IMPROVING STUDENTS' LISTENING SKILLS THROUGH PODCAST AT MTS ISLAMIYAH GUNTING SAGA

SKRIPSI

Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic

University of North Sumatera Medan as a Partial Fulfilment of the Requirements for

Degree of Sarjana Pendidikan

By :

MALAHAYATI BR SIAHAAN

NIM : 34.16.3.193

DEPARTMENT OF ENGLISH EDUCATION

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

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DEPARTMENT OF ENGLISH EDUCATION

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

2020

Nomor : Istimewa

Medan, 28 Oktober 2020

Lamp   : 6 (Enam) sks

Kepada Yth;

Prihal   : Skripsi

Bapak Dekan Fakultas Tarbiyah

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UIN-SU

di –

Tempat

Assalamualaikum Wr.Wb

Setelah membaca, meneliti, dan memberikan saran-saran perbaikan seperlunya

terhadap skripsi mahasiswi :

Nama   **: Malahayati Br Siahaan**

NIM   **: 0304163193**

Jur / Prodi   : Pendidikan Bahasa Inggris

Judul   **: "Improving Students' Listening Skills Through Podcast at MTs**

Islamiyah Gunting Saga ."

Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqosyahkan

dalam sidang munaqosyah skripsi Fakultas Tarbiyah UIN – SU Medan.

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih.

Wassalam,

ADVISOR I   **ADVISOR II**

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PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini :

Nama   **: Malahayati Br Siahaan**

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      Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

      Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan Universitas batal saya terima.

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Yang Membuat Pernyataan

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ABSTRACT

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The title : "IMPROVING STUDENTS' LISTENING SKILLS THROUGH PODCAST AT MTS ISLAMIYAH GUNTING SAGA"

Keywords : Listening English Skill, Podcast.

This research aims to improve listening to English by using english podcast media. To encourage the ongoing research, researcher need some support that researcher have done such as; plans, actions, observations, and reflections. Participants in a class that was the subject of a study of 42 eighth grade students at MTs Islamiyah Gunting Saga in the 2020/2021 school year. In this observation, technique data analysis was collected using qualitative and quantitative data. for qualitative data collection, researchers do such as; interviews, observation sheets, and documentation. In addition, to collect quantitative data, researchers conducted a pre-test, post-test cycle I and cycle II post-test. The results of research conducted that podcasts can improve students 'listening skills can be seen from the results of students' listening test scores. This can be seen from the mean score of the pre-test results is 16% (7 students) who scored more than 75. At the third meeting the second listening test in cycle I, there were 38% (16 students) who scored more than 75. from the first pretest conducted until the post test cycle II increased 21.42%. The second post test at the last meeting also experienced an increase in student scores reaching 78% (33 students) obtained scores above 75. There was an increase of 40.48% from the second listening test, and about 61.91% from the first listening test to the third test. From the data obtained by the researcher, it can be seen that podcasts are an effective listening learning tool to be applied to listening classes because they can improve students' listening skills and are able to encourage students' interest in learning to listen to English.

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CHAPTER I

INTRODUCTION

A. Backround of Problem

Junior high school students studying English serve as a self-development tool for students in the fields of science, technology, and the arts. The teaching of English dictionaries in junior high school includes four skills, namely : reading, listening, speaking, and writing.

The target of teaching and learning English in junior high school is to practicing applying English, like how to say word or sentence and when the sentence should be used will at least help the students understand more about language functions deeply. Having English language skills can help facilitate the search for broader information, facilitate communication and interaction, and have a wider association with the global world. English is a language that is very important to learn and master. Especially for students, because English is the most frequently used international language. That is, English is recognized and used by various people throughout the world to communicate.

According to many researcher, listening can affect other skills in English such as reading skills, writing skills, and speaking skills. So it can be said that listening is a very important skill to master. Ordinary people in their daily lives listen more than they talk. From listening skills we can improve other skills because we can master more vocabulary. In learning listening, the teacher provides more interesting media and can attract students' attention to learn to listen.

According to brown (2001), the importance of listening is "listening is the major component in language learning and teaching because in the classroom learners do more listening than speaking." That is, in this case the ability to listen is needed because from listening we can find out the meaning of what the speaker said and provide feedback.[1]

Oxford Rugby League (1993) says that "listening is a creative skill". It shows that, that people listen something that comes out of the mouth of the speaker and than we understand the words that fall one by one, after that weprocess it into an integral part to respond back to what the speaker said. Thus we arrange a structure of language into a perfect part.[2]

However, to achieve good grades is a big challenge for teachers to their students. not many students have low scores in the listening class. This is due to the lack of students' ability to master vocabulary. When the teacher conducts the listening class, not many students succeed in writing the appropriate text. they listen to the speaker but write them in the wrong sentence because they don't have a lot of vocabulary.

The researcher found several obstacles at MTs Islamiyah Gunting Saga, in the eight grade listening to English, the problems the researcher found were; the first is the students unfamiliar with the material, so sometimes they are misunderstanding of the material, many students are bored in listening class because the teacher presents the lesson using conventional techniques, so the students are not interest about the material being discussed. The second is lack of vocabulary, because the students have

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[1] Brown, H. D. (2001). Teaching by Princoples: An Interactive Approach to Language Pedagogy. New-York: Longman.
[2] Oxford, Rugby League. L. (1993). Research Update on Teaching L2 Listening. System, 21

a little bit vocabulary that accepted in their memorize, it happened they seldom in practice listening English.

From this reserch teachers are required to provide students with media with engaging learning , that way students will easily understand the lesson quickly. There are some media can be used in the listening teaching. One of them is using podcast, it is have an important role to motivate students to listen during the learning process and make students comfortable and feel engrossed in the process of the listening learning. That can make the students interested in listening learning. Thus, students will more easily accept listening material with podcast media in improving listening skills.

Using podcast is a great way to develop student's listening skill. The term podcast itself comes from the term iPod and Broadcasting. Podcasts provide thousands of topic categories that you can listen, such as business, aducation, health, music, technology, TV and film, sports, etc. Podcasts have been around since 2005, but only began to be popular among the people in 2007. Since 2007, podcast have started to be widely known by the publish and many have begun to listening to them. Podcast are digital audio files whose listeners are required to download first to be able to listen to the audio. This podcast is non-streaming audio, so it's very different from audio. This podcast has been widely used by the public to listen to news , knowledge, and sharing knowledge that can be repeated.

From the applications to listening podcasts many of themes are available according to the needs and skill levels of the listeners. The teacher is required to apply the podcast according to the learning material and the listening skill level of the students. Podcasts can be downloaded or streamed and podcasts can be listened to by students as many times as they want.

We can conclude that the purposes of podcast is a medium used by English teachers to teach students in the classroom to listen to improve their listening skills. podcast media is an application that can be used in listening classes. It makes the students interest with the material that delivered from the teacher. The use of visual media podcast can motivated the students to join in the learrning process actively because a podcast provides interesting sounds. So the students can accept information well, find a new vocabulary and the meaning, grammer, and the messages.

Based on the description above, the researcher are interested in conducting research under the tittle : "**Improving Students Listening Skills Through Podcast at MTs Islamiyah Gunting Saga**"

B. Identification of Problems

Based on the background of the problems above, the failure to improve students' listening skills is caused by the problems below:

1. The students get difficulties in listening English

2. The students are lacking in vocabulary

3. students are lacking in language spelling

C. Formulation of Problem

Based on the background of the study above as well as the identification of the problem, the research questions were formulated as follows "How can the use of podcast to improve students' listening ability in grade VIII in MTs Islamiyah Gunting Saga?"

D. Objecive of study

Based on the background of the study, the researchers identifies the objective of study.

1. The objective of this study is to describe the using podcast in improving students listening skills.

2. To know that using podcast can make students increase new vocabulary.

3. To know that using podcast can make the students increase they are spelling language.

E. Significances of the study

the significance of this study to expected to be used theoritically and practically:

1. Theoritically

This study aims to test students' listening skills using podcast media, students listen to several English podcasts. and analyzing test results obtained by students, and improving students' listening skills through podcasts.

2. Practically

    a. For researcher, This research provides input or knowledge to find out improving students' listening skills through the use of podcast media, and this research can be used as a reference for further research.

    b. For the English Department, the result of this research study can encourage other students of the English Department to conduct similar research

    c. For the English teachers, Through the results of this study, it can be used as a consideration for teachers to improve and perfect the learning process through learning media, and provide new knowledge with podcast media in improving students' listening skills.

    d. For students, it can be a possitive effort to improve their listening skill

e. For the reader, this research can make the reader get the new knowledge about the improvement students' listening skills through podcast.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Framework

A.1 Skill

Skill can be called by ability or potential of an individual to master the expertise in doing various task in a job or assignment of one's actions. Ability comes from the word capable which means power (abble) to do something, while ability means strength (The Big Indonesian Drafting Team). Ability itsef according to Stephen P.Robbins & Timonthy A. Judge is "The capacity of an individual to perform various task in a job" (2009:57). That means someone who can mastered something useful in doing work or something else.

According to Mc Shane & Glinow in Buyung (2007:37) "Ability the natural aptitudes and learned capabilities required to succesfully complete a task". That means intelligance is a natural talent that helps employees learn certain task faster and do them better. The ability is related with the science or knowledge, this shwos that the skills is the most important thing for the students because the skill itself has a big influence in encouraging student knowledge.

Knowledge is the most important thing not only for the students but also for everyone in this world. People who have a knowledge can improve their human lives. So everyone

must have the ability to learn and get the knowledge.[3] So ability is a material that can increase human potential.

From the definition above the researcher can concluded ability is a strength or potencial of mental or psychys condition which can produce work that is meaningful for human being. The ability itsef is related to knowledge where knowledge is very important for students, because the ability can increase students knowledge. The ability not only important for the students but for everyone.

A.2 Listening

Hearing is being able to pick up sound (sound) by ear. Whether we realize it or not, if there is a sound, our hearing aid will pick up or hear the sounds. We hear that voice without any element of intention. Listening is listening with understanding or understanding and to the level of appreciation. Although both hearing and listening involve sound perception, the difference in terms reflects a degree of intention.[4] The hearing process occurs without planning or by chance. Meanwhile, in listening, the deliberate factor is quite large, greater than listening, because in listening there is an effort to understand what the speaker is saying, while in listening activities the level of understanding has not been done.

Listening is the first step towards interpersonal communication. Listeners should understand how to listen well and correctly so that interpersonal communication is established and become unclear if the listening process in the communication is not effective even though the communicator is clear. From the meaning of each word, it can be seen the differences, which Hearing is capturing sound but with no planning and reciprocal response. listening is a passive act.

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[3] Chairunnisa, "The Ability of the Third Year Students of SMA Muhammadiyah 1 Medan in Making Causative Sentence", Thesis Spd UMSU (Medan: Faculty Of Teachers' Training and Education, Academic Year In 2015). P.7.

[4] Michael Rost.Teaching and Researching Listening. UK: Pearson Education, 2002 p.8

Listening is an active process and can be said to be a skill. In constructing a message from a sound stream of a language. listening is a process of trying to understand, interpret what the speaker says and give him a response. So, listening is not only listening but also listening with understanding or understanding even to the level of appreciation or response.

Listening is an active, threrefore listening itself is not an easy and necessary job enough practice. The more you practice listening, the better it will become understand a conversation with another person. With mind, one can choose words the rightwords to convey to other parties, so that they can be understood properly and correct. With emotions, a person can express his feelings (joy, sorrow, confidence or hesitation) in establishing communication relations with others. Listening is very active. As people listen, they process not only what they hear but also connect it to other information they already know.[5]

Listening is viewed as part of a transactional process in which all participants are simultaneously 'sending' and 'receiving' messages.[6] That means listening is a process that involves something or someone in receiving and sending messages. Listening have five process, such as hearing, understanding, remembering, evaluating, and responding.[7] The process of listening devided into (1) hearing, hearing process begins with receiving messages from communicators in the form of verbal and nonverbal messages such as facial expressions, sign language, and others. (2) understanding, understanding is the stage where the recipient of the message tries to understand what is conveyed bpth the communicator's mind and the intonation that represents the communicator's emotions. (3) remembering,

[5] David Nunan, Practical English Language Teaching, McGraw-Hill, Singapore, 2003, p. 24.

[6] Michael Rost,Teaching and Researching Listening, Longman, Great Britain, 2002, p. 54.

[7] BabitaTyagi, Listening: An important skill and its various (Journal Internationa l: 2013), p. 1.

memory is needed so that the message conveyed can be well remember. A good memory is very useful so that the message received matches what is conveyed so that is does not cause ambiguity or confusion. (4) evaluating, the message conveyed by the communicator matches the facts that occur in the field. The last (5) responding, providing feedback or response is very important because it determines whether the communication process is effective as expected.

Listening is very impotant ability because to interact between the speaker and the listener needs listening ability so the listener can respond well to the speaker without misunderstanding both of them. Speaker and listener have relation, if the interlocutor listen carefully to the speaker utterance.[8] Listeners and speakers cannot be separated from communication they are always connected each other. In the holy qur'an, there is verse that state the existance of listening, that is surah An-Nahl (16) :78.[9]

In the Noble Qur'an, Allah SWT says:

$$\text{وَٱللَّهُ أَخْرَجَكُم مِّنۢ بُطُونِ أُمَّهَٰتِكُمْ لَا تَعْلَمُونَ شَيْـًٔا وَجَعَلَ لَكُمُ ٱلسَّمْعَ وَٱلْأَبْصَٰرَ وَٱلْأَفْـِٔدَةَ لَعَلَّكُمْ تَشْكُرُونَ ٧٨}$$

The meaning:

"And Allah has extracted you from the wombs of your mothers not knowing a thing, and He made for you hearing and vision and intellect that perhaps you would be grateful." (An-Nahl/16: 78)

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[8] Anggi Pusp and Educationita, (2015), *The Student's Listening Ability in Identifying Themes on Narrative Text, Thesis Spd UMSU, Medan: Faculty of Teacher Training*.p.11

[9] Munirah, *Petunjuk Alquran Tentang Belajar dan Pembelajaran*, State Islamic University of Alauddin Makassar: Faculty of Teacher Training. 2016. P.45.

The above verse implies that there are three components involved in the theory learning, namely: *al-sam'a, al-bashar, and al-fu'ad*. Lexically, said *al-sam'a* meaning of the ear whose function is to capture sound, understand speech, and so on. The mention *al-sama'* in the *Al-qur'an* is often associated with vision and the heart, which shows the complimentarity between the various devices in learning and teaching activity.

A.3 Teaching Of Listening

Teaching and learning are related to one another. The definition of teaching is closely related to the definition of learning where learning is the beginning of a teaching and learning process especially language learning. Therefore the following is an explanation of the listening learning process. 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.[10] Listening has also been considered in the past few years, listening involves tearcers more than the students themselves. Not only listening but the next stage must be done is an understanding that can be stored in their memory then they can respond it well.

Listening in language learning and teaching process is very important especially for language teachers to make students interest with the listening learning in English class and makes them to be active listeners. For instance, the school establishes one day in a week to use English language[11], then the students already familiar by using of English language.

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[10] Brown, H.D. *Principle of Language Learning and Teaching, San Francisco University*, San Francisco, 2000. p. 7

[11] Veronika M.H.P. *Improving Students' Listening Skills Through Podcast at SMP BOPKRI 1, Yogyakarta Grade VIII, Class A in the Academic Year Of 2012 / 2013*. Language and Art Faculty. Yogyakarta State University, 2013. P.9

Language learning can be done in one way such as listening. It gives possitive impact for the students such as getting information that can build their knowledge in learning, when their knowledge build they can speak up with the speakers or teachers. The listening only period is a time of observation and learning which provides the basis for the other language skills.[12] Learning was very much seen as under the control of the teacher.[13] The teacher has an important role in managing students in order to understand language lesson.

There are several principles of teaching listening skills that teachers must now, such as: first, the teacher must introduce the media that will be used to enter the listening class and students have already captured how to use and benefit from the learning media. Second, teachers who teach listening classes with certain media must provide material that is relevant to real life in order to generate their knowledge by linking learning materials with real life will make them aware that real life is very important. Third, listening with media and explanations using their mother tongue, students will find it easier to understand the material with simple word explanations. Fourth, listening using the media has several variations, such as topics, gender, listening skill levels, and so on. That way teacher and students can choose their own topics to be discussed and will attract students' attention. Fifth, when they finish listening with a medium, the teacher is required to let students respond to the material and explain in their own language about the material and the class listening. by knowing the student's opinion the teacher can find out their listening skill level. Sixth, teachers who provide material are not recommended to give leaked material that will be heard to students, so that students will get used to listening to material from listening media.

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[12] I.S.P. Nation and J. Newton, Teaching ESL/EFL Listening and Speaking, Routledge, New York, 2009, p. 38

[13] Jack C. Richards, Communicative Language Teaching Today, Cambridge University Press, New York 2006, p. 4

In addition, we can know that the principle give a big influence in language learning. The teacher should be know to make interact the students in their class. Before applying this principle the teachers should be pay attention more about how to teach them and make them easy to understand about the material.

The conclussion is teaching listening means providing explanations and giving meaning about the language system. the explanation given connects with knowing the meaning of the word given by the speaker, and can respond well. teaching listening is also intended to convey and accept what has been heard without missing communication. For the success of learning to listen to a teacher and student, it is not enough if it is done once, listening must be done repeatedly.

A.4 The Teaching of Listening in Junior High School

In teaching English, there are four main skills that learners must master, namely listening, speaking, reading, and writing. Listening skills are the main skills that language learners must master. The main reason is because 90% of student learning time in class is used to listen to explanations from teachers and peers. Teaching listening is carried out using different media from other learning to encourage students' listening skills. Learning to listen can influence the improvement of other skills. Speaking can be active if we have a good listening, because the listening and speaking are interconnected to create effective communication.

Listening English in junior high school intended to be able to influence the improvement of other skills in which students master several and applying it to certain levels. That way, the teaching and learning process must be in accordance with its objectives. With teaching adhering to competency standards, called by "Standar Kompetensi dan Kompetensi Dasar" (SKKD).

For the teacher in teaching listening at junior high school is one of the most difficult tasks to teach them. Because to make listening to be successful, the teacher should give more times and the teacher should give the instructions and controles the students to practices more. It's frustrating for the students because there are no rules as in a grammar teaching (Kenneth, 2011).[14] The fact, too much students are fault in their listening test because they are still confuse and unfamiliar with the words. The students can get maximal skills by balancing it with other language skills.

The good listening should be consist of practice and intruction. For the effective listening learning process, the learners needs practice in listening for meaning and also some instruction. Veronika (in Hasyuni 2006: 4) says that "a suitable material can make the students want to learn". The material which is suitable with the students has to be interesting, in the right level of students' difficulty, and presented in various activities.[15] In concluding, The teachers should make the students interest with some activity. If the teacher cannot master the students' interest in listening learning, then they will be bored and do not want to learn languages anymore or the bad inpact is they will play during class time. So to make the students easy to understand, the material should be relevant with the real life

It can be conclude that teaching listening in junior high school should be accordance with the objectives. To make it effective the teacher should give some instruction and practice to the students, so they will be familiar with the listening task. The teacher should prepare the interest media to learn some material to make them happy to learn it.

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[14] Veronika M.H.P. *Improving Students' Listening Skills Through Podcast at SMP BOPKRI 1, Yogyakarta Grade VIII, Class A in the Academic Year Of 2012 / 2013*. Language and Art Faculty. Yogyakarta State University. 2013. P. 10

[15] Veronika M.H.P. *Improving Students' Listening Skills Through Podcast at SMP BOPKRI 1, Yogyakarta Grade VIII, Class A in the Academic Year Of 2012 / 2013*. Language and Art Faculty. Yogyakarta State University. 2013. P. 11

B. Media in Teaching English

B.1 The Definition of Media

Media means a property to give information to the students. Media comes from latin and is plural from the word "medium" which literally means "intermediary" that is the intermediary of the message source with the receptient of the message.[16] Media in Arabic is *wasaai* which means an intermediary or delivery message from the sender to the recipient of the message.[17]

While the word media in "learning media" literally means intermediary or introduction , while the word learning is interpreted as a condition created to make someone do something learned.[18] So learning media is defined as a vehicle channeling messages or learning information to condition someone to learn.

Several types of media can be devided into: the first is visual media, visual media has been widely used by teachers as a medium to encourage teaching in the classroom, visual media can be seen in a real form, can be touched and can be read by students, such as the form of a picture of something, text containing images, comics, magazines , posters, etc. The second is audio media, audio media is also very popular to assist teachers in delivering certain materials, audio media can only be heard without any support for pictures or the like. usually frequently heard audio such as radio, music, podcasts, etc. The third is audio visual media. Audio visual media usually really attracts students' attention because in addition to making sound it also displays images. Audio visual media can be seen with the eye and can also be heard such as movies, TV, DVD, theater, and others.

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[16] Hermawan,H. *Media Pembelajaran SD*. Bandung: Upi Press. 2007. P.3.
[17] Arsyad, A. *Media Pembelajaran*, Jakarta. P.4.
[18] Riyana. *Media Pembelajaran Sekolah Dasar.* Upi Press. 2007. P.5.

The term multimedia often describes highly sophisticated technology, such as CD ROM and Internet web sites, which incorporate text, sound, vision and animation. In this modern era, the word media have already been familiar for us in the relation with teaching and learning process.

Media refers to any communication method that conveys information between teachers and learners. In teaching and learning process teachers needs the media, the teaching was replaced by terms such as tool of view heard, teaching materials, communication of view heard, educational teaching aids of view, educational technology, teaching aids, and explanatory media, so the learning process will be effective. It means that the technology is the most important thing to encourage the learning process.

We can conclude that the media is a means or intermediary in delivered information to each person. And technological have a good impact in learning process. The students who learn by media make them interest with it and the material will dreceive well in their mind.

B.2 Kinds of Media in Teaching Listening

Media is needed in the learning process and teachers are required to master the learning media in explaining the material to student. Media in teaching listening is very influential in improving students' listening. Here are some media that can teach by the teacher to the students to makes them interest wit the material will deliver by teacher, such as:

1. Radio

Radio is one of the way to develop listening skills. Listening radio not only use in the class but also can use in everywhere. There are some benefits that can be taken by radio listeners who the majority are teachers. First, the listeners in particular English teachers can improve their foreign language skills effective and efficient. Second, with information what they hear can improve knowledge of learning strategies foreign

language. Third, the listener can implementing listening learning strategies in the classroom. Besides that, with listen to the radio, they can learn speak English for free.

2. Tape Recorder

Media tape is one of the educational media that cannot be neglected to convey information, because it is easy to use it.[19] Tape recorder learning media is audio media that uses tools a cassette recorder, which is related to listening. After teacher listening to information through a tape recorder, students are able practice conversation, and can practice speaking skills. Without the aid of audiotapes, teachers can only do so much to create listening sontexts for students to have extensive listening practice.[20]

3. Podcasts

Podcast are effective and innovative technology-based learning tools in classroom English especially in integrating listening and speaking. Students have a favorable perception of the use of podcast in learning to listen because podcast are effective learning tools. It not only facilitates them in learning to listen and speak but also heps them in improving their listening and speaking achievements.

4. Video

The use of video media is very useful for practicing students' listening skills. The material for this listening practice is English song, drama, ect. The material for this listening the teacher usually make practice in English songs and drama that are popular. Beside being familiar and easily captured, playing songs makes students feel happy and comfortable.

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[19] Arif Sadiman S Dkk, *Media Pendidikan, pengertian,pengembangan, dan pemanfaatan*...p.52
[20] John Flowerdew Lindsay Miller, Second Language Listening : Theory and Practice, Cambridge University Press, New York 2005, p. 165.

C. Podcast

C.1. The Definition of Podcast

Podcast actually comes from the word iPod + broadcasting. Podcast have been around since 2005, but they have only been widely used since 2007 and the momentum has grown rapidly from 2011 to the present. Although audio recording is actually a thing of the past already exists, but the way to get audio podcasts, how to subscribe, how to download and listen is a concept created by Apple so it is much easier and more enjoyable the process for listeners.

Podcasts are digital audio files whose listeners are required to download first to be able to listen to the audio. Podcast is non-streaming audio, so it's very different from radio. Podcast has been widely used by the public to listen to news, knowledge, and sharing knowledge that can be repeated.

Podcast may indeed be similar to radio, but actually. The similarity generally in the form of audio podcast although now there are also video podcasts that are listened to like whem listening to the radio. Podcasts are published on the internet as MP3 files. There are thousands topic that you can listen. Podcasts are popular for their authentic listening programme prepared by proficient speakers and are extremely helpful for the learners to produce the natural speech as by the native speakers.[21]

C.2. The Advantages of Podcasts

Podcasting in the classroom is the latest trend. More schools are opting to use podcasting in the classroomas it stimulates learning through creative means and open line of communication. A closer look at podcasting reveals the following advantages:

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[21] Seema Jain, Farha Hashm, "Advantages Of Podcasts In English Language"
Journal of Indian Research, Vol 1, No 2, 2013, p. 158

1. As an alternative to radio and television, Podcasts are actually audio recordings. Podcasts are often an alternative to radio, in some cases an alternative to television as video podcasts have started. The difference with radio, podcasts do not have advertisements. The topics covered in a podcast vary. Podcasts are interesting because the discussion is deep and specific, but still interactive because they include discussions from two podcasters.

2. Podcasts have a variety of information and knowledge topics. In the United States, podcasts are more recommended because they have a wide and varied scope of information. Starting from politics, science, children's stories, psychology, parenting to pop-culture such as music and films. Chat material discussed by a podcast not only presents general information but also from other perspectives. There are interesting arguments put forward by the podcaster, making us listeners able to be open-minded and learn

3. Train stimulants many educational sites advise students to listen to podcasts more often on related subject topics. This refers to the 'brain gym'. Because podcasts generally don't have visuals, our brains will focus more on the sense of hearing in digging up information. Brain gym is meant by the absence of visual elements in the podcast, making us more imaginative in describing things whose information we get through the sense of hearing earlier. In addition, the focus of the discussion in the podcast focuses on the art of thinking, brain criticism.

4. Easy to listen to anytime and anywhere, Podcasts are mostly in audio form, although sometimes there are video podcasts. A built-in podcast app like the one on the iPhone makes listening to podcasts easier, even now there's a podcast application for the Android operating system. Therefore podcasts can be listened to for free anywhere and anytime. What's more, the podcast doesn't have advertisements, so we can continue listening to discussion topics without feeling distraction.

5. For children, podcasts can improve children's reading and listening skills. The habit of listening to podcasts while reading transcripts is assessed to help reading accuracy for children of elementary school age. This is because this habit stimulates the brain to decode, which is a fundamental part of reading and listening. Meanwhile, for junior high and high school students, listening to podcasts can increase students' listening interest.

C.3. Podcasts in the Teaching of Listening

A podcasts is an audio mp3 file that can find it on internet . It is a combination of two words broadcasting and iPod.[22] Podcasts do not differ fundamentallyfrom texts spoken on cassettes or CDs. Teachers have always recorded programmers from the radio or the internet onto a cassette or a CD. With podcasts it is just easier. You subscribe to a podcasts and each time an update (a new installment or a new programmed) is available it is automatically downloaded to your computer. If you think it is suitable you can keep it, or you just delete it. So you do not have to be at home or program your recorder, it is all done automatically.

A podcasts may be used just to provide motivated students with additional language input. However, if you wish to use them in class you need to spend time on selecting suitable ones and develop tasks and activities to guide your students in the listening process. These often involve activities to mobilize the students' prior knowledge of the subject of the podcasts (pre-listening activity), some while-listening activities and some post-listening activities. For the while listening activities some true-false questions the students can check while listening also help them to concentrate on the text.

In the post-listening stage you can focus on specific vocabulary items and, if available, hand out the transcript. Even today, most podcasts are delivered in English. Therefore many people use podcasts to improve their listening skills in English.

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[22] Kaushik, A. 2010. "Podcasting in Library Environment". Annals of Library and Information Studies, Vol. 57, 2010 , p. 122

D. Related Study

1. This study related to Tri Yuci Ayundini. Academic Year in 2019, thesis, Tarbiyah and Teacher Training Faculty, State Islamic University of North Sumatera. Has done research title "Improving the Students' Listening Ability Through Fairy Tale at MTs Islamiyah Medan". The aim of this research was to improve students' listening skills in using fairy tale. The research was done in 4 meetings which in the first meeting, the researcher was done pretest, interview and mini observation The resercher used some test to collected the data there are, pre-test, cycle I (post-test), and cycle II (post-test II). In pre-test the researcher gave the students' a fairy tale video without picture, then in cycle I the researcher gave the same video with picture media, the last the researcher did the cycle II with different video with picture media. This research aimed to improve students' ability at listening ability by using fairy tale

2. This study is related to Veronica Mustika Heni Permatasari 08202244050 Academic Year in 2013, thesis, Language and Art Faculty, Yogyakarta State University, has done research on the title "Improving Students' Listening Skills Through Podcast at SMP BOPKRI 1, Yogyakarta Grade VIII, Class A in the Academic Year of 2012 / 2013". The research show how to improved students' listening comprehension on podcast at eight grade students of SMP BOPKRI 1, The data analysis showed the improved students' listening skills through podcast. The researcher choose one class, VIII A , it is class randomly consist of 27 students on the class. The researchers make 2 cycle. And the final is podcast could improve students listening skill. For the result, the students could answer many questions with the right answer and spelling.

3. This study is related to Fitratun Nisa, State Islamic University of North Sumatera has done research on the title "Improving Students' Listening Skills Through Podcast of

Eleventh Grade at SMK Tritech Informatika Medan in the Academic Year 2018/2019". The aim of this research was to improve students' listening skills of grade XI students at SMK Tritech informatika Medan in the academic year of 2013/2014 using the podcast. This research was classified as action research. It was conducted in two cycles with two. The main subjects of this research were 42 students of class VIII at MTs Islamitah Gunting Saga. In during this research, the technique of analyzing data was applied by using qualitative and quantitative data. that using English podcasts in listening skill was effective, the final is that the students' ability in listening skill have been improved by using English podcast as learning media.

E. Conceptual Framework

To master the language required listening skills. One of the aspects that influence to be a good speaker, writer and so on is listening skills. Someone in their daily lives listens more than they speak or write, therefore listening is very influential for language skills. For beginners in English it is better to practice listening a lot so that they are accustomed to listening to English and it can also affect other skills. Listening skills are a stage where listeners can find the meaning of the speaker's said and can respond it well.

Seeing the importance of listening in language, teachers are very influential in helping students in encouraging students' listening skills, to teach listening skills to junior high school means that teachers are required to provide them with knowledge in language. Teaching carried out by the teacher should continue until students are familiar with the material being discussed. Junior high school students are provided with listening skills by the teacher with interesting and comfortable learning so they don't get bored.

The researcher found several obstacles in MTs Islamiyah Gunting Saga related to listening skills. The first is that students are only given listening knowledge through theory

and rarely practice in language laboratories. The second is that students lack vocabulary. The third is the students are lacking in language spelling. English teachers overcome problems faced by students by using the media of songs and providing transcripts to help improve students' listening skills.

Based on this situation, to improve students' listening skills in English, researchers tried to apply podcast media. Podcas a media containing audio that can be heard with various interesting themes. Podcasts can be downloaded and heard repeatedly according to the listener's wishes. this will make students interested because there is a lot of discussion of material according to the wishes of students and can be selected according to the students' listening skills. so that it can help students improve their listening skills using podcast media.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Setting and Sample

The setting of the research was at MTs Al-washliyah Gunting Saga. It is located at Jalan Lintas Sumatera, Gunting Saga, Kualuh Selatan, Labuhan Batu Utara, Sumatera Utara. Related to English teaching and learning activities, MTs Islamiyah Gunting Saga has two English teachers. The sample of the research was the VIII grade students of junior high school in MTs Islamiyah Gunting Saga in the academic year of 2019/ 2020. Based on the observation, the researcher found some problems related to the listening class activities and decided to take the data from students of eleventh class.

B. Data and Data Source

Researcher collected data sources obtained from students and English teachers. The researcher took the results of interviews with the English teacher, interviews with students, and the results of listening tests carried out by students such as pre-test and post-test.

C. Research Method

Classroom action research was carried out by researchers in this study. The choice of this research method is because it is appropriate to do during the learning process. The classroom action research is the steps activities which have all characteristic consist of analyzes, action, add the new fact and evaluation.[23]while Bassey stated that classroom action research as an enquiry which is carried out in order to understand, to evaluate and then to change, in order to improve educational practice".[24] It shows that classrom action

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[23] Jhoni Dimyati, Metode Penelitian Pendidikan dan Aplikasinya pada Anak Usia Dini,(Jakarta: kencana, 2013),p. 116

[24] Valsa Koshy , Action Research for Improving Practice, (New Delhi: Paul

research is one of the efforts of the teacher in study activities carried out to improve the quality of learning in the classroom.

According to Kemmis and Mc Taggart in Burns' book the title is "collaborative Action Research for English Language Teachers" said that the action research occurs through a dynamic and complementary process, which consists of four essential action: planning, action, observation, and reflection. The process of these steps can be followed in action research. Such as; the first is to develop a plan of critically informed action to improve what is already happening, the second is act to implement the plan, the third is to observe the effects of the critically informed action in the context in which it occurs, and the last is reflect on these effects as the basis for further planning, subsequent critically informed action and so on, though a succession of stages.[25] This research was conducted by using spiral action model research suggested by Kemmis and Mc Taggart, the illustration from the research design could be follows:

Chapman Publihing, 2005),p. 8

[25] Anne Burs, *Collaborative Action Research for English Language Teachers*, Cambridge: Cambridge University, 1999. P.32
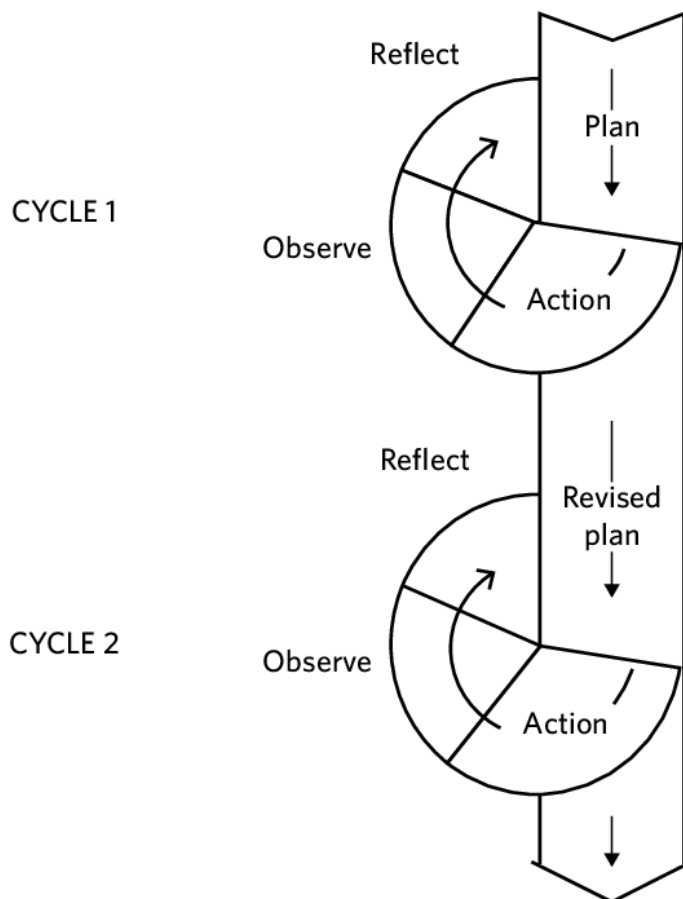
Research Procedure from this action research follows:

1. Cycle 1

At this stage, the researcher explains what, why, where, when, and how the research was carried out. Classroom action research should be conducted collaboratively, thus avoiding the element of subjectivity. In classroom action research, there are self-observation activities, namely when the researcher applies an approach, model, or learning method in an effort to solve problems during research practice. Peers are needed to assess these activities. In the planning stage, the researcher also needs to explain the preparations for the implementation of the research, such as the lesson plan and observation instruments.

At the implementation stage, the implementation of action plans is carried out. In this implementation activity, the teacher (researcher) must obey the plan that has been prepared. The thing that needs to be considered at this stage is learning must run as usual, not stiff and

seem artificial. Collaborators are advised to make observations objectively according to the learning conditions conducted by the researcher. This activity is important because the purpose of classroom action research is to improve the learning process. In this case the researcher plays the prepared podcast, after which the researcher distributes the test sheet that the students will work on by filling in 20 blank words. and teachers involve students in learning activities to invite them to be active in the learning process in the listening class and in-class activities are recorded by the researcher.

At the observation stage, there are two activities to be observed, namely student learning activities and learning activities. Observations of the student learning process can be carried out by implementing teachers (researchers) when carrying out learning,

While observing the learning process, the implementing teacher (researcher) can ask for help from colleagues who act as collaborators to make observations. Collaborators carry out learning observations based on instruments that the researcher has compiled.

The results of observations from collaborators will later be useful or will be used by researchers as material for reflection to improve further learning.

Reflection activities are carried out after the collaborator has finished observing the researcher in carrying out the learning. This activity can take the form of a discussion about the results of observations made by collaborators with the implementing teacher (researcher). This stage is the core of classroom action research, where collaborators reveal what they feel is going well and the parts that have not gone well when the researcher manages the learning process. The results of reflection can be used as consideration in designing the next cycle. So, in essence, reflection is an activity of evaluation, analysis, interpretation, explanation, conclusion, and identification of follow-up actions in planning the next cycle.

At the observation stage, there are two activities to be observed, namely student learning activities and learning activities. Observations of the student learning process can be carried out by implementing teachers (researchers) when carrying out learning, While observing the learning process, the implementing teacher (researcher) can ask for help from colleagues who act as collaborators to make observations. Collaborators carry out learning observations based on instruments that the researcher has compiled. In this case, the researcherobserved student's activities in the classroom and the obstacles they found when listening to English podcasts.

Reflection activities are carried out after the collaborator has finished observing the researcher in carrying out the learning. It is hoped that the collaborator will provide feedback in the form of suggestions and corrections to the researcher after implementing the podcast cycle I. This stage is the core of classroom action research, where the collaborator reveals what he feels has gone well and what parts have not gone well when the researcher manages the learning process. The results of reflection can be used as consideration in designing the next cycle. So, in essence, reflection is an activity of evaluation, analysis, interpretation, explanation, conclusion, and identification of follow-ups in planning the next cycle for the better.

2. Cycle 2

The researcher conducted Cycle II according to the results obtained in the reflection in cycle I. In this cycle, the aim of the researcher was to improve the results obtained in cycle I. Researcher's planning at this stage was the syllabus, lesson plans, and student manuals. evaluation in cycle I will be developed in cycle II.

Action At this stage, the results of the revised cycle I are applied. Here are some of the actions collaborators and researchers revised to take in Cycle II: the researcher first

provides the transcript, the researcher plays the podcast and lets them listen to it. the researcher repeated the podcast 2 times and instructed the students to listen to the podcast carefully. The researcher instructed the students to fill in 20 blank words in the text. the researcher asked students to tell the content of the podcast material.

At this stage the observation is made for basic reflection. researchers must be careful in making observations. Researchers observe the course of the learning process and activities in the classroom. Researchers observe student participation in listening learning and student activeness in learning. and the researcher observed whether the implemented podcast media could affect the improvement of students' listening skills

At this stage of reflection, the researcher conducted an evaluation which aimed to determine whether students who learned to listen to English using podcast media had increased compared to the results of the previous cycle I. to find out based on observations and documentation made. Researcher's hope is that students experience progress and get grades that increase from before.

D. Instrument of Collecting Data

This research consists of test, interview, observations, and documentation. The instrument of collecting data used by researchers to obtain information in the form following table :

Table 3. 1 Instruments of the Research

NO	TECHNIQUE	INSTRUMENT	RESULT
1	Test	Test of Listening	Score

2	Interview	Interview shett	Transcript
3	Observation	Observation Sheet	Transcript
4	Document		Picture

1. Test

A test is a series of questions or exercises or other tools used to measure skills, knowledge, intelligence, abilities or talents possessed by individuals or groups.

a. Pre-Test

The researcher did the pre-test before doing the observation. The pre test is done to see the basic abilities of students for a learning material, where students are given a test that does not know what material is presented. The researcher plays the podcast then provides a transcript of the material by leaving 20 words blank in the text. in this case students are trained to fill in the missing 20 words by listening to podcasts. Researchers provide podcasts as a medium in listening learning without explaining it first

b. Post-Test

Researchers will do a post test after giving students a pre test. Researchers measure students' listening skills with podcast media when giving them a post test. The researcher gave the test with the same media, namely podcasts but with different topics. the researcher allowed the students to listen carefully and gave them time to explain their understanding of the topic. After knowing the student's skill level on the student's post-test results, the researcher will conclude whether the research will

continue in the next cycle or stop at that cycle.

2. Interview

The interview counts by presentation and rating in every cycle. An interview is a conversation with a purpose certain. The conversation was carried out by 2 parties, namely researchers as interviewers who give several questions to students and English teachers as resource persons and resource persons who answer questions raised by researchers. To obtain data in the research, interviews were carried out to English teachers and to class VIII students of MTs Islamiyah Gunting Saga. Interviews are conducted outside of class hours.

3. Observation

Observation is a way of producing with path of direct and systematic observation. In this case the researcher made observations of the activities learning. This observation is only carried out during the learning process teaching is on standby to see students on the learning process in the classroom that can affect learning outcomes students.

4. Documentation

The documentation in this study is all recording material during the research. This documentation is in the form of student activity results, and photos. From the results of this documentation can be used instructions and material for further implementation considerations and drawing conclusions.

E. Technique of Collecting Data

Researchers collect research data in the form of quantitative data and qualitative data. Researchers obtained qualitative data from interviews with teachers and students before and

after podcast implementation, observations made by researchers in the classroom during the learning process. and interview transcript data. Meanwhile, for the collection of quantitative data, the researcher attached the scores obtained by the students in the English listening test which was carried out twice, namely the pre-test and post-test. pre-test is an activity to provide listening tests to students before implementing the podcast. post-test is an activity to provide a listening test after implementing a podcast. The following are the techniques used by researchers to collect data, namely interviews, tests and observations.

F. Technique of Analysing Data

After collecting the data, the researcher analyzes the data. This research used classroom action research, because of this; to analysis the data the researcher combine both of qualitative and quantitative approaches. Quantitative research is a research data in the form of numbers and analyze uses statistic[26]. It shows that the quantitative is the process of presenting data and interpreting data in the form of numbers using statistical techniques with the aim of describing and explaining the phenomena under study. Qualitative research is a type of investigation in which three is a substantial subjective element[27]. It means that qualitative research is shown for exploratory and descriptive research and emphasizes the importance of the context, setting, and the term of reference of the research subject.

The mean of the students' score for each cycle that obtained using the application of the following formula:

$$X = \frac{\sum X}{N}$$

Notes:

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[26] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: CV. Alfabeta, 2008), p. 7.

[27] Michael J. Wallace, Action Research for Language Teachers, p. 258

means of the students' score

$\sum X$ = total score of the students

N = the number of the students

Next category the number of the students who has competent in listening, the application of formula:

P= $\frac{R}{T}$ ×100%

Notes:

P = the class percentage

R = the total of students who passed the KKM

T = the total number of the students

Miles and Huberman says that "advises three simultaneous flows of activities in analyzing the data. They are data reduction, data display and conclusion drawing or verification".[28]

Trustworthiness

According to Lincoln and Guba posit, says that trustworthiness of a research study is important to evaluating its wort.[29] To collect quantitative research, validity is emphasized on the pluralness of measuring instruments as research instruments. Whereas in the CAR the validity is the ingenuity of the research process as required in quantitative research. There are five validity (Burns, 1999).

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[28] Matthew B. Miles and A. Michael Huberman, Qualitative Data Analaysis, (USA:Sage Publications, 1994),p.10

[29] Susan L. Morrow, Quality and Trustworthiness in Qualitative Research in Counseling Psychology , Vol. 52, No. 2, 250–260 ,2005 by the American Psychological Association,p.252

Democratic validity is related to the generosity of the roles given by each group involved as well as various suggestions and considerations given by the groups involved in relation to the treatment or actions taken by the researcher, namely the teacher himself and the effects it causes. One of the conditions for democratic validity to emerge is the openness of the teacher as the implementer of CAR. Teachers need to accept various input and suggestions given by everyone involved. The teacher also needs to encourage everyone to speak to express their views and assessments freely. Through the openness of everyone involved, it is possible to ensure the sophistication of the research process.

Outcome validity is the validity of the results relates to the satisfaction of all parties regarding the results of the study. CAR is a research that forms a cycle. Therefore, the validity of the results is also marked by the emergence of new problems after a problem that is the focus of the study has been resolved.

Process validity is process validity relates to the process of action taken by the teacher. Before taking action, the teacher needs to assess the concepts both theoretically and practically with regard to alternative actions. In addition, process validity also relates to the teacher's ability to collect and analyze data, for example the ability to make observations, the ability to take field notes, the ability to describe and map the collected data. This ability can affect the process and quality of research.

Catalytic validity relates to new ways and roles in accordance with the actions taken to solve problems. The catalytic validity is determined by everyone involved to continuously deepen their understanding both theoretically and practically with regard to the actions taken by the teacher or researcher. CAR catalytic validity is needed by CAR, in connection with the need to apply new things in the learning process. Thus, catalytic validity is closely related to the renewal process.

Dialogic validity, This validity relates to efforts to minimize the element of subjectivity both in the process and in the results of the research. Dialogical validity is done by asking peers to rate and give views on the actions taken by the teacher to improve the learning process. Dialogical validity is determined by the ability of the teacher as a researcher to conduct critical dialogue, especially with colleagues to criticize what he has done.

That way researchers need many data sources to meet reliability data. The data sources meant here were eighth grade students, English teachers and researchers. Researchers conducted interviews with students to find out what they felt after implementing podcasts for the listening class, how were activities in the classroom when the learning process took place to get some comments and suggestions for researchers.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

A. Data Description

The data in this research was conducted in two cycle. Every part in each cycle concist of: planning, action, observation and also reflection. The data were taken by listening test, interview, observation and documentation. This research was conducted in one class. The class was chosen by the researcher is VIII which consist

of 43 students. from the first research until the last research, all students attended and participated well when the researcher was in their class to conduct research.

The research was conducted in four meetings. For the first meeting the researchers carried out several activities such as; pretest, interviews with students and English teachers and mini observations. Then at the second meeting the researchers carried out activities such as; implementing podcasts, and mini observations. After that at the third meeting, after completing some reflections, the researcher implemented the podcast again and the researcher has completed the post test cycle I. And the last at the fourth meeting, the researcher shared with students about their difficulties in learning English, then interviewed several students and English teachers, and the last is the researcher has done post test II in cycle II.

A.1. Quantitative Data

Quantitative data obtained during conducting research can be taken at the last meeting. At the first meeting the pin gives a pre-test. At the third meeting the researcher gave post-test I. At the fourth meeting the researcher gave post-test II. Student scores are taken based on the minimum success characteristics at MTs Islamiyah Gunting Saga. The overall score of the students during the test can be seen in table 4.1

Table 4. 1

The Students' Score in the three listening test during pre-Test

and Cycle I (post-test I) and Cycle II (post-test II)

NO	INITIAL OF	PRE-TEST	POST-TEST I	POST-TEST II

	STUDENTS		(CYCLE I)	(CYCLE II)
1.	AS	35	45	65
2.	AP	35	75	75
3.	AR	75	75	80
4.	AA	40	50	75
5.	AAG	40	60	75
6.	AK	40	75	75
7.	ARS	35	60	65
8.	AL	65	65	70
9.	ARN	75	75	80
10.	EK	30	60	60
11.	ED	50	75	80
12.	FA	50	75	80
13.	GS	50	60	75
14.	GG	75	85	90
15.	HYS	30	75	90
16.	HS	25	35	60
17.	HA	40	45	75
18.	JF	50	55	75
19.	JL	55	75	95
20.	MFA	50	55	75
21.	MHF	50	75	95
22.	MNA	40	45	75
23.	MSP	95	95	100

24.	MS	25	50	75
25.	MA	40	60	80
26.	MR	40	55	65
27.	NHS	30	45	65
28.	NHY	40	75	90
29.	RAS	50	75	95
30.	RAZ	45	75	90
31.	RF	40	40	65
32.	RM	35	55	80
33.	RK	40	55	75
34.	RA	40	55	80
35.	RS	50	40	75
36.	RMD	30	75	75
37.	SR	25	30	65
38.	SM	75	80	90
39.	SIS	40	55	80
40.	SL	75	65	90
41.	SD	75	85	100
42.	YP	55	75	100
	Total (X)	1980	2600	3.320
	Mean X	47,14	61,90	79,04

A.2. Qualitative Data

This research was taken from two cycles. The data were obtained from observation, interviews, and documentation.

a. Observation

The observation was conducted to observe the activity of teacher and students during the learning process, include the students' behavior, and all activities during the learning process. Such as "students come on time. When the teacher teaches, the students pay attention to the teacher's explanation, and active in joining the learning process." Thus, the result of observation was collected as the data, which was used as a basic reflection. Observation done twice by using checklist and scale. From the result of the observation, it can be concluded that the teacher can present the material well, managed the class well and used the time effectively (That shows at appendix VI/p 85).

b. Interview

the researcher conducted two interviews. For the first interview, it was conducted at the first meeting before the pretest was carried out and for the second interview the researcher was conducted at the last meeting after conducting the post-test cycle II. The interview was conducted using two subjects, namely teachers and students. The interviewed teacher was English who entered the observation class. In the first stage, students succeeded in dealing with students' listening problems they experienced

while learning English. Meanwhile, in the second stage, students were interviewed about their responses or comments about the implementation of the English Podcast.

This statement is clearly seen by the English teacher's opinion about the student's interest in learning English, especially in good listening, there are some students who lack listening skills this is because listening is rarely done in the classroom. (That shows in appendix IV / page 78).

Based on the results of the interviews conducted, many of the students had limited words to know the meaning of the text and were still confused with what the speakers were talking about. They still find it difficult to understand at a native speaker's pace of speech and there are still many words that are still unfamiliar to them. (That shows in appendix V / p. 84). Based on the above student learning outcomes, by using podcast media, the researcher wants to improve student listening achievement, the teacher creates a learning process that is comfortable, effective, productive, and easy to absorb any material obtained. (That shows in appendix V / p 84).

c. Documentation

Researchers must attach documentation to qualitative research. The teacher takes several photos when the researcher conducts research in the classroom.(That shows in appendix IX / p 90).

B. Data Analysis

B.1. Quantitative Data Analysis

Students' listening scores were collected into qualitative data. Reserarcher can determine the resulrs of listening to students by using podcast media has increased

quiet well. This can be seen from the pretest,post test cycle I and post test cycle II that have been done. The result obtained by students can be seen in table 4.1.

The value of the pretest that was carried out at the time of the first observation had a score that was still lacking and many students had a score below the KKM scores, while the value of the third observation had a slight increase than the pre-test score and the last observation was a good increase in listening to English using podcast media. The listening test which has the fourth highest average observed score on the third test is performed.

The average score on each test varies with varying listening skills. The researcher conducted the first test (pre test), the students who got the low scores test 25 and the students who got the high scores 95. The researcher conducted the post-test I, who got low scores 30 and for the high scores test 100. The researcher conducted post test II, who got the low scores test of students 60 and the high scores 100. Listening test scores obtained by students can be seen in table 4.2.

Table 4. 2

The Comparison of the Students' Score in the Three Listening Test

Name Of Test	Test I	Test II	Test II
Lowest Test	25	30	60
Highest Test	95	100	100
$\bar{x}$	47,14	61,90	79,04
N	42	42	42

Where: $\bar{x}$ = Mean

N = Number of the students

From the table above the researcher concludes that the students' listening skills by podcast media has increased from 47.14 to 79.04. KKM scores in English subjects are 75. The increase is also shown to students who get test scores above 75. This can be seen from the test scores conducted by students on the pretest carried out at the first meeting, the post-test cycle I carried out at the third meeting, and the post test. II which was carried out at the last meeting.

Some of the students who experienced an increase in the listening test were shown in table 4.1. Students obtain scores on the test cycle I higher than the pre test. This also affects the third test conducted, the post test score in cycle II is higher than the post test score in cycle I.

KKM English subject is 75. Students who get scores above 75 also show a percentage that has increased. This is explained in table 4.3.

Table 4. 3

The Percentage of Students Who Got Score Over 75

Listening Test	Percentage
First test (pre-test)	16%
Second test (post-test 1)	38%
Third test (post-test 2)	78%

At the first meeting, the listening test conducted by the researcher was 16% (7 students) who scored more than 75. At the third meeting the second listening test in cycle I, there were 38% (16 students) who scored more than

75. from the first pretest conducted until the post test cycle II increased 21.42%. The second post test at the last meeting also experienced an increase in student scores reaching 78% (33 students) obtained scores above 75. There was an increase of 40.48% from the second listening test, and about 61.91% from the first listening test to the third test . Student scores continued to increase from the pretest at the first meeting, the post test cyclic I to the post test cycle II at the last meeting.

B.2. Qualitative Data Analysis

a. Cycle I

a. Planning

There are several instruments that the researcher prepared before conducting the research, including the following: 1) Lesson plan; the researcher arranged the steps in making observations. this is intended to organize the class well, researchers use the lesson plan as a direction in the learning process. (That shows in appendix I / p 60). 2) Material; At the first meeting, the researcher gave the story of "Hobby" as material to be studied by students. (That shows in appendix I / p 61). 3)The observation sheet is used to determine the application of the English podcast media (That shows in appendix VII / page 85). 4) there are two tests given by researcher to students, namely pre-test and post-test. The pre test is given before the implementation of the English podcast, while the post test is given after implementing the English podcast. (That shows in appendix III / page 72-77).

b. Action

The researcher provide explanations about listening and ask them about problems they experience while listening to English. after discussing mengimah, the researcher immediately introduced the material discussed to students. then the teacher conducts questions and answers to students about the material. Researchers as teachers in the classroom play podcasts for students to hear as a pre-test.

The transcripts containing the topics in the podcast were submitted by the researchers after they had finished listening to them. in this case the teacher as a researcher provides examples and some related vocabulary which is expected to support student understanding to master the material.

Because during learning, students never used listening media, researchers provided more information about listening and podcasts before giving them tests. This also affects their test if they do not know what the native speakers are talking about, in this case the researcher provides transcripts to be given to students to help them understand the material being discussed. The researcher does not stress students' understanding too much and explains more. To help students listen to English podcasts, the researcher mixed English with Indonesian if there were difficult words

c. Observation

In the first cycle, researchers monitored all activities in the classroom such as; The researcher explains the material well, students in the class pay attention and are active in the class. The researcher conducted the post test cycle I, and in this case the students' English

listening using podcast media increased compared to the pre test conducted at the previous meeting.

the activity observation sheet can be categorized as successful because. The teacher as a researcher in the classroom carries out the learning process using RPP and can organize the class (That shows in appendix VI / page 85).

Judging from the researchers' observations, students who were in the class and took the English podcast listening test gave good responses. but there are some of the students who are getting bored with listening to English podcasts because the duration is too long, making them bored. because of this, the researchers used the media of songs to raise their mood so they didn't get bored.

listening to English increased after entering the post-test cycle I. Many of the students started to be active and chose to focus on the teacher's explanation. but there are some students who don't understand and are still confused about learning to use English podcasts.

d. Reflection

In this process the researcher takes data from interviews, tests, documentation and observations aimed at feedback on the teaching and learning process. learning evaluation is carried out by researchers at the end of the lesson.

The researcher conducted interviews with students regarding the listening problems they experienced after completing the post-test cycle I. There were some who answered that they did not understand what native speakers were talking about. Because they talk too fast.

This can be seen from the students learning outcomes as follows: "saya gak suka miss, mereka ngomongnya terlalu cepat jadi saya gak ngerti apa yang dibilang" (That shows in appendix V / p 85).

English teachers who enter the research class provide suggestions to researchers when entering the classroom. The English teacher suggests providing simple words that can be absorbed by students and mix a little Indonesian with English. This can be seen from the student learning outcomes as follows: " saya belum tahu banyak bahasa inggris miss, masih sedikit kosa kata yang saya punya jadi saya bingung" (See appendix V / p 85).

Teacher as researcher discuss the material too long and are too focused on making them understand the topics being discussed. This can be seen from the interviews with students: " saya gak tau miss speakernya bilang apa, miss juga jelasinnya terlalu lama." (That shows in appendix V / p 85). This shows that students still do not understand a lot of vocabulary. In the English podcast due to limited vocabulary and spending more time explaining the material.

In this case, it can be seen that students' listening ability is still low. Research should continue to further improve students' listening skills. the research will be continued up to cycle II. At this stage the researchers were given many suggestions and exchanged ideas with the English teacher to proceed to cycle two, a lot of input was given by the English teacher in cycle I that had been done. As in planning, researchers are advised to provide material that is more concise, dense and clear to students to make it easier to understand, and provide

simple, easy to understand words, and mix between English language and Indonesian languange when presenting the material. In action, researchers are advised to manage the class well, arrange for the delivery of material to be shortened and clearer, and provide transcripts to students before playing English podcasts. The English teacher also suggested better structuring classes aimed at improving students' listening with podcast media.

b. Cycle II

After the researcher finished the post test cycle I, the researcher saw an increase in students' listening to English using podcasts. English podcast media greatly affects the listening scores of students. It can be seen from the development of post-test student scores in cycle I which is higher than the pre-test. But there are some students who have not reached the KKM scores in English because they are still confused and do not understand what the native speakers say.

Researchers redesigned the lesson plan that had been prepared previously to improve students' listening skills. because the previous lasson plan in cycle I was not optimal and too much material was delivered. And at this stage the researchers took more feedback from the English teacher.

To arouse students' enthusiasm in learning to listen to English, researchers provide some motivation and raise information about listening. The researcher hopes that in cycle II they will succeed in improving their English listening skills using podcast media compared to cycle I. The action research step in cycle II were;

a. Planning

At this stage the researcher has rearranged the lesson plan and the researcher focuses more on students listening to English. For this second cycle, the topic that has been prepared by the researcher for discussion is "The Office". At this stage examines trying to change the session from the previous meeting. The text used is shorter than the text in the cycle I test. The researcher also uses simple language that is easy for students to understand, and the researcher mixes the language with English to make it easier for students to understand. To conduct this research, the researcher plans as follows: 1) new material "The Office", 2) Examples of relevant stories and 3) listening tests that contain 20 blank words (Can be seen in appendix II / p 66)

b. Action

At this stage the researcher has revised the actions that will be taken in the classroom, the teacher begins to open the class by teaching about listening and using podcasts to improve English listening. researchers explain the topic to students and brainstorm the material discussed. During branstorming, the teacher as a researcher in the classroom has conversations with students about interesting stories to discuss and stories they like.

Before entering the material, the researchers played songs with speakers to refresh their thoughts after studying the previous subjects. The song played by the teacher as an example for students to have an interest in learning to listen to English. The teacher as a researcher also provides some motivation to arouse students' enthusiasm in listening. The podcast that has been implemented has now been revised to

include suggestions from the English teacher. During the first cycle the researcher played the podcast first then gave the transcript after finishing playing the podcast, after being revised, the researcher before playing the podcast gave the story transcript to the students. The researcher played the podcast twice. The researcher gave an example of another story to the students and played it twice.

In the explanation given by researchers to students, researchers use two languages so that students more easily receive the material. Researchers mix Indonesian with English. After finishing playing the podcast, the researcher explained the material discussed to students. Researchers give time to students to ask about parts of the material that students do not understand. After the question and answer session ended, the researcher provided the opportunity for students to explain the material with their understanding and use their own language.

After finishing delivering material to students in class, the researcher asked the students to mark the new vocabulary they got in this podcast story discussion, at least 10 new vocabulary words.

c. Observation

observations are made to see all the information in the class. Observation is also intended to see student development in the classroom, actions, behavior, student interactions and all activities in the classroom. Thus, the results of observations are collected as data used as a basic reflection. the results of observations in cycle II can be seen as follows; (1) most of the students are interested in English podcasts and are more active during question and answer time. (2)

students have a strong desire to focus on the discussion material using podcasts.

The researcher gave the post test cycle II, the results of the post test cycle II that were given turned out to get good grades for the students and were able to improve students' listening to English using podcast media. Based on the results of student tests showed an increase in students' listening ability. Teacher can improve students' ability in listening to English.

Based on the results of the listening test that the students had done during the three tests given by the researcher, the students were able to show an increase in their listening achievement. This shows that researchers can improve students' listening ability using podcasts.

d. Reflection

In this process the researcher takes data from interviews, tests, documentation and observations aimed at feedback on the teaching and learning process.

In the qualitative data observation cycle II, the researcher saw that there was an increase in the listening achievement of students compared to the first cycle, it can be seen from what one student said: Another student said: "suka miss, materinya juga aku suka miss, pokoknya aku suka miss". (That shows in appendix V / p 84). This shows that students have the willingness to learn to listen to English using podcasts. Besides that, another student said: "iya miss aku suka belajar pakai podcast miss karena menarik dan aku juga bisa dapat banyak kosa kata baru yang belum aku tahu sebelumnya miss". (That

shows in appendix V / p 84). That is, the student is very interested in learning to listen using the podcast, he is also interested because he gets a lot of vocabulary from the podcast.

At this stage the researcher interviewed the English teacher. English teachers answered research questions such as: " saya lihat sih perkembangannya sangat bagus, mereka tidak malu untuk bertanya dan saya lihat mereka juga antusias untuk belajar listening pakai podcast". (That shows in appendix IV / page 80). This shows that the researcher succeeded in making students active during the learning process. Apart from that, the English teacher also said: "menurut saya media podcast ini bisa jadi sarana untuk belajar mendengarkan bahasa inggris karena saya melihat banyak peningkatan kemampuan mendengarkan bahasa inggris mereka". (That shows in appendix IV / page 80). This shows that podcasts have succeeded in improving English listening skills, meaning that podcasts can be a means of learning to listen to English.

After examining the students 'test results, the researcher found that the students' scores showed improvement. Based on the observation sheet, students' listening skills also showed improvement. The results show improvement student scores from the first test to the third test. Almost all students who took the listening test experienced an increase in their grades and learning presentation.

At this stage the researcher has seen an increase in the results of observations where there are 33 students out of 42 students who achieved the KKM scores, the researcher has succeeded in improving their English listening ability with the two cycles given. Therefore

researchers will stop the research until cycle II. This shows that the researcher does not need to revise the plan.

In accordance with the results of the evaluation conducted by the researcher, it means that the implementation of Classroom Actions Research in improving students' listening skills is in accordance with the plans discussed by researchers and English teachers. In this case, the researcher applies the plan as best as possible so that the goal can be achieved properly.

C. Findings

The researcher found several findings after conducting the research, which can be explained as follows;

1. The researcher saw that the students' listening test results always increased. The results of these tests showed an increase in their ability to listen to English using podcasts. The scores obtained by students from pre-test to post-test II continued to increase. In the pre-test, researchers saw as many as 7 out of 42 students (16%) who achieved a score of 75 or more. In the post test cycle I, research students saw 16 out of 42 students (38%) who achieved a value of 75 or more. This shows that there is an increase in student ability by 21.42%. Whereas in the post-tset cycle II the researcher saw 33 out of 42 students (78%) who achieved a score of 75 or more. This means that there is an increase of 40.48% from the post test cycle II to the post test cycle I, and an increase of 61.91% occurs from the post test in cycle II to the pre test. an increase in listening skills on tests conducted by students was experienced by some students in the class.

2. Besides getting high scores in the listening class in English the students also get get a lot of vocabulary. The researcher saw a change in behavior when he entered

the listening class. This can be seen clearly in the expressions and interests of students when the researcher enters the class. they are very enthusiastic when learning to use podcasts.

D. Discussion

At this stage, the researcher saw that podcasts were very useful as a medium to improve students' listening skills. Podcasts are very practical to use only by using a media player or using a cellphone and then connecting to a speaker. podcasts are widely used in foreign language schools in order to improve listening skills. not only for listening to foreign languages but many podcasts contain lectures, talks and more. Students can easily improve their listening skills with podcasts because podcasts bring listeners closer to native speakers. Based on the results that researchers have found in research there are several advantages that can be taken such as;

1. Podcast is an application that contains sound and has many menu views and of course you don't only listen to English, but there are many menus to choose from such as spots, entertainment, and others. students who listen to podcasts will not feel bored because there is a menu display that can be seen while listening to the podcasts being played. In this case students can not only improve their listening skills, but they can also add new vocabulary from the podcasts they have listened.

2. As a learning medium for listening, podcasts are very popular with students, they enjoy learning and are very interested in listening to new stories that will be played. podcast can be applied to MTs Islamiyah Gunting Saga.

3. Podcast as a medium of learning has many themes and topics to be discussed. In this case, the teacher can choose a topic to discuss according to the ability level of

their students. Therefore teachers and students easily apply podcasts as a medium for listening to English. Students also will not be bored because there is a menu display on the podcast. Teachers can use podcasts well by following a pre-designed plan. The results of the learning observations made by the researcher are intended as findings. In addition, the findings were supported by the results of the pre-test and post-test that the students had conducted.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Researchers provide several conclusions from the results of observations that have been made previously, including:

1. The use of English podcast media as a means of learning listening can improve students 'listening ability by adjusting the students' abilities, interests, and desires. Podcast application for students can be started according to the level of listening skills of students. Students will be very interested in listening learning guided by the teacher with podcast media, because there are many themes and topics on the podcast. So they can choose what topics to discuss.

2. From the research finding, podcast as a media listening English an appropriate learning tool and podcast can improve students' listening skills. This shows that there is an increase in the observed data. In the first cycle the results of the observations were not maximized and received many suggestions given collaborator or English teacher to the researcher. Then second cycle, the researcher continued the research based on a revised plan and included suggestions from the English teacher. The results of the second cycle that have been done by students achieve satisfactory scores. Students 'listening skills can be improved with the English language podcast media at MTs Islamiyah Gunting Saga with support based on the students' interests and desires.

B. Suggestions

The following are some suggestions given by researchers to English teachers and to other researchers.

1. To the English Teacher

   English teachers can make English podcasts as a means of learning to listen to English. This is very possible because podcasts can improve listening skills in English. In addition, there are also many discussion topics and themes that can be chosen so that they can attract students' interest in learning English. English teachers can also implement lesson planning by supporting podcast implementation. That way students will not be bored and interested in learning

2. To Other Researchers

   This research was obtained to spell out what about application of English podcasts in improving the listening skills of eighth grade students at MTs Islamiyah Gunting Saga . To other researchers could adhere this research with

diverse context. Other researchers can make this research a resource before conducting research appertain to improving English listening skills.

C. Implication

In this study the implications are drawn from the research findings. The results obtained by researcher from this study, researcher found that there was an increase in students' listening skills using podcast media. In addition, this study implies that the application of podcasts is needed by teacher to send learning materials in listening classes to students, and make it easier to understand.

Based on the above conclusions, it can be shown that the use of podcasts can be a means to encourage the improvement of students' listening skills as seen from the progress of student grades after using podcasts. Therefore, English teachers are strongly encouraged to implement podcast media in listening classes

In addition, the researcher found that students' interest in learning to listen with podcasts media is very large because students are not bored with the appearance of themes and various topics on the podcast. Therefore, the English teacher can more easily transfer the material to students for easier understanding and fun learning.

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APPENDIX

LESSON PLAN (CYCLE I)

A. Identity

       Subject   : English

       School   : MTs Islamiyah Gunting Saga

       Class   : VIII (Eighth Grade Students)

       Aspect/Skill   : Listening Skill

       Time   : 2 x 45 Minutes (2 Meetings)

B. Standard Competence

       English communication at the Intermediate level.

C. Basic Competence

       1. Responding to the meaning of material accurately, fluently, and acceptable

in simple short functional spoken of context daily life-day.

2. Expresses the moral in podcasts material using the variety of oral language in different contexts daily life-days.

D. Indicators

1. Listening to certain information from the podcasts material (Hobby)

2. Identify specific information from the podcast (audio) of Hobby

3. Complete the missing words on the sheet of exercises to compliment the content of podcast (audio) Hobby

E. Objectives

1. Students are able to find the information from the podcast (audio) of Responses of Hobby

2. Students are able to identify specific information from the podcast (audio) of Hobby

3. Students are able to complete the words on a sheet of exercises to complete the content of Hobby

F. Learning Strategy

Memorizing, and focusing to the sound resource

G. Source/MediaSource:

Source : Dictionary and podcasts English (audio)

Media   : Loudspeaker, smart phone (teacher belong), and script listening

H. Material

listen to the recording carefully and conclude the text based on your understanding!

Task 1

Hobby

Well, Eric, do you have any hobbies?. Yes of course Jhon, my hobbies are, swimming,climbing, and camping. Well Eric have you ever get any achievement?. Yes of course, I have got an achievement as the best swimmer when I was at school. Wow really cool, your parent must be proud. Yes of course, they are very proud of me, and they even gave of me a gift because of it. Good luck friend!. Thank you...!.

Task 2

Example :

Listen to the recording carefully and fill the blank!

Difficult Customer

A: Good _____ (1). My name is Fabio. I'll _____ (2)your_____(3)for tonight.

May I _____ (4) your order?.

B: No, I'm still _____(4)on _____(5). This _____(6)is not _____(7)in English.

What's_____(8) here?

A: For you sir, I would_____(9)spaghetti and_____ (10) .

B: Does it _____(11)with coke and fries?

A: It comes with either_____(12)or salad and a _____(13)glass of wine, sir.

B: I'll go _____(14)the spaghetti and meatballs, salad and the_____(15).

A: Excellent choice, your_____(17)will be ready soon.

B: How soon is soon?

A: Twenty _____(18)?

B: You know what? I'll _____(19)go grab a burger across the_____(20).

Answer Key :

1. Evening   11. Meatballs

2. Be   12. Come

3. Waiter   13. Soup

4. Take   14. complimentary

5. Working   15.With

6. It   16. Wine

7. Menu   17.Order

8. Even   18. Minutes

9. Good   19. Just

10. Recommend   20. Street

I. Learning Media

1. Discussion

2. Assignment

J. Teaching and Learning Activity

Opening Activity

Apperception

1. Praying

2. Checking an ttendance list

3. Drawing up the students' learning

Core Activity

Exploration

1. Teacher gives the explanation about podcast English as media and the opportunity to the students to listen and understand it

Elaboration

1. The teacher gives opportunity to the students to listen to the podcast English

2. The teacher asks about the difficult words

3. The teacher asks to the students about the story

4. The teacher asks about the students' understanding of the story

5. The teacher orders the students to fill the missing words test on the text

Confirmation

• By doing these activities, it is hoped the students can improve their skill in listening skill and their comprehension and also their soft skill such as active, creative.

Closing Activity

1. Review again the material learned

2. Ask the students about their experiences of podcasts as media in their learning activity

3. Close the meeting

K. Assessment

Form : Missing word

Technique : Students will be assigned to answer the text related to the sound

Aspect : Listening skill

Instructional scoring

1. The questions are 20 questions

2. The correct answer gets 5 points

3. Totally maximal score is 100 points

4. Patterns of scoring:

Students' score= $\dfrac{\text{The correct answers}}{\text{The amount of questions}}$ x 100

5. The explanation of scoring.

No	Explanation	Score
1.	Each of correct answer	5
2.	False answer	0
3.	No answering	0

Gunting Saga, September 2020

Known by:

English Teacher   Research

Sultan Mahmud   **Malahayati Br Siahaan**

NIP.   **NIM. 34.16.3.193**

APPENDIX II

LESSON PLAN

(CYCLE II)

A. Identity

    Subject : English

    School   : MTs Islamiyah Gunting Saga

    Class   : VIII (Eighth Grade Students)

    Aspect/Skill : Listening Skill

    Time   : 2 x 45 Minutes (2 Meetings)

B. Standard Competence

    English communication at the Intermediate level.

C. Basic Competence

    1. Responding to the meaning of material accurately, fluently, and acceptable insimple short functional spoken of context daily life-day.

    2. Expresses the moral in podcasts material using the variety of oral language in different contexts daily life-days.

D. Indicators

    1. Listening to certain information from the podcasts material (The Office)

2. Identify specific information from the podcast (audio) of The Office

3. Complete the missing words on the sheet of exercises to compliment the content of podcast (audio) of The Office

E. Objectives
1. Students are able to find the information from the podcast (audio) of The Office

2. Students are able to identify specific information from the podcast (audio) of The Office

3. Students are able to complete the words on a sheet of exercises to complete the content of The Office

F. Learning Strategy
Memorizing, and focusing to the sound resource

G. Source/MediaSource:
Source   : Dictionary and podcasts English (audio)

Media   : Loudspeaker, smart phone (teacher belong), and script listening

H. Material
listen to the recording carefully and conclude the text based on your understanding!

Task 1

The Office (I need an assistent)

A: ..... like I told you before , we just don't have the resources to hire you an assistent.

B: I understand that,but the fact is we're understaffed.

A: The timing is just not right. The economy is bad,and it's too risky to take on new staff.

B: Yeah, I guess you're right..... here's an idea. What if we hire an intern? She would take some of the weight of my shoulders.

A: She?

B: Yeah, you know, a recent graduate,she could give me a hand with some of these project and we could keep our costs down.

A: That sounds reasonable.... let me see what I can do

B: Tony, I would like to introduce you to your new assistant.

A: Ok, great! Let's meet her!

C: Hi! I'm Adam

B: Oh.... Hi! I'm Tony...

Task 2

<u>Example :</u>

Listen to the recording carefully and fill the blank!

Cleaning The House

A: Honey, the _____(1)is such a mess! I need you to_____(2)me tidy up a bit. My boss and her husband are _____(3) over for dinner and the house needs to be spotless!

B: i'm in the _____(4) of something right now.I'll be _____(5)in a second.

A: This can't _____ (6)! I need your help now!

B: Alright, _____ (7), I'm coming.

A: Ok, here's _____ (8)of chores we need to get done. I'll do the _____ (9)and get all the groceries for tonight. You can sweep and mop the floors. Oh and the (10)needs to be dusted.

B: You know what, I have to _____ (11)something up at the (12), so why don't you _____ (13)the floor and I'll go to the supermarket and get all the groceries.

A: _____ (14)that's fine. Here is the list of all the _____ (15)you need to get. Don't forget anything! And can you pick up a _____ (16)of wine on your way home?

B: Hey honey I'm back. Wow, the house looks _____ (17)good!

A: Great! Can you _____ (18)the table?

B: Just a sec I'm just gonna vacuum this rug _____ (19)fast

A: Wait! (20)tum it on.....

Key Answers of Post-Test I

1. House	11. Pick
2. Help	12. Mall
3. Coming	13. Clean
4. Middle	14. Sure
5. There	15. Things

6. Wait   16. Bottle

7. Alright   17. Really

8. List   18. Seat

9. Dishes   19. Real

10. Furniture   20. Don't

I. Learning Media
1. Discussion

2. Assignment

J. Teaching and Learning Activity
Opening Activity

Apperception

1. Praying

2. Checking an ttendance list

3. Drawing up the students' learning

Core Activity

Exploration

1. Teacher gives the explanation about podcast English as media and the opportunity to the students to listen and understand it.

Elaboration

1. The teacher gives opportunity to the students to listen to the podcast English

2. The teacher asks about the difficult words

3. The teacher asks to the students about the story

4. The teacher asks about the students' understanding of the story

5. The teacher orders the students to fill the missing words test on the text

Confirmation

• By doing these activities, it is hoped the students can improve their skill in listening skill and their comprehension and also their soft skill such as active, creative.

Closing Activity

1. Review again the material learned

2. Ask the students about their experiences of podcasts as media in their learning activity

3. Close the meeting

K. Assessment

Form   : Missing word

Technique   : Students will be assigned to answer the text related to the sound

Aspect   : Listening skill

Instructional scoring :

1. The questions are 20 questions

2. The correct answer gets 5 points

3. Totally maximal score is 100 points

4. Patterns of scoring:

$$\text{Students' score} = \frac{\text{The correct answers}}{\text{The amount of questions}} \times 100$$

5. The explanation of scoring.

No	Explanation	Score
1.	Each of correct answer	5
2.	False answer	0
3.	No answering	0

Gunting Saga, September 2020

Known by:

English Teacher   Researcher

Sultan Mahmud   **Malahayati Br Siahaan**

APPENDIX III

PRE-TEST

Listen to the recording carefully and fill the blank!

What is Your Name Again

A: Nick! How it's _____(1)?

B: Oh, Hey...

A: What are you _____(2)in this_____(3)? Do you live _____ (4)here?

B: _____(5), my_____(6) is right around the _____(7).

A: It was great to_____(8)you last week at the_____(9). I really enjoyed our conversation about_____(10)investment.

B: Yeah, yeah. It was really_____(11). You know. I'm in a bit of a hurry, but here's my card. We _____(12) should meet up again and_____(13)our_____(14).

A: Sure, you_____(15) have my contact details, right?

B: You know what, this is really_____(16), but your name has _____(17)slipped my

mind. Can you _____(18) me?

A: Sure, my name is Anna Ferris. Don't worry about it. It happens to me all the _____(19).

I'm terrible with_____(20)too.

Key Answers of Post-Test II

1. Going   11. Interesting

2. Doing   12. definitely

3. Neighbourhood   13. Continue

4. Around   14. Discussion

5. Actually   15. Still

6. Office   16. Embrassing

7. Corner   17. Just

8. Meet   18. Remind

9. Conference   19. Time

10. Foreign   20. Names

POST-TEST I
        Listen to the recording carefully and fill the blank!

Daily Life (Cut in line)

A: I can't _____(1) it took us two _____(2) to get here. The _____(3) in New York is Unbelievable.

B: Yeah, but just_____(4) honey, we're here and we're _____(5)on _____(6. In a few hours we'll be in Hawaii,and you'll be on the _____(7)course.

A: Oh no! Look at that_____ (8) ! It must be a mile _____(9)! There's no way I'm waiting for another _____ (10)hours.

B: Honey... _____(11)...

C: Hey man, the _____(12)of the line is _____ (13) there.

A: Yeah....

C: No_____(14) , I was _____(15) first, and _____(16) can't _____(17)in line like this

A: _____(18)who?

C: I do!

A: So _____(19)me!

C: _____(20)... That's it..

Answer Key

1. Believe   11. Don't

2. Hours   12. End

3. Traffic   13. Over

4. Relax   14. serously

5. Going   15. Here

6. vacation   16. You

7. Golf   17. Cut

8. Line   18. Says

9. Long   19. Sue

10. Two   20. Alright

POST-TEST II

    Listen to the recording carefully and fill the blank!

Calling in Sick

A: Hello, Daniel_____(1), How _____(2)I _____(3)you?.

B: _____(4)! Daniel, Juli _____(5).

A: Hi, Juli,_____(6)are you?

B: _____(7), I'm _____(8)quite _____(9)today.

A: I'm sorry to _____(10)that. What's _____(11)?

B: I _____ (12)I'm _____ (13)down with the _____(14). I have_____(15),

a sore throat a runny nose and I'm feeling slightly feverish

A: I see..... so you're _____(16)in sick?

B: Yes, I was hoping to _____(17)the day of the _____ (18) .

A: Ok, then. _____(19)and get some _____ (20) .

Key Answers of Pre-Test

1. Speaking	11. Wrong
2. May	12. Think
3. Help	13. Coming
4. Hi	14. Flu
5. Here	15. Headache
6. How	16. Calling
7. Actually	17. Take
8. Feeling	18. Recover
9. Ill	19. Try
10. Hear	20. Rest

APPENDIX IV

INTERVIEW FOR THE ENGLISH TEACHER BEFORE IMPLEMENTING PODCASTS

1) Menurut bapak apakah siswa-siswi kelas VIII di MTs Islamiyah Gunting Saga ini menyukai bidang study bahasa inggris khususnya pada kelas bapak?

➢ Kalau menurut saya mereka pada suka bahasa inggris, karena saat saya masuk mereka sangat antusias dan melihat dari nilai rata-rata mereka juga memuaskan.

2) Bagaimana proses bapak dalam mengajarkan mereka dalam belajar bahasa inggris, bisakah bapak menjelaskannya?

➢ Biasanya kalau masuk kedalam kelas kami doa bersama dulu, kemudian saya mulai opening, dan setelah itu rembering pelajaran yg lalu dan mengaitkannya pada mata pelajaran yang akan dibahas supaya mereka tidak lupa. Setelah itu saya masuk ke pembahasan dan yang terakhir closing.

3) Bagaimana kemampuan bahasa inggris siswa-siswa kelas VIII menurut bapak pribadi?

➢ Berbicara tentang kemampuan, menurut saya kemampuan mereka dalam bahasa inggris cukup bagus,apalagikan mereka masih kelas VIII dan minat belajar mereka juga sangat bagus.

4) Menurut bapak sendiri apasih kesulitan siswa-siswi kelas VIII saat belajar bahasa inggris?

➢ Biasanya sih kesulitan mereka itu ya vocabulary, karena banyak kata yang kadang baru

didengar oleh mereka.mungkin karena kurangnya practice dirumah.

5) Diantara four skill dalam bahasa inggris, menurut bapak yang manakah yang paling

dikuasai oleh siswa?

➢ Rata-rata sih mereka paling bagus skill reading atau speaking nya. Karena mereka

membaca sudah cukup bagus pengucapannya. Kalau listening dan writing mereka masih

kurang.

6) Bagaimana kemampuan listening siswa kelas VIII menurut bapak?

➢ Kalau kemampuan listening mungkin mereka masih kurang dikarenakan jarang practice

mendengarkan

7) Apakah menurut bapak siswa-siswi di MTs Islamiyah Tembung memiliki antusiasme

dan motivasi yang baik dalam kelas listening? Mengapa?

➢ Ya, mereka sangat antusias dan menyukai ketika saya mengadakan kelas listening

8) Kesulitan apa yang biasanya bapak temui ketika mengajarkan listening?

➢ Ya kesulitan yang saya temui salah satunya karena sebagian dari mereka tidak menguasai

vocabulary

9) Lalu Apakah yang bapak lakukan untuk mengatasi kesulitandidalam kelas listening

tersebut?

➢ Untuk mengatasi kesulitan itu tadi saya memberikan catatan atau note vocabulary yang bisa dikatakan sulit

10) Media apa yang bapak gunakan untuk mengajar listening?

➢ Media yang biasa saya lakukan adalah dengan mendengarkan lagu dengan melalui laptop dan menggunakan speaker.

INTERVIEW FOR THE ENGLISH TEACHER
AFTER IMPLEMENTING PODCASTS

1) Apa pendapat yang akan bapak berikan setelah melihat saya mengimplementasikan media podcast untuk kelas listening?

➢ Saya lihat sih perkembangannya sangat bagus, mereka tidak malu untuk bertanya dan saya lihat mereka juga antusias untuk belajar listening pakai podcast

2) Menurut pendapat bapak apakah media podcast yang saya implementasikan disukai oleh siswa dalam kelas listening?

➢ Kalau saya lihat dari ekspresi dan kemauan mereka dalam belajar,saya rasa mereka suka dengan kegiatan pembelajaran yang telah kamu lakukan.

3) Setelah bapak perhatikan saya mengimplementasikan media podcast untuk mereka apakah ada penambahan kosa kata yang mereka miliki?

➤ Sudah sangat meningkat ya kalau saya lihat,karena pada akhir kegiatan kamu menyuruh mereka untuk menandai kosa kata mana yang baru mereka jumpai. Dan itu sangat bagus menurut saya pribadi.

4) Bagagaimana tanggapan bapak mengenai keikutsertaan siswa saat saya mengimplementasikan podcast didalam kelas listening?

➤ Sejauh yang saya lihat mereka cukup aktif. Ada yang pendian sekarang malah memberanikan diri untuk ikut tunjuk tangan. Saya sangat mengapresiasi itu.

5) Menurut pendapat bapak apakah media podcast yang saya implementasikan mengalami kemajuan untuk keterampilan listening siswa?

➤ Menurut saya media podcast ini bisa jadi sarana untuk belajar mendengarkan bahasa inggris karena saya melihat banyak peningkatan kemampuan mendengarkan bahasa inggris mereka.

APPENDIX V

INTERVIEW FOR STUDENTS

BEFORE IMPLEMENTING PODCASTS

1) Apakah kamu suka dengan pelajaran bahasa inggris dan kenapa suka dengan pelajaran bahasa inggris?

➢ Student 1: Suka miss, karena ibu saya guru bahasa inggris miss

➢ Student 2: Suka, karena bahasa inggri mendunia miss

➢ Student 3: Saya gak suka miss gak ngerti

2) keterampilan yang harus dikuasai pada saat belajar bahasa inggris ada empat keterampilan yaitu; writing, speaking, reading dan listening. Keterampilan yang manakah yang lebih kamu kuasai?

➢ Student 1: Saya suka pelajaran listening miss, karena enak aja gitu dengarnya miss

➢ Student 2: Saya suka reading miss karena saya suka baca

➢ Student 3: Saya suka writing miss, karena saya suka menulis

3) Kendala apa yang kamu hadapi pada saat belajar bahasa inggris, Khususnya pada saat kelas listening?

➢ Student 1: Saya gakterlalu bisa bahasa inggris miss, kosa kata yang saya hapal juga sedikit.

➢ Student 2: Saya belum tahu banyak bahasa inggris miss, masih sedikit kosa kata yang saya punya jadi saya bingung

➢ Student 3: Saya gaktau vocabnya miss

4) Apakah media yang diberikan guru bahasa inggrismu pada saat memasuki kelas listening?

➢ Student 1: Dengerin lagu miss

➢ Student 2: Listeningnya pakai lagu dan isi teks yang kosong miss

➢ Student 3: Dengerin lagu pakai teks miss

5) Apakah media podcast pernah digunakan oleh guru bahasa inggrismu pada saat kelas listening?

➢ Student 1: Belum miss

➢ Student 2: Gakpernah Miss

➢ Student 3: Belum pernah miss

INTERVIEW FOR STUDENTS

AFTER IMPLEMENTING PODCASTS

1) Adakah yang kamu sukai selama pembelajaran bahasa inggris hari ini?

➢ Student 1: Suka miss, materinya juga aku suka miss, pokoknya aku suka miss

➢ Student 2: Saya suka miss materinya juga menarik

➢ Student 3: Saya suka miss karena pelajarannya asik

2) Apakah yang kamu rasakan saat kita belajar mendengarkan bahasa inggris dengan media podcast?

➢ Student 1: Suka sekali miss, karena sangat menarik

➢ Student 2: Suka miss, apalagi banyak pilihannya juga

➢ Student 3: Suka miss, saya jadi banyak dapat vocabulary baru

3) Apakah belajar dengan media podcast pada kelas listening membuat kamu tertarik?

➢ Student 1: Iya miss aku suka belajar pakai podcast miss karena menarik dan aku juga

bisa dapat banyak kosa kata baru yang belum aku tahu sebelumnya miss"

➢ Student 2: Sangat miss, karena saya pengen tahu banyak bahasa inggris dengan podcast

miss

➢ Student 3: Iyaa miss, karena saya bisa dapat kosa kata baru miss

4) Apa kesulitan yang kamu rasakan saat belajar kelas listening?

➢ Student 1: Saya gak tau miss speakernya bilang apa, miss juga jelasinnya terlalu lama

➢ Student 2: Saya belum tahu banyak bahasa inggris miss, masih sedikit kosa kata yang saya

punya jadi saya bingung

➢ Student 3: Saya gak suka miss, mereka ngomongnya terlalu cepat jadi saya gak ngerti apa

yang dibilang

5) Apa perubahan yang kamu rasakan setelah menggunakan podcast sebagai media dalam

kelas listening?

➢ Student 1: Saya bisa dapat banyak vocabulary miss

➢ Student 2: Saya bisa menambah vocab saya miss

➢ Student 3: Dari podcast saya jadi bisa menambah vocabulary miss

APPENDIX VI

OBSERVATION SHEET

Subject : English

Class : VIII MTs Islamiyah Gunting Saga

1= Poor

2 = Fair

3 = Good

Table Observation Sheet 1

NO.	The Aspect of Supervision	Cycle I			Cycle II		
		1	2	3	1	2	3
1.	The teacher motivates the students about the importance of listening.		✓				✓
2.	The teacher explains the material to the students.			✓			✓
3.	The teacher gives the explanation about the podcast as learning media.			✓			✓
4.	The teacher applies the podcast English as media in listening learning process.			✓			✓
5.	The teacher observes the students during teaching and		✓				✓

No.							
	learning process.						
6.	The teacher helps the students when they find some problems in learning process.		✓				✓
7.	The teacher conclude the material and close the meeting.		✓				✓
8.	The students pay attention to the teacher's explanation	✓					✓
9.	The students are active in asking the question about the material to the teacher.	✓					✓
10.	The students were enthusiast to do their assignment.		✓				✓
11.	The students were motivated in studying listening by using English podcasts.		✓				✓
12.	The students were participle in teaching learning process		✓				✓

APPENDIX VII

LIST OF INITIAL STUDENTS

No.	Initial Of Students	Cycle I				Cycle II	
		Pre-Test	Criteria Success (>75)	Post-Test I	Criteria Success (>75)	Post-Test II	Criteria Success (>75)
1.	AS	35	Fail	45	Fail	65	Fail
2.	AP	35	Fail	75	Successful	75	Successful
3.	AR	75	Successful	75	Successful	80	Successful
4.	AA	40	Fail	50	Fail	75	Successful
5.	AAG	40	Fail	60	Fail	75	Successful
6.	AK	40	Fail	75	Successful	75	Successful
7.	ARS	35	Fail	60	Fail	65	Fail
8.	AL	65	Fail	65	Fail	70	Fail
9.	ARN	75	Successful	75	Successful	80	Successful
10.	EK	30	Fail	60	Fail	60	Fail
11.	ED	50	Fail	75	Successful	80	Successful
12.	FA	50	Fail	75	Successful	80	Successful
13.	GS	50	Fail	60	Fail	75	Successful
14.	GG	75	Successful	85	Successful	90	Successful
15.	HYS	30	Fail	75	Successful	90	Successful
16.	HS	25	Fail	35	Fail	60	Fail
17.	HA	40	Fail	45	Fail	75	Successful
18.	JF	50	Fail	55	Fail	75	Successful

19.	JL	55	Fail	75	Successful	95	Successful
20.	MFA	50	Fail	55	Fail	75	Successful
21.	MNF	50	Fail	75	Successful	95	Successful
22.	MNA	40	Fail	45	Fail	75	Successful
23.	MSP	95	Successful	95	Successful	100	Successful
24.	MS	25	Fail	50	Fail	75	Successful
25.	MA	40	Fail	60	Fail	80	Successful
26.	MR	40	Fail	55	Fail	65	Fail
27.	NHS	30	Fail	45	Fail	65	Fail
28.	NHY	40	Fail	75	Successful	90	Successful
29.	RAS	50	Fail	75	Successful	95	Successful
30.	RAZ	45	Fail	75	Successful	90	Successful
31.	RF	40	Fail	40	Fail	65	Fail
32.	RM	35	Fail	55	Fail	80	Successful
33.	RK	40	Fail	55	Fail	75	Successful
34.	RA	40	Fail	55	Fail	80	Successful
35.	RS	50	Fail	40	Fail	75	Successful
36.	RMD	30	Fail	75	Successful	75	Successful
37.	SR	25	Fail	30	Fail	65	Fail
38.	SM	75	Successful	80	Successful	90	Successful
39.	SIS	40	Fail	55	Fail	80	Successful
40.	SL	75	Successful	65	Fail	90	Successful
41.	SD	75	Successful	85	Successful	100	Successful
42.	YP	55	Fail	75	Successful	100	Successful

	Total	$\sum x=$ 1980		$\sum x=$ 2600		$\sum x=$ 3.320	
		M = 47,14		M = 61,90		M = 79,04	

APPENDIX VIII

DOCUMENTATIONS

1. **Documentation during the learning process**

2. Documentation with Sir Sultan Mahmud as a English Teacher

3. Documentation with the Students who Got the Higher Score

4. Documentation with All of Students in the Class

Appendix IX

STUDENTS' WORK
Pre-Test

Name: Sultan Dzikir

Class:

Difficult Customer

A: Good __evening__(1). My name is Fabio. I'll __she__ (2)your__winter__(3)for tonight.
May I __make__(4) your order?.

B: No, I'm still __working__(5)on __It__(6). This __meny__(7)is not __even__(8)in English.
What's __good__(9) here?

A: For you sir, I would __recommend__(10)spaghetti and __meat balls__(11).

B: Does it __came__(12)with coke and fries?

A: It comes with either __soup__(13)or salad and a __complumentary__(14)glass of wine, sir.

B: I'll go __with__(15)the spaghetti and meatballs, salad and the__wine__(16).

A: Excellent choice, your __order__(17)will be ready soon.

B: How soon is soon?

A: Twenty __minute__(18)?

B: You know what? I'll __just__(19)go grab a burger across the __street__(20).

B : 15 x100
    20

: 75

Post-Test I

Name: Sultan Dzikir

Class: VIII

Daily Life (Cut in line)

A: I can't ~~belief~~(1) it took us two _hour_(2) to get here. The _traffis_(3) in New York is Unbelievable.

B: Yeah, but just _relax_(4) honey, we're here and we're _guing_(5) on _vacation_(6). In a few hours we'll be in Hawaii, and you'll be on the _golf_(7) course.

A: Oh no! Look at that _line_(8) ! It must be a mile _long_(9)! There's no way I'm waiting for another _too_(10) hours.

B: Honey... _don't_(11)...

C: Hey man, the ~~and~~(12) of the line is _over_(13) there.

A: Yeah....

C: No _seriously_(14), I was _here_(15) first, and _you_(16) can't _cut_(17) in line like this

A: _says_(18) who?

C: I do!

A: So _sue_(19) me!

C: _alright_(20)... That's it..

$$B: \frac{17}{20} \times 100 = \boxed{85}$$

Post-Test II

Name: Sultan Dzikir

Class: VIII

Calling in Sick

A: Hello, Daniel ___speaking___(1), How ___may___(2)I ___help___(3)you?.

B: ___hi___(4)! Daniel, Juli ___here___(5).

A: Hi, Juli, ___how___(6)are you?

B: ___actually___(7), I'm ___feeling___(8)quite ___ill___(9)today.

A: I'm sorry to ___hear___(10)that. What's ___wrong___(11)?

B: I ___think___(12)I'm ___coming___(13)down with the ___flu___(14). I have___head___(15)ache,
a sore throat a runny nose and I'm feeling slightly feverish

A: I see..... so you're ___calling___(16)in sick?

B: Yes, I was hoping to ___take___(17)the day of the ___recover___(18).

A: Ok, then. ___try___(19)and get some ___rest___(20).

$$B: \frac{20}{20} \times 100$$

100

Pre-Test

Name : M. Syahiran Psb.

Class : VIII

Difficult Customer

A: Good _evening_ (1). My name is Fabio. I'll _be_ (2) your _waiter_ (3) for tonight. May I _take_ (4) your order?.

B: No, I'm still _walking_ (5) on _it_ (6). This _menu_ (7) is not _even_ (8) in English. What's _you_ (9) here?

A: For you sir, I would _recommend_ (10) spaghetti and _meatballs_ (11).

B: Does it _come_ (12) with coke and fries?

A: It comes with either _soup_ (13) or salad and a _complimentary_ (14) glass of wine, sir.

B: I'll go _with_ (15) the spaghetti and meatballs, salad and the _wine_ (16).

A: Excellent choice, your _order_ (17) will be ready soon.

B: How soon is soon?

A: Twenty _minutes_ (18)?

B: You know what? I'll _just_ (19) go grab a burger across the _street_ (20).

$$\% : \frac{19}{20} \times 100$$

95

Post-Test I

Name: M. Syahonno Psb

Class: VII

Daily Life (Cut in line)

A: I can't _belief_ (1) it took us two _hours_ (2) to get here. The _traffic_ (3) in New York is Unbelievable.

B: Yeah, but just _relax_ (4) honey, we're here and we're _going_ (5) on _vacation_ (6). In a few hours we'll be in Hawaii, and you'll be on the _golf_ (7) course.

A: Oh no! Look at that _line_ (8)! It must be a mile _long_ (9)! There's no way I'm waiting for another _two_ (10) hours.

B: Honey... _don't_ (11)...

C: Hey man, the _End_ (12) of the line is _over_ (13) there.

A: Yeah....

C: No _seriously_ (14), I was _here_ (15) first, and _you_ (16) can't _cut_ (17) in line like this

A: _says_ (18) who?

C: I do!

A: So _sue_ (19) me!

C: _Alright_ (20)... That's it..

$B : \dfrac{19}{20} \times 100$ 95

Post-Test II

Name : M. Syahran Psy

Class : VIII

Calling in Sick

A: Hello, Daniel _speaking_(1), How _may_(2)I _help_(3)you?.

B: _hi,_(4)! Daniel, Juli _here_(5).

A: Hi, Juli, _how_(6)are you?

B: _actually_(7), I'm _feeling_(8)quite _ia_(9)today.

A: I'm sorry to _hear_(10)that. What's _wrong_(11)?

B: I _think_(12)I'm _coming_(13)down with the _flu_(14). I have _headache_(15),
a sore throat a runny nose and I'm feeling slightly feverish

A: I see..... so you're _calling_(16)in sick?

B: Yes, I was hoping to _take_(17)the day of the _relover_(18).

A: Ok, then. _Leat_(19)and get some _rest_(20) .

$$B \cdot \frac{20}{20} \times 100$$

100

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Nomor   : B-11189/ITK/ITK.V.3/PP.00.9/09/2020   16 September 2020
Lampiran   : -
Hal   : **Izin Riset**

Yth. Bapak/Ibu Kepala MTs Swasta Islamiyah Gunting Saga

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	:	Malahayati Br Siahaan
NIM	:	0304163193
Tempat/Tanggal Lahir	:	Ujung Batu Rokan, 01 Januari 1998
Program Studi	:	Pendidikan Bahasa Inggris
Semester	:	IX (Sembilan)
Alamat	:	Jl. pembangunan Dsn 3,Bandar Setia Kecamatan PERCUT SEI TUAN

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MTs Swasta Islamiyah Gunting Saga, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

Improving Students' Listening Skill Through Podcast at MTs Swasta Islamiyah Gunting Saga

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Medan, 16 September 2020
a.n. DEKAN
Ketua Program Studi Pendidikan Bahasa
Inggris

Digitally Signed

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Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

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YAYASAN ISLAMIYAH GUNTING SAGA

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18 September 2020

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Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum

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Program Studi   : Pendidikan Bahasa Inggris

Semester   : IX (Sembilan)

Alamat   : Jl. Pembangunan Dsn 3, Bandar Setia Kecamatan Percut Sei Tuan

Telah kami setujui untuk melaksanakan penelitian di sekolah MTs Islamiyah Gunting Saga sebagai syarat penyusunan skripsi dengan judul

" Improving Students' Listening Skill Through Podcast at
MTs Swasta Islamiyah Gunting Saga"

Demikian surat ini kami sampaikan dan atas kerja samanya kami mengucapkan terima kasih

Gunting Saga, 18 September 2020

Kepala MTs Islamiyah Gunting Saga

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