THE EFFECT OF PODCAST MEDIA ON LISTENING ACHIEVEMENT FOR THE EIGHT GRADE STUDENTS OF SMPN 2 JETIS PONOROGO

THESIS

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2018

ABSTRACT

Lailiyah, Ma'rifatul. 2018. *The Effect of Podcast Media on Listening Achievement for the Eight Grade Students of SMPN 2 Jetis Ponorogo.* Thesis, English Education Department, Tarbiyah and Teachers Training Faculty. The State Institute of Islamic Studies Ponorogo, Advisor Pryla Rochmawati, M.Pd.

Key Words: Podcast media, Audio Visual Media, Listening Achievement.

Listening is considered essential skill since, it is an activity that more than merely hearing word. Listening is the ability to identify and understand what others are saying. The teachers should apply appropriate technique. One of those techniques is Podcast media, podcast are fun and cheap. It is fun to practice listening from native speakers at any place students prefer. Students do not have to be in the language laboratory which sometimes brings boredom. It is also cheap because we can download podcast for free than buying a CD of listening practice consisting limited number of tracks.

The objective of this research is to find out the significant difference score in listening achievement for students who are taught by using podcast media and who aren't taught by using podcast media in the eighth grade students of SMPN 2 Jetis Ponorogo.

This research applied quantitative approach and used the quasi-experimental research design. It assigned two classes, the experimental class was taught by podcast media technique and control class was taught by audio visual media technique. The population was the eighth grade students of SMPN 2 Jetis Ponorogo which consist of 88 students. The sample was 44 students (22 students of experimental class and also 22 students of control class) by using cluster random sampling was gathered through test and documentation. Then , it was analyzed and processed by using statistic data calculation of t-test formula.

From the result of the calculation of t test is 2.405, its consulted to the critical value of t table with significance 5% and the degree of freedom, the t table is 2.02. because the value of t test (2.405) is higher than the value of t table(2.02), so the Null hypothesis (H_0) stated in chapter of this research is rejected. It means that the using of podcast in listening skill is better than using an audio visual media at the eighth grade students of SMPN 2 Jetis Ponorogo.

Based on the explanation above, it can be said that there is significant difference on students' listening achievement taught by podcast media techique. In other word, podcast media technique is effective to students' listening achievement in the eighth grade students of SMPN 2 Jetis Ponorogo in Academic Year 2017/2018.

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Date	:	December, 13th 2018

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CHAPTER I

INTRODUCTION

A. Background of The Study

The world's most widely used language is English which has over 1,8 billion users world wide. Almost all international conferences and competition held in English language such us Olympiad or Miss Universe Contest. Diplomat and politician from different countries use English to communicate each other. English is not frequently learned as a tool for understanding and teaching US or British cultural values. Instead, English has become international communication in transportation, commerce, banking tourism, technology, diplomacy, and scientific research.[1]

The Ministry of education has decided that English is taught as a foreign language in Indonesian schools, especially at secondary levels. Generally, the ultimate goal of teaching English is to help students be able to communicate in English fluently and acceptability. To cope with the objectives above, the English teachers have to present all language skills, namely are listening, speaking, reading and writing integratively.[2] All of the

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[1] Douglas H Brown, *Teaching by principles An Interactive Approach to Language Pedagogy* (San Fransisco State University, 2001), 118

[2] Jerry G.Gebhard, *Teaching English as a Foreign or Second Language: A Teacher Self-Development and Methodology Guide* (The University of Michigan Press,1983), 208.

language skills must be presented effectively to achieve the whole understanding of English.

Developed English ability is important. The one of ways to develop is through teaching learning process. Teaching and learning process that is oriented for achieving certain student's competences should pay attention to the student need. Teaching and learning process help someone understand English well and have ability to use English. The aspect must be understood and developed in English skill as listening, speaking, reading, and writing.

InEnglish language teaching, listening is considered essential skill since, it isan activity that more than merely hearing word. David Nunanstates that listening is an active, purposeful process of making sense of what we hear.[3] In sum, listeningis the ability to identify and understand what others are saying.Moreover, in listening process need some media to support the teaching activities. According to Richards and Schmidt, the medium is the means by which a message is conveyed from one person to another.[4] It is a tool to help students understand in learning. By using media, a student can feel easily to hear word based on material of learning.

Additionally, in teaching listening teachers usually use podcast and audio-visual to support them teaching in classroom. Podcast are audio (sometimes video) programs on the Web which are usually updated at

[3]David Nunan, *Practical English Language Teaching* (New York:McGraw-Hill,2003),24.
[4]Jack C. Richards and Richard W. Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, 4th ed (Harlow: Longman, 2010), 356.

regular intervals. Furthermore, audio visual media is the media that bring out the message or information through, the sound and visual from examine video, cassette, film, etc. Podcast and audio visual are is media which is help students in practice listening skill.

The researcher started to identify what media that could help the students in improving their listening comprehension. The researcher thought that listening comprehension must be taught with a new media to improve the students listening comprehension. The media that would be able to overcome the students difficulties in listening comprehension. The media had to make what the speaker's said more clearly because the students could not catch the words although they had ever heard before. Knowing the difficulties of the students in listening comprehension. The researcher decided to compare teaching by using podcast media and audio visual media. Researcher tried to compare whether or not significance difference between teaching students by podcast and audio visual media in listening comprehension for the second grade students of SMPN 2 Jetis in the academic year 2017/2018.

The term of podcast is a combination from of the term pod (i.e., taken from the Apple iPod) and broadcast. Podcast are audio (sometimes video) programs on the Web which are usually updated at regular intervals. New episodes can be listened on the computer, or download to an MP3 player or iPod for later listening. Although audio programs have existed on the Web

for a few years already, what makes podcasting unique is its capacity for "subscription" through an RSS (Really Simple Syndication) feed, listeners can "subscribe" to their favorite podcast.[5]

Besides that podcast have many advantages as follow: first, its friendly access, we can easily listen to the podcast through any computer devices equipped with audio; it can be through a personal computer, an MP3 player, Ipod, or Hand Phone. The second, it brings linguistic features authentically. Thus, studying linguistic features is not always done in a conventional way only, in the classroom by the teacher. It can be done anywhere and it is the native speakers that produce the linguistic features. The last, podcast are fun and cheap. It is fun to practice listening from native speakers at any place students prefer. Students do not have to be in the language laboratory which sometimes brings boredom. It is also cheap because we can download podcast for free than buying a CD of listening practice consisting limited number of tracks.[6] Therefore, applying podcast as media source of teaching listening is appropriate way to solve students' problems in listening skill.

Based on the explanation above, some methods could be used to teach listening, and their strengths and weeknesses. Therefore, the researcher was interested to compare the use through podcast and through audio to teach

[55]Paul Man-Man SZE, *Developing Students' Listening and Speaking Skills through ELTPodcast. Educational Journal, Vol. 34, No. 2 (The Chinese University of Hongkong, 2007), 116*

[6]Yunita Puspitasari, "Using Podcast as a Source of Material for Teaching English,"in *Teaching English by Using Internet Resources*, ed. Bambang Yudi Cahyono (Malang: State University of Malang Presss, 2010), 125

listening to the students of junior high school so, the researcher was interested in conducting a research entitled: **"The Effect of Podcast Media on Listening Achievement for the Eight Grade Students of SMPN 2 Jetis Ponorogo**"

B. Identificationof The Study

Based on the background of the study, the researcher identifies the following problem a comparative study between teaching students by podcast media and Audio visual media in teaching listening for the second grade student of SMPN 2 JETIS in academic year 2017/2018, they are:

1. Students have difficulty when they studying listening because they were confused to understand the material.
2. Students have difficulty to improve their listening skill because the material that teacher gave to the students could not deliver to the students.

C. Limitation of The Study

This research is merely focused on the comparison between using podcast media and audio visual media to teach listening in teaching listening and find out whether there is any significant different in the students achievement in listening comprehension.

D. Statements of The Problem

Is there any significant difference between students who are taught by podcast and audio visual media in listening achievement for the second students of SMPN 2 Jetis Ponorogo in academic year 2017/2018?

E. Objective of The Study

Based on the problem statement above, the objective as the main target of this research paper.The objective was to know whether there is a significant different ability between teaching students by podcast and audio visual media in listening comprehension for the second students of SMPN 2 Jetis Ponorogo in the academic year 2017/2018.

F. Significances of The Study

Basically, all student activities should have purpose and significance. At the end of this study, the writer hopes that this writing will give a great benefit for the following components:

1. Theoreticall

   After research, it is expected to give contribution of knowledge to develop the teaching and learning process especially in listening. This research is also expected to improve perspective that listening is easy.

2. Practically

   a. Teacher

For the teacher, the results of the study are expected to be used as a consideration in teaching listening for learners. This reearch is carried out to provide teachers with some effective media to exploit podcast in teaching listening.

b. Students

This study is expected to motivate students develop listening skill better inside or outside classroom, especially students at SMPN 2 Jetis.

c. Reader

This study is expected will be useful for further research and enlarge the readers' knowledge in using podcast as media.

G. Organization of The Study

This research consists of five chapters and each chapter is related to each other which is a unified whole with systematic as follows:

CHAPTER I : Introduction, this chapter describe the basic pattern of the entire contents of thesis that consists of the background of the study, limitation of the problems, statement of the problems, objectives of the study, significance of the study, and organization of the thesis.

CHAPTER II : Review of related literature. It involves theoritical analysis about teaching, listening, podcast, media and audio visual as media.

This chapter also contain theoritical framework, hypothesis, and previous of research finding.

CHAPTER III: Research methodology, the research methodology consist of research design, population, sample, instrument and technique of data collection, and technique of data analysis.

CHAPTER IV: Research result. It contains research location and time of the research, data description, data analysis, interpretation and discussion.

CHAPTER V : Conclusion, this chapter contains conclusions and suggestion.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

1. This research taken from research journal presented by Anggita Fatmawati with title A comparative study between teaching students by Video and Audio in Listening Comprehention for the First Students of SMP Muhammadiyah 9 Gemolong in Academic Year 2016/2017. English Educational Study Program, Islamic Education and Teacher Training Faculty.

   The objectives of the research is ti know wether there is a significant different ability between teaching students by video and audio in listening comprehention for the first grade students of SMP Muhammadiyah 9 Gemolong in the Academic Year 2016/2017.

   And the finding of this research states that there was any significance different ability between teaching students by video and audio in listening comprehention. It chould be seen from the result of t_0 ($t_{observation}$) is 4.18 and the result of t_{table} is 2.03 with the degree of freedom is 62. Based on the result, the research concluded that the $t_{observation}$ is higher than t_{table} or $t_o > t_t$. Therefore, the alternative Hypothesis (Ha) is accepted while Null Hypothesis (HO) is rejected.

Thus, the result of the research study implies that there is a significant different ability between students taught by video and those taught by audio in listening comprehention.[7]

2. This research taken from Eman Suharman with title **"A comparative study between the students achievement in listening skill by using video and audio media at the second grade students of mts fathul ulum kertasemaya indramayu**". The research which used in the research is experimental research and the method which used in the research is quantitative method. This research designed with nonequivalent control group design. The data collected by using observation, interview and test. After the data has been collected, the writer analyzes these data by usinng "t" test formula.

   From the result of the calculation of t observed (t_0) is 2.05, its consulted to the critical value of t table with significance 5% and the degree of freedom (53), the t table is 2.02. because the value of t observed (2.05) is higher then the value of t table (2.02), so the Null Hypothesis (H_0) stated in chapter of this research is rejected. It means that the using of video media in listening skill is better than using an

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[7] Anggita Fatmawati*, A comparative study between Teaching Students by Video and Audio in Listening Coprehention for the First Students of SMP Muhammadiyah 9 Gemolong In Academic Year 2016/2017.* (Thesis, Enflish Education Study Program, Islamic Education and Teacher Training Faculty).

audio media at the second grade students of *MTS Fathul Ulum Kertasemaya Indramayu.*

The result of research stated that there is positive and significant in the comparative study between the student achievement in listening skill by using video and audio media at the second grade students of *MTS Fathul Ulum Kertasemaya Indramayu.*[8]

3. This research taken from research journal presented by Juni Bayu Saputra with title The comparison of listening achievement using media podcast with media audio visual at different listening habit in Muhammadyah University of Metro Lampung 2013.

This research is quasy experimental research with factorial Design. The population is the elevent grade students of SMA Catur Sakti academic year 2012/2013. By stratified cluster random sampling technique, the researcher gets researcher analyzes the data by using the formula of two ways anava. Based on the discussion, it is found that Fcal = 8.5 and Ftable at significance level 1% is 7.11 and at significance level 5% is 4.01. Therefore, Fcal > Ftable, it means that there is interaction of listening achievement using media Podcast and media audio visual. Afterwards, Fcal = 188.73 and Ftable at

[8] Eman Suherman, *The Comparative Study Between the Students achievement in Listening skill byUsing video and audio media at the Second grade Students of MTS Fathul Ulum Kertasemaya Indramayu*. (Thesis: The English Education Departement Faculty of Education, The State Institute For Islamic Studies Syech Nurjati, Cirebon, 2012).

significance level 1% is 7.11 and at significance level 5% is 4.01. It means that Fcal > Ftable, it means there is difference in both of the media at good listeninghabit and bad listening habit.

According to the studies before, there are different in the content with this study. This study will discuss the effect of Podcast media on students' listening achievement.

B. Theoretical Background

1. Teaching

Teaching is very important in educational system. It plays important role in which an instructional between a teacher and students occurs. They are many definition of teaching defined from many differents points of view.

Teaching is guiding and facility learning, enabling the learner to learn, setting the condition for learning.[9] Teaching has the prominent role as educative activities. According to brown, teaching can be defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something providing with knowledge causing to know or understand.

[9] H. Dougles Brown, *Principal of Language Learning and Teaching* (New York: longman,2000), 8

Basically teaching is a complex of activities, strategies, mechanism, invitations, stimuli, and theoretical plays designed to help students learn and to become better learner.[10]From definition above can be conclude that teaching is the process giving knowledge from teacher to the students, so they get knowledge and experience which is useful for their live.

2. Listening

a. The Nature of Listening

Listeningis the ability to identify and understand what others are saying. This involves understanding a speaker's accent of pronounciation, his grammar and his vocabulary, and grasping his meaning. Listening is an active, purposeful process of making sense of what we hear.[11] Since listener combine what they her with their own ideas and experiemcess, in every real sense they are "creating the meaning" in their minds.

In this view of language learning, listening is the way of language learning. It gives the learner information from which to build up the knowledge necessary for using the language. When this knowledge is built up, the learner can begin speak. This listening-only period is a time of observation and learning which provides the

[10] Ellie Chambers and Marshall Gregory, *Teaching and Learning English Literature*(London SAGE Publication ltd, 2006),40

[11] David Nunan, *Practical English Language Teaching* (New York:McGraw-Hill,2003),24

basis for the other language skills.[12]Listening is a vital primary stage of language acquisition. If students do not listen or learn to listen well, then the latter stages of the complex pattern of language acquisition within a productive framework (in order words, speaking and writing) in the communicative classroom will simply no happen.[13]

b. Listening process

There are two kinds of process when we learn listening skill as follows:[14]

1) Bottom up processes these are the processes the listener uses to assemble the message piece by –piece from the speech stream, going from the parts to the whole. Bottom up processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive.
2) Top down processes top-down processes involve the listener in going from the whole their prior knowledge and their content

[12] I.S.P Nation & Jonathan Newton, Teaching EFL/ISL Listening and Speaking (New York & London: Taylor & Francis group, 2008), 38

[13] Caroline woods, Teaching and Assessing Skills in Foreign Languages (United Kingdom: Cambridge Univercity press, 2005), 29.

[14] I.S.P Nation & Jonathan Newton, Teaching EFL/ISL Listening and Speaking (New York & London: Taylor & Francis group, 2008), 38

and rhetorical schemata to the parts. In other words, the listener uses what they know of the context of communication to predict what the message will contain, and uses parts of the message to confirm, correct or add to this. The key process here is inferencing.

c. Listening Skills

Listening is the first language mode that children acquire, and it provides the basis for the other languagearts. Infants use listening to begin the process of learning to comprehend and produce language. From the beggining of their lives, they listen to the sounds in their immediate environment, attend to speech sounds, and construct their knowledge of oral language. Listening is also important in learning to read. Children are introduced to reading by having stories to read them. When children are read to, they begin to see he connection between what they hear and what they see on the printed page.[15]

Listening is highy complex, interactive process by which spoken language is converted to meaning in the mind.[16] Listening is highly complex, interactive process "by which spoken language is converted to mean in the mind". As this definition suggests,

[15] Gail e. Tompkins and Kenneth hoskisson, *Language Arts contents and Teaching strategies* (USA: Macmillian publishing company, 1991), 107

[16] *Ibid*., 108

listening is more than just hearing, even though children and adults often use two terms, hearing and listening, synonymously. Rather, hearing is an integral component, but only one component, of the listening process; it is thinking or converting to meaning what one hears thet is the crucial part of the listening process.[17]

From devinition above, we can conclude that listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronounciation, his grammar and his vocabulary, and grapsing his meaning.

d. Kinds of Listening

Students can improve their listening skills and gain valuable language input through combination of extensive and intensive listening material and procedures. Listening of both kinds in especially important since it provides the perfect opportunity to hear voices other than the teacher's, enables student to acquire good speaking habits as a result of the spoken English they absorb, and helps to improve their own pronounciation. There are two kinds of listening skill as follows as:[18]

1) Intensive listening where teachers encourage students to choose for themeselves what they listen to and to do so for pleasure and

[17] *Ibid.*

[18] Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman Group Ltd, 1998), 228

general language improvements. Intensive listening can also have a dramatic effect on a student's language learning.

2) Extensive Listening will usually take place outside the classroom, in the students' home, car or personal stereos as they travel from one place another. The motivational power of such an activity increases dramatically when students make their own choices what they are going to listen.

In teaching listening skills, provided a comprehensive taxonomy of aural skills involved in conversational discourse. Such list are very useful in helping teacher to break down just what it is that learners need to actually perform as they acquire effective listening strategies. Through a checklist of micro skills, teacher can get a good idea of what their techniques need to cover in the domain of listening comprehension. As teacher plans a specific technique or listening module, such a list help the teacher to focus on clearly conceptualized objectives. And in evaluation of listening, these micros can become testing criteria. There are seventeen micro skills of listening as follows:[19]

a) Retain chuncks of language of different lengths in short-term memory.

[19] H. Douglas Brown, Teaching by Principles An Interactive Approach to Language Pedagogy (San Fransisco: Longman, 2001), 255-256

b) Discriminate among the distinctive sounds of English.

c) Recognize English stress patterns, words in stress and unstressed positions, rhythmic structure , into national contours, and their role in signaling information.

d) Recognize reduced forms of words.

e) Distinguish word boundaries, recognize a core of words and interpert word order patterns and their significance.

f) Process speech at different rates of delivery.

g) Process speech containing pause, errors, corrections, and other performance variables.

h) Recognize grammatical word classes (nouns, verbs, etc) systems (e.g., tense, agreement, pluralization), pattern, rules, and elliptical forms.

i) Detect sentence constituents and distinguish between major and minor constituents.

j) Recognize that a particular meaning may be expressed in different grammatical forms.

k) Recognize cohesive devices in spoken discource.

l) Recognize the communicative functions of utterance, according to situations, participants, goals.

m) Infer situations, participants, goals using real-world knowledge.

n) From events, ideas, etc., described, predict outcomes, infer links and connections between events, deduce causes, and effects, and detect such relations as main idea, supporting idea, new information, generalization, and exemplifications.

o) Distinguish between literal and implied meanings.

p) Use facial, kinesic, body language, and other nonverbal cluesto decipher meanings.

q) Develop and use a battery of listening starategies, such as detecting key words, guessing the meaningof words from context, appeal for help, and signaling comprehension or lack thereof.

e. Listening Difficulties

Spoken language is very different from written language. It is more redundant, full of false starts, rephrasing, and elaborations. Incomplete sentences, pauses, and overlaps are common. There are some difficulties in listening as follows:[20]

1) They have trouble catching the actual sounds of the foreign language.

2) They have to understand every word; if the miss something, they feel they are failing and get worried and stressed.

[20] Penny Ur. *A Course in Language Teaching* (UK: Cambridge University Press, 1999),

3) They can understand people if they talk slowly and clearly; they can't understand fast, natural, native sounding speech.
4) They need to hear things more than once in order to understand.
5) They find it difficult to 'keep up' with all the information they are getting, and cannot think ahead or predict.
6) If the listening goes on a long time they get tired, and find it more and more difficult to concentrate.

f. The Teaching of Listening

According to Bulletin, listening is one of the fundamental language skills. It's a medium through which children, young people and adults gain a large portion of their sducation-their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciations. Teaching learning process will be success if the teacher planning instuctional design. Instuctional design is defined as the systematic planning of instructional and includes considering the characteristics of learners, setting objectives, sequencing instruction, selecting instructional strategies (method and material), evaluating learning, and evaluating instruction. There are components in instructional design as follow as:

1) There are some importanr characteristic of learners to consider when planning instruction such as: most often, learner become involved in a learning situation by choice; learnings have concrete and immediate goals, learners enter a learning situation with a variety of life experiences.
2) Objectives

   An objectives is a statement of what participants are expected to learn or be able to do after. Objectives help determine which are the major topics should predece others, how much time should be spent on certain areas, and how the parts of a session are related to each other.
3) Sequencing Learning Experiences

   The sequence of learning experience is critical not only for how well we learn, but also for how we feel about learning. First, choosing a sequencing learning strategy depends on the nature and structure of the knowledge we are working with the experiences and characteristics of the students, methods and material we plan to use. Second, hierarchical task analysis used with technical cognitive learning. Third, conceptual sequencing strategies use for learning at the higher levels of the cognitive and effective domain. Fourth, procedural analysis is a method of examining the components of pshychomotor learning task.

4) Selecting Methods

3. Media

a. Definition of Media

A medium (plural, media) is achannel of communication. Derived from the Latin word meaning "between", the term refers to anything that carries information between a source and a receiver.[21]

It means that media is source or component in teaching and learning. This consist of instructional material in the students' activity. Based on definitions of media above, it can be concluded that learning media is everything that brings information and knowledge in interaction between teacher and students. The function is supporting the process of teaching learning.

b. Types of Media

There are many kinds of media which can be used in teaching learning process as follows:[22]

1) Real things. This category includes people, events, objects and demonstration. Real things, as contrasted with other media, are not substitutes for the actual object or event. They are in fact, life itself, often in its natural setting.

[21] RobertHeinich, Michael, and James D, Russel, *Instructional Media and theNew Technologies of Instruction (*New York, Macmillan publishing company, a Devision of Macmillan, Inc, 1993), 4

[22] Vernon S. Gerlach & Donald P, Ely, tEAching and Media (New Jersey: Prentice Hall,Inc, 1971), 287-289

2) Verbal representations. This category includes printed materials, such as textbooks and workbooks. Projected words on slides filmstrips, transparencis or motion pictures also belong in the category.
3) Graphic representation. Charts, graphs maps, diagrams, drawings, drawings any rendering which is produced with intent to communicative an idea, skill or attitude is include here. Graphic representation may appear in textbooks, in programs for self instruction, on wall displays, on a filmstrip frame, or an overhead transparency.
4) Still pictures. Photographs of any object or events constitute still pictures. Photographs may appear as textboook illustrations, as bulletin board materials, as slides, filmstrip frames, or an overhead transparencies. A still picture is a record or copy of real object or event which may be larger or smaller than the object or event it represents.
5) Motion pictures. A motion picture or video tape recording is a moving image in color or black and white produced from live action or from graphic representations.
6) Audio recordings. Recording are made on magnetic tape, on disc, or motion picture sound tracks. These are reproduction of actual events or of sound effects.

7) Program. Programs are sequences of information (verbal, visual, or audio) which are designed to elicit predetermined responses. The most common examples are programmed textbooks or instructional programs.

8) Simulations. Simulation is the replication of real situations which have been designed tobe as near the actual events or process as possible. Many media, including the computer, tape recordings, motion pictures slides, and objects, can be used for simulation.

4. Podcast

a. Definition of Podcast

The term podcast is a combination of the term pod (i,e, from the Apple iPod) and broadcast. The word "iPod" which was taken from a brand, the Apple iPod, of an initial portable media player, allowing podcast to be transfered from a personal computer to a mobile device after download.[23]

Podcast are audio (sometimes video) programs on the Web which are usually updated at regular intervals. New episodes can be listened to on the computer, or downloaded to an MP3player or ipod for later listening. Althought audio programs have existed on the web for a few years already, what makes podcast unique is its

[23] Wikipedia. Retrived on Desember 20 2017 from http:// en.wikipedia.org?wiki/podcast

capacity for “subscription” through an RSS (Really Simple Syndication) feed, listener can subscribe to their favorite podcast. Their computer will then receive alerts when new episodes have been posted. Pod catcher software programs, such as iTunes, will even download the lates episodes automatically once the program is opened. In other words, instead of having to visit individual websites regulary for updated episodes, listeners can now have the latest episodes of their favorite programs delivered to their computer.

b. Teaching Listening by Using Podcast

Podcast is one of media which is help students in practice listening skill. Podcasts can be used for intensive and extensive listening activities. Teacher can use podcast as source of material for teaching listening. Podcast which are mostly in mp3 format is an interesting source of material. Through podcasts, teacher can help students to improve their listening with authentic environment of English. Podcast enable the students to practice the target language more conveniently. This is because podcast are easily downloaded

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and kept in portable media player such as Ipod. Thus, students can practice it when they are walking to scholl or sitting in a bus.[24]

Teacher can develop teaching listening individual or groups through podcast. Teacher can order students make group students to produse podcast then they can present their resulr in front of class and upload it on web podcast.

5. Audio visual media

a. Definition of Audio Visual Media

Defines it as electronic storage of moving images. He adds that any electronic media format that employs"motion picture" to present a message can be reffered to as video.[25] Audio visual media is the media that bring out the message or information through, the sound and visual from examine video, cassette, film, etc. Audio visual media for teaching is intended as a message containing materials in the from educative (tape or disk sound) that can stimulate the mind, attention, and willingness of English students resulting in learning and teaching process.

b. The benefit of using Audio Visual Media in the classroom

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[24] Yunita Puspitasari,"Using Podcast as a Source of Material for Teaching English,"in *Teaching English by Using Internet Resources*, ed. Bambang Yudi Cahyono (Malang: State University of Malang Press, 2010), 126

[25] Mimi Kirana, *The Use Audio Visual media to Improve Listening*. University of Syiah Kuala. Banda Aceh

There are many benefits of using AVM in the classroom.The advantages of using video in general include:[26]

1) Motion: moving images have an obvious advantage over still visuals in portraying concepts in which motion is essensial to mastery (such as psycomotor skills).
2) Processes: operations such as assembly line steps, science experiments or even cooking classes, in which sequential steps are critical, can be shown more effectively.
3) Dramatization: dramatic recreations can bring historical events andersonalities to life. They allow students to observe and analyze human interactions.
4) Skill learning: research indicates that the mastery of physical skills requires repeated observations and repeated practice.
5) Affective learning: because of its great potential for emotional impact, video can be useful in shaping personal and social attitudes.
6) Cultural understanding: students can get a deep appreciation of other cultures by seeing depictions of everyday life in other societies.

[26] Mimi Kirana *Journa*l (*The Use of Audio Visual Media To Improve Listening).* University of Syiah Kuala, Banda Aceh. 239-240

There are many benefits of using AVM in the classroom. Some of the benefits of using AVM in the classroom for young learners are as follows:

a. Video communicates meaning better than other media.
b. It present language in context in ways that a recording cannot. Learners can see who is speaking. Where the speakers are, what they are doing, and most importantly can watch their body language. All these visual clues will help comprehention.
c. Video represents a positive explanation of technology.
d. Teenageers, in particular, have a positive attitude towards televition and video; it is seen as being more modern compared to books.[27].

C. Theoretical Framework

Teaching is very important in educational system. It plays important role in which and instuctional between a teacher and student occurs. Teaching English as foreign language involve teaching language skills as follows:1)listening, 2)speaking, 3) reading, 4) writing. Listening is one of language skill which has important role in language learning. Listening is a vital primary stage of language acquisition within a productive framework

[27] Ibid.240

(in other words, speaking and writing) in the communicative classroom will simply not happen. Without good ability an listening, one cannot communicate effectively. When the students don't know how to practice listening both inside or outside clas, they gradually lose interested in learning English especially listening.

In this study, the writer tries to help students explore listening skill by applying it, the students will be better in listening skill. Based on statements above, using podcast can give motivation to students in mastery listening skill.

The writer uses podcast and movie as media in order that the students are able to practice inside or outside the classroom. The writer hopes by using podcast and Audio Visual Media , students' listening skill at SMPN 2 Jetis Ponorogo will be better than before.

This study is experimental research, which explaining below:

Podcast media (as variable x)

Students' listening achievement (as variable y)

Based on theoritical frame work above writer can apply this theoritical frame work: if using podcast media students has better achievement in listening.

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D. Hypotesis

Hypothesis is a mere assumption or some supposition to be proved or disproved. And for the researcher hypothesis is a formal question that he intends to resolve.

Based on the statement of the problem and theoritical framework of this research, the hypothesis is as follows:

1. Null Hypothesis

   There is no significance difference between podcast media and audio visual media in teaching Listening to second grade student in SMPN 2 Jetis Ponorogo in academic years 2017/2018.

2. Alternative Hypothesis

   There is significance difference between podcast media and audio visual media in teaching Listening to second grade students in SMPN 2 Jetis Ponorogo in academic years 2017/2018.

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CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, the researcher used quantitative research method. Quantitative research is a means for testing objective theories by examining the relationship among variables.[28] It began with a question or hypothesis to be investigated through data quantification and numerical analyses.[29]

In particularly, this study employed experimental research. Experimental research seeks to determine if a specific treatment influenced an outcome. This impact is assessed by providing a specific treatment to one group and withholding it from another and then determining how both groups scored on an outcome.[30] It is a powerful research method to establish cause-and-effect relationship.[31] It measured the effect of independent variable to dependent variable. The researcher may control or manipulate the independent variable and observe the effect of it to the dependent variable.

According to John W. Creswell there are four types of experimental research design; they are pre-experimental designs, true experiments, quasi-experiments, and single-subject design. This study used quasi-experimental

[28] John W. Creswell, *Research Design* (London: SAGE publication. Inc, 2009), 4

[29] Hossein Tavakoli, *A Dictionary of Research Methodology and Statistic in Applied Linguistics* (Tehran: Rahnama Press, 2012), 508

[30] John W.Creswell, *Research Design*, 12

[31] Mohammad Adnan Latief, *Research Methods on Lnguage Learning an Introduction* (Malang: UM Press, 2014), 93

research design because the researcher could only assign randomly different treatments to two different classes, those were a control class and experimental class. The researcher used nonequivalent (Pre-test and Post-test) control-group-design. This is a popular approach involved control class and experimental class. Both classes receive pre-test and post-test but only the experimental class received the treatment. In addition, all of those classes are selected without random assignment.

The figure of nonequivalent (Pre-test and Post-test) control group design is as follow:

Group A O----------X----------O

Group B O----------O

B. Population and Sample

1. Population

Population is a group of people or subjects that will be selected as the sample. According to Muhammad Adnan Latif, population is all members of a real or hypothetical set of people, events, or subjects to which educational researchers wish to generalize the results of the research. Jack C Richards and Richard Schmidt define population as any set of items, individuals, etc. that share some common and observable characteristics and from which a sample can be taken.

In this study, the population was eight grade students of SMP 2 Jetis Ponorogo in academic year 2017/2018. The total numbers of population were 88 students. There were four classes. The researcher, choose two classes as control class and experimental class.

2. Sample

Sample is part of population which is selected by the researcher as the representative of the population. Muhammad Adnan Latif stated that sample is a small group of people selected to represent the much larger entire population from which it is drawn. In addition, Hossein Tavacoli notes that sample is the smaller group which is apportion of a population.

In this study, the researcher used cluster sampling as the sampling technique. Cluster sampling is used when it is more feasible to select groups of individuals rather than individuals from a defined population.

The researcher choosed two classes as the research sample. To select sample, researcher used students' score from teacher data and continued. The researcher choosed two classes as experimental class and control class. The class C becames experimental class and class B becames control class and each class consists of 22 students.

C. Instrument of Data Collection

The instrument that the researcher used for collecting data is test. The test was divided into two tests, pre- test and post- test. The pre-test given to the students before the treatment and the post- test is given after the treatment. There were 20 question of pre- test and post- test. 5 questions are multiple choice, 10 questions are true false questions and 10 question are fill in the blank question. There were two listening record in the test that describe about snow white story and jason story. The pre test was to know students' achievement before treatment given and the post test was to know students' achievement after the treatment. The instrument of data collection is shown on this table;

Table 3.1

The indicator Instrument of Data Collection

Title of research	Variable reserach	indicator	Number of item
The effect of using podcast media on listening achievement for the eight grade students of SMPN 2 jetis Ponorogo	Variable x: Podcast	Understand longer spoken discourse	2, 3, 4,7, 9
	Variable Y: Audio visual media	Understand main idea and supporting details in any communication	1,5,6,8,10, 11, 12,13,14,15
		Having good	16,17,18 19, 20,

		competency in receiving spoken information in daily communication on using English	21, 22, 23, 24, 25, 26, 27, 28, 29,30

Daniel Muijs claims that validity and reliability play the roles when we are trying to measures thing in educational research.[32] Therefore, the researcher used validity test and reliability test to check the quality of the instrument.

1. Test of validity

   Validity is the degree to which a test measure what it is supposed to measure, or can be used successfully for the purposes for which it is intended. Ary et al define validity as the extent to which an instrument measured what it claimed to measure. In short, validity measures what we want to measures. If we try to measuring the content it called content validity.

   In the validity test, the researcher used biserial point correlation technique. It is one of correlation technique that can used to test item validity. The formula is as follows:

$$r_{pbi} = \frac{Mp - Mt}{SDt}\sqrt{\frac{p}{q}}$$

[32] Daniel Muijs, *Doing Quantitative Research in Education* (London: SAGE Publications Ltd, 2004), 64

r_{pbi} = digit of index Point Biserial Correlation

M_P = mean the score of the test participant who answer correctly

M_t = mean the total score who achieve by all of test particpant

SD_t = total of deviation standart

P = proportion of test participant who answer correctly

q = proportion of test participant who answer the wrong answer

example of item No. 1 (in the multiple choices)

M_t = 140.590

SD_t = 16.734

P = 0.5 Q = 0.5

Calculate the M_P first

M_P = 24+

21+25+23+20+19+23+23+22+21+25+25+25+25+22+26+26+27+21

+25+25+26= $\frac{3093}{22}$ = 140.591

$$r_{pbi} = \frac{Mp - Mt}{SDt}\sqrt{\frac{p}{q}}$$

$$= \frac{281.181 - 140.591}{16.734}\sqrt{\frac{0.5}{0.5}}$$

$$= \frac{140.59 -}{16.734}\sqrt{1}$$

= 8.401

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Interpretation

Ho = item number 1 invalid

Ha = item number 1 valid

The result of validity test showed that among 30 questions, there were 20 question were valid and 10 questions were not valid. The questions which declared valid are the item number 1, 2, 3, 5, 7, 11, 12, 13, 14, 15, 16, 17, 19, 21, 22, 24, 25, 28, 29 and 30. And the questions were not valid is the questions number 4, 6, 8, 9, 10, 18, 20, 23,27 and 28.Test of reliability.

2. Test of reliability

According of Tavaloki, reliability is the consistency of data, scores, or observations obtained using measurement instruments, which can include a range of tools from standardized tests to tasks completed by participants in a research study.[33] Reability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring.[34] We can conclude that a test is reliable if it has same results in different occasions or if it used by different people.

In this research, the reseacher used Kuder- Richardson formula to measure reliability of the test. The formula of KR 20 is as follows:

[33] Hossein Tavaloki, *A Dictionary of Research Methodology and Stantistic in Applied Linguistic*, 538

[34] Ary et al, *Introduction to Research in Education*, 236

$$r_i = \frac{k}{k-1}\left\{\frac{s_t^2 - \sum p_i\, q_i}{s_t^2}\right\}$$

Note :

Ri = the reliability test

K = number of item in the instrument

P_i = the subject proportion with right answer

$Q_1 = 1 - p_i$

st^2 = total of varians

$$xt^2 = \sum xt^2 - \frac{(\sum xt)^2}{n}$$

$$= 12.347 - \frac{(539)^2}{22}$$

$$= 12.347 - \frac{290521}{22}$$

= 12.347- 13205.5

=858.5

$$St^2 = \frac{xt^2}{n}$$

$$= \frac{858.5}{22}$$

= 39.009

$$r_i = \frac{k}{k-1}\left\{\frac{s_t^2 - \sum p_i\, q_i}{s_t^2}\right\}$$

$$r_i = \frac{30}{30-1}\left\{\frac{39.009 - 27}{39.009}\right\}$$

$$r_i = \frac{30}{29}\left\{\frac{12.009}{39.009}\right\}$$

= 1.034 x 0.308

= 0. 318 (reliable)

From the results of calculation above can know the value of the variable instrument reliability of students' listening achievement of classVIII that is 0.318. the results then consulted with Guilford's table of categories of coefficient reability. Then we know that 0.318 is in average category.

D. Technique of Data Collection

In this research, to collect the data writer uses some techniques, that is:

1. Test

Test is a method of measuring a person's ability, knowledge, or performance in a given domain.[35] It is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.[36] In this study, test was used to collect the data about students' achievement in listening. The reseacher used pre-test and post-test with podcast and audio visual media. The test consisted of 20

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[35] H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (New York: Pearson Education, 2004, 2004), 3.

[36] Hossein Tavaloki, *A Dictionary of Research Methodology and Stantistic in Applied Linguistic*, 657

questions and there 2 dialogue that describe about snow white story and john story.

2. Documentation

Documents are written instrument, sometimes prepared by school or organization.[37]Documentation benefits researcher to collect data about students' grade, teachers and staff condition, and scool's location. The documents used in this research were taken from students' results of the given test and photograph of teaching- learning process. Beside that, the researcher also got the data about the school's location, vision, mission, and facilities of the school.

E. Technique of Data Analysis

After collecting the data, reseacher uses T- test to analyze the data. The formula to analyze the data is as follows:

$$to = \frac{M1 - M2}{SE\,M1-M2}$$

Notes :

to : t- test

M1 : Mean of variable X

M2 : Mean of variable Y

[37] H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, 129.

$\mathrm{SE}M1 - M2$: Standard error between the mean of variable I and variable II[38]

The steps to conduct t-test are as follow:[39]

1. Determining mean of variable I and II

$$M_1 = M_1 + \mathrm{i}\left(\frac{\Sigma fx^1}{\mathrm{n}_1}\right) \qquad M_2 = M + \mathrm{i}\left(\frac{fx^2}{\mathrm{n}^2}\right)$$

2. Determining standard deviation of variable I and II

$$SD^1 = \mathrm{i}\sqrt{\frac{\Sigma fx^{1^2}}{\mathrm{n}_1} - \left(\frac{\Sigma fx^1}{\mathrm{n}_1}\right)^2} \qquad SD^1 = \mathrm{i}\sqrt{\frac{\Sigma fx^{1^2}}{\mathrm{n}_2} - \left(\frac{\Sigma fx^1}{\mathrm{n}_2}\right)^2}$$

3. Determining error mean standard of variable I and II

$$SEm_1 = \frac{SD_1}{\sqrt{n_1 - 1}} \qquad SEm_2 = \frac{SD_2}{\sqrt{n_2 - 1}}$$

4. Determining the differences error standard between mean of variable I and II

$$SEm^1 - m^2 = \sqrt{SE_{M^1}^2 + SE_{M^1}^2}$$

5. Determining "t" score

$$t = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

[38] Retno Widyaningrum, *Statistika Edisi Revisi* (Jogjakarta: Pustaka Felicha, 2014), 152
[39] Ibid, 159

CHAPTER 1V

FINDINGS AND DISCUSSION

A. Research Location

1. Brief History of SMPN 2 Jetis

Later, on November 22th 1986, SMPN 2 Jetis was built and legalized by the Regional Ministry of Education and Culture. It is stated at Gajah Mada Street 13 Ngasinan village Jetis sub- district Ponorogo regency.

Since it was built in SMPN 2 Jetis has been happened commutation of headmaster. They are:

a. Isran (1986-1993)
b. Suherman, B.A (1993-1999)
c. Hj. Siti Nurjanah, S. Pd (1999-2006)
d. Drs. Wahyu Hermadi (2006-2007)
e. Mulyono, S.Pd (2007-2010)
f. Drs. Dandun Santoso, M.Pd (2010- 2017)
g. Sutarjo, M.Pd (2017- Sekarang)

2. The Geographical Location of SMPN 2 Jetis

SMPN 2 Jetis is located at:

Street : Gajah Mada

Number : 13

Village : Ngasinan

Sub- district : Jetis

Regency : Ponorogo

Province : East Java

SMPN 2 Jetis takes along 5.777 m^2 that is located 1,5 km in the south of Jetis intersection. It is a strategies place that is in the public transportation line.

3. The vision and Mission of SMPN 2 Jetis Ponorogo

The vision of SMP 2 Jetis is excellent in the academic achievement, qualified students and graduates, virtous, and innovative.

To realize the vision, SMPN 2 Jetis create states its mission as follows:

a. Creating the academic achievement;
b. Achievement academic or non- academic tournament or competition;
c. Realizing the habitual of rules obedient;
d. Keeping the culture identify and virtous character;
e. Realizing all positive activities in gaining the faithful and obedient to God Almaighty;
f. Gaining the students' skill and ability of art in the form of all paper making competition or other tournament.

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The inherent purposes of education are laid in such aspects as intelligence, knowledge, personality, character, noble morality and great skills to live independently and to continue for higher education. Accordingly, the policies of ministry of education in SMPN 2 Jetis are expected to reach the following purposes:

1) Enlarging the students' potentials for their future needs.
2) Creating the students those are independent and discipline.
3) Having all the needed of educational facilities.
4) Realizing all the school programs.
5) Creating the school life in peace and harmony.
6) Achieving the graduates those have excellent quality, great intelligence, fathful and obedient to God Almaighty.

4. Time of Research

Table 4.1
Experiment Class Schedule

Date	Activities
April, 5th 2018	Pre-test
April, 7th 2018	First treatment
April, 12th 2018	Second treatment
April, 19th 2018	Post-test

Table 4.2
Control Class Schedule

Date	Activities
April, 5th 2018	Pre-test
April, 7th 2018	Treatment

April, 12th 2018	Treatment
April, 19th 2018	Post test

5. Teachers and staffs of SMPN 2 Jetis

There are 35 teachers and 6 staff employees that stand for conducting an effective teaching and learning in SMPN 2 Jetis. It can be seen in the table display as follow:

Table 4.3
Data of Teachers and Staff

No	Name	Subject	Educational Background	Employee Status/Degree
1	Prapangkat, S. Pd	Economics, History and Counseling	S1	Pembina 1V/a
2	Drs. Budi Hartini	Counseling	S1	Pembina IV/a
3	Drs. Nyamandi	Physical Education and Geography	S1	Pembina IV/a
4	Zapari, S.Pd	Indonesian	S1	Pembina IV/a
5	Sri Sumarmi, S.Pd	Civic Education	S1	Pembina IV/a
6	Mursiti, S.Pd	Economics and Indonesian	S1	Pembina IV/a
7	Retno Yudaningsih	Biology and Physics	D3	Pembina IV/a
8	Supianingsih, S.Pd	Local Language (Javanese Language), Civic Education	S1	Pembina IV/a
9	Endang Sri S, S.Pd	Mathematics	S1	Pembina IV/a
10	Prayitno	Electronics Study, Counseling	D1	Pembina IV/a
11	Tumirin, S.Pd	English Lesson	S1	Pembina IV/a
12	Restu W, S.Pd	Art and culture	S1	Pembina IV/a

		refined, javanese		
13	Kanthi Andayani	Music lesson, local subject (study of cuisine)	D2	Pembina IV/a
14	Sringatun, S.Pd	Saint study	S1	Pembina IV/a
15	Harsono, S.Pd	Economics, Geography	S1	Penata TK I III/d
16	Rumiatiningsih, S.Pd	Mathematics	S1	Penata TK I III/d
17	Edi Suprianto, S.Pd	Biology	S1	Penata TK I III/d
18	Ali Rohman, S.Pd	English	S1	Penata TK I III/d
19	Endang Yuni Mariana, S.Pd	English	S1	Penata TK I III/d
20	Sunardi, S.Pd	Geography and History	S1	Penata TK I III/d
21	Katini, S.Pd	Indonesian	S1	Penata TK I III/d
22	Winarti, S.Pd	Social	S1	Penata TK I III/d
23	Hariyanto, S.Pd	Staff Administrator	S1	Penata Muda TK I III/b
24	Ustarniyah, S.Pd	Staff Administrator	S1	Penata Muda TK I III/b
25	Sri Mulyani, S.Pd	English	S1	Penata Muda III/a
26	Heru Kusuma, S.Pd	Mathematics, Computer Sciences	S1	Penata Muda III/a
27	Tri Ari A, S.Pd	Biology	S1	Penata Muda III/a
28	Ikhwan Yuni P, S.Pd	Mathematics	S1	Penata Muda III/a
29	Latifatul Wastiah, S.Pd	Mathematics	S1	Penata Muda III/a
30	Suryatin Dewi A, S.Pd	Local Subject (Tata Busana)	S1	Penata Muda III/a
31	Aning Rahmawati, S.Pd	Computer Sciences	S1	Penata Muda III/a
32	Fety Fatchijah, S.Pd	Mathematics	S1	Penata Muda III/a PENATA

				Muda III/a
33	Sulistyoningsih, S.Pd	Mathematics	S1	Penata Muda III/a
34	Ririn Widyastuti, S.Pd	English	S1	penata Muda III/a
35	Siti Widayati, S.Pd	Indonesian	S1	Pengatur II/c
36	Munirul Ichwan, S.Pd	Staff Administrator	S1	Pengatur Muda II/a
37	Narto	Staff Assistance	SMA	Juru I/c
38	M. Arifin, S.Pd	Religion	S1	GTT
39	Sugito	Staff Asistance	D1	PTT
40	Sujito	Staff Assistance	SMA	PTT

Most of teachers of SMPN 2 Jetis, teach the lesson those are appropriate with their education backgrounds, some of them have different education background with the subject lesson that they are taught. The display below is stated about number of teachers who are relevant and not relevan with their education background.

Table 4.4
Number of Teachers Who are Relevant and non relevant with Their Education Backgroumd

No	Teaching Subject	Number of Teacher who are relevant with their task to teach				Number of Teacher who are not relevant with their task to teach				NO
		D1/ D2	D3	D4/ S1	S2/ S3	D1/ D2	D3	D4/ S1	S2/ S3	
1	Biology	-	1	2	-	-	-	1	-	4
2	Physics	-	-	1	-	-	1	1	-	3
3	Mathematics	-	-	7	-	-	-	-	-	7
4	Indonesian	-	-	2	-	-	-	1	-	3
5	English	-	-	5	-	-	-	-	-	5
6	Religion	-	-	1	-	-	-	-	-	1
7	Social science	-	-	3	-	-	-	3	-	6
8	History	-	-	1	-	-	-	5	-	6
9	Economics	-	-	1	-	-	-	5	-	6

10	Physical Education	-	-	2	-	-	-	-	-	2
11	Art and culture	1	-	1	-	-	-	-	-	2
12	Civic education	-	-	1	-	-	-	1	-	2
13	Computer Sciences	-	-	1	-	-	-	1	-	2
14	Counseling	-	-	1	-	1	-	3	-	4
15	Javanese	-	-	-	-	-	-	2	-	2
16	Electronic skill	1	-	-	-	-	-	-	-	1
17	Tata Busana (local subject)	-	-	1	-	-	-	-	-	1
18	Study of Cuisine (local Subject)	-	-	-	-	1	-	-	-	1
Number		2	1	30	1	2	1	22	-	59

From all data about teachers and staffs of SMPN 2 Jetis above, the researcher concludes that although those teachers and staffs come from different kind of study and some of the teachers have to teach more than one subject, but their existence is needed to enrich the teaching and learning process.

6. Students' Condition

Besides searching the information about teachers and staffs condition, the researcher also gathers the condition of SMPN 2 Jetis. The data found is stated as follow:

Table 4.5
The Data of Students' Condition in SMPN 2 Jetis

No	Academic Year	Number of Registrant	VII		VIII		IX		Total Number
			S	CR	S	CR	S	CR	
1	2008/2009	154	154	5	139	4	124	5	417
2	2009/2010	125	125	5	130	4	155	5	410
3	2010/1011	125	125	5	128	4	160	5	413
4	2011/2012	104	104	4	128	4	127	5	359
5	2012/2013	97	97	4	102	4	129	5	328

6	2013/2014	82	82	4	94	4	103	5	279
7	2014/2015	87	87	4	83	4	91	4	261
8	2015/2016	72	72	3	87	4	84	4	240
9	2016/2017	90	90	4	68	3	88	4	246
10	2017/2018	91	91	4	88	4	89	4	268

From the data above, it can be seen that the total number of students in SMPN 2 Jetis is decreased and also increased significantly for every year.

7. Facilities in SMPN 2 Jetis

To gain success in teaching and learning process, the scool facilities and infrastructure are also needed to provide. By the supporting of sufficient facilities and infrastructure, teaching and learning process can run smoothly. Facilities and infrastructure of SMPN 2 Jetis consist of classroom, laboratories, libraries, office, media's room, student council room, mosque and etc.

Table 4.6
The Data of Facilities in SMPN 2 Jetis

No	Kind of Room	Total	Condition
1	Classroom	14	Good
2	Head Master's room	1	Good
3	Deputy Chief's room	1	Good
4	Teachers' room	1	Good
5	Administration room	1	Good
6	Counseling	1	Good
7	Library	1	Good
8	Science Laboratory	1	Good
9	Art Laboratory	1	Good
10	Language Laboratory	1	Good
11	Computer Laboratory	1	Good

12	Skill Laboratory	1	Good
13	Healt room	1	Good
14	Students' council room	1	Good
15	Electronic Laboratory	1	Good
16	Mushola	1	Good
17	Canteen	1	Good
18	Sport Center	1	Good
19	Sport Field	1	Good
20	Ceremony Field	1	Good

Besides all those facility, the students of SMPN 2 Jetis are also facilitated with many kind of extracurricular. Those kind of extracurricular are provided to gain the students skill.

B. Data Description

The data in this research were collected from students' score in pre test and post test of both experimenral class and control class. The experimental class was taught using podcast media and the control class was taught using audio visual media.

1. The results of students' pre-test and post-test in Experimental class

The data of students' pre-test and post-test in Experimental class is as follows:

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Table 4.7
The results of students' pre-test and post-cast in Experimental class

No	Name	Pretest	Posttest
1	Muhammad Feri Trisno Setyono	50	70
2	Nanda Sukron Arrobi	70	80
3	Rani Nur Pradita	70	85
4	Ridho Dwi Kastini Putri	55	75
5	Rendi Oktariayanto	65	70
6	Yogi Saputra	80	90
7	Muh. Bagas Rizki Rahaputra	60	85
8	Muhammad Herrik Priyanto	75	85
9	Rengga Ragil Saputra	60	75
10	Sheila Purwati	60	70
11	Siti Ma'rufah	75	80
12	Trio David Arizona	65	70
13	Ardan Nur Saputra	55	70
14	Ari Jatmiko	65	77
15	Mita Kurnilia	65	85
16	Pebrian Aditya	70	85
17	Rendi Ferdianto	50	75
18	Rehabul Abidin	50	70
19	Taufik Nur Hidayat	65	90
20	Wahyu Dwi Mahmudah	60	80
21	Dimas Satriyo Restuning G	65	75
22	Sava Laila Nabila	65	70
	N=22	**1405**	**1710**

The result of pre-test in experimental class showed that the highest score is 80 that obtained by a student. Meanwhile the lowest score is 50; there are 3 students who got the lowest score. Other students have scote between 80 and 50. There are 2 students who have score 75. From 22 students there are 3 students got 70 and 7 students got 65. Then 4 students have score 60 and only 2 students have score 55. The total

score of pre test for experimental class that consist of 22 students is 1405.

From the results of post test in experimental class we can know that the highest score are 90 and the lowest score is 70, the score higher than pretest and there are 2 students who have the higher score and 7 students who have the lowest score. Among 22 students in experimental class there are 5 students who have score 85, 3 students got 80, 1 student got 77, 4 students have score 75 and 7 students who have score 70. The total score of post-test is 1710. in short, the result of post test is higher than pre test.

Table 4.8
Frequency Distribution of Pre- Test in Experimental Class

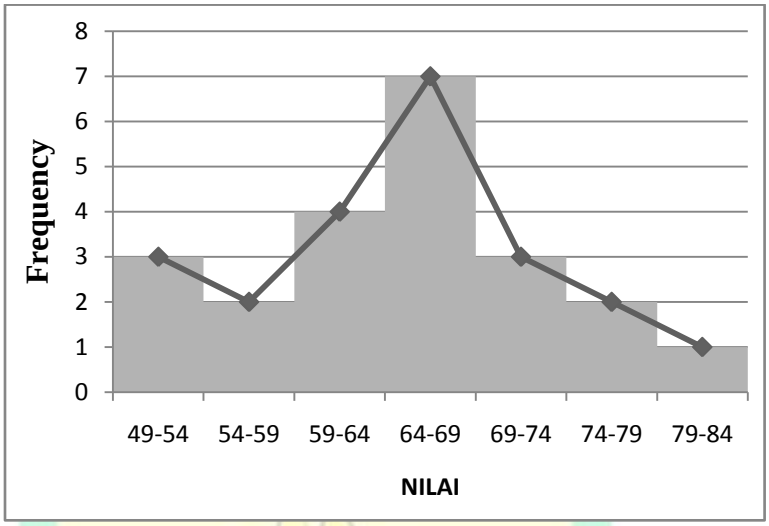
Interval					
		frequency	percent	Valid percent	Cumulative percent
Valid	50	3	13.6	13.6	13.6
	55	2	9.0	9.0	22.7
	60	4	18.18	18.18	40.9
	65	7	31.8	31.8	72.7
	70	3	13.6	13.6	86.3
	75	2	9.0	9.0	95.4
	80	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

From the table above, could be seen that the score of students' podcast media was varieties. There were 13.6% or 3 students got score 50, 9.0% or 2 students got score 55, 18.18% or 4 students got score 60,

31.8% or 7 students got score 65, 13.6% or 3 students got score 70, 9.0% or 2 students got score 75, and 4.5% or 1 student got score 80.

Based the table above the histogram, the histogram can be seen in as follow:

Figure 4.1
Histogram of pre-test in experimental class



Mean = 63.41
SD = 8.02

From the histogram above, it is started M= 63.41 and SD= 8.02. to determine the category of the podcast media was good, medium or poor,the researcher grouped score usingthe standard as follow:

a. More than M+1.SD (63.41+8.02 = 71.43) is categorized into good
b. Between M-1.SD (63.41-8.02= 55.39) to M+1.SD (63.41+8.02 = 71.43) is categorized into medium
c. Less than Between M-1.SD (63.41-8.02= 55.39) is categorized into low.

Thus it can be seen that the score which are more than 71 is considered into good, while the score which are less than 55 is

categorized low and the score between 55- 71 is categorized medium. That the categorization can be clearly seen in the following:

Table 4.9
The categorization Pre-Test in Experimental Class

No	Score	Frequency	Percentage	Category
1	More than 71	3	13.6%	Good
2	Between 55-71	16	72.7%	Medium
3	Less 55	3	13.6%	low
Total		22	100%	

From the categorization can be seen that the students, podcast media score showed that 13.6% in the good category, 72.7% in a medium category, and 13.6% in a low category.

Table 4.10

Frequency Distribution of Post- Test in Experimental Class

Interval					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	70	7	31.8	31.8	31.8
	75	4	18.2	18.2	50.0
	77	1	4.6	4.6	54.6
	80	3	13.6	13.6	68.2
	85	5	22.7	22.7	90.9
	90	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

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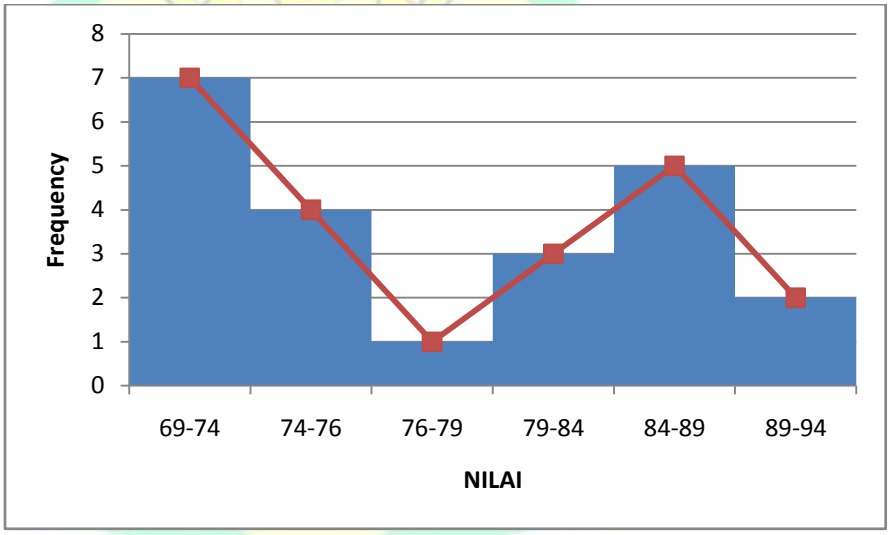
From the table above, could be seen that the score of students' podcast media was varieties. There were 31.8% or 7 students got score

70, 18.2% or 4 students got score 75, 4.6% or 1 students got score 77, 13.6% or 3 students got score 80, 22.7% or 5 students got score 85, and 9.1% or 2 students got score 90. Based the table above the histogram, the histogram can be seen in as follow:

Figure 4.2
Histogram of Post test in Experimental class



Mean = 77.82
SD = 6. 82

From the histogrm above, it is stated M= 77.82 and SD = 6.82. To determine the the category of the podcast media was good, medium or poor, the researcher grouped score using the standard as follow:

a. More than M+1.SD (77.82+ 6.82= 84.64) is categorized into good
b. Between M-1. SD (77.82-6.82= 71) to M+1.SD (77.82+ 6.82= 84.64) is categorized into medium
c. Less than M-1.SD (77.82-6.82= 71) is categorized into low.

Thus it can be seen that the score which are more than 84 is considered into good, while the score which are less than 71 is categorized low and the score between 71- 84 is categorized medium. That the categorization can be clearly seen in the following:

Table 4.11
The categorization post test in experimental class

No	Score	Frequency	Percentage	Category
1	More than 84	7	31.8%	Good
2	Between 71-84	8	36.36%	Medium
3	Less 71	7	31.8%	low
Total		22	100%	

From the categorization can be seen that the students, podcast media score showed that 31.8% in the good category, 36.36% in a medium category, and 31.8% in alow category.

2. The results of students' pre-test and post test in control class

The data of students' pre-test and podcast in control class is as follows:

Table 4.12
The results of students' pre-test and post-test in Control class

No	Name	Pretest	Postest
1	Bagas Pramudita Rizki N	50	70
2	Laundri Adi Susanto	50	75
3	Trianda Fanza Achmad Fauzi	55	75
4	Ardhi Kurniawan	70	80
5	Dwi Bagas Aji Prastyo	45	65
6	Elfira Sintia Melinda	75	85

7	Muhammad Jaelani	75	85
8	Nur Kholifah	45	70
9	Riki Dwi Saputra	70	80
10	Ruly Elisyah Lailatul Sajijah	60	75
11	Sakila Salsabila Kultsum Allay	60	70
12	Toni Andre Suprantio	65	80
13	Asista Wahyudi	70	80
14	Auliya Khalimatussa'diyah	65	75
15	Bangun Cahya Pratama	55	65
16	Jauzaa 'Adiibah Dhiya'ul Haq	60	70
17	Setia Nur 'Aziz	60	75
18	Alan Dwi Saputra	70	75
19	Dylano Boy Anggara	75	80
20	Fikri Fajar Fadilah	70	80
21	Nur Ishmad Priandi	65	75
22	Vesmanendra Wahyu Kresna	60	75
	N= 22	**1370**	**1660**

The result of pre-test in control class above showed that the highest score is 75 that obtained by 3 students and the lowest score are 45 there are 2 students who have the lowest score. Other students have score between 75 and 45. There are 5 students who got 70 and there are 3 students who have score 65. From 22 students there are 5 students who got 60 and 2 students got 55. Then, 2 students have score 50. The total score of pre-test for control class the consist of 22 students is 1370.

From the results of post-test in control class we can know that the highhest score are 85 and the lowest score is 65. There are 2 students who have the highest score and 2 students who have the lowest score. Among 22 students in control class there are 6 students who have score 80.8 students got 75 and 4 students who got 70. The total score of control class is 1660.

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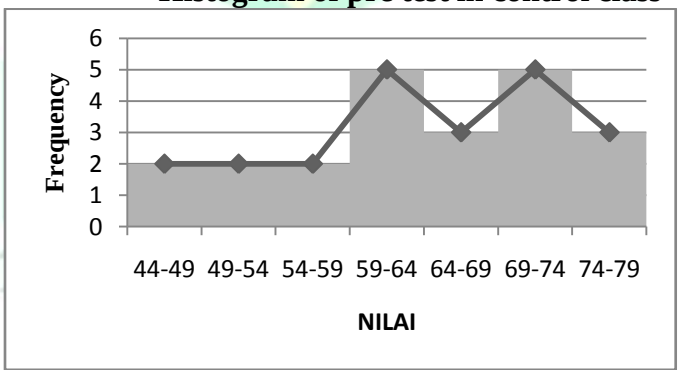
Table 4.13
Frequency Distribution of pre test in control class

Interval					
		Frequency	Percent	Valid Percent	Cumulative percent
Valid	45	2	9.1	9.1	9.1
	50	2	9.1	9.1	18.2
	55	2	9.1	9.1	27.3
	60	5	22.7	22.7	50.1
	65	3	13.6	13.6	63.7
	70	5	22.7	22.7	86.4
	75	3	13.6	13.6	100.0
	Total	22	100.0	100.0	

From the table above, could be seen that the score of students' audio visual media was varieties. There were 9.1% or 2 students got score 45, 9.1% or 2 students got score 50, 9.1% or 2 students also got 55, 22.7% or 5 students got score 60, 13.6% or 3 students got score 65, 22.7% or 5 students got score 70, and 13.6% or 3 students got score 75. Based the table above the histogram, the histogram can be seen in as follow:

Figure 4.3
Histogram of pre test in control class



Mean = 62.27
SD = 9.15

From the histogram above, it is stated M= 62.27 and SD= 9.15. to determine the category of the audio visual media was good, medium or poor, the researcher grouped score using thestandard as follow:

a. More than M+1.SD (62.27+ 9.15 = 71.42) is categorized into good
b. Between M-1. SD (62.27-9.15= 53.12) to M+1.SD (62.27+ 9.15= 71.42) is categorized into medium
c. Less than M-1.SD (62.27-9.15= 53.12) is categorized into low.

Thus it can be seen that the score which are more than 71 is considered into good, while the score which are less than 53 is categorized low and the score between 53- 71 is categorized medium. That the categorization can be clearly seen in the following:

Table 4.14
The categorization pre test in control class

No	Score	Frequency	Percentage	Category
1	More than 71	3	13.6%	Good
2	Between 53-71	15	68.18%	Medium
3	Less 53	4	18.18%	low
Total		22	100%	

From the categorization can be seen that the students' audio visualmedia score showed that 13.6% in the good category, 68.18% in a medium category, and 18.18% in a low category.

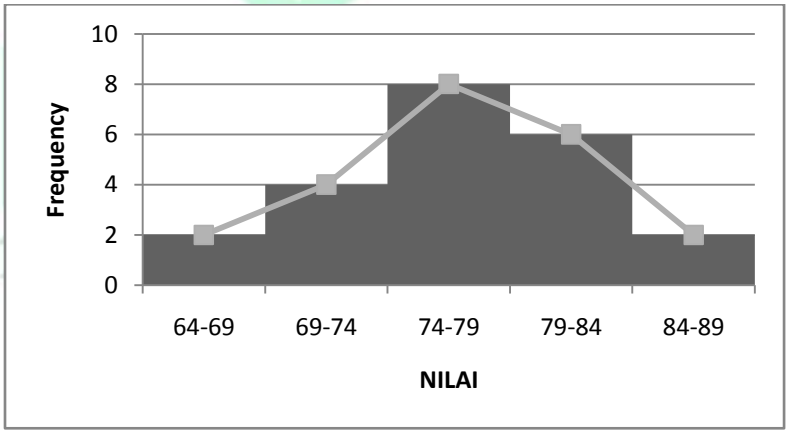
Table 4.15
Frequency Distribution of post test in control class

Interval					
		Frequency	Percent	Valid Percent	Cumulative percent
Valid	65	2	9.1	9.1	9.1
	70	4	18.2	18.2	27.3
	75	8	36.3	36.3	63.6
	80	6	27.3	27.3	90.9
	85	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

From the table above, could be seen that the score of students' audio visual media was varieties. There were 9.1% or 2 students got score 65, 18.2% or 4 students got score 70, 36.3% or 8 students got 75, 27.3% or 6 students got score 80,and 9.1% or 2 students got score 85. Based the table above the histogram, the histogram can be seen in as follow

Figure 4.4

Histogram of post test in control class



Mean = 75.68
SD = 7.17

From the histogram above, it is stated M= 75.68 and SD = 7.17. to determine the category of the audio visual media was good, medium or poor, the researcher grouped score using thestandard as follow:

a. More than M+1.SD (75.68+ 7.17 = 82.85) is categorized into good
b. Between M-1. SD (75.68-7.17= 68.51) to M+1.SD (75.68+ 7.17= 82.85) is categorized into medium
c. Less than M-1.SD (75.68-7.17= 68.51) is categorized into low.

Thus it can be seen that the score which are more than 82 is considered into good, while the score which are less than 68 is categorized low and the score between 68- 82 is categorized medium. That the categorization can be clearly seen in the following:

Table 4.16
The categorization post test in control class

No	Score	Frequency	Percentage	Category
1	More than 82	2	9.0%	Good
2	Between 68-82	18	81.8%	Medium
3	Less 68	2	9.0%	low
Total		22	100%	

From the categorization can be seen that the students' audio visualmedia score showed that 9.0% in the good category, 81.8% in a medium category, and also 9.0% in a low category.

3. The result of assumption test for parametric statistic

a. Normality

Normality test was conducted to know wether the data distribution was normal distribution or not.[40] The researcher used Kolmogorov-Smirnov formula to calculate normality.

1) Experimental class

Table 4.17
Calculation data of mean and standard deviation

X	F	Fx	X^2	Fx^2
90	2	180	8100	16200
85	5	425	7225	36125
80	3	240	6400	19200
75	5	375	5625	28125
70	7	490	4900	34300
∑	**22**	**1710**	**32250**	**133950**

Calculate the average:

$$\text{Mx} = \frac{\sum fx}{n}$$

$$= \frac{1710}{22}$$

$$= 77.727$$

Calculate the deviation standard:

$$\text{SDx} = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

[40] Retno Widyaningrum, *Statistika Edisi Revisi* (Jogjakarta: Pustaka Felicha, 2014), 204.

$$= \sqrt{\frac{133950}{22} - \left(\frac{1710}{22}\right)^2}$$

$$= \sqrt{6088.636 - (77.727)^2}$$

$$= \sqrt{6088.636 - 6041.486}$$

$$= \sqrt{47.156}$$

$$= 6.867$$

Table 4.18
The result of normality test for Experimental class

X	F	Fkb	f/n	Fkb/n	Z	P≤Z	a_2	a_1
90	2	20	0.0909	1	1.191	0.883	0.117	-0.0261
85	5	15	0.2272	0.7727	0.956	0.8289	-0.0562	0.171
80	3	12	0.1363	0.5454	1.006	0.8413	-0.2959	-0.1596
75	5	9	0.2272	0.4090	0.843	0.7995	-0.3905	-0.1633
70	7	4	0.3181	0.1818	0.695	0.7549	-0.5731	-0.255
	22							

$D_{(0,05;22)}$ from index is 6.822

Ho was accepted if a_1 max ≤ D_{table}

Because a_1 max was 0.171 in which it was less than $D_{table,}$ so Ho was accepted. It meant the data was normally distributed.

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2) Control class

Table 4.19
Calculation data of mean and standard deviation

Y	F	fY	Y^2	Fy^2
85	2	170	7225	14450
80	6	480	6400	38400
75	8	600	5625	45000
70	4	280	4900	19600
65	2	130	4225	8450
	22	1660	28375	125900

Calculate the average:

$$\text{Mx} = \frac{\sum fx}{n}$$

$$= \frac{1660}{22}$$

$$= 75.454$$

Calculate the deviation standard

$$\text{SDx} = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

$$= \sqrt{\frac{125900}{22} - \left(\frac{1660}{22}\right)^2}$$

$$= \sqrt{5722.727 - (75.454)^2}$$

$$= \sqrt{5722.727 - 5693.388}$$

$$= \sqrt{29.338}$$

$$= 5.417$$

Table 4.20
The result of normality test for control class

Y	F	Fkb	f/n	Fkb/n	Z	P≤ Z	a_2	a_1
85	2	22	0.0909	1	1.76	0.9608	0.0392	0.0517
80	6	20	0.2727	0.9090	0.840	0.7995	0.1095	-0.5268
75	8	14	0.3636	0.6363	-0.083	0.4681	0.1682	0.1682
70	4	6	0.1818	0.2727	-1.006	0.1587	0.114	0.0678
65	2	2	0.0909	0.0909	-1.930	0.0268	0.0641	0.0641
	22							

$D_{(0,05;22)}$ from index is 6.822

Ho was accepted if a_1 max ≤ D_{table}

Because a_1 max was 0.1682 in which it was less than $D_{table,}$ so Ho was accepted. It meant the data was normally distributed.

b. Homogenity

Homogenity is necessary to test the homogenity of variance in comparing two groups or more.[41] The reseacher used Harley formula, to calculate homogenity. This formula is used if the number of sample is same.

Table 4.21
Calculation table of mean and standard deviation before being taught using podcast media

Nilai (X)	Tanda/turus	F	Fx	X^2	Fx^2
80	I	1	80	6400	6400
75	III	3	225	5625	16875
70	III	3	210	4900	14700
65	IIII-I	6	390	4225	25350
60	IIII	4	240	3600	14400
55	II	2	110	3025	6050
50	III	3	150	2500	7500
Total		22	1405		91275

[41] Retno Widyaningrum, *Statistika Edisi Revisi* (Jogjakarta: Pustaka Felicha, 2014), 212

Table 4.22
Calculation table of mean and standard deviation after being taught podcast media.

Nilai (Y)	Tanda/Turus	F	Fy	Y^2	Fy^2
90	II	2	180	8100	16200
85	IIII	5	425	7225	36125
80	III	3	240	6400	19200
75	IIII	5	375	5625	28125
70	IIII II	7	490	4900	34300
Total		22	1710		133950

Calculate the deviation standard:

$$SD_x = \sqrt{\frac{\sum fx^2}{n_x} - \left(\frac{\sum fx}{n_x}\right)^2}$$

$$= \sqrt{\frac{91275}{22} - \left(\frac{1405}{22}\right)^2}$$

$$= \sqrt{4148.864 - (63.863)^2}$$

$$= \sqrt{4148.864 - 4078.564}$$

$$= \sqrt{70.299}$$

$$= 8.3844$$

$$SD_y = \sqrt{\frac{\sum fy^2}{n_x} - \left(\frac{\sum fy}{n_x}\right)^2}$$

$$= \sqrt{\frac{133950}{22} - \left(\frac{1710}{22}\right)^2}$$

$$= \sqrt{6088.636 - (77.727272)^2}$$

$$= \sqrt{6088.636 - 6041.529}$$

$= \sqrt{47.10744}$

$= 6.8635$

Using Harley formula:

$$F\ (max) = \frac{V\ ar\ max}{V\ ar\ min} = \frac{SD^2}{SD^2\ min}$$

$$= \frac{8.3844}{6.8635}$$

$$= 1.221$$

$$Db = (n - 1; k)$$

$= (22 - 1; 2)$

$= 21; 2$

Fmax table is 2.40

Ho = data is homogenous

Ha = data not homogenous

The results showed that Fmax is 1,221 and Fmax table was 2.40. it can conclude than Fmax was less than Fmax table. So the decision was accept Ho, which meant the data was homogeny.

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C. Data Analysis

The researcher applied "t" test formuls to analyze the data as stated below.

1. Experimental class

The first step is calculated the interval and class for make the table distribution:

$i = \frac{R}{K}$

i = class of interval

r = Range

k = the number of class

n = the number of data

K = 1+ 3.222 log n

= 1 + 3.222 log 22

= 1 + (3.222 x 1.342)

= 1 + (4.323)

= 5.323

= 5

Highest score = 90

Lowest score = 70

R = H – L

= 90 – 70

= 20

$i = \frac{K}{R}$

$i = \frac{20}{5}$

= 4

From the date statistic above we can know that the total range is 20, the number of class is 5 and interval is 4.

table 4. 23
Calculation data of students' post test in Experimental class

Interval	F	X	Fkb	Fka	X'	FX'	X'^2	Fx'^2
90-93	2	90	22	2	4	8	16	64
86-89	0	0	20	2	3	0	9	0
82-85	5	85	20	7	2	10	4	100
78-81	3	80	15	10	1	3	1	9
74-77	5	75	12	15	0	0	0	0
70-73	7	70	7	22	-1	-7	2	49
∑	22					21		205

2. Control class

K = 1+ 3.222 log n

= 1 + 3.222 log 22

= 1 + (3.222 x 1.342)

= 1 + (4.323)

= 5.323

= 5

Highest score = 85

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Lowest score = 65

R = H – L

= 85 – 65

= 20

$i = \frac{K}{R}$

$i = \frac{20}{5}$

= 4

Table 4.24
Calculation Table of Students' Post Test in Control Class

Interval	F	Y	Fkb	Fka	y^1	fy'	y'^2	fy'^2
85 - 89	2	85	22	2	3	6	9	36
81 - 84	0	0	20	2	2	0	4	0
77 – 80	6	80	20	8	1	6	1	36
73 -76	8	75	14	16	0	0	0	0
69 - 72	4	70	6	20	-1	-4	1	16
65- 68	2	65	2	22	-2	-4	4	16
∑	22					2		87

finding mean of variable X and Y

$$Mx = M' + \text{i}\left(\frac{\Sigma fx'}{\text{nx}}\right)$$

$$= 75 + 4\left(\frac{21}{22}\right)$$

$$= 75 + 4(0.954)$$

$$= 75 + 5.954$$

$$= 80.954$$

$$My = M' + \text{i}\left(\frac{\Sigma fy'}{\text{ny}}\right)$$

$$= 75 + 4\left(\frac{2}{22}\right)$$

$$= 75 + 4\,(0.090)$$

$$= 75 + 0.363$$

$$= 75.363$$

Determining standard deviation

$$SD_X = \text{i}\sqrt{\frac{\Sigma fx^{1^2}}{\text{n}_\text{x}} - \left(\frac{\Sigma fx^1}{\text{n}_\text{x}}\right)^2}$$

$$= 4\sqrt{\frac{205}{22} - \left(\frac{21}{22}\right)^2}$$

$$= 4\sqrt{9.318 - (0.954)^2}$$

$$= 4\sqrt{9.318 - 0.910}$$

$$= 4\sqrt{8.408}$$

$$=4 \text{ x } 2.899$$

$$= 11.598$$

$$SD_y = \text{i}\sqrt{\frac{\Sigma fy^{1^2}}{\text{n}_\text{y}} - \left(\frac{\Sigma fy^1}{\text{n}_\text{y}}\right)^2}$$

$$= 4\sqrt{\frac{87}{22} - \left(\frac{4}{22}\right)^2}$$

$$= 4\sqrt{3.954 - (0.18)^2}$$

$$= 4\sqrt{3.954 - 0.033}$$

$$= 4\sqrt{1.980}$$

=4 x 1.407

= 4.628

Look for *error* standard of variable X and Y

$$SEm_x = \frac{SDx}{\sqrt{n_x - 1}}$$

$$= \frac{11.599}{\sqrt{22-1}}$$

$$= \frac{11.598}{\sqrt{21}}$$

$$= \frac{11.598}{4.582}$$

$$= 2.531$$

$$SEm_y = \frac{SDy}{\sqrt{n_y - 1}}$$

$$= \frac{4.628}{\sqrt{22-1}}$$

$$= \frac{4.628}{\sqrt{21}}$$

$$= \frac{4.628}{4.582}$$

$$= 1.010$$

Determining difference error standar between mean of variable X and Y

$$SEm_x - m_y = \sqrt{SE^2_{m_x} + SE^2_{m_y}}$$

$$= \sqrt{2.531^{\,2} + 1.010^2}$$

$$= \sqrt{4.382 + 1.020}$$

$$= \sqrt{5.402}$$

$$= 2.324$$

Count t score

$$t_0 = \frac{M_x - My}{SE_{Mx - My}}$$

$$= \frac{80.954 - 75.363}{2.324}$$

$$= \frac{5.591}{2.324}$$

$$= 2.405$$

After got the result from t-test then find the value of db. It is used to find out the value of t-test score in t-table. To got the value of t-test in t-table the writer used the value of significant level 5%. The procedure to get db is as follow:

Db = (n_{x+n_y}) - 2

= (22 + 22) – 2

= 44 – 2

= 42

Thus, based on the calculation above, db = 42 and the value of the db 42 by using significant6 level 5% is 2.02 and the result of t-test is 2.405.

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D. Interpretation and Discussion

In this section it will be interpret and draw the conclusion. Based on the computation above, it was shown that the difference coefficient of students taught using podcast media and the student taught using audio visual media is 2.405 (t_0) and t-table (t_t) is 2.02.

From the data above, the researcher interpret that there was significance difference because $t_0 > t_{t,}$ so Ha was accepted.

Based on the explanation the result on the table above, the researcher could conclude that there was significant difference in listening score between students taught using podcast media and students taught using audio visual media. In other word, podcast media is effective to be used in teaching listening at the eight grade students of SMPN 2 Jetis Ponorogo in academic years 2017/2018.

It is suitable with previous study from Juni Bayu Saputra.[42] Media podcast is better to use because it is easy to understand, attractive and it is very useful to practice and sharpen the students' listening skill so that at the end of instructional process it will help the students to enhance their listening achievement. In short this technique not only increases students' participation but also students' achievement.

[42] Juni Bayu Saputra, *The Comparison of Listening Achievement using Media Podcast with Media Audio vVsual at Different Listening Habit* (Lampung; Muhammadyah University of Metro, 2013), 12.

CHAPTER V

CLOSING

A. Conclusion

Based on the result of data calculation, the researcher concluded that podcast media can improve students' listening achievement at the eight grade students of SMPN 2 Jetis Ponorogo in academic year 2017/2018. The students who are taught using podcast media have a better score than those who are taught using audio visual media technique.

The result of this research based on the statistic calculation indicated that the value of $t_0 = 2.405$ and the value of db = 42 with significance level 5% is 2.02, this is average significance level. Comparing the t_0 with $t_{table,}$ the reseacher find that t_0 is higher than t_{table} (t_t) = 2.405 $>$ 2.02. It can be said that, podcast media technique was effective to be used in teaching listening at eight grade students of SMPN 2 Jetis Ponorogo in academic year 2017/2018.

B. Suggestion

The researcher wants to give some suggestions that might be useful for teachers and students.

1. For teachers

   Teachers should know students' characteristic, especially in learning listening. They also need to be creative. So that the teacher can choose the right technique to teach students.

2. For students

   The students should be active in learning process. They are hoped not be shy to share their ideas with their friends. They also must be brave to give a comment and asking questions.

PONOROGO

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