Correlation between Students' Motivation and Listening Ability by Using American English Podcasts on Spotify for XI Grade Students of SMA Negeri 2 Mranggen in the Academic Year 2024/2025

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Abstract

Listening is one of the important factors in mastering English. Teaching listening to students is also not an easy task. It requires high student motivation to want to learn listening. This research aims to explore the potential impact of motivation on the development of listening skills in students. This research also delves into how motivational factors influence the effectiveness of using American English podcasts as a learning tool. The researcher conducted a research to test students' listening ability using a podcast. This research using pre-experimental design. To collect data, the researcher used a questionnaire and a listening test as instruments. In this research, 35 students from one class at SMA Negeri 2 Mranggen were used as the sample. The researcher used total sampling as the sampling technique. To analyze the questionnaire data, the researcher used categories ranging from very poor, poor, average, good, to very good. Meanwhile, to test the pre-test and post-test data, the researcher used paired sample t-test. After analyzing and testing the obtained data, it can be concluded that there is a correlation between students' learning motivation and their listening ability. Because the students' learning motivation is said to be quite high, there is an increase in their post-test scores after receiving treatment from the researcher.

Keywords: Students' motivation, listening ability, podcast

1. Introduction

Learning English, it is necessary to master some of the basics of learning. These are the fundamental principles of English language learning: 1. Reading, 2. Writing, 3. Listening, 4. Speaking. When communicating with others, we're going to need some of the basic principles that the researcher mentioned earlier, like listening and speaking. Speaking is used to convey information or exchange ideas, while listening is useful as receiving information or ideas. According to Saragih et al., (2022) listening is translating language from speech and consists of discussing the popularity of debates about sound. Listening has a significant impact on the quality of their interactions with others. By listening, we may understand the messages conveyed by speakers who speak with us. Solak et al., (2015) assumed that listening, also known as Cinderella

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Skill, is a more complicated problem-solving activity that can be split down into numerous aspects such as process, listener, input, task, affect, and context. It indicates that listening is a skill that has some complex problems while hearing a music on the radio, audio, or someone or a native speaker speaking because the process of listening is going smoothly or we cannot hear clearly what they say. Another factor contributing to the difficulty of listening skills is that, in the country of the researcher, English is a foreign language. It indicates that the lack of familiarity with the English language in society is a result of ingrained habits and a lack of understanding of the language itself.

In the education sector in Indonesia, English is one of the most important languages for students to learn. Apriyanti (2022) argued that teaching English listening to native students in Indonesia is difficult. Many of them mention about how difficult it is for them to understand listening. Ambarini (2016) states that students may imitate gestures and movements to show comprehension. In addition to being able to learn English listening skills, students must also have motivation as a basis for action in improving their English listening ability. Rosdiana (2023) states that motivation to learn is an encouragement to students to participate in the teaching and learning process, both internally and externally. According to Rahman et al., (2018) podcast is a word that refers to a digital recording of a radio broadcast or other similar program that is released on websites as MP3 files. These files are typically uploaded by a specific provider or organization at frequent intervals and can be downloaded into various digital apparatus such as laptops, gadgets, and personal computers and heard at any time, either online or offline. Podcasts enable users to choose which topics to play. Using Podcasts at an early level EFL can improve EFL classes even if they are simply listened to for six minutes per day (Widodo & Gunawan, 2019).

Self-Determination Theory (SDT) by Ryan and Deci (2000) emphasizes the critical role of intrinsic motivation in learning, asserting that students perform better when they feel autonomous, competent, and connected to their learning environment. In the context of listening comprehension, motivation influences students' engagement and persistence in acquiring language skills. The use of American English podcasts can enhance listening ability by providing authentic linguistic input while fostering intrinsic motivation through engaging and meaningful content. When students are motivated, they are more likely to actively listen, process information effectively, and develop stronger comprehension skills. Thus, SDT serves as a foundational framework for understanding the correlation between students' motivation and their listening ability using American English podcasts.

Shiri (2015) investigated the use of podcasts as a motivational strategy for Iranian EFL learners, highlighting their positive impact on listening comprehension. Furthermore, the research focused on a different cultural and educational context, with Iranian learners, and did not specifically examine American English podcasts. Additionally, Shiri's research did not utilize a pre-experimental design, leaving a gap in understanding the direct causal relationship between podcast use, motivation, and listening ability. Therefore, this study aims to fill that gap by examining the correlation between students' motivation and listening ability through the use of American English podcasts in a different setting meanwhile, SMAN 2 Mranggen using a pre-experimental research design with 35 students from one class in the academic year 2024/2025.

This research was chosen to identify whether students' motivation affects their listening ability or not, to take advantages of technology by using the American English Podcast as a media

to help students practice their listening ability and to facilitate the English listening teaching and learning process both online and offline.

2. Method

This research used mixed methods (qualitative & quantitative). This research used a pre-experimental design. In this occasion, the researcher used a total of 13 closed questionnaires to identify the high or low motivation levels of the students. The researcher utilize a listening test derived from an episode of the American English Podcast. The teacher gives pretest and posttest with each 30 questions. Ambarini et al., (2018) states that sample is a selected population group that enables researchers to conduct more efficiently. The population are three hundred and fifty students in the eleventh grade of SMA Negeri 2 Mranggen. The researcher selected one class as a sample, which consisted of 35 students from SMAN 2 Mranggen. The researcher used one of the classes from 10 classes at the eleventh-grade level. The researcher chose class XI-5 for this research because it includes compulsory English and elective English subjects.

The researcher give a questionnaire to the students. The questionnaire contains various questions related to listening, learning motivation, and the American English Podcast. Then, after completing the pretest, the researcher introduced the American English Podcast on Spotify, the platform, the features, and the topics. The researcher teaches listening using American English Podcast. The researcher teaches how to answer listening questions and also repeats the podcast audio three times so that students can gradually understand better.

The data analysis involved several connected procedures, including the development of categories, the coding of raw data based on these categories, tabulation, and the subsequent drawing of statistical conclusion.

2.1 Analayze the Questionnaire

To analyze the questionnaire about students' motivation, the researcher will apply the a formula adapted from Walizer (1990):

$$P = \frac{F1}{N} \times 100\%$$

Notes:

P   : Percentage of students' questionnaire for each item.

F1   : The number of students' response.

N   : The total of students.

The criteria of students' response based on the result formula above can be categorized in the following table:

Table 1 Questionnaire Response Criteria

Final Score	Category
91% - 100%	Very High
81% - 90%	High
71% - 80%	Average
61% - 70%	Low
≥51% - 60%	Very Low

2.2 Scoring Rubric and Description

The researcher calculated and graded students tests using the scoring rubric below.

Table 2 Scoring Rubric

Question Type	No.	Score
Fill in questions	1 – 20	1
Multiple choice questions	1 – 5	1
True-false questions	1 – 5	1
Max Score	100	

Description of score weights:

1) If answered correctly score 1

2) If answered incorrectly/not answered score 0

3) The total score is 30

$$\text{Value} = \frac{\text{Total Score}}{3}$$

= Max Score

After calculating and grading test scores, the researcher used the score description below to categorize the mean value. The researcher used the score description adopted by Pramesti et al. (2021), there were five categories of analytic scales based on the scores gained. Each category has its range score and level.

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Tabel 3 Description of Score

Score	Integrity	Level	Category
81 – 100%	5	A	Excellent
61 – 80%	4	B	Good
41 – 60%	3	C	Enough
21 – 40%	2	D	Bad
< 21%	1	E	Very Bad

2.3 Analyzing the data gained by using SPSS version 25

Find out is there any significant difference between pre-test and post-test in experimental group by using American English Podcast. The following were the steps performed by the research for SPSS analysis:

Paired Sample T-Test is the statistical test to test the difference between two measurements, two conditions, two-time points, and between a matched pair. Paired sample t-test was used to compare the difference between the two means of two paired samples with the assumption that the data were normally distributed.

This test used the case to what extent does the students' motivation affect their listening ability taught by using American English Podcast.

$$t = \frac{\bar{x}_d - \mu_d}{\left(\frac{Sd}{\sqrt{n}}\right)}, df = n - 1$$

Hypothesis:

If Sig. Value > 0,05, there is a significant correlation between learning outcomes in the pre-test and post-test scores.

If Sig. Value < 0,05, there is no significant correlation between learning outcomes in the pre-test and post-test scores.

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3. Finding and Discussion

Tabel 4 Questionnaire Results

Questionnaire	SA	A	N	D	SD
Students like to learn English.	26%	46%	28%	-	-
Students learn English because it is beneficial for their future.	63%	31%	6%	-	-
Students like listening to podcasts.	6%	20%	51%	23%	-
In students' opinion, listening to the American English Podcast will improve their English skills.	15%	42%	37%	-	6%
Students' vocabulary will increase after listening to the American English Podcast.	9%	60%	20%	-	-
In students' opinion, listening to the American English Podcast will have some impact on their vocabulary pronunciation.	20%	60%	20%	-	-
Students will enjoy listening to the American English Podcast.	3%	23%	71%	3%	-
In students' opinion, American English Podcasts are a fun tool for learning English listening skills.	11%	46%	43%	-	-
In students' opinion, listening to the American English Podcast will help them with practical tasks related to listening skills.	9%	40%	45%	3%	3%
In students' opinion, the duration of the American English Podcast will be enough for students to follow the listening exercises.	-	34%	60%	6%	-
It will be easy for students to listen to American English Podcast by only following the handphone that they have.	11%	57%	23%	6%	3%
In students' opinion, American English Podcasts will be easy to listen to anywhere and access.	15%	65%	20%	-	-
To improve students' listening skills in English, they will listen to American English podcasts more frequently.	9%	42%	37%	6%	6%

From the table above, students generally see learning English as important for their future, though their enthusiasm for using American English Podcasts as a learning tool is mixed. While many believe the podcasts could improve their vocabulary, pronunciation, and listening skills, most do not find them particularly enjoyable or engaging. The podcasts are considered easy to access and use, but there is limited interest in listening to them frequently. Overall, while students recognize some benefits, their willingness to consistently engage with the podcasts is relatively low.

Through the histogram graph shown above below, it can be seen the difference in average value before and after using American English Podcast in the learning listening process. The experimental class had gained 76.2 for the post-test average and 60.88 for the pre-test which the post-test results were greater than the pre-test and showed more significant improvement.

The following histogram graph was presented to see the differences between students' pre-test and post-test averages.
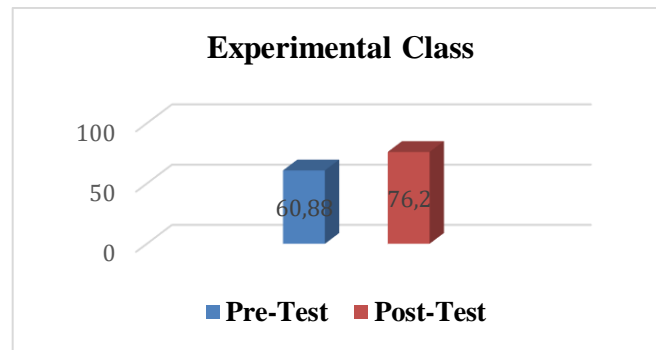
Picture 1 Average Pre-Test and Post-Test of Experimetal Class

The paired sample t-test also has been done to potray the answer from the first statement problem "to what extent does the students' motivation affect their listening ability taught by using American English Podcast?"

Table 5 Paired Samples Test

Paired Samples Test										
		Paired Differences								
					95% Confidence Interval of the Difference					
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)	
Pair 1	Pretest - Posttest	-15.314	7.091	1.199	-17.750	-12.878	-12.777	34	.000	

Based on the finding of this research, the use of American English Podcast has improved students' listening skills. These findings were illustrated through paired samples test used in the experimental class that showed an average value increase from pre- test to post-test it can be seen from Sig. Value 0.000 < 0.05. In addition, the results of the experimental class were also better by going up one level of achievement and getting the final category as good. In this research, the experimental class showed many positive learning outcomes. This showed by students listening outcomes that being given treatment indicated excellent based on scoring category evidenced by the final score of 76,2.

4. Conclusion

The researcher categorizes the students' motivation to study English as high. This can be seen in the findings section where responses from students, in the experimental class, almost all answered strongly agree and agree in studying English using American English Podcast as

listening learning media. The students' listening skills taught using American English Podcast were classified good. This showed by comparing the pre-test score of 60,88 and the post-test score of 76,02. The result of this research indicates that there was a significant correlation between students' motivation and their listening ability using American English Podcast, because of their high motivation, the students' pre-test scores, initially classified as enough, changed to good in the post-test. This research can be said to be successful because there is a significant increase in their results of the pre-test and post-test scores after being given treatment to the students using American English Podcast.

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