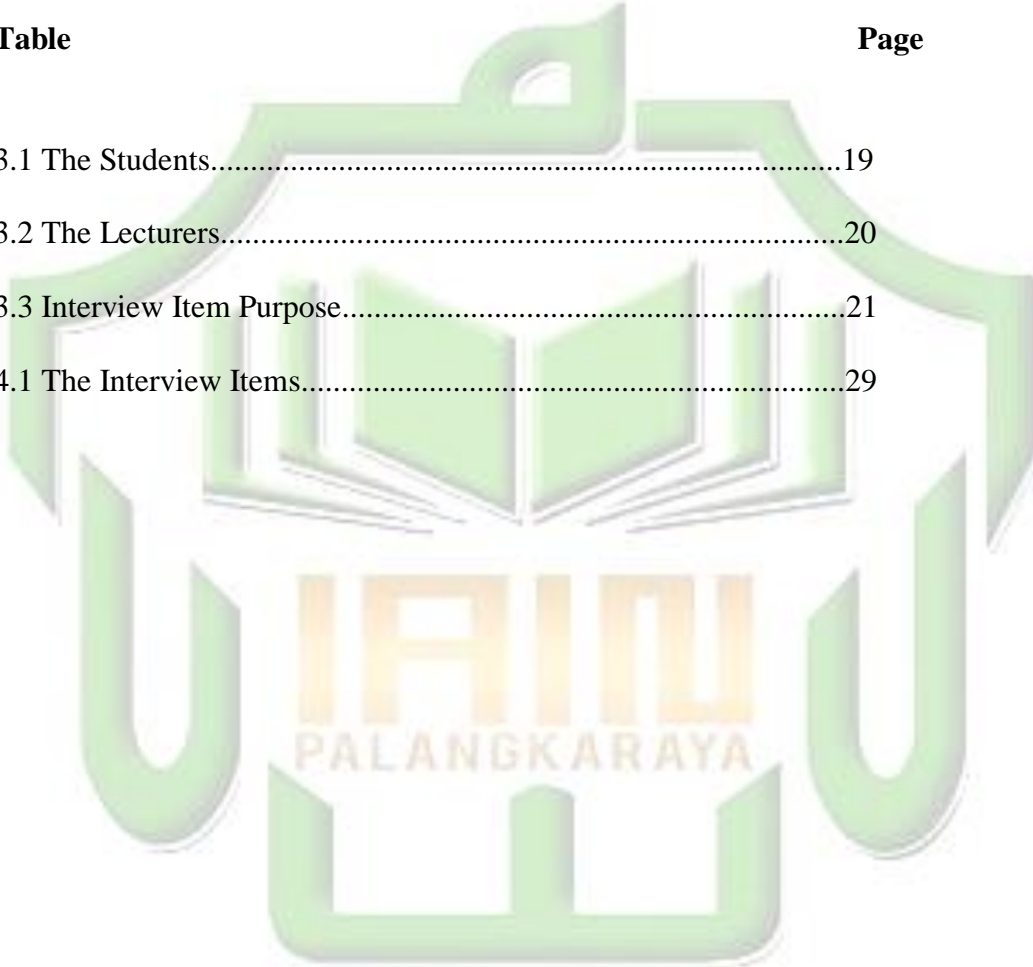
## TABLE OF CONTENT

COVER .....	i
COVER (Second Page).....	ii
ADVISOR APPROVAL.....	iii
OFFICIAL NOTE .....	iv
THESIS APPROVAL .....	v
BOARD OF EXAMINERS .....	v
MOTTO AND DEDICATION .....	vi
DECLARATION OF AUTHORSHIP.....	vii
ACKNOWLEDGEMENT .....	x
TABLE OF CONTENT.....	xii
LIST OF TABLES .....	xiv
LIST OF ABBREVIATIONS .....	xv
LIST OF APPENDICES .....	xvi
CHAPTER I.....	1
INTRODUCTION.....	1
A. Background of the Study.....	1
B. Research Problem.....	3
C. Objectives of the Study .....	3
D. Scope and Limitation of the Study.....	4
E. Significance of the Study .....	4
F. Definition of Key Terms .....	4
CHAPTER II.....	6
REVIEW OF RELATED LITERATURE .....	6
A. Related Studies.....	6
B. Podcast .....	9
C. British Broadcasting Corporation (BBC) Podcast .....	10
D. Listening.....	12
E. EFL Students.....	16

CHAPTER III.....	18
RESEARCH METHOD.....	18
A. Research Design.....	18
B. Subject of the Study .....	20
C. Source of Data.....	20
D. Research Instrument.....	20
E. Data Collection Procedure .....	25
F. Data Analysis Procedure .....	25
G. Data Endorsement .....	26
CHAPTER IV .....	28
RESEARCH FINDINGS AND DISCUSSION.....	28
A. Data Presentation .....	28
B. Research Findings .....	76
C. Discussion .....	82
CHAPTER V.....	86
CONCLUSION AND SUGGESTION .....	86
A. Conclusion.....	86
B. Suggestion.....	87
REFERENCES.....	89
APPENDICES	

## LIST OF TABLES

<b>Table</b>	<b>Page</b>
3.1 The Students.....	19
3.2 The Lecturers.....	20
3.3 Interview Item Purpose.....	21
4.1 The Interview Items.....	29



## LIST OF ABBREVIATIONS

1. BBC : British Broadcasting Corporation
2. EFL : English as a Foreign Language
3. FH : Fuyudhatul Husna
4. NFV : Niely Fawaidah Virgin
5. AA : Abu Singwan Al Madani
6. RWAS : Renovhya Wisudhany Agitha Sutrisno
7. NMP : Nuning Melati Putri
8. LS : Lisma Tiana
9. WP : Wiwit Prasetya
10. J : Jenuri
11. NS : Novanie Sulastri, M.Pd
12. HW : Hesty Widiastuty, M.Pd



## **LIST OF APPENDICES**

1. Students' Listening Scoring
2. Interview Questions
3. Listening Syllabus
4. Interview Photos via WhatsApps
5. Curriculum Vitae
6. Letters







# **CHAPTER I**

## **INTRODUCTION**

This chapter presents the research foundation, including, background of the study, research problem, objectives of the study, scope and limitation, significance of the study, and definition of key terms.

### **A. Background of the Study**

Listening is a communicative behavior that listeners try to construct a reasonable interpretation of a text for some communicative purposes (Nor 2015). Listening to learning a foreign and second language has not been given much attention despite being the most needed everyday communication ability (Hasan and Hoon 2012, p. 160). Without an accurate understanding of the spoken message, successful communication cannot be reached. Similar to other language skills such as reading, writing, and speaking, listening can be learned systematically. In earlier times, a characteristic of learning and teaching listening was to use professionally produced newscasts, radio, and or TV programs. With the new computer technologies and Internet resources such as podcasts, English language learners can now learn various English Language skills (Hasan and Hoon 2012).

Podcasts are a series of digital audio and video recordings uploaded on the web with Rapid Simple Syndication (RSS) feeds. Many podcasts can

be found on the internet, such as television podcasts, radio podcasts,  
classroom



podcasts, and individual or group podcasts (Hasan and Hoon 2013). Al Qasim & Al Fadda (2013) also states that podcast as a digital multimedia file made available on the internet for downloading to a portable media player, computer, etc. The term podcast is derived by a combination of the words iPod and broadcast. Podcasts can also be pure audio podcasts, video podcasts or, enhanced podcasts, i.e., pictures, slideshows, PowerPoint, etc.

Audio podcasts are the most popular source because they are free and easier to produce than video podcasts. There are many audio podcast that can be used in learning listening. One of them is British Broadcasting Corporation (BBC), BBC is a public service broadcaster in Westminster, London. It is the world's oldest and the largest broadcaster in the world. BBC podcast focuses on British English daily life and culture in the United Kingdom (Barella and Linarsih 2020). British Broadcasting Corporation (BBC) podcast in learning listening is a popular and good podcast for teaching listening. Some of the lecturers and students in IAIN Palangka Raya use BBC podcast in learning listening. According to NamazianDost, Bohloulzadeh, and Rahmatollahi (2017) podcast can be used in English classes to develop listening ability of EFL learners. This study only focused on exploring the effect of using podcast on listening comprehension. It didn't mention the reasons and problems when using podcast in listening skill. So, in this study the researcher wants to investigate more about the contribution, the reasons, and the problems when using BBC podcast.

Because of that, the researcher is interested in conducting research investigating entitled "**The use of British Broadcasting Corporation (BBC) podcast in EFL students' listening skill in IAIN Palangka Raya.**"

## **B. Research Problem**

The research problem of this study addresses three questions as follows:

1. What is the contribution of using British Broadcasting Corporation (BBC) podcast in EFL students' listening skill in IAIN Palangka Raya?
2. What are the reasons of the lecturers using British Broadcasting Corporation (BBC) podcast in listening class in IAIN Palangka Raya?
3. What are the problems in using the British Broadcasting Corporation (BBC) podcast in EFL students' listening skill in IAIN Palangka Raya?

## **C. Objectives of the Study**

Based on the problems of the study above, the researcher concludes three objectives as follows:

1. To describe the contribution of using British Broadcasting Corporation (BBC) podcast in EFL students' listening skill in IAIN Palangka Raya.
2. To describe the reasons of the lecturers using British Broadcasting Corporation (BBC) podcast in listening class in IAIN Palangka Raya.
3. To describe the problems in using the British Broadcasting Corporation (BBC) podcast in EFL students' listening skill in IAIN Palangka Raya.

#### **D. Scope and Limitation of the Study**

This study focused on investigating the use of British Broadcasting Corporation (BBC) podcast in EFL students' listening skill in IAIN Palangka Raya. Significantly the students in the eighth semester of English Education in the academic year 2017 and the English lecturers in IAIN Palangka Raya.

The primary investigation focused on the English lecturer conducting British Broadcasting Corporation (BBC) podcast on EFL students' listening skill in IAIN Palangka Raya.

#### **E. Significance of the Study**

##### **1. Theoretical Significance**

This study's result can be a reference for the next researchers who want to do the same research.

##### **2. Practically Significance**

The result of this study is expected to be beneficial information for English teachers and students. Also, this study gives some additional contribution to the development of English teaching listening.

#### **F. Definition of Key Terms**

##### **1. Podcast**

The New Oxford American Dictionary defines podcast as, a multimedia digital file made available on the internet for downloading to a portable media player, computer, etc. Podcasts are series of digital audio

and video recordings uploaded on the web with the aid of Rapid Simple Syndication (RSS) feeds.

## 2. British Broadcasting Corporation (BBC) Podcast

The British Broadcasting Corporation (BBC) is a public service broadcaster, headquartered at Broadcasting House in Westminster, London. It is the world's oldest national broadcaster and the largest broadcaster in the world.

## 3. Listening

According to Alfian, Lio & Marafat (2019), listening is an important skill through which language internalizes linguistic information without producing language. Listening to podcast in a language classroom is enable students to comprehend content, to enhance their proficiency and to improve their listening comprehension (Abdulrahman, Basalama, and Widodo 2018).

## 4. EFL Students

EFL students are the students studying English as a foreign language who are included in the current study (Muslim 2014).

## 5. Use of Podcast in Listening Skill

According to Indahsari (2020) podcast is a potential tool that can be used to support language learning, especially for listening skill. In this study, the researcher involved the students and lecturers in IAIN Palangka Raya who used BBC podcast in listening skill.





## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter consists of related studies, podcast, British Broadcasting Corporation (BBC) podcast, listening, and EFL students.

#### **A. Related Studies**

First, Dwiwulandari & Dewanti (2020) conducted research entitled "*The Analysis of Conversational Implicature in an Extensive Listening of BBC Learning English Podcast.*" This study was conducted to determine how conversational implicature was employed by the speakers, including the types and functions of the implicature. This research aims to investigate the occurrence of conversational implicature in an extensive listening of the BBC Learning English podcast. The researchers used a qualitative content analysis research design. Then, they found that the Assertive function dominates the utterance produced. Meanwhile, the declarative function was absent. Dwiwulandari & Dewanti's research is different from what the researcher wants to find. The distinguish are Dwiwulandari & Dewanti's research focused on conversational implicature in Extensive Listening and used content analysis research design. Meanwhile, the researcher will focus on using the BBC podcast in learning listening and using the descriptive qualitative as the research design.

Second, Nhu (2017) studied "*Exploring the Affordance of 'BBC 6 Minutes English' Mobile Application as an Online Supplementary Listening Tool*". This study was conducted to explore the possibility of integrating the application in the students' education process and examining any problems in using it. This research focused on the impact of "BBC 6 Minute English" on improving sophomores' listening skills at the English Department, UFL-UDN, Vietnam. The design research was qualitative and quantitative research methods. This study's result was the use of the 'BBC 6 Minutes English' mobile application has some effects on students, and in order to use "BBC 6 Minute English" effectively, students should have a positive attitude towards this software. This research focused on mobile applications and different from what the researcher found about BBC podcast.

Third, Isgianto (2016) researched "*The Adjacency Pairs Analysis on 'Six Minutes English' Conversation Script of BBC Learning English: a Study of Discourse Analysis.*" This research aimed to identify and explain the application of adjacency pairs categories on a conversation script. This study used a qualitative descriptive method. Then, he found five types of adjacency pairs in the 'Six Minutes English' conversation script of BBC Learning English. This research focused on the adjacency pairs and differences from what the researcher found about the use of British Broadcasting Corporation (BBC) podcast in learning listening.

Forth, Barella & Linarsih (2020) stated about "*Extensive Listening Practice in EFL Classroom with Variety of News Websites.*" This research

investigated how lower English proficiency students from the non-English department in an EFL setting are undertaking the process of extensive listening. Here, the researcher used quantitative and qualitative data. They showed that students use captioned-provided websites as their media instruction in listening for pleasure with a variety of news. If their research is compared with this research, it has some difference. Research by Barella & Linarsih chose a variety of news websites as the subject and used a mix-method. Meanwhile, this research focused on using British Broadcasting Corporation (BBC) podcast in learning listening and used a qualitative research method.

Last, Abdi & Makiabadi (2019) studied "*Learning English Listening and Speaking through BBC VOA Podcast: An App Review.*" This study focused on discussing the efficiency and effectiveness of learning English listening and speaking using the BBC and VOA news. The result of this study was learning English listening and speaking BBC, VOA news is an effective language learning tool despite its slight disadvantages. This research differs from what the researcher found about listening skills and the BBC podcast.

Based on some previous researches above, it has some distinctions. This research focused on using British Broadcasting Corporation (BBC) podcast in EFL students' listening skills in IAIN Palangka Raya. In the previous studies, many researchers still do not focus on using British Broadcasting Corporation (BBC) podcast in learning listening.

## **B. Podcast**

### **1. The Definition of Podcast**

The word podcast is a combination of the words iPod (a popular portable media player) and broadcast, and consists of media files that can be distributed via the Internet and played on computers and handheld devices such as cell phones, iPods, or other digital audio players (Rahimi and Soleymani 2015). In other words, Al Qasim & Al Fadda (2013) also states that podcast as a multimedia digital file made available on the internet for downloading to a portable media player, computer, etc. Podcasts can either be pure audio podcasts, video podcasts or enhanced podcasts; i.e. pictures, slideshows, PowerPoint, etc.

Podcasting, an important Web 2.0 technology, is a method of publishing audio or audio/video files to the Internet that allows users to subscribe and receive new files automatically through an RSS feed (Wei and Ram 2016). Podcasts can supply fresh ideas and motivation with any new ideas. It has various kinds of topics and it also has various speeds of recorded voice (Lio and Marafat 2019).

### **2. Podcast as Media in Learning Listening**

According to Sulastri (2011), media is everything that is used to transfer the message from the senders to the receivers to stimulate the student's thought, feeling, attention, and interest so that the process of learning happens. Media can act as a facilitator in the teaching-

learning process. It has immense possibility as an instructional tool (Bolla 2014).

Podcast is a media that can use in learning listening. Using podcast on learning process allows teachers to alternate their teaching approaches and it allows students to feel included and belonging to the learning community (Palenque 2016). Using resources with authentic native speakers, such as podcast, is not defined as a pedagogical approach, but it provides an authentic language context with native speakers who are fluent in their spoken language (Indahsari 2020). More than that, with respect to understudies, podcasting is said to be elective technique for discovering that can improve their listening skills (NamazianDost et al. 2017).

Teaching media helps the teacher in conducting teaching and learning activities in the class. It makes the teacher easier to deliver knowledge during the teaching process (Silmi 2017). So, using media in teaching, such as podcast is necessary, especially in teaching listening.

### **C. British Broadcasting Corporation (BBC) Podcast**

According to BBC official website, the BBC is the largest broadcasting corporation in the world. Its mission is to enrich people's lives with programmers that inform, educate, and entertain. BBC is a public service broadcaster, established by a Royal Charter and backed by

the license fee that is paid by UK households. The BBC uses the license fee's income to deliver eight national TV channels plus regional programming, ten national radio stations, forty native radio stations, and an extensive website, [bbc.co.uk](http://bbc.co.uk).

BBC World Service broadcasts to the world on radio, TV, and online. It is providing news and information in 32 languages. It is funded by a government grant, non from the license-free. The BBC has a commercial arm, BBC Worldwide, which operates a range of businesses, including selling programmers worldwide and publishing books, DVDs, and merchandise. The BBC is governed by the BBC Trust, representing license-fee payers' interests and sets the overall strategy.

BBC sounds brings listeners thousands of hours of unmissable music, radio, and podcasts, available live, and on-demand. Launched in October, it has had a great start with more than 2 million app downloads. BBC Sounds give listeners the choice and control over what to listen to and when (BBC 2019).

According to Barella & Linarsih (2020), BBC Learning English is an interesting and attractive site designed for English learners and English teaching. BBC News focuses on British English and daily life and culture in the United Kingdom. Starting from the lower Intermediate level, students with low levels will not find difficulties in understanding the content.

## **D. Listening**

### **1. The Definition of Listening**

Listening is one of the essential skills. As we know, listening is a skill of understanding spoken language. The skill of listening is a necessary part of communication and a basis for second language learning (Yusnida, Muslem, and Manan 2017).

According to Alfian et al., (2019) listening skill is primary to receiving messages effectively. It is a mixture of hearing what another person says and psychological involvement with the talking person. Listening is a skill of language. It involves a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try and see things from another's point of view. Listening needs a high level of concentration and energy. It stresses that we set aside our thoughts and agendas, put ourselves in another's shoes, and try to see the world through that person's eyes.

Listening is an active skill (Qodir, Baehaqi, & Miftah, 2016). In two-exchange communication, people are active when they respond to what they hear or see or agree with an idea. Language learners participate well in oral communication and deliver a meaningful message as long as he/they understand.

Listening plays a vital role in communication, and to avoid misunderstanding during communication, listeners should have the

ability to answer speakers' questions. In this case, doing classroom listening is slightly different from doing real-life listening. However, listening to classroom activities aims to accommodate real-life listening outside the classroom (Gestanti 2017). Nevertheless, listening comprehension is a big challenge for English as a foreign language (EFL) listeners and instructors, which may sometimes lead to frustration, poor listeners' performance, or inadequate attention paid in the classroom (Maftoon and Fakhri Alamdari 2020). According to (Ramli and Kurniawan 2017) the difficulties of listening for the EFL learners arise from seven main reasons: Speed, Repetition, Vocabulary, Signals, Interpretation, Concentration and Perfectionism.

## **2. The Processes of Listening**

There are two processes, suggested by Rumelhart and Ortony in 1977 and developed by other researchers like Anderson and Lynch (1988), Vandergrift (2003), Brown (2006) & Buck (2001 in Unver 2017) deployed by listeners: bottom-up and top-down processing.

- **Bottom-up processing**

Bottom-up processing suggests decoding what is heard linearly by combining phonemes to make words, then utterances, and ending up with meaning. Anderson and Lynch (1988) used the metaphor "tape recorder" to describe this process because it assumes listening is storing what is heard as it is heard. However, it may not always the case listeners recall essential information for comprehension, or



they may remember more than necessary. Because of that, listeners must select, interpret, and summarize input for successful listening.

- Top-down processing

Contrasting with bottom-up processing, this focuses on the overall message in a listening situation and constantly reconstructs meaning using the relevant information heard. Previous knowledge about a topic, expectations about it, and purpose aid the meaning rebuilding process. What underlies top-down processing is "schema theory," a term first used by Bartlett back in 1932: "experiences in the past lead to the creation of mental frameworks that help us make sense of new experiences" (in Nunan, 1999). Top-down processing also highlights the importance of contextual, local, and socio-cultural knowledge about a topic, as mentioned above.

### **3. The Types of Listening**

According to Asemota (2015), listening can be divided into four types:

- a. Active Listening

Active listeners learn better and faster. They make sound judgments about what is heard. Perhaps, active listeners write down essential ideas in complete sentences. They listen for ideas more than details. Of equal importance is their ability to listen for overall meaning.

- b. Partial Listening

They are those who listen with a rebellious ear. It means when they listen, they focus on guessing the next sound. Listeners are those who are thinking of their next reply rather than listening to what is taking place.

c. Intermittent Listening

Intermittent listening applies to those who listen with a deaf ear. They close their ears to unpleasantness. They are those who compulsively nod and shake their heads in agreement when they are not listening at all. Since attitudes affect our perception of information, the more we let our emotions encroach into the listening process, the more distorted our recollection of what has been said.

d. Appreciate Listening

A good listener virtually absorbs all the speaker's meaning by being sensitive to the tone of voice, facial expression, and bodily action, and the words themselves. Sincerity, depth of conviction, confidence, real understanding, and many subtle implications may well be revealed, regardless of the words used.

From the definition above, it can be concluded that listening is a complex, active process of interpretation in which listeners match what they have heard with what they have already known. It is a process to start mind. We must pay attention first to listen, and then we can easily study the other skills. Learning

listening is one of the hardest tasks for any teacher and student because successful listening skills are acquired over time and with lots of practice (Kavaliauskiene and Lilija 2019).

### **E. EFL Students**

According to Si (2019), EFL is regarded as English as a Foreign Language. EFL refers to those who learn English in non-English speaking countries. (E.g. Indonesian people who learn English in their country are EFL learners). Furthermore, based on Imaniah & Nargis (2017), EFL students learn English as a Foreign language, then English is not the dominant language. Learning a foreign language is for tourism, communicating with native speakers, reading foreign journals, etc.

With regard to the elusive nature of native speaker norms, ELT in Indonesia as EFL context have to consider issues concerning the attainability of native speaker norms (Jayanti and Norahmi 2014). Students share the same language and culture. The teacher, possibly the only native English speaker they have experience to. Outside of the classroom, students have very rare opportunities to use English. For some, learning English may not have any clear practical benefit. Students have limited contact to English-speaking culture, most often through a distorted lens like TV or music.

In teaching English skills in Indonesia, listening is one of the skills that are considered difficult but neglected (Agustiana 2019). In fact, listening skills are one of the basic skills of language, so teaching listening

skills deserve the same priority as other basic language skills, i.e. reading, speaking, and writing.



## **CHAPTER III**

### **RESEARCH METHOD**

This chapter consisted of research design, subject of the study, research instrument, data collection procedure, data analysis procedure, and data endorsement.

#### **A. Research Design**

A research design is a plan or strategy that is drawn up for organizing the research and making it practicable so that research questions can be answered based on evidence and warrants (Cohen et al., 2018, p. 173). The design of this research was qualitative because the research wanted to describe the phenomenon and get deeper understanding from this research. This study focused on using British Broadcasting Corporation (BBC) podcast in EFL students' skill in IAIN Palangka Raya. According to Richards (2003, p. 11), qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. The previous explanation is in line with Ary, Jacobs, & Sorensen (2010, p. 29); qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than a numeric analysis of data.

Shakouri & Nazari (2014) states qualitative research is concerned with nonstatistical methods of inquiry and analysis of social phenomena. Creswell (2007) in Shakouri & Nazari (2014) outlines eight characteristics of qualitative research:

- a. researching a natural setting & using the researcher as a key instrument to the study;
- b. studying multiple sources of data;
- c. analyzing data inductively;
- d. focusing on the participants' meaning;
- e. establishing an emergent design;
- f. applying a theoretical lens;
- g. interpreting data subjectively; and
- h. developing a holistic account.

Then, Mohajan (2018) explained that qualitative research systematically describes and interprets issues or phenomena systematically from the individual or population studied and generated new concepts and theories.

The researcher used descriptive qualitative as the research design. According to Seixas, Smith, & Mitton (2018), qualitative description goals to record the fact, or in other words, to describe the things upon which most people would readily agree. The research team needs to develop an effective survey to involve participants in describing the essential policy elements without narrowing their possibilities of responses.

## B. Subject of the Study

The subject of the study is also called a research participant. A research participant or subject is a person who participates in research by being the target of observation. In choosing the subject of data, researcher used purposive sampling technique. Purposive sampling is a nonprobability sampling technique in which subject judged to be representative of the population are included in the sample (Ary et al. 2010).

Then, according to Creswell (2012, p. 206) in purposive sampling, researcher intentionally selects individuals and sites to learn to understand the central phenomenon. The students in the eighth semester of English Education in the academic year 2017 and the English lecturers at IAIN Palangka Raya were the subject of this study. Based on the criteria:

1. The students
  - a. Ever-used British Broadcasting Corporation (BBC) podcast in learning listening
  - b. They that had a high score in listening skill
  - c. Active students in the listening class

**Table 3.1 The Students**

No	Name	SRN
1	Fuyudhatul Husna	1701121205
2	Niely Fawaidah V.	1701121185
3	Abusingwan Al Madani	1701121189
4	Renovhya W. A.	1701121194

5	Nuning Melati P.	1701121169
6	Lisma Tiana	1701121184
7	Wiwit Prasetya	1701121220
8	Jenuri	1701121232

2. The lecturers

- a. Ever teach a listening skill
- b. Ever-used British Broadcasting Corporation (BBC) podcast in teaching listening

**Table 3.2 The Lecturers**

No.	Name	ORN
1	Novanie Sulastri, M.Pd	-
2	Hesty Widiastuty, M.Pd.	198709282015032003

**C. Source of Data**

The data in this study was the use of British Broadcasting Corporation (BBC) podcast in learning listening in the eighth semester at IAIN Palangka Raya. The researcher collected the data based on the students and lecturers' interview in the eighth semester of English Education at IAIN Palangka Raya.

**D. Research Instrument**

According to Ary et al., (2010, p. 421), the primary instrument used for collecting the data in qualitative research is the researcher himself- or



herself, often collecting the data through direct observation or interviews; in other words, the researcher as a key instrument.

In this research, the researcher used two types of instruments: interview and documentation.

### **1. Interview**

A qualitative interview appears when researchers ask one or more participants general, open-ended questions and record their answers (Creswell 2012). The interview is defined as a conversation between two people designed to obtain research data to meet research objectives that concern 'systematic description, prediction or explanation' (Cohen et al. 2018).

According to Cohen et al., (2018, p. 511), there are five kinds of interview:

- a. The structured interview
- b. The semistructured interview
- c. The unstructured interview
- d. The nondirective interview
- e. The focused interview

Meanwhile, in this research the researcher used a semi-structured interview. In the semistructured interview, the topics and questions are given, but the questions are open-ended, and the wording and sequence may be tailored to each interviewee, and the responses were given, with prompts and probes.

**Table 3.3 Interview item Purpose**

<b>Informant</b>	<b>Number of Questions</b>	<b>Official Statements</b>
Students	Question number 1	To know opinion about the use of British Broadcasting Corporation (BBC) podcast in listening skills
	Question number 2	To know the steps in using British Broadcasting Corporation (BBC) podcast in listening skills by the lecturers
	Question number 3	To know how often the lecturers used British Broadcasting Corporation (BBC) podcast
	Question number 4	To know the good points of British Broadcasting Corporation (BBC) podcast
	Question number 5	To know the bad points of British Broadcasting Corporation (BBC) podcast
	Question number 6	To know how important the use of British Broadcasting Corporation (BBC) podcast
	Question number 7	To know impact the using of British Broadcasting Corporation (BBC) podcast
	Question number 8	To know does the use of British Broadcasting Corporation (BBC) podcast make the students interested in learning listening

	Question number 9	To know the problems when listening to British Broadcasting Corporation (BBC) podcast
	Question number 10	To know the effort of the students to improve their listening skill
	Question number 11	To know the focus of the students in listening to British Broadcasting Corporation (BBC) podcast
	Question number 12	To know the students experience in listening to British Broadcasting Corporation (BBC) podcast
	Question number 13	To know the statement of the students about the accessible of British Broadcasting (BBC) podcast
	Question number 14	To know how the students solve the problems when they experienced some difficulties in listening to British Broadcasting (BBC) podcast
Lecturers	Question number 1	To know how far the contribution the use of the British Broadcasting Corporation (BBC) podcast in students' listening skill
	Question number 2	To know does the use of the British Broadcasting Corporation (BBC) podcast in listening skills can make it easier to teach listening skill
	Question number 3	To know does the use of the British Broadcasting Corporation (BBC) podcast increase students' listening skill

	Question number 4	To know the method of the lecturers in using British Broadcasting Corporation (BBC) podcast in listening skill
	Question number 5	To know the steps in using British Broadcasting Corporation (BBC) podcast in listening skill
	Question number 6	To know the purpose of the lecturers in using British Broadcasting Corporation (BBC) podcast in listening skill
	Question number 7	To know the reasons why does the lecturers use British Broadcasting Corporation (BBC) podcast in listening skill
	Question number 8	To know does the lecturers recommend using British Broadcasting Corporation (BBC) podcast in listening skill
	Question number 9	To know the problems when using British Broadcasting Corporation (BBC) podcast in the class
	Question number 10	To know how the lecturers solve the problems in using British Broadcasting Corporation (BBC) podcast

## 2. Documentation

According to Arikunto (2010, p. 135), documentation is written objects such as books, magazines, documents, regulations, notes, diaries, etc. By using documentation in this research, it supposed the data that would be found in this field. In this case, researcher used the smartphone to share the interview on WhatsApp and recorded it.

The researcher also collected the scoring of listening from the eight students and the syllabus . Then, it was used to know their scoring in the listening skill and to select the subjects to be more specific based on the criteria.

#### **E. Data Collection Procedure**

In this study, the researcher used some procedures to collect the data. First, the researcher chose the informant of the students in the eighth semester of English Education in the academic year 2017 at IAIN Palangka Raya. Second, the researcher did the interview. Third, the researcher analyzed the interview. Last, the researcher collected all of the data and analyzed them.

#### **F. Data Analysis Procedure**

##### **1. Collecting the Data**

In collecting the data, the researcher studied all of the data in the field and concluded the data. In this case, the data collected from the English students in the eighth semester of English Education in the academic year 2017 at IAIN Palangka Raya.

##### **2. Reduction the Data**

In the reduction process, the researcher selected and chose the data relevant to the study, focusing on the data directed to solve the problems or answering the research problems. The researcher heard interview audio that collected from the students and lecturers. Then, the researcher analyzed all of the data.

### 3. Displaying the Data

In the data display, the data reduction result was systematically reported, which can be understood and reasonable for the researcher's data in the field.

### 4. Concluding the Data

In this case, the researcher concluded all of the data to make it clear and understandable for the reader.

## **G. Data Endorsement**

Throughout the process of data analysis, the researcher needs to make sure the finishing and interpretation are accurate. The technique is needed to determine the credibility or accuracy of data. This research used triangulation. Sugiyono (2013, p. 270) stated that triangulation is one way to test credibility.

### 1. Credibility

According to Shah & Ravana (2014), credibility is the quality or power of inspiring belief. In practice, credibility refers to the objective and subjective parts of the believability of the content.

#### a. Triangulation

Triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena (Carter et al. 2014). Based on Denzin (2012), triangulation referred only to the use of multiple qualitative research methods, not the combination of quantitative and qualitative methods.

To get the credibility of data, the researcher took some instruments such as interview and documentation. Then, the researcher used data triangulation in this research. Data triangulation involves the use of different source of data/information (Joslin and Muller 2016). Data sources can vary based on the times when the data were collected, the location of collection, and the person/people who obtain the data (Joslin and Muller 2016).

During this study, the researcher used interview and documentation to gather the data from the participants. The triangulation was carried out by interviewing the students three times to get the data more credible.





## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the description of the research findings and discussion. It contains several parts, which are the data presentation, research findings, and discussion.

#### **A. Data Presentation**

This research began on 1<sup>st</sup> February 2021 in IAIN Palangka Raya. The data was collected from documentation and interview results. The researcher interviewed eight students and two lecturers. Then, the researcher got the document data from students' transcripts score that collected via WhatsApp Application. The details of the interview with the participants were recorded online.

##### **1. Data of Interview**

The interview had been done in three times on 1<sup>st</sup> February, 8<sup>th</sup> March and 15<sup>th</sup> April via online using social media (WhatsApp). The interview aimed to know what is the contribution of using British Broadcasting Corporation (BBC) podcast, the reasons of the lecturers using British Broadcasting Corporation (BBC) podcast and what are the problems in using British Broadcasting Corporation (BBC) podcast in listening skills.

The data of interview was collected from eight students and two lecturers.

**Table 4. 1 The Interview Items was Modified from Alfi  
Rahmatia & Widiastuty (2018)**

No.	Informant	Questions
1.	Students	What is your opinion about the use of British Broadcasting Corporation (BBC) podcast in listening skill?
2.		How are the steps in using British Broadcasting Corporation (BBC) podcast in listening skill by the lecturers?
3.		How often the lecturers used British Broadcasting Corporation (BBC) podcast in listening skill?
4.		What are the good points of British Broadcasting Corporation (BBC) podcast?
5.		What are the bad points of British Broadcasting Corporation (BBC) podcast?
6.		How important is the use of British Broadcasting Corporation (BBC) podcast in listening skill?
7.		What impact do you feel when using the British Broadcasting Corporation (BBC) podcast on listening skill?
8.		Does the use of British Broadcasting

		Corporation (BBC) podcast make you more interested in learning listening skill?
9.		What problems do you encounter when listening to British Broadcasting Corporation (BBC) podcast?
10.		How is your effort to improve your listening skill if you get a low score/to solve the problems?
11.		According to your experience, how many minutes can you focus on listening to British Broadcasting Corporation (BBC) podcast?
12.		If the British Broadcasting Corporation (BBC) podcast is easy. Can you stay focus for 8 to 10 minutes, and why?
13.		Do you agree with the statement that British Broadcasting Corporation (BBC) podcast is accessible, and why?
14.		How do you solve the problems when you experienced some difficulties in listening to British Broadcasting Corporation (BBC) podcast?
1.	Lecturers	How far the contribution the use of British Broadcasting Corporation (BBC) podcast in

		students' listening skill?
2.		Does the use of British Broadcasting Corporation (BBC) podcast in listening skill can make it easier to teach listening, and why?
3.		Does the use of British Broadcasting Corporation (BBC) podcast increase students' listening skill, and if yes, how is it?
4.		How does your method in using British Broadcasting Corporation (BBC) podcast in listening skill?
5.		What are the steps in using British Broadcasting Corporation (BBC) podcast in listening skill?
6.		What is the purpose of using British Broadcasting Corporation (BBC) podcast in listening skill?
7.		Why do you use British Broadcasting Corporation (BBC) podcast in listening skill?
8.		Do you recommend using British Broadcasting Corporation (BBC) podcast in listening skill?
9.		What problems do you encounter when using to British Broadcasting Corporation (BBC) podcast in teaching listening in the class?

10.

How do you solve those problems?

**a. The Contribution of Using British Broadcasting Corporation (BBC) Podcast in Listening Skill**

**1) Students interview**

a) Question 1

FH said, “The using of BBC is very good and necessary because it can improve our accent especially in British accent and then to comprehend the native speaker from British. In the fact IELTS test is using British accent in their test, so it is very necessary.” (Interview with Fuyudatul Husna, on 1<sup>st</sup> February 2021)

NFV said, “Using BBC learning English is quiet good, because we can find many podcast and we can practice listening to the podcast individually. Also, it will help us to get use to on the accent of the native English speaker.” (Interview with Niely Fawaidah Virgin, on 1<sup>st</sup> 2021)

ASA said, “In my opinion, BBC podcast is one of the best podcast to improve our listening skills and is truly recommended podcast that I recommend”. (Interview with Abu Singwan Al Madani on 1<sup>st</sup> 2021)

RWAS said, “I think the use of BBC podcast in listening skill is very good, because as you know that BBC designed for intermediate and advance learners so I think that is suitable for us

because we are college students and not only that, BBC is quite famous because it is using by many people, even the teachers or students. So, overall BBC podcast is very good for improve our listening skills. (Interview with Renovhya Wisudany Agitha Sutrisno, on 1<sup>st</sup> February 2021)

NMP said, “In my opinion BBC podcast is help me to improve my English skill especially in listening skill because it provides some level of English learners such as from beginners and then intermediate or some like that, she not really remember about the level and also we can learn from BBC podcast, we can practice our listening skills and after that we can take about the transcript or even if there is any test we can try the test and then check the answer key for make her sure that her answer is true or not, correct or not, and then yes is very helpful to improve our listening skills.” (Interview with Nuning Melati Putri, on 1<sup>st</sup> February 2021)

LT said, “I think it is good also this is the best choice to use BBC podcast in listening skill, we can know our listening skills after we learning or use this podcast in our daily teaching-learning activity.” (Interview with Lisma Tiana, on 1<sup>st</sup> February 2021)

WP said, “I think is good, because BBC podcast can improve my English skill especially listening skill. If I use BBC

podcast I can increase my vocabulary.” (Interview with Wiwit Prasetya on 1<sup>st</sup> February 2021)

J said, “My opinion about the use of BBC podcast, it is easy to understand.” (Interview with Jenuri, on 1<sup>st</sup> February 2021)

Based on the data of interview question 1, “What is your opinion about the use of British Broadcasting Corporation (BBC) in listening skills?” the researcher concluded that the use of BBC podcast is good and it can give positive contribution to their listening skills.

b) Question 2

FH said, “Actually I forgot how the lecturer using of BBC podcast in listening skills, but as I remembered the first is share the paper about the BBC then listen the podcast, after that answer the question and the last discuss together, if I am not wrong it was like that.” (Interview with Fuyudhatul Husna, on 1<sup>st</sup> February 2021)

NFV said, “The first step, the lecturer told us we are going to listen to a podcast of BBC and then the teacher give us the answer sheet and also the question there, so after that the lecturer play the podcast using the smart tv at class and then we have to hear all of the conversations at the podcast. Ya, like that.” (Interview with Niely Fawaidah Virgin, on 1<sup>st</sup> February 2021)

ASA said, “The lecturer ask the students to listen carefully during the podcast is playing and then on the screen there are several questions that is still related to the podcast in order to answer by the students.” (Interview with Abu Singwan Al Madani, on 1<sup>st</sup> February 2021)

RWAS said, “For the first step, the lecturer usually give us something like a brainstorming related to the topic that we discuss that day, and then usually the lecturer use the monitor in the class to play the podcast, in the monitor, there is a audio file/podcast. After that, the lecturer asks them to pay attention, listen carefully the podcast that will play, then usually the lecturer ask them to explain again shortly about the podcast that they listen or the lecturer give them some specific or general questions related with the topic that they learn in that day.” (Interview with Renovhya Wisudany Agitha Sutrisno, on 1<sup>st</sup> February 2021)

NMP said, “For the first the lecturer will explain us about the material of the day or just reviewing what have we learn about last week and then after that we do some test, we listen to an audio podcast and then we try to answer the question based on the test, then we try to answer the question together, then to match this answer is right or not and of course the lecturer will show or explain us what is the correct answer, then after that section the lecturer will continue the material and explain us about the



material in the day. “ (Interview with Nuning Melati Putri, on 1<sup>st</sup> February 2021)

LT said, “In my memories, the lecturer gives us the podcast in slide or television and all of the students must listen carefully to podcast, and we can answer or get the point or topic from the conversations or news or anything from the podcast or they can find the podcast audio from the website of BBC. So, they can open the website and find the audio what they want to listen and they play it.” (Interview with Lisma Tiana, on 1<sup>st</sup> February 2021)

WP said, “Before we are enter the listening lesson, we have to download the application and usually there are some themes that they choosing. For example, the tittle is 'cooking' so, we are learn about 'cooking' today. It means that I learn listening about every day conversation about cooking. After that, usually the lecturer give a chance to students for demonstration or explain again in front of the class.” (Interview with Wiwit Prasetya, on 1<sup>st</sup> February 2021)

J said, “First, the students listen to the podcast and then answer the question and evaluate the answer together in the class with the lecturer.” (Interview with Jenuri, on 1<sup>st</sup> February 2021)

Based on the data of interview question 2, “How are the steps in using British Broadcasting Corporation (BBC) podcast in listening skills by the lecturers?”. The researcher concluded that

the steps are: First, they have to listen to the BBC podcast carefully, then the lecturers give the questions that related to the podcast, after that they listen to the podcast also answer the questions and the last they discuss together the answer.

c) Question 3

FH said, “She thinks often enough, because there are many themes in the BBC podcast. So, every meeting or material can use BBC podcast because there are so many themes in the BBC podcast.” (Interview with Fuyudhatul Husna, on 1<sup>st</sup> February 2021)

NFV said, “The lecturer uses BBC podcast is not too often, sometimes we have to watch the video and it is not from the BBC. So, just sometimes maybe two or there times.” (Interview with Niely Fawaidah Virgin, on 1<sup>st</sup> February 2021)

ASA said, “In four meeting at least, there was once the lecturer using BBC podcast.” (Interview with Abu Singwan Al Madani, on 1<sup>st</sup> February 2021)

RWAS said, “She thinks the use of BBC podcast is not too often, because sometimes the lecturer use podcast from another source. Such as, from YouTube, website, or British Council if she is not wrong. So, the use of BBC podcast is sometimes.” (Interview with Renovhya Wisudany Agitha Sutrisno, on 1<sup>st</sup> February 2021)

NMP said, “She said that because of our class is once in every week, so she thinks it often enough because we listen to BBC podcast in every week. Maybe, she not really sure about this but she though it was every week they listen to BBC podcast.” (Interview with Nuning Melati Putri, on 1<sup>st</sup> February 2021)

LT said, “She thinks it is not really often, or we can say it sometimes. Not in every meeting she thinks, but like twice in one month.” (Interview with Lisma Tiana, on 1<sup>st</sup> February 2021)

WP said, “The lecture is seldom to use BBC podcast to teaching listening, I don’t know why, I think BBC podcast is good for improve listening skill. So, I suggest to lecture to use BBC learning English to improve listening skill.” (Interview with Wiwit Prasetya, on 1<sup>st</sup> February 2021)

J said, “He said the lecture use BBC podcast in the class is often.” (Interview with Jenuri, on 1<sup>st</sup> February 2021)

Based on the data of interview question 3, “How often the lecturers used British Broadcasting Corporation (BBC) podcast in listening skills?”. The researcher concluded that the lecturers are not too often use BBC podcast in listening class.

d) Question 4

FH said, “The first easier to access it, and then there are many themes in BBC podcast, easy to download, don't need much

quota for download it.” (Interview with Fuyudhatul Husna, on 1<sup>st</sup> February 2021)

NFV said, “She said that they easy to find it, on the internet because it is available on the internet. So, when they are going to search just put BBC podcast in the search machine so you will get it and then it is free. So, we can directly download by our self.” (Interview with Niely Fawaidah Virgin, on 1<sup>st</sup> February 2021)

ASA said, “The good point from BBC is the conversation in the podcast is not really fast than any podcast. So, it is easier for the students to listen from the podcast conversation and the topic from the conversation is still related to our daily activities. So, it is also easy to figure out what they talking about.” (Interview with Abu Singwan Al Madani, on 1<sup>st</sup> February 2021)

RWAS said, “She thinks the good points of BBC podcast are, it is very good to improve our listening skills because it is also has high standard and fulfill the criteria. So, BBC podcast can be a material for improving listening skill, for the beginners, intermediate or advances. So, it is suitable. Also, in her opinion BBC podcast is very famous because so many the user of this podcast. For example, used by the lecturer and the students. Also, the appropriateness of the material, for the beginners, intermediate or advances. Then, this podcast have the transcript

and it is complete.” (Interview with Renovhya Wisudny Agitha Sutrisno, on 1<sup>st</sup> February 2021)

NMP said, “She said that BBC podcast provides some levels of English learners such as beginners, intermediate and next level. Then, there are some materials of listening we can also practice by listening podcast and check the test, try to do the test, and check the answer key to make sure that our answer is correct or not, and about the audio podcast she thinks they can hear what the speaker say clearly because the say it really clearly. Even if they are the beginners, the still can identify what the speaker say in the podcast. Yes, it is very helpful to improve our listening skills.” (Interview with Nuning Melati Putri, on 1<sup>st</sup> February 2021)

LT said, “She thinks the good point of the BBC podcast is about the accent of British. It is really interesting and very good to learn about the British accent.” (Interview with Lisma Tiana, on 1<sup>st</sup> February 2021)

WP said, “She said that BBC podcast have many of topics for example, comedy, interview, public figure, and many more. Then, there is no advertisement and she can listen to podcast more flexible.” (Interview with Wiwit Prasetya, on 1<sup>st</sup> February 2021)

J said, “He said that BBC podcast is easy to understand and it provides materials for levels that say it by the capability of the learners.” (Interview with Jenuri, on 1<sup>st</sup> February 2021)

Based on the data of interview question 4, “What are the good points of British Broadcasting Corporation (BBC) podcast?”. The researcher concluded that the good points of BBC podcast are easy to find, many of topics, providing some levels, high standards, and using British accent.

e) Question 5

FH said, “In my honest opinion it depends on the interesting of the accent British. So, because of the lack of interesting people in the British accent, they don't like British accent. Because of they don't like the accent and hard to understand it, so they prefer the podcast that using American accent.” (Interview with Fuyudhatul Husna, on 1<sup>st</sup> February 2021)

NFV said, “I think there is no bad point in the BBC podcast but it depends on our self because sometimes someone says that using BBC podcast is difficult because it is too fast or the topic that they talk is unfamiliar programs but it is because of their background knowledge and it is because of their level of English mastery.” (Interview with Niely Fawaidah Virgin, on 1<sup>st</sup> February 2021)

ASA said, “The bad points of BBC were if I don’t know several expressions or several vocabularies that the speaker said and sometimes I got confuse because I had nothing to know about that.” (Interview with Abu Singwan Al Madani, on 1<sup>st</sup> February 2021)

RWAS said, “I can not find the bad points of BBC podcast because she thinks it is very good to improve our listening skills and like she said before it has high standard. So, it can be a trusting source and can use as the source of listening skills learning.” (Interview with Renovhya Wisudany Agitha Sutrisno, on 1<sup>st</sup> February 2021)

NMP said, “I think, it is about the speakers because sometimes they speak really fast and for us in the beginners level it is hard to identify the word if the speaker say it too fast and she thinks just it.” (Interview with Nuning Melati Putri, on 1<sup>st</sup> February 2021)

LT said, “I think, the BBC podcast is not really clearly to say the words. They should hear the words carefully.” (Interview with Lisma Tiana, on 1<sup>st</sup> February 2021)

WP said, “The bad points of BBC podcast is no update and there is no translation.” (Interview with Wiwit Prasetya, on 1<sup>st</sup> February 2021)

J said, “In my opinion, maybe when the students are easy to cheat because it is accessible. They can use smartphone and open the website and look for the podcast.” (Interview with Jenuri, on 1<sup>st</sup> February 2021)

Based on data of interview question 5, “What are the bad points of British Broadcasting Corporation (BBC) podcast?”. The researcher concluded there are no bad points in the BBC podcast, but it depends on their ability. Some of them get difficulties in unfamiliar expressions, vocabularies, the accent in British or the speakers that speak fast.

f) Question 6

FH said, “It is very important and very necessary because listening skill it means listening, the native speakers speaking it is not only from American accent but it can be from British accent and also the accent from another country. So, accent any accent is indispensable in listening skill.” (Interview with Fuyudhatul Husna, on 1<sup>st</sup> February 2021)

NFV said, “The use of BBC podcast is quite important for the English learners because they can practice by them self using BBC podcast but they can also find another podcast that is not from BBC and it is important too. So, she thinks the word important in using BBC podcast is relative because they can find many podcasts which is not BBC also in internet. So, all of them



are important because from using the podcast we can practice our listening skill there, so we can get used to listen to the native speaker.” (Interview with Niely Fawaidah Virgin, on 1<sup>st</sup> February 2021)

ASA said, “I think it is really important because listening is one of the skills that they have to master as an English student. So, BBC podcast is one of the best podcast that they can use to improve their listening skill, especially from native speakers.” (Interview with Abu Singwan Al Madani , on 1<sup>st</sup> February 2021)

RWA said, “In my opinion, it is very important to use BBC podcast in listening class especially for the learners who want to improve their listening skill.” (Interview with Renovhya Wisudany Agitha Sutrisno, on 1<sup>st</sup> February 2021)

NMP said, “I think it is important enough, because for me BBC podcast is really help me to improve my listening skill. So, it is quite important for me.” (Interview with Nuning Melati Putri, on 1<sup>st</sup> February 2021)

LT said, “I think it is really important because if they learn or listen of BBC podcast, they can know their listening skill about their level to understand what they say in the audio podcast.” (Interview with Lisma Tiana, on 1<sup>st</sup> February 2021)

WP said, “BBC podcast is important to improve their listening skill because there are levels for beginners, intermediate

or advance. So, if she intermediate level, she using intermediate level and it is important for her to increase her vocabulary, sensitivity in listening, and etc.” (Interview with Wiwit Prasetya, on 1<sup>st</sup> February 2021)

J said, “I think it is important to use BBC podcast in listening skill, especially for teacher because BBC podcast is accessible, easy to understand, also it is designed by the level of the learners. So, we as a teacher can choose the right material for our learners level.” (Interview with Jenuri, on 1<sup>st</sup> February 2021)

Based on the data of interview question 6, “How important is the use of British Broadcasting Corporation (BBC) podcast in listening skills?”. The researcher concluded that the use of British Broadcasting Corporation (BBC) podcast in listening skill is very important.

g) Question 7

FH said, “In my honest opinion, the impact of BBC on listening skill gives the challenges of hard understanding British accent that will give me a good habit in listening to the conversation of a native speaker. Also, each of theme of BBC informs a new background knowledge.” (Interview with Fuyudhatul Husna, on 8<sup>th</sup> March 2021)

NFV said, “When we are listening to the BBC we will be getting used to listening to the native speaker since BBC is a

podcast whose speaker is the native language. Also, if we listen to another podcast with different accent such as American. We will be easier to listen to it since American accent is more clear than British.” (Interview with Niely Fawaidah Virgin, on 8<sup>th</sup> March 2021)

ASA said, “Of course, the podcast could improve my vocabularies, improve my listening skills and sometimes I can express several conversations based on the podcast. So, the podcast is an example for my daily English.” Interview with Abu Singwan Al Madani, on 8<sup>th</sup> March 2021)

RWAS said, “I enjoyed the learning English activities used BBC podcast, it felt so comfortable, fun, and help me because I think BBC podcast can engaged my interest to listen it. Besides that BBC podcast also easy to use. But if the audio is too long, it also impact me, I'll get boring and sleepy so I'm not focus when listening. BBC podcast also brought me motivation to listen it because I realized that the content, the topic of the podcast feel interesting and that's made me so excited to learn in the class using BBC podcast.” Interview with Renovhya Wisudany Agitha Sutrisno, on 8<sup>th</sup> March 2021)

NMP said, “The impact after using BBC podcast to my listening skills, I realized that my ears were getting more sensitive after listening to BBC podcast regularly. For example, before I

used BBC podcast, I would find just 20-40% of the words in a listening section. After I practiced my listening through BBC podcast, the percentage of my understanding about the words or the context of the listening section would increase to 50-70%. I think it's because I felt comfortable and enjoy while listening to the podcast by myself. So in conclusion, BBC podcast give me a big impact to my listening skills.” Interview with Nuning Melati Putri, on 8<sup>th</sup> March 2021)

LT said, “I think the impact that I get after using BBC podcast that I know that different, very different accent between British and American and not only for the accent but about the vocabulary or the word that usually use in British and different with we use in an American accent, I think that’s all.” Interview with Lisma Tiana, on 8<sup>th</sup> March 2021)

WP said, “The impact that I use BBC learning podcast, I can improve my listening skill and improve my vocabulary. So, I feel confident when I am learning by BBC podcast. If I pass examination I used to study from BBC learning English. So, I feel confident.” Interview with Wiwit Prasetya, on 8<sup>th</sup> March 2021)

J said, “It improved my listening skill and my learning motivation.” Interview with Jenuri, on 8<sup>th</sup> March 2021)

Based on the data of interview question 7, “What impact do you feel when using the British Broadcasting Corporation (BBC)

podcast on listening skills?”. The researcher concluded that the use of British Broadcasting Corporation (BBC) podcast has some impacts such as, can give positive contribution to their listening skills, vocabularies, and they will be familiar with listening to the conversation in British accent.

h) Question 8

FH said, “Yes it does. Because, there are the audio and script. We can read and make sure the audio after listen to it.” (Interview with Fuyudhatul Husna, on 16<sup>th</sup> April 2021)

NFV said, “Well, I can say that, cause listening bbc can make our ability in listening better. Cause when we listen to a podcast in British accent, we will be easier listening to the other accent.” (Interview with Niely Fawaidah Virgin, on 16<sup>th</sup> April 2021)

ASA said, “Yes, it does make me interested, because I learned something new from BBC podcast, therefore my Listening skill was being improved.” (Interview with Abu Singwan Al Madani, on 16<sup>th</sup> April 2021)

RWAS said, “Yes I am very interested. In my opinion, BBC podcasts are the best podcasts to serve as learning materials to improve listening skills for anyone. Apart from the many people who use it, BBC podcasts are also popular because they are easily accessible both via the application and the web.

Learning to use BBC podcasts in my opinion is fun, up to standards and unique.” (Interview with Renovhya Wisudany Agitha Sutrisno, on 16<sup>th</sup> April 2021)

NMP said, “Yes, it does. because there are so many option of podcast which have different topic we can choose. and they're so interesting.” (Interview with Nuning Melati Putri, on 16<sup>th</sup> April 2021)

LT said, “Yes that’s make me more interest and of course give a challenge when I listen to BBC podcast, because as you know a British is very hard to listen the word if you don’t focus or really carefully to listen the podcast. So, it’s very interest to want to know what the say in the podcast.” (Interview with Lisma Tiana on 16<sup>th</sup> April 2021)

WP said, “Yes, with BBC podcast I more aware to my listening skill. I think BBC is one of the best platform to improve listening skill.” (Interview with Wiwit Prasetya, on 16<sup>th</sup> April 2021)

J said, “Yes, because I want to explore another effective way to learn listening.” (Interview with Jenuri, on 16<sup>th</sup> April 2021)

Based on the data of interview question 8, “Does the use of British Broadcasting Corporation (BBC) podcast make you more interested in learning listening skill?”. The researcher concluded

that the use of British Broadcasting Corporation (BBC) podcast can make the students more interested in learning listening skill.

## 2) Lecturers Interview

### a) Question 1

NS said, “I think BBC podcast is very useful to the students, especially for listening skills. We know that there is accent that we use when we learn about English, there is American accent and British accent and the other I think. So, BBC podcast can help to students to study more about the pronunciation especially, so they can learn about the British accent, so when they learn about listening skills they will know how the accent of British, so when they got some difficulties when they listening the British accent they can solve the problem by listening or trying to listen the BBC podcast. Beside the ability of pronunciation BBC podcast in every content, give different topic, so the topic is not only about education but also about the life style, about sport, so it can help the students to more know knowledge especially for the life from the other country.”

(Interview with Novanie Sulastri M.Pd, on 9<sup>th</sup> March 2021)

HW said, “In teaching listening, I can say that using podcasts is a good way to develop my students’ listening skills and to teach new content because it is suited for passive learning. We know that there are several types of podcasts which has huge

potential for ELT because this can fulfil the needs of different learners. BBC Podcast, for instance. When we use BBC podcasts in the classroom, it will force my students to use their imagination and build the pictures in their minds. My students can listen on their own, freeing up valuable classroom time for more active learning. Going through questions, participating in group discussions, and making things with others can all be part of this. Thus, my students who listen to podcasts regularly will have a stronger and more vivid imagination. It can help them to become an active listener since they are so excited to use a podcast in the classroom.” (Interview with Hesty Widiastuty M.Pd, on 12 March 2021)

Based on the data of interview question 1, “How far the contribution the use of British Broadcasting Corporation (BBC) podcast in students’ listening skill?”. The researcher concluded that British Broadcasting Corporation (BBC) podcast is very useful and a good way to develop students’ listening skill.

b) Question 2

NS said, “BBC podcast actually is not too easy to use when I teach about listening skill, but I’m sure that BBC podcast supports me when the teaching-learning process especially for listening skill because I think the BBC podcast can help the students to improve their knowledge about listening and



pronunciation especially in British accent.” Interview with Novanie Sulastris M.Pd, on 9<sup>th</sup> March 2021)

HW said, “Yes, using a BBC podcast is more effective and easier than a movie to teach listening comprehension. There is an interaction effect between teaching media and the listening habits of students. Podcasting is a significant resource that I can use to teach and learn a language. It is an alternative method of learning which can help to improve my students’ listening skills. I can implement this teaching media in the teaching-learning process by following some preparations, for example, I must understand the concept as well as the advantages and disadvantages of this media to apply appropriate procedures in listening class, I should be familiar with the podcast and understand to download the existing podcast when I want to apply it in the classroom, then I must be able to choose appropriate podcast based on the syllabus and lesson plan used in the teaching-learning process, and I have to pay my attention to my students’ condition. I use the podcast as part of my Curriculum. Once I have found a podcast episode that aligns with my lesson, so I have two options for listening: Ask my students to listen individually on their smartphones or tablets with their headphones, either in class or for homework. Then, I ask them to listen as a group in listening class.” (Interview with Hesty Widiastuty M.Pd, on 12 March 2021)

Based on the data of interview question 2, “Does the use of British Broadcasting Corporation (BBC) podcast in listening skill can make it easier to teach listening, and why?”. The researcher concluded that British Broadcasting Corporation (BBC) podcast is more effective and easier than a movie, but it is not too easy to use in teaching listening by the lecturers.

c) Question 3

NS said, “I’m sure that BBC podcast is one of the ways that can increase the students listening skills, when they try to listen, listen and listen that will make their ability in listening will be improved and that can make them easy to listen another accent of language especially in English.” (Interview with Novanie Sulastri M.Pd, on 9<sup>th</sup> March 2021)

HW said, “Yes, BBC Podcast significantly increases my students' listening achievement. Podcasts allow my students to practice their listening comprehension of complex texts that are both conversational and formal, and the corresponding transcripts enable my students to confirm their success. Thus, the podcast also is easier to listen, and if there are some unfamiliar words that they didn't know, so they feel curious to find out the meaning of it, and it will improve their vocabularies in English.” (Interview with Hesty Widiastuty M.Pd, on 12 March 2021)

Based on the data of interview question 3, “Does the use of British Broadcasting Corporation (BBC) podcast increase students’ listening skill, and if yes, how is it?”. The researcher concluded that the use of British Broadcasting Corporation (BBC) podcast can increase students’ listening skill.”

d) Question 4

NS said, “Okay, talking about method the method that I use when I am using BBC podcast, I will let them to listen the podcast then after that I will ask them about the content, so when they got some difficulties, we will discuss it together just like that.” (Interview with Novanie Sulastri M.Pd, on 9<sup>th</sup> March 2021)

HW said, “We know that a podcast is a recording of the audio discussion on a specific topic, like business or travel, that can be listened to. Podcasts are a flexible and useful classroom resource. Here are some ideas or methods I used in the listening classroom: 1. Use podcasts as an in-class listening activity, 2. Create a podcast as an in-class speaking activity, 3. Assign podcasts for homework, and 4. Recommend podcasts as a supplemental activity.” (Interview with Hesty Widiastuty M.Pd, on 12 March 2021)

Based on the data of interview question 4, “How does your method in using British Broadcasting Corporation (BBC) podcast in listening skill?”. The researcher concluded that the method is:

(1) listen to the podcast, (2) ask the students about the content, (3) discuss together, (4) create a podcast, (5) assign and recommend the podcast to the students.

e) Question 5

NS said, “Okay, when we talking about the steps how to use BBC podcast in listening skills, the first I will play the podcast and the students will listen from the first and to the last then I will ask them about the content and sometime when they got some difficulties to guess the content of the podcast, I will repeat the podcast maybe it’s about two times, so then I ask them to keep listening and pay attention to the important word then after that I make a small discussion that talking about the content of the podcast.” (Interview with Novanie Sulastri M.Pd, on 9<sup>th</sup> March 2021)

HW said, “Podcast as a tool that supports students in learning the listening skill is more practical and helpful than using the talk and chalk method. There are several steps I used in applying BBC Podcast generally, namely as follows: (1) Download one of the lesson guides (transcript is included). The materials are depending on the syllabus. I can choose the content that is proper for the student’s ability. (2) Introduce the podcast as a tool for developing language skills for the students. Podcast as a tool has the power to motivate students in learning English. Then,

I will explain what will students do with the podcast. (3) Play and listen to the podcast episode one or more times to the students. (4) Ask my students to review the vocabulary and transcript to make sure they understand everything in the podcast. Have the class summarize what they heard. (5) Have my students discuss questions in partners, small groups, or as a class about the content of the podcast. (6) Ask my student to do their listening task that was given by me as the lecturer. They have to answer the conversation or questions in writing. (7) Sometimes, I assign my students to create podcasts that demonstrate their learning of a particular concept by linking their information to a current problem or issue. Their podcast should then be available for other students to download so that the students become the teachers.”

(Interview with Hesty Widiastuty M.Pd, on 12 March 2021)

Based on the data of interview question 5, “What are the steps in using British Broadcasting Corporation (BBC) podcast in listening skill?”. The researcher concluded the steps are: (1) download the podcast (2) introduce the podcast to the students (3) Play and listen to the podcast (4) ask the students about the content of the podcast (5) repeat the podcast if the students get difficulties to answer the question (6) make a small group/discussion that talking about the content of the podcast (7)

and sometimes the lecturers assign the students to create a podcast.

**b. The Reasons of the Lecturers Using British Broadcasting Corporation (BBC) Podcast**

**1) Lecturers Interview**

f) Question 6

NS said, “For the first, I use BBC podcast because I want my students to learn about different accents especially for British accent and for the second reason the purpose of using BBC podcast because we know that the BBC podcast is one of the unique....has unique content that not only talking about maybe we only focus on education but also the content of the BBC podcast is talking about lifestyle and health and the other topic so, much more knowledge in that podcast.” (Interview with Novanie Sulastri, on 9<sup>th</sup> March 2021)

HW said, “I think the podcast is very useful in language learning because it does not only help my students master the listening skill, but also motivates them to learn. The podcast allows my students to have interaction during the language learning process. In Indonesia, the podcast can be a tool that can be suggested to use as an innovation. It can motivate Indonesian students as EFL students to learn and practice language, especially in listening skills. Students are interested in using the

podcast for English language learning.” (Interview with Hesty Widiastuty M.Pd, on 12 March 2021)

Based on the data of interview question 6, “What is the purpose of using of British Broadcasting Corporation (BBC) podcast in listening skill?”. The researcher concluded that the lecturers expect that the British Broadcasting Corporation (BBC) podcast can make the students learn about different accents and get more knowledge. Also, because BBC podcast is beneficial, it can motivate the students to learn more about listening skill.

g) Question 7

NS said, “Because I think BBC podcast is not only a conversation or dialog between two people but also there is some knowledge from the content of BBC podcast so I think the students ability in listening skill will be improve.”

HW said, “Because podcast, BBC podcast, in this case, is a potential tool that can be used to support learning language, especially for listening skills. It made a positive and significant difference to the listening comprehension of my students. Then, the podcast is interesting for the students and it allows them to interact in English with others in the classroom. Through learning from the podcast, my students’ interaction during language learning can improve their motivation in learning English. They can also learn to understand various accents of English by

listening to the podcast.” (Interview with Hesty Widiastuty M.Pd, on 12 March 2021)

Based on the data of interview question 7, “Why do you use British Broadcasting Corporation (BBC) podcast in listening skill?”. The researcher concluded that the lecturers use British Broadcasting Corporation (BBC) podcast because of the more knowledge in BBC podcast, can learn an accent from this podcast, it is a potential tool, can support learning language, can give positive contribution to students’ listening comprehension, the podcast is interesting for the students. It gives the students more motivation when using British Broadcasting Corporation (BBC) podcast.

h) Question 8

NS said, “I recommend BBC podcast to the students because I think BBC podcast can help them to add their knowledge especially for listening skill.”

HW said, “Yes, I recommended it to improve students’ listening ability. Podcasts are a great way to learn English. It does not only make students able to explore many language inputs, the podcast can also stimulate them into the target language because the podcast brings authentic English experience to occur in the classroom.” (Interview with Hesty Widiastuty M.Pd, on 12 March 2021)



Based on the data of interview question 8 “Do you recommend using British Broadcasting Corporation (BBC) podcast in listening skill?”. The researcher concluded that the lecturers recommend using the British Broadcasting Corporation (BBC) podcast to the students to develop their listening skills.

### **c. The Problems in Using British Broadcasting Corporation (BBC)**

#### **Podcast**

##### **1) Students Interview**

###### **i) Question 9**

FH said, “The main problem is unfamiliar pronunciation because they accustomed using American accent so, when they are listening to British accent it is seem hard from the words stress also the pronunciation of the words.” (Interview with Fuyudhatul Husna, on 1<sup>st</sup> February 2021)

NFV said, “Sometimes when the teacher give me a question like field the blank I cannot easily pass the word that I have to field in the blank also when the teacher give me some question and it is not about field the blank I usually do not catch what the speaker speak in the podcast because I do not have many vocabularies I mean I do not master many English vocabularies so, that is my problem but it is just for me because the problem can appear according to the individual, and it is just about my

problem.” (Interview with Niely Fawaidah Virgin, on 1<sup>st</sup> February 2021)

ASA said, “The problem that I got is when I have no idea about native speaker talk about. So, something like there is new word that I still not familiar with and sometimes they really speak faster and I think just it. (Interview with Abu Singwan Al Madani, on 1<sup>st</sup> February 2021)

RWAS said, “The problem is when listen to native speaker that speak fast or the big sound of native speakers so, I do not hear clearly about the vocabularies or what they speak. Also, it is BBC podcast British Broadcasting Corporation and can all of the people can mastery the British and in the pronunciation so many differences with American English and she is mastery in American English than British, if the British is very different pronunciation from the American English and there are some vocabularies that is different from American. So, that's all.” (Interview with Renovhya Wisudany Agitha Sutrisno, on 1<sup>st</sup> February 2021)

NMP said, “The problems that I got is when the speaker speak very fast and that make me really hard to understand what actually their talking about in the podcast.” (Interview with Nuning Melati Putri, on 1<sup>st</sup> February 2021)

LT said, “I think the problems is really complicated, the one problem that I get when hear or listen to BBC podcast is about the words is not really clear. I listen again and again to hear but I can't get the point, it is very difficult to analyze what they say in the podcast.” (Interview with Lisma Tiana, on 1<sup>st</sup> February 2021)

WP said, “BBC podcast is so fast and sometimes I do not know the meaning of text. So, I lack of vocabularies and that is my problem.” (Interview with Wiwit Prasetya, on 1<sup>st</sup> February 2021)

J said, “I do not have a problem when listening to British Broadcasting Corporation (BBC) podcast.” (Interview with Jenuri, on 1<sup>st</sup> February 2021)

Based on the data of interview question 9, “What problems do you encounter when listening to British Broadcasting Corporation (BBC) podcast?”. The researcher concluded that they have some difficulties such as lack of vocabularies, unfamiliar pronunciation, and speakers that speak too fast.

j) Question 10

FH said, “My effort is usually listening to British accent because they typically listen to American accent so when they listen to British accent it is unfamiliar. So, to make it familiar,

they must listen it more often.” (Interview with Fuyudhatul Husna, on 1<sup>st</sup> February 2021)

NFV said, “I usually watch an English video not podcast, because when I listen to podcast it is boring and I can easily feel sleepy, to that's why I choose watching an English video.” (Interview with Niely Fawaidah Virgin, on 1<sup>st</sup> February 2021)

ASA said, “I will listen to the podcast as much as possible, as often as possible and order to get used to with the podcast or conversation. So, I can get the new vocabulary and know what the words mean.” (Interview with Abu Singwan Al Madani, on 1<sup>st</sup> February 2021)

RWAS said, “I usually watch western movies and listen to English music, so both of them is my hobbies. When watching the movie, I use Indonesian subtitle, then for listening to the music, I sometimes just listen to it while guessing the meaning of the song or watching it on YouTube. So, I play the song on YouTube and there is Indonesian and English subtitles while I read it or do dialog with my friend using English.” (Interview with Renovhya Wisudany Agitha Sutrisno, on 1<sup>st</sup> February 2021)

NMP said, “I will practice listening to podcast every day and if I get struggling or feel bored to listening to podcast, I will try to listen English songs and it is easier to listen it because they can search the lyrics on internet and of course I do not forget to

listen to podcast. So, I will return to listening to podcasts every day, even if it is just an hour every day, but it really helps me understand the listening.” (Interview with Nuning Melati Putri, on 1<sup>st</sup> February 2021)

LT said, “I often listen to the BBC podcast from the website to get more usual listen to the words or know the difference between American and British accents. So, it is very helpful to know the words that use in American and British accents.” (Interview with Lisma Tiana, on 1<sup>st</sup> February 2021)

WP said, “I used to repeat the British Broadcasting Corporation (BBC) podcast every single day.” (Interview with Wiwit Prasetya, on 1<sup>st</sup> February 2021)

J said, “I will listen to the conversation of native speakers and watch a video with English conversation” (Interview with Jenuri, on 1<sup>st</sup> February 2021)

Based on the data of interview question 10, “How is your effort to improve your listening skill if you get a low score/to solve the problems?”. The researcher concluded the effort of theirs are listening to British accent, the BBC podcast, English music also watching movie or English video.

k) Question 11

FH said, “It depends on the level, if it is low level, it can be thirty minutes, but if it is hard level, maybe under thirty minutes.” (Interview with Fuyudhatul Husna, on 1<sup>st</sup> February 2021)

NFV said, “I usually can focus on three or four minutes, and then usually, when I got a longer duration of the podcast, I will forget all the conversation which is available on the podcast.” (Interview with Niely Fawaidah Virgin, on 1<sup>st</sup> February 2021)

ASA said, “It is about eighteen minutes.” (Interview with Abu Singwan Al Madani, on 1<sup>st</sup> February 2021)

RWAS said, “I can focus only more than one minute.” (Interview with Renovhya Wisudany Agitha Sutrisno, on 1<sup>st</sup> February 2021)

NMP said, “Listening is the harder skill in English, so it is really hard to make me focus while listening to podcast. I think it last than an hour, I am not sure about the minutes, but I think it is just ten or twenty minutes.” (Interview with Nuning Melati Putri, on 1<sup>st</sup> February 2021)

LT said, “I think it is about one to three minutes at the beginning of the podcast.” (Interview with Lisma Tiana, on 1<sup>st</sup> February 2021)

WP said, “I can focus for under five minutes when listening to BBC podcast.” (Interview with Wiwit Prasetya, on 1<sup>st</sup> February 2021)

J said, “It is a maximal ten minutes to listening to BBC podcast.” (Interview with Jenuri, on 1<sup>st</sup> February 2021)

Based on the data of interview question 11, “According to your experience, how many minutes can you focus on listening to British Broadcasting Corporation (BBC) podcast?”. The researcher concluded the students can focus on listening to British Broadcasting Corporation (BBC) podcast from three minutes until thirty minutes.

1) Question 12

FH said, “I think focus someone depends on the relax if someone relax she/he can be focus. So, why I can focus on eight to ten minutes because of relax and there is no thinking about just thinking about what I listen or what the conversation is about.” (Interview with Fuyudhatul Husna, on 1<sup>st</sup> February 2021)

NFV said, “If the BBC podcast is easy I can focus listen to podcast on 8 until 10 minutes but I think it is too long. My lecturer says that when they are listening to the podcast, they usually can focus on listening to podcast just three or four minutes. When they got longer podcast, about 8 or 10 they will forget the contents of the podcast.” (Interview with Niely Fawaidah Virgin, on 1<sup>st</sup> February 2021)

ASA said, “Yes, I can say focus in 10 minutes, and I don’t know why, maybe because the topic is interesting or fun, so I can

focus more on that podcast.” (Interview with Abu Singwan Al Madani, on 1<sup>st</sup> February 2021)

RWAS said, “I can not say that the BBC podcast is easy because I sometimes gets into trouble when I listen to the BBC podcast. So, I can not listen to 8 until 10 minutes because I can focus for more than one minute.” (Interview with Renovhya Wisudany Agitha Sutrisno , on 1<sup>st</sup> February 2021)

NMP said, “Yes, I can focus for upper than 10 minutes because it is fun to listen to a podcast and listen to the speaker talking about, listen about the story, and stay focused because I feel really enjoy.” (Interview with Nuning Melati Putri, on 1<sup>st</sup> February 2021)

LT said, “I think it can because it says if the podcast is easy, in my mind, if the podcast is easy, it means someone can understand all of the words, so it can make someone focus more than three or five minutes and it can to be eight or ten minutes.” (Interview with Lisma Tiana, on 1<sup>st</sup> February 2021)

WP said, “I can not focus on listening to BBC podcast until eight to ten minutes because I do not really know the vocabulary. So, I lack of vocabulary and that's why I cannot focus until ten minutes.” (Interview with Wiwit Prasetya, on 1<sup>st</sup> February 2021)



J said, “Yes, because I think the quality of the audio is clear and the materials are made by the level of the learners.” (Interview with Jenuri, on 1<sup>st</sup> February 2021)

Based on the data of interview question 12, “If the British Broadcasting Corporation (BBC) podcast is easy. Can you stay focus for 8 to 10 minutes?”. The researcher concluded that from eight students, five peoples can focus and three peoples can’t not focus for 8 until 10 minutes.

m) Question 13

FH said, “Yes, I agree with the statement that BBC podcast is accessible. Because all of the people can download this application in play store, app store and all of the stores, provided they have android or smartphone and quota. So, it is very accessible then if they enter the application, they can download first and then they can listen later.” (Interview with Fuyudhatul Husna, on 1<sup>st</sup> February 2021)

NFV said, “Yes, I agree with that statement because we can find BBC podcast everywhere on the internet. When we type BBC podcast on the search machine, we can directly find that BBC website and we can find many podcast there with many topics too and also we can download it and save it to practice when we have free time we can practice by our self, we can say

BBC podcast is accessible.” (Interview with Niely Fawaidah Virgin, on 1<sup>st</sup> February 2021)

ASA said, “Yes, I agree with that because now we can find the BBC podcast on google play store and access the website directly. So, I think it is accessible.” (Interview with Abu Singwan Al Madani, on 1<sup>st</sup> February 2021)

RWAS said, “Yes, I agree because the BBC podcast is free even if we download it on the play store or the BBC website. So, without pay and I ever try to access it.” (Interview with Renovhya Wisudany Agitha Sutrisno, on 1<sup>st</sup> February 2021)

NMP said, “Yes, I agree because BBC podcast is really accessible, you can access it through the internet if you have internet connection, you can access the website and just search the keyword BBC podcast and you will found the website of BBC or you also can search the keywords of BBC learning English and then you can choose the option that about the listening section and yes it is really easy to access the website.” (Interview with Nuning Melati Putri, on 1<sup>st</sup> February 2021)

LT said, “Yes, I agree with this statement because I ever access BBC podcast from the website to download and listen. It is like streaming directly from the website and listen also answer the question from the audio. So, that's why I agree with that statement

because we can it with our self.” (Interview with Lisma Tiana, on 1<sup>st</sup> February 2021)

WP said, “I agree because BBC podcast is more easy to find it, we can download in app store then I can use BBC podcast anywhere and everywhere, so BBC podcast is flexible.” (Interview with Wiwit Prasetya, on 1<sup>st</sup> February 2021)

J said, “Yes it is accessible because it is easy to access, we can search on the website of BBC and we can look for the podcast materials based on our level, everything is on the website.” (Interview with Jenuri, on 1<sup>st</sup> February 2021)

Based on the data of interview question 13, “Do you agree with statement that British Broadcasting Corporation (BBC) podcast is accessible, and why?”. The researcher concluded that all of them agree that British Broadcasting Corporation (BBC) podcast is accessible because it is available on the internet, especially on the BBC website.

n) Question 14

FH said, “When I face the difficulties especially unclear in listening, I prefer to listen it more than once. It helps me to make sure what the conversation talking about. Also, it helps to prepare the listening test as like TOEFL and IELTS.” (Interview with Fuyudhatul Husna, on 16<sup>th</sup> April 2021)

NFV said, “I usually solve my problem by listening to the podcast more than once because when we are listening to the podcast many times we will hear what the speaker says in the podcast because sometimes I have problem that I miss some vocabularies in the podcast.. (Interview with Niely Fawaidah Virgin, on 16<sup>th</sup> April 2021)

ASA said, “I will try to replay the podcast if it's possible and I will just focus on the context of conversation.” (Interview with Abu Singwan Al Madani, on 16<sup>th</sup> April 2021)

RWAS said, “The first thing I do is ask the lecturer to explain the part I didn't understand on the BBC podcast. Then, in addition to asking questions, I would search the internet for texts or transcripts of the podcasts I listened to. Another way is I will listen to the podcast again, with a very focus on understanding every message contained in it.” (Interview with Renovhya Wisudany Agitha Sutrisno, on 16<sup>th</sup> April 2021)

NMP said, “I did some rewind of the podcast if it's hard to recognize or understand the word speaker said.” (Interview with Nuning Melati Putri, on 16<sup>th</sup> April 2021)

LT said, “I always listen the podcast in out of the classroom for my exercise, like that. So, it helps me to hear the word from the BBC podcast and that's helpful for me.” (Interview with Lisma Tiana, on 16<sup>th</sup> April 2021)

WP said, “To solve the problems when I was listening BBC podcast.. I usually open online dictionary, ask my friends and I used to setting sound slowly.. with repeatly i can understand the speakers said.” (Interview with Wiwit Prasetya, on 16<sup>th</sup> April 2021)

J said, “The difficulty that occurs is usually when the speaker speaks a little fast. I use an application to slow down the voice so that it is clearly heard.” (Interview with Jenuri, on 16<sup>th</sup> April 2021)

Based on the data of interview question 14, “How do you solve the problems when you experienced some difficulties in listening to British Broadcasting Corporation (BBC) podcast?”. The researcher concluded that the students solve the problems by repeating the podcast and listening to the podcast out of the classroom.

## **2) Lecturers interview**

### **a) Question 9**

NS said, “Okay, the biggest problem when I use the BBC podcast.... my students always said about their difficulties in listening what the speaker says.” (Interview with Novanie Sulastri M.Pd, on 9<sup>th</sup> March 2021)

HW said, “For me, the problem faced in applying BBC podcast is that the podcast consumes a lot of time especially if the file is larger. It is not usually easy to search appropriate podcasts

according to the syllabus, and sometimes the information provided by podcasters is typically incomplete. Another problem is when the tools don't work properly so that it can make students feel confusing listen to the materials. Commonly, I also found out that there are some problems often faced by my student in the classroom, for example, they are difficulties distinguishing sounds, especially individual sounds and word boundaries in the stream of speech. My students might not distinguish between different sounds in English, for example, a word like "there", "their", and "they're". As a result, they cannot interpret the sound accurately. Then, they feel difficult to make interference with the listening text. My students do not realize that listening is not good enough since they must think about what they hear as they hear it. They also have limited vocabulary; it causes a barrier to getting the information from the text they listened to." (Interview with Hesty Widiastuty M.Pd, on 12 March 2021)

Based on the data of interview question 9, "What problems do you encounter when using British Broadcasting Corporation (BBC) podcast in teaching listening in the class?". The researcher concluded that the problems are: (1) the students' difficulties in listening to what the speaker says (2) the students' limited vocabulary (2) consume much time (3) it is not easy to search for appropriate podcast according to the syllabus (4) sometimes the

information is incomplete (5) and sometimes the tool doesn't work properly.

b) Question 10

NS said, "I ask my students to listen the podcast in many times after that, they have to guess what is the content of the BBC podcast and try to answer the question and I'm sure there will be a progress for their ability especially for listening skill."

HW said, "To solve those problems, I try to manage the time and frequency of using podcasts and preparation in listening class. So, it doesn't spend a lot of time to consume and make the students feel bored. I use appropriate instruction to have the maximum results. Then, I also have to pay my attention to the tools for making teaching-learning process getting better, especially in applying podcast. Then, podcasts will convincingly assist teachers and students in learning English, particularly in listening process activity. I have to be aware regarded to the time allocation, availability of electronic tools on campus, and my competencies in using technology. Furthermore, when using podcasts, I as the teacher should be involved and accompany my student in using podcasts. Because podcasts should not replace teachers' roles. I need to consider internet connection and make sure that internet connection problems can be overcome. By and large, the podcast is a good medium to motivate and contribute to

English language learning, but it still needs control by the teachers. I should be aware that I need to find podcast contents that are appropriate for my students' level, and I should prepare access to the podcast before my students can use it. I try to implement podcasts into the related curriculum and the learning syllabus to support my students in the learning of listening skills. Since podcast has brought motivation for students in learning English, I have to use podcast which exposed them to interesting topics and clear native pronunciation, so that makes learning more exciting. Besides, podcasts also tended to contain unscripted authentic material which makes the students confused because they cannot follow the whole conversation. To deal with the problems, I should pick convenient podcasts with appropriate duration and availability of the transcript text. By certain conditions, the materials in the audio podcast are repeated by the students at home as many as possible. (Interview with Hesty Widiastuty M.Pd, on 12 March 2021)

Based on the data of interview question 10, "How do you solve those problems?". The researcher concluded that to solve those problems, the lecturers will do: (1) ask the students to listen podcast many times (2) manage time and frequency of using podcast (3) pay attention to the tools (4) involved and accompany the students in using podcast (5) consider the internet connection



(6) find a podcast that appropriate for the students (7) and implement podcast into the related syllabus.

## **B. Research Findings**

This section contains the contribution of using British Broadcasting Corporation (BBC) podcast in EFL students' listening skill, the reasons of the lecturers using British Broadcasting Corporation (BBC) podcast and the problems in using British Broadcasting Corporation (BBC) podcast.

### **1. The Contribution of Using British Broadcasting Corporation (BBC) podcast in EFL Students' Listening Skills in IAIN Palangka Raya**

#### **a. The use of BBC podcast is beneficial and can give positive contribution to students' listening skill**

From the interview results, the interviewees said that using the BBC podcast in listening skills can give positive contribution to their listening skills, especially in the British accent. They also argued that the BBC podcast is a good podcast for learning listening skills.

It is line with the lecturer respond during the interview NS said "I think BBC podcast is very useful to the students especially for listening skills. We know that there is accent that we use when we learn about English, there is American accent and British

accent and the other I think. So, BBC podcast can help to students to study more about the pronunciation especially, so they can learn about the British accent, so when they learn about listening skills they will know how the accent of British, so when they got some difficult this when they listening the British accent they can solve the problem by listening or trying to listen the BBC podcast.” (Interview with Novanie Sulastri M.Pd, on 9<sup>th</sup> March 2021)

**b. The steps in using BBC podcast**

According to the result on interview of the students, the researcher concluded that the steps are, first they have to listen the BBC podcast carefully, then the lecturers give the questions that related to the podcast, after that they listen the podcast also answer the questions and the last they discuss together about the answer.

It is line with the lecturer respond during the interview NS said “Okay, when we talking about the steps how to use BBC podcast in listening skills, the first I will play the podcast and the students will listen from the first and to the last then I will ask them about the content and sometime when they got some difficult things to guess the content of the podcast, I will repeat the podcast maybe it’s about two times, so then I ask them to keep listening and pay attention to the important word then after

that I make a small discussion that talking about the content of the podcast.” (Interview with Novanie Sulastri M.Pd, on 9<sup>th</sup> March 2021)

**c. The use of BBC podcast is not too often**

Based on the students' interview, the researcher concluded that the use of British Broadcasting Corporation (BBC) podcast in the class is not too often.

One of the interviewees said that “The lecturer uses BBC podcast is not too often, sometimes we have to watch the video and it is not from the BBC. So, just sometimes maybe two or three times.” (Interview with Niely Fawaidah Virgin, on 17<sup>th</sup> February 2021)

**d. The use of BBC podcast is very necessary**

From the result of students' interview, the researcher concluded that the use of British Broadcasting Corporation (BBC) podcast in listening skill is very necessary. Some students said that the use of British Broadcasting Corporation (BBC) podcast could give positive contribution to their listening skill, and the other also said they can learn about accents, especially British accents.

**e. The use of BBC podcast gives some positive impacts on listening skill and British accent**

According to the result of students' interviews, the use of the BBC podcast can positively impact their listening skill, vocabularies and be familiar in listening to British accent.

It is in line with the lecturer response during the interview NS said, "I think the BBC podcast can help the students to improve their knowledge about listening and pronunciation especially in British accent." (Interview with Novanie Sulastri M.Pd, on 9<sup>th</sup> March 2021)

Based on the result of the students and lecturers, the researcher found unpredictable data on the use of BBC podcast in students' listening skill. It is about the frequency of using podcast in the class. Although the use of the BBC podcast gives some positive impacts for the students, such as developing their listening skills and vocabularies, but the lecturers do not often use it in the class. It is because the use of BBC podcast is not too easy in the class.

It is line with the statements during the interview with the lecturers, as follows:

Mam Novanie said, "BBC podcast actually is not too easy to use when I teach about listening skill" (Interview with Novanie Sulastri M.Pd, on 9<sup>th</sup> March 2021) and Mam Hesty statement "I can implement this teaching media in the teaching-learning process by following some preparations, for example, I must

understand the concept as well as the advantages and disadvantages of this media to apply appropriate procedures in listening class, I should be familiar with the podcast and understand to download the existing podcast when I want to apply it in the classroom, then I must be able to choose appropriate podcast based on the syllabus and lesson plan used in the teaching-learning process, and I have to pay my attention to my students' condition.” (Interview with Hesty Widiastuti M.Pd, on 12<sup>th</sup> March 2021).

## **2. The Reasons of the Lecturers Using British Broadcasting Corporation (BBC) Podcast in Listening Class in IAIN Palangka Raya**

According to the result of lecturers' interview, they said that British Broadcasting Corporation (BBC) podcast is not only a conversation between two people, but there is some knowledge from the content of BBC podcast, and the use of BBC podcast can support learning language especially for listening skill. The main reason for the use of BBC podcast is it can give a positive contribution to students' ability in listening skill. BBC podcast also interesting for the students. It can give them more motivation to learn English. Then, the students can learn to understand an accent from the BBC podcast, and the accent is British accent.

The lecturers use BBC podcast because it is very useful for language learning. The BBC podcast has unique content that not only talking about education but also life style, health and other topic. So, because of some advantages from the BBC podcast the lecturers use this podcast in students' listening skill in IAIN Palangka Raya.

### **3. The Problems in Using British Broadcasting Corporation (BBC) podcast in EFL Students' Listening Skill in IAIN Palangka Raya**

Based on the data of interview that collected by researcher from the respondents, many of students said that the problems when they listen to BBC podcast are the accent of British and vocabularies. The unfamiliar pronunciation in British accent is quite hard for them, also the lack of vocabularies adds more difficulties in listening to British Broadcasting Corporation (BBC) podcast.

Some of them also said that the problem that they got in listening to BBC podcast is the speakers that speak fast. So, that makes they cannot catch what the speakers say and hard to understand what the speakers talk about.

Furthermore, to solve the problems the students listen to the podcast more than once or repeat the British Broadcasting

Corporation (BBC) podcast and listen the podcast in out of the classroom for their exercise.

According to the result of lecturers' interview, the problems that they got when using British Broadcasting Corporation (BBC) podcast are their students always said about their difficulties in listening what the speaker says, the podcast consumes a lot of time especially if the file is larger, uneasy to search appropriate podcast according to the syllabus, sometimes the information provided by podcasters is typically incomplete, and when the tools don't work properly.

The lecturers solve the problems by doing some actions such as: (1) ask the students to listen podcast in many times (2) manage time and frequency of using podcast (3) pay attention to the tools (4) involved and accompany the students in using podcast (5) consider the internet connection (6) find podcast that appropriate for the students (7) and implement podcast into the related syllabus.

### **C. Discussion**

This research focused on the contribution of using British Broadcasting Corporation (BBC) podcast in EFL students' listening skill in IAIN Palangka Raya, the reasons of the lecturers using British

Broadcasting Corporation (BBC) podcast and the problems in using British Broadcasting Corporation (BBC) podcast.

### **1. The Contribution of Using British Broadcasting Corporation (BBC) podcast in EFL Students' Listening Skills in IAIN Palangka Raya**

According to the result of interview the students and lecturers, the researcher found that most of the students said that the use of British Broadcasting Corporation (BBC) podcast can give positive contribution to their listening skill.

Based on the data taken through interview, it could be stated that this study had similarities and differences from the contribution of using podcast in listening skill compared with previous study written by Melati, Sari, and Siregar (2020) which was stated that utilizing podcast at teaching listening improved listening comprehension of Informatics Management at AMIK Mitra Gama. The previous study also showed that not only the average achievement but also the students' participation improved, while the researcher found that contributions of using BBC podcast in listening skill in IAIN Palangka Raya are more beneficial, as follows:

Listening to British Broadcasting Corporation (BBC) podcast make the students know more about British accent,



because BBC podcast is an authentic podcast that was made by British people and the speakers speak in British accent so it make the students can get more knowledge about British accent.

The use of British Broadcasting Corporation (BBC) podcast give a positive impact on students' vocabularies, learning motivation to listen the podcast, and they will be familiar in listening to native speaker conversation. The lecturers stated that the British Broadcasting Corporation (BBC) podcast was very useful and a good way to develop their students' listening skills. BBC podcast can help their students to learn more about pronunciation, especially the British accent.

Then, when listening to BBC podcast the students become active listeners and listen on their own. It is in line with the statement that employing podcasting in learning motivates learners to apply a wide range of strategies to comprehend authentic topics at their own pace and under conditions free from anxiety (Ting 2014).

## **2. The Reasons of the Lecturers Using British Broadcasting Corporation (BBC) Podcast in Listening Class in IAIN Palangka Raya**

Based on the lecturers' interview, the researcher found some reasons as follows: (a) there more knowledge in the content

of British Broadcasting Corporation (BBC) podcast; (b) British Broadcasting Corporation (BBC) podcast is a potential tool; (c) can support learning language, especially listening skill; (d) make positive also significantly different in the students' listening comprehension; (e) can give students' motivation in learning English; and (f) can learn an accent from this podcast, especially British accent. It is in line with the statement that using podcast in the listening class has many benefits effect, such as stimulate students to become more imaginative, enriches students' vocabulary, help the students to learn new things, help the students become a better listener and also gain new interest, make the students more creative, confident, and the last motivated students in improving their English listening skill (Widodo & Gunawan, 2019).

ELT podcasts are particularly suited for extensive listening to motivating students' interest in listening to English and providing them with exposure to native speakers' speech (Jain and Hashmi 2013). Furthermore, one of the lecturers also said that the use of BBC podcast could motivate the students to learn. It allows the students to interact during the language learning process. It is line with the statement that podcast is very useful in language learning because it does not only help students master the listening skill but also motivates students to learn (Indahsari 2020).

### **3. The Problems in Using British Broadcasting Corporation (BBC) podcast in EFL Students' Listening Skill in IAIN Palangka Raya**

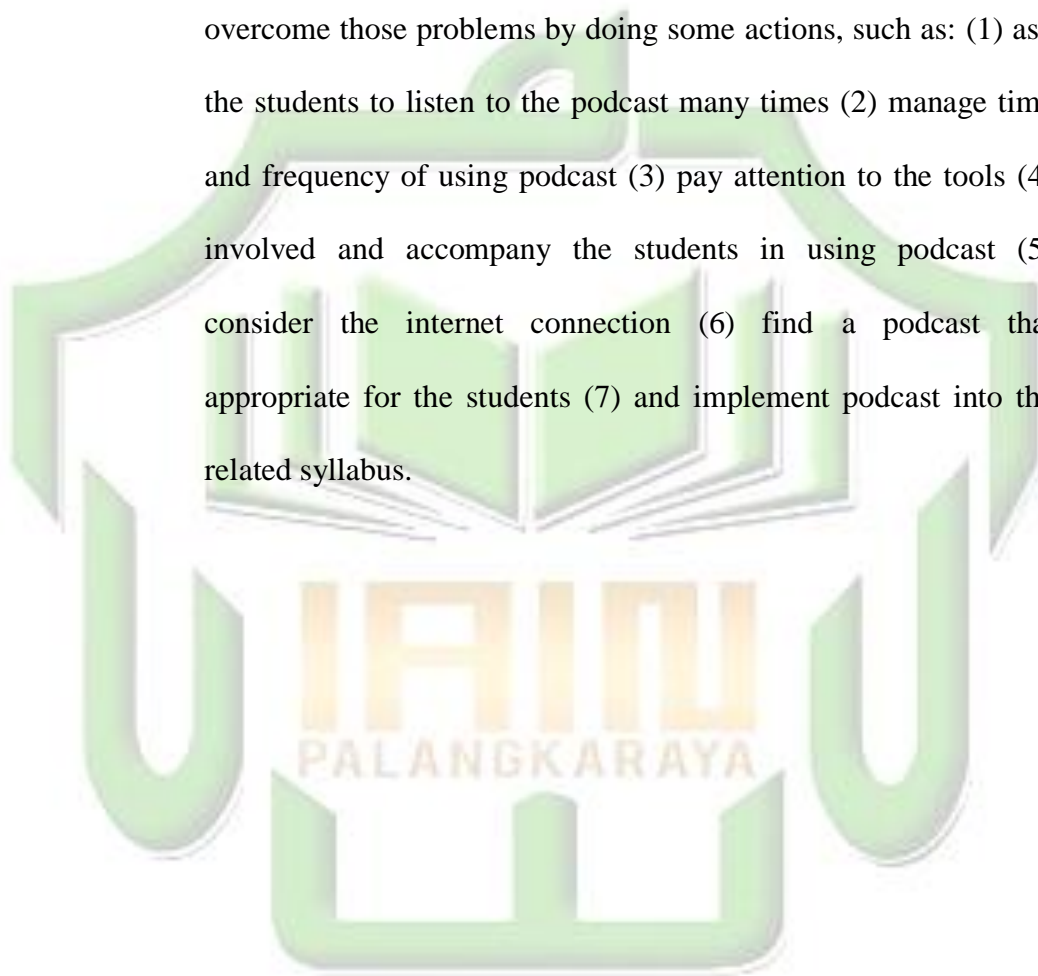
According to the interview result with the students, the problems they got when listening to British Broadcasting Corporation (BBC) podcast were unfamiliar pronunciation, lack of vocabularies, and the speakers that speak fast. Because the BBC podcast using British accent in the content, that makes it more difficult for the students to understand what does mean by the speakers. As we know that British accent is one of the difficult accent in English.

Podcasts designed by native speakers of English provide learners many chances to listen real and authentic materials (Hasan and Hoon 2013). Besides that, the British accent in the British Broadcasting Corporation (BBC) podcast also one of the advantages of this podcast. Although, listen to British Broadcasting Corporation (BBC) podcast is not easy, but if the students can understand and learn a listening skill from this podcast, it will give the students more knowledge, and of course, they can learn British accent from this podcast.

Furthermore, the lecturers give the statement that the problems they got in using British Broadcasting Corporation (BBC) podcast, as follows: (1) the students difficulties in listening

what the speaker says (2) the students' limited vocabulary (2) consume a lot of time (3) it is not easy to search appropriate podcast according to the syllabus (4) sometimes the information is incomplete (5) and sometimes the tool doesn't work properly.

Based on the interview with the lecturers, they can overcome those problems by doing some actions, such as: (1) ask the students to listen to the podcast many times (2) manage time and frequency of using podcast (3) pay attention to the tools (4) involved and accompany the students in using podcast (5) consider the internet connection (6) find a podcast that appropriate for the students (7) and implement podcast into the related syllabus.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the study, the students and lecturers believed that using British Broadcasting Corporation (BBC) podcast is very useful and necessary. Furthermore, the use of British Broadcasting Corporation (BBC) podcast can give positive contribution to students' listening skill, vocabularies and they will be familiar with listening to British accent.

In teaching listening, the lecturers use British Broadcasting Corporation because some reasons as follows: (1) there more knowledge in the content of British Broadcasting Corporation (BBC) podcast; (2) British Broadcasting Corporation (BBC) podcast is a potential tool; (3) can support learning language, especially listening skill; (4) make positive also significantly different in the students' listening comprehension; (5) can give students' motivation in learning English; and (6) can learn an accent from this podcast, especially British accent.

The students' problems when listening to British Broadcasting Corporation (BBC) podcast were unfamiliar pronunciation, lack of vocabularies, and the speakers that speak fast. For the lecturers, the problems were the students' difficulties in listening what the speaker says,

the students' limited vocabulary, the podcast consume a lot of time, it is not



easy to search for appropriate podcast according to the syllabus, sometimes the information is incomplete, and sometimes the tool doesn't work properly.

## **B. Suggestion**

Finally, the researcher hopes this research will be useful for the readers. Therefore, based on some findings in the previous chapter, it is important to give some beneficial suggestions for the students, lecturers, and the next researcher.

For the students, this research found that the use of British Broadcasting Corporation (BBC) podcast has a positive contribution to students' listening skill. The students should try to learn listening skill using British Broadcasting Corporation (BBC) podcast.

For the lecturers, the use of the British Broadcasting Corporation (BBC) podcast in the class can make the students interested and motivate them to learn listening skill. The lecturers should consider applying this podcast when teaching listening skill in the class.

For the next researcher, other researchers who plan research regarding the use of podcast in teaching listening can try to use another podcast except British Broadcasting Podcast (BBC) podcast. Moreover, if the next researcher wants to research about the use of British Broadcasting Corporation (BBC) podcast in listening skill should consider to apply

different method and expected to be a consideration to continue this research in the future.





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