

**THE EFFECT OF USING PODCASTS ON THE ELEVENTH-  
GRADE STUDENTS' LISTENING SKILL  
AT SMAN 1 SAMBIT PONOROGO**

**THESIS**



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## ABSTRACT

**Nurdiana, Anggi.** 2024. *The Effect of Using Podcasts on the Eleventh-Grade Students' Listening Skill at SMAN 1 Sambit Ponorogo.* Thesis, English Language Teaching Department, Faculty of Tarbiyah Teacher and Training, State Islamic Institute of Ponorogo. Advisor: Dr. Dhinuk Puspita Kirana, M.Pd.

**Keywords:** *Podcasts, Listening Skill, TEFL*

Listening is one of four skills that has to be mastered to enhance language mastery. Listening means recognizing and understanding what others say. It is more than just hearing; it involves figuring out the sound's meaning and message. Listening skill is important in Teaching English as a Foreign Language (TEFL), forming the foundation for language learning and growth. Students can improve their overall language skills by concentrating on understanding spoken language and using various strategies to improve listening skill and communicate more effectively in English. Podcasts are one of the media that helps students practice listening skill. Podcasts are audio or video files published online, typically in MP3 or MP4 format. The availability of podcasts on the internet has given language teachers a valuable resource for teaching listening skill.

This research aims to find out whether there is a significant effect of using podcasts on the eleventh-grade students' listening skill or not. Furthermore, the significance of the research was expected to be useful information for English teachers, especially in teaching listening. In addition, the research was expected to benefit eleventh-grade students at SMAN 1 Sambit by assisting them in improving their listening through the use of podcasts.

This research used a quantitative method with a quasi-experimental design. The data collection instruments employed were pre-test and post-test tests aimed at evaluating students' listening skill. The research population comprised eleventh-grade students at SMAN 1 Sambit during the academic year 2023/2024. Cluster random sampling was employed, with class XI MIPA 2 and XI MIPA 3 selected as the sample groups. Class XI MIPA 2 was an experimental class, which consisted of 29 students, while Class XI MIPA 3 was the control class, which consisted of 29 students. The research used the Independent sample t-test formula to analyze the data.

The results of this research proved that there is a significant effect on the use of podcasts as a media for teaching listening. The effect is seen in the result of the t-test. The t-test showed that  $t_0$  was 3.911 and  $t_{table}$  was 1.673. Thus, the Sig. (2-tailed) was lower than 0.05. Therefore, the  $H_0$  is rejected, and the  $H_1$  is accepted. So, it can be concluded that using podcasts significantly affected eleventh-grade students' listening skill at SMAN 1 Sambit.

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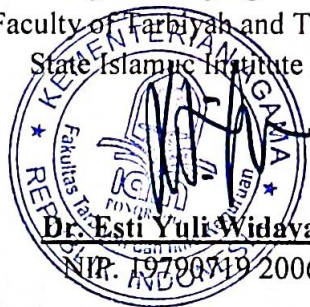
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I, herby declare that the submitted thesis is entirely my original work. Any assistance and sources used in the preparation of this thesis have been acknowledged and appropriately cited.

I confirm that this thesis, in whole or in part, has not been submitted for assesment to any other degree or diploma in any other institution or university. Furthermore, I declare that this work has not been published or submitted for publication elsewhere.

I fully understand the gravity of the consequences of any form of academic dishonesty, plagiarism and I take full responsibility for the authenticity and is accurate and based on research conducted by me.

Thank you for your attention to this matter.

Ponorogo, May 2<sup>nd</sup>, 2024

Sincerely,



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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Language has always been crucial for humans. It allows us to share our feelings and thoughts and connect with others. Through language, we communicate our desires and emotions, making it essential for interaction. English stands out as the most widely spoken language globally, making it a universal means of communication. English is a widely recognized global language, utilized extensively across various nations and cultures on a worldwide scale. Over one billion people worldwide speak English, either as a second language or a foreign language.

In Indonesia, English is a foreign language that is taught in schools and used in various professional and academic environments. The importance of English proficiency has grown significantly in recent years due to globalization and cultural and economic interconnectedness. English proficiency is often seen as a valuable skill, opening doors to international opportunities and improving communication in the global arena.

Achieving proficiency in a language necessitates mastering four fundamental skills: listening, reading, speaking, and writing. These competencies serve as crucial indicators of proficiency in any language, including English. In this research, the researcher will focus on examining listening skills. Lynch stated that listening means understanding spoken language, often along with other sounds and visual cues, using our existing knowledge and the surrounding context. Instead of viewing listening as one

activity, it is better understood as a combination of various processes. These include recognizing the sounds made by the speaker, understanding the intonation patterns that convey emphasis, and interpreting how what is said relates to the ongoing conversation or topic.<sup>1</sup>

Drawing from the field conditions observed at SMAN 1 Sambit, students face challenges in their listening skills. The English teachers here employ traditional teaching methods, relying on guidebooks without considering students' interests. Consequently, students need more enthusiasm for learning English, finding it hard to grasp the teacher's explanations. Effective teaching involves interacting with students to ensure they understand and apply facts, ideas, and procedures. Students have difficulty learning English, especially listening. Based on the results of observations that have been made by researchers, the factor that makes students struggle with listening comprehension is their lack of understanding of complex English vocabulary and unfamiliar phrases. This language barrier can hinder their skill to comprehending the context and meaning of spoken words in following conversations or understanding learning.

Moreover, students encounter another challenge, which is the speed at which native speakers speak. Native speakers tend to speak quickly, using everyday expressions and informal language that may not be covered in traditional language textbooks. This speed, coupled with regional accents and pronunciation variations, can pose significant challenges for students. Teachers definitely need more engaging and efficient methods of delivering educational

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<sup>1</sup> Tony Lynch and David Mendelsohn, "Listening," in *An Introduction to Applied Linguistics* (Routledge, 2013), 190–206.

content. Numerous approaches can be employed to enhance students' skills, among which is the use of learning media.

The teaching methodologies and materials utilized lack interesting, resulting in reduced student interest in learning English. Therefore, the researcher chose to integrate learning media, which aims to attract students' attention and improve their listening skills. The podcasts are online audio recordings available on the internet, which are often used as educational resources.<sup>2</sup> Podcasts have gained considerable popularity in recent years due to their convenience and accessibility. Unlike traditional radio shows, podcasts cover a wide range of topics, from education and news to entertainment and storytelling.

Podcasts have several advantages, such as being easy to access, motivation for students, giving new vocabulary, using podcasts to make practice listening easier, and podcasts can support the lack of listening skills.<sup>3</sup> So, podcasts as media improve the relationship between teachers and students. Integrating podcasts into the learning process allows teachers to vary their teaching methods and fosters a sense of belonging and community among students. Utilizing resources that feature authentic native speakers, such as podcasts, is not just a teaching method; podcasts offer a native language context with fluent speakers, thus enriching the learning experience.<sup>4</sup>

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<sup>2</sup> Asyifa Ainurrohmah, "Using Podcast Through Student Teams Achievement Division (STAD) To Teach Listening of Recount Text" (PhD Thesis, UNIVERSITAS ISLAM NEGERI, 2022).

<sup>3</sup> Sartika Dewi Harahap, "PODCAST IMPACTS ON STUDENTS' LISTENING SKILL: A CASE STUDY BASED ON STUDENTS' PERCEPTIONS," *Jurnal Inovasi Penelitian* 1, no. 4 (2020): 895.

<sup>4</sup> Dyan Indahsari, "Using Podcast for EFL Students in Language Learning," *JEES (Journal of English Educators Society)* 5, no. 2 (2020): 103–8.

Podcasts are widely used in language education to improve listening skills, vocabulary acquisition, and cultural understanding. The researcher prioritizes listening skill as it constitute a foundational aspect of language proficiency. It is essential for effective communication, language learning, and academic achievement. Studying listening comprehension can provide valuable insights into language acquisition and communication processes.

Previously, there were many researchers who proved that podcasts have a significant effect on students' listening skill, such as the research conducted by Qurrota A'yun, Asyifa Ainurrohmah, Ma'rifatul Lailiyah, Sartika Dewi Harahap, Hania Fadhilatun, and others. Therefore, the researcher chose to use podcasts because the researcher believes that podcasts are appropriate media for enhancing students' listening skill in teaching listening.

## **B. Identification of the Problems**

At SMAN 1 Sambit, students' listening skills remain in need of enhancement. Their challenges in understanding spoken English stem from vocabulary deficiencies, leading to difficulties in comprehension. Not only that, students' lack of interest in listening activities also reduces their motivation to participate actively. Without motivation, they are less likely to invest effort in improving their listening skills. In fact, listening comprehension involves not only understanding standardized speech but also different accents, dialects, and speaking rates. If students have limited exposure to diverse listening materials or activities, they may find it difficult to understand native speakers or speakers with different accents. In this situation, podcasts offer a valuable classroom

teaching tool for introducing English listening skills to students in a more effective manner.

### **C. Limitation of the Study**

This research focuses on testing the effect of podcast integration on the listening skill of eleventh-grade students at SMAN 1 Sambit. The research's population is all XI grade students in the 2023/2024 academic year at SMAN 1 Sambit, and the samples are XI MIPA 2 and XI MIPA 3 students who were selected as research subjects. The sample selection is done through cluster random sampling. Data will be collected through testing procedures.

### **D. Statement of the Problem**

Based on the particular difficulties, the statement of the problem:

Is there a significant effect of using podcasts on the eleventh-grade students' listening skill?

### **E. Objective of the Study**

Based on the statement of the problem, the objective of this research is to find out whether there is a significance effect of using podcasts on the eleventh-grade students' listening skill or not.

### **F. Significances of the Study**

1. The results of this research are expected to be able to help eleventh-grade students at SMAN 1 Sambit in improving their listening skill through the use of podcasts.
2. The results of this research are expected to be able to add teachers valuable insights, aiding them in crafting engaging and impactful teaching strategies,

thus improving academic proficiency and encouraging stronger teacher-student interaction.

3. The results of this investigation are expected to be beneficial for future researchers by providing valuable insights that may be important to their research endeavours, potentially answering lingering questions and complementing their research.

## **G. Organization of the Thesis**

This report of this research is organized as follows:

- Chapter I : Introduction

This chapter provides the contextual background of the research, the problem identification process, the limitations of the problem, formulates a problem statement, outlines the research objectives, and significances the importance of the research.

- Chapter II : Review of Related Literature

This chapter provides an overview of the research location, theoretical background, previous research findings, theoretical framework, and hypothesis.

- Chapter III : Research Methods

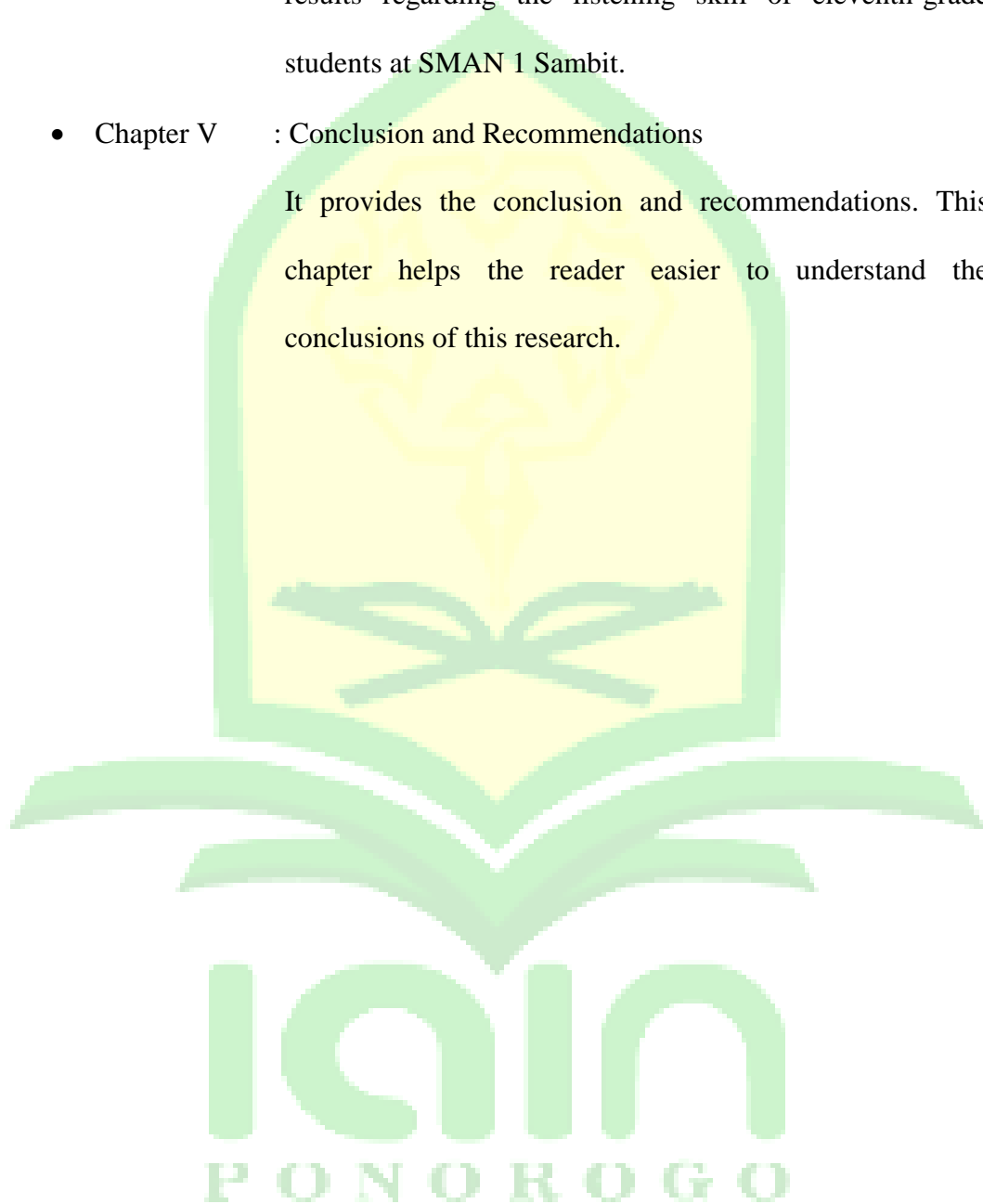
The methodology section consists of the research design, research setting, population and sample selection, operational definitions of research variables, techniques and instruments for data collection, validation and reliability measures, as well as data analysis procedures.

- Chapter IV : Findings and Discussion

This chapter includes an overview of the research location, the analysis of collected data, and the discussion of the results regarding the listening skill of eleventh-grade students at SMAN 1 Sambit.

- Chapter V : Conclusion and Recommendations

It provides the conclusion and recommendations. This chapter helps the reader easier to understand the conclusions of this research.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Background

##### 1. Teaching English as a Foreign Language (TEFL)

TEFL, which stands for Teaching English as a Foreign Language, is about teaching English to people who do not speak English. TEFL teachers can work in nations where English is not the primary language. They help non-native speakers learn English in places where English is not the main way to communicate. This qualification is renowned for teaching English in other countries. This includes teaching how to use the language, understanding grammar, planning lessons, and running classes. This means that TEFL plays a crucial role in bridging linguistic gaps and promoting cross-cultural communication through English instruction.

The history of TEFL is characterized by the continuous search for more efficient teaching methods for a second or foreign language. Over the span of a century, educators have engaged in extensive discussions covering diverse aspects, including the role of grammar, improving accuracy and fluency, selecting syllabus outlines, the importance of vocabulary, teaching both productive and receptive language skills, the application of learning theories, methods of memorization and study techniques, strategies for motivating learners, effective approaches to learning, instruction in the four language skills, and the integration of materials and technology into teaching practices.<sup>5</sup>

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<sup>5</sup> Yanrini Martha Anabokay and I. Wayan Suryasa, "TEFL Methods in Indonesia," *International Journal of Linguistics, Literature and Culture* 5, no. 2 (2019): 13.



Throughout the twentieth century, many new approaches and methodologies emerged. Larsen-Freeman's theory of foreign language teaching methodology describes seven EFL teaching methods.<sup>6</sup> These methods include the Grammar-Translation Method (GTM), which originates from Latin language teaching and focuses on specific procedures, with grammar being taught and practiced by translating foreign texts; the Direct Method, also known as the oral method, which emphasizes learning the target language directly similar to native language acquisition; the Audio-Lingual Method, which prioritizes mechanical repetition and uses tools such as recorded tapes and film strips; Silent Way, a method that uses gestures, visual aids, and Cuisenaire sticks for language teaching; Suggestopedia, developed from suggestions about human behavior and the principles of Scientology; Community Language and Learning (CLL), which aims to foster communicative use of the target language; and Total Physical Response (TPR), which emphasizes listening comprehension through learners' responses to commands.<sup>7</sup>

Dealing with teaching English in TEFL, four skills have to be mastered to enhance language mastery: listening, speaking, writing, and reading. Listening skill is crucial in Teaching English as a Foreign Language (TEFL) and essential for effective language acquisition. Listening comprehension serves as the main avenue for language learning, and it is intimately connected to other language skills like oral

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<sup>6</sup> Diane Larsen-Freeman and Marti Anderson, *Techniques and Principles in Language Teaching 3rd Edition* (Oxford university press, 2013), 4.

<sup>7</sup> Anabokay and Suryasa, "TEFL Methods in Indonesia," 14.

communication or speaking, reading, and writing.<sup>8</sup> In essence, proficiency in listening holds significant importance in Teaching English as a Foreign Language (TEFL), forming the foundation for language learning and growth. By concentrating on understanding spoken language and using various strategies to improve listening skills, students can improve their overall language skills and communicate more effectively in English.

## 2. Listening

Listening is crucial among the four essential skills necessary to achieve language fluency. Underwood defines listening as the process of actively focusing on and attempting to derive meaning from auditory input.<sup>9</sup> Listening means recognizing and understanding what others say. It's more than just hearing, and it involves figuring out the meaning and message behind the sounds. Lynch described listening as the act of understanding spoken language, often amidst accompanying sounds and visual information, utilizing our relevant background knowledge and the context of the situation.<sup>10</sup> Saricoban stated that listening comprehension is imperative for foreign language students, and it is the duty of the teacher to facilitate the acquisition of these skills among learners.<sup>11</sup> Therefore, listening involves actively engaging in the process of comprehending and extracting significance from spoken language and other auditory cues,

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<sup>8</sup> Hossein Bozorgian, "The Relationship between Listening and Other Language Skills in International English Language Testing System," *Theory and Practice in Language Studies* 2 (April 1, 2012), <https://doi.org/10.4304/tpls.2.4.657-663>.

<sup>9</sup> Mary Underwood, Joanne Kenworthy, and Michael Rost, "Teaching Listening," 1989, 36.

<sup>10</sup> Lynch and Mendelsohn, "Listening," 180.

<sup>11</sup> Arif Saricoban, "The Teaching of Listening," *The Internet TESL Journal* 5, no. 12 (1999): 1-7.

encompassing various cognitive processes and prior knowledge. It is essential for language learners, with teachers playing a crucial role in its development.

Listening plays a crucial role in the acquisition of foreign languages as it serves as a fundamental component in supporting the communication process. The learning process cannot begin if students cannot understand what is being conveyed. The primary objective of teaching a second language is to aid students in comprehending spoken texts. Listening entails more than just passivity; rather, it is an active skill that directs the student's entire attention to the activity occurring in their mind.

There exists a wide array of listening variations. Nunan suggested that various types of listening can be categorized based on various factors including the listening purpose, the listener's role, and the nature of the text being listened to.<sup>12</sup> According to Lynch, listening can be divided into two primary modes: one-way listening and two-way (also known as reciprocal or interactional) listening.<sup>13</sup> Jeremy classifies listening into two categories: intensive listening and extensive listening. Intensive listening happens when teachers let students pick what they want to listen to for enjoyment and to improve their language skills. Intensive listening emphasizes aspects such as phonology, syntax, and lexis.<sup>14</sup> On the other hand, extensive listening

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<sup>12</sup> David Nunan, "Listening in Language Learning," *Methodology in Language Teaching: An Anthology of Current Practice*, 2002, 239.

<sup>13</sup> Lynch and Mendelsohn, "Listening," 182.

<sup>14</sup> Gita Ayu Ardiawantana Putri, "The Effect Of Using English Podcast (Spotify) On 11th Grade Students' Listening Skill" (PhD Thesis, IAIN Kediri, 2023), 7.

usually occurs outside the classroom, like when students listen at home, in the car, or on their personal devices while traveling.<sup>15</sup>

### 3. Teaching Listening

In a listening classroom, a challenge for teachers is to let students have some say in what they learn and to customize the content so students can relate to it. English teaching has underscored the language's role as a tool for communication, with learners concentrating on its practical application rather than its theoretical structure.<sup>16</sup> An essential concept in teaching listening is to use what students already know to help them understand better. Lynch stated that there are two kinds of processes of listening, 'bottom-up' and 'top-down' processing.<sup>17</sup>

#### a. Bottom-up Processing

Bottom-up processing means understanding by putting together the pieces of information one after another in a sequence. It starts with analyzing individual sounds, then words, phrases, sentences, and finally, the entire text until the meaning is understood. Understanding is perceived as a decoding process.<sup>18</sup> In teaching the bottom-up, the decode texts from the bottom-up, learners require a broad vocabulary and a solid grasp of sentence structure.

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<sup>15</sup> Harmer Jeremy, "The Practice of English Language Teaching," 1983.

<sup>16</sup> Maulana Yusuf Aditya, "Teaching English by Using Podcast: It's Influence on Undergraduate Student's Listening Comprehension," *Al-Tanzim: Jurnal Manajemen Pendidikan Islam* 2, no. 2 (2018): 193.

<sup>17</sup> Lynch and Mendelsohn, "Listening," 183.

<sup>18</sup> Jack Croft Richards, *Teaching Listening and Speaking*, vol. 35, 4 (Cambridge university press Cambridge, 2008), 4.

b. Top-down Processing

Top-down processing is the opposite of bottom-up processing. It involves looking at the whole picture first and then breaking it down into smaller parts. This approach focuses on understanding the meaning rather than recognizing individual sounds, words, or sentences.<sup>19</sup> Top-down processing involves utilizing prior knowledge to comprehend the message's meaning. In top-down teaching approaches, teachers may employ keywords to construct the discourse schema.

Principles for teaching listening include:<sup>20</sup>

- Emphasize teaching over testing.
- Encourage the use of appropriate listening strategies by proficient listeners.
- Incorporate both listening for pleasure and listening to learn into instruction.
- Ensure that listening activities serve a purpose and are meaningful.

Based on Wiyanah, a procedure in teaching listening has three steps: pre-listening, while-listening, and post-listening activities. In the pre-listening stage, the teacher describes the objectives, introduces the task, and previews the podcasts to be listened to. Activities include identifying keywords, brainstorming about the topic, grouping students, and modeling expressions. In the while-listening, students engage in note-taking activities while the English podcasts is playing, discussing the main idea, continuing

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<sup>19</sup> Lynch and Mendelsohn, "Listening," 184.

<sup>20</sup> Jack C. Richards and W. A. Renandya, "Teaching Listening," *Methodology In Language Teaching*, 2002, 422.

note-taking activities during the second podcasts playback, discussing to get more detailed information, summarizing, sharing opinions, and checking their answers. Finally, post-listening activities include reviewing grammar/structural rules and asking students for feedback.<sup>21</sup> This typical lesson in current teaching materials contains activities that bridge bottom-up and top-down listening approaches.

Assessing listening skills in language learners is essential for evaluating their language proficiency and identifying areas for improvement. According to Gary, that the fundamental objective in assessment is to translate theoretical concepts about a construct into practical application by devising a set of test items.<sup>22</sup> Designing appropriate assessment tasks in listening begins with specifying objectives or criteria. The processes might be recognition (context and content) and interpretation (retention of meaning). For extensive listening, follow-up activities involve students listening to new topics downloaded from the internet. They then complete worksheets that include note-taking, identifying main ideas, finding detailed information, and summarizing for each session.

#### **4. Podcasts**

Podcasts are digital files that are created and posted on the internet. According to O'Brien, the podcasts were first known in 2004. Podcasting is a form of online audio content creation and distribution, often referred to as internet audio blogging. The term "podcasting" comes from combining

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<sup>21</sup> Sri Wiyanah, "Improving Listening Skill Using Podcast for English Department Students of UPY," in *Seminar Nasional Universitas PGRI Yogyakarta*, 2015, 65.

<sup>22</sup> Gary Buck, *Assessing Listening* (Cambridge University Press, 2001), 61.

"iPod" and "broadcasting".<sup>23</sup> Constantine mentioned that a podcast refers to a digital recording of a radio broadcast or a comparable program.<sup>24</sup> Podcasts are audio or video files, typically in MP3 or MP4 format, published on the internet. They vary in length from just a few minutes to as long as an hour. The availability of podcasts available on the internet has provided teachers with a valuable tool for augmenting the instruction of listening skills.

Kavaliauskiene noted that utilizing podcasts enables students to engage in at a speed that suits them and in comfortable settings, providing a chance to improve language understanding.<sup>25</sup> Podcasting, a developing technology facilitating digital recordings that can be readily posted on the internet for downloading onto personal audio devices has the potential to significantly enhance the language teaching process and effectively support student learning on a broader scale.

Podcasts are one of the media that helps students practice listening skills. Podcasts offer opportunities for both focused and extensive listening tasks, making them valuable assets for listening instruction in the classroom. Podcasts, often distributed in MP3 format, offer a captivating resource for language learning. By incorporating podcasts, instructors can assist students in honing their listening abilities within an authentic English setting. The

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<sup>23</sup> Anne O'Brien and Volker Hegelheimer, "Integrating CALL into the Classroom: The Role of Podcasting in an ESL Listening Strategies Course," *ReCALL* 19, no. 2 (2007): 162–80.

<sup>24</sup> Priscilla Constantine, "Podcasts: Another Source for Listening Input," *The Internet TESL Journal* 13, no. 1 (2007): 143–56.

<sup>25</sup> Galina Kavaliauskiene, "Podcasting: A Tool for Improving Listening Skills," *Teaching English with Technology* 8, no. 4 (2008), <https://cejsh.icm.edu.pl/cejsh/element/bwmeta1.element.desklight-aa648d8c-e935-4f9f-b987-3107a34a61b3>.

ease of downloading podcasts enables students to conveniently practice the target language at their own pace.

Podcasts are a useful media for students to improve their English language skills. They provide opportunities to practice listening both in and out of the classroom. The research has shown that podcasts can enrich learning encompasses more than just speaking and listening skills. but also in areas such as pronunciation, vocabulary, and grammar. Furthermore, they offer EFL teachers opportunities to streamline language acquisition and solve challenges associated with traditional teaching methods.<sup>26</sup>

Moreover, using podcasts in classroom listening instruction offers several advantages for both teachers and students. Teachers can economize resources by utilizing podcasts as learning media. Unlike investing in entire CDs with restricted utility, podcasts are internet-based audio files that can be selectively downloaded and stored. Consequently, teachers can handpick materials tailored to their lesson plans, generating a cost-efficient and productive method to complement their teaching.<sup>27</sup> For students, podcasts offer valuable opportunities to learn English and enhance their listening abilities. Fitria et al. discovered that students reported easier access to listening practice through podcasts, which in turn helped enhance their oral presentation skills.<sup>28</sup>

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<sup>26</sup> Samad Mirza Suzani, "Investigating the Effect of Podcasting on Iranian Senior Undergraduate TEFL Students' Listening Comprehension Improvement and Motivation," *The Asia-Pacific Education Researcher* 30, no. 5 (October 2021): 395–408, <https://doi.org/10.1007/s40299-020-00526-w>.

<sup>27</sup> Jean McDonald and Judy Lever-Duffy, *Teaching and Learning with Technology* (Pearson Higher Ed, 2011).

<sup>28</sup> Utri Fitria, Machdalena Vianty, and Ismail Petrus, "USING PODCAST TO IMPROVE STUDENTS' LISTENING AND SPEAKING ACHIEVEMENTS," *The Journal of English*



Podcasts can be effectively integrated into classroom instruction for teaching listening skills, typically involving three key phases: pre-listening, while-listening, and post-listening. In the pre-listening phase, the teacher directs students on effective listening strategies and what aspects to pay attention to during the activity. During the while-listening phase, students engage with the podcasts provided by the teacher. Finally, in the post-listening phase, students are encouraged to share their opinions or understanding, fostering a dialogue that incorporates teacher feedback and student responses to the content.<sup>29</sup>

## 5. Authentic Materials

Authentic materials are referred to as real-life or genuine materials. Martinez defines them as materials designed for everyday use by native speakers, not for educational purposes.<sup>30</sup> Oura notes that these authentic materials come in many forms, incorporating a wide array of listening materials such as radio shows and songs, visual materials like TV shows and movies, printed materials such as magazines, posters, and maps, as well as real objects like dolls, enhances the learning experience.<sup>31</sup> This means that authentic materials serve as a valuable resource in language education, offering learners exposure to authentic language use and cultural contexts.

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*Literacy Education: The Teaching and Learning of English as a Foreign Language* 2, no. 1 (2015): 57.

<sup>29</sup> Qurrota A'yun, "The Effect of Using Podcast on Students' Listening Skill" (bachelorThesis, (Jakarta: FITK UIN Syarif Hidayatullah Jakarta), 2018), 24.

<sup>30</sup> Alejandro G. Martinez, *Authentic Materials: An Overview* (Mexico City, 2002).

<sup>31</sup> Gail K. Oura, "Authentic Task-Based Materials: Bringing the Real World into the Classroom," *Sophia Junior College Faculty Bulletin* 21 (2001): 67.

Including these kinds of materials increases the authenticity and relevance of the language learning experience.

Authenticity in a language context relates to the use of language originating from native speakers intended for native speakers of a specific language community. This involves using language created by native speakers or writers intended for consumption by a native-speaking audience, with the aim of conveying a true message. This concept of authenticity can apply to various aspects, whether to the text itself, participants in communication, social or cultural situations, communicative goals, or a combination of all these factors.

Most researchers use this term to refer to various types of cultural works such as books, newspapers, magazines, radio broadcasts, television, websites, advertisements, music, podcasts, and so on. However, this kind of discourse, which is often more considered or even written, usually has surface characteristics that are very different from those produced in spontaneous conversations between native speakers.<sup>32</sup>

Authentic materials have several advantages and disadvantages. Firstly, the advantages are that it enables learners to engage with authentic language materials enables them to experience real-life language use and fosters closer interaction with the target language regarded as effective in motivating learners to learn English, creating interactive learning, and

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<sup>32</sup> Alex Gilmore, "Authentic Materials and Authenticity in Foreign Language Learning," *Language Teaching* 40, no. 2 (2007): 47.

increasing learners' communicative competence.<sup>33</sup> Secondly, the disadvantages are authentic materials may be very culturally specific, the vocabulary may not correspond to the immediate needs of the students, necessitating special preparation that could be time-consuming. Additionally, there's a risk of materials quickly becoming outdated.<sup>34</sup>

Students can engage with natural language through authentic materials, such as those available on the internet. Podcasts, for example, can be a very useful tool for teachers because they come in a variety of themes and difficulty levels. The diversity of themes and levels makes podcasts interesting to use, more interesting than more traditional source material. Podcasts present authentic language, giving a direct picture of the use of language in everyday life. Using podcasts in language learning offers numerous benefits, including the development of listening skills, increased enjoyment of global learning, and better mastery of the language by students.

## **B. Previous Research Findings**

Before initiating the research, the researcher conducts a thorough examination of existing literature to ascertain the presence of similar studies. Five prior research endeavours have been identified that can lend support to this research.

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<sup>33</sup> Widya Febrina, "Authentic vs Non-Authentic Materials in Teaching English as a Foreign Language (EFL) in Indonesia: Which One Matters More," in *The Asian Conference on Education*, 2017, 735.

<sup>34</sup> Azizah Azizah, "Authentic Materials for Developing Listening Comprehension," *English Education Journal* 7, no. 3 (2016): 366.

The first research was conducted by Asyifa Ainurrohmah, entitled "*Using Podcasts through Student Teams Achievement Division (STAD) to Teach Listening of Recount Text.*" This study explores the use of podcasts in teaching listening through STAD of recount text to first-grade students of senior high school. This study aimed to explain whether using podcasts through STAD to teach listening to recount text is effective in improving the student's achievement or not. The method used in this study was quantitative method, and the design was quasi-experimental with two classes, one class as the experimental and one other class as the control class. In this research, the researcher collected the data by conducting a try-out of the tests (pre-test and post-test). The subjects of this research were first-grade students of MAN 1 Pekalongan. The research findings show that using podcasts through STAD to teach listening to recount text is significantly effective.<sup>35</sup>

Both the previous study and the current research share a commonality in their utilization of quantitative research methodologies, and both also examined the use of podcasts in teaching listening. Then, for differences, the previous study aimed to explain whether using podcasts through STAD to teach listening to recount text is effective in improving the students' achievement or not, while the current research aims to find out whether there is any significance of using podcasts on eleventh students' listening skills or not.

The second research was conducted by Ma'rifatul Lailiyah, entitled "*The Effect of Podcasts Media on Listening Achievement for The Eight Grade Students of SMPN 2 Jetis Ponorogo*". This study aimed to find out the

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<sup>35</sup> Ainurrohmah, "Using Podcast Through Student Teams Achievement Division (STAD) To Teach Listening of Recount Text."

significant difference in listening scores for students who are taught by using podcast media and those who aren't taught by using podcast media. Employing a quantitative approach, the research adopted a quasi-experimental design, assigning two classes: the experimental group received instruction via podcast media, while the control group received instruction through audiovisual media. Data collection involved administering tests and gathering documentation. The subjects of this research were eighth-grade students of SMPN 2 Ponorogo. The research findings show that the use of podcasts in listening skills is better than using audiovisual media for the eighth-grade students of SMPN 2 Jetis Ponorogo.<sup>36</sup>

Both the previous study and the current research share a commonality in their utilization of quantitative research methodologies, as well as both studies explore into the effectiveness of the utilization podcasts in enhancing listening skills. Then, for differences, the previous study sought to determine the notable contrast in listening achievement scores between students taught with podcast media and those instructed without it, while the current research aims to find out whether there is any significance of using podcasts on eleventh students' listening skills or not. The previous study gathered the data through tests and documentation, while the current research is collecting the data by test.

The third research was conducted by Qurrota A'yun, entitled "*The Effect of Using Podcasts on Students' Listening Skills*". This study aimed to find out the empirical data that could determine whether there is a significant effect of using podcasts on students' listening skills in eighth grade of MTs Yaspina or

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<sup>36</sup> Ma'rifatul Lailiyah, "The Effect of Podcast Media on Listening Achievement for the Eight Grade Students of SMPN 2 Jetis Ponorogo" (PhD Thesis, IAIN PONOROGO, 2018).

not. The method used was a quantitative method with quasi-experimental research as its design. In this research, the researcher collected the data using a listening test provided in a pre-test and post-test as the research instrument. The research findings show that using podcasts has a significant effect on students' listening skills.<sup>37</sup>

Both the previous study and the current research share a commonality in their utilization of quantitative research methodologies, as well as their investigation into the effectiveness of podcasts in teaching listening skills. Then, regarding differences, the previous study focused on junior high school, whereas the current research focuses senior high school.

The fourth research was conducted by Sartika Dewi Harahap, entitled "*Podcasts Impact on Students' Listening Skills: A Case Study on Students' Perceptions.*" This study aimed to explore podcasts' effects on listening skills for university students. This study used a qualitative research method with a case study design. Questionnaires and interviews served as the instruments for data collection in this study. The researcher concluded that students displayed a moderate level of engagement in endeavors to enhance their English proficiency, particularly through listening to technology-related experiences. A majority of the participants expressed a preference for podcasts, citing their efficacy in facilitating English learning.<sup>38</sup>

Both the previous study and the current research focuses on the utilization of podcasts to enhance students' listening skills. Then, for differences, the previous study aimed to explore podcasts' effects on listening

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<sup>37</sup> A'yun, "The Effect of Using Podcast on Students' Listening Skill."

<sup>38</sup> Harahap, "PODCAST IMPACTS ON STUDENTS' LISTENING SKILL."

skills for university students, while the current research aims to find out whether there is any significance of using podcasts on eleventh students' listening skills or not. While the previous study employed qualitative methods, the current research uses a quantitative approach.

The fifth research was conducted by Hania Fadhilatun et al. entitled "*The Use of Podcasts to Improve Students' Listening Comprehension.*" This study aimed to assess the efficacy of podcasts in enhancing students' listening skills. Employing a quantitative methodology, the research adopted a pre-experimental design. Both pre-tests and post-tests were utilized as data collection instruments. The study focused on seventh-grade students at SMP Muhammadiyah 35 Jakarta. The findings indicate that the utilization of podcasts effectively improved students' listening skills.<sup>39</sup>

Both the previous study and the current research share a commonality in their utilization of quantitative research methodologies and investigate the use of podcasts for teaching listening skills. However, they differ in their specific aims and research designs. The previous study aimed to assess the effectiveness of podcasts in enhancing students' listening skills, whereas the current research seeks to determine the significance of using podcasts on the listening skills of eleventh-grade students. Additionally, the previous study utilized a pre-experimental research design, while the current research employs a quasi-experimental research design.

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<sup>39</sup> Hania Fadhilatun Nisa, Lidyatul Izzah, and Muhamad Sofian Hadi, "THE USE OF PODCAST TO IMPROVE STUDENTS' LISTENING COMPREHENSION," *Eltin Journal: Journal of English Language Teaching in Indonesia* 10, no. 1 (2022): 45–54.

### C. Theoretical Framework

The conceptual framework of this research is outlined as follows:

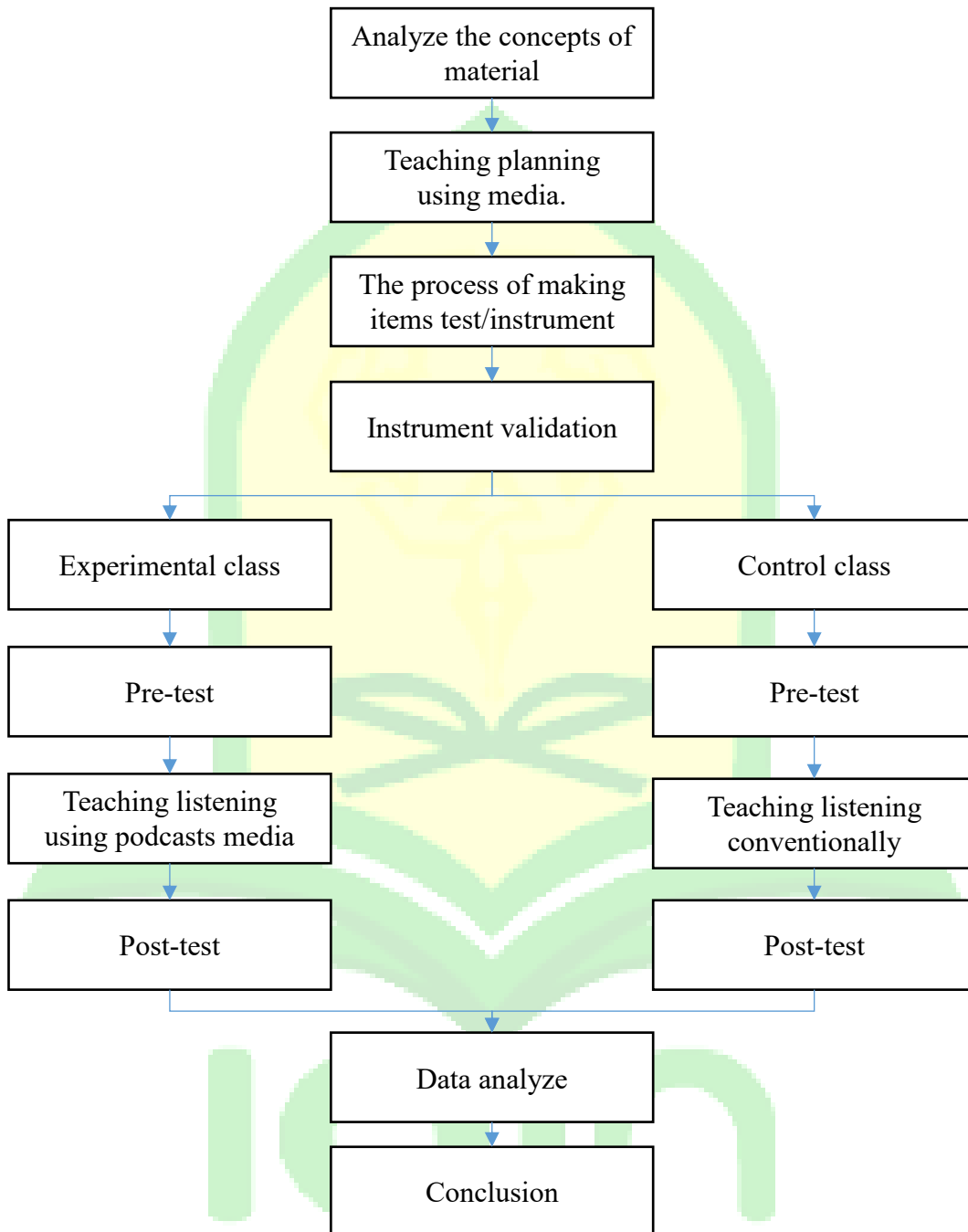


Figure 2.1 Theoretical Framework

At this time, the researcher applies a theoretical framework concerning the use of podcasts on eleventh-grade students at SMAN 1 Sambit for



improving their listening skills. The research methodology involves conducting a pre-test, administering the treatment, and conducting a post-test.

#### **D. Hypothesis**

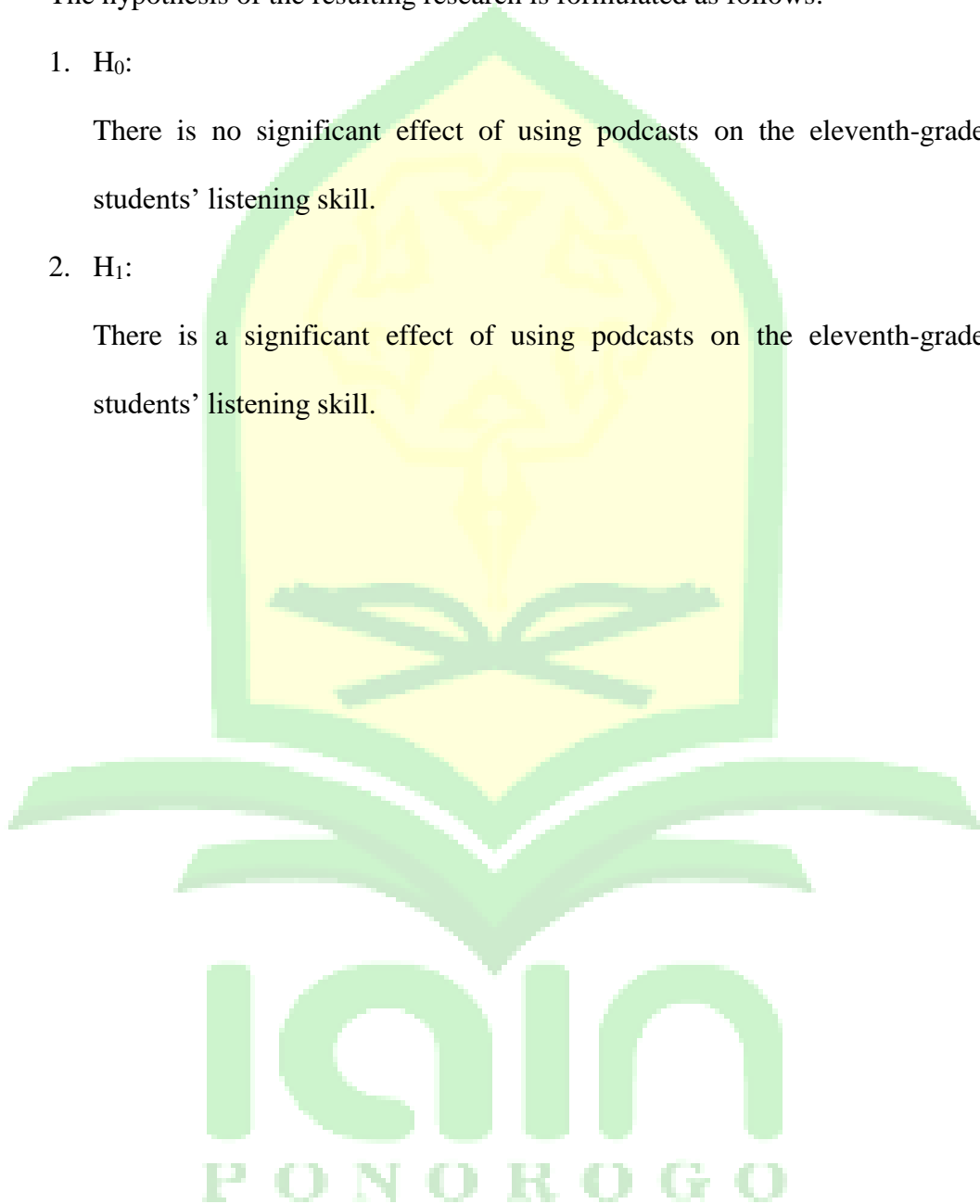
The hypothesis of the resulting research is formulated as follows:

1.  $H_0$ :

There is no significant effect of using podcasts on the eleventh-grade students' listening skill.

2.  $H_1$ :

There is a significant effect of using podcasts on the eleventh-grade students' listening skill.



## CHAPTER III

### RESEARCH METHODS

#### A. Research Design

The researcher was employed a quantitative research method in this research. As mentioned by Creswell, quantitative research entails testing objective theories by assessing the connections or correlations among variables. These variables are usually quantifiable with instruments, facilitating the analysis of numerical data through statistical methods. In quantitative research, hypotheses are frequently tested to ascertain whether they can elucidate the findings of the research question.<sup>40</sup>

The researcher employs an experimental research design. According to Creswell, there are three types of experimental designs: true experimental design, quasi-experimental design, and pre-experimental design. In true experiments, participants are randomly assigned to various conditions of the experimental variable. Quasi-experiments involve the assignment of participants to groups, but this assignment is not random because the experimenter cannot artificially create the groups.<sup>41</sup> Quasi-experimental designs are often used in educational settings such as schools, colleges, or school districts. Most empirical studies in education are quasi-experimental rather than true experimental.<sup>42</sup> Therefore, the researcher employs a quasi-experimental design.

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<sup>40</sup> John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Sage publications, 2017).

<sup>41</sup> John W. Creswell, *Educational Research* (pearson, 2012), 309.

<sup>42</sup> Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education* (routledge, 2017), 274.

As per White, a quasi-experimental design involves selecting a control group that closely resembles the treatment class in terms of baseline characteristics (pre-intervention). The control class serves as a representation of what would have occurred if the intervention had not been implemented, providing a comparison or counterfactual design.<sup>43</sup> Therefore, it can be said that the program or policy produced different results between the treatment and control class. Creswell stated that quasi-experiments involve assigning participants to class, but not randomly. This is because researchers can't artificially create groups for their studies. A quasi-experimental design is helpful as it uses existing groups in educational settings. However, it comes with challenges that require careful planning to overcome.<sup>44</sup>

In this research, two classes of research subjects are involved: the experimental class and the control class. Both classes will experience a pre-test was administered to evaluate the students' baseline level of listening skills prior to receiving treatment using podcast media. Afterwards, the experimental class will experience listening learning treatment using podcasts, while the control class will receive learning without treatment. After completion of the treatment, both the experimental and control class will receive a post-test to evaluate the impact of using podcasts on students' listening skills.

As mentioned by Cohen et al., the quasi-experimental design employed in educational research can be summarized as follows:<sup>45</sup>

Experimental Class      O1 ----- X ----- O2

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<sup>43</sup> Howard White and Shagun Sabarwal, "Quasi-Experimental Design and Methods," *Methodological Briefs: Impact Evaluation* 8, no. 2014 (2014): 1.

<sup>44</sup> Creswell, *Educational Research*, 309.

<sup>45</sup> Cohen, Manion, and Morrison, *Research Methods in Education*, 283.

Control Class                      O3 ----- O4

Information:

O1 : pre-test of the experimental class

O2 : post-test of the experimental class

O3 : pre-test of the control class

O4 : post-test of the control class

X : treatment using podcast

Based on the research design above, the researcher used podcasts as the independent variable and students' listening skills as the dependent variable. The research was conducted in three stages: 1) pre-test, 2) treatment, and 3) post-test. After both classes were given pre-test and post-test, the researcher calculated the differences in the post-test results to see whether the use of podcasts as media significantly affected the eleventh-grade students' listening skills.

## **B. Research Setting**

### **1. Research Setting**

This research takes place at SMAN 1 Sambit. It is located at Besuki, Sambit, Ponorogo, East Java. Mr. Nasori, SE, S.Pd., S.Pd.I., MM. lead SMAN 1 Sambit in 2023-present. SMAN 1 Sambit has "A" accreditation status, achieved with a score of 91.18 in 2017 with NISN/NSS number 301051104001 and NPSN number 20510152; the school is officially recognized as a public educational institution. SMAN 1 Sambit can be contacted via phone and e-mail. Via phone at (0352)311285. While E-mail: sman1sambit.prg@gmail.com. These comprehensive communication

facilities facilitate interaction among the school, students, and the local community, supporting collaboration in educational development.

The researcher selected eleventh-grade students as the population and chose classes XI MIPA 2 and XI MIPA 3 as the sample in this research. SMAN 1 Sambit was chosen as the research location because, in this particular school, the researcher observed that students encountered challenges in comprehending spoken English; they struggled to grasp the meaning of spoken English due to insufficient vocabulary. The students are also less motivated to do listening activities. Teachers must integrate engaging English learning activities, particularly focusing on enhancing students' listening skills, prompted researchers to conduct this research to investigate the impact of using podcasts on eleventh grade students' listening abilities.

## 2. Research Schedule

This research took 4 meetings in the experimental class and control class. The research started on March 20<sup>th</sup>, 2024 in the experimental class.

The schedule is outlined as follows:

Table 3.1 Schedule of Experimental Class

Date	Activity
March 20 <sup>th</sup> , 2024	Pre-Test and 1 <sup>st</sup> Treatment
March 21 <sup>st</sup> , 2024	2 <sup>nd</sup> Treatment
March 27 <sup>th</sup> , 2024	3 <sup>rd</sup> Treatment
March 28 <sup>th</sup> , 2024	4 <sup>th</sup> Treatment and Post-Test

During the first session in the experimental class, the researcher administered a pre-test. The material of this research was about cause and

effect. The test is to answer the questions while listening to the audio that the researcher gave. After the pre-test, the researcher explained the learning mechanism using podcasts as a learning media.

Subsequently, in the second and third sessions, podcasts were utilized as the primary learning tool. English lessons were delivered through podcasts, prompting students to actively engage in listening exercises. Students were encouraged to identify challenging words and engage in group discussions to enhance comprehension.

Finally, in the fourth session, a post-test was administered to evaluate the student's progress. Similar in format to the pre-test but with different questions, this assessment aimed to measure the effectiveness of using podcast on students' listening skills.

Meanwhile, in the control class, a parallel schedule was followed. The first session commenced on March 18th, 2024, and the subsequent meetings mirrored those of the experimental class.

Table 3.2 Schedule of Control Class

Date	Activity
March 18 <sup>th</sup> , 2024	Pre-Test
March 20 <sup>th</sup> , 2024	No Treatment
March 25 <sup>th</sup> , 2024	No Treatment
March 27 <sup>th</sup> , 2024	Post-Test

During the first session in the experimental class, the researcher administered a pre-test. The material is the same as the experimental class. It is about cause and effect. The test is to answer the questions while listening to the audio that the researcher gave.

In the control class, during the second and third sessions, the researcher implemented traditional teaching methods focusing on the "Cause and Effect" material. No treatment involving the use of podcasts was applied during these sessions.

Similarly, in the last session, a post-test was administered to assess the final scores of the students. The format of the test remained consistent with the pre-test, albeit with different questions. This evaluation aimed to measure the effect of conventional teaching methods on students' listening skills.

### **C. Population and Sample**

#### **1. Population**

According to Creswell, a population refers to a group of individuals who share a common characteristic that distinguishes them from other groups.<sup>46</sup> In this research, the population comprised the eleventh-grade students of SMAN 1 Sambit for the academic year 2023/2024. The selection of eleventh-grade students as the population was based on the explanation that they had already experienced English lessons in prior grades, thus ensuring they were not entirely new to the language. This allowed for a more targeted approach to instruction aimed at further refining students' English skills, particularly in listening. Therefore, the researchers were willing on exploring the students' proficiency in learning English, with a specific focus on listening abilities. The population of this study comprised all students of

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<sup>46</sup> Creswell, *Educational Research*, 142.

class XI at SMAN 1 Sambit, divided into five classes: XI MIPA 1, XI MIPA 2, XI MIPA 3, XI IPS 1, and XI IPS 2.

Table 3.3 The Number of Eleventh-grade Students of SMAN 1 Sambit Academic Year 2023/2024

No.	Class	Number of Students
1.	XI MIPA 1	30
2.	XI MIPA 2	29
3.	XI MIPA 3	29
4.	XI IPS 1	30
5.	XI IPS 2	28
	<b>Total</b>	<b>146</b>

Source: The data of eleventh-grade students of SMAN 1 Sambit

## 2. Sample

According to Praphat and Meenu, a sample is a subject of individuals selected from a larger population to represent that population.<sup>47</sup> In contrast, according to Creswell, a sample constitutes a selection of participants drawn from the population to which the researcher aims to apply the conclusions. Conversely, the dependent variable represents a trait or feature that is impacted by the independent variable. In an experiment or study, the dependent variable is reliant on or influenced by the independent variable.<sup>48</sup>

A cluster random sampling technique was utilized by the researcher to choose the sample. Cluster random sampling, as outlined by Sedgwick, involves selecting a random sample of clusters from the population, and inviting all members of each chosen cluster to participate. A fixed number of clusters is randomly selected from the

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<sup>47</sup> Prabhat Pandey and Meenu Mishra Pandey, *Research Methodology Tools and Techniques* (Bridge Center, 2021), 5.

<sup>48</sup> Creswell, *Educational Research*, 142.



list, with each cluster having an equal chance of being chosen independently of the others.<sup>49</sup> In this research, class XI MIPA 2, comprising 29 students, was chosen as the experimental group, whereas class XI MIPA 3, also consisting of 29 students, was selected as the control group.

#### **D. Research Variables and Operational Definition**

Two variables are employed in this research: the independent variable and the dependent variable. As outlined by Creswell, the independent variable consists of attributes or characteristics that affect the outcome or the dependent variable. On the other hand, the dependent variable is a quality or attribute that is affected by the independent variable.<sup>50</sup> The independent variable is podcasts, representing the intervention or treatment applied by the researcher. Meanwhile, the dependent variable is students' listening skills, which are expected to be influenced by the use of podcasts as a learning tool.

##### **1. Podcasts**

Podcasts are digital files generated and distributed through the internet. Podcasts were initially recognized in 2004, as outlined by O'Brien. They are described as online audio blogging or internet audio publishing. The term "podcasting" originates from the fusion of "iPod" and "broadcasting."<sup>51</sup> Podcasts are a cutting-edge advanced innovation

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<sup>49</sup> Philip Sedgwick, "Cluster Sampling," *Bmj* 348 (2014): 1, <https://www.bmj.com/content/348/bmj.g1215>.

<sup>50</sup> Creswell, *Educational Research*, 114.

<sup>51</sup> O'brien and Hegelheimer, "Integrating CALL into the Classroom."

that can be utilized viably for dialect-educating purposes.<sup>52</sup> Constantine defined a podcast as a digital recording of a radio broadcast or a comparable program.<sup>53</sup> Podcasting is an innovative method of internet broadcasting, podcasts can also facilitate the automatic transfer of digital audio content to mobile phones.<sup>54</sup>

The researcher used podcasts sourced from BBC podcasts which can be accessed through the internet. In this research, researchers used 4 podcasts which are related to the material “Cause and Effect”. The details can be seen in the table below:

Table 3.4 The Title of the Podcasts

Podcast	Title	Duration
1	Addicted to sugar	7 minutes
2	Living without plastic	8 minutes
3	Social media and teenage health	7 minutes
4	Can you stop a disaster?	8 minutes

Source: <https://www.bbc.co.uk/sounds/podcasts>

## 2. Listening

Listening entails more than merely perceiving sound; it involves the capacity to recognize and comprehend the messages conveyed by others. Lynch emphasized that this process encompasses understanding spoken language within the context of accompanying sounds and visual cues, drawing upon our existing knowledge and the situational context.<sup>55</sup>

<sup>52</sup> Islam NamazianDost, Ghassem Bohloulzadeh, and Rezvan Rahmatollahi, “The Effects of Using Podcast on Listening Comprehension among Iranian Pre-Intermediate EFL Learners,” *International Journal of Applied Linguistics and English Literature* 6, no. 6 (2017): 60.

<sup>53</sup> Constantine, “Podcasts.”

<sup>54</sup> S. Sloan, “Podcasting: An Exciting New Technology for Higher Education,” *CATS, Brisbane*, 2005.

<sup>55</sup> Lynch and Mendelsohn, “Listening,” 180.

Listening plays a crucial role in facilitating students' learning process. When students possess strong listening skills, they are able to learn more effectively.<sup>56</sup>

## **E. Technique and Instrument of Data Collection**

### **1. Data Collection Technique**

According to Brown, test is method employed to assess an individual's proficiency or competency in a particular subject area, with an emphasis on techniques and measurement concepts. Tests are structured assessments with well-defined scoring criteria, meticulously prepared to evaluate specific skills or knowledge. Tests are organized administrative procedures conducted over designated time frames and are systematically utilized to measure student achievement.<sup>57</sup> The researcher conducted the pre-test and post-test.

#### **a. Pre-test**

A pre-test is administered to students at the outset of a course. It is conducted for both the experimental and control groups before any treatment is administered to the experimental group. The aim of this test is to assess the students' listening skills.

#### **b. Post-test**

A post-test is administered to students at the conclusion of a course. It is conducted for both the experimental and control groups, but it is administered to students after the experimental group has

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<sup>56</sup> Siti Mutiah, Vera Yulia Harmayanthi, and Sari Astuti, "Using Podcast to Improve Students' Listening Skill," *Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara III*, 2021, 206.

<sup>57</sup> H. Douglas Brown and Heekyeong Lee, *Teaching Principles* (P. Ed Australia, 2015).

received the treatment. The aim of this test is to evaluate the students' progress in their listening skills following the treatment.

## 2. Data Collection Instrument

In quantitative data collection, researchers employ instruments to gauge variables. These instruments act as tools for quantitatively measuring, observing, or documenting data. These instruments typically consist of specific questions with predetermined response options, which may have been created or developed by the researcher prior to conducting the research.<sup>58</sup>

A pre-test and post-test using audio materials was employed by the researcher in this research. To ensure a consistent sample in the pre-test, 26 test items were administered. These items were in multiple-choice and fill-in-the-blank formats. The structure of listening exercises in high and low grades necessitates distinct considerations. Currently, multiple-choice format is prevalent in listening exercises.<sup>59</sup> The pre-test aimed to assess students' knowledge before any treatment, while the post-test aimed to measure their progress after the treatment was provided.

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<sup>58</sup> Creswell, *Educational Research*.

<sup>59</sup> Syofianis Syofianis, Marhamah Marhamah, and Lola Oktasari, "The Effect of Using Podcast towards the Listening Comprehension of TIII Second Semester Students of English Study Program of Islamic University of RIAU," *Proceedings of ISELT FBS Universitas Negeri Padang 3* (2015): 488.

## F. Validity and Reliability

### 1. Validity

Validity is defined as the extent to which a concept is accurately measured in a quantitative study. Validity is often defined as the extent to which an instrument measures what it purports to measure. Validity requires that an instrument is reliable, but an instrument can be reliable without being valid.<sup>60</sup> Several considerations regarding validity must be assessed to determine the validity of a test instrument. The researcher employed IBM SPSS version 25 to evaluate the validity of the data. The following steps outline the process for calculating data validity:

- a. Launch the SPSS.
- b. Input the test result data into SPSS.
- c. Navigate to Analyze > Correlate > Bivariate.
- d. Transfer the variables from the left column to the right column.
- e. Click OK to proceed with the analysis.

The researcher selected 30 students from class XI MIPA 1 to assess the content validity of both the pre-test and post-test. Following the analysis of content validity using IBM SPSS version 25, the researcher looked for an r-table value at a significance level of 0.05, which corresponded to a degree of freedom (df) of 28 (n-2). The table indicated that the r-table value was 0.361. Therefore, an item is deemed valid if:

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<sup>60</sup> Carole L. Kimberlin and Almut G. Winterstein, "Validity and Reliability of Measurement Instruments Used in Research," *American Journal of Health-System Pharmacy* 65, no. 23 (2008): 2278.

- 1) If the  $r_{\text{value}} > r_{\text{table}}$ , it is considered valid
- 2) If the  $r_{\text{value}} < r_{\text{table}}$ , it is considered invalid<sup>61</sup>

Table 3.5 Validity of Pre-Test

Number of Items	$r_{\text{value}}$	$r_{\text{table}}$	Criteria
1	-0.096	0.361	Invalid
2	0.649	0.361	Valid
3	0.449	0.361	Valid
4	0.809	0.361	Valid
5	0.664	0.361	Valid
6	-0.244	0.361	Invalid
7	0.649	0.361	Valid
8	0.519	0.361	Valid
9	-0.054	0.361	Invalid
10	0.649	0.361	Valid
11	-0.378	0.361	Valid
12	0.313	0.361	Invalid
13	0.643	0.361	Valid
14	0.025	0.361	Invalid
15	0.871	0.361	Valid
16	0.803	0.361	Valid
17	0.005	0.361	Invalid
18	0.122	0.361	Invalid
19	0.146	0.361	Invalid
20	-0.033	0.361	Invalid
21	0.627	0.361	Valid
22	0.649	0.361	Valid
23	-0.103	0.361	Invalid
24	-0.068	0.361	Invalid
25	0.158	0.361	Invalid
26	-0.096	0.361	Invalid

Based on the validity analysis results, researchers can utilize the valid test items as pre-test instruments. Out of the 26 instrument items tested, 13 were deemed valid, while the remaining 13 were considered invalid. The valid items include numbers 2, 3, 4, 5, 7, 8, 10, 11, 13, 15,

<sup>61</sup> Donald Ary et al., *Introduction to Research in Education* (Cengage Learning, 2018).

16, 21, and 22. Conversely, the invalid items, numbered 1, 6, 9, 12, 14, 17, 18, 19, 20, 23, 24, 25, and 26, cannot be used as research instruments.

Table 3.6 Validity of Post-Test

Number of Items	r <sub>value</sub>	r <sub>table</sub>	Criteria
1	0.749	0.361	Valid
2	0.745	0.361	Valid
3	0.478	0.361	Valid
4	0.805	0.361	Valid
5	-0.078	0.361	Invalid
6	0.300	0.361	Invalid
7	0.434	0.361	Valid
8	-0.064	0.361	Invalid
9	0.451	0.361	Valid
10	-0.048	0.361	Invalid
11	-0.002	0.361	Invalid
12	0.775	0.361	Valid
13	0.773	0.361	Valid
14	0.675	0.361	Valid
15	0.122	0.361	Invalid
16	-0.064	0.361	Invalid
17	0.122	0.361	Invalid
18	0.434	0.361	Valid
19	-0.127	0.361	Invalid
20	0.775	0.361	Valid
21	0.425	0.361	Valid
22	-0.064	0.361	Invalid
23	0.425	0.361	Valid
24	-0.127	0.361	Invalid

Based on the result of the validity analysis, researchers can utilize the valid test items as post-test instruments. Out of the 24 instrument items tested, 13 were deemed valid, while 11 were considered invalid. The valid items include numbers 1, 2, 3, 4, 7, 9, 12, 13, 14, 18, 20, 21, and 23. Conversely, the invalid items, numbered 5, 6,

8, 10, 11, 15, 16, 17, 19, 22, and 24, cannot be used as research instruments.

## 2. Reliability

Reliability concerns the stability of a measurement. When a participant responds to a motivation assessment instrument, their answers should show consistent patterns each time the test is given.<sup>62</sup> Reliability estimates are used to evaluate two main aspects: (1) the consistency of measures given to the same individuals at different times or in the same conditions (test-retest reliability), and (2) the uniformity of item sets within the same test (internal consistency), or among different observers scoring a behavior or event using the same instrument (inter-rater reliability).<sup>63</sup> The reliability test examines the reliability or consistency of the instrument.

In this research, the instrument's reliability was assessed using Cronbach's Alpha coefficient. A coefficient falling between 0.70 and 0.90 indicates high reliability, while a range of 0.50 to 0.70 suggests moderate reliability. If the alpha coefficient is below 0.50, it indicates low reliability. The researcher employed SPSS version 25 to measure the reliability of the test items. The following steps outline the process for calculating the reliability of the data:

- a. Navigate to Analyze > Scale > Reliability Analysis.

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<sup>62</sup> Roberta Heale and Alison Twycross, "Validity and Reliability in Quantitative Studies," *Evidence-Based Nursing* 18, no. 3 (2015): 66.

<sup>63</sup> Kimberlin and Winterstein, "Validity and Reliability of Measurement Instruments Used in Research," 2277.



- b. Transfer items from the left to the right panel and select model Alpha.
- c. Choose the variable to be analyzed by moving it to the item column.
- d. Click OK to proceed with the analysis.

The levels of Cronbach's Alpha reliability can be displayed in the following table:

Table 3.7 Cronbach's Alpha Level of Reliability

Interval	Criteria
< 0.2	Less Reliable
0.2 – 0.399	Rather Reliable
0.4 – 0.599	Quite Reliable
0.6 – 0.799	Reliable
0.8 – 1.00	Very Reliable

The criteria for items are considered reliable under the following conditions:

- a. If Cronbach's Alpha > 0.70, the item is considered reliable
- b. If Cronbach's Alpha < 0.70, the item is considered unreliable<sup>64</sup>

Table 3.8 Reliability of Pre-test

Reliability Statistics	
Cronbach's Alpha	N of Items
0.888	13

Based on the result of the reliability pre-test, the Cronbach's Alpha score is 0.888. A Cronbach's Alpha > 0.70 indicates that the pre-test instrument is reliable.

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<sup>64</sup> Nikolaus Duli, *Metodologi Penelitian Kuantitatif: Beberapa Konsep Dasar Untuk Penulisan Skripsi & Analisis Data Dengan SPSS* (Deepublish, 2019), 109.

Table 3.9 Reliability of Post-test

Reliability Statistics	
Cronbach's Alpha	N of Items
0.871	13

Based on the result of the reliability post-test, the Cronbach's Alpha score is 0.871. A Cronbach's Alpha  $> 0.70$  indicates that the pre-test instrument is reliable.

### G. Technique of Data Analysis

Data analysis involves the process of condensing quantitative data to facilitate comprehension. In this research, data collected through research instruments were analyzed. The analysis entails examining the relationship between two variables, with the obtained data falling within interval scales.

#### 1. Normality test

Normality tests are employed to determine whether the data attach to a normal distribution. In this research, the Shapiro-Wilk formula was utilized for normality testing, particularly suitable when the sample size is less than 100. The normality test calculations were conducted using SPSS version 25, with a significance level set at 0.05. The steps for calculating the normality test are outlined as follows:

- a. Launch IBM SPSS Statistics 25.
- b. Enter data in both Variable View and Data View meticulously to ensure precise outcomes.
- c. Access the Analyze menu, proceed to Descriptive Statistics, and select Explore.

- d. Within the Explore window, transfer the variable you wish to test to the Dependent List column.
- e. Navigate to Plots in the Explore window and ensure to check the Normality plot with tests option.
- f. Click Continue and then proceed by clicking OK.

After obtaining the results, analyze the significance level and make the following decision:

- 1) If the significance value  $> 0.05$ , the data follows a normal distribution.
- 2) If the significance value  $< 0.05$ , the data does not conform to a normal distribution.<sup>65</sup>

## 2. Homogeneity test

As each group in a homogeneous population typically displays a similar variance, it is essential to evaluate homogeneity of variance when comparing two or more groups. In this research, a homogeneity test is utilized to ascertain whether the experimental and control classes, sourced from the same population, exhibit similar variances. IBM SPSS Statistics 25 is utilized for conducting the homogeneity test, with Levene's test being the method of choice. The steps to calculate the homogeneity test are outlined as follows:

- a. Launch IBM SPSS Statistics 25.
- b. Enter data in both Variable View and Data View meticulously to ensure precise outcomes.

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<sup>65</sup> Duli, 109.

- c. Navigate to Compare Means > One-Way ANOVA.
- d. Place the variable being tested in the Dependent List Column.
- e. Input the variable distinguishing the groups into the Factor column.
- f. Access Options and then select Homogeneity of variance test.
- g. Click OK to proceed with the analysis.

After obtaining the results, examine the significance level. Then, the decision:

- 1) If the significance level is  $> 0.05$ , then the data is homogeneous.
- 2) If the significance level is  $< 0.05$ , then the data is not homogeneous.<sup>66</sup>

### 3. Hypothesis test

To analyze the hypothesis test, the researcher employed the independent sample t-test using SPSS version 25 for Windows. This test is utilized to compare the means of two independent sample groups.<sup>67</sup>

The steps to calculate an independent sample t-test are as follows:

- a. Begin by launching the SPSS 25 program.
- b. Proceed to open the Variable View data editor page and make necessary edits to the data.
- c. Switch to Data View, populate the page with the relevant data.
- d. Access Analyze, then select Compare Means, followed by Independent Sample T-Test. Choose the variable to be tested and place it in the test variables box.

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<sup>66</sup> Nuryadi Nuryadi et al., "Dasar-Dasar Statistik Penelitian" (Sibuku Media, 2017), 93.

<sup>67</sup> Moch Bahak Udin By Arifin, "Buku Ajar Statistik Pendidikan," *Umsida Press*, 2021, 95.

- e. Specify grouping variables and define two types of groups within the defined groups option.
- f. Finally, click the OK button to initiate the analysis.<sup>68</sup>

Following the collection of data from both the experimental and controlled classes, the Independent t-test formula was employed to calculate the results. Subsequently, Cohen's d formula was utilized to determine the strength of the technique's effect size. The formulas are outlined below:

$$\text{Pooled Standard Deviation} = \frac{(\text{SD of experimental class} + \text{SD of control class})}{2}$$

$$d = \frac{\text{mean of experimental class} - \text{mean of control class}}{\text{Pooled Standar Deviation}}$$

The specifications for measuring the effect size using Cohen's d are as follows:<sup>69</sup>

1. 0.20 – 0.50 = Small effect
2. 0.51 – 0.80 = Medium effect
3. 0.81 – 1.00 = Large effect
4. > 1.00 = Very large effect

Then, the hypotheses can be supported based on the following assumptions:

$$H_0 = t_o \leq t_t$$

$$H_1 = t_o > t_t$$

<sup>68</sup> Nuryadi et al., "Dasar-Dasar Statstk Penelitian," 113.

<sup>69</sup> Cohen, Manion, and Morrison, *Research Methods in Education*, 522.

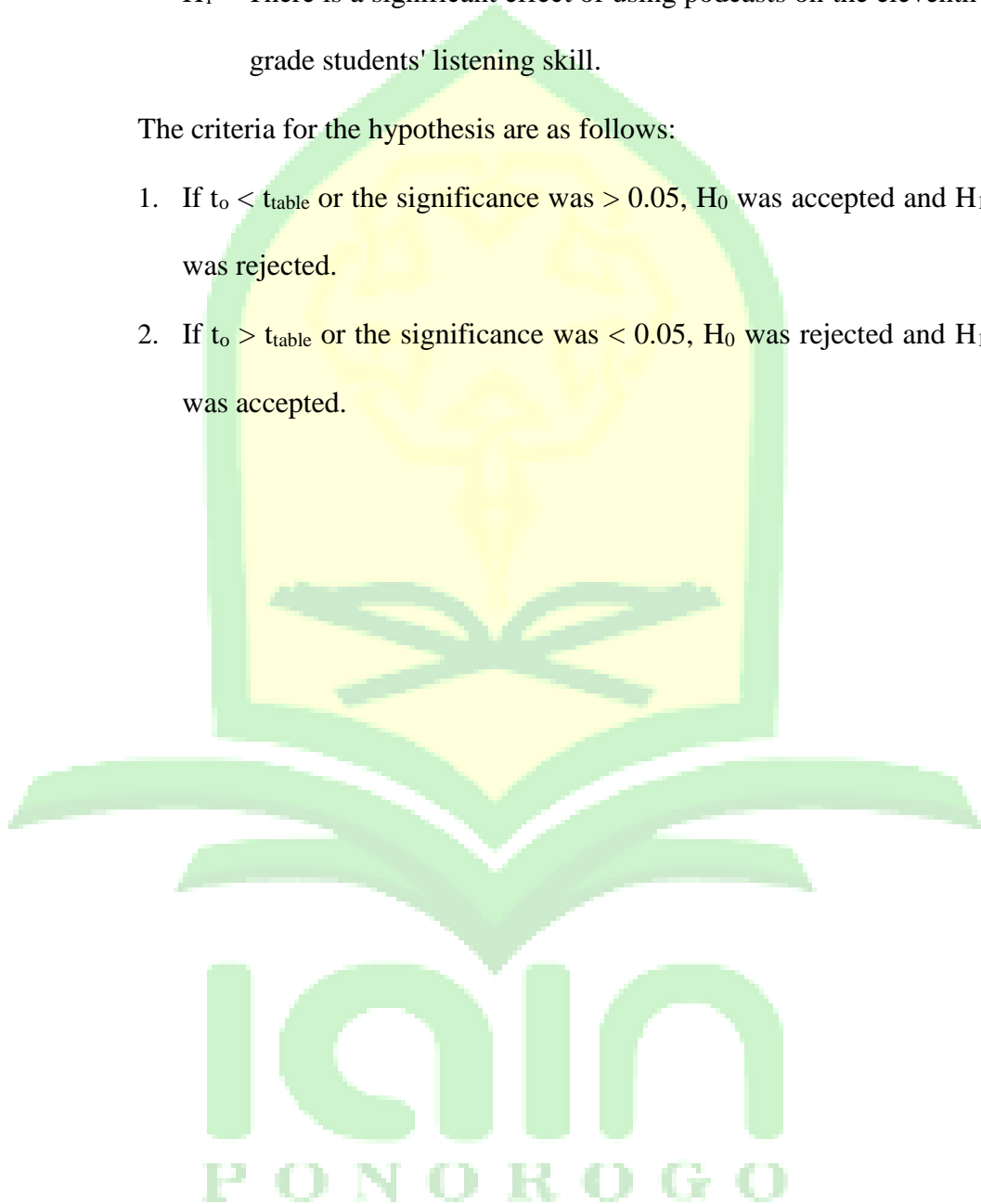
Notes:

$H_0$  = There is no significant effect of using podcasts on the eleventh-grade students' listening skill.

$H_1$  = There is a significant effect of using podcasts on the eleventh-grade students' listening skill.

The criteria for the hypothesis are as follows:

1. If  $t_o < t_{table}$  or the significance was  $> 0.05$ ,  $H_0$  was accepted and  $H_1$  was rejected.
2. If  $t_o > t_{table}$  or the significance was  $< 0.05$ ,  $H_0$  was rejected and  $H_1$  was accepted.



## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Overview of the Research Location

SMA Negeri 1 Sambit is recognized as an educational institution with a strong and clear identity, reflecting their commitment to high educational standards. SMA Negeri Sambit Ponorogo was officially established on July 1st, 1985. This decree was enacted in Jakarta on November 22nd, 1985. The school is officially recognized as a public educational institution with its NISN/NSS number 301051104001 and NPSN number 20510152. Its “A” accreditation status, achieved with a score of 91.18 in 2017, reaffirms its dedication to quality education. Mr. Nasori, SE, S.Pd., S.Pd.I., MM lead SMAN 1 Sambit in 2023-present.

SMAN 1 Sambit is located at Besuki, Sambit, Ponorogo, East Java, and the school occupies a strategic location that is easily accessible to the local community. With postal code 63474, the surrounding rural environment creates a serene learning atmosphere conducive to student comfort. SMAN 1 Sambit can be contacted via phone at (0352)311285 or by email at [sman1sambit.prg@gmail.com](mailto:sman1sambit.prg@gmail.com). These comprehensive communication facilities facilitate interaction among the school, students, and the local community, supporting collaboration in educational development.

The school's clear and transparent identity instills confidence in the community regarding the quality and commitment of SMA Negeri 1 Sambit in providing quality education. Founded with the main aim of providing the best education for local students, SMAN 1 Sambit has a cadre of highly qualified

educators and complete facilities, resulting in many outstanding alumni. However, beyond its role as an educational institution, SMAN 1 Sambit is also a fertile place for research in various scientific disciplines, including education, psychology, sociology, and others.

The strong academic environment at SMAN 1 Sambit encourages dialogue, collaboration, and intellectual exploration among students and researchers. Engaged in various extracurricular activities, students become familiar with critical thinking and analytical inquiry, facilitating researchers' access to necessary data and insights.

Faculty members at SMAN 1 Sambit play a dual role as educators and mentors for researchers. Leveraging their expertise and experience, they offer valuable guidance in research methodology, data analysis, and report preparation, fostering a supportive academic and professional development environment.

More than just an educational institution, SMAN 1 Sambit Ponorogo stands as an important intellectual center in the local educational community. Through modern infrastructure, a strong academic ethos, and collaborative synergy with the faculty, the school has succeeded in developing a conducive environment for scientific and research activities.

SMAN 1 Sambit has the following vision and mission:

1. VISION

School as a Center of Excellence for Imtaq, Science and Technology, Environmentally Friendly, and Integrating Population Education and Able to Compete in the Global Era in Harmony with National Personality.



## 2. MISSION

- Carry out activities to improve noble character based on faith and devotion to God Almighty.
- Carry out effective learning, training, and guidance to master science and technology with an environmental perspective so that they are able to compete in the global era.
- Carrying out activities that are in accordance with the nation's personality.
- Strive to preserve environmental functions and prevent environmental pollution.
- Improving the quality of environmental resources by implementing environmental protection and management in a wise and prudent manner.
- Instill awareness and responsibility of Learners towards population conditions.
- Integrating population education in accordance with national development policies in the field of population.
- Improving the quality of Human Resources towards the professionalism of educators and education personnel who are able to compete in the global era.
- Organizing an Information Technology-based school administration system towards excellent service.
- Implementing participatory management with international standards by involving all school members and school stakeholders.

## B. Statistical Description

In this chapter, the researcher aims to find out the effect of using podcasts on the listening skills of eleventh-grade students at SMAN 1 Sambit. The study was conducted in two classes: XI MIPA 2 and XI MIPA 3, out of the five classes available (XI MIPA 1, XI MIPA 2, XI MIPA 3, XI IPS 1, and XI IPS 2) at SMAN 1 Sambit. The experimental group contained 29 students from class XI MIPA 2, while the control group contained 29 students from class XI MIPA 3. Both groups experienced a pre-test and post-test, each consisting of 13 questions assessing listening skills. The same set of test questions was administered to both classes.

Based on the observations made during the preliminary research conducted by the researcher, it was found that students encountered challenges in listening to English. The factor that makes students struggle with listening comprehension is their lack of understanding of complex English vocabulary and unfamiliar phrases. This language barrier can hinder their ability to understand the context and meaning of spoken words, leading to difficulties in following conversations or understanding learning. Moreover, another challenge encountered by students is the pace at which native speakers communicate. Native speakers tend to speak quickly, using everyday expressions and informal language that may not be covered in traditional language textbooks. Therefore, the researcher chose to use podcasts for the treatment as a learning media to improve students' listening skills.

The learning process commenced with a review of the instructional material on "Cause and Effect" as outlined in the student textbook. The

researcher afforded students the opportunity to ask questions on any aspects they found challenging. In the experimental class, the researcher used podcasts as learning media, and there was material relevant to cause and effect. Meanwhile, in the control group, podcasts were not utilized as part of the learning materials by the researcher.

#### 1. Experimental Class

In the experimental class, there were 29 students. The first meeting of the experimental class started on March 20th, 2024. During the first meeting, a pre-test was administered to assess the extent of their listening skills. Following the pre-test, the researcher provided an explanation about podcasts. Subsequently, in the second and third meetings, treatment was administered using podcasts as the media. In the final meeting, a post-test was conducted to evaluate their listening skills after receiving the treatment. Below is the table illustrating the pre-test and post-test scores of students in the experimental class before and after the get the podcast treatment.

Table 4.1 Scores of Experimental Class

No	Name	Pre-Test	Post-Test
1	ARP	77	92
2	ABK	77	85
3	AAA	46	69
4	AMF	77	100
5	ACR	77	77
6	DHA	54	69
7	DAR	77	92
8	DFS	85	77
9	ERR	77	85
10	EDY	69	77
11	FEE	15	46
12	FIE	31	46
13	HEF	77	85
14	MPP	77	92

No	Name	Pre-Test	Post-Test
15	MDP	77	85
16	MII	62	85
17	MAS	62	77
18	NFF	77	77
19	PPA	77	85
20	PNA	62	85
21	RSW	77	92
22	RAF	15	46
23	RNA	46	77
24	SMM	85	85
25	SPA	77	85
26	TZP	77	92
27	UAA	46	77
28	WFJ	62	77
29	ZAP	69	77
<b>Total</b>		<b>1887</b>	<b>2294</b>
<b>Mean</b>		<b>65.07</b>	<b>79.10</b>
<b>Median</b>		<b>77</b>	<b>85</b>
<b>Modus</b>		<b>77</b>	<b>77</b>

According to the data presented in the table, it can be inferred that the highest pre-test score recorded in the experimental class is 85, whereas the lowest score is 15. The cumulative total of all pre-test scores is 1887, delivering a mean score of 65.07. Conversely, the highest post-test score is 100, with the lowest being 46. The total sum of all post-test scores is 2294, resulting in a mean score of 79.10. These findings suggest a notable change between students' pre-test and post-test scores. For a comprehensive overview of the mean, median, and mode scores of both the pre-test and post-test in the experimental class, refer to the chart below:

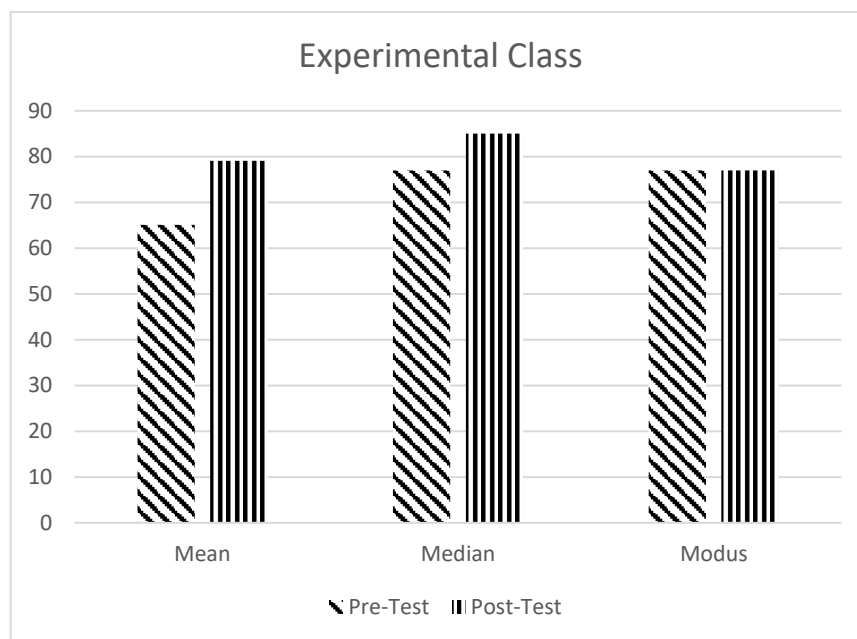


Figure 4.1 Chart of Mean, Median, Modus Score of Experimental Class

Besides, the minimum competencies criteria score for English subjects in SMAN 1 Sambit is 75. Based on the pre-test result, there were many students who still had not passed the minimum competencies criteria score. The following frequency distribution of pre-test scores in the experimental class is presented in the table below:

Table 4.2 Frequency Distribution of Pre-Test in Experimental Class

Pre-Test in Experimental Class				
Score	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 15	2	6.90	6.90	6.90
31	1	3.45	3.45	10.34
46	3	10.34	10.34	20.69
54	1	3.45	3.45	24.14
62	4	13.79	13.79	37.93
69	2	6.90	6.90	44.83
77	14	48.28	48.28	93.10
85	2	6.90	6.90	100.00
Total	29	100.00	100.00	

From the table provided, it is evident that the score of 77 was achieved by 14 students, making it the most frequently occurring score. Conversely, scores of 31 and 54 had the lowest frequency. Additionally, only 2 students obtained the highest score of 85. The histogram depicting the distribution of pre-test results is illustrated below:

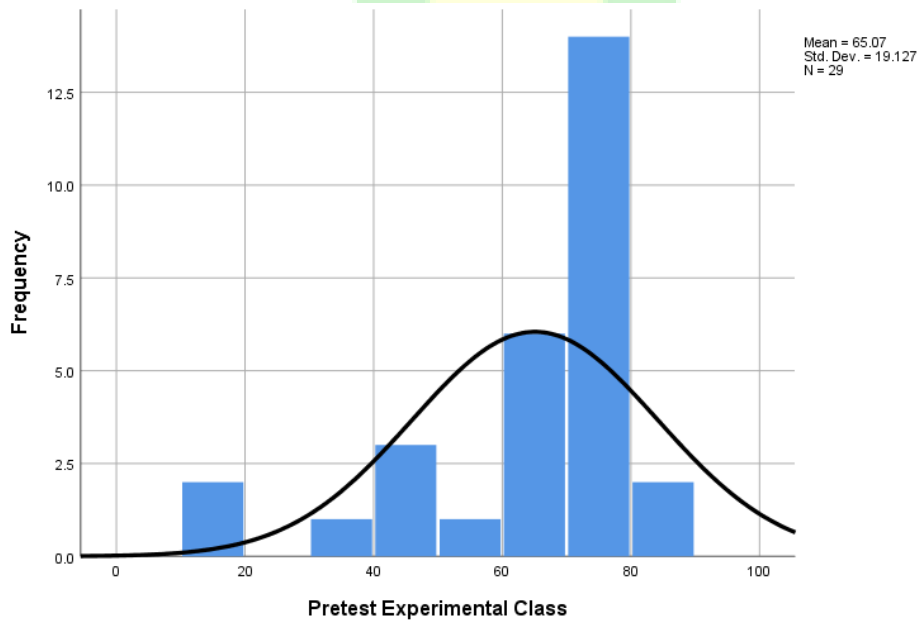


Figure 4.2 Histogram of Pre-Test in Experimental Class

Based on the histogram above showed that the mean of the pre-test of the experimental class is 65.07, the standard deviation of the pre-test in the experimental class is 19.127, and the total of the students is 29. Meanwhile, the following frequency distribution of post-test scores in the experimental class is presented in the table below:

Table 4.3 Frequency Distribution of Post-Test in Experimental Class

Post-Test in Experimental Class					
Score		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	46	3	10.34	10.34	10.34
	69	2	6.90	6.90	17.24
	77	9	31.03	31.03	48.28
	85	9	31.03	31.03	79.31
	92	5	17.24	17.24	96.55
	100	1	3.45	3.45	100.00
	Total	29	100.00	100.00	

According to the table provided, it is apparent that 9 students achieved scores of 77 and 85, making them the most frequently occurring scores. Conversely, the score with the lowest frequency was 100. Only 1 student obtained the highest score of 100. The histogram displaying the distribution of post-test results is presented below:

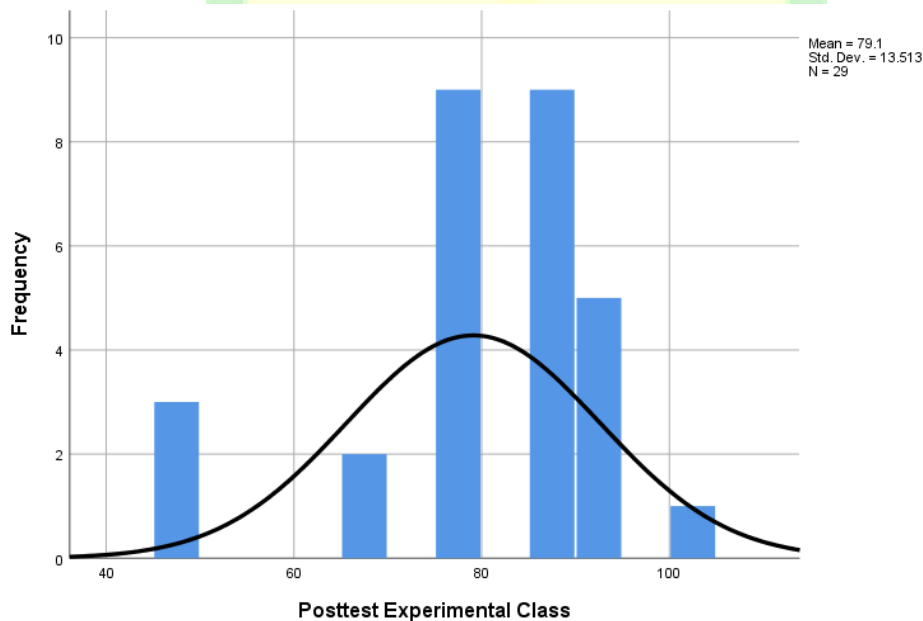


Figure 4.3 Histogram of Post-Test in Experimental Class

Based on the histogram above shows that the mean of the post-test in the experimental class is 79.10, the standard deviation is 13.513, and the total of students is 29.

## 2. Control Class

In the control class, there were also 29 students. The first meeting of the control class started on March 18th, 2024. During the first meeting, students in the control class also experienced a pre-test to assess their listening skills, mirroring the procedure in the experimental class. However, unlike the experimental class, the control class did not receive treatment using podcasts in the second and third meetings. Instead, conventional English teaching methods were employed by the researcher without utilizing podcasts as a media. Similar to the experimental class, a post-test was administered in the final meeting. The table below illustrates the pre-test and post-test scores of students in the control class.

Table 4.4 Scores of Control Class

No	Name	Pre-Test	Post-Test
1	ANR	77	77
2	ATP	46	69
3	AN	31	46
4	AR	69	46
5	ADL	77	77
6	ANF	85	77
7	CE	77	54
8	DA	77	62
9	DYC	31	54
10	DNS	85	85
11	EPP	77	62
12	FMJ	69	77
13	FTH	85	85
14	FSF	62	62
15	HHD	85	62
16	KNISA	69	77
17	LIM	85	77
18	MSR	77	54
19	MMA	62	77
20	MTP	69	69
21	PWS	77	62



No	Name	Pre-Test	Post-Test
22	RAD	31	46
23	RMA	46	46
24	RPW	85	77
25	RPS	77	62
26	STH	77	77
27	TRS	31	46
28	WI	62	62
29	ZAA	69	77
<b>Total</b>		<b>1950</b>	<b>1904</b>
<b>Mean</b>		<b>67.24</b>	<b>65.66</b>
<b>Median</b>		<b>77</b>	<b>62</b>
<b>Modus</b>		<b>77</b>	<b>77</b>

According to the table, it is evident that the highest pre-test score observed in the control class is 85, while the lowest score is 31. The total sum of all pre-test scores is 1950, and the mean score of 67.24. Similarly, the highest post-test score is also 85, with the lowest being 46. The total sum of all post-test scores is 1904, delivering a mean score of 65.66. For a comprehensive overview of the mean, median, and mode scores of both the pre-test and post-test in the control class, please refer to the chart below:

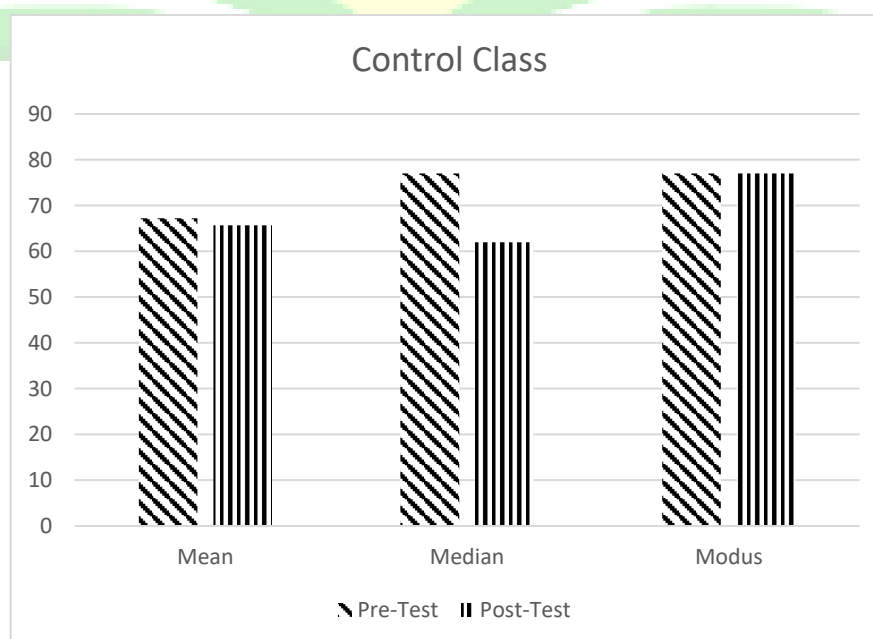


Figure 4.4 Chart of Mean, Median, Modus Score of Control Class

Despite variations in their scores, numerous students continued to receive scores below the minimum competency criteria. The subsequent frequency distribution of pre-test scores in the control class is depicted in the table below:

Table 4.5 Frequency Distribution of Pre-Test in Control Class

Pre-Test in Control Class					
Score		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	31	4	13.79	13.79	13.79
	46	2	6.90	6.90	20.69
	62	3	10.34	10.34	31.03
	69	5	17.24	17.24	48.28
	77	9	31.03	31.03	79.31
	85	6	20.69	20.69	100.00
	Total	29	100.00	100.00	

From the table provided, it is evident that the score of 77 was achieved by 9 students, making it the most frequently occurring score. Conversely, the score with the lowest frequency was 46. Additionally, 6 students obtained the highest score of 85. The histogram depicting the distribution of pre-test results is presented below:

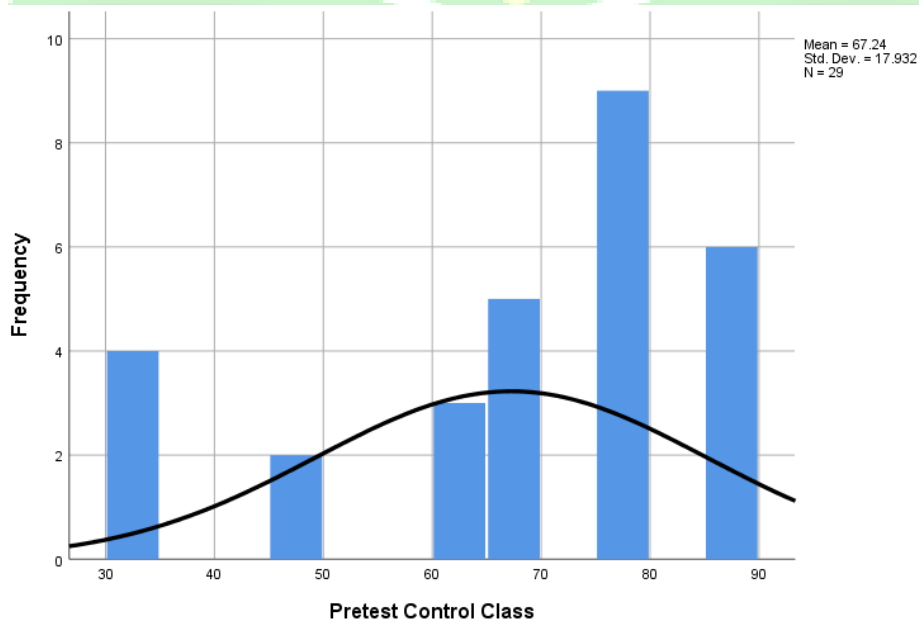


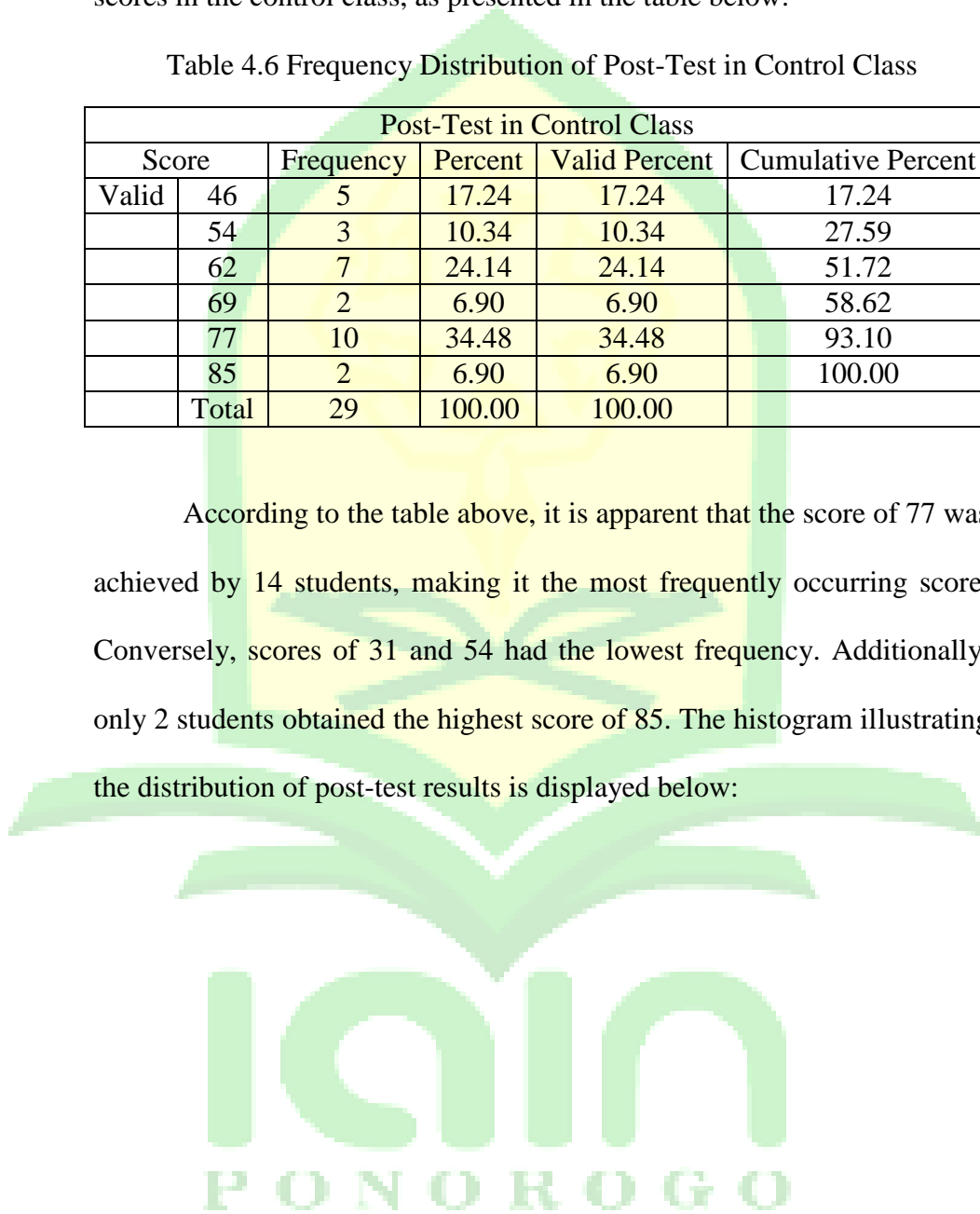
Figure 4.5 Histogram of Pre-Test in Control Class

Based on the histogram depicted above, the mean of the pre-test in the control class is 67.24, with a standard deviation of 17.932, and a total of 29 students. Now, let's examine the frequency distribution of post-test scores in the control class, as presented in the table below:

Table 4.6 Frequency Distribution of Post-Test in Control Class

Post-Test in Control Class					
Score		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	46	5	17.24	17.24	17.24
	54	3	10.34	10.34	27.59
	62	7	24.14	24.14	51.72
	69	2	6.90	6.90	58.62
	77	10	34.48	34.48	93.10
	85	2	6.90	6.90	100.00
	Total	29	100.00	100.00	

According to the table above, it is apparent that the score of 77 was achieved by 14 students, making it the most frequently occurring score. Conversely, scores of 31 and 54 had the lowest frequency. Additionally, only 2 students obtained the highest score of 85. The histogram illustrating the distribution of post-test results is displayed below:



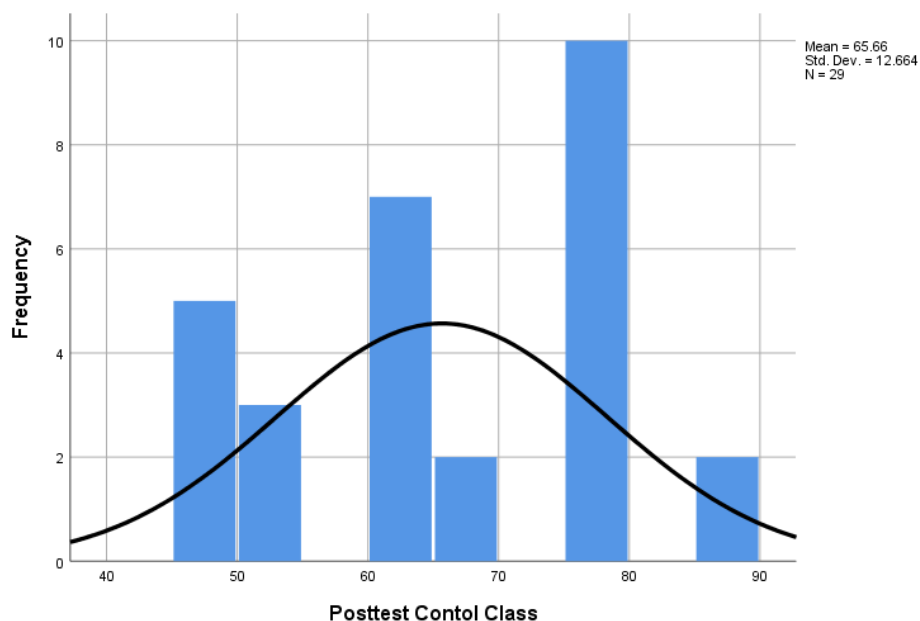


Figure 4.6 Histogram of Post-Test in Control Class

Based on the histogram presented above, the mean of the post-test in the control class is 65.66, with a standard deviation of 12.664, and a total of 29 students.

### C. Inferential Statistics

#### 1. Normality test

The normality test is carried out to determine whether the data in the two groups is correct or not. Nuryadi stated that a test has a symmetrical normal distribution if the mode, mean, and median are located in the center.<sup>70</sup> The Kolmogrov-Smirnov and Shapiro-Wilk formulas were used by the researcher to verify that the test was normal. Since the sample of the research was <100, the researcher used the Saphiro-Wilk formula. The Saphiro-Wilk formula is used when the sample size is <100.

<sup>70</sup> Nuryadi et al., "Dasar-Dasar Statistik Penelitian," 79.

Table 4.7 Normality Test

Tests of Normality							
	Kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Experiment Class	.186	29	.012	.933	29	.067
	Control Class	.167	29	.038	.937	29	.086

a. Lilliefors Significance Correction

Table 4.7 indicates that the calculated result of the normality test in the experimental class is 0.067. Since this value exceeds 0.05 ( $0.067 > 0.05$ ), it can be inferred that the data in the experimental class follows a normal distribution. Similarly, in the control class, the significant value obtained is 0.086, which is greater than 0.05 ( $0.086 > 0.05$ ), leading to the conclusion that the data in the control class also conforms to a normal distribution.

## 2. Homogeneity test

The homogeneity test is a statistical method that examines whether two or more sample data groups originate from populations with similar variances. The researcher employed the Levene test to assess homogeneity. The Levene test can be described as homogeneous if the statistic value is higher than 0.05.

Table 4.8 Homogeneity Test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Post-test	Based on Mean	.461	1	56	.500
	Based on Median	.352	1	56	.555
	Based on Median and with adjusted df	.352	1	47.721	.556
	Based on trimmed mean	.475	1	56	.493

The table above shows that the significant value is higher than 0.05 ( $0.500 > 0.05$ ), which means the data variance is homogeneous.

### 3. Hypothesis test

The hypothesis test was conducted after the normality test and the homogeneity test. The hypothesis test is the process of determining whether this statement is supported by the result of the research project. The researcher used an independent T-test sample for statistical analysis. The hypotheses can be proven with these below assumptions:

$$H_0 = t_o \leq t_t$$

$$H_1 = t_o > t_t$$

Notes:

$H_0$  = There is no significant effect of using podcasts on eleventh-grade students' listening skills.

$H_1$  = There is a significant effect of using podcasts on eleventh-grade students' listening skills.

Table 4.9 The Result of Independent T-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
Post-test	Equal variances assumed	.461	.500	3.911	56	.000	13.45	3.44	6.56	20.34
	Equal variances not assumed			3.911	55.77	.000	13.45	3.44	6.56	20.34

To interpret the t-test, several steps need to be followed:

- a. Determine the significance value  $\alpha$ .
- b. Determine the degrees of freedom (df) using the formula  $2(n - 1)$ , where  $n$  represents the sample size. In this case, with a sample size of 29, the degrees of freedom (df) would be  $2(29 - 1) = 56$ . The  $t_{table}$  value corresponding to this degrees of freedom and chosen significance level is found to be 1.673.
- c. Compare the calculated t-value ( $t_0$ ) with the critical t-value ( $t_{table}$ ) to evaluate if the disparity among the means holds statistical significance.

The criteria for hypothesis as follows:

1. If  $t_0 < t_{table}$  or the significance was  $> 0.05$ ,  $H_0$  was accepted and  $H_1$  was rejected.
2. If  $t_0 > t_{table}$  or the significance was  $< 0.05$ ,  $H_0$  was rejected and  $H_1$  was accepted.

The researcher formulated the hypothesis as follows:

$H_0$  = There is no significant effect of using podcasts on the eleventh-grade students' listening skill.

$H_1$  = There is a significant effect of using podcasts on the eleventh-grade students' listening skill.

In the table above (Table 4.9), the result showed that  $t_0$  was higher than  $t_{table}$  ( $3,911 > 1,673$ ). Thus, the Sig. (2-tailed) was lower than 0.05. Therefore, it means that the  $H_0$  is rejected and the  $H_1$  is accepted. So, it can be concluded that there was significant effect of using podcasts on eleventh grade students' listening skills at SMAN 1 Sambit.

Table 4.10 Group Statistics

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Post-test	Experimental Class	29	79.10	13.513	2.509
	Control Class	29	65.66	12.664	2.352

According to the provided table, the analysis revealed that the experimental class attained a post-test mean score of 79.10, while the control class achieved a post-test mean score of 65.66. Additionally, the standard deviation for the experimental class was 13.513, and for the control class, it was 12.664. Next, the effect size was analyzed using the Cohen's d formula.

$$\text{Pooled Standard Deviation} = \frac{(SD \text{ of experimental class} + SD \text{ of control class})}{2}$$

$$\text{Pooled Standard Deviation} = \frac{(13.513 + 12.664)}{2} = \frac{26.177}{2} = 13.088$$

$$d = \frac{\text{mean of experimental class} - \text{mean of control class}}{\text{Pooled Standard Deviation}}$$

$$d = \frac{(79.10 - 65.66)}{13.088} = \frac{13.44}{13.088} = 1.03$$

The criteria of the Cohen's d effect size measurement as follows:

1. 0.20 – 0.50 = Small effect
2. 0.51 – 0.80 = Medium effect
3. 0.81 – 1.00 = Large effect
4. > 1.00 = Very large effect

According to the calculation, the resulting effect size was 1.03. With reference to Cohen's d effect size measurement, it indicates that the effect



size of using podcast on eleventh grade students' listening skill demonstrating a very large effect.

#### **D. Discussion**

This research aims to find the effect of using podcasts on the listening skills of eleventh-grade students. Specifically, podcasts were used as a teaching medium to improve listening skills in eleventh-grade students at SMAN 1 Sambit Ponorogo. The sample consisted of 58 students divided into an experimental group and a control group, with 29 students in each class. Therefore, the independence t-test is used to make a decision that accepts  $H_0$  or  $H_1$ .

The results of the analysis showed that the experimental class that received treatment using podcasts showed a significant improvement in their post-test scores, with a minimum score of 46, a maximum of 100, and an average of 79.10, compared to their pre-test scores, which ranged from 15 to 85, with an average of 65.07. Moreover, the post-test scores of the experimental class surpassed the post-test scores of the control class, with the latter showing scores from a low of 46 to a high of 85 and an average of 65.66.

In this research, the results of the normality test conducted on both the experimental and control classes indicated normal data distribution. The significance values obtained were 0.067 for the experimental class and 0.086 for the control class, both exceeding the threshold of 0.05. Thus, it can be inferred that the data distribution in both classes was normal. Furthermore, the homogeneity test results for both classes, based on the mean, delivered a significance value of 0.500 at a 5% significance level. Since 0.500 is higher

than 0.05, it implies that the variance of the data was homogeneous across both classes. Lastly, the independent t-test results comparing the experimental and control classes revealed that the calculated t-value (3.911) exceeded the critical t-value (1.673). Consequently, the null hypothesis ( $H_0$ ) was rejected, indicating that there was a significant difference between the two groups.

Upon analyzing the data, several findings emerged. Firstly, descriptive statistics from the experimental class indicated a range of pre-test scores from 15 to 85, with a mean score of 65.07. Following treatment using podcasts, post-test scores increased, demonstrating an enhancement in students' listening skills. The use of podcasts featuring authentic audio materials from native speakers facilitated this improvement.

Secondly, the researcher observed that employing podcasts as a teaching media was highly effective, as evidenced by the enthusiastic and focused demeanour of the students. The rapid advancement of technology has greatly contributed to making learning activities more effective and efficient. Utilizing technologies like podcasts not only engages students but also enhances their understanding of the material by making learning less boring.

Previously, there were many researchers who proved that podcasts have a significant effect on students' listening skills, such as the research conducted by Qurrota A'yun, Asyifa Ainurrohmah, Ma'rifatul Lailiyah, Sartika Dewi Harahap, Hania Fadhilatun, and others. This research used a quasi-experimental design with four meetings for each class. Furthermore, this research used cluster random sampling. The treatment procedures employed in this research adhered closely to Winayah's methods throughout, with minor variations.

## CHAPTER V

### CONCLUSION AND RECOMMENDATIONS

#### A. Conclusion

As mentioned before, this research aimed to find out whether there is a significant effect of using podcasts on the eleventh-grade students' listening skill or not at SMAN 1 Sambit Ponorogo. After completing various procedures from inception to conclusion, including observation, determining the research design, data collection, analysis, among others, the researcher ultimately concluded the research with a favorable outcome.

Based on the result of this research, it can be concluded that there was a significant effect of using podcasts on the eleventh-grade students' listening skill at SMAN 1 Sambit Ponorogo in the academic year 2023/2024. This can be proven by the post-test results of the students who were got treatment using podcasts as learning media. The criteria for the hypothesis were: first, if  $t_0 < t_{table}$  or the significance was  $> 0.05$ ,  $H_0$  was accepted, and  $H_1$  was rejected. Second, if  $t_0 > t_{table}$  or the significance was  $< 0.05$ ,  $H_0$  was rejected and  $H_1$  was accepted. The result of the t-test showed that  $t_0$  was higher than  $t_{table}$ . The result showed that  $t_0$  was higher than  $t_{table}$  ( $3.911 > 1.673$ ). Thus, the Sig. (2-tailed) was lower than 0.05. Therefore, it means that the  $H_0$  is rejected, and the  $H_1$  is accepted. Furthermore, the results indicated a significant effect on the listening skills of eleventh-grade students through the use of podcasts, with an effect size of 1.03, signifying a very large effect. Therefore, it can be concluded that using podcasts significantly affected eleventh-grade students' listening skills at SMAN 1 Sambit.

## B. Recommendations

Based on the result of this research, the researcher gives the following recommendations as follows:

### 1. For the English Teachers

The researcher hopes that English teachers employing innovative and creative strategies, as well as incorporating various learning media, can enhance the learning atmosphere and make teaching activities more engaging and enjoyable.

### 2. For the EFL Students

The researcher hopes that EFL students will be motivated to enhance their listening skills. By incorporating podcasts as a learning medium, students are encouraged to become more enthusiastic and actively participate in improving their English listening skills.

### 3. For the Readers

The researcher hopes that the readers are encouraged to utilize this research as a valuable resource for crafting technology-driven learning materials to enhancing students' listening skills in educational settings.

### 4. For the Future Researcher

The researcher hopes that the outcomes of this study to serve as a foundational resource for conducting research on using podcasts to teach listening or other language skills.

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