The effectiveness of the combination of podcast and two stay two stray in teaching listening

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ABSTRACT

This study aims to find out the effectiveness of the combination of Podcast and Two Stay Two Stray in teaching listening. The true experimental design with a pretest-posttest control group design was used in this study. The research population consisted of eleventh grade students from SMAN 1 Tahunan. The research sample consisted of classes XI-6 and XI-11, where XI-6 was assigned as the control group whereas XI-11 as the experimental group. It was chosen using a straightforward random sampling method. The instrument used by researchers to assess students' listening skills was providing 25 multiple-choice listening questions. The results demonstrated that the mean scores for both groups before and after the exam differed significantly. Furthermore, the analysis results utilizing the independent sample t-test showed that the t-test score (14.72>1.695) was higher than the t-table score. It indicates that the alternative hypothesis was accepted. Referring of the study's findings, it can be concluded that the combination of Podcast and Two Stay Two Stray can improve students' listening skill.

Keywords: English Podcast; Teaching Listening; Two Stay Two Stray

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INTRODUCTION

Since listening is considered the most fundamental of the four main language development abilities, it should be learned first (Ngwoke et al., 2022; Wulandari et al., 2021). The basis for all other skill development was listening, which additionally acted as the primary means by which students initially interacted with the target language (Kurniawati, 2016). Because it was the first skill learners employed when learning a language, listening was regarded as the most fundamental ability. The purpose of listening is to gain the message and information (Amumpuni, 2016). Therefore, listening is an important receptive skill for students to learn. It was an essential part of learning a new language in addition to being a passive skill (Djabborova, 2020). The ability to listen well was a talent that students should have improved since it would support their learning. Additionally, listening was a crucial component of good communication and proficiency-based language teaching, and learning (Ambubuyog et al., 2023; Gultom et al., 2023; Khanna, 2020; Marzona, 2023). It was concluded that listening was a crucial component of learning support.

Mastering listening skills was not easy for some students. From the results of observations carried out by researchers, students at SMAN 1 Tahunan who were in the eleventh grade also faced this problem. The teacher's method used in the learning process was one of the factors that affected the low interest of the eleventh-grade students in learning English. Throughout the method, the teacher seemed to dominate the class and was less active in approaching understanding of the students' ability levels. Students absorbed little knowledge because they were busy doing assignments even though they did not necessarily understand the content or the material as a whole. Actually, they had a high desire to be able to master English skills. However, the teacher's method in carrying out the teaching process that was less effective had an impact on students' lack of interest in mastering English (Dike et al., 2021). The results of interviews with English teachers showed that the teacher used the conventional method by only presenting the topic, explaining the material briefly, giving assignments, then ending the class. Teachers and students interacted face-to-face in the classroom as part of a teaching technique known as "conventional teaching," or "traditional teaching" (Li, 2016).

Based on classroom observations, conventional methods in the learning process resulted in students being less motivated. The fact that students were not actively involved in the learning process was an additional indicator that they were not motivated. In the conventional learning method, students did not participate in the learning process at all; instead, they just listened to the teacher explain a topic or subject matter and then exchanged questions with one another (Lendeon & Poluakan, 2022). The main cause of low interest and motivation to learn among students was conventional teaching methods that were less interesting and less effective (Nair et al., 2014). Aside from the fact that students were not motivated to learn, another finding from classroom observations was that students did not understand the content because they had not mastered vocabulary and grammar. Limited vocabulary and little knowledge of the topics discussed resulted in students having difficulty in obtaining information from any source which was mostly written in English. The research was conducted by Diora and Rosa (2020) showed the majority of students encountered a number of listening comprehension issues with the assigned material. They believed grammar to be extremely difficult, so most students never fully grasped it. Additionally, students found listening challenging as the listening materials contained intricate grammatical patterns that they were unable to understand. Because universities and institutions placed a greater emphasis on writing, reading, and language, students struggled greatly with listening comprehension (Gilakjani & Sabouri, 2016). Triwardani et al. (2021) found problems in listening learning after conducting observations at SMK Darul Ulum Kuningan. Many of the students struggled to understand and respond to questions, and some had trouble listening. For instance, students continued to struggle with language, which hindered their ability to teach and learn to listen. Some of them were still unclear about when and how to use the phrase. The inability of students to point out or comprehend what the speaker stated throughout the listening process was a problem with their abilities. For a number of students, listening was a challenging skill to acquire; it required greater focus and attention to understand what speakers were saying (Ramadani, 2019; Listiyaningsih, 2017).

Faced with this reality, researchers conducted research to investigate methods and strategies that might be used to help in improving students' listening skills. Podcasts are one type of audio-visual material that can be used. Choosing a podcast as a way to improve listening skills had several significant advantages, such as podcasts offering a variety of topics ranging from news, inspirational stories, to in-depth discussions on specific topics (Tobin & Guadagno, 2022). Apart from that, podcasts could be accessed anytime and anywhere via mobile devices or computers (Sudarmoyo, 2020). By utilizing podcasts, individuals could expand their vocabulary, understand different accents, and improve their ability to better capture information in the language being studied or another foreign language. Applications for listening had grown in popularity in the field of teaching languages; language learners found "podcasting" in particular appealing as it

offered more current and actual listening practice both inside and outside of the classroom (Samad et al., 2017). The advantages of using podcast media in listening learning helped students have higher listening comprehension and higher learning motivation (Yoestara & Putri, 2019). Then, Erliana and Miftah (2014) indicated that the use of podcasts in language instruction increased students' motivation to participate in the assigned assignments. Additionally, Ramli and Kurniawan (2018) demonstrated how podcasts had offered students a wealth of engaging material on a variety of language-related subjects. Podcast content was created, for the most part, by native speakers and covered a wide range of subjects with actual speech. For instance, students could practice speaking and listening continuously while listening to real-world conversations using the actual audio resources. They could also become more comfortable pronouncing words correctly in English (Yoestara & Putri, 2019). The technology for podcasts had been widely accessible, user-friendly, and reasonably priced, making it a desirable choice for giving students extra flexible learning materials (Ramli, 2018).

Podcasts presented audio and visuals that had their own content or theme (Rime et al., 2022). Interesting content increased students' motivation and enthusiasm during the learning process. The teacher's strategy in a situation like this was to build an active and conducive class by adapting learning strategies that allowed students to discuss and create an effective learning process. The Two Stay Two Stray technique was used as a discussion tool for students to build an active and conducive class. According to research conducted by Ramadani (2019), students at SMA Negeri 8 Padangsidimpuan in the tenth grade showed a higher improvement in listening comprehension after implementing the Two Stay Two Stray technique. The two stay two stray method of implementation strategy by the students had resulted in an increase in their score and the cooperative learning worthy TS-TS used in the learning process.

One similar strategy in cooperative learning techniques was Two Stay Two Stray. Two Stay Two Stray, or what could be called (TS-TS), was motivated by intrinsic and extrinsic factors (Sabrina & Rizka, 2020). If the students did not find the learning activities interesting, it automatically impacted their motivation to learn. Conversely, if students found an activity interesting, it automatically improved their learning motivation (Sari, 2024). To increase students' motivation in learning English, it was deemed appropriate to seek innovative methods to use in the learning process. The two stay two stray (TS-TS) model was one of the cooperative learning models. Two Stay Two Stray is a cooperative learning strategy that was developed (Carrillo et al., 2019). The two stay two stray strategy was a cooperative learning system aimed at enabling students to work together, take responsibility, solve problems, and motivate each other to achieve in the classroom. Referring to research by Supendra et al. (2022), students' practical responses to the following weaknesses of podcasts were as follows: 1) Most podcasts were uninteresting. This had to do with the way the instructor presented the content while it was being recorded. At that point, intonation, vocalization, and speed had to be given careful consideration in order to attract students' attention and keep them receptive to the content. 2) Constraints on the network. In this instance, lowering the needed data capacity or providing media files directly were the suggested solutions. It might have been concluded that podcasts were not always a useful tool for teaching and learning.

The difficulties students had with the listening and teaching-learning approach had sparked the researcher's interests. Consequently, A study was carried out to look into how effective of using the Two Stay Two Stray method combined with Podcasts on students' listening mastery in teaching at SMA N 1 Tahunan. Therefore, the study aimed to answer the following questions: (1) How significant was the difference between the listening mastery of students taught with and without the Two Stay Two Stray Method combined with Podcasts?

METHODS

This study's true experimental research design. The reason for this was because pre-test and post-tests were crucial assessment instruments that could support, direct, and offer evaluations that improved students' abilities (Rosalia & Candraloka, 2023). True experimental research consisted of two variables. The students' listening skills were the dependent variable, and the podcast and TSTS combination was the independent variable. Researchers used random sampling strategies in this study. In scientific research, simple random sampling was a commonly used sampling technique. When choosing participants for a study, individuals from fairly homogeneous populations were chosen at random using simple random sampling (Noor & Tajik, 2011). The population of this study included all students in class XI-6 and XI-11 at SMAN 1 Tahunan. There were 69 students in total within each of the classes. The pre-test and post-test were the two tests that the students completed in order for the researcher to gather data. The researcher looked at the validity of the questions to be evaluated before administering the pre-test and post-tests. Here, the researcher had asked for the evaluation of the test's content validity by two experts. The researcher used class XI-8 as the try-out class. In collecting the data, two sets of tests, pre-test and post-test, were given for the control group as well as the experimental group. In this design, the pre-test was conducted first, then the treatments were given, and the post-test followed afterwards. The samples in the experimental group were those who were taught using the combination of podcast and two stay two stray technique, while the samples in the control group who were not taught by using the combination of podcast and two stay two stray technique. In order to collect enough information, researchers conducted four meetings. During those meetings, there was one pre-test meeting, four treatment meetings, and one post-test meeting. The discussion text material was taught to eleventh-grade students during semester 2. In the treatment class, students were grouped into discussion groups of four members each. The students discussed the podcast content within their groups, based on their understanding of the video podcast shown by the researcher. After the discussions, the TSTS (Two-Stay-Two-Stray) technique was implemented: two members from each group left their group to visit another group, while the remaining two members stayed behind to welcome the visitors and explain their group's discussion results and information. Once the guests had gathered information from the visited groups, each group reconvened to discuss their findings and the new information received. The researcher then led a discussion with the students about the podcast content. In the control class, the same podcast media was used for teaching English, but students worked individually. Each student independently understood the podcast content and wrote down important points on a piece of paper. These papers were collected and assessed by the researcher. Following this, the researcher discussed the podcast content with the students. After four meetings were held in the treatment class and control class, the post-test was conducted. The experimental class's post-test results showed how the treatment had an impact and how the students' listening skills had improved.

A quantitative analysis was conducted on the data gathered from the findings of student test study. The purpose of this method was to determine whether student listening skills had improved significantly before and after they were taught the two stay two stray strategy in conjunction with a podcast. The mean, median, and mode of descriptive data were the first categories of data. However, normalcy data made up the second category of data. It was possible to verify the data's normalcy, which was an important presumption for making accurate inferences, could be examined visually or by a variety of statistical tests (Khatun, 2021). The third type of data was homogeneity data. It minimized the value of data variation within every partition and made it possible to summarize statistical data accurately (Dutta et al., 2017). The fourth type of data was T-test data. The Student's t-test, commonly referred to as the t-test, is a statistical technique frequently used to determine if two independent samples with a normal distribution

have different means, is there a statistically significant difference between them, or does the mean value of the data from one independent sample with a normal distribution significantly differ or agree with the mean value of the null hypothesis (Xu et al., 2017).

RESULTS AND DISCUSSION

Results

Before the researcher carried out the experiment, the pre-test was given to classes XI-6 and XI-11 with a total of 69 students. The researcher designed an instrument by presenting multiple-choice listening questions on discussion text material, which had been tested for class validity and the validity of two expert lecturers from UNISNU and English teachers at SMAN 1 Tahunan. Based on the validity test results, the researcher provided 25 listening questions. A pre-test was conducted to assess students' initial abilities in English listening skills. The outcomes were displayed in Table 1.

Table 1. The data of Descriptive Statistic Pre-Test

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-test experiment	33	28	40	68	61.70	7.351
Pre-test control	36	20	44	64	54.50	5.501
Valid N (listwise)	33					

According to the data that was submitted, the experimental class, which consisted 33 students, had a minimum score of 40 and a maximum score of 68, as indicated in the table above. The pre-test mean score of the 33 students who passed it was 61.70, with a 7.351 standard deviation. Additionally, in the control group of 36 students, The maximum score that could be achieved was 64, while the lowest score that could be achieved was 44. The average score for the 36 students was 54.50, with a standard deviation of 5.501. The following were the results of the post-test in classes XI-6 and XI-11 after the researchers conducted the pre-test and therapy in the classroom. The outcomes were displayed in Table 2.

Table 2. The data of Descriptive Statistic Post-Test

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Post-test experiment	33	28	72	100	86.67	8.287
Post-test control	36	24	48	72	60.89	6.131
Valid N (listwise)	33					

Based on the data of descriptive statistic post-test from the eleventh-6 as experimental class with 33 students, the table indicates that the students maximum post-test score was 100, and their lowest score was 72. The mean score of the 33 students who passed the post-test was 86.67, with an 8.287 standard deviation. Additionally, the eleventh-11 as control class consisted of 36 individuals, with a minimum post-test score of 48 and a maximum score of 72. A mean score of 60.89 was averaged over 36 students, with a standard deviation of 6.131. After each class carried out the pre-test and post-test, normality data produced the following values. The results could be seen in Table 3.

Table 3. The data of Normality

One-Sample Kolmogorov-Smirnov Test

			pretest ex	post ex	pretest cont	post cont
N			33	33	36	36
Normal Parameters[a,b]	Mean		61.70	86.67	54.50	60.89
	Std. Deviation		7.351	8.287	5.501	6.131
Most Extreme Differences	Absolute		.259	.202	.147	.194
	Positive		.196	.202	.147	.121
	Negative		-.259	-.112	-.147	-.194
Test Statistic			.259	.202	.147	.194
Asymp. Sig. (2-tailed)			.000[c]	.001[c]	.046[c]	.001[c]
Monte Carlo Sig. (2-tailed)	Sig.		.019[d]	.125[d]	.385[d]	.116[d]
	99% Confidence Interval	Lower Bound	.016	.117	.372	.108
		Upper Bound	.023	.134	.397	.124

a. Test distribution is Normal.

b. Calculated from data.

To know the normality test, researcher used Kolmogorov Smirnov test SPSS 25. According to the result of statistical calculations in SPSS 25, the experimental class pre-test has significance value of 0,019 while the control class 0,385. This shows that both data are normality distributed and all the data were above 0,05 (0,019 > 0,05; 0,385 > 0,05). The post-test result revealed that the experimental class has significance value of 0,125 and the control class 0,116. The result is more than 0,05, It indicate that both of the data classes is normally distributed (0,125 > 0,05; 0,116 > 0,05). To assess if the data had a same or different variants, a homogeneity test was conducted. The results could be seen in Table 4.

Table 4. The data of Homogeneity

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Post-test experiment	Based on Mean	3.984	1	67	.050
	Based on Median	1.651	1	67	.203
	Based on Median and with adjusted df	1.651	1	55.231	.204
	Based on trimmed mean	3.969	1	67	.050

The value of significance, as indicated by the table above, is 0,050 > 0,05. It demonstrated the homogeneity of the data. In the case that the significance value (a= 0,05) is higher than 5%, the data is considered homogenous. To see a detailed significance score difference between the pe-test and post-test, researcher used Independent T-test.

According to the results, the experimental class's highest score was 100, whereas the control class's highest score was 72. The lowest score in experimental class 72 whereas in control class was 52. The experimental class's mean score for the pre-test was 61.70, and for the post-test was 86.67. Consequently, the control class's mean scores on the pre- and post-tests were 54.50 and 60.89, respectively. it means that between the experimental and control classes had difference score. The mean value of the data from an independent sample with a normal distribution was tested using a T-test differed significantly from the null hypothesis. The outcomes were displayed in Table 5.

Table 5. The data of T-test

T-test

		N	Mean	Std. Deviation	Std. Error Mean
Score	post experiment	33	86.67	8.287	1.443
	post control	36	60.89	6.131	1.022

In the table shows that each class had different students, the control class had 36 students and the experiment class had 33 students. There were 69 students in each class who participated in this research. The mean score for the control group was 60,89, but the experimental class's was 86,67. It demonstrated that the means of the experimental and control groups differed. The outcomes were displayed in Table 6.

Table 6. The data of Independent Sample Test Independent Samples Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	3.984	.050	14.772	67	.000	25.778	1.745	22.295	29.261
	Equal variances not assumed			14.582	58.666	.000	25.778	1.768	22.240	29.315

According to the table, it can be indicated that Sig. (2-tailed) of both in experimental and control class were 0,000 which less than 0,05. The equal variances assumed shown that the results of t was 14,772 with df = 67. The mean difference was 25,778, Std. error difference was 1.745, the lowest pre-test was 22,295 and the highest was 29,261. Table was employed by the researcher at the 5% significant level. The data statistic showed that T-test was 14,72 was higher than ttable 1.695 (t0 > ttable). It signified the acceptance of Alternative Hypothesis (Ha). This indicates that students' learning of listening was enhanced by The Combination of Podcast and Two Stay Twi Stray.

Discussion

In this study, the researcher used Two Stay Two Stray model combine with podcast as an alternative solution in teaching listening. Two Stay Two Stray provides a new atmosphere in learning English for students because they have more opportunities to interact with their friends. This learning model increases students' enthusiasm in learning English.

Students were instructed to go through four stages when implementing Two Stay Two Stray by the researcher. The researcher first divided students into groups of four. The researcher then instructed the students to pay attention to the podcast's idea. Following that, the students worked in additional groups to implement the TSTS model. In the end, the researcher gave the students an outline of their thoughts and asked them to present in front of the class. The researcher administered a pre-test before the combination of the podcast and TSTS implementation. After the treatment, the researcher then gave the students a post-test.

Based on the findings, it can be concluded that the students who were taught using the combination of podcast and TSTS got higher scores than students who were taught using conventional learning model through the lecture method. They gained a better understanding of the material, the ability to analyze it, and the ability to share ideas they had acquired. It is similar to Ramadani (2019) who found that students who received teaching using the Two Stay Two Stray method improved more than those who did not. Following the teacher's use of podcasts and TSTS, all components of listening—particularly those related to core concepts and specific details—improved. It means that the combination of podcast and TSTS was a good learning model in teaching listening. The effectiveness of learning using the combination of podcast and TSTS could be seen from students' behavior in the teaching and learning process. Firstly, students in the experimental group were more cooperative in learning than the students in the control group. Cooperative learning emphasized the interaction between students and instructors in the learning process. Learning activities ran well when students followed the direction of the teacher (Silalahi & Hutauruk, 2020) . The students in the experimental group were willing to follow instructions to practice or complete the tasks. This made the learning environment more conducive. As a result, the teaching and learning process was effective, and the material provided was maximally accepted by the students.

Second, the majority of students in the experimental group participated actively in class and showed interest in using the podcast and Two Stay Two Stray methods to discuss ideas related to the discussion text. Because they could share information with other students, it became easier for them to find the podcast discussion outline. The teaching and learning process in the experimental group was more conducive compared to that of the control group. The activity taught students how to listen effectively to discussion texts.

At last, students' understanding of listening improved and the learning process was simple to follow after the podcast and TSTS were combined. The podcast's outline helped the students identify the main topic and understand the discussion. The students were also able to examine the four structural elements of discussion text: issue, arguments for, arguments against, and conclusion or recommendation.

Furthermore, the explanations above demonstrated that after the researcher implemented the treatment using a combination of podcast and TSTS, the students performed better. Two Stay Two Stray does not require extensive preparation, it increases class productivity, it boosts student confidence, and it can be used at any grade level. Even though Two Stay Two Stray has many advantages, its implementation in this study has some disadvantages, one of which is that not all students focus on the issue because they can communicate anything with their groups that is not related to the topic. Then, there's a chance that students will copy concepts from other teams.

CONCLUSION

Conclusions were made in accordance with the study's findings and the results of the statistical analysis. When listening skills were taught in the experimental class using the combination of Podcast and TSTS, the mean post-test score was higher (86.67). Teaching listening using the combination of podcast and TSTS was found to be effective through a T-test or another test. The probability sig. (2 tailed) was investigated and the T-test was conducted using the t-test for independent samples in SPSS 25. 0.000 was the value that was measured. According to this probability, 0.000 < 0.05.

Students responded well to the using of The Combination of Podcast and TSTS in the classroom. When audio-visual materials, especially a combination of podcasts and TSTS techniques, were used, students were more enthusiastic and motivated in learning, and they were able to participate in group discussions and class discussions. Using English Podcasts, students began to search for information and look for new English video podcasts that suited their needs to practice their listening skills. By using the Two Stay Two Stray technique for group discussions, students were enthusiastic and understood the content of the material presented. They performed well in answering post-test questions, as evidenced by the improved post-test results in contrast to the control group. Based on these outcomes, researchers suggested that the Two Stay Two Stray and Podcast combination for teaching listening could be used at all grade levels in SMA N 1 Tahunan. To evaluate the effectiveness of The Combination of Podcast and Two Stay Two Stray in teaching listening, future researchers would have the option to select different grade levels.

CONFLICTS OF INTEREST

The authors declare that there is no conflict of interest regarding the publication of this paper.

AUTHOR CONTRIBUTIONS

Nisa, T.D.: Conceptualization (lead), methodology (lead), writing-original draft (lead), reviewing (supporting), editing (lead), methodology (lead). Candraloka, O.R.: writing-original draft (supporting), reviewing (supporting), securing funding, methodology (supporting), reviewing (lead).

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