

## **The Students' Perspective in Studying Report Text through British Council Listening Audio**

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### **ABSTRACT**

In the globalization era, the use of Technology Pedagogical Content Knowledge (TPACK) is a fundamental aspect in English Language Teaching (ELT). The British Council Web is a broad online platform with educational resources, language study materials, and cultural content. It is a wonderful resource for people all over the world who want to improve their language abilities, learn about British culture, and get access to high-quality educational materials. British Council web also provided kinds of audio as authentic listening materials. This study investigates the students' perspective in studying report text through British Council listening audio. The descriptive qualitative method was used in this research. The learners of SMP Negeri 36 Semarang in 9G grade are the focus of this research. The participants were given a questionnaire consisted of two indicators namely perceived excitement and perceived easy to use and usefulness. The first indicator shows 81,87%, it is in very high-grade interval. Then, for the second indicator: perceived easy to use and usefulness is in 80,13%. It is also in very high grading interval. The average of two indicators calculated 81% is in very high-grade interval. It means that the students have positive perspective in using British Council audio.

**Keywords:** Students' perspective, British Council, Report text, Listening, ELT.

### **INTRODUCTION**

#### **Report Text**

There are some types of text taught at junior high school, one of them is report text. A report text is a genre of writing that presents factual information about a specific topic, typically in a formal and objective manner. It aims to provide a clear and concise overview of a particular subject, presenting data, findings, and analysis in an organized and structured format, Djuharie (2007:24). According to Ristiyani (2011), report texts are commonly used in academic, scientific, and professional settings to convey research findings, summarize experiments, or present business reports. The language used in report texts is typically formal, and the content is often supported by visual aids such as tables, graphs, or diagrams to enhance understanding. The purpose of a report text is to communicate information accurately and efficiently, allowing readers to gain insights into a specific subject matter without personal opinions or bias.

A listening report text is a specialized form of written communication that focuses on summarizing and analyzing auditory information. It involves actively listening to spoken content, such as speeches, lectures, interviews, or presentations, and then presenting a comprehensive report that captures the key points, main ideas, and relevant details. Listening report texts require strong listening skills, as they involve capturing and processing

information in real-time. The writer must listen attentively, take notes, and discern the important aspects of the spoken content. Additionally, they need to organize the report text in a coherent and logical manner, highlighting the main themes and supporting evidence from the audio source. A well-crafted listening report text not only demonstrates the writer's understanding of the spoken material but also provides a valuable resource for others who may not have had the opportunity to listen to the original source.

### **British Council Web**

The British Council Web is a comprehensive online platform that offers a wide range of educational resources, language learning materials, and cultural content. It serves as a valuable resource for individuals around the world who are interested in enhancing their language skills, exploring British culture, and accessing high-quality educational materials. Afriyani (2022) stated that the British Council Web provides a user-friendly interface with a wealth of interactive features, including language courses, listening exercises, reading materials, and grammar tutorials. Users can access these resources at their own pace and convenience, making it a flexible and accessible platform for self-directed learning. With its commitment to excellence and expertise in language education, the British Council Web is a trusted and reputable source for individuals seeking to improve their language proficiency and engage with British culture.

The British Council Web offers a range of innovative tools and services designed to support language learning and cultural exploration. Through its online courses, learners can access structured and interactive lessons tailored to their specific language goals and proficiency levels. The platform also provides opportunities for language practice through virtual classrooms, language exchange forums, and discussion groups, fostering a dynamic and collaborative learning environment, Ekawati (2022). Additionally, Alimi & Syafei (2013) stated that the British Council Web features a wealth of cultural resources, including articles, videos, and virtual tours, which allow users to gain insights into British traditions, history, and contemporary society. The platform's commitment to inclusivity is reflected in its multilingual interface, catering to learners from diverse linguistic backgrounds. Whether one is a beginner or an advanced learner, the British Council Web offers a rich and engaging online experience, supporting individuals on their language learning journey and promoting intercultural understanding.

Khashan, H. S., & Abu Seileek, A. F. (2023), stated that the using of british council BBC Learning English Website had positive impact on students' attitude in listening and speaking. Accordingly, the researchers recommended integrating BBC Learning English Application in teaching listening and speaking skills to learn the language because of its effect on developing students' listening and speaking skills.

### **Listening**

Listening is a fundamental aspect of effective communication and language acquisition. According to Ayu & Agustin (2021), listening is the process of receiving and interpreting auditory information, allowing individuals to understand and comprehend spoken language. Listening skills are vital in various contexts, including academic, professional, and social interactions. Active listening involves not only hearing the words being spoken but also understanding the message, identifying key points, and interpreting the speaker's tone, emphasis, and intentions, Gonulal (2020). Effective listening requires concentration, attention to detail, and the ability to filter out distractions. It involves not only the ears but also the mind,

as listeners must process, analyze, and interpret the information being presented. Developing strong listening skills can enhance language proficiency, facilitate learning, and foster meaningful connections with others. It is an essential skill that contributes to effective communication and a deeper understanding of the world around us.

Listening is an essential component of language acquisition and communication. It is through listening that we initially learn the sounds, rhythms, and intonations of a language. As infants, we listen attentively to the speech around us, gradually deciphering meaning and acquiring vocabulary. Throughout our lives, listening remains crucial for language development, as well as for understanding and engaging in conversations, Pardede (2019). By actively listening, we can grasp nuances, context, and emotions conveyed through verbal cues, enabling us to respond appropriately and effectively. Additionally, listening promotes cultural understanding, as it allows us to hear different accents, dialects, and perspectives. By embracing the power of listening, we can foster meaningful connections, bridge communication gaps, and cultivate mutual respect in our increasingly diverse and interconnected world. Iskandar & Sunendar (2013) stated that the purpose of listening is to understand linguistic rules and the intent or message conveyed by the speaker.

## METHOD

This research design carried out descriptive qualitative method. In this case, the researchers integrated and directed students to use British Council listening audio in English learning process. Next, the researchers taught the students and ask them to listen the audio and arrange report text based on audio played.

The subject of this research is 30 students 9G grade of SMPN 36 Semarang. Furthermore, in order to collect the data, the researchers proposed questionnaire by using list or scale. According to Wilkinson (2003), the respondents were asked some questions to choose responses from the pre-defined list or scale, which often ranges from very positive to negative responses. The questionnaire answered on a scale Strongly Agree (SA), Agree (A), Neutral (N), disagree (D) and strongly disagree (SD). In arranging questionnaire, the researchers proposed two indicators. The indicators adopted based on Davis (1989) and elaborated by the researchers. Here the detail of indicators:

**Table 1 Indicator for Students' Perception**

| No. | Indicators                           | Number     | Total |
|-----|--------------------------------------|------------|-------|
| 1   | Perceived of excitement              | 1,2,3,4,5  | 5     |
| 2   | Perceived easy to use and usefulness | 6,7,8,9,10 | 5     |
|     | Total number                         |            | 10    |

The two indicators above produced ten statements below, 5 statements for perceived of excitement, 5 statements for perceived easy to use and usefulness indicator. Then, the questionnaire designed by using Google form. The next step, the researchers shared the link to the students. The statements can be seen as follows.

**Table 2 The Statements**

| No | Indicator               | Statement  |
|----|-------------------------|--|
| 1. | Perceived of excitement | 1. I am happy using British Council audio in learning report text. |

- |   |                                      |   |
|---|--------------------------------------|---|
|   |                                      | 1. Learning report text by using British Council audio is interesting                   |
|   |                                      | 2. I am motivated to study more about report text when using British Council audio      |
|   |                                      | 3. The audio in British Council is very attractive                                      |
|   |                                      | 4. I am excited to use British Council audio outside of learning process                |
| 2 | Perceived easy to use and usefulness | 1. I can use British Council audio  |
|   |                                      | 2. Listening audio of report text in British Council website is easy                    |
|   |                                      | 3. The several level of audio on British Council audio helps me in learning report text |
|   |                                      | 4. British Council audio is one of the best alternative in learning report text         |

According to Wijaya Raden (2013), there were numerous methods for computing questionnaire results. The steps to calculating an item's score were listed below.

| No | Indicator | Score |
|----|-----------|-------|
| 1  | SA        | 5     |
| 2  | A         | 4     |
| 3  | N         | 3     |
| 4  | D         | 2     |
| 5  | SD        | 1     |

The researchers employed the formula  $T \times PN$  after determining the item score. T denotes the total number of options selected by respondents. PN stands for question score. Following the discovery of the result, the following stage was to determine the optimal score. The total number of responders in this research was 30 students.  $30 \times 5 = 150$ . As a result, the ideal score is 170. Furthermore, the researchers categorized the students' responses based on their mean score. The mean score of the pupils is divided into five levels, as follows:

**Table 4 Interval Interpretations**

| Interval  | Amount     |
|-----------|------------|
| Very Low  | 0%-19,99%  |
| Low       | 20%-39,99% |
| Fair      | 40%-59,99% |
| High      | 60%-79,99% |
| Very High | 80%-100%   |

Moreover, the researchers utilized the following formula to get the percentage:

$$\text{Percentage} = \frac{\text{Percentage in each questions}}{\text{Ideal score}} \times 100$$

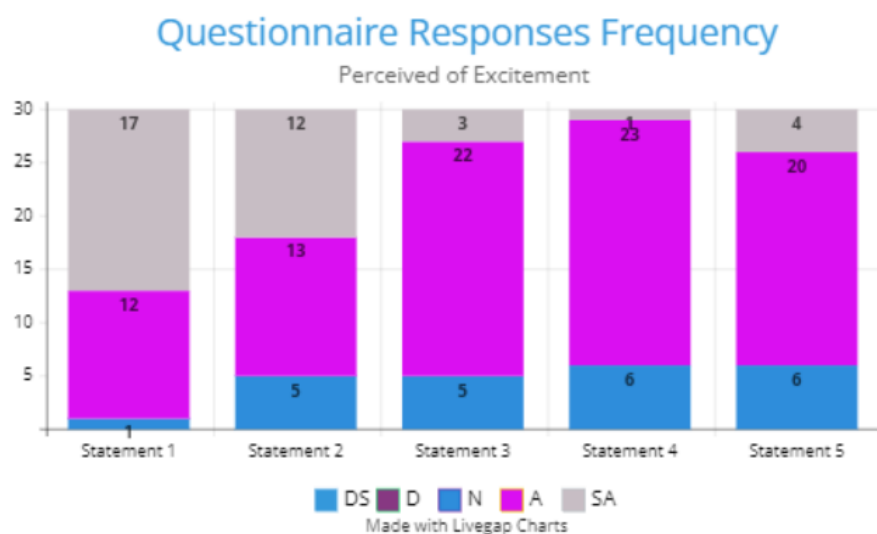
## FINDINGS AND DISCUSSION

This study provided the result of the students' perspective in studying report text through British council listening audio. Two types of data were gathered by the researchers. The first is about how students view the British Council's learning resources to be exciting, simple to use, and helpful. The questionnaire's results, derived using a formula to determine the frequency, percentage, and mean.

The findings of this study demonstrated that the mean of the indicator: felt excitement computed at 81,87% is in a very high-grade range. The indicator's perceived utility and ease of use are both in the very high-grade range at 80,13%. Both of two indicators calculated 80,00% is in the very high-grade interval according to the average of the two metrics. See the following for a more thorough discussion.

### 1. Students' perceived of Excitement in learning report text through British council audio

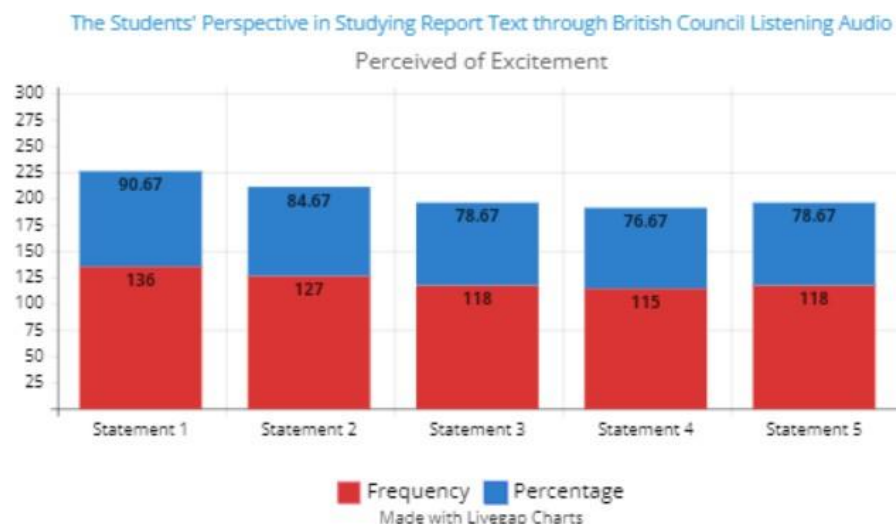
**Table 5 Questionnaire Responses: Perceived of Excitement**



The graphic above presented 17 students responded to SA, 12 students responded to A, and only 1 student responded to N and 0 students responded to DS in the first statement. For the next indicator, 12 students responded to SA, 13 students responded to A, 5 students selected N, and 0 students responded to D and DS. Indicator "I am motivated to study more about report text when using British Council audio" showed 3 students responded to SA, 22 to A, 5 to N, and 0 to D and DS. Moreover, the next statement showed 1 student responded to SA, 23 students selected A, 6 students responded N, and no one student responded to D and DS. The last statement showed 4 students responded to SA, 20 students selected A, 6 students

neutral and no one students selected D and SD. The data showed the most selected scale was agreed scale. The detailed analysis explained into the following graphic.

**Table 6 Frequency and Grading Interval: Perceived of Excitement**

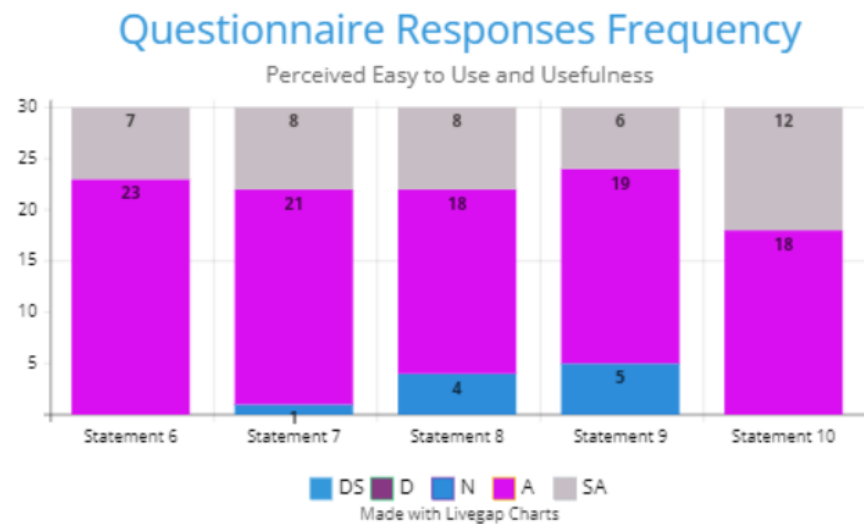


The first statement: Happy in using British Council showed 90,67%. It is in very high grading interval. The second statement: Learning report text by using British Council audio is interesting calculated 84,67%. It is categorized in very high grading interval. The third statement related to the students' motivation to study more about report text when using British Council audio calculated 78,67%. Moreover, the fourth indicator showed 76,67%, it is related to the statement "The audio in British Council is very attractive". Meanwhile, it is categorized into high interval. Furthermore, the statement "I am excited to use British Council audio outside of learning process" calculated 76,67%. It is in high grading interval.

## 2. Perceived Easy to Use and Usefulness

The detailed analysis explained into the following graphic.

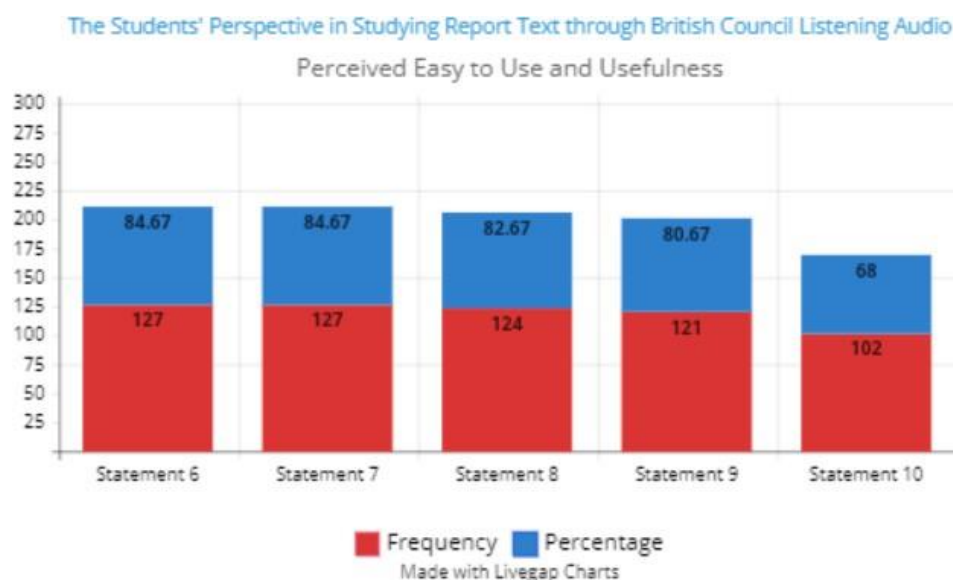
**Table 7 Questionnaire Responses: Easy to Use and Usefulness**





All of 6<sup>th</sup>-10<sup>th</sup> statement has been completed by 30 students of 9G. The questionnaire responses frequency above presented 7 students selected SA, 23 students responded to A, and no one selected N, D, and DS in the sixth statement. Next statement “Listening audio of report text in British Council website is easy” showed 8 students responded to SA, 21 students selected A, 1 student responded to N, and no one students responded to D, and DS. The next statement “The several levels of audio on British Council audio helps me in learning report text” represented 8 students responded to A, 19 students responded to A, 5 students selected N, and no one students responded to D and SD. The last statement “I want to explore British Council audio more” presented 12 students responded to SA, 18 students responded to A, and no one selected N, D, and SD.

**Table 8 Frequency and Grading Interval Easy To Use and Usefulness**



The figure above showed the students' perspective in studying report text through British Council listening audio based on the second indicator. It is perceived easy to use and usefulness. The sixth statement showed 127 frequencies. Meanwhile 84,67%, and it is categorized into very high grading interval. This data represented the students felt very in using British Council audio. The same frequency and grading interval found in the seventh statements. The data represented that the listening audio of report text in British Council website is easy to used. The students can access and operated it easily. The eighth statements showed 124 frequency and 82,67% grading interval. Meanwhile it is in the very high category. The data represented the several levels of audio on British Council audio really helps students in learning report text. The ninth statement showed 121 frequency ang 80,67 grading intervals. Meanwhile, it is categorized into very high. The data represented British Council audio can be one of the best alternatives in learning report text. The last statement showed 102 frequency and 68% grading interval. Meanwhile, it is categorized into high grading interval. This calculation represented that the percentage in exploring British Council audio more showed 68%.



## CONCLUSION

This study indicated that the mean from the indicator: felt excitement computed 81,87%, is in the very high-grade interval. Students are inspired to learn more about the British Council website based on the statistics that may be explained that students are happy in learning report text through British Council audio.

Furthermore, the indicator: perceived ease of use and usefulness is in the extremely high grading interval at 80,13%. The estimated average of two indicators, 81%, is in the extremely high-grade interval. According to the data, students can access the British Council website, and they feel more comfortable studying report text by utilizing British Council audio. British Council audio is one of the finest alternatives for learning report text.

By understanding the students' perspective on utilizing British Council listening audio, educators can make informed decisions regarding instructional strategies and resource selection. Additionally, the findings may guide the development of more effective materials and pedagogical approaches for teaching report text, ultimately enhancing students' language learning experiences and outcomes.

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