THE EFFECTIVENESS OF ENGLISH PODCAST APPLICATION IN TEACHING LISTENING AT Xth GRADE OF SMA BAKTI PONOROGO IN ACADEMIC YEAR 2021/2022

By

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

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MINISTRY OF RELIGION AFFAIRS

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Has been approved by the advisor and is recommended for approval and acceptance.

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Ponorogo, 07 October 2021

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RATIFICATION

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Title   : Effective English Interaction using English Podcast Application to Improve Students' Listening Comprehension

Has been approved by the board of examiner on

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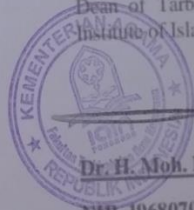And has been accepted as the requirement for the degree the sarjana in English Education on

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Fakultas : Tarbiyah dan Ilmu Keguruan

Judul Skripsi : The Effectiveness of English Podcast Application in

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Dengan ini, menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini adalah benar-benar merupakan hasil karya sendiri, bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan atau pikiran saya sendiri. Apabila kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka saya menerima sanksi atas perbuatan tersebut.
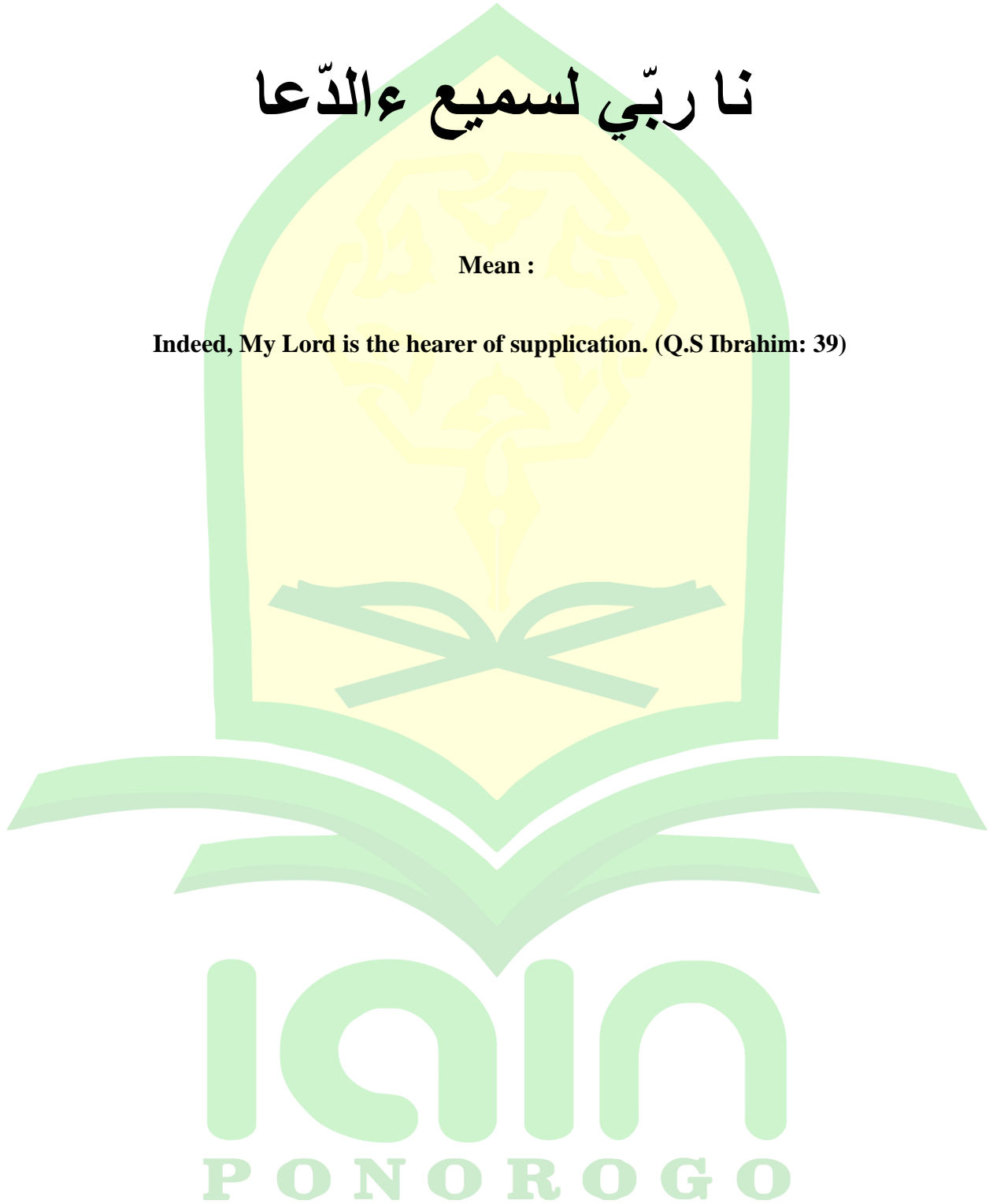
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Yang Membuat Pernyataan

Khamim Mufidah

MOTTO :

<div dir="rtl">

نا ربّي لسميع ءالدّعا

</div>

Mean :

**Indeed, My Lord is the hearer of supplication. (Q.S Ibrahim: 39)**

DEDICATION

First, I dedicate this thesis totally to my beloved parents (Mr. Suwaduddin and Mrs. Tarmiyatun) also my beloved brother (Ahmad Nurya'il Khasbullah) who have fully supported me in any way. Thank you will not be enough to give to my family. I pray nothing but the best for my family.

Second, I dedicated this thesis to my second family in here (M. Shidiq, Masun Khoirul T, Mahmud As Syuro, Yusuf Arsyad , Fadhelia Tri A, Choiriyah A) thanks for everything guys.

Third, I dedicate this thesis to whom who have been involved in helping me completion of this thesis Adelia Mei Fatmawati, there is no reply for you except sincere prayers.
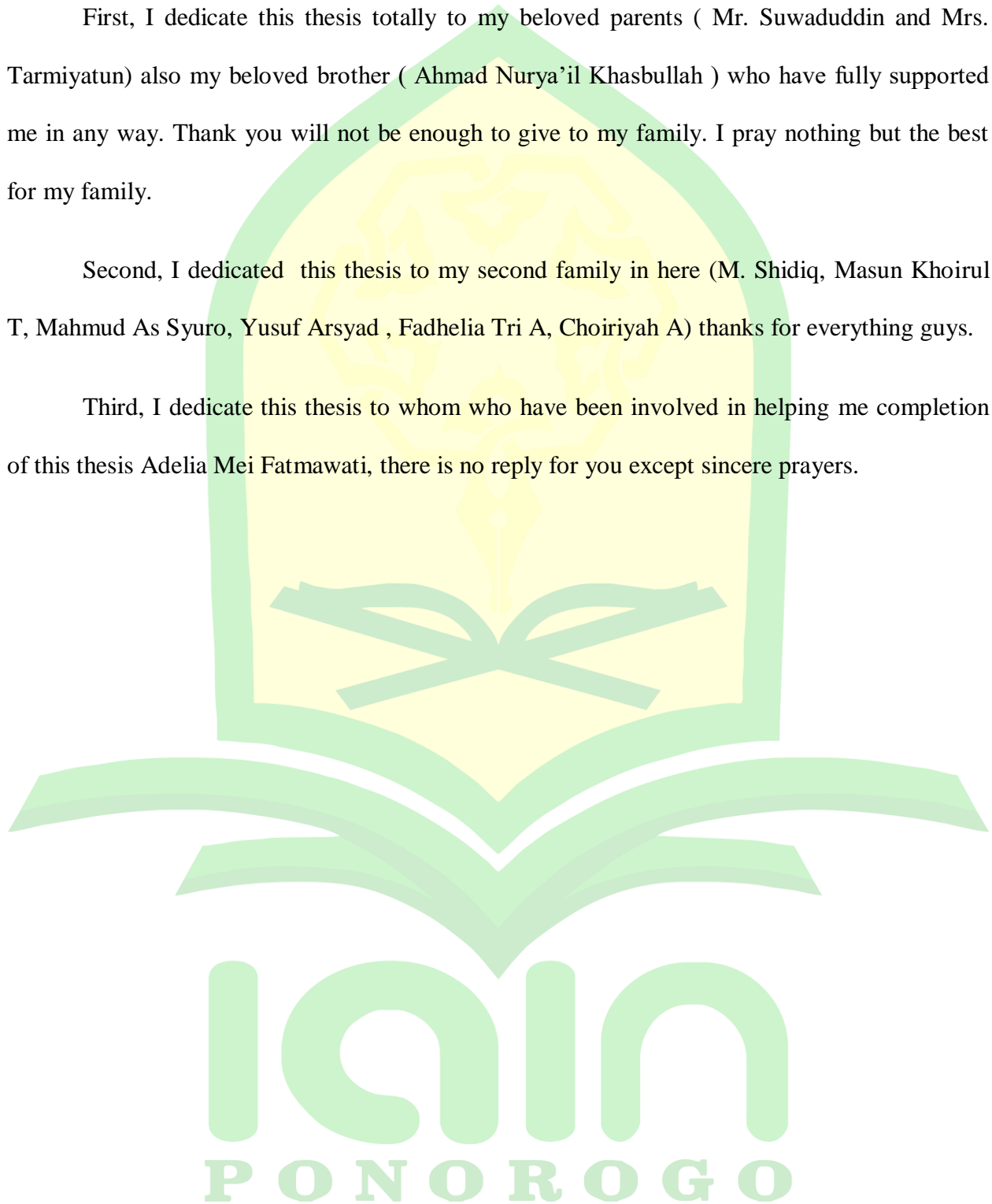
ACKNOWLEDGEMENT

Alhamdulillahirobbil'alamin, none of the best word to express my gratitude to Allah who has given the writer love and compassion until this research could be completely finished. Then, Sholawat and Salutation are always offered to the Prophet Muhammad, the most beloved Prophet of Allah.

The researcher would like to acknowledge that she cannot complete this thesis without love, support, cooperation, help, and encouragement from them. Therefore, the researcher would like to extend her appreciation to:

1. Dr. Hj. Evi Muafiah, M.Ag as Rector of State Institute of Islamic Studies Ponorogo.

2. Dr. H. Moh. Munir, Lc. M.Ag as the Dean of Tarbiyah and Teacher Training State Institute of Islamic Studies Ponorogo.

3. Dr. Dhinuk Puspita Kirana, M.Pd as the Head of English Department English of Tarbiyah and Teacher Training Faculty State Institute of Islamic Studies Ponorogo. Also as the advisor of this research. I would like to thank a million for her suggestion, correction, guidance and her time for this research from beginning until the end.

4. All the lectures especially English Education Department of Tarbiyah and Teacher Training Faculty State Institute of Islamic Studies Ponorogo.

5. The headmaster and the teachers of SMA Bakti Ponorogo, who permitted the writer to carry out the research in his school.

The researcher completely realizes that this thesis still has a plenty of weakness. Therefore, it is such a pleasure for her to get critiques and suggestion to make this thesis better.

ABSTRACT

Mufidah, Khamim. 2021. The Effectiveness of English Podcast Application in Teaching Listening at SMA BAKTI PONOROGO. Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, State Institute for Islamic Studies of Ponorogo (IAIN PONOROGO). Advisor Dr. Dhinuk Puspita Kirana, M.Pd.

Keywords: English Podcast, Listening Comprehension

Listening is the most important tools in communication. In learning foreign languages, listening skills are needed. If students do not have adequate listening skills, foreign language learning will be difficult to understand.

The objective of this research is to find out whether students who use the English Podcast Application technique get better listening achievement than those who are not by using the English Podcast Application technique at the Xth graders of SMA Bakti Ponorogo in the academic year 2021/2022.

The researcher applied a quantitative approach and used a quasi-experimental design. The population in this research is the Xth graders of SMA Bakti Ponorogo. The sample was 25 students. The Xth IPS class is the experimental class and the Xth IPA class is the control class. The data was gathered through the test. This research was conducted by applying the following procedure giving the pre0test, applying the treatment, and applying the post-test.

After getting the score of the test, the data were analyzed and processed using the T-test formula by using SPSS. The value of t-test = 5.850 is consulted with 5% significant level with df 48, that is 2,00 (t-test > t-table). So, Ha is accepted. Overall, from the computation, it can be concluded that is a significant difference in achievement in teaching writing between students who are taught using English podcast application media and who are not taught by using English podcast application media at the Xth graders of SMA Bakti Ponorogo in the academic year 2021/2022.

CHAPTER I

INTRODUCTION

This chapter consist of the background of the study, scope and limitation of the study, research question, research question, research objective, significance of the study, and the organization of the research.

A. BACKGROUND OF THE STUDY

Language is the most important thing in communication and it's used as a tool of communication among nations all over the world. As an international language, English is very important and has many relationships with various aspects of life owned by a human being. In Indonesia, English is the first foreign language and is taught formally from elementary school up to the university level. English consists of English skills and components.

The most frequently complained about is the teacher's ability to apply appropriate approaches, method, strategies and learning or techniques in the teaching and learning process. So, teachers need more strategies for teaching students. While many students are not interested in learning English. Technology is an important and effective tool in language learning today. It plays a major role in building and learning. Technology includes computers, cell phones (smart phone) and the internet. Using and integrating multiple technological tools can motivate students and teachers to do their traditional work in different and interesting ways.

In English, there are four skills that should be mastered, there are reading, listening, speaking and writing. Some people think of the act of listening as a straightforward task that's easy to master. In reality, listening is a complex process that draws on many different skills. Together, these skills lead to the ultimate goal of listening: listening comprehension, or understanding what's been listened.

Listening is an important role in communication. Listening also has great importance in the foreign language classroom. In the language learning process, listening provides input for students. If the students cannot understand the input in the learning process cannot begin.[1]

Every teacher of language knows that one's oral ability other than monologues, speeches, reading aloud, and the like is only as good as one's listening comprehension ability. But of even further impact is the likelihood that input aural-oral mode accounts for a large proportion of successful language acquisition. Someday, we do measurably more listening than speaking. Whether in the workplace, educational or home contexts, aural comprehension far outstrip oral production in quantifiable terms of time, the number of words, effort, and attention.

Furthermore, listening for comprehension is the traditional way of thinking about the nature of listening. Indeed, in most methodology manuals listening and listening comprehension are synonymous. The importance of listening in English language learning is also highlighted. Who states that language learning depends on listening, which provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. Listening can also provide much of the input and data that learners

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[1] David Nunan, *Practical English Language Teaching*, (New York: Mc Graw Hill Companies, 2003), 68

receive in language learning because when people start to learn a foreign language, their earliest learning comes mainly through their ears.[2]

Many students find English difficult. This results in students being lazy and have not motivated to finish their assignments by the teacher. Even the students don't want to try comprehension the text. The researcher concluded that the problem also comes from the teacher's technique and strategy in teaching. Based on an interview with one of the students at ten Grade, the teacher teaches by explaining the material and give the task, after that the task is corrected together. That's can makes students bored in the learning process especially in listening activities. Regarding the condition above, the researcher is interested in trying to use the podcast method to compare listening classed using podcasts of students listening habits.

Fortunately, many students consider that English is difficult. Many of the students are lazy to finish their tasks when the teacher gave some assignments. It was because they think English is difficult and they don't understand what they listen to. According to Mrs. Ima Nurhidayati as English teacher at SMA Bakti Ponorogo, listen to comprehension in students especially of the ten-grade students is low. During the learning process, there are some students also just passive and had less attention to the teacher's instruction in teaching listening activity. Some students lazy to read the text and have no motivation to finish their assignments. It was because they are difficult to understand the text. The researcher concluded that the problem also comes from the teacher's technique and strategy in teaching. Based on an interview with one of the students in the Xth Grade, the teacher teaches by explaining the material and give the task, after that the task is corrected together. So, it makes students bored in the learning process especially to listen to the teacher.

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[2] Scott, W. A & Y terberg, L.E (1990). *Teaching English to Children. London,* UK: Longman.

The podcast is one of the alternatives, the teacher can fairly easy to provide authentic material in teaching. In this case, the teacher will be a facilitator to improve the student's speaking skills by implementing podcasts inside or outside classroom activities as the media.[3]

Podcast increases the connection between teachers and students. Using podcasts on the learning process allows teachers to alternate their teaching approaches and it allows students to feel included and belonging to the learning community.[4] Using resources with authentic native speakers, such as podcasts, is not defined as a pedagogical approach, but it preparation is an option that teachers can use to help the students in learning the English subject. The podcast presents the combination of e-learning with audio, video, and text files, which can instantly replace language laboratories, compact disc, DVD, or radio cassettes, which are usually used in an ordinary language classroom. It makes it easier for the students to be invested in their language learning. Furthermore, it does not only make students able to explore many language inputs, a podcast can also stimulate them into the target language because podcast brings authentic English experience to occur in the classroom.

Podcast also encourages students to manages their focus on the task, recognize new vocabulary, memorize the sounds of the spoken words, and boost their linguistic competence to be more effective than a match with the student's ability. That is, a podcast with very simple text should be given to students with lower competence levels. From here, they can move to the complicated authentic materials when students have become advanced.[5]

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[3] Roviqur Riziquin Alfa, *Journal of English language and language teaching,* Vol.4 No.1 2020.

[4] Ferandez,V., Simo, P., and Sallan, J. M (2009). Podcasting : A new technologichal tool to facilitate good practice in higher education. *Computers & education* 53, 385-392. Doi: 10.1016/j.compedu.2009.02.014

[5] Indahsari Dyan, *Using podcast for ESL students in language learning,* 2020.

In the English podcast application, there are several conversation dialogues along with audio conversations that last about 3-4 minutes. The emcees of each issue take listeners through several different scenarios. Act in dialogue and resemble everyday situations. This podcast also includes a broader discussion on several topics. The presentation is lively, cheerful, and interesting, and English is spoken at a normal pace. So, before students read the dialogue, students can listen to the dialogue conversion audio. That is why students can know how to pronounce properly and correctly and can add new vocabulary for students.

The English of this podcast is more suitable for students who are at the intermediate level and above, or for beginners who are challenging themselves. So, the researcher chose the Xth grade to be an object of research, it aims to get students to feedback about using podcasts to improve their English listening and reading medals. Podcasts are presented with the meaning of appropriate interesting tasks activities and authentic materials that can attract students' attention, increase their motivation and their understanding. Therefore, the English podcast application is an effective and innovative technology-based learning tool in classroom English, especially in integrating listening and reading.

Based on the statements above, the researcher would like to conduct a research title "THE EFFECTIVENESS OF ENGLISH PODCAST APPLICATION IN TEACHING LISTENING AT X^{th} GRADE OF SMA BAKTI PONOROGO IN ACADEMIC YEAR 2021/2022".

B. SCOPE AND LIMITATION OF THE STUDY

To avoid a divergence of the discussion, this study focused on some anxiety identified as follows:

1. The subject of this study is at the Xth Grade Students at SMA Bakti Ponorogo in Academic Year 2020/2021.

2. The object of this study is the effectiveness of English podcast application in teaching listening skill.

3. The material of this study in teaching listening is mobile phone to access the application.

C. RESEARCH QUESTIONS

Based on the background and the limitation of the research, the problem of this research as follows:

- Do the students who are taught by English podcast application get better score in listening comprehension than those who aren't taught by the Podcast application ?

D. RESEARCH OBJECTIVE

Based on the problem statement above, the aim of the research is:

- To know whether the students who are taught by English podcast application get better score in listening skill than students who are not taught by the Podcast application.
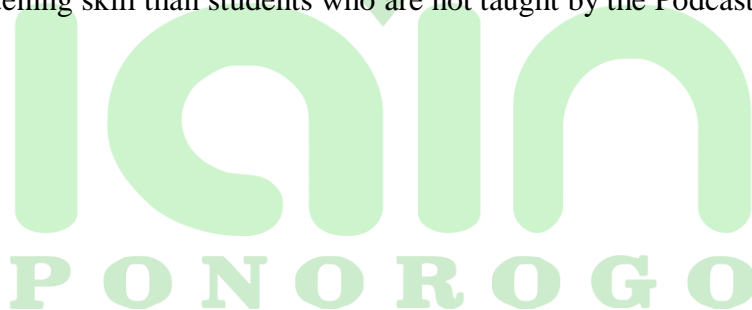
E. SIGNIFICANCESS OF THE STUDY

The finding of this research is an expected contribution given both theoretical and /practically, those are :

1. Theoretical Significance

   The result of this research is an expected contribution given by researcher about English podcast application as a learning media in teaching listening skill.

2. Practical Significance

   a. For the teacher

   This research can given the teachers awareness to teach the students how to deliver more interesting material, and to give an alternative technique in teaching listening for students.

   b. For the students

   The result of this research can motivate the students to be active in learning listening so they can improve their listening skill. The research also can provide a new spirit in learning English especially in listening so the students can understand the material delivered easily and thoroughly.

   c. For the institution

   Institutions can get better learning media that is applied in every class in giving such as evaluation of learning. The goals is to provide better learning to students and motivate students to keep their enthusiasm for learning especially for learning English listening.

d. For the reader

The researcher hopes this research can be used as an additional reference when conducting research in teaching English process, particularly in improving listening skill.

e. For the next researcher

Hopefully the researcher will understand the alternative way of teaching English as a foreign language, especially knowing the effectiveness of using English podcast application for listening comprehension a Xth grade students of SMA Bakti Ponorogo.

F. ORGANIZATION OF THE THESIS

The researcher formulates this study into five chapters are relate one to another which has aimed to arrange the thesis easier. The organizations of this thesis as follows :

Chapter I is introduction. It consists of background of the study, scope and limitation of the study, research question, research objective, significant of the study, and the organization of the research.

Chapter II is discusses on overview of the previous studies, the theoretical background, the theoretical framework, and the hypothesis.

Chapter III is a research methodology. This chapter explains about research design, population, and sample, an instrument of data collection, the technique of data collection, and the technique of data analysis.

Chapter IV discusses the result of the study which contains the data description, data analysis, and discussion.

Chapter V is closing. This last chapter illustrates about conclusions of this study and the suggestions of the next researchers or readers.

CHAPTER II

REVIEW RELATE LITERATURE

In this chapter the researcher gives an overview of the previous studies, the theoretical background, the theoretical framework, and the hypothesis.

A. PREVIOUS RESEARCH

In the previous research, the researcher would confirm previous research had been conducted by other researchers.

The first, the previous research finding that can be a considered theory is taken from the thesis of Sebelas Maret University (UNS) by Juni Bayu Saputra with the title "The Effectiveness of Using Podcast Teaching Listening Comprehension Viewed from Students' Listening Habit". The objectives of this research are to find out whether: (1) podcast is more effective than a movie to teach listening comprehension; (2) students having high listening habits have better listening comprehension than those having low listening habits; (3) there is any interaction effect between teaching media and different listening habit on the students' listening comprehension.

For the topic, three groups of students consisting of eighty-four were cluster randomly selected and were divided into two groups of twenty-eight as the experimental and control class. The research method was quasi-experimental. The instruments were multiple-choice tests and questionnaires. Both groups were taught in the same style. Before the instruments were used, a tryout had been administered to know the validity and reliability of the instruments. Furthermore, it was found out that the data were in normal distribution and homogeneous based on the normality testing and homogeneity testing. The researcher

analyzed the listening test scores of students who had high and low listening habits in both groups. Multifactor Analysis of Variance (ANOVA) and Tukey test was applied with the level of significance α =0.05.

The results of the test and the related comparisons, findings showed that: (1) podcast is more effective than a movie to teach listening comprehension; (2) students having high listening habits have better listening comprehension than those having low listening habits; (2) there is an interaction effect between teaching media and different listening habit on the students' listening comprehension.

To sum up, a podcast is an effective medium to teach listening to the eighth-grade students of SMP Muhammadiyah 1 Way Jepara, in the academic year 2014/2015. However, in the implementation of the media, a teacher must consider the students' level of listening habits. As proved in the research, listening habit influences the students' listening comprehension. By considering the students' level of listening habit, a teacher can choose the media he/she uses properly to teach listening to improve students' listening comprehension.[6]

Then, the unique of my research because this research has never been done in SMA BAKTI Ponorogo, and received a positive response from the object under study and proved to be more effective than the learning media used previously.

The second, the previous research finding that can be a considered theory is taken from the thesis of the University of Islam Malang (UIN Malang) with the title "The Effectiveness of Podcast Application in the Teaching of Listening" by Ayu Atikah Sari. The objective of this research is to find out the effectiveness of podcast applications in developing students' listening skills. The sample of this research consisted of 25 students at IXth grade of

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[6] Juni Bayu Saputra, "*The Effectiveness of Using Podcast Teaching Listening Comprehension Viewed from Students' Listening Habit*", (Thesis, Sebelas Maret University, 2014), 20.

MTS Salafiyah Siman. The instrument of this research is a test. The test used an objective written test that included multiple choices. The quantitative data were in the form of students' listening scores. The scores are comparing from pre-test and post-test.

To achieve the purpose of this study, the data were analyzed by using paired sample t-test in the SPSS program. After analyzing the test, the researcher found that the mean score of the post-test is greater than the pre-test (77.88 for the post-test and 57.64 for the pre-test). And the results of calculating using paired t-test, the results obtained are sig.2 tailed of .000 < .05 with t-count of -9.276 which means that the average before using podcast application is lower than the average after using podcast. Thus, podcast application gives effective learning in the students' listening skills.

Suggestion for other researchers, this study only obtained data from 25 students, which if using the paired sample t-test it must be more than 30 students. There was one of the weaknesses of this study. So for the next researcher, should increase the number of samples to at least more than 30. If the samples are below 30, it must use the non-parametric test in the SPSS. Therefore, the next researcher should consider the conditions, time and, equipment in recording the material because it is directly related to the clarity of the sound produced. And other variables that can be investigated further related to the podcasts are learning styles, concentration, and self-regulated learning.[7]

Third, the previous research finding that can be a considered theory is taken from the thesis of State Islamic University of North Sumatera Medan with the title "Improving Students' Listening Skills Through Podcasts of Tenth Grade at SMK Tritech Informatika Medan in The Academic Year 2018/2019" by Fitratun Nisa. This research aims to find the

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[7] Ayu Atikah Sari, "*The Effectiveness of Podcast Application in the Teaching of Listening*", (Thesis, University of Islam Malang, 2021), 16.

use of English podcasts in improving students' ability in listening skills. In constructing this research, the researcher collected data from the classroom action research, which was carried out through four steps. They were a plan, action, observation, and reflection. The subjects of this study were 22 students in the eleventh grade of SMK Tritech Medan in the academic year 2018/2019. During this research, the technique of analyzing data was applied by using qualitative and quantitative data. The qualitative data was taken from the interview, observation sheet, and documentation. The quantitative data was taken from the test. The result of the analysis showed that there was development in the students' ability in listening skills. It showed from the mean of the pre-test was 50,90, the mean of the post-test in the first cycle was 67,95, and the mean of the post-test in the second cycle was 80,45. The percentage of the students' score in the pre-test who got 75 above was 3 of 22 students (13,63%), the percentage of the students' score in post-test of the first cycle who got 75 above was 7 of 22 students (31,81%). It means there was an improvement of about 18,18%. Then, the percentage of the students' score in the post-test of the second cycle who got 75 above, there were 16 of 22 students (72,72%). It means that the improvement was about 40,91%. From the data, it indicated that using English podcasts in listening skills was effective, and the data above can be concluded that the student's ability in listening skill has been improved by using English podcast as learning media. In qualitative analysis, the students also looked active and enthusiastic in the listening learning process by using the podcasts as learning media.[8]

Fourth, the previous research finding that can be a considered theory is taken from the thesis of the Muhammadiyah University of Palembang with the title "Improving Students' Listening Comprehension Skills Through Podcasts to the Eighth Grade Students at SMP

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[8] Fitratun Nisa, "*Improving Students' Listening Skills Through Podcasts of Eleventh Grade at SMK Tritech Informatika Medan in The Academic Year 2018/2019*", (Thesis, State Islamic University of North Sumatera Medan, 2018), 19.

Negeri 5 Palembang" by Niningharselina. The objective of this study was to find out whether or not is effective to teach listening comprehension skills through podcasts to the eighth-grade students at SMP Negeri 5 Palembang. This method was used as a quasi-experimental method. The population was all the eighth-grade students at SMP Negeri 5 Palembang in the academic years of 2019/2020, with the total number of students 231 students. The sample of the research was 66 students which were divided into two groups, an experimental group, and a control group. The instrument used in collecting the data was a written test. The data was obtained from 25 multiple choices. The data were analyzed by using SPSS 22.0 program. Based on the number of the students who answered the items, the finding the mean score of the experiment pre-test was 67.82 and the mean score experiment post-test 76.61. The mean score of the control pre-test was 50.39 and the mean score control post-test 63.64. In the result of the t-test, it was founded that too obtained was 8.011, with the critical value of t-table was 1.66901 with (df-1) n=33 at the level of significance 0.05 (5%). Since t-obtained was higher than the critical value, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It could be concluded that there was a significant difference between the students who were taught by podcasts and those who were not. It is clear that improving students' listening comprehension skills through podcasts to the eighth-grade students at SMP Negeri 5 Palembang was effective.[9]

Fifth, the previous research finding that can be a considered theory is taken from the thesis of State University of Yogyakarta with the title "Improving Students' Listening Skills Through Podcasts at SMP Bopkri 1, Yogyakarta Grade VIII, Class A in the Academic Year of 2012 / 2013" by Veronica Mustika Heni Permatasari. The study aims at improving the

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[9] Niningharselina, "*Improving Students' Listening Comprehension Skills Through Podcasts to the Eighth Grade Students at SMP Negeri 5 Palembang*", (Thesis, Muhammadiyah University of Palembang, 2019), 24.

listening skill of the grade VIII A students of SMP Bopkri 1 Yogyakarta in the academic year of 2012 / 2013. The podcasts were chosen as the teaching media in this study.

This study was action research which comprised two cycles. The research was carried out from April to May 2013. It involved the researcher, the collaborator, and the students. The participants of this research were the teacher, the researcher, and 27 students of VIII A class of SMP Bopkri 1 Yogyakarta in the academic year of 2012 / 2013. The data of this study were qualitative and quantitative. The qualitative data were obtained by observing the teaching and learning process during the implementation of the actions and interviewing the students and the English teacher. It was in the form of field notes and interview transcripts. The quantitative data were taken by assessing the students speaking ability through the pre-test and the post-test.

The finding of the first cycle indicated that the students' listening skills improved along with a lot of listening practices. The result of the second cycle shows that the implementation of podcasts improves the students' listening skills, especially their spelling, vocabulary mastery, and motivation by providing them with a lot of listening activities. It was also found that using the classroom language more often can improve their spelling. The indicators of the success of the implementation were that: (1) the students were familiar with English sounds and spelling; (2) the students were more enthusiastic in doing listening activities; and (3) the students' vocabulary mastery was improved. Furthermore, the findings were also supported by the means of the students' listening score which improved from 70.22 in the pre-test to 76.59 in the post-test.[10]

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[10] Veronica Mustika Heni Permatasari, "*Improving Students' Listening Skills Through Podcasts at Smp Bopkri 1, Yogyakarta Grade VIII, Class A in the Academic Year of 2012 / 2013*", (Thesis, State University of Yogyakarta, 2013), 32.

B. LITERATURE REVIEW

In this research, the researcher is using theories that are relevant with the theme of the discussion following:

1. The Nature of Listening

The section on the nature of listening will explain contain the definition of listening, the teaching of listening, difficulties in listening, and good listener, as follows.

a. Definition of Listening

Listening is one of a subject that is though in the field of language study. The skill can be improved by practice by practice continuously and there are many kinds of strategies to develop your listening skills. It is an active process in which comes from auditory and visual clues.

Listening is an active, purposeful process of making sense of what we hear. Listening is often categorized as receptive or productive. It is required us to receive and understand incoming information (input). Because listening is receptive, we can listen and understand things at a higher level than we can produce. So, people sometimes think of it as a positive skill. Nothing could be farther from the truth. Listening is very active. As people listen, the process not only what they hear but also connects it to other information they already know.[11]

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[11] Davis Nunan, *Practice English Language Teaching*, McGraw-Hill, Singapore, 2003, p. 24.

The fact that listening skill does not receive as much attention as the other skills cannot be neglected. Some efforts should be done to solve this problem. Listening involves doing many things such as dealing with the spoken language characteristic, using the context and knowledge of the world, understanding different text types, understanding different speeds of speech and accents, and using a different listening skill.[12]

Moreover, listening skill is one of the basics of learning language and acquiring them is very important in learning a language. Furthermore, with the development of high technology, we rely on our ears to get information. There is no doubt that the speed of getting information is faster through listening than reading. This is crucial to improve the level of listening skills for the students. From the verse above we also know that when we want to catch what the speaker says and to get the speaker's idea, we have to hear the speaker.

b. The Teaching of Listening

Historically, learning a foreign language meant learning to read and write. Learning was virtually ignored. Then in the late 1800s, interest in using children's learning their first language as a model for foreign language teaching grew. One of the results was Gouin's series method. it featured action and oral presentation of new language in which the teacher would make a series of statements, and would carry out the actions so that students could map what they saw onto what they heard.[13]

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[12] Spartt, et.al., *The Teaching Knowledge Test Course,* Cambridge University Press, University of Cambridge 2005. P. 31

[13] David Nunan, op. cit. p. 25.

Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Listening has also been considered from a further perspective in recent years when it is examined in relation not only to comprehension but also to language learning. Teaching listening requires a bit more on part of the teacher than that of the learners. One of the main principles of teaching-learning should be "Language material intended to be used for training listening comprehension should never be presented visually first". Good listening lessons go beyond the main listening task itself with related activities before and after listening. It means that the teaching of listening should beyond the understanding, then the action.

The importance of listening in language learning & teaching demands the language teachers to help their students become effective listeners. Students need to be able to listen to a variety of things in several different ways. In the first place, they need to be able to recognize paralinguistic clues such as intonation to understand mood and meaning.[14]

There are many principles of teaching listening skill should be known by the teacher. First, listening should receive principles attention in the early stage of ESL instruction. It means the students should be familiar first with listening before they learn the English language. The second is the using materials that should be maximized. The third is using authentic language should be maximized since the students do not understand when difficult

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[14] Jeremy Harmer, *How to Teach English*, Longman, United Kingdom, 2007, p.135

words are used by the teacher. Fourth, listening should vary the materials in terms of speakers' gender, age, dialect, accent, topic, speed, noise, level, and genre. This principle aims to make the students interested in the material given in every meeting. The fifth is the teacher should ask the students to listen to the purpose of listening and ask them to show their comprehension in a task. Sixth, language material should never be presented visually first. The students have to be familiar with the audio first.

c. Difficulties in Listening Skill

Listening is feel difficult for the students. Students should be understand about sounds' word and give interpreting the meaning from what they hear.

According to many experts, there are 8 factors making listening difficult.[15]

a. Clustering, in written language we are conditioned to attend the sentence as the basic unit of organization for "chunking" or clustering, we break down speech into smaller group of world.

b. Redundancy, spoken language unlike written language, has a good deal of redundancy, the next time we are in conversation, notice the rephrasing, repetition, elaborations, and little insertion of "I mean" and " You know", here and there. Such redundancy helps the hearer to process meaning by offering more time and extra information.

c. Reduced form, while spoken language does indeed contain a good deal of redundancy, it also has many reduced forms. The reduction can be

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[15] Dunkel, 1991; Richars, 1983; and Ur, (1984).

phonological, morphological, syntactic and pragmatic. These reductions pose significant difficulties especially to classroom learners.

d. Performance variables, in spoken language, except for plan discourse, hesitations, false starts, pauses, and correction are common. Learners have train themselves to listen for meaning in the midst of all these distracting performance variables.

e. Colloquial language, learners who have been expose to standard written English and/or 'textbook' language sometimes find it surprising and difficult to deal with colloquial language. Idioms, slang, reduced forms, share cultural knowledge, are all manifested at some point of conversation.

f. Rate of delivery, virtually every language learner initially thinks that native speaker speak too fast. Actually as (Richard 1983) points out, the number of length pauses used by a speaker is more crucial to comprehension than sheer speed.

g. Stress, rhythm, and intonation, the prosodic features of the English language are very important comprehension. As a stressed time language, English speech can be a terror for some learners as mouthfuls of syllables come spilling out between stress points.

h. Interaction, unless a language learner's objective is exclusively to master some specialized skill like monitoring radio broadcast or attending lectures, interaction will play a large role in listening comprehension.

According to some theoretical definitions of listening, conclusions can be drawn listening skills are a meaningful, active, purposeful processing we heard. When listening, the hearer has willingness and competence to understand what is said. Specifically, students need to know the listening competence they most frequently encounter in their academic studies in order to successfully complete their assignments. To improve student's listening skill, the students are capable to discriminate sounds, identify main idea and listen for detail information both text and sentence.

d. A Good Listener

The students can be said that they are good in listening if they are active in learning of listening process. According Geccio and Jones (2009:52) the characteristics of active listeners as follow:[16]

a. Make eye contact

b. Give full attention, both mentally and physically hg(make a conscious effort to screen or filter distraction: listen from the heart)

c. Reduce barriers

d. Avoid interruptions

e. Respond on the content and emotional (feeling) component of the message.

f. Listen for ideas or themes

g. Confey evidence of listening (e.g paraphrasing, restating what is said, or playing back the message)

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[16] *Ibid*

h. Respond to the content and emotional aspect of the client's verbal and nonverbal message.

In concluding, the students are said well in listening skill if they are active when learning listening. The activeness can be seen from the students' motivation and enthusiasm during learning listening. Students who active in listening are characterized they always focus on what they hear, they ask and answer the question, and they can make a summary from the materials given in the post-listening.

2. Teaching

a. The Definition of Teaching

Teaching is the activity that sharing of knowledge and experience from teacher to student. According to Harmer, teaching means that to give (someone) knowledge or to instruct or to train (someone).[17] That means to show someone how to do something or to change someone's ideas. Further, Brown says that teaching is guiding and facilitating learning, enabling learner to learn, setting the conditions for learning. Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, method, and classroom technique.[18] From the statement it means that teaching is the teacher as a guide or facilitator for the students in teaching and learning process.

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[17] Jeremi Harmer, *How to Teach English,* (London: Longman, 2002), 56.
[18] Douglas Brown, *The Principle of Language Learning and Teaching,* (San Francisco State University: Longman, 2000), 7.

From the theory, it can be conclude that teaching is transferring knowledge from the teacher to the students to understand the lesson of subject.

3. Narrative Texts

As an international language, English are also taught in Indonesia as a foreign language. The goal of English language teaching in Indonesia, as stated in the December 12, 1967 decree of the Indonesian Ministry Of Education and Culture, is to give students a working knowledge of the English language with the following detailed objectives in order of importance :

   a. To give students on effective reading ability

   b. To give students the ability to understand spoken English

   c. To give students a writing ability

   d. To give students a speaking ability

One the objectives of English language teaching is to give students an effective writing ability. Learning to write is a process of discovering and organizing the ideas, putting them on a paper and reshaping and revising them.

Writing is the most difficult lesson in the school since the students have to produce the text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure.

Narration is the most powerful ways of communications with others. A good written story lets your readers respond to some event, but they can almost feel it. The action detailed, and dialogue put the readers in the scene and make it

happened for them. Moreover, because narration often engages reader's emotion so powerfully it can play large role in other type of writing.

To figure problems out, I will use narrative text in improving writing. Students can feel more relax in learning writing lesson and it will be easier for them to produce narrative texts.[19]

a. General Concept of Narrative Texts

English must be learned as a second language that is the major language spoken in the community or the language of instruction in the schools where English is taught as a foreign language. To make the students feel enjoyable and pleasure in learning writing, teachers must select interesting writing text to teach writing.

I choose "Narrative Texts", as the writing material. Meyers states that narrative is one of the most powerful ways of communicating with others. A good written story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them.[20] Moreover, Anderson states that narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener.[21]

In Curriculum 2004 narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various

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[19] Intan Karolina, "*Teaching Narrative Text in Improving Writing to the Ten^th Grade Students of SMA Negeri 1 Petarukan, Pemalang*", (Thesis, State University of Malang, Malang, 2006), 25.

[20] Alan Meyers, "*Gateways to Academic Writing: Effective Sentences Paragraph and Essay*" New York: Longman. 2006

[21] Mark Anderson. "*Text Type in English 2*". Australia: Mackmillan.. 1997

experience in different ways. Narrative deals with problematic event lead to a crisis or turning point of some kind in turn finds a resolution.

From the definition above, I can conclude that narrative story is a story tells us about something interesting that has purpose to amuse, entertain or the readers. You are using narrative when you tell a friend about something interesting that happen to you at work or at school, when you tell someone a joke.

Anderson states that a good narrative uses wire to paint a picture in our mind of:

a. what characters look like (their experience),

b. where the action is taking place (the setting),

c. how things are happening (the action).[22]

The characteristics of narrative texts among others:

a. It tells us about a story of event or events.

b. The events are usually arranged in chronological order- that is, in the order in which they occurred in time.

c. The narrator has a purpose in mind in telling the story. There are some points the narrator wishes to make, or some impression he or she wishes to convey to the reader. Therefore, the details of that narrative are carefully selected for purpose.

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[22] *Ibid*

Narration is telling a story. And to be interesting, a good story must have interesting content. At should tell us about an event your audience would find engaging. You might even thing of your narrative as a movie in which readers see people in action and hear them speak. Therefore, it should be detailed and clear, with even arranged in order in which they happened or in some other effective ways you should use for narrative that achieves all of the followings goals:

a. it is unified, with all the action a developing central idea.

b. It is interesting, it draws the writer into the action and makes them feel as if they are observing and listening to the events.

c. It introduces the four was of a setting- who, what, where, and when- within the context of the action.

d. It is coherent, transition indicates changes in time, location, and characters.

e. It begins at the beginning and of the end. That is, the narrative follows a chronological order- with events happening in a time sequence.

f. It builds towards a climax. This is the moment of most tension or surprise- a time when the ending is revealed or the importance of events becomes clear.

The language features usually found in narrative texts are ; specific characters, time words that connect to tell when they occur, verbs to show the action that occur in the story, descriptive words to portray the character and setting.[23]

b. Generic Structure of Narrative Texts

Neo states that a narrative has a structure, a shape or a pattern. It can be represented graphically in this way.

climax

Rising action   Falling action

Exposition   Resolution
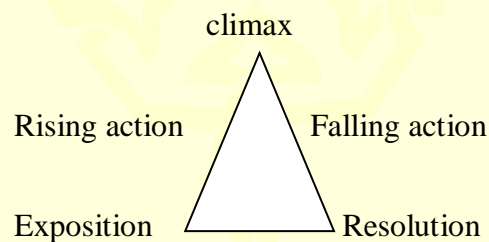
That picture is known as the Freitag triangle.

The idea of the Freitag triangle is to serve as a kind of blue print or map which can be used to guide us systematically in our writing. The Freitag triangle consists of:

a. the composition, it establishes the characters and situation.

b. Rising action, it refers to a series of complication leads to the climax.

c. The climax is the critical moment when problem/ conflics demand something to be done about them.

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[23] *Ibid*, 15

d. Felling action is the moment away from the highest peak of excitement.[24]

On the other hand, Anderson states that the steps for constructing a narrative are:

1. Orientation/ exposition

   The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action is located and when it I'is taking place.

2. Complication/ rising action

   The complication is pushed along by a serious of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and oven serves to (temporally) toward them from reaching their goal.

3. Sequence of event? Climax

   This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audients is given the narrator's point of view.

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[24] Emest Neo, "*Narrative for 'O' Level*". Malaysia: Longman. 2005. 2

4. Resolution/ falling action

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering 'How did it end"?)

5. Reorientation

It is an optional closure of event.[25]

c. Types of Narrative Texts

There many different types of narrative texts, among others; humor, mystery, romance, fantasy, crime, science fiction, real life fiction, diary novels, theoretical fiction, adventure.

There can be a combination of narratives within each of this different types. Sometimes, the term genre is used for the type of narrative. A genre is some kind of a category. The notion of genre is to help you generate story ideas.[26]

Here are some examples of the different type (or genre) of narrative showing typical features:

1. Humor

A humorous narrative is one of that aims to make audience laugh as a part of telling story. Here is typical structure:

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[25] Mark Anderson. "*Text Type in English 2*". Australia: Mackmillan.. 1997

[26] Emest Neo, "*Narrative for 'O' Level*". Malaysia: Longman. 2005. 4

a. Orientation : the narrator tells the funny characters names in unusual setting.

b. Complication : in this part, something crazy happen.

c. Sequence of event : there are many imaginative ideas here funny things said by characters and extraordinary things happening to ordinary people.

d. Resolution : All's well that end well.

2. Romance

The romance narrative typically tells of two lovers who overcome difficulties to end up together. Here are the usual fetures:

a. Orientation : it contains hunk male and female who is looking for love, exotic setting, sun set, beaches, and moonlight.

b. Complication : boy meets girl.

c. sequence of event : it contains the development relationship, jealously, love, hurt, plan, warm, sharing, and overcoming problems.

d. Resolution : boy gets girl, marry and live happy ever after.[27]

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[27] Emest Neo, "*Narrative for 'O' Level*". Malaysia: Longman. 2005. 4

3. Historical Feature

Here are the feature of a typical historical fiction text:

a. Orientation : a setting in the past and description of a period in history.

b. Complication : good meets evil

c. Sequence of event : action related to a period in history, character's lives affected by the events of history, description of live at the time.

d. Resolution : characters survive the chaos of the time (for example, the war ends).

4. The Diary Novel

This type of narrative has the text presented like diary entries. Here are the features of a typical diary- novel:

a. Orientation : main character is the narrator. Time setting is given by diary entries.

b. Complication : given one of diary entries. It can be related to romance, adventure, humor, mystery, or other type.

c. Sequence of event : diary entries tell of feelings, hopes, and happening.

d. reorientation : the narrator tells what happens to solve the complication.[28]

[28] *Ibid*, 60

5. Fantasy

Below are the features of a typical fantasy narrative:

a. Orientation : setting may be in another dimension with goals, witches, wizard, and so son. Hero who may has magical power.

b. Complication : evil forces affect the goodies.

c. Sequence of event : use of magic. Action includes elves, dragons and mystical beasts, heroism.

d. Resolution : God defeats evil forces.[29]

6. Science Fiction

Science fiction narratives are the setting involving science and technology. Here are the typical features of the text type:

a. Orientation : a feature setting and a world with technology.

b. Complication : an evil force threatens the world.

c. Sequence of event : imaginative description. Action involves technology, science, and super invention.

d. Resolution : good defeats evil.

e. Coda : take care that science is used for good, not evil.[30]

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[29] *Ibid*, 60
[30] *Ibid*, 61

C. Podcast Strategy

1. The Nature of Podcast

The application of podcast in English classroom has influenced students' English skill as well as their perception toward it. Beside reports on students' English skills above, several scholarly works revealed both students and teachers' perception on the use of podcast in English language teaching. A group of studied concluded that students have positive response towards learning English through podcast.[31]

An advent of wireless network paved the way for the provision of the new application of mobile learning. Mobile learning offers a valuable opportunity to study at their own time and pace. As stated by Lee & Chan (2007), teacher may support their students via the use of podcasts and help them better invest their time in learning during waiting moment in public transportation or waiting for a fight. Thought the emerging of the influential Web 2.0 technological application.[32] Podcast lecture can be seen as a very powerful teaching and learning instrument, which fruitfully can involve various media features such as photos, texts, audios, and video.

2. Definition of Podcast

Podcast is a word created by combining iPod and broadcast, is a media that incorporates a collection at audio or video files to which individuals freely

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[31] Fernandez, Simo & Sallan, (2009). Podcasting : A new technological tool to facilitate good practice in higher education. *Computer & education,* 52 (3), 385-392.

[32] Ushioda, E(2011). Language learning motivation, self and identity: Current theoretical perspective. *Computer Assisted Language Learning*, 24(3), 199-210 doi: 10.1080/09588221.2013.851701.

subscribe via internet. Podcast is an online updated material which attached with MP3 and sometimes with the script of speaking. It enriches with various topics and also with various level of speed of speaking. So the listeners with any levels are able to join this kind of resource. They can choose the appropriate topic they want.[33]

3. Podcast technology

Podcasting is a combination of two word, "pod" from apple's iPod digital music player and "casting" from broadcasting. It is an innovative way for the delivery of audio content that ranges from informational programs interviews, to music.[34] Podcast combines the use of blogs and RSS (Real Simple Syndication) to allow content providers to use a feed to distribute content through aggregators. Aggregators download the content for current of future use allowing for a much simpler distribution of audio content than existed in the past. The process is based on its syndication functionally.

Podcast are audio or video files that are posted as series on the web and distributed via the assistance of a Rapid Simple Syndication feed (RSS feed). RSS feed allows podcast programs to obtain the up-to-the-minute episodes of the series instantly upon their publication. Podcast series cab be transferred and downloaded to various types of electronic portable devices such as MP3, or mobile phones, and then can be watched or listened to at any time or any place.[35] while the vast majority of podcast consist of authentic texts, there are an increasing number of

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[33] Constantine, *Podcast: Another Source for Listening Input*. 2007. 13(1).

[34] Fichter, D. (2006). Creating engaging audio content: Intranet pod casting. Online,30(6), 46-48.

[35] Evans, C. (2008). The Effectiveness of M-Learning in the form of podcast revision lectures in higher education. *Computers & Education,* 53(2), 385-392.

podcast that is semi-authentic, in modified authentic texts for second language user.

There are many podcasts that can assist major subjects at Agricultural Department. Successful Farming (Successful Farming, 2018) is a kind of on-line magazine where can you here up-to-date news from experts and leaders in the agricultural industry. The students who are keen on their future profession such topic as "Anatomy of a seed treatment". Jodi Henke talks with Syngenta Seed Care Specialist Chad Vest about how and why seeds are treat, how to choose what treatments need, and does seed color matter ? the following podcast " Getting the most out of your combiners and corn heads" will be interested for students who deal with agricultural machines. They will not only be able to converse with their colleagues, but to learn how to harvest down corn, prevent ear and grain losses.

Podcast motivate the students. The topics of general and profession podcasts are diverse and interesting, so the students work with podcasts because it is enjoyable. Here we deal with intrinsic motivation when the students wants to do podcasts not because of any rewards or grades, but because of own interest. If you subscribe the podcast, you regularly receive additional information, sources, vocabulary tasks, recording and worksheets for mastering English.[36]

The application of English Podcast is learn how to speak and improve the English with English Podcast. This application includes podcast that will teach the skill such as listening to English, understanding basic grammar, vocabulary and idioms, and also public speaking. Each podcast comes with full text to facilitates the understanding of the written language. Students can download daily English

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[36] Olha, Chaikovska. Podcast in Teaching ESL*., https://doi.org/10.32835/2223-5752.2018.16.142-146.*

podcast in the play store and try it out and students will quickly learn how to speak English like native speaker with the teacher.

4. Podcast in Listening Lesson

Utri Fitria states that podcasts make it easier for students to practice listening while also helping to improve their speaking skills.[37]

The following section discusses about the implication and suggestion written based on the conclusions of this research.

1. Podcast is an Effective Media to Teach Listening Comprehension

Considering the first conclusion of this research, there are some implication and suggestions addressed to English teachers, school, and graduate students.

a. English Teachers

Since podcast is an effective teaching media to teach listening, English teachers can implement this teaching media in teaching and learning listening to improve students' listening comprehension. To be able to implement this teaching media effectively, teachers should follow some preparation.

First, teachers must understand the concept as well as the strengths and the weaknesses of this teaching media. It enables them to know the right procedure of this teaching media and avoid from the obstacles which may appear in the process

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[37]Utri Fitria, Machdalena Vianty, Ismail Petrus, "*Using Podcast to Improve Students' Listening and Speaking Achievements,*" Journal UNSRI, (2015), 48.

of teaching and learning process. One of the problems in implementing this teaching media is the fact that content has so far been delivered mostly through audio. Because, audio content is that it cannot be skimmed to check the content and its suitability or appropriateness for purpose, which can be very disappointing and/or time consuming after having downloaded a resource from a repository.

Second, teachers must be familiar with the term of podcast and should understand the way to download the existing podcast from the reliable repository like esllab.com or britishcouncil.org when they want to implement this media; otherwise, teachers can create their own podcast during the teaching learning process; however, teacher should consider about their fluency, recording aid and other supporting aspects before deciding to create their personal podcast.

Therefore, teachers are strongly recommended to use the existing podcast, not the personal one. Furthermore, teachers are strongly recommended to master such kind of internet download manager in order to facilitate their downloading process. It avoids the time consuming in downloading the media. In addition, teacher should use the proper supporting teaching aids such as sound speaker, laptop, and LCD. It avoids the students from being confused to get the meaning from what the speaker say, because most often the class is not in conducive situation.

The last but not the least, teacher must be able to select the appropriate podcast to implement in the teaching learning process which based on the existing syllabus and lesson plan. It is because not all podcast can be applied in teaching

and learning process. It avoids the notion that killing the time through watching a video.

b. School

Podcast is an effective media to teach listening comprehension; however it requires internet connection to support the teacher. Therefore, this research can encourage the notion of proper internet connection in the school. With the advantages over by podcast and positive result provided in this thesis, the school can be surer to build a proper internet connection. In addition, in the name betterment, teachers must be encouraged to access this media and the best encouragement that school can over is by building a good internet connection. Furthermore, the internet connection can also be used for other teachers, not only the English teacher him/herself.

This thesis can inform to the school that gadget is necessary tool to bring to the class. With the good internet connection, students can be encouraged and well-motivated to search another podcast with their own gadgets. On the other words, school does not need to forbid students to bring their gadget to the school. The best thing that the school can do is by giving good understanding on how to use their gadgets wisely.

c. The Students of Graduate School

The students of English Department of English Graduate School, Sebelas Maret University who will become English teachers should be familiar and understand with the term of podcast. They should be able to apply the podcast in

teaching listening as a media and even create as well as publish it. In addition, the findings of this research should inspire other students to do further research or even develop podcast dealing with teaching English.

2. Students Having High Listening Habit Have Better Listening Comprehension than those Having Low Listening Habit

There are some implications and suggestions addressed to parents, environment (social and school environment), English teachers, and students related to the second conclusion of this research.

a. Parents

Listening habit can be defined as a reflection of cognitive, neurological, and motivational changes that occur when behavior in identifying and understanding what others are saying that requires an essential sound as the input that is regular and which has become almost automatic as a result of repetition is repeated. One of the issues dealing with students' listening habit is having long time to listen.

The more tremendous amount of time students listen to the material, the higher listening score student will gain. Students who spend averaging only one or two hours per week, and then pretending to be active listener when they do listening even doing either shadowing or note-taking will fail in significantly raising their listening scores.

Parents have the opportunity (and responsibility) to build a good listening habit in their children. Some suggestions can be done by parents to build it:

1) Parents should encourage their children in listening session time.

Parents should not give label to children with words such as 'lazy', 'naughty', 'aggressive', or 'stupid.' Instead, look for and point out children's strengths.

Furthermore, parents should also support and guide their children during their children study in the home.

2) Parents should provide them opportunities for success.

Parents can help children by giving age-appropriate tasks they can complete on their own. By doing so, children can have sense of pride and be well motivated. At last they will come to high listening habit when this action is repeated continuously.

3) Parents can show their children that they have faith in children goodness and abilities.

Parents can give their children the opportunity to explore their environment, and to ask questions without feeling like a nuisance.

b. Environment (School and Social Environment)

The place where one lives influences his/her acts, cognitive, and also listening habits. As someone enters school, his listening habit is influenced not

only by her parents, but also by a growing circle of other people, including teachers and friends. The child gets feedback from many people on his/her physical appearance, life style, family background, and social abilities etc. All of this feedback influences what he/she thinks of him/herself and might decrease his/her motivation in the teaching learning process that he/she can be a rebel and/or passive student. From that reason, what environment especially school can do is providing good moral lesson. School also can hold listening habit test regularly to the students, so they can understand the levels of their students. By doing so, school can provide activities which can improve students' listening habit.

c. English Teachers

The students having high listening habit are always active, creative, curious, having good participation in the teaching and learning process. They have their own spirit to study for gaining their best competency and skill. Therefore, English teachers should be able to teach listening for the students having high listening habit using the appropriate, attractive, motivating, and easy access teaching media which can always increases students' listening habit.

Attractive means that the media are widely owned and can be obtained from a store may both increase use (attracting a potentially very large audience and also audiences who may not otherwise access learning materials) and make listening to an educational learning object feel less like studying. Motivating means that students are likely to be attracted to the new format, which could be

motivating and help them engage with materials which they might otherwise not use. Easy access means that content management software such as iTunes or Juice can be downloaded free of charge and navigation is simple.

d. Students

Each student is potential to have high listening habit. To be a high listening habit student, they must, on occasion, force themselves to pay attention to the speakers. When speakers don't have an engaging way of speaking or the topic is uninteresting, a listener must sometimes use extra effort to keep from being distracted by other things. Try acknowledging the challenge to yourself and put forth the extra effort. Thus, students can listen for the whole message. This includes looking for meaning and consistency of congruence in both the verbal and nonverbal messages and listening for ideas, feelings and intentions as well as facts. Try to understand the main point of what the speaker is saying using all of these clues.

Furthermore, hearing before evaluating. Listening to what someone says without drawing premature conclusions is a valuable aid to listening. By questioning the speaker in a non-accusing manner, rather than giving advice or judging, a listener often can discover exactly what the speaker has in mind –which many times is different from what the listener had assumed. Try asking open-ended questions to get the speaker to say more before you respond. In addition, students can paraphrase what was heard.

a. English Teachers

In teaching listening, teachers should be able to select the most appropriate teaching media based on the students' condition. Listening habit becomes one of the important considerations in teaching listening because students can be maximal to listen to the material and also other tasks well if they have good habit in it. Thus, teachers should understand whether the selected teaching media can facilitate the students having high and low listening habit to get the meaning of what they heard. It is better for teachers to use podcast to teach students having high listening habit while movie to teach students having low listening habit.

b. For Other Researchers

The result of this research showed that there is interaction effect between teaching media and different listening habit on the students' listening comprehension. Therefore, the other researchers can implement podcast in different field with different point of view or the same one in order to find out whether the difference between students' listening comprehension in low listening habit is significant or not. Furthermore, they can use it as a reference for further studies.[38]

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[38] Juni Bayu Saputra, "*The Effectiveness of Using Podcast Teaching Listening Comprehension Viewed from Students' Listening Habit*", (Thesis, Sebelas Maret University, 2014), 20.

C. CONCEPTUAL FRAMEWORK

Listening is one of the essential skills of the English language. In listening, students are able to understand what they hear. This is one way for students to get some information. Listening skill is perhaps the most critical element in language and language learning. For it is the key to speaking, and beyond that, reading and writing. Particularly in the workplace, that skill is used at least three times more that speaking, four to five times more that reading and writing. listening and speaking are often taught together, but beginners, especially non-literate ones, should be given more listening practice that speaking practice.

The listening ability of students in SMA BAKTI PONOROGO, especially tenth grade students, is low. During the learning process there were some students who were only passive and paid less attention to teacher instructions and were lazy to read texts and were not motivated to complete their assignments.

Researchers find this problem needs to be overcome using strategies that provide opportunities for students to be active in the learning process, especially to listen the teacher. Researchers used the English podcast application to teach students listening skill.

Based on the explanation above, the researcher will use the English podcast application in learning listening comprehension to improve listening comprehension.

D. HYPOTHESIS

Hypothesis is simply an educated and testable guess about the answer to your research question. The hypothesis is often described as an attempt by the researcher to explain the phenomenon of interest. Hypotheses can take various forms, depending on the

question being asked and the type of study being conducted. A key feature of all hypotheses is that each must make a *prediction.* Remember that hypotheses are the researcher's attempt to explain the phenomenon being studied, and that explanation should involve a prediction about the variables being studied.[39]

From the explanation, the researcher find the hypothesis such as :

H_0 **:** There is no significant difference score in listening for the students who are taught using English podcast application and who are not taught by using English podcast application.

H_a : There is a significant difference score in listening for the students who are taught by using English podcast application and who are not taught by using English podcast application.

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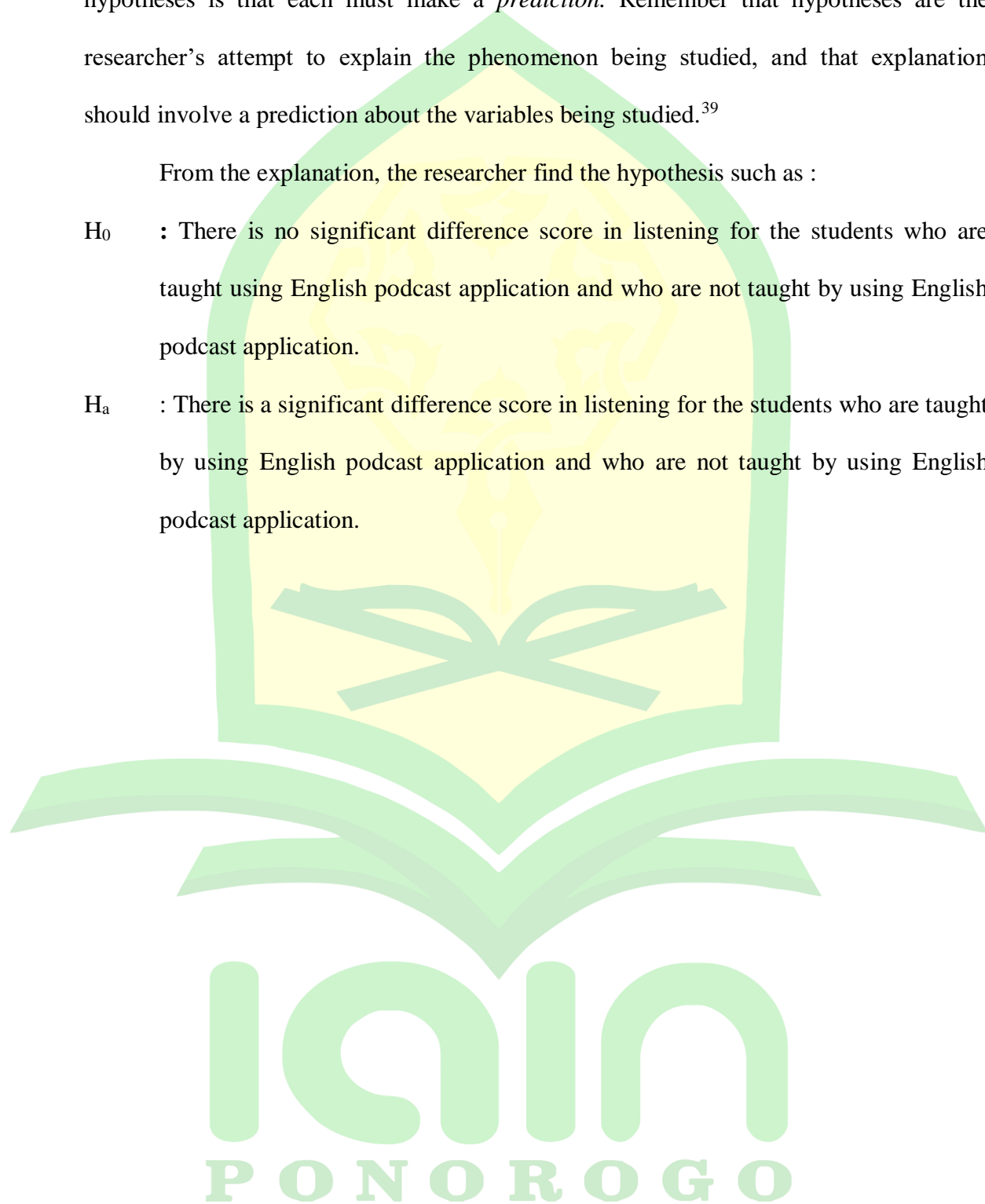
[39]Geoffrey Marczyk, David DeMatteo and David Festinger, *Essentials of Research Design and Methodology*, (Canada: John Willey & Sons, Inc., 2005), 8.

CHAPTER III

RESEARCH METODOLOGY

The research design is a research framework or plan that is used as a guide in collecting and analyzing data. This is the blueprint that is followed in completing a study. According to Kerlinger, research design is a plan, structure and investigation strategy that is structured in order to obtain answers to research question and to variance. [40]

This research is quantitative and can use a correlational method where the variables are correlated. To find out the effect between the variables X1 and Y. The researcher will use Nonequivalent (Pre-Test and Post Test) control group design. In this design, the experimental group A and the control group B are selected without random assignment. Both groups took pre-test and post-test. Only the experimental group receives the treatment.[41]

One of the most commonly used quasi-experimental designs in educational research is that it can be represented as:[42]

$$Experimental \quad O1 \quad X \quad O2$$

- - - - - - - - - - - - - -

$$Control \quad O3 \quad O4$$

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[40] Prabhat Pandey &Meenu Mishra Pandey, *Research Methodology: Tools and Techniques,* (Romania: Bridge Center, 2015), 18.

[41] John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, (USA: SAGE, 2009), 160-161.

[42] Louis Cohen, Lawrence Manion, and Keith Morrion, *Research Methods in Education*, (London and New York: Routledge, 2007), 283.

Notes:

X   : Treatment by using podcast application

01   : Pre-test for the experimental class

03   : Pre-test for control class

02   : Post-test for the experimental class

04   : Post-test for the control class

There are two types of classes that will be variables in this study. Science class is a control class. Where the class will provide strategies in accordance with the teacher applied to each lesson. Then the social class in the experimental class. Where are class will provide experiments using the podcast strategy to improve students' listening comprehension.

The T-test is one of the statistical tests used to test whether or not the null hypothesis is true, which state that there are no significant difference between two samples taken randomly from the same population.[43]

2. Population And Sample

a) Population

The population of this study were all students of Xth SMA Bakti Ponorogo. The number of students in class X^{th} SMA Bakti Ponorogo is 30 students, and the total population is 30. The students of class X^{th} were chosen because they are still in transition from high school and are considered to be. They already know all high school subjects.

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[43] RetnoWidyaningrum, *Statistika*(Yogyakarta: PustakaFelicha, 2015), 151.

b) Sample

In this study, the entire population will not be taken for research. The sample of the population taken is only partially. The technique to get a population sample will be adopted from Issac and Michael's table. They provide a table for determining the number of samples to be analyzed.

Sampling can be defined as the process or technique of selecting a suitable sample, representative of the population from which it is taken, for the purpose of determining parameters or characteristics of the whole population.[44] Researcher used the probability of sampling using cluster sampling. Cluster sampling implies that instead of selecting individual units from the population, the entire group or cluster is randomly selected. In cluster sampling, first we divide the population into clusters (usually along geographic boundaries). Then we will randomly select several clusters from all clusters formed to measure all units in the sample cluster in the end. [45]

So based on this table, the sample analyzed was about 25 students of SMA Bakti Ponorogo. This aims avoid sampling errors and get a presentation of the population. The sample was selected using random sampling. This means that 10 student from Social Studied class and 15 students from the Science class were selected as samples. I used the pre test and post test, here the sample size is 25.

3. Research Instrument

According to Creswell, an instrument is a tool for measuring, observing, or documentation quantitative data. Identified before the researchers collect the data, the

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[44] Kultar Singh, *Quantitative Social Research Methods*, (New Delhi: Sage Publications Inc, 2007), 102.
[45]*Ibid.*,105.

instrument may be in form a test, questionnaire, tally sheet, log, observational checklist, inventory, or assessment instrument.[46] The instrument in this research is test. The test will be divided into pre-test and pro-test. The test consist of 10 multiple choice question from video in the English podcast application. Pre-test is given to know student' achievement before students getting the treatment. Pos-test is given to kwon students' achievement after getting the treatment by using English podcast application, to recognize instrument of data collection. Validity and reliability test is applied in this study. It id to quantify the instrument data collection from easy test.

4. Data Collection Technique

The research instrument is presented chronologically as follows :

1. Initial test

Before giving treatment, the researcher gave a pre-test to the students. The test consists of 10 items and students must answer these questions. The aim is to determine student achievement in English as a global language before using strategy podcasts to teach English as a foreign language to class X^{th} students of SMA Bakti Ponorogo.

2. Treatment

After giving the pre-test, the treatment will be carried out in four meeting. Each meeting lasts two hours. There are two test in this research consist of pro-test and pos-test. Pre-test is given to students before getting the treatment is to know the students' hearing mastery before is given treatment. Post-test is given after getting treatment by using English podcast application. The treatment procedure is describe as follows:

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[46] Jhon W Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 4th Edition.* (Boston: Pearson Education, Inc, 2012), p. 151.

a. The author will explain about English as a foreign language and convey it to students detail.

b. Research told students they will get assignment.

c. The researcher told students that they would listen to the assignment with the speaker.

d. The researcher provides partially complete passages that students fill in when they listen or after they have listened. This activity allows students to focus on specific language features, for example : vocabulary, verbs or noun phrases.

e. Researchers ask students to check their work.

Choosing the right answer from dictation:

d. Researchers explain listening comprehension.

e. The researcher told students that they would listen to the text.

f. The researcher reads the text at a natural pace with assimilation, etc., but the writer will not slow down the articulation of the repeated phrases. This activity aims to focus students' attention on the characteristics of fast speech.

g. Researcher asked students to check their assignment.

3. Final test

After being given the treatment, the researcher gave the students post-test with the same number of items as the pre-test. It consists of 10 items

The quantitative data will be taken from the listening test result which of a listening test and a questionnaire. In collecting data, researchers used two kinds of instruments. They do written tests and questionnaires:

4. Writing test

a. The supply-type test commonly referred to as a "short answer" or solution " requires students to provide an answer.

b. A selection type test that will require students to choose answers from 10 choices given, such as true false question, matching and multiple choice.

5. Questionnaires

Another research instrument is a questionnaire. In this study, the instrument was given to determine the students' reading interest which was though with podcast strategies. The questionnaire used is highly motivated, moderately motivated, unmotivated, and highly unmotivated. Questionnaires were distributed to respondents after the last treatment.

5. Data Analysis Technique

1. Validity

Validity in quantitative research refers to whether one can draw meaningful and useful inferences from scores on particular instrument.[47] Validity means the extent to which inferences made from assessment result are appropriate, meaningful, and useful in term of the purpose of the assessment.[48] It can be said that validity to know whether the instrument of our research is valid or not. In this research, the researcher will use IBM SPSS 26.0 program to measure both the test. Beside that, it is used to know whether the researcher test of this research valid or not.

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[47] John W. Creswell, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches Fourth Edition, (USA: SAGE Publication,2014), p. 297.

[48] H. Douglas Brown, Language Assessment Principles And Classroom Practice, (New York: Longman, 2000), p.22.

2. Reliability

A reliable test is consistent and reliable if you give the same test to the same student or the matching student on two different occasions, it will produce similar results. The problem of reliability of a test should be overcome by considering a number of factors that can contribute to the reliability of a test.[49] According to Mujis, the reliability data will be measured with SPSS because it most commonly used statistical data analysis software. The instruments reliable if alpha is more than r table, if alpha is under the r table the instrument is unreliable.[50] This is can be conclude that reliability is used to measure an instrument of the test from research whether consistent if the instrument is used repeatedly. In this research, the researcher will use SPSS for windows. It can help the researcher to know instrument of the test is reliability or not. Ridwan stated that criteria of reliability instrument can be classify into 5 classes as follows:[51]

1. if the cronbach alpha score 0.00 – 0.20: less reliable

2. if the cronbach alpha score 0.21 – 0.40: rather reliable

3. if the cronbach alpha score 0.41 -0.60: enough

4. if the cronbach alpha score 0.61 -0.80: reliable

5. if the cronbach alpha score 0.81 – 1.00: vey reliable.

3. Normality

Normality is test to know the data both of pre-test and post-test that is distributed whether normal or no. the data is called normal if the result of

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[49] *Ibid*., 20-21

[50] Daniel Mujis, *Doing Quantitative Research in Education with SPSS*, (California: Sage Publication, 2004), p. 85.

[51] Ridwan Adkon, *Metode dan Teknik Menyusun Tesis*, (Bandung: Alfabeta, 2004),p.

calculation indicate participants are in the middle. In this research, the researcher will use SPSS 26.0 for windows to investigate the normality testing.

4. Hypothesis

Hypothesis testing is to know the result of this research about the sample. The researcher will use SPSS 26.0 o analyzed T-test. Criteria of hypothesis testing can be determine as follow:

If t-value < t-table, H_0 is accepted and H_a is rejected.

If t-value > t-table, H_a is accepted and H_0 is rejected.

a) H_0 : There is no significant difference between students' who study using English podcast application.

b) H_a :There is significant difference between students' who study using English podcast application.
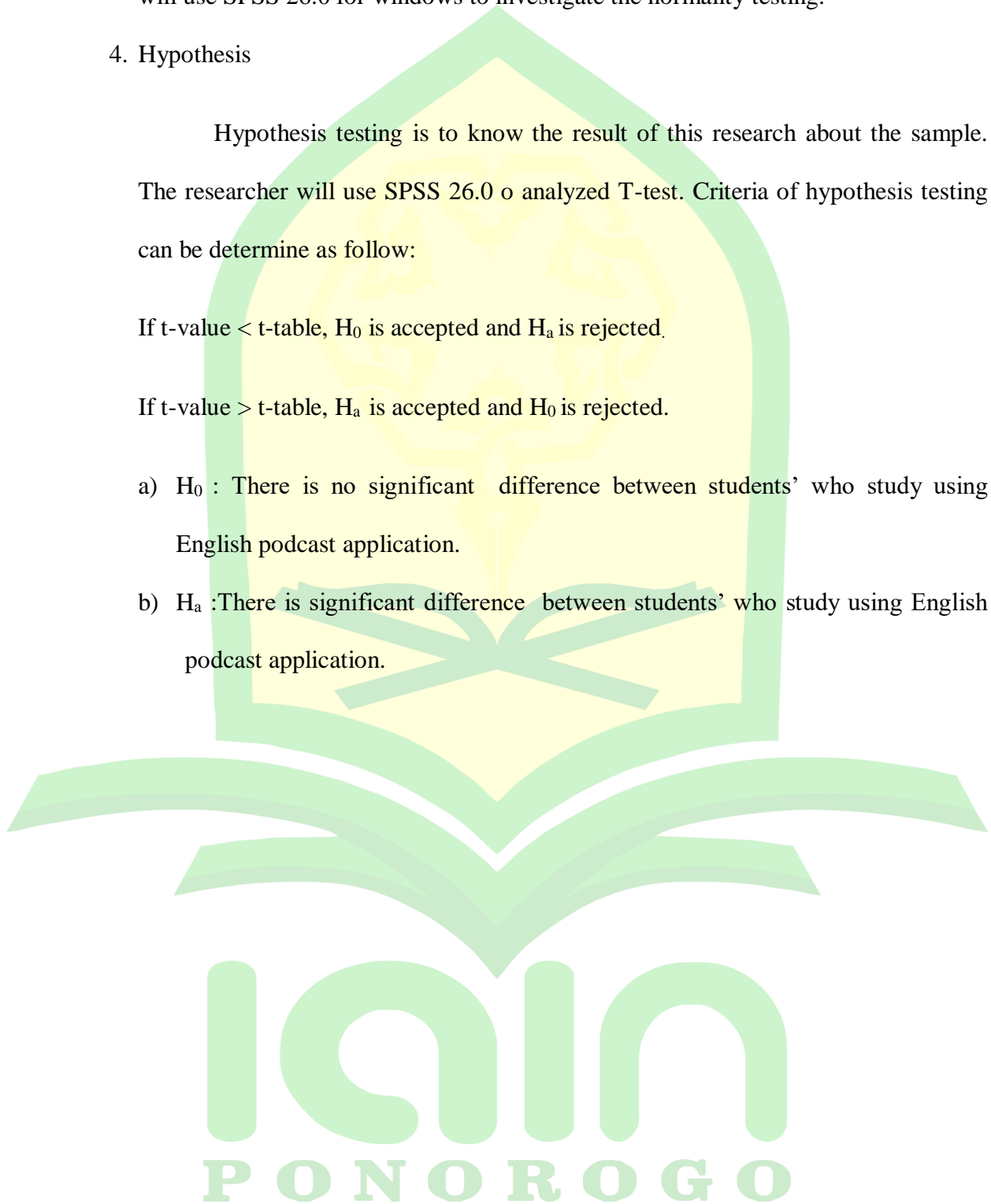
CHAPTER IV

RESEARCH FINDINGS

In this chapter, the researcher will analyze the data like the story of SMA Bakti Ponorogo, it's location, vision and mission of the school, data description, data analysis and discussion.

A. General Data Description

1. Background of School

In 1945 the Bakti Batik Cooperative Foundation built a building which is the forerunner of today's SMA Bakti Ponorogo. At that time the purpose of this building was not yet concrete, because in 1957 the State Senior High School was established and did not have its own building. While the Bakti cooperative building was not yet used. So with the agreement of the Regent of Ponorogo, Mr. Dasuki asked the building to be used for Ponorogo Public High School, with an agreement that families and Batik Bakti employees whose children wanted to study at the school were not subject to any conditions, but it turns out that many parents send their children to Ma'arif school and Muhammadiyah.

In 1983 the State Senior High School moved to a location in Muhammadiyah University of Ponorogo, which had been provided by the government. Seeing the building was empty, an agreement was made by the Bakti Education Foundation to establish SMA Bakti. SMA Bakti is a private school managed by the Bakti Foundation which was established since it was signed. SS Notary deed Sinilingga, SH No. 37 dated April 19, 1983 for the specified deadline. The name Bakti is an acronym for Batik Asli Seni Timur Indonesia. On July 1, 1983 the first registration was

opened. At this first registration, SMA Bakti had accepted students who were placed into 11 classes. The initial status of the school was still registered. For the sake of orderly administration and along with the times, the status of SMA Bakti began to be considered until finally in 1998 it received accreditation status with a Decree (SK) Number: 33 / C.C7 / Kep / MIN.1998. The status of SMA Bakti is SAME. This means that the position of SMA Bakti Ponorogo is the same as other Public SMAs, and has full authority to take care of their own households such as carrying out a State Examination at the end of each year.

2. The Geographical Location of SMA Bakti Ponorogo

Street   : Bathoro Katong

Number   : 24

Village   : Cokromenggalan

Sub District   : Ponorogo

Regency   : Ponorogo

Province   : East Java

3. Vission and Mission of the Institute

   a. Vission

Excellent in science and technology, faith and piety, independent, and uphold national culture and care for the environment.

b. Mission

    a. Implement learning effectively and efficiently

    b. Carry out learning according to the guidance of the progress of the times

    c. Increase deepening and religious experience in everyday life

    d. Organizing independent learning innovations

    e. Fostering the potential of school residents optimally towards the nation's culture

    f. Realizing the preservation of the school environment, free of pollution and environmental damage

4. The infrastructure of SMA Bakti Ponorogo

Table 4.1 the infrastructure of SMA Bakti Ponorogo

STRUKTUR ORGANISASI SEKOLAH
SMA BAKTI PONOROGO

KEPALA SEKOLAH
IKHWANUL ABRORI, M.A

KOMITE SEKOLAH	KETUA TU
Drs Sariyono, M.Pd	Sri Wahyuni, S.E

WAKA KURIKILUM	WAKA KESISWAAN	WAKA HUMAS	WAKA SARPRAS
Eny Sudarningsih, S.Pd	Ima Nurhidayah, S.S	R. Daim Wibowo, S.Pd	R. Daim Wibowo, S.Pd

KEPALA PERPUSTAKAAN	KEPALA LABORATORIUM
Dr. Agung Pramono, M.Pd	Cholis Mahmudah, S.Pd.Si

KOORDINATOR BK	WALI KELAS	GURU-GURU
R. Daim Wibowo, S.Pd		

SISWA SMA BAKTI

Table 4.2 the number of students of SMA BAKTI Ponorogo

KELAS	L	P	JUMLAH
X MIPA	12	13	25
XIPS 1	10	16	26
XIPS 2	10	14	24
XI MIPA	10	13	23
XI IPS	13	8	21
XII MIPA	13	6	19
XII IPS	22	11	33
TOTAL	**90**	**88**	**171**

B. Data Description

The objective of this research is to find out whether or not there is a significant difference achievement in teaching listening between students who are taught using English Podcast Application and who are not taught by using English Podcast Application media at SMA Bakti Ponorogo. the population was used in this research was the Xth graders of SMA Bakti Ponorogo in the academic year of 2021/2022. The researcher took two class as a sample. It consists of 25 students. The Xth IPS class as experimental class and the Xth IPA

There were four meeting in teaching-learning process of experimental class (X^{th} IPS). There was pre-test for the first. Then, there were twice of treatment (first

treatment and second treatment by using English Podcast Application media) and last of meeting class as a control class.

1. **Research Schedule**

was given post-test. Also, in control class (Xth IPA), there were four meeting in teaching-learning process where the first was given pre-test to students. Then, there were twice of treatment (first treatment and second treatment using English Podcast Application media) and last of meeting was given post-test. The schedule of this research can be seen in the table:

Table 4.3 Experimental Class (Xth IPS)

Date	Activity
August, 4th 2021	Pre-test
August, 4th 2021	First treatment
August, 11th 2021	The Second Treatment
August, 20th 2021	Post-test

Table 4.4 Control Class (Xth IPA)

Date	Activity
August, 4th 2021	Pre-test
August, 12th 2021	First Treatment
August, 19th 2021	Second Treatment
August, 20th 2021	Post-test

2. **Research Procedures**

Before conducting treatment, the researcher gave a pre-test to the both of the classes. This activity was aimed to know the students' listening achievement of both classes before the researcher gave treatment. The form of test was listen test. The test focused in descriptive text. After gave a pre-test, the researcher conduct treatment.

In the experimental class, the researcher taught students using English Podcast Application media as follow : First, the researcher divide the students into five group, one group consist five students. Second, the researcher gave the students quiz consist of fill the blank question. Third, the researcher playing the audio from Podcast Application using speaker active. In the control class, the researcher did not give a treatment to the students. Meanwhile, in the control class the researcher taught the students by using lecturing media like normally or teacher old media. The materials of both in the classes were the same, but the different both of classes was a media used in teaching –learning process.

After conducting pre-test treatment, the researcher gave post-test the both of class. The activity was aimed to know the students' listening achievement of podcast after the researcher gave a treatment. The form of quiz and the quiz's focus were same with pre-test.

3. **The Researcher Result of Student's Pre-test Score in Experimental**

The researcher used written quiz to get the data. It was used to analyze students' listening achievement. The student had to filled in the

blank question by choosing the random answers bellowed the question. The table bellow showed the students' listening achievement before the students were taught by using English podcast application media. The scores of the students :

Table 4.5 Result of Student's Pre-test Score in Experimental Class

| No	Name	Pretest	Posttest
1	S	20	60
2	WT	10	60
3	A	10	70
4	NAS	10	30
5	CM	10	70
6	T	20	70
7	NDR	10	100
8	SW	20	60
9	FNA	10	50
10	D	20	10
11	DM	20	20
12	R	10	40
13	W	10	30
14	ID	30	70
15	LRJ	10	40
16	WRS	20	60
17	AS	30	50
18	DASY	10	80
19	DAU	10	40
20	SN	20	40
21	VAS	10	40
22	AP	20	40
23	FGA	20	10
24	RAF	10	30
25	DDF	10	40
TOTAL		380	1200
MEAN		15.2	48

The table 4.5 bellow shows that the higher score of the pre-test of the pre-test of experimental class is 30, while the lowest score of the per-test is 10. The total score of the pretest is 380, with the mean score of the pre-test is 15,2. The highest score of the post test of experimental class 100, while the lowest score post-test is 10. The total score of the post-test is 1200, with the mean score of post-test is 48.

Table 4.6 Frequency Distribution of pre-test in Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10.00	14	56.0	56.0	56.0
	20.00	9	36.0	36.0	92.0
	30.00	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

The table 4.6, it can be showed that there is various score on the students' listening. There were 56% from 14 student gained score 10, 36% from 9 students gained score 20, 8% from student gained score 30. Based on the table 4.6 the histogram showed bellow:

Figures 4.1 Histogram of Pre-test in Experimental Class
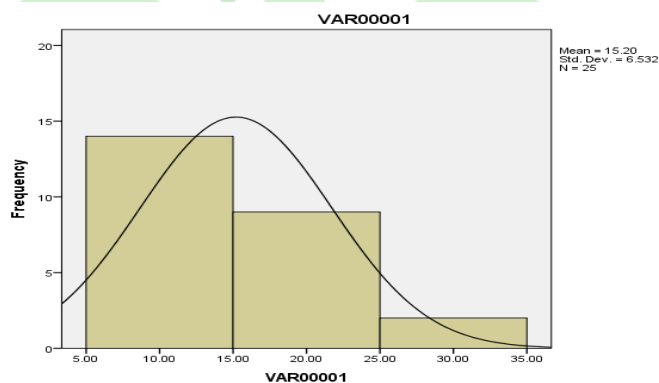
The histogram of table 4.1 showed, that started M = 15.20 and SD=6.532 to determine the category for students' listening achievement was good, medium or low, the researcher grouped by using standard as follows:

a. Pre-test score less than M – 1.SD (15.20-6.532 = 9) for category low

b. Pre-test score between M -1 SD (15.20 -6,532 = 9) to M -1.SD (15.20+ 6.532 = 21.732) from category medium.

c. Pre-test more than M=1,SD (15.20 =6.532 = 21.732) for category good.

The result has showed the categorized are the pre-test score which is less than 9 is categorized low, the pre-test score which is between 9 to 21.732 is categorized medium, the pre-test score which is more 21.732 is categorized good.

Table 4.7 Frequency Distribution of Post-test in Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10.00	2	8.0	8.0	8.0
	20.00	1	4.0	4.0	12.0
	30.00	4	16.0	16.0	28.0
	40.00	6	24.0	24.0	52.0
	50.00	2	8.0	8.0	60.0
	60.00	4	16.0	16.0	76.0
	70.00	4	16.0	16.0	92.0
	80.00	1	4.0	4.0	96.0
	100.00	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

Table 4.7 we can see there is the various score of students'
listening. There is 8% from 2 students gained score 10, 4% from 1
students gained score 20, 16% from students 4 gained 30, 24% from 6
students gained score 40, 8% from 2 students gained score 50, 16% from
4 students gained score 60, 16% from 4 students gained score 70.

Based on table 4.7, the histogram can be realized like below.

Figure 4.2 Histogram for Post-test in Experimental Class
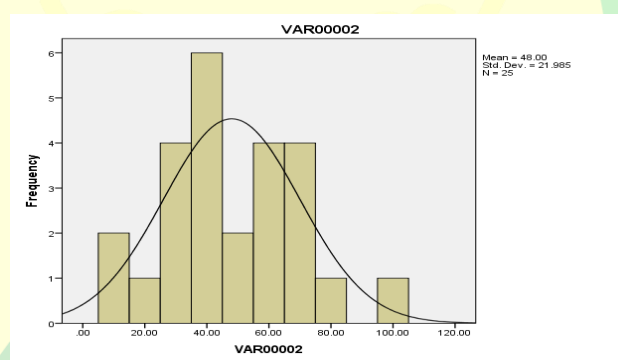
Histogram 4.2, it can be start M= 48.00 and SD =21.985 to
determine category of students' listening was good, medium or low, the
researcher made BY a group using the standard as follow :

a. Less than M-1.SD (48.00-21.985 = 26.015) for category low

b. Between M-1 SD (48.00 – 21.985 = 26.015) to M + 1.SD (48.00 +
   26.015 = 50.985) for category medium.

c. More than M + 1.SD (48.00 +21.985 = 50.985) for category good.

Based on result, can be showed the category of the score which is
less than 21.105 is categorized low, while a score of post-test which is
between 21,015 to 50.985 is categorized medium, the post-test score which
is more 50.985 is categorized good.

4. The Result of Students' Post-test Score in Control Class

The table bellow showed the students listening achievement after the students were taught by using English podcast application media. The scores of the students bellow:

Table 4.8 The Students' Score of Control Class

No	Name	Pretest	Postest
1	S	20	60
2	WT	10	70
3	A	20	70
4	NAS	10	30
5	CM	10	70
6	T	10	70
7	NDR	10	100
8	SW	10	60
9	FNA	10	50
10	D	20	10
11	DM	10	20
12	R	20	40
13	W	10	90
14	ID	20	70
15	LRJ	10	40
16	WRS	20	60
17	AS	10	50
18	DASY	30	80
19	DAU	20	50
20	SN	20	40
21	VAS	30	40
22	AP	10	40
23	FGA	10	50
24	RAF	20	30
25	DDF	30	30
TOTAL		400	1370
MEAN		16	54.8

The table 4.8 above, the higher pre-test score of the control class is 30, while the lowest pre-test score is 10. While the high of post-test score the control class

was 100, and the lowest post-test score of control class is 10. Then, the mean score of pre-test is 16, and the post-test was 54.8.

Table 4.9 Frequency Distribution of Pre-test in Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10.00	13	52.0	52.0	52.0
	20.00	9	36.0	36.0	88.0
	30.00	3	12.0	12.0	100.0
	Total	25	100.0	100.0	

Table 4.9 we can see there is the various score of students' listening where there were 52% from 13 students got pre-test score 10, 36% from 9 students got pre-test score 20, 12% from students 4 got pre-test score 30, Based on table 4.9, the histogram can be realized like below.

Figure 4.3 Histogram for Post-test in Control Class
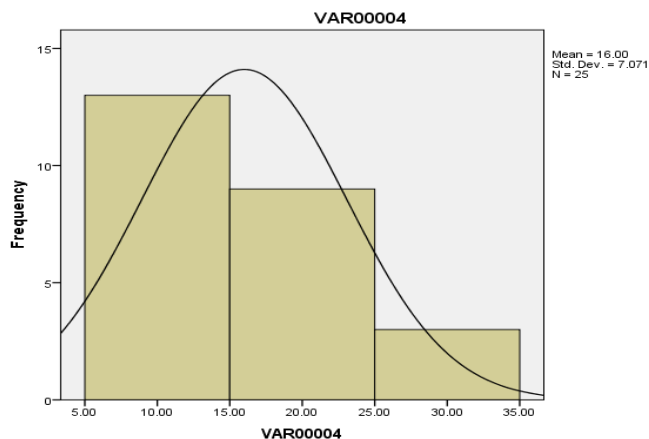
Histogram 4.3, it can be start M= 16.00 and SD = 7.071 to determine category of students' listening was good, medium or low, the researcher made BY a group using the standard as follow :

a. Less than M-1.SD (16.00 – 7.071 = 8.929) for category low

b. Between M-1 SD (16.00 – 7.071 = 8.929) to M + 1.SD (16.00 + 7.071 = 23.071) for category medium.

c. More than M + 1.SD (16.00 + 7.071 = 23.071) for category good.

Based on result, can be showed the category of the score which is less than 8.929 is categorized low, while a score of post-test which is between 8.929 to 23.071 is categorized medium, the post-test score which is more 23.071 is categorized good.

The 4.10 Frequency Distribution Post-test of Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	1	4.0	4.0	4.0
	10.00	1	4.0	4.0	8.0
	20.00	1	4.0	4.0	12.0
	30.00	2	8.0	8.0	20.0
	40.00	4	16.0	16.0	36.0
	50.00	3	12.0	12.0	48.0
	60.00	3	12.0	12.0	60.0
	70.00	7	28.0	28.0	88.0
	80.00	1	4.0	4.0	92.0
	90.00	1	4.0	4.0	96.0
	100.00	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

PONOROGO

In table 4.10, that there is a various score of students' listening were 1 students got to score 10 there were 8 %, 4% from 1 students got 1, 8% from 2 students got to score 30,   16% from 4 students the score 50,   12% from 3 students got to score 60, 28% from 7   students got to score 70,   4% from 1 students got to score 90, 4% from 1 students the score 100.

Based on the table 4.10 , the histogram can be realized like below.
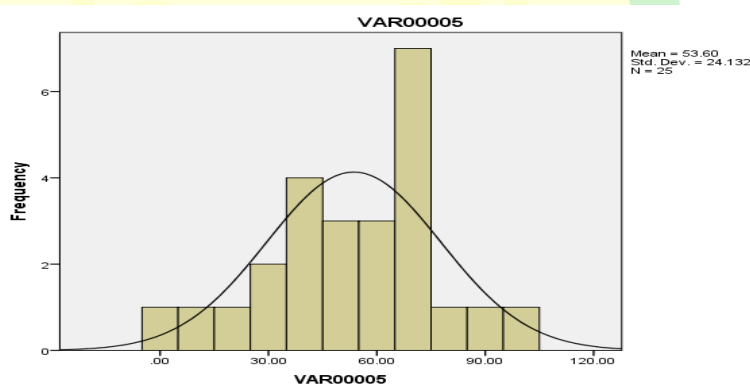
From table 4.4 Histogram Post-text in Control Class

Histogram 4.4, it can start M = 53.60 and SD = 24.132 to determine category of students' listening was good, medium or low, the researcher made a group score using the standard as follow.

1) Less than M -1.SD (53.60 -24.132= 29. 468) for category

2) Between M – 1.SD (53.60 – 24.132 = 29.468) to M + 1.SD (53.60 + 24.132 = 77.732) for category medium.

3) More than M + 1.SD (53.60 + 24.132 = 77.732) for category good.

Based on the result, can be showed the category of the score which is less than 29.648 is categorized low, while a score of post-test   which as

between 29.468 to 77.732 is categorized medium, the post-test score which is more 77.732 is categorized good.

C. Data Analysis

1. The Result of Assumption Test

The normality test was used to see whether or not the distribution of responses to the instrument is normal. In this research, the formula used to test the normality of the data was Kolomogrov-Smirnov test because the sample was < 30 students for each class. Theoretically, if the value of p is greater than 0,05 the data is normal. If it is bellow 0,05, the data significantly deviate from normal distribution.

The researcher used the Colomogrov-Smirnov formula and the calculation by using SPSS for windows. The result of the calculation as follows :

1) Normality Test of Experimental Class

Table 4.11 Normality Test Experimental Class

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		25
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	2,00831950
Most Extreme Differences	Absolute	,091
	Positive	,088
	Negative	-,091
Kolmogorov-Smirnov Z		,454
Asymp. Sig. (2-tailed)		,986
a. Test distribution is Normal.		
b. Calculated from data.		

Based on the calculated SPSS 26 version, table 4.11 has shown the score of significance (2-tailed) was 0,986. That can be concluded that data of this research was normal because the score was higher than 0,05 (0,986>0,05).

2.   Control Class Normality Testing

Table 4.12 Control Normality Testing

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		25
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	2,00831950
Most Extreme Differences	Absolute	,091
	Positive	,088
	Negative	-,091
Kolmogorov-Smirnov Z		,454
Asymp. Sig. (2-tailed)		,092
a. Test distribution is Normal.		
b. Calculated from data.		

From the calculated SPSS 26 versions, the table has shown that the score significance (2-tailed) was 0,092. It can be concluded that data of this research was normal because the score showed higher than 0,05 (0,092>0,05).

2. **Homogeneity test**

A homogeneity test is used to know whether a test is homogeneous or not. Homogeneity can be used to know the similarity of the population. The researcher used SPSS 26 versions for the windows program for calculating homogeneity as follow.

Table 4.13 The Result of Homogeneity

Test of Homogeneity of Variances			
Levene Statistic	df1	df2	Sig.
.175	1	48	.677

As we know the result of homogeneity test table 4.13 , we can be seen that score of output significance was 0,677. It means that the value significance showed higher that a (0,677>0,05). That can be concluded the data was homogen.

3. Testing hypothesis

The researcher using SPSS 26 versions program for calculating the hypothesis. The data should have normality and homogeneity before calculating t-test. This is the result for calculating bellow :

Table 4.14 Mean Score of Experimental and Control Class

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
ResultofStudy	Experimental	25	48.0000	21.98484	4.39697
	Control	25	54.8000	22.00757	4.40151

From the table above, the data showed that the total of experimental class and control class were 25 students. The mean of experimental class was 48.00, while the mean of control class was 54.80. thus, it can concluded that there differences in the mean of post-test of students between experimental and control class. However, to prove whether the difference was significant or not, we need to interpret the following output of " Independent Sample Test".

Table 4.15 Calculation of T-Test Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
Independent Samples Test										
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
VAR0 0002	Equal variances assumed	.076	.784	5.850	48	.000	16.00000	2.73496	10.50100	21.49900
	Equal variances not assumed			5.850	46.375	.000	16.00000	2.73496	10.49602	21.50398

Appoint to the table above , it is obtained that the value of the t_o is 5.850 with the degrees of freedom (df) is 48. The writer used the degree of significance of . in the table of significance, it can be seen that the degree of freedom (df) is5%. In the table of significance of 5% is 2.000. if it is compared with the value of degree significance of 5%, the result is 2.000<5.850, it means that there is a significant difference on students' listening achievement before and after being taught by using English Podcast Application media. H_o was rejected and H_a was acceptable.

Ho : There is no significant score on students listening achievement who are taught by using English podcast application media in teaching listening skill.

Ha : There is a significant score on students listening achievement who are taught by using English podcast application media in teaching listening skill.

A. Discussion and Interpretation

The researcher has given a pre-test on 4th august 2021 for the experimental class and on 11th august 2021 for the control class. For taking data the researcher gave a quiz, that was of fill the blank quiz. The researcher also has given treatment 4th august 2021 and on 11th august 2021 by using English podcast application for the experimental class. After the students listened the audio from English podcast application, they have to listen carefully and try to answering the quiz. Then, on 19th august 2021 a post-test has given in control class by the researcher. On 20th august 2021 the researcher gave a post-test a experimental class. Pre-test, post-test, and treatment were given by online and offline class both of experimental and control class.

So, the researcher has answered the hypothesis that English podcast application is effective for teaching listening at Xth grade of social and science class SMA Bakti Ponorogo in academic year 2021. In this interpretation, the researcher compared of the result the data t-test with t-table. If t-test higher then t-table, it means Ho is rejected and Ha is accepted. It can be seen in the table 4,15 above, the table showed that there is a difference coefficient of students taught by English podcast application media.

There is to hypothesis of this research :

Ho : There is significant score on students' listening achievement who are taught by using English podcast application media in teaching listening skill at Xth grade of social and science class SMA Bakti Ponorogo in academic year 2021/2022.

Ha : There is a significant score on students listening achievement who are taught by using English podcast application media in teaching listening skill at Xth grade of social and science class SMA Bakti Ponorogo in academic year 2021/2022.

From the calculation above, the result of this research shows that t-test was 5.850 and t-table of df 48 = 2.000. that means value of output t-test showed that was higher than t-table (5.850 > 2.000). So, the conclusion was " Ho was rejected and Ha was accepted". So the result was "there was a significant difference between the students who are taught by using English podcast application media and who are not taught by using English podcast application media".
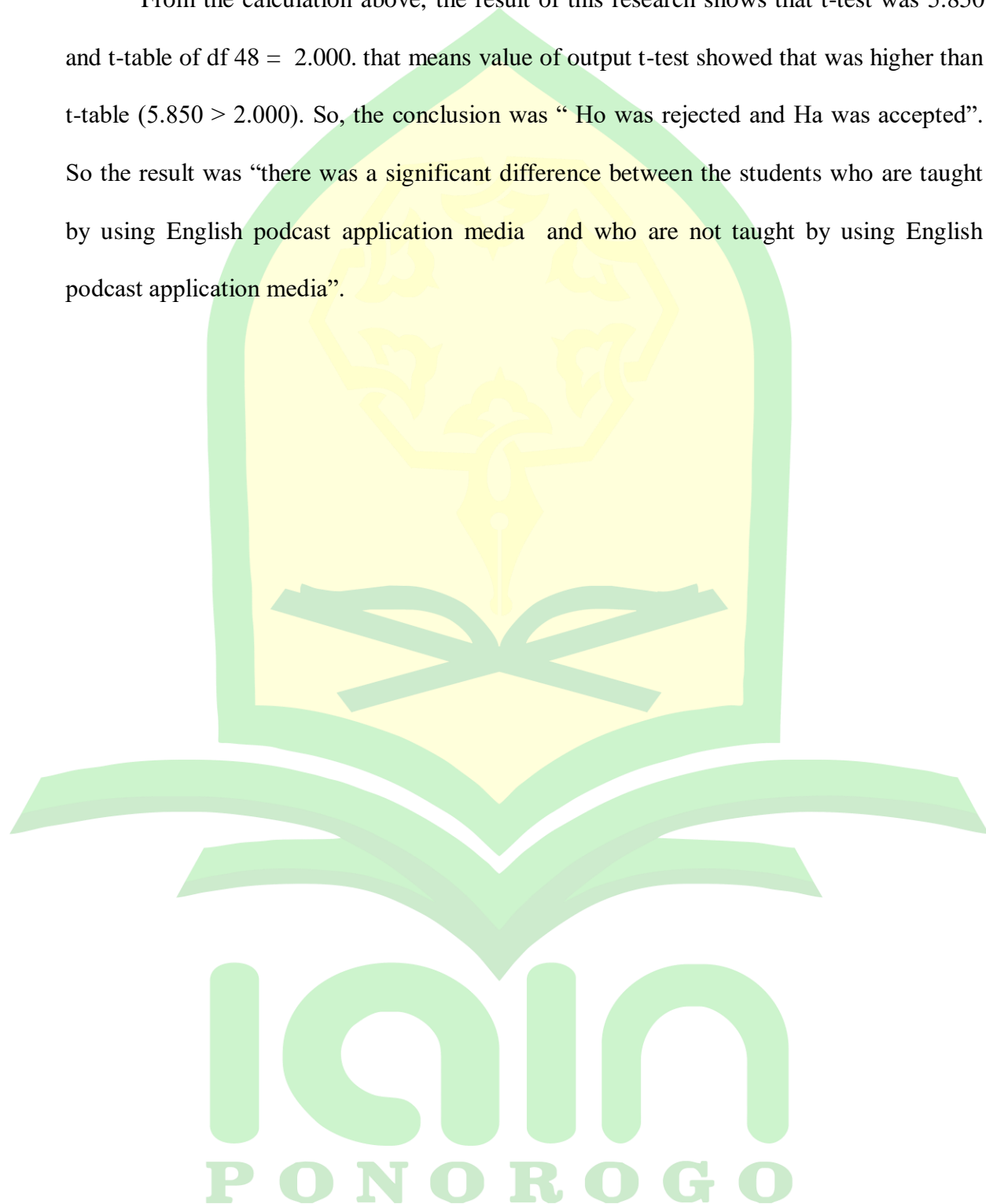
CHAPTER V

CLOSING

This chapter discusses the conclusion and recommendations of the research.

A. Conclusion

This study has investigated the effectiveness of English Podcast Application technique in teaching listening skill at the Xth graders of SMA Bakti Ponorogo. based on data analysis of the finding gained from the students' listening achievement in experimental and control class, it concluded that the contribution of English Podcast Application in teaching listening skill is significant on students' listening achievement. The researcher conclude that there is a significant different achievement in teaching listening between students who are taught using English Podcast Application technique and who are not taught by using English Podcast Application technique. It is confirmed that English Podcast Application is an effective technique to improve students achievement in listening skill, because that podcast make it easier for students to practice listening while also helping to improve their speaking skill. The index of t_o is 5.850, it is higher than the index of t_t (2000) at the level of significant 5%.

B. Recommedation

Based on the discussion and the conclusion of the study, the researcher noted on recommendation for the teachers, the students and the other researcher to enhance listening skill when teach English as follows;

1. For the Teacher

   The teacher should be creative in using interesting application in the teaching learning process. Besides, English Podcast Application can be used as an alternative application in teaching listening.

2. For the Students

   The students should have more practice using English Podcast Application media when they listen English to increase their ability in listening.

3. For the other Researcher

   The researcher hopes the result if this study can be used as reference or basic information to conduct further investigation and improving the knowledge in the English teaching learning process. And also the researcher hope that the result of this researcher can give advantages to the reader, students, and the researcher herself. Then the future researchers felt better results.
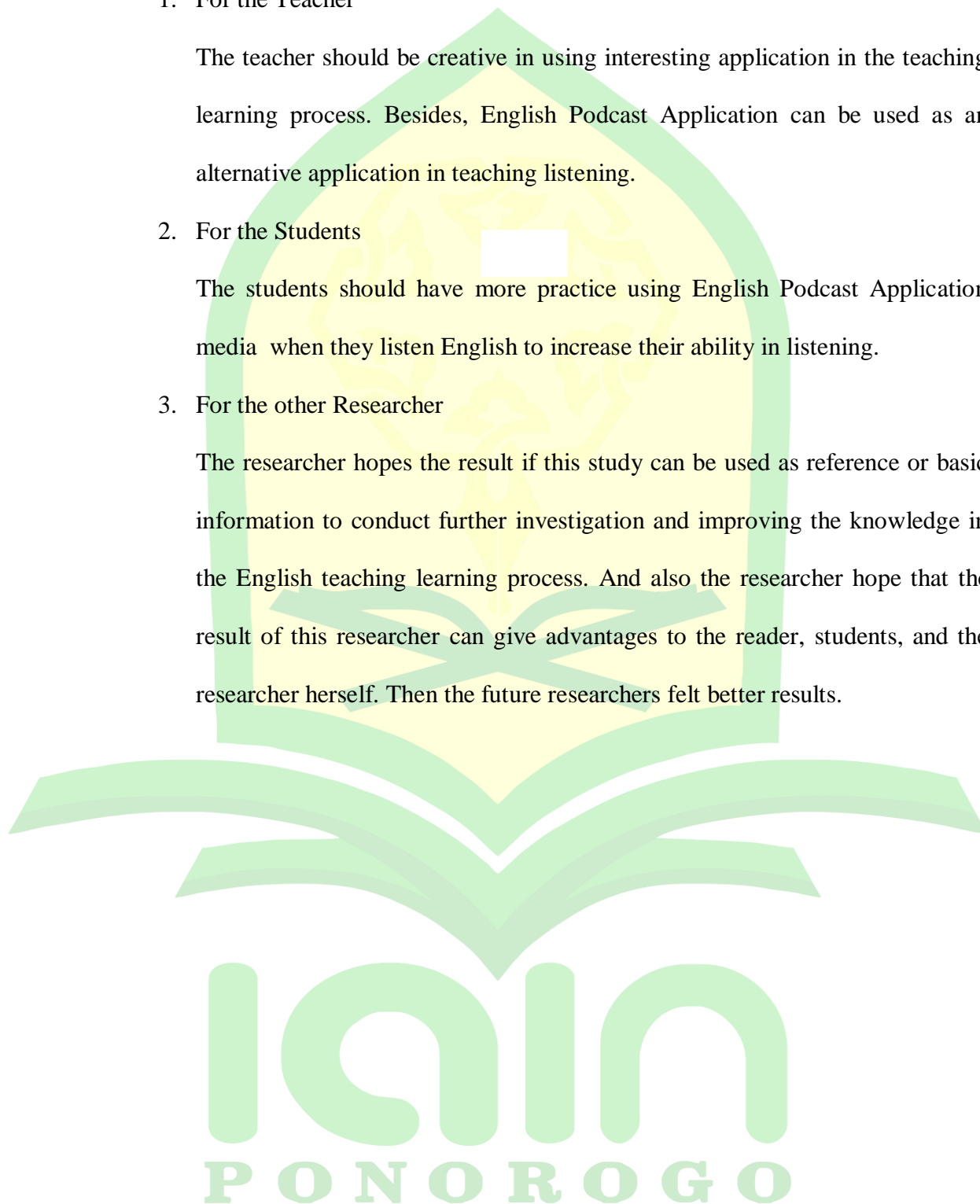
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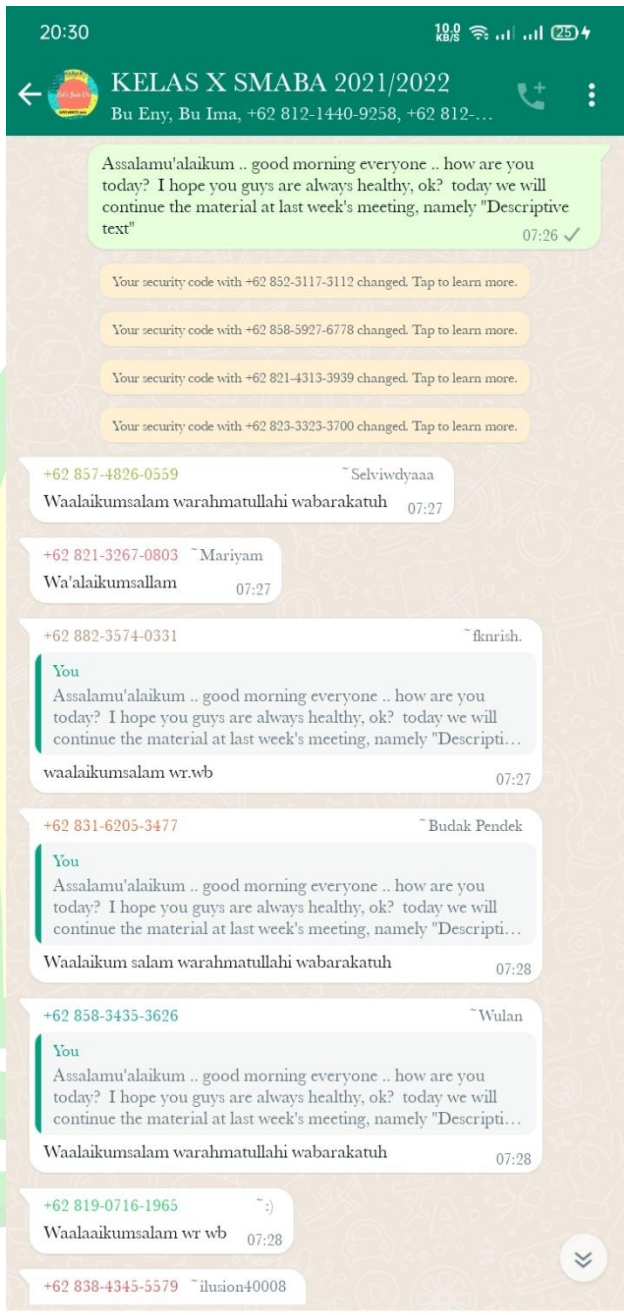Widyaningrum, Retno. *Statistika.* Yogyakarta, 2015.
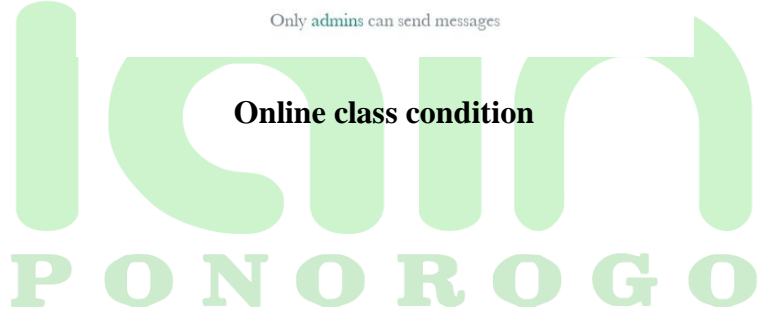
APPENDIX

APPENDIX 1 : DOCUMENTATION

Giving an explanation

Giving a quiz

Online class condition

Online Class Condition

09:52

Killing time
23 Nov 2017, 8:36 AM · Download: 282

Neil's turned up late so Helen smashes up a clock. Why? Neil and Helen discuss a useful expression for when you have spare time you need to waste.

f Like

| DIALOG | VOCABULARY | HIGHEST SCORES | COMMENTS |

Neil
Hello and welcome to The English We Speak from BBC Learning English. I'm Neil and with me today is Helen (crashing noises). Um, Helen what are you doing?

Helen
Oh I'm just stamping on this clock.

Neil
Yes, I can see that you are really... destroying that clock. My question is... why?

Helen
Well, don't you remember you told me that you were going to be a little late for the recording session?

Neil
Yes, I had to delay things by an hour.

Helen
And I asked you what I should do while I was waiting.

Neil
Yes that's right.

Helen
And you told me that I should just kill time. So that's what I'm doing... killing time.

Neil
Well I did tell you to kill time, but I didn't mean destroy a clock. In English, when you say you are 'killing time', it means you are doing something that isn't really important just to occupy yourself before the start of your next plan or arrangement.

Helen
Yeah, that's right. Killing time has nothing to do with violence towards clocks. It's an expression which means to do something which isn't really important just to keep you occupied until the start of your next plan or arrangement. Here are some examples.

Examples:

The Podcast Application

NAMA = Rizy Amanda P
Kelas = Y MIPA

7

Post test

KILLING TIME

Neil turned up late so Helen smashes up a clock. Why ? Neil and Helen discuss a useful expression for when you have spare time you need to waste.

DIRECTION

Fill the blank sentence with the suitable words bellow

Neil : Hello and welcome to The English We Speak from BCC Learning English. I'm Neil and with me today is Helen (crashing noises). Um, Helen what are you doing ?

Helen : Oh I'm just (1)____ on this clock.

Neil : Yes, I can see that you are really.. destroying that clock. My question is.. why ?

Helen : Well, don't you (2)____ you told me that you were going to be a little late for the (3)____ session ?

Neil : Yes, I had to(4)____ things by an hour.

Helen : And I asked you what I should do while I was waiting.

Neil : Yes, that's right.

Helen : And you told me that I (5)____ just kill time. So that's what I'm doing… killing time.

Neil : Well I did tell you to kill time, but I didn't mean(6)____ a clock. In English, when you say you are 'killing time', it means you are doing something that isn't really important just to (7)____ yourself before the start of your next plan or (8)____ .

Helen : Yeah, that's right, killing time has nothing to do with violence (9)____ clocks. It's an expression which means to do something which isn't really important just to keep you occupied until the start of your next plan or arrangement. Here are some examples.

Example :

I turned up an hour early for my flight so I just looked at the duty free to kill some time.

I had an hour between work and meeting my friends so I killed time in a department store.

I always arrive hours early for job interviews. I'd rather have to kill time than deal with the stress of being of late !

Neil : So Helen, you can stop(10) _____ up that poor clock now.

Helen : But you know what ? I'm quite enjoying it.

Neil : It looks like you are enjoying it… and it looks quite fun. Do you mind if I...

Helen : Not at all.. join me. (smashing)

Neil : Actually, this is the most fun I've ever had killing time!

Helen : Me too ! join us again soon for The English We Speak.

Neil : Bye (smash)

(a) Smashing (b) towards (c) occupy (d) arrangement (e) destroy (f) stamping (g) remember (h) delay (i) should (j) recording

Student Answer Sheet

APPENDIX 2 : LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA Bakti Ponorogo

Kelas/semester : Xth / I

Mata Pelajaran : Bahasa Inggris

Materi : Descriptive Text

Alokasi waktu : 2 ^{x} 45 menit

A. Tujuan Pembelajaran
Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat :
- Siswa dapat memahami definisi tentang descriotive teks.
- Siswa dapat menjawab sebuah soal yang terdiri dari teks rumpang tentang descriptive teks.
- Siswa dapat mengetahui kosa kata baru yang diperoleh dari teks tersebut.
- Siswa dapat menangkap informasi yang spesifik dari teks tersebut.

B. Langkah-langkahPembelajaran

NO.	Kegiatan	Deskripsi	Waktu
1.	Pendahuluan	- Melalui whatsapp group guru member salam, memotivasi peserta didik untuk belajar dengan tetap stay at home dan mengecek presentasi sisiwa - Peserta didik diminta berdo'a mandiri untuk memulai pembelajaran. - Guru memberikam penjelasan terkait materi pendapat dan pikiran dan tujuan pembelajaran yang hendak dicapai.	15 menit
2.	KegiatanInti	**Mengamati** - Guru mengirimkan materi pembelajaran dalam bentuk video pembelajaran, gambar/ slide/ modul kepada peserta didik mengenai descriptive teks di aplikasi Google Classroom/ Whatsapp group yang berkaitan dengan materi. Peserta didik mempelajari materi yang dikirimkan oleh guru. - Peseta didik mempelajari materi yang diberikan oleh guru dan di beri kesempatan untuk berdiskusi, Tanya	60 menit

| | | jawab mengenai hal hal yang belum dipahami.
- Peserta didik diperkenankan untuk menambah referensi dengan buku teks, Koran atau sumber yang relevan lain dari internet.
- Siswa dapat memperhatikan dan mencatat kosa kata - kosa kata baru yang terdapat dalam descriptive teks tersebut.

Menanya
- Dengan bimbingan guru, peserta didik menanyakan kosa kata - kosa kata baru yang belum diketahui maknanya.

Mengumpulkan Informasi
- Peserta didik mengumpulkan informasi spesifik yang di dapat dari membaca descriptive teks yang telah dikirimkan guru.

Menalar / Mengasosiasi
- Siswa membaca descriptive teks tersebut agar mendapatkan informasi yang lebih spesifik.
- Siswa mengetahui makna dari kosa kata - kosa kata baru yang telah diterjemahkan bersama-sama dengan guru.

Mengkomunikasikan
- Siswa dapat melengkapi bagian-bagian yang kosong dari teks rumpang yang diberikanoleh guru. | |
| 3. | Penutup | - Guru memberikan feedback.
- Guru memberikan refleksi kepada siswa.
- Guru dan siswa sama – sama membuat kesimpulan.
- Guru akan memberitahu materi yang akan dipelajari pada pertemuan selanjutnya.
- Guru menutup kegiatan dengan mengucapkan salam dan doa. | 15 Menit |

C. Media, Alat dan Sumber Pembalajaran

    a. Media : Mobile Phone
    b. Sumber Pembelajaran : Video pembelajaran dan link youtube terkait materi yang disampaikan.

D. Penilaian
    a. Penilaian Afektif

Lembar penilaian : pendidikan budaya dan karakter

No.	Nama	Skor Pendidikan Karakter dengan Rentang 1-4				Jumlah	Predikat
		Religius	Komukatif	Tanggungjawab	Aktif		
1							
2							
3							
4							
5							
6							

KriteriaPenelitian : JumlahSkor	Predikat
17-20	A
13-16	B
9-12	C
1-8	D

Keterangan :
1. Skor 4 apabila 4 unsur predikat terpenuhi.
2. Skor 3 apabila 3 unsur predikat terpenuhi.
3. Skor 2 apabila 2 unsur predikat terpenuhi.
4. Skor 1 apabila 1 unsur predikat terpenuhi.

Mengetahui,   Ponorogo, 13 juli 2021

Kepala SMA BaktiPonorogo   Guru Mata Pelajaran

IKHWANUL ABRORI, MA   KHAMIM MUFIDAH

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA Bakti Ponorogo

Kelas/semester : X^{th} / I

Mata Pelajaran : Bahasa Inggris

Materi : Description Text Using Podcast App : Killing Time

Alokasi waktu : 2 ^{x} 45 menit

E. Tujuan Pembelajaran
Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat :
- Siswa dapat memahami description text dalam English podcast application.
- Siswa dapat melengkapi teks rumpang yang diberikan oleh guru berbentuk audio tentang description text
- Siswa dapat mengetahui kosa kata baru yang diperoleh dari mendengarkan aplikasi podcast tersebut.
- Siswa dapat menangkap informasi yang spesifik dari description text tersebut.

F. Langkah-langkah Pembelajaran

NO.	Kegiatan	Deskripsi	waktu
1.	Pendahuluan	- Melalui aplikasi whatsapp guru memberi instruksi kepada siswa untuk berdoa. - Guru mengecek kehadiran siswa. - Guru menanyakan materi yang sudah dipelajari pada pertemuan sebelumnya. - Guru memberikan gambaran singkat mengenai materi yang akan dipelajari. - Guru menyampaikan tujuan pembelajaran.	15 menit
2.	Kegiatan Inti	**Mengamati** - Guru mengirim materi berupa video pembelajaran, gambar/ slide, atau link dari youtube yang berkaitan dengan materi. Peserta didik mempelajari matrei yang dikirimkan guru.. - Guru meminta siswa untuk mendengarkan sebuah audio percakapan dalam English podcast application yang dikirim lewat whatsapp group.	60 menit

| | | - Siswa dapat memperhatikan dan mencatat kosa kata- kosa kata baru yang terdapat dalam audio tersebut.

Menanya
- Dengan bimbingan guru, siswa menanyakan kosa kata-kosa kata baru yang belum diketahui maknanya.

Mengumpulkan Informasi
- Siswa diarahkan untuk mengumpulkan informasi spesifik yang di dapat dari mendengarkan audio description text yang telah dikirimkan oleh guru..

Menalar / Mengasosiasi
- Siswa mendengarkan audio description text dalam podcast tersebut agar mendapatkan informasi yang lebih spesifik.
- Siswa mengetahui makna dari kosa kata-kosa kata baru yang telah diterjemahkan bersama-sama dengan guru.

Mengkomunikasikan
- Siswa dapat melengkapi bagian-bagian yang kosong dari teks rumpang yang diberikan oleh guru. | |
| 3. | Penutup | - Guru memberikan feedback.
- Guru memberikan refleksi kepada siswa.
- Guru dan siswa sama-sama membuat kesimpulan.
- Guru akan memberitahu materi yang akan dipelajari pada pertemuan selanjutnya.
- Guru menutup kegiatan dengan mengucapkan salam dan doa. | 16 menit |

G. Media, Alat dan Sumber Pembalajaran

    c. Media : Mobile Phone
    d. Sumber Pembelajaran : English Podcast Application.

H. Penilaian

    b. Penilaian Afektif

Lembar penilaian : pendidikan budaya dan karakter

No.	Nama	Skor Pendidikan Karakter dengan Rentang 1-4				Jumlah	Predikat
		Religius	Komukatif	Tanggungjawab	Aktif		
1							
2							
3							
4							
5							
6							

Kriteria Penelitian : Jumlah Skor	Predikat
17-20	A
13-16	B
9-12	C
1-8	D

Keterangan :
5. Skor 4 apabila 4 unsure predikat terpenuhi.
6. Skor 3 apabila 3 unsur predikat terpenuhi.
7. Skor 2 apabila 2 unsur predikat terpenuhi.
8. Skor 1 apabila 1 unsur predikat terpenuhi.

Mengetahui,   Ponorogo, 31 Agustus 2021

Kepala SMA Bakti Ponorogo   Guru Mata Pelajaran

IKHWANUL ABRORI, MA   KHAMIM MUFIDAH

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : SMA Bakti Ponorogo

Kelas/semester   : X^{th} / I

Mata Pelajaran   : Bahasa Inggris

Materi   : Description Text Using Podcast App : Killing Time

Alokasi waktu   : 2 ^{x} 45 menit

I. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat :

- Siswa dapat memahami description text dalam English podcast application.
- Siswa dapat melengkapi teks rumpang yang diberikan oleh guru berbentuk audio tentang description text
- Siswa dapat mengetahui kosa kata baru yang diperoleh dari mendengarkan aplikasi podcast tersebut.
- Siswa dapat menangkap informasi yang spesifik dari description text tersebut.

J. Langkah-langkah Pembelajaran

NO.	Kegiatan	Deskripsi	waktu
1.	Pendahuluan	- Melalui aplikasi whatsapp guru memberi instruksi kepada siswa untuk berdoa. - Guru mengecek kehadiran siswa. - Guru menanyakan materi yang sudah dipelajari pada pertemuan sebelumnya. - Guru memberikan gambaran singkat mengenai materi yang akan dipelajari. - Guru menyampaikan tujuan pembelajaran.	15 menit
2.	Kegiatan Inti	**Mengamati** - Guru mengirim materi berupa video pembelajaran, gambar/ slide, atau link dari youtube yang berkaitan dengan materi. Peserta didik mempelajari matrei yang dikirimkan guru.. - Guru meminta siswa untuk mendengarkan sebuah audio percakapan dalam English podcast application yang dikirim lewat whatsapp group.	60 menit

		- Siswa dapat memperhatikan dan mencatat kosa kata- kosa kata baru yang terdapat dalam audio tersebut. **Menanya** - Dengan bimbingan guru, siswa menanyakan kosa kata-kosa kata baru yang belum diketahui maknanya. **Mengumpulkan Informasi** - Siswa diarahkan untuk mengumpulkan informasi spesifik yang di dapat dari mendengarkan audio description text yang telah dikirimkan oleh guru.. **Menalar / Mengasosiasi** - Siswa mendengarkan audio description text dalam podcast tersebut agar mendapatkan informasi yang lebih spesifik. - Siswa mengetahui makna dari kosa kata-kosa kata baru yang telah diterjemahkan bersama-sama dengan guru. **Mengkomunikasikan** - Siswa dapat melengkapi bagian-bagian yang kosong dari teks rumpang yang diberikan oleh guru.	
3.	Penutup	- Guru memberikan feedback. - Guru memberikan refleksi kepada siswa. - Guru dan siswa sama-sama membuat kesimpulan. - Guru akan memberitahu materi yang akan dipelajari pada pertemuan selanjutnya. - Guru menutup kegiatan dengan mengucapkan salam dan doa.	17 menit

K. Media, Alat dan Sumber Pembalajaran

    e. Media : Mobile Phone

    f. Sumber Pembelajaran : English Podcast Application.

L. Penilaian

    c. Penilaian Afektif

Lembar penilaian : pendidikan budaya dan karakter

No.	Nama	Skor Pendidikan Karakter dengan Rentang 1-4				Jumlah	Predikat
		Religius	Komukatif	Tanggungjawab	Aktif		
1							
2							
3							
4							
5							
6							

Kriteria Penelitian : Jumlah Skor	Predikat
17-20	A
13-16	B
9-12	C
1-8	D

Keterangan :

9. Skor 4 apabila 4 unsure predikat terpenuhi.

10. Skor 3 apabila 3 unsur predikat terpenuhi.

11. Skor 2 apabila 2 unsur predikat terpenuhi.

12. Skor 1 apabila 1 unsur predikat terpenuhi.

Mengetahui,   Ponorogo, 31 Agustus 2021

Kepala SMA Bakti Ponorogo   Guru Mata Pelajaran

IKHWANUL ABRORI, MA   KHAMIM MUFIDAH

CURRICULUM VITAE

Khamim Mufidah is the name that was given by her parents when she was born on December, 14th 1997 in Ngawi. She is the one daughter of Mr. Suwadudding and Mrs.Tarmiatun. She is 23 years old when conducting this research. In 2009, she was graduated from SDN 3 Majasem. Then, she studied in Islamic junior high school at MTS Al-Hidayah Kendal and graduated in 2013. After graduated from Islamic junior high school, she continued her study in PP. Syafaatul Ulum. Then, she was registered as an S1 student of English Education Department at State Institute for Islamic Studies (IAIN) of Ponorogo on 2017-2021. Many things she has gotten in the classroom and she hoped get job soon after graduated from the institute.