

CHAPTER IV

RESEARCH FINDING

A. Findings

The findings of this study are meant to achieve the research purpose, which is to find out the most effective media between podcast and song that can be used to improve students' listening skill progress at Madrasah Aliyah Negeri 1 Medan. The findings are presented in the form of statistics tables. The researcher distributed the online questionnaire to participants on September 15 and September 16, 2021. To allow the data to be examined, all answers provided by participants were genuine or valid. The results can be seen in sub chapters A.1 and A.2.

A.1. Listening Test Scores Using Podcast

Table 4.1 shows the test scores obtained by students of Madrasah Aliyah Negeri 1 Medan through test using podcast. The highest test score was 96 of Madrasah Aliyah Negeri Medan and the lowest score was 32. Furthermore, the average test score was 64.76.

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Table 4.1 Listening Test Scores Using Podcast by Students of Madrasah Aliyah Negeri 1 Medan

Data	Score
AFR	44
AZR	44
ASR	60
AH	88
BAP	40
BAWS	80
DYBH	64
FRR	32
FAR	40
GFH	84
IAH	52
JT	96
MFS	56
MRAH	76
NAH	84
NS	56
PNY	84
RAW	60
SFA	84
SZPM	72
TA	64
Average Score	64.76

A.2. Listening Test Scores Using Song

Table 4.2 shows the scores obtained by students of Madrasah Aliyah Negeri 1 Medan through test using song. The highest test score

was 100 of Madrasah Aliyah Negeri 1 Medan and the lowest score was 32. Furthermore, the average test score was 92.19.

Table 4.2 Listening Test Scores Using Song by Students of Madrasah Aliyah Negeri 1 Medan

Data	Score
AMRS	32
AF	100
AA	100
DSS	100
FA	100
HP	100
HTS	100
KAD	44
MHEF	84
MA	96
MAF	100
NA	100
NAS	100
ORP	100
PZH	100
RAN	96
RAS	84
SL	100
SHD	100
VJ	100
ZRS	100
Average Score	92.19

B. Discussion

In this research, the most effective media between podcast and song that can be used to improve students' listening skill progress at Madrasah Aliyah Negeri 1 Medan can be seen from the comparison between the result of the podcast test and song test on Figure 4.1. Based on Figure 4.1, it can be seen that the average test score using song on students of Madrasah Aliyah Negeri 1 Medan is higher than the test using podcast where the average test score using song is 92.19 while the average test score using podcast is 64.76. Furthermore, the hypothesis that has been given by the researcher at the beginning is in accordance with the findings that have been found by the researcher. Figure 4.1 also indicated that teaching English using song as a learning media is more effective on students' listening skill progress at Madrasah Aliyah Negeri 1 Medan than using podcast as a learning media. With a high average test score on song as a learning media, the result of this study is consistent with Solihat & Utami (2014) which states that the improvement of students' listening skills is different after they received English lessons utilizing song as the learning media, as evidenced by their test scores and English song can motivate students to participate more in class, arouse their interest, and help them perform better on listening tasks so that teaching English using song is effective in improving students' listening skills³⁶. Kolin et al. (2019) added that students' score is high after teacher

³⁶ Solihat, Dadang and Utami, Prita Lusiana, "Improving students' listening skills by using English songs." *English Review: Journal of English Education*. Vol. 3 No. 1, 2014, p. 81–90. <https://doi.org/10.1080/03634527409378056>

teaching using song.³⁷ Furthermore, the hypothesis that has been given by the researcher at the beginning is in accordance with the findings that have been found by the researcher.

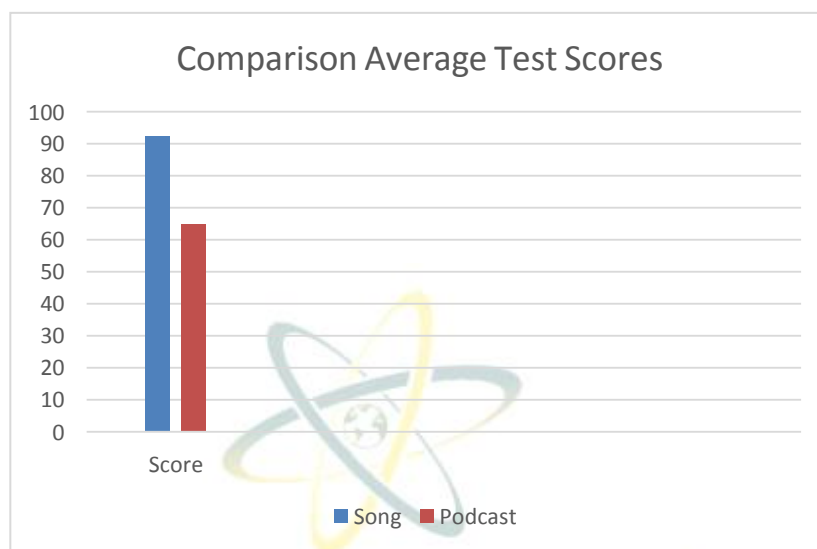


Figure 4.1
Comparison Average Test Scores Between Song and Podcast

In addition, there are several indications why learning English using song can give students high marks on English tests. A high average score can indicate that the teacher creates a supportive learning atmosphere for students while teaching using song. This tendency is in line with the result of the study conducted by Lestary & Seriadi (2019) which reveal that using songs in the learning process, particularly in listening lessons, creates a pleasant ambiance in the classroom and allows teachers to easily explain the topic or material and improving students' listening skills as one of their effective tactics for

³⁷ Kolin, Karolina Feni, Nurteteng Nurteteng, and Sudiby, Doni, "The effectiveness of using songs in teaching listening skill at the second grade of SMPN 11 Kabupaten Sorong." INTERACTION: Jurnal Pendidikan Bahasa. Vol. 5 No. 2, 2019, p. 68–79. <https://doi.org/10.36232/jurnalpendidikanbahasa.v5i2.183>

overcoming their listening difficulties.³⁸ Furthermore, a high test score may also indicate that learning English using song provides students with skills in listening comprehension. This is in accordance with Hidayat (2013) which argues that the song media has played a significant role in ensuring that students comprehend the material presented and the usage of song should also take into account the needs of the students in order to assist them in learning and achieving the learning objective³⁹. Not only that, based on Prasetya (2017) states that learning English through song is one of the alternate methods that teachers can utilize to teach their students listening comprehension and it helps students relax while learning, allowing them to learn and comprehend material more quickly.⁴⁰ Furthermore, learning English using song can also make students add more vocabulary so they can do tests more easily with high test scores. This is in line with Listyaningsih (2017) which described that listening to English songs can help students learn new words, enhance their pronunciation, and improve their listening skills.⁴¹ Also, vocabularies can be obtained because students are more likely to hear English words, which can lead to the acquisition of new vocabularies and improved pronunciation is possible because when listening to an English song, the singer is usually a natural English speaker who pronounces English correctly.

³⁸ Lestary, Ni Luh Gede Windy and Seriadi, Si Luh Nyoman, “*The use of songs to improve students’ listening comprehension ability.*” *Yavana Bhasha : Journal of English Language Education*. Vol. 2 No. 2, 2019, p. 34. <https://doi.org/10.25078/yb.v2i2.1024>

³⁹ Hidayat, Apin, “*The use of songs in teaching students’ listening ability.*” *Journal of English and Education*. Vol. 1 No. 1, 2013, p. 21–29.

⁴⁰ Prasetya, Agung, Thesis: “The effectiveness of using English songs on students’ listening ability” (Jakarta: Hidayatullah State Islamic University Jakarta, 2017), p. 21.

⁴¹ Listyaningsih, Tri, “*The influence of listening English song to improve listening skill in listening class.*” *Academica : Journal of Multidisciplinary Studies*. Vol. 1 No. 1, 2017, p. 35–49. <http://ejournal.iainsurakarta.ac.id/index.php/academica/article/view/601>

In Figure 4.1, students who test English using podcast have lower scores than students who test English using song and this could be due to several things. The length of the podcast makes it difficult for students to keep their concentration. This is in accordance with Darwis (2016) which states that most students believe that a podcast is too long for them, thus they may become bored and lose attention when listening to podcast.⁴² Furthermore, the preparation that must be done and the allocation of learning time using podcast is also longer. This is in accordance with Rizky Widodo & Gunawan (2019) which argues that podcast has weakness in terms of time allocation for preparation and learning process.⁴³ In addition, students are not used to listening to podcasts because of limited podcast learning resources so that it requires teachers to look for learning resources first and then give them to students. This is in line with Romadhon (2019) which described that the teachers must find the easy material on the Podcast so that students are not perplexed when learning the discussions.⁴⁴

⁴² Darwis, Robi, “*Students’ perceptions towards the use of podcast in learning English: a case study of the second grade students at one high school in Bandung.*” *Journal of English and Education*. Vol. 4 No. 2, 2016, p. 80–100. <https://pdfs.semanticscholar.org/abec/e9008ba30d3cb8924a267bc49362595af069.pdf>

⁴³ Rizky, Muhammad Widodo and Gunawan, Agus, “*Investigating the effect of using podcast on students’ listening comprehension.*” *Lingua*. Vol. 15 No. 2, 2019, p. 35–42. <https://doi.org/10.34005/lingua.v15i2.358>

⁴⁴ Romadhon, Muhammad Galuh Elga (2019), “*Utilizing podcast in listening class: The advantages and the challenges.*” In T. W. S. P, E. Kurniawan, Y. Chen, & R. Rahim (Eds

