**IMPROVING STUDENTS' LISTENING SKILLS THROUGH PODCASTS OF ELEVENTH GRADE AT SMK TRITECH INFORMATIKA MEDAN IN THE ACADEMIC YEAR 2018/2019**

**SKRIPSI**

*Submitted to Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera as a Partial Fulfilment of the Requirements for Degree of Sarjana Pendidikan*

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**DEPARTMENT OF ENGLISH EDUCATION**

**FACULTY OF TARBIYAH AND TEACHER TRAINING**

**STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA**

**2018**

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# ABSTRACT

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

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The Researcher

Fitratun Nisa

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# CHAPTER I

# INTRODUCTION

## A. Background of the Study

Listening is a creative skill. In order to comprehend the sounds falling on our ears, we take the raw material of words, arrangement of words, and the rise and fall of the voice, and from this material we create significant. But many teachers have assumption that it is not important to plan the lessons. In fact, shows the damages. Listening theory is not mastered by students in turn it is difficult for them to formulate about what and how they must master listening. Teaching English in SMK is intended to develop student communicative competence.

The target in teaching and learning English at SMK is to enable the learners to apply the mastery of English skills to communicate orally and in writting at intermediate level. Teaching students in SMK is focused on the ability to communicate with it. It means that the communication competence of the students are the emphasize. Students faced with certain situation, where they express what they think and what they must do. We can use listening work in the classroom as one way to help focus on language systems. This activity provides listening  practice by supplying a script for verbalizing along with the listening material.

Nowadays, listening comprehension has improved. So many new technologies have supported for the listening skill that expected to improve listening comprehension skill. But in the fact, the students are still unfamiliar with the listening subject itself. Students are unable to catch the sentences even the words. It is because they are unable to listen to the English text well in the

listening class. Somehow they can listen to the sentence, but they fail to write what they hear. Some of them even fail to find the main idea, supporting ideas or the details from the recording.

Sometimes, the contents of the materials that the teachers made are not always familiar with the students. Some of them are not relevant to the students. The students may lack the background knowledge about foreign countries and cultures. So sometimes they cannot understand the material or they may misunderstand the meaning of it.

There are some media can be used in listening learning process, such as audio media, audio-visual media, etc. example for audio media is radio, music, podcasts, and so on. While the example of audio-visual is video, film/movie, television, etc.

Media such as a podcasts has significant roles to motivate the students in listening learning process and to make the atmosphere in learning process more interesting. Podcasts are particularly appropriate for the practice of extensive listening, for the purpose of motivating students to listen. Podcasts offers a good chance for the students and the teachers. Nowadays using podcasts are easier. There are many kinds of podcasts' application on mobile. There are many different mobile applications available for people to use to subscribe and to listen to podcasts. Many of these applications allow users to download podcasts or to stream them on demand as an alternative to downloading. This can fulfill the needs of different learners. Those can be downloaded by learners themselves. Students are expected to be more interested in having listening class by using

podcast. They are also expected to have more opportunities to practice listening, which in turn will make them attend the listening class.

## B. Statements of the Problems

According to the background of the study, the writer identifies some problems relating to the teaching listening. There are four problems that were found in SMK Tritech Informatik a Medan :

1. The students are unfamiliar with listening subject because the listening class was seldom conducted

2. The students are not able to listen the whole of sentences in the recording because of less practice

3. The listening language laboratory was rarely to use

4. The listening material was made by the teacher was sometimes inappropriate, because the materials in the language laboratory were also limited

## C. Research Questions

Based on the background of the study above as well as the identification of the problem, the research questions were formulated as follows :

1. How is the implementation of podcasts in improving students' listening skills at SMK Tritech Informatika Medan grade XI?

2. How is the improvement of students' listening skills at SMK Tritech Informatika Medan grade XI through podcasts?

**D. Purposes of the Study**

In relation to the formulation of the problems, the purposes of this study :

1. To describe how the podcasts improve the students' listening skill in grade XI SMK Tritech Informatika Medan.

2. To describe the improvement of students' listening skills at SMK Tritech Informatika Medan grade XI by using podcasts.

**E. Significances of the Study**

From the research result, it is expected to give some benefits :

1. To other researchers

The result of this research study can be a reference for conducting other research related to this research study. This research can give more information and experience about how to improve the listening skill trough podcast.

2. For students

This study will be helpful for them in understanding the importance of listening comprehension to gain more information. Besides, applying podcasts can increase students' motivation joining listening class. Furthermore, they also become more active in paying attention to the lesson.

3. For teachers

This study can be used to understand about the students' listening comprehension and the way of teaching and learning listening innovatively so that the learning quality will improve.

**F. Limitations of the Study**

In this research, the researcher collaborated with the English teacher agreed to investigate the media used to teach English to the eleventh grade students of SMK Tritech Informatika Medan, especially to teach listening skill. Due to feasibility of the research, it was almost impossible for the researcher to solve all of problems found at SMK Tritech Infromatika Medan. Therefore, based on the background and identification of the problem, the researcher limited the problem in the study into using podcasts to improve students' listening skill at SMK Tritech Informatika Medan grade XI, in the academic year of 2018 / 2019.

# CHAPTER II

# THEORETICAL REVIEW

## A. Theoretical Framework

### 1. Listening

#### a. The Definition of Listening Skill

Listening skill can be meant as ability to pay attention or to hear something. But, listening is not same as hearing. The term hearing and listening are often used interchangeably, but there are important differences between them. Although both hearing and listening involve sound perception, the difference in terms reflects a degree of intention.[1] Hearing essentially just likes passive activity. Hearing is when we just hear the sounds without pay attention of the sound sources. While, in listening the brain does automatically translate the words into the message that the speaker told. That is essentially what listening is determining the meaning and the message of the sounds or words. It is active process that involves more than assigning labels to sounds or words.

Listening skill as a process of catching what the speaker says, getting the speaker's idea, and listening also consists of speaker, listener, and sound. Listening is ability of pay attention or to hear something. Moreover, listening and hearing are two different things, which hearing is essentially a passive activity, while the listening is determining the meaning and the message of the sounds or words.

Listening is one of subject that is taught in the field of language study. This skill can be improved by practice continously and there are many kinds of

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

strategy to develop your listening skills. It is an active process in which listeners select and interpret information which come from auditory and visual clues.

Listening is an active, purposeful process of making sense of what we hear. Listening skills are often categorized as *receptive* or *productive*. It is require us to receive and understand incoming information (input). Because listening is receptive, we can listen to and understand things at a higher level than we can produce. For this reason, people sometimes think of it as a passive skill. Nothing could be farther from the truth. Listening is very active. As people listen, they process not only what they hear but also connect it to other information  they already know.[2]

Listening comprehension is the process of understanding speech in first or second language. The study of listening comprehension in second language learning focuses on the role of individual linguistic unit (e.g. phonemes, words, grammatical structure) as well as the role of the listener's expectatation, the situation and context, background knowledge and topic.[3]

Listening is viewed as part of a transactional process in which all participants are simultaneously 'sending' and 'receiving' messages.[4] The process of listening occur in five stages. They are hearing,  understanding, remembering, evaluating, and responding.[5] The process of listening standart is : (1) Poor when

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

[3] Richards, Jack C., and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, Cambridge University Press, The United State of America, 2002, p. 13.

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

[5] BabitaTyagi, *Listening: An important skill and its various* ( Journal International: 2013), p. 1.

the student is having a hard time receiving, attending, and assigning meaning to words spoken. (2) Fair when the student is receiving information, but is having a hard time attending to it and assigning meaning. (3) Good when the student is comprehending what is being said because they are receiving, attending, and assigning meaning to what they hear.

Listening involves doing many things such as dealing with the spoken language characteristic, using the context and knowledge of the world, understanding different text types, understanding different speeds of speech and accents, and using different listening subskills.[6]

From the definitions, it can be concluded that obviously listening influences other skills. A highly complex physiological process involving the human receptors and influenced by the human sensory capacity. An active process of interpretation in which listeners match what they have heard with what they have already known. It is a process to start mind. We can study other skills easily after we pay full attention in listening skills.

In the Noble Qur'an, Allah SWT says:

فَتَعَٰلَى اللَّهُ الْمَلِكُ الْحَقُّ ۗ وَلَا تَعْجَلْ بِالْقُرْءَانِ مِن قَبْلِ أَن

يُقْضَىٰ إِلَيْكَ وَحْيُهُۥ ۖ وَقُل رَّبِّ زِدْنِى عِلْمًا ﴿طه:١١٤﴾

"So high (above all) is Allah, the Sovereign, the Truth. And (O Muhammad), do not hasten with (recitation of) the Qur'an before its revelation is completed to you, and say, "My Lord, increase me in knowledge." (Tha-haa:114).

The keyword of this verse is "Revelation". Revelation has relationship with listening. In this verse, Allah SWT forbids the Prophet Muhammad SAW to

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

read the revelation before he listen it carefully. It's related to listening, why the researcher say so? Because, from verse above we know that we have to listen to the speaker to get and to understand what speaker said.

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

### b. The Teaching of Listening

Historically, learning a foreign language meant learning to read and write. Listening was virtually ignored. Then, in the late 1800s, interest in using children's learning their first language as a model for foreign language teaching grew. One of the results was Gouin's series method. It featured action and oral presentation of new language in which the teacher would make a series of statements, and would carry out the actions so that students could map what they saw on to what they heard.[7]

Teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Your understanding of how the learner learns will determine your

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

philosophy of education, your teaching style, your approach, methods, and classroom techniques.[8]

Listening is the way of learning the language. it gives the learner information from which to build up the knowledge necessary for using the language. when this knowledge is built up, the learner can begin to speak. The listening only period is a time of observation and learning which provides the basis for the other language skills.[9] Learning was very much seen as under the control of the teacher.[10]

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

The teaching of listening has attrached a greater level of interest in recent years. Later views of listening drew on the field of cognitive psychology, which

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

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

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

introduced the notions of bottom-up and top-down processing and brought attention to the role of prior knowledge and schema in comprehension. Listening came to be seen as an interpretive process.[11] Comprehension does not always require understanding every word or structure (Ciccone, 1995). However, language learners usually assume that successful comprehension only occurs with total comprehension.[12]

Teaching listening comprehension as a part of teaching a foreign or second language is a relatively recent development whose history lies mostly in the last thirty years. In the early days of teaching the spoken language it was assumed that students would simply acquire the ability to understand the spoken form of the language if they occasionally heard their teacher speak it or listened to a tape of it being spoken.[13]

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

There are some principles of teaching listening skill that should be known by the teacher. For the first, listening should receive principle attention in the early stage of ESL intsruction. It means that students should be familiar first with

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[11] Jack C. Richards, *Teaching Listening and Speaking*, Cambridge University Press, New York 2008, p. 1.

[12] MetineeThanajaro, *Using Authentic Materials to Develop Listening Comprehension in the English as a Second Language Classroom*,(Blacksburg Virginia: UMI,2000),p.16

[13] Gillian Brown, *Listening to Spoken Language*, Longman, United State of America, 2001, p. 144

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

listening before they learn English language. The second is the using of materials that should be maximised. The third is the using of authentic language should be maximised since the students do not understand when difficult words are used by teacher. The fourth is listening should vary the materials in terms of speakers' gender, age, dialect, accent, topic, speed, noise, level, and genre. The aim of that principle is to make the students interested in the material given in every meeting. The fifth is the teacher should ask the students to listen the purposes of listening and ask them to show their comprehension in a task. The sixth is the language material should never be presented visually first. The students have to be familiar with the audio first.

From the principles above, we can understand that the teacher should pay full attention in teaching listening. Since one of the principle is the teacher should ask the purpose of listening to the students. In order the teachers teach listening become more effective.

It can be concluded that teaching listening is transferring some material by giving the understanding of language system. It also involving the way we apply this knowledge of the language system to understand the meaning and the way we apply particular skills to understand and convey meaning. Therefore, it will be better if we can practice it continuosly.

**c.  The Teaching of Listening in SMK**

In achieving the successful English learning, the teacher has to teach the four language skills namely listening, speaking, writing, and reading. The teaching of listening as a separate skill is a recent innnovation in language

teaching. Listening is as active as speaking, and in some ways, it is more difficult. The teaching of listening should consider some aspects.

Vocational schools (SMK) is one level of education to prepare students to become skillful and ready to use graduates in the workforce. However, up to now, communication skills in English most of the graduates of vocational high school (SMK) is still low, it is important to conduct a study on process of teaching English based on the process standard.[15] Beside that, teaching listening at SMK is not easy obligation for the teachers. They get such difficulties in listening because there is no rules or formula as in grammar. But the teachers should ask the students to practice more and the fact, many students are fault in the listening test because they are unfamiliar with the listening. Listening skill should be balanced with the other language skills so the students will get maximal skills.

It is important for the teachers need to know the students' interest in learning listening with some kind of activities. Given that communicative competence is the goal of a language classroom, instruction needs to point toward all of its components: organizational, pragmatic, strategic, and psy-chomotoric.[16] The students need practice in listening for meaning and also some instruction about how to do so effectively. That is why the material should be relevant with the students' life. So they will not get bored and feel interest in listening process and get the best understanding.

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[15] Sutena, Wayan., Padmadewi,Nyoman, Artini, L., P. *"The Implementation Of Process Standard Of Teaching English At Smk Negeri 1 Gianyar"* e-Journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Pendidikan Bahasa Inggris. Volume 1 Tahun 2013. p 2

[16] Jack C Richard and Willy A Renandya, op. cit. p.13

The teachers should be more up to date in giving materials, and also it should be appropriate with the aim of teaching listening. it must be conducted continuously so the students will be familiar with listening task. Beside that, the teacher should prepare some interesting activities so the students will be interesting with the listening.

2. **Media in Teaching English**

   a. **The Definition of Media**

Media can be defined by their technology, their symbol systems, and their processing capabilities. The most obvious characteristic of a mediums its technology, the mechanical and electronic aspects that determine its function and to some extent its shape and other physical features. These are the characteristics that are commonly used to classify a medium as a "television," a "radio," and so on. In this modern era, the word media have already been familiar for us in the relation with teaching and learning process.[17] Not all media involve technology, of course books and newspapers do not conjure up images of technology, although a good deal of technology goes into its creation. It means so many media that we have from many sources.

Media refers to any communication method that conveys information, or that allows interaction between teachers and students. In teaching and learning activities using 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. It can

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[17] Kozma, R.B. *"Learning with media",* Review of Educational Research, (1991). p. 2

be concluded that many things can define the media itself in the context of learning process.

The primary effect of a medium's technology is to enable and constrain its other two capabilities: the symbol systems it can employ and the processes that can be performed with it. For example, a computer with a graphics board or a speech synthesis board can use different symbols in its presentations than those without. Computers with enough memory to run LISP and expert systems can process information in different ways than those without. Symbol systems and processing capabilities have a number of implications for learning.

From those definitions, we understand that media is one of the importance things in teaching and learning process. Media are grown by technology. From these we get chance to build the students' interest in listening.

**b. Kinds of Media in Teaching Listening**

Technology is useful to teach listening because each type of technology provides opportunities for students to explore their ranges of listening strategies. And it allows for more emphasis on certain aspects, such as cross-cultural, interactional, critical, and contextual dimensions of listening, to be developed. Technology also makes learning process of listening more entertaining.

With the ever-increasing accessibility of technology and the fast pace at which technology is changing today, the styles and strategies of students' learning are also developing and expanding. We will know how using technology can help develop listening skills.

1) **Radio**

Listening to the radio is one of the most accessible ways a learner has of developing listening skills. Listening to the radio is not an activity that is often used in class time. Perhaps, this is because radio, listening can be done only in real time and the scheduling of language classes to catch particular radio program is difficult. Furthermore, the difficulties of obtaining copyright often prevent teachers from rrecording from the radio for the classroom use. Butt it is still a listening medium that offers many potential benefits for learners. Many teachers like to help their students develop general or specific listening skills via the radio. The most effecient materials teachers can produce to help their students are generic worksheets, since teachers cannot predict what the content of a news program or stody will be.

2) **Audio-tapes**

Audio cassette players are the simplest and cheapest way to provide listening practice opportunities for students in classroom. Because nearly all general courses books these days have accompanying audio cassettes, a cassette players has become an essential tool in the language classroom.

Students can practice their extensive listening in a variety of ways. That is, they listen to extended stretches of discourse in a directed fashion, as opposed to out-of-class extensive listening, usually for fun. Many of the situation in which students need to use extensive listening skills require them to listen to unfamiliar speakers or to a variety of

speakers. Without the aid of audiotapes, teachers can only do so much to create listening sontexts for students to have extensive listening practice.[18]

**3) Podcasts**

The term 'podcast' are new and evolving. A podcasts is a digital media file that plays audio (sound) or audio and vision (sound and something to view); with vision, it is made available from a website. Podcast can be opened and/or downloaded (taken from website offering it and placed om something of your own), also can be played on a computer, and it is downloaded from a website to be played on a small portable player designed to play the sound and vision.[19]

Most audio podcasts are put into a format called 'MP3'. Now, podcasts may go from 20 minutes to 2 hours, so this type of listening is recommended for advanced students. Most usually sound like pre-recorded radio shows, with interviews, discussions, or commentaries on recent events, and there are podcasts about any topic you can think of, from hobbies to popular TV shows, sports to technology. The selection process is similar to how you'd choose a video. Make sure it's appropriate for your students in terms of length, content, and level of difficulty.

The added advantage of a podcasts is that it can be downloaded by your students and listened to for homework. Just provide the link for

[18] John Flowerdew Lindsay Miller, *Second Language Listening : Theory and Practice*, Cambridge University Press, New York 2005, p. 165.

[19] Gilly Salmon, et,al, How to Create Podcasts for Education, Open University Press, England 2008, p. 1.

download and the worksheet or comprehension questions, and assign. Pick an interesting podcasts, and it'll be one assignment your students will be looking forward to.

**4) Video**

The use of video to help develop listening skills has received much attention since it began to appear regularly in language classes in the mid 1970s. The obvious contextualization of language provided by video made it a popular medium in non-English-Speaking countries. Over the past two decades, researchers have shon that many other facets make video useful to language learners. Some of these are that video often promotes the motivtion to listen; it provides a rich context for authenticity of language use; the paralinguistic features of spoken text become available to the learners (compared with radio, that is); and it aids learners' understanding of the cultural contexts in which the language is used.

The last decade has seen the web transition from a text-based medium to a multi-media platform with audio, video, and greater interactivity. For educators, this presents a great opportunity to add diversity and variety to courses.

While video-taped lectures have been common on university campuses for decades, the increased bandwidth available to most computer users has opened the door for a new approach to extend lectures - enabling learners to view missed (or not fully understood) lectures at their convenience.

5) **Language Laboratory**

With the advent of tape recorders in the 1950s and the rise of the audiolingual method of teaching, language laboratories became popular facilities. The theory behind the audio-lingual method was that we are able to condition students to learn language. the best way to do this was thought to be by way of mechanical drills. Theoritically, if students heard and repeated language structures often enough, they would learn the language better. Typically drills performed in the language laboratory took the form of repitition drills or substitution drills.[20]

3. **Podcast**

a. **The Definition of Podcast**

Podcasts are audio programs on the web which are usually updated at regular intervals. A podcast can be uploaded automatically to your computer using RSS (really simple syndication), podcatching software. It can cover a wide range of topics and can include music and video. It can last anything upwards of a few minutes to an hour or more. 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]

Podcasts are published on the internet as MP3 files. Interested listeners are able to download these MP3 files onto their personal computer or personal MP3 player of any type. The files can be listened to at the convenience of the listener. Learners can listen over and over to any material that is of interest to

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[20] John Flowerdew Lindsay Miller, op. Cit, p. 171
[21] Seema Jain, Farha Hashm, *"Advantages Of Podcasts In English Language"* Journal of Indian Research, Vol 1, No 2, 2013, p. 158

them. To be useful in a school setting a teacher would need internet access, a computer that can play audio files or an MP3 player.[22]

### b. The Advantages of Podcasts

Podcasts can be accessed easily and quickly by the learners. This motivates them to participate in various ELT classroom activities. Also, it offers them opportunity to enthusiastically respond to teachers and the levels of their learning speeds up desirably.[23]

Podcasts are part of innovative online learning and can serve a number of purposes: to enhance the range and register of English language listening practice material available for the students to use in a variety of ways; to provide increased connectivity between different elements of the course; to increase the scope for discussion activity, etc.

The subject of podcasts on several levels and deals with the questions of the advantages of podcasts, selection of the most beneficial ones, and discusses how to maximize learning from them. The advantages of podcasts are: 1) learners can benefit from global listening, even if they only listen from three to five minutes a day; 2) students will be exposed to the new language; 3) the intermediate learner has a need for authentic texts and to be exposed to a variety of voices. Podcasts is not just intended for listening. Often there is a transcript provided along with worksheets. A number of websites interact with the students and ask them to write in with questions or comments.[24]

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[22] Priscilla Constantine, *"Podcasts: Another Source for Listening Input"*, The Internet TESL Journal, Vol. XIII, No. 1, 2007, p. 143-156

[23] Seema Jain, Farha Hashm, op. Cit. p. 162

[24] Galina Kavaliauskienè, *"Podcasting: A Tool For Improving Listening Skills"* Journal Teaching English with Technology, Vol 8, No 4, 2008, p. 3

Using good viewing and interesting listening activities attract the students' attention.[25] By learning podcast, the students were motivated to search the podcast directiories and to quickly and accurately find best ELT podcast material based on their interest.

The podcasts online have given the language teacher a wealth of materials for teaching listening skills. The added advantage of a podcasts is that it can be downloaded by the students and listened to for homework. Just provide the link for download and the worksheet or comprehension questions, and assign. Pick an interesting podcasts, and it'll be one assignment your students will be looking forward to.

One innovative usage of podcasts is to have a student listen to a podcasts and read along its transcript. Then the student will make a recording of the material on a cassette tape and turn it into the teacher along with a written journal. The teacher then listens to the student's recording and gives appropriate feedback to the student. This type of activity helps the students to develop fluency in reading, to improve pronunciation, to acquire new vocabulary words, and to perfect listening skills.

Students enjoyed and gained confidence in learning English language with the new technology. The students study new expressions in web-enabled environment and simultaneously jotted down the vocabulary they found difficult to understand.

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[25] Jeremy Harmer, *The Practice of English Language Teaching*, Longman, United Kingdom, 2007, p. 308

### c. Podcasts in the Teaching of Listening

A podcasts is an audio file made available on internet. It is a combination of two words broadcasting (the term used for the transmission of television and radio and iPod (a well known portable media MP3 player developed by Apple computer Inc.)[26]

Podcasts has been compared to radio broadcasting because it usually has a single producer (or group of people producing it) and the audio transmission is sent to lots of listeners. What's different about podcasts is that, unlike radio, the person listening doesn't have to listen to it at the time of broadcasting. Instead of a radio transmitter, a podcasts is stored on the web as a digital sound file and this sound file can then be transferred to any computer or digital device, such as an iPod or MP3 player. The listeners can then choose when they listen.

Podcasts do not differ fundamentally from 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'

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

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.

## B. Related Study

Dealing with efforts to improve listening skills, there are many researchers attempted using podcasts to improve students' listening skills. The first, Paul Man (2006) entitled "Developing Students' Listening and Speaking Skills Through ELT Podcasts. The participants in this study are students of different specializations who study English for Specific Purposes at the Faculty of Social Policy.

The second study done by Palitha Edirisingha, Chiara Rizzi, Ming Nie and Libby Rothwell (2007) entitled "Podcasting to Provide Teaching and Learning Support for an Undergraduate Module on English Language and Communication". This study is aimed at report's findings from research into the benefits of integrating podcasts into a first year undergraduate module on English Language and Communication at Kingston University. The study describes the teaching and learning context and how the podcasts were integrated as part of the blended learning delivery. The result of this study is podcasts can be a useful addition to the range of tools available. Data analysis of the study showed that podcasts were successful in supporting students' preparation for assessed work, providing significant advice on portfolio and presentations.

The third study done by Sri Wiyanah, "Improving Listening Skill Using Podcast For English Department Students Of Upy "(2015). The aim is to identify some steps that are going to be implemented in teaching listening using podcast to improve the students' listening skill of English  Department students of  UPY, and to describe the improvement of students listening ability using podcast in their learning. This research is an Action Research. The result of the research showed that t applying top-up and bottom up strategis and another approach to incorporating listening strategies in a listening lesson involves a cycle of activities as steps in guided metacognitive sequence in a listening lesson.

From those previous studies, this research is different. The research will be conduct to vocational high school students grade XI that have different background with those previous researches. The research also has not to combine between podcast of lectures with mobile assessments. The treatment does not used as homework. Furthermore, the study of this research is using podcasts to improve students' listening skill.

## C.  Conceptual Framework

Listening skill is perhaps the most critical element in language and language learning, for it is the key to speaking, and beyond that, reading and writing. Particularly in the workplace, that skill is used at least three times more than speaking, and four to five times more than reading and writing. Listening and speaking are often taught together, but beginners, especially non-literate ones, should be given more listening practice than speaking practice. Listening skill is a

complex active skill of interpretation in which listeners matches what they hear and what they have already known.

Considering with the importance of listening in language learning and teaching, it is essential for language teachers to help their students become effective listeners. Teaching listening means transferring some material by giving the understanding of language system. It is better conducted continuously so that the students are familiar with the material. Teaching listening process in SMK should be appropriate with the purposes. Beside that, the process must be equipped with the right materials so the teaching and learning process will be interesting. The materials are usually equipped with some media to make the teaching and learning process more interesting.

There are some problems found at SMK Tritech Informatika Medan related to the listening activity. The first problem is the students are seldom conducted the listening activity in the listening laboratory. Second, they have lack of vocabulary. Third, they have lack of English sound and spelling. To overcome those problems, the English teacher just use the LKS when conducted the listening activity. He was also use songs to checked students' vocabulary mastering.

Looking those situations, the researcher tries to improve students' listening skill through podcasts. Podcasts is an audio program on the Web which are usually updated at regular intervals. It is easy to find and download in the internet. Sometimes the audio are equipped with the transcript, so it can help students to understand what they hear. Using podcasts in listening section are expected to improve students listening skill.

# CHAPTER III

# RESEARCH METHODOLOGY

## A. Research Design

This study is action research where it is collaboratively conducted to change what is going on in the classroom, including the techniques, classroom management, media, curriculum, materials, and evaluation systems. This will be done by formulating the problems, planning and carrying out the actions, and reflecting on the actions.

Sanford stated that the Classroom Action Research is the steps activities which have all characteristic consist of analyzes, action, add the new fact and evaluation.[27] Bassey stated that describes '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'.[28]

There are some benefits in action Research:[29] (1) Thinking systematically about what happens in the school or classroom. (2) Implementing action where improvements are thought to be possible. (3) Monitoring and evaluating the effect of the action with a view to continuing improvement. (4) Monitoring complex situation critically and practically. (5) Implementing a flexible approach to school or classroom improvement trough action and reflection.

In this study, there were four phases each of cycle, namely: (1) Planning , (2) Action, (3) Observation, (4) Reflection. The teacher will start by doing Cycle

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

[28] Valsa Koshy , Action Research for Improving Practice, (New Delhi: Paul Chapman Publihing, 2005 ),p. 8

[29] Anne Bruns, Collaborative Action Research For English Language Teacher, (United kingdom: Cambridge University, 1999 ),p.16

I. If the result fails, it will be continued to next cycle by renewing the previous steps to solve the problems. The new cycle will improve the teaching decision. If the new planning improved the students' ability in reading comprehension, the cycle will be stopped. If it do not, cycle will continue on the next cycle until result determine was reached.

Kemmis and McTaggart have developed a simple action research model (see figure 1)
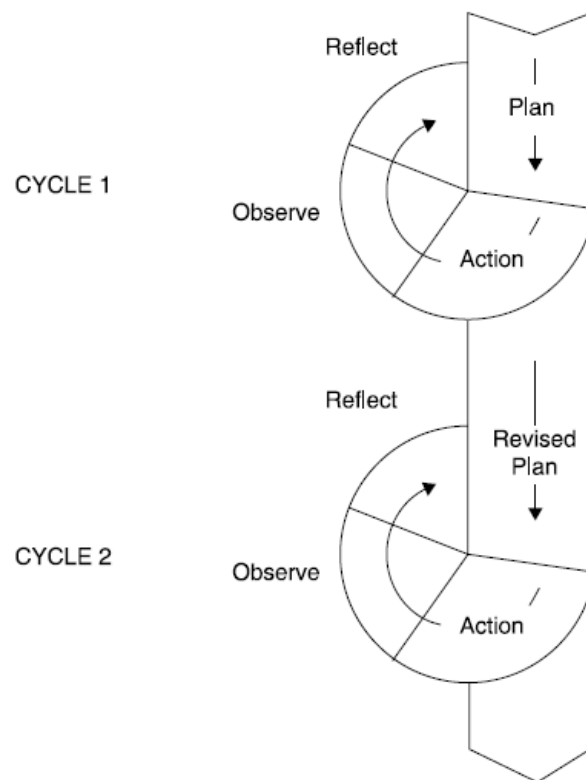


Figure 3.1 The action Research Spiral '(based on Kemmis and Mc Taggart)

**B. Research Setting and Sample**

The setting of the reasearch was conducted at SMK Tritech Informatika Medan. It is located at Jl. Bhayangkara No.484, Indra Kasih, Medan Tembung, Kota Medan, Sumatera Utara. Related to English teaching and learning activities, SMK Tritech Informatika Medan has 11 English teachers.

The sample of the research was the XI TKJ 4 Reg grade students of vocational high school in SMK Tritech Informatika Medan in the academic year of 2018 / 2019. 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 randomly, because based on the interview with the English teacher that among eleventh grade had the same quality in mastering listening skill.

**C. Data Collection**

In this research, the data was qualitative and quantitative as the supported data. In a qualitative research, source of primary data were the actions and the words, and additional data like the written data, document, picture, or statistical data.[30] The qualitative data were obtained by interviewing the students and teacher, doing observation during the teaching-learning process and the implementation of the action in the field.

Meanwhile, the quantitative data were in the form of students' listening scores. The scores were collected through the listening assessments which were conducted twice in this study. The first was pre-test. It was conducted to know the

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[30] Lexy J Moloeng, *Metode Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 2005), p.216

students' listening proficiency. The second was post-test. It was done to know whether there was a significant improvement of the students' listening skill or not after a podcast activity applied.

There were numbers of research instrument that usually used by the writer in conducting a research, here the researcher used: test (pre-test & post-test), interview sheet, observation sheet, and documentation. Each technique was also followed by the instruments. Furthermore the detail instruments of the research were presented on the following table.

**Table 3.1: Instruments of the Research**

| NO | TECHNIQUE | INSTRUMENT | RESULT |
|----|-----------|------------|--------|
| 1. | Test | Test of Listening Skill | Score |
| 2. | Interview | Interview sheet | Transcript |
| 3. | Observation | Observation sheet | Transcript |
| 4. | Documentation | | Picture |

1. Test

   a. Pre-Test

   Pre-test was conducted at the first before doing action of the research. Pre-test was applied to measure and evaluate the students' basic ability in listening skill which the questions that consisted of twenty missing word. Missing word is the one of way to give the students about exercise to know their knowledge and competence, especially their ability in listening skill. Here the researcher used podcasts as media, without inform the knowledge of podcast to the

students. After finding out the result, the researcher can decide and plan whether the students' need to give more action or not.

b. Post-Test

Post-test beadministered at the end of session. Post-test was conducted in order to know and measure the progressing of students' listening skill after podcasts as learning media that carried out. Researcher gave a story told about the Drugs. Students will be listened to the story then researcher gave post test about what they heard. The test consisted of twenty missing word. After know the result of the post-test and how far the improvement of the students' listening skill, then the writer could decided whether needed to conduct the next cycle of not.

2. Interview

The researcher used the close interview which the questions that have been detailed by researcher to know the students' difficulties in teaching English especially in improving students' ability in listening skill. The question was also prepared to acquire some information related to their problems and motivation in learning English. It was conducted for the teacher and several students as a sample.

3. Observation

The researcher observed the objects by watching teaching-learning process in the classroom. The comment based on what the researcher has seen and it will be written in the observation sheet.

4. Documentation

Documentation is a proof of the researcher while doing a research in a school. The researcher collected some photos during teaching-learning process.

## D. Data Analysis

The data were collected in the form of qualitative and quantitative data. The quantitative data refers to the empirical research which data in the numbers form whereas the qualitative data describes the condition, situation, and response of the students during teaching learning process.In this research, the resarcher used qualitative data (experience-based) and quantitative data (number based). The qualitative data consist of observation within the physical activity in the classroom and interview to be presented for the teacher and several students. On the other side, the quantitative data uses pre-test and post-test.

The quantitative data was analyzed by computing the score of listening test. The data was collected from pre-test and post-test. The data calculated through means that consisted of the average score of students' ability in listening tests. The sums of total score were divided by the number of the students.

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

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

Notes:

$\bar{X}$= 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:

$$P = \frac{R}{T} \times 100\%$$

Notes:

P = the class percentage

R = the total of students who passed the KKM

T = the total number of the students

Based on Miles and Huberman advises three simultaneous flows of activities in analyzing the data. They are data reduction, data display and conclusion drawing or verification.[31]

1) **Data reduction**

In this study, the process of data reduction progressed concurrently as data collection proceeds. The data reduction was accomplished to simplify the data gathered. By implementing data reduction, the data will be simpler and it will make the process of data analysis easier. In this process, data reduction was performed by writing summaries, coding, making cluster, tabulating, and making partition. These processes proceeded until the final report is achieved. The process helped the researcher to have a clear view about this study.

2) **Data display**

The next step was analyzing the data is data display. It was an organized, compressed assembly of information the permits conclusion drawing and action. By displaying the data, the researcher easy to understand and to analyze what was

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

happen with the data presented. The data display in this study was found in observation.

### 3) Conclusion drawing and verification

The last step of analysis was draw the conclusion and verification. From the start of the data collection, the qualitative data analysis was beginning to decide what things mean was nothing regulation, patterns, explanation, possible configuration, causal flows, and preposition. The conclusion in qualitative research was a new discovery that can be an answer of the research problem. The conclusion was in the form description of the object of this study. Finally, in this step the researcher got the result and conclusion of the research.

## E. Research Procedure

### 1. Cycle 1

In the first cycle, it consisted of planning, action, and observation planning. Planning is the arrangement for doing something. In planning it is considered everything which was related to the action that was done and it also prepared everything that was needed in teaching and learning process.

### a. Planning

Planning should be based on the problem identified. Below were the thing had been prepared.

1. The lesson plan.

2. The material for teaching listening.

3. The instrument for collecting data such observation sheet and interview sheet.

4. Preparing the facilities and media that was used while teaching.

5. Preparing the assignment needed for the students.

**b. Action**

Action is the process of doing things. It is the implementation of planning the researcher should be flexible and welcome to the situation that changing in school. Thus, the action should be dynamic, need immediately decision for what are done and complete simple evaluation.

The teacher applied the podcasts media in listening learning process. In this case, the record of podcast contained the listening material. Then, after listening process of podcast just had done, teacher gave the question section for the students about the material in podcast that they heard. In this section, teacher made the students involved in learning process, and participate actively in the class. Then, the researcher recorded this activity by using phone.

**c. Observation**

In this step, the researcher observed and wrote students' activities during teaching and learning process. Observation was aimed to record the process and get the information of action during teaching and learning process, such as the students' attitudes, behavior, and even obstacles that happen. It was done by interview and observation. Observation was done carefully by the researcher, because it collected as the data which was used as basic reflection. In this case, the researcher observed the students' listening ability and the problem or obstacles that found by the researcher while listened the material from the podcast.

### d. Reflection

Reflection was as the evaluation of the action which had been done. The teacher should make it as the feedback of the running of the cycle. Through doing the reflection, the researcher reflected on everythng done and made conclusion as a whole. The conclusion concerns with the process and the result. Whatever the weakness or the strength found was listed on so that the writer could evaluate what need to be evaluated and improve what need to be. It was very helpful for the researcher to consider what activities should be revised and should be maintained in the next cycle. Therefore, it was expected that the result in the next cycle would be better than the previous one.

### 2. Cycle 2

Cycle II was conducted based on the result of reflection in cycle I. In this cycle, the researcher aimed to get the significant improvement of the students' listening skill.

### a. Planning

The researcher planned the implementation of lesson plan that related to the cycle I that has been evaluated and developed for the action of cycle II.

### b. Action

In this section, the researcher did the action based on the reflection that has been evaluated and revised. There were some activities in action, they were :

1. Giving opportunity to the students for listening to the sound resource (podcast).

2. Repeating the podcast and asked the students to listen carefully.

3. Ordering the students to fill the missing words test on the text.

4. Asking the students to tell about the point of the story what they heard.

### c. Observation

Observation was aimed at finding out the information that was used to be evaluated and was the basic reflection. Therefore, doing the observation should be done carefully. Observation was conducted by observing the listening learning process during the treatment in order to know the effectiveness of the podcast as learning media in listening and also whether the media being applied was able to improve the students' ability in listening skill.

### d. Reflection

In this step, the researcher took general evaluation to know whether the students got progress in score based on the observation and documentation. It was expected that the students to get the better listening.

## F. Trustworthiness

Lincoln and Guba posit that trustworthiness of a research study is important to evaluating its worth.[32] To fulfill the validity of the research, five criteria proposed by Anderson cited in Burns were employed. Those five criteria are namely democratic validity, outcome validity, process validity, catalytic validity and dialogic validity.

Democratic validity is a process validity related to the extent to which the research is truly collaborative. This study tried to fulfill this criterion by doing such interviews with the students and having discussions with the English teacher in finding and selecting problems to be solved.

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[32] 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

Outcome validity is related to the notion of action leading to outcomes that are "successful" within the research context. This research is expected to be able to solve more than one problem in the teaching-learning process, for example those which are related to speaking skills, motivation and involvement.

Process validity is related to the extent which raises questions about the process of conducting the research. Observing classroom activities, interviewing students and the teacher in the scheduled time initiated the process of this study.

Catalytic validity is related to the extent to which the researcher allowed participants to deepen their understanding of their social realities of the context and their role and the action taken as a result of these changes. In this case, the students and the teacher's responses to the changes occurring to themselves were asked.

Dialogic validity is related to the extent that parallels the process of collaborative enquiry or reflective dialog with "critical friends" or other participants. Asking the teacher to act as an observer who observed and reported the students' reaction during the teaching and learning process fulfilled this criterion.

Meanwhile to fulfill the reliability of the data the research involved more than one source of data, namely the researcher, the English teacher, and the students of XI class. The researcher triangulated the data by analyzing them using the interview transcript, some experts' theories and other notes that were related to the data such as notes of the students' improvement, achievements, and errors during the process. After that, the interview was conducted to reveal the students'

feeling about the class activity and to get some comments, perceptions, and suggestions about the actions from the researcher.

## CHAPTER IV

## FINDINGS AND DISSCUSIONS

### A. The Data

The data in this research were taken from listening test, interview, observation, and documentation. The main focus in this research was actions which were done in two cycles. Every cycle had four phases covered planning, action, observation, and reflection. This research was done only to one class: the class was chosen is XI TKJ 4 Reg which consisted of 22 students. All students were present during the researcher conducting the research from the first research until the last meeting.

### A.1 The Quantitative Data

The quantitative data were taken from the result of listening test which consist of 20 missing words. The test was relevant with the topic which has been discussed of each cycle in the classroom. The listening test was carried out in two cycles, the researcher conducted four meetings. The listening test was given to the students at the end of each cycle. The result of the students can be seen in this following table.

**Table 4.1.**

**The Students' Score In the Three Listening Test**

| No. | Initial Students' Name | Score in Pre-Test | Score in Post-Test 1 | Score in Post-Test 2 |
|---|---|---|---|---|
| 1. | AF | 50 | 65 | 70 |
| 2. | A | 25 | 65 | 70 |
| 3. | AA | 40 | 65 | 75 |
| 4. | CMR | 45 | 70 | 75 |
| 5. | DR | 55 | 85 | 90 |
| 6. | DA | 35 | 65 | 80 |
| 7. | FA | 40 | 45 | 95 |
| 8. | FF | 15 | 30 | 65 |
| 9. | GR | 40 | 70 | 65 |
| 10. | HU | 50 | 50 | 90 |
| 11. | JJP | 45 | 65 | 75 |
| 12. | MFH | 85 | 100 | 95 |
| 13. | MMA | 45 | 75 | 55 |
| 14. | MRJR | 100 | 100 | 100 |
| 15. | MSM | 40 | 65 | 80 |
| 16. | MSF | 60 | 75 | 80 |
| 17. | PRL | 50 | 40 | 65 |
| 18. | SA | 65 | 80 | 95 |
| 19. | SCL | 95 | 100 | 100 |
| 20. | SL | 60 | 65 | 100 |
| 21. | TYL | 40 | 55 | 75 |
| 22. | ZM | 40 | 65 | 75 |
| | Total (X) | 1120 | 1495 | 1770 |
| | Mean X | 50,90 | 67,95 | 80,45 |

**A.2 The Qualitative Data**

The qualitative data were taken from observation, interview, and documentation. Those are gained within two cycles.

**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 (It can be seen at appendix VI/p 85).

**b. Interview**

There were two interview sessions was conducted. The first interview was done before conducting the research and the second one was done in the end of second cycle. The interview was conducted for the students and the teacher. The researcher interviewed the English teacher. In the first session, they were interviewed about their problems in listening. While the second sessions, they were interviewed about their respond or comments about the implementation of English Podcasts.

This statement can be proved by the teacher's opinion about good students' interest in studying English especially in listening, but several of students have lack skill in listening because of the listening class was seldom

conducted. The next is students' achievement in listening is less. (It can be seen at appendix IV/p 78).

Based on the interview result, the students have limited words to know what speaker said in the text. They still felt difficult to know the meaning of the text, not able to understand what speaker said by their own speed as native speakers. (It can be seen at appendix V/p 81).

Based on the students' result above, the researcher wanted to improve students' achievement in listening by using English Podcasts, the teacher also made the situation in learning is comfortable, friendly, enjoy, relax, and easy to accept every information that they got. (It can be seen at appendix V/p 83).

### c. Documentation

As a qualitative research, the researcher had to take the documentation of the research. The teacher collected some photos during teaching learning process. (It can be seen at appendix IX/p 90)

### B. Data Analysis

### B.1 Quantitative Data Analysis

The quantitative data were obtained from the score of student's listening test. The improvement of student's listening mastery after using English podcasts can be seen from the mean of student's score in pre-test, post-test in cycle I and post-test in cycle II. The result of the students' score can be seen from table 4.1.

The increase in the students' score in listening through English Podcasts also can be seen from the mean of the students' score in the first listening test

(pre-test) until the third listening test (post-test 2). The mean in the third listening test was the highest among the other test.

The students' score in those three tests were varied. In the first test, the lowest score was 15 and the highest one was 100. In the second test, the lowest score was 30 and the highest one was 100. In the third test, the lowest score was 55 and the highest one was 100. The comparison of the students' score in the listening tests can be seen in the table 4.2.

**Table 4.2**

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

| Names of Test | Test I | Test II | Test III |
|---|---|---|---|
| Lowest Test | 15 | 30 | 55 |
| Highest Test | 100 | 100 | 100 |
| $\bar{x}$ | 50,90 | 67,95 | 80,45 |
| N | 22 | 22 | 22 |

Where: $\bar{x}$ = Mean

N = Number of the students

It can be conclude that the students' listening by using English Podcasts has increased from 50,90 to 80,45. The KKM in English lesson is 75. The percentage of the students who got 75 above, also showed the improvement. It can be seen from students' score in the first meeting to the last meeting.

The students' listening scores kept improving from the orientation test until the test of cycle II as have been described in table 4.1. The students' score in cycle I test were higher than that in orientation test. Then the students' score in cycle II test were higher than in cycle I test.

The KKM of English lesson is 75. The percentage of students who got the point up to 75 also showed the improvement of students' score from the first meeting to the last meeting. It can be seen in table 4.3.

**Table 4.3**

**The Percentage of Students Who Got Score Over 75**

| Listening Test | Percentage |
|---|---|
| First test (pre-test) | 13% |
| Second test (post-test 1) | 31% |
| Third test (post-test 2) | 72% |

In the first listening test there was 13% (3 students) who got points of over 75. In the second listening test there was 31% (7 students) who got points over 75. In means that there was improvement about 18,18%. Meanwhile in the third listening test there was 72% (16 students) got points over 75. It can be seen that there was improvement 40,91% from the second listening test, and about 59,09% from the first listening test to the third test. There was increasing students' score who got over 75 from the first test to the last test that have done.

**B.2 Qualitative Data Analysis**

1. **Cycle 1**

   a. **Planning**

   Before conducting the research, the researcher prepared the research instrument as follow :

   1. Lesson plan; designing the steps in doing action. This should be done in order to control the teaching process, the researcher used the lesson

plan as guidance for the researcher's activities in classroom. (It can be seen at appendix I/p 60).

2. Material; in the first cycle, the researcher prepared a story "Drugs" as the material to be learned by the students. (It can be seen at appendix I/p 61).

3. Observation sheet which was prepared in order to know the condition of the teaching learning process while the English podcasts applied. (It can be sseen at appendix VII/p 85).

4. Test in the form of pre-test and post-test, Pre-test was a test that was given to the students before the implementation of English podcasts. Meanwhile, Post-test was a test that was given to the students after English podcasts was conducted. (It can be seen at appendix III/p 72-77).

**b. Action**

Teacher explained about listening to students and what the effect of English for their lives. The researcher as the teacher introduced the topic to the students. The teacher did brainstorming about the topic which had been discussed. While the brainstorming, the teacher made some conversation to the students about what kind of the story they like.

After brainstorming, teacher continued the study. The teacher played the podcast. After applying the podcast as learning media in listening, teacher gave the transcript of story to the students. Teacher also gave the example and some vocabularies to the students that hoped can help the students to understand the text.

In this case, English teacher gave the suggestions about the delivering of English podcasts in learning process. Actually for the English teacher, the researcher gave the material by using English podcasts is systematic. But, the activity it took the time too long (firstly, the researcher turned on the podcasts, secondly gave the example and the last given the transcript of story). Here the researcher also didn't make the students sure in understanding about her explanation. The researcher only focused in giving explanation without caring about the students' understanding. It can be seen by the researcher's language in giving the explanation, the researcher mixed the Indonesian and English language only in students' difficult words.

### c. Observation

In the first cycle, the observer tried to notice all activities in the classroom activity. It might be about the researcher and the students performances (behavior and attitude), class situation and students' response. After the teaching learning process was finished, the researcher carried out the post test I as the second action of the first cycle. The result of the post test in the first cycle showed that the achievement of the students increased when used podcasts in listening class.

Based on the observation sheet of teachers' activities, all the activities were carried out due to the lesson plan. The teacher could explained the matery well and manage the time effectively. Therefore, the learning process was categorized successful. (It can be seen at appendix VI/p 85)

Based on the researcher's observation, the students' response in teaching and learning process ran well. It could be seen on the list of the observation sheet. However the students getting bored when the researcher delivered the material, it

caused the researcher took the time too long. The researcher also used the monotone activity in learning process.

There was an improvement in the teaching learning process. The teacher could improve the students' achievement in listening but many students were still not active while the teacher taught them about the matery. However, some of the students had did the activities seriously and they could understand well about the matery.

### d. Reflection

In this phase, the feedback of teaching learning process was taken of the result of observation, test, documentation, and interview. The researcher evaluated the teaching learning process in the end of meeting.

Based on the qualitative data taken from the result interview that was done after conducting the first cycle, the interviewer found that the students still have difficulties in listening. It is shown from the result with the students as follows: *"suka miss tapi kadang saya susah ngerti kata-katanya karna terlalu cepat"*.(It can be seen at appendix V/p 83). It means that the students still found the difficult about the speed of native speaker in the recording.

There were many corrections that given by English teacher as collaborator. As in planning the material was too long, and also too many unfamiliar words for the students. It is shown from the result with the student as follows: *"susah kalau gak tahu artinya miss, sama vocabnya juga banyak yang saya belum tahu"*. (It can be seen at appendix V/p 84).

In the action, the researcher took the time too long in giving the material. And also in explanation, the researcher didn't master the classroom yet. It is

shown from the result with the student as follows: *"ya paling kalau nemu vocab yang susah miss, kan miss bahasnya lama setelah kita dengarin rekamannya"*. (It can be seen at appendix V/p 84). It means the student still has problem about the difficult words and also in giving the material, the researcher took time too long.

From the data above, it can be concluded that the students' ability is still low in listening skill. So the research should be continued to the cycle II.

Here the researcher and collaborator exchanged the ideas applied in the next cycle, to solve some corrections in cycle 1 that has done by the researcher. Such as in planning, made the text of material shorter in cycle 2 than cycle 1, minimized unfamiliar words in cycle 2. In action, managed the time in giving the material, gave the transcripts to the students before the researcher turning on the podcasts. Then, the collaborator suggested that the researcher has to master the classroom well, such as, the students' understanding by mixing the languages (English and Indonesian) to make sure the students' understanding, it aimed to achieve the purposes of using podcasts in improving students' ability in listening skill.

2. **Cycle 2**

After doing cycle 1, it was found that the English Podcasts was a good way in teaching listening. It was supported by the result that showed the good score of the students. Therefore, in the cycle 1, several criterions had been not achieved, because the students did not focus to listen the story.

The researcher also repaired the material in lesson plan, and some corrections that has mentioned by English teacher to the researcher.

In this cycle, teacher gave the students more motivation and also exploration about listening. It was expected that the cycle 2 of action research would get better than the cycle 1, the action research steps were:

a. **Planning**

In this cycle, researcher prepared the lesson plan and emphasized the process of teaching learning students' listening. The topic of the study which discussed in cycle 2 was about "Radio Stations". In this cycle the researcher planned to change the session. The researcher made the new story to make them accustomed by English language that would make them easy to understand. Here the researcher made the text shorter than the material in the cycle 1, and also the researcher minimized the unfamiliar words for the students. In planning of this research, the researcher had been prepared: 1) A new story the title was "Radio Stations", 2) An example about the story and 3) Listening test that consisted of 20 missing words. (It can be seen at appendix II/p 66)

b. **Action**

After being revised, the teacher began taught listening by using English Podcasts and gave the brainstorming. The researcher as the teacher introduced the topic to the students. The teacher did brainstorming about the topic which had been discussed. While the brainstorming, the teacher made some conversation to the students about what kind of story that they like.

Before entering to the material, the researcher gave some games for makes the students enjoyed and active in the class. And the researcher gave motivation to the students to support them to be better in listening. The researcher had implemented English Podcasts as media in listening learning process by the

revised some corrections that given by collaborator. In giving the material from podcasts the researcher did the revise, before the researcher begin turning on the podcast, the researcher gave the transcript to the students. Here the researcher played the podcasts twice. After that, the researcher gave the example of other story and the researcher turned on the podcast twice.

In the explanation, the teacher used two languages or mixed the Indonesian and English language to make it sure the students' understanding. After explanation the material, the researcher asked the students about their understanding of the text. Firstly, the teacher ordered the students to raise their hand for the one who want to explanation based on their understanding. Then, the researcher chooses the student to explanation the material based on their understanding by using their own language.

And after those all above, the researcher gave some vocabularies to make them remember and easier in understanding the material, and also the students can repeat the material in the home by themselves.

### c. Observation

Observation proposed to find out information action by the writer in the classroom. The observation was done to observe what the students have done during the teaching learning process. It was about the behavior, attitude, and all activities during the action process. Thus, the result of observation was collected as the data, which is used as a basic reflection.

The observation was done for the second cycle, the students' activity during the teaching learning process had been observed. (1) Many students were more effective in the listening class by using podcasts and answered the teachers'

questions. (2) The students were seriously during the learning process. (3) The mean score of the students categorized successful namely 80,45.

In this phase, the writer gave the post-test in second cycle. The result of the post-test in the second cycle shows that the achievement of students increased when used podcasts in listening class. Based on the data observation, there was an improvement in the teaching learning process. The teacher could improve the students' achievement in listening skill.

So, post-test of the second cycle was categorized successful. Based on the result above, it can be stated that podcasts can increase the students' listening skill.

### d. Reflection

In this step, there was feedback of the learning process taken from the result of observation, test, documentation, and interview.

Based on qualitative data which taken from the interview sheet, the second cycle was implemented better than the previous cycle, as one of the student said: *"seru miss asik materi-materinya, pembahasannya seru pokoknya"*. (It can be seen at appendix V/p 83). Another student said: *"seneng miss soalnya pelajarannya jadi menarik"*. (It can be seen at appendix V/p 83). It means the students felt interesting in listening class using podcasts. It addition, another student said: *"iya miss pengen tahu banyak vocabulary biar mudah di listening"*. (It can be seen at appendix V/p 83). The student said that he interested in listening class using podcast, so that he wanted to know more about vocabulary.

Beside, the researcher interviewed the English teacher. It is shown from the result of interview with English teacher as follows: *"ya sejauh ini bagus,*

*anak-anak yang tadinya pasif mulai berani tunjuk tangan".* (It can be seen at appendix IV/p 80). It means the podcasts that applied by researcher can motivate the students to be more active during the listening process. In addition, he said: "*saya rasa ini media yang cukup efektif untuk listening, karna saya lihat ada kemajuan pada kemampuan mereka, mereka fokus".* (It can be seen at appendix IV/p 80). It means that the podcasts can be a better way to teach listening skill because it is effective media in listening skill.

Having checked the students' test, the researcher found that the students' score showed the improvement. Based on the observation sheet, the students' listening skill showed the improvement too. The result showed the improvement of the students' score from the first test to the third test. Most of students' score increased from the first test to the third test.

After achieving the improvement of the students' listening skill where 16 students who passed the KKM, therefore the researcher decided to stop CAR because the students' achievement in listening class was improved by podcasts. It was meant, the researcher did not need to revise the plan.

According to the result of the evaluation that has been done by the researcher, it could be assumed that the implementation of Classroom Action Research to teach listening by using podcasts was appropriate with the planning that had been discussed by the researcher. In this case, each action was planed as good as possible so that the learning activities could be accomplished well.

## C. Findings

After the researcher did the research, there are some findings that described in some points :

1. Based on the test that have done, the students' listening skill showed the improvement. The result showed the improvement of the students' score from the pre-test to the post-test II. In the pre-test, the students who got the score 75 or more were 3 of 22 students (13%). In the post-test of cycle I, the students who got the score 75 or more were 7 of 22 students (13%). It means that there was improvemnet about 18,18%. Meanwhile in the post-tset of cycle II, the students who got the score 75 or more were 16 of 22 studnets (72,72%). It can be seen there was improvement 40,91% from the second test, and about 50,09% from the first test to the third test. Most of students' score increased from the first test to the third test.

2. The improvement of students' listening skill was not only happened in the mean of students' score but also the expression, interest, enthusiastic, and excitement of the students showed that there was improvement. Most of students were more active and enthusiast during the teaching-learning process.

## D. Discussion

At this point, media podcast seems very useful to increase the students' listening achievement. Podcasts can be viewed or listened using portable digital media players. Currently being used in academia to practice foreign languages,

record theater scripts, and tape lectures. By this way, students can always close to the listening source that can help them in increasing their skill and enhancing their listening habit.

Here the advantages of using English podcasts as listening learning media based on the result of the research :

1. The podcast as learning media for listening is application for listening that not only hearing the sound but has menu display. Thus, the podcast made the students attracted and useful for them. The media can help the teachers teach in the listening class and drill the students' listening skill. Therefore, the students can understand and memorize many vocabularies from podcast as learning media.

2. The podcast as learning media made the students happy, enjoyable, enthusiastic, and attracted in listening and the podcast can be applied at SMK Tritech Informatika Medan.

3. The podcast as learning media have so many varieties of topic that made the students were not bored with listening process. The teacher could choose the topic based on the students' ability. Therefore, the students and the teachers were easy in using the podcast as learning media in the class.

Moreover, the use of the podcasts with applying some actions was successful in improving the students' listening skill. That finding could be inferred from the observations of the teaching and learning process. Besides, it was also supported by result of the pre-test and post-test of the students' listening skill.

**CHAPTER V**

**CLOSING**

This chapter discusses the conclusions and the suggestions. The detailed explanation of each point is presented below.

A. **Conclusions**

Here the researcher got the conclusions:

1. The use of English podcasts can improved students' ability in listening skill by adapting the material with the students' need, interest, etc. It can be started also from the low level to the higher. The teacher can create some fun activities using podcasts for the students. So, the listening learning process becomes more interesting for the students. Furthermore, there are many variant in English podcasts that can be used as learning media, so they do not get bored.

2. Based on researcher' finding, the use of English podcasts can be effective learning media to improve students' ability in listening skill. It can be seen there was increasing from the data. In the first cycle there were many corrections given by collaborator (English teacher) to the researcher. In cycle 2, the researcher did the research based on the corrections that have been revised and also based on collaborator's suggestions. The result at the end of cycle 2 was satisfied, the students' ability in listening skill was improved by using podcast as learning media in listening at XI-TKJ Reg of SMK Tritech Informatika Medan. And also the students' interest and enthusiastic were increased.

**B. Suggestions**

Based on the conclusion of the study, some suggestions will be directed toward the English teacher, and other researcher.

1. To English Teacher

The English teacher can use the podcast as media in listening learning process. Because based on the result of the research, the use of English podcast as learning media in listening skill can improve the students' ability in listening skill. It also can support the teaching-learning process so that the students will be more interested in learning English. Besides, it is necessary for the English teacher to implement various kinds of media in learning English.

2. To the Other Researcher

This study is mainly intended to describe how podcasts were implemented to improve the listening skill of XI-TKJ Reg class, students of SMK Tritech Informatika Medan. The other researchers may follow this study in different contexts in order to find more actions to improve the students' listening skill. This study may be used as one of the resources before the researchers do an action research related to the improving students' listening skill.

**C. Implication**

Implications are drawn from research findings. The research came with a finding that there is an improvement on students' listening skill by implementing podcasts. Moreover this research implies that the implementation of podcasts is needed in listening class.

Consisering the conclusion draw above, it implies that the using of podcasts is capable to promote the improvement of students' listening skill which can be seen from the progress of students' score after the used of podcasts. Therefore, it is highly recommended for the English teacher to use the podcasts in listening class.

In addition, it was found that the students were more interested and motivated to learn listening subject by using podcasts. Hence, podcasts can be a worthwhile media to help students to improve listening skill.

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APPENDIX I

# LESSON PLAN
## (CYCLE I)

### A. Identity

Subject       : English

School      : SMK Tritech Informatika Medan

Class        : XI (Eleventh Grade)

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 (Drugs)
2. Identify specific information from the podcast (audio) of Drugs
3. Complete the missing words on the sheet of exercises to compliment the content of podcast (audio) of Drugs

### E. Objectives

1. Students are able to find the information from the podcast (audio) of Drugs
2. Students are able to identify specific information from the podcast (audio) of Drugs
3. Students are able to complete the words on a sheet of exercises to complete the content of Drugs

**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**

## Drugs

There are two different types of drugs. There are legal drugs and illegal drugs. Legal drugs are the type of drugs that the doctor gives you when you are sick. Illegal drugs are the drugs that people sell on the street. Illegal drugs are very dangerous. If someone ever wants you to try any type of substance that you are not sure about, you should always say no.

People who sell drugs on the street are criminals. If they get caught, they will be sent to jail. They sell drugs to get money. They don't care that people's lives are ruined from taking drugs. If you take illegal drugs, you can become addicted to them. That means that you have to have the drugs no matter what. Some people steal from other people to get money to buy drugs.

Drugs affect your mind. If you take drugs, you will not be able to think clearly. Your marks in school will drop. Your memory won't be very good. Your personality won't be the same. It is very unfortunate that some people do try dugs.

They think that it won't hurt them. They are wrong. If you are smart, you will stay away from all drugs, except for the ones that the doctor gives you.

Drugs are just bad news. If you know someone who is thinking about trying drugs, tell them that their entire life could be ruined. In America, they had a saying "Just say no to drugs". It is a good saying, but I think I would rather say "I'm just too smart to take drugs".

**Task 2**

Example :

Listen to the recording carefully and fill the blank!

### **Personal Computers**

During the 1980s and the 1990s, personal computers became (1)_____ widespread. The use of the computer has changed people's lifestyles in (2)_____ ways. Before 1980, hardly anyone owned a (3)_____ Only governments and large companies had computers. But throughout the 1980s and 1990s, computers became much (4)_____, faster, and smaller, and they held much more memory. More and more (5)_____were able to afford to buy a computer.

By the (6)____ 2000, computers had (7)_____ very common. For many people, the personal computers is used mainly for performing calculations and for word processing. For example, people can calculate their finances on the computer. They can (8)_____use the computer to type their written documents, such as essays or letters. Many people (9)_____ playing games on their computers. Some people like to (10)_____chess or checkers on their computer.

Other people prefer games that require fast reflexes and fine co-ordination. Computer games were very (11)_____ during early days of the 1980s.

Today's computer games show detailed images and sounds. Another very popular use of computers involves (12)_____. Many people keep in touch with their (13)_____ and relatives by using electronic mail, or e-mail. E-mail allows people to send letters instantly to people (14)_____ away. It is even (15)_____ to attach pictures to one's e-mail messages.

Many people also like to use their computer to gain (16)_____ on the internet. The (17)_____ is a vast network of electronic pages where people can find information on many different topics. For example, people can read newspapers and (18)_____ on the internet. Personal computers have only existed for a short (19)_____ But for many people, those computers have quickly become a very useful part of (20)_____life.

## Answer Key

| | |
|---|---|
| 1. Very | 11. Simple |
| 2. Several | 12. Communication |
| 3. Computer | 13. Friends |
| 4. Cheaper | 14. Far |
| 5. People | 15. Possible |
| 6. Year | 16. Information |
| 7. Become | 17. Internet |
| 8. Also | 18. Magazines |
| 9. Enjoy | 19. Time |
| 10. Play | 20. Everyday |

**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 |

Medan,   August 2018

Known by:
English Teacher                             Researcher

**Bachtiar S. Pd**                                **Fitratun Nisa**
**NIP.**                                               **NIM.34141048**

APPENDIX II

# LESSON PLAN
# (CYCLE II)

### A. Identity

Subject      : English

School      : SMK Tritech Informatika Medan

Class      : XI (Eleventh Grade)

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 (Radio Stations)
2. Identify specific information from the podcast (audio) of Radio Stations
3. Complete the missing words on the sheet of exercises to compliment the content of podcast (audio) of Radio Stations

### E. Objectives

1. Students are able to find the information from the podcast (audio) of Radio Stations

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

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

## 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**

### Radio Stations

When I drive in my car, I like to turn on the radio. By listening to the radio, I can enjoy music and learn the latest news while I am travelling from one place to another. Of course, you can also listen the radio at home, or even at work. Listening to the radio is a popular activity for many people, and each city has many different radio stations.

There are many different kinds of radio stations. Some radio stations provide news and information. Other radio stations have a "talk" format, where listeners can call the radio stations experts, to discuss political affairs or to ask for personal advice. Although there are many radio stations that provide news and opinions, most radio stations are mainly devoted to playing music of some kind.

For example, some radio stations play the songs that are currently most popular, often called the top 40 songs. Other radio stations specialize in particular

types of music. There are some stations that play only classical music. Other radio stations mainly play jazz music. Some very popular radio stations play hard rock music. Others specialize in country music. Some people prefer radio stations that play rhythm-and-blue-music. Still other enjoy radio stations that specialize in soft, easy listening music.

If you have a favorite kind of music, or even if you like to listen to all kinds of music, you can probably find at least one radio station that you will like. In addition to news and music, some radio stations provide other kinds of entertainment. Sometimes, a story from a book will be told over the radio. Occasionally, the words of a theatrical play may be heard on the radio. Even in the age of television and computers, the radio has reminded an important source of entertainment and information, people will surely listen to the radio for a long time to come.

**Task 2**

Example :

Listen to the recording carefully and fill the blank!

## **My Hobby**

Let see. Today I might go fly a kite, or maybe (1)___ for swim. It is hot outside, and I don't (2)____what to do. My mom tells me that I should do (3)_____ that I like doing on hot days. Since our (4)_____ is nice and cool, I guess I'll stay inside and work on my (5)_____.

My hobby is something that not a lot of (6)_____ do. I make and (7)_____ bookmarks. To (8)_____ my bookmarks, I use stickers, and special art

pencils to draw. I (9)_____ the stickers at a mall, usually in a card store. The art (10)_____ are bought in an art store.

To make the bookmarks, I (11)_____ with the piece of paper. I measure out how big I want the (12)_____ to be with a ruler. I once made a bookmark so (13)____, that it couldn't even be used in avery big book. (14)_____ I measure it, I draw lines so that I can cut it straight. Sometimes, I use fancy scissors that cut zig-zags or frills. (15)_____ I start to decorate them.

I (16)_____to draw cartoons and flowers on bookmarks. (17)_____, I even put real flowers on them. A lot of the time I write little sayings on the bookmarks. I like to give my bookmarks to friends and (18)_____. Sometimes, I even sell my bookmarks to (19)_____. I like my hobby. I can draw whatever I want on the bookmarks. Maybe sometime in the (20)_____ I will be a famous bookmark maker and even have my own store.

**Answer Key**

| | |
|---|---|
| 1. Go | 11. Start |
| 2. Know | 12. Bookmark |
| 3. Something | 13. Big |
| 4. House | 14. After |
| 5. Hobby | 15. Then |
| 6. People | 16. Like |
| 7. Collect | 17. Sometimes |
| 8. Make | 18. Family |
| 9. Buy | 19. People |
| 10. Pencils | 20. Future |

**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 |

Medan,   August 2018

Known by:
English Teacher                                          Researcher

**Bachtiar S. Pd**                                          **Fitratun Nisa**
**NIP.**                                                        **NIM.34141048**

APPENDIX III

Listen to the recording carefully and fill the blank!

## <u>What I Look for in a Friend</u>

What is it that makes somebody your friend? Some people are (1)_____, and you have fun with them. Some people are nice to talk to, but they don't become special to (2)___. Some people become very (3)_____ to you. Those people are the ones who become your (4)_____ friends.

Did you ever wonder why certain people do (5)_____ your good friends?. Friends usually have (6)_____ in common. Often, friends (7)_____ doing the same things as each other. Maybe they like the same sports, or the same (8)_____, or maybe they can even talk about problems or schoolwork. Friends usually (9)_____ a common bond. Friends share ideas and (10)_____ to each other.

Sometimes, people who don't have (11)_____ interests even become friends. You can learn a lot from a person who likes (12)_____ things than you. The most important thing about friends is that they must (13)_____ each other. A (14)_____ friend is a person who takes the time to listen to the other person. One of the most important things that I (15)_____ a friend should have is a sense of humor. I like to laugh with my friends. I like to feel (16)_____ around my friends. It is nice to be able to talk and laugh with people who have similar interests. It is nice to (17)_____ things with people and learn about their interests. You become a better person if you are able to learn things from others.

Life is a journey. On that (18)_____ you meet many people. Some of those people will change your life. You have to (19)_____ your friends with care.

A good friend is worth more than all the gold in the (20)_____. A good friend will make your journey through life more pleasant. Make friends along the way, and the path through life will be very rewarding.

**Key Answers of Pre-Test**

1. Nice
2. You
3. Close
4. Good
5. Become
6. Something
7. Enjoy
8. Music
9. Find
10. Listen

11. Similar
12. Different
13. Communicate
14. Good
15. Think
16. Comfortable
17. Share
18. Journey
19. Choose
20. World

Listen to the recording carefully and fill the blank!

## **My Friends**

Two of my best friends are named John and Jane. John and Jane are related to each other. In fact, they are (1)_____ and sister. Not only are they brother and sister, but they are also (2)_____. Their mother gave birth to them (3)_____ a few minutes apart.

I first met John and Jane when we were only (4)_____ years old. We went to kindergarten classes at the (5)_____ school. Because the (6)_____ where John and Jane lived was close to my family's house, I often walked to (7)_____ with John and Jane. When we weren't at school, John and Jane and I often played (8)_____. Sometimes, we would play sports and games. (9)_____, we would play in the forest, looking for birds and animals.

On rainy days, we would stay inside, and (10)_____ with toys and dolls. On warm summer days, we would go swimming in the lake that was near the place where we lived. I often visited John and Jane at their (11)_____. On many occasions, I had lunch at their place. John and Jane's Parents were very nice to me. Of course, John and Jane often visited my house too. My (12)_____ enjoyed it when John and Jane came over for lunch.

When I became older, I remained friends with John and Jane. Sometimes, we would study or do our school (13)_____ together. Sometimes, we worked at the same part-time jobs, to make extra (14)_____. We often helped each other in various ways. Sometimes, I did a favour to help John and Jane ,and sometimes they did favours to help (15)____.

Eventually, when we grew up, I moved to a different town. Both John and Jane also moved to (16)_____ places. But I am still (17)____ friends with John and Jane. Two (18)_____ ago, I went to Janes's wedding, and last year, I went to John's wedding. I (19)____ I will probably always be friends with John and Jane. Having friends is very nice. I am very (20)_____ to have had a good friends such as John and Jane.

## Key Answers of Post-Test I

1. Brother
2. Twins
3. Only
4. Five
5. Same
6. House
7. School
8. Together
9. Sometimes
10. Play

11. House
12. Parents
13. Homework
14. Money
15. Me
16. Different
17. Good
18. Years
19. Think
20. Lucky

Listen to the recording carefully and fill the blank!

### **Advice to a Student from a Foreign Country**

My advice to a student from a foreign country would be to talk, talk, talk. Talk as much as you can to the (1)_____ who live in the place that you are visiting. Talk to them and (2)_____ your new language skills. Learn all the funny sayings and different words that make up their (3)_____.

Talking is the only way to really learn a language. (4)_____ to people and talk to people. If you (5)_____ to people, you will also learn about their culture. I have a (6)_____ from Japan. His name is Nori. He often comes to see me just so that he can practice his (7)_____.

He gets confused about words that sound the same, but mean (8)_____ things. He was asking me about the words "see" and "sea". I explained to him that they do sound the (9)_____, but they are spelled differently, and they mean different things. Nori is learning some of our funny sayings (10)_____ different people.

One (11)_____ when I asked him how he was, and (12)____ said "alive and kicking". Another morning when I asked him how he was, he said "so so". He laughs about these strange sayings that we (13)____. He is learning English (14)_____because he spends a lot of (15)_____ with English-speaking people. He likes to have lunch with my friends and me because we ask him (16)_____ about his homeland, and he answers us in English. If he doesn't (17)_____ our questions, we spend time explaining what we mean to him.

He says that he enjoys being here. He thinks that the people are very (18)_____. We enjoy (19)_____ to him and helping him to learn English. We also enjoy (20)_____ about his country. It is enjoyable for us to meet new people and learn about new things.

**Key Answers of Post-Test II**

| | |
|---|---|
| 1. People | 11. Morning |
| 2. Practice | 12. He |
| 3. Language | 13. Use |
| 4. Listen | 14. Quickly |
| 5. Talk | 15. Time |
| 6. Friend | 16. Questions |
| 7. English | 17. Understand |
| 8. Different | 18. Friendly |
| 9. Same | 19. Speaking |
| 10. From | 20. Learning |

APPENDIX IV

**INTERVIEW FOR THE ENGLISH TEACHER**

**BEFORE IMPLEMENTING PODCASTS**

1) Menurut pendapat bapak apakah siswa kelas XI menyukai pelajaran bahasa Inggris?

   ➢ Kalau menykai sih ya yang pasti mereka menyukai, soalnya kalau dilihat dari nilai rata-rata Bahasa Inggris itu ya anak-anak pada tinggi.

2) Dapatkah bapak jelaskan bagaimana proses belajar mengajar di kelas bapak?

   ➢ Kalau prosesnya ya awalnya opening dulu, trus setelah itu review untuk yang kemaren, baru setelah itu kita masuk ke pembelajaran inti.

3) Dapatkah bapak jelaskan tentang kemampuan bahasa Inggris siswa kelas XI?

   ➢ Kemampuannya kalau bapak lihat sudah bagus.

4) Apakah kesulitan yang sering dihadapi siswa dalam pelajaran bahasa Inggris?

   ➢ Kalau kesulitannya itu pada vocabulary, kadang mereka juga sulit membedakan kata yang berbunyi sama, jadi biasanya kalau mau tes itu saya akan kasih mereka list vocabulary untuk mempelajarinya di rumah.

5) Menurut bapak, *skill* apa yang kurang dikuasai siswa?

> ➤ Anak-anak itu rata-rata bagus di speaking dan readingnya. Kalau listening kan kalau salah penulisannya saya salahkan begitu.

6) Bagaimana kemampuan *listening* siswa kelas XI?

> ➤ Kalau listening karna jarang saya buat, jadi sebagian besar masih kurang.

7) Apakah menurut bapak siswa-siswi di SMK Tritech Informatika Medan memiliki antusiasme dan motivasi yang baik dalam kelas *listening*? Mengapa?

> ➤ Pasti, jadi mereka selalu antusias saat saya mengadakan listening class.

8) Kesulitan apa yang biasanya ditemui ketika mengajar *listening*?

> ➤ Kesulitannya ya karna sebagian tidak menguasai, karna mereka kan levelnya beda-beda di Bahasa Inggris, ada yang sudah mahir ada yang masih kesulitan mendengarkan kata apa yang dimaksud, jadi harus dua kali ulang.

9) Apa yang bapak lakukan untuk mengatasi kesulitan tersebut?

> ➤ Ya itu tadi, biasanya bapak bantu dengan list vocabulary yang sulit.

10) Media apa yang bapak gunakan untuk mengajar *listening*?

> ➤ Medianya biasanya transkrip lagu yang sudah dihilangkan liriknya, jadi biasanya diputar lewat hp.

**INTERVIEW FOR THE ENGLISH TEACHER**

**AFTER IMPLEMENTING PODCASTS**

1) Bagaimana pendapat bapak tentang aktivitas *listening* dengan media podcast yang saya implementasikan di kelas?

   ➢ Ya sejauh ini bagus, anak-anak yang tadinya pasif mulai berani tunjuk tangan saya lihat.

2) Menurut bapak, apakah siswa menyukai kegiatan dalam pelajaran listening yang saya implementasikan di kelas?

   ➢ Sukalah, sampai disuruh lanjut sampai jam pulang, yang pasti sangat terlihat antusias mereka.

3) Menurut bapak, bagaimana kemampuan vocabulary anak-anak setelah saya ajar dengan media podcast?

   ➢ Pasti bertambah karna banyak vocabulary baru lagi yang mereka pelajari dari rekaman, apalagi tadi ada feedback ke mereka tentang vocabulary yang sulit jadi mereka bisa mengerti dan mengingatnya.

4) Apakah siswa aktif mengikuti kegiatan *listening* yang saya implementasikan di kelas?

   ➢ Seperti yang saya bilang tadi, sebagian mereka yang tadinya diam-diam saja sudah berani tunjuk tangan ketika ditanya tadi.

5) Apakah dengan menggunakan media podcast kemampuan *listening* siswa ada kemajuan?

   ➢ Saya rasa ini media yang cukup efektif untuk listening, karna saya lihat ada kemajuan pada kemampuan mereka, mereka fokus.

APPENDIX V

**INTERVIEW FOR STUDENTS**

**BEFORE IMPLEMENTING PODCASTS**

1) Apakah kamu suka pelajaran bahasa Inggris? Mengapa?

   ➢ Student 1: Suka miss, soalnya kan kalo pakai komputer semuanya Bahasa Inggris, pelajaran favorit saya Bahasa Inggris miss hehe.

   ➢ Student 2: Suka, karna Bahasa Inggris kan sudah sangat mendunia, jadi harus tahu sedikit-sedikit.

   ➢ Student 3: Kurang suka, karna bukan pelajaran favorit saya.

2) Dalam pelajaran bahasa Inggris ada empat *skill*, yaitu *listening, speaking, reading* dan *writing*. Dari keempat *skill* tersebut, mana yang paling kamu sukai? Mengapa?

   ➢ Student 1: Saya suka listening, jadi saya suka kalau ada kelas listening karna fresh dan menyenangkan gitu miss.

   ➢ Student 2: Suka speaking, saya juga suka reading.

   ➢ Student 3: Saya suka writing kan biasanya mengarang, jadi kalau gak tahu tulisannya bisa lihat kamus.

3) Apa kesulitan terbesarmu dalam mempelajari bahasa Inggris khususnya listening?

   ➢ Student 1: Susah mengucapkan kata-kata dalam Bahasa Inggris kalau diajak bicara Bahasa Inggris, kalau listening kan rekaman orang bule jadi kurang jelas pengucapannya miss.

➢ Student 2: Kalau listening susah miss, karna terlalu cepat jadi selalu ketinggalan.

➢ Student 3: Vocabnya banyak yang saya tidak tahu miss.

4) Kegiatan apa yang biasa diberikan oleh guru bahasa Inggris ketika kelas *listening*?

➢ Student 1: Biasanya listening lagu Bahasa Inggris. Sir kasih teks yang dikosong-kosongin, kita disuruh ngisi nanti.

➢ Student 2: Listening lagu pake teks gitu miss.

➢ Student 3: Dengerin lagu pake teks kosong miss.

5) Apakah guru bahasa Inggrismu pernah menggunakan media podcast dalam kelas *listening*?

➢ Student 1: Belum pernah miss, saya juga baru tahu podcast.

➢ Student 2: Gak pernah, biasanya sir cuma listening lagu.

➢ Student 3: Belum pernah miss.

**INTERVIEW FOR STUDENTS**

**AFTER IMPLEMENTING PODCASTS**

1) Menurut kamu bagaimana pelajaran bahasa Inggris hari ini? Mengapa?

   ➢ Student 1: Seru miss asik materi-materinya, pembahasannya seru pokoknya.

   ➢ Student 2: Asik miss soal-soalnya gak bikin bosen.

   ➢ Student 3: Seneng miss soalnya pelajarannya jadi menarik.

2) Apakah kamu menyukai belajar *listening* dengan menggunakan media podcast?

   ➢ Student 1: Suka dong miss, kan saya suka listening apalagi belajarnya fun.

   ➢ Student 2: Suka miss karna gak ngebosenin.

   ➢ Student 3: Suka miss tapi kadang saya susah ngerti kata-katanya karna terlalu cepat.

3) Apakah kamu lebih termotivasi untuk belajar *listening* dengan menggunakan media podcast*?*

   ➢ Student 1: Iya sih miss soalnya saya sangat tertarik belajar menggunakan podcast ini.

   ➢ Student 2: Iya miss pengen tahu banyak vocabulary biar mudah di listening.

   ➢ Student 3: Lumayan miss, jadi gak ngebosenin.

4) Apa kesulitan yang masih kamu jumpai ketika mendengarkan rekaman dalam bahasa Inggris?

➢ Student 1: Terlalu cepat miss, jadi bikin saya bingung dengan apa yang dimaksud.

➢ Student 2: Ya paling kalau nemu vocab yang susah miss, kan miss lama bahasnya setelah kita dengarin rekamannya.

➢ Student 3: Susah kalau gak tahu artinya miss, sama vocabnya juga banyak yang belum saya tahu.

5) Kemajuan apa yang kamu rasakan selama kegiatan belajar mengajar dengan menggunakan media podcats?

➢ Student 1: Saya jadi makin banyak tahu vocabulary, karna dari rekamannya saja kita sudah banyak menambah vocab.

➢ Student 2: Vocabulary saya bertambah miss terus saya jadi suka cerita Bahasa Inggris.

➢ Student 3: Saya jadi suka cari vocabulary dan cari tahu artinya.

APPENDIX VI

## OBSERVATION SHEET

**Subject** : **English**

**Class** : **XI SMK Tritech Informatika Medan**

1= poor 2=fair 3=good

| No | The Aspect of Supervision | Cycle 1 | | | Cycle 2 | | |
|---|---|---|---|---|---|---|---|
| | | 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 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 |
|-----|---------------------|
| 1. | AF |
| 2. | A |
| 3. | AA |
| 4. | CMR |
| 5. | DR |
| 6. | DA |
| 7. | FA |
| 8. | FF |
| 9. | GR |
| 10. | HU |
| 11. | JJP |
| 12. | MFH |
| 13. | MMA |
| 14. | MRJR |
| 15. | MSM |
| 16. | MSF |
| 17. | PRL |
| 18. | SA |
| 19. | SCL |
| 20. | SL |
| 21. | TYL |
| 22. | ZM |

APPENDIX VIII

**THE RESULT OF STUDENTS' SCORE IN PRE-TEST, POST-TEST 1, AND POST-TEST 2**

| No | Initial of Students' Name | Cycle I | | | | Cycle II | |
|---|---|---|---|---|---|---|---|
| | | Pre-Test | Criteria Success (>75) | Post Test I | Criteria Success (>75) | Post-Test II | Criteria Success (>75) |
| 1 | AF | 50 | Fail | 65 | Fail | 70 | Fail |
| 2 | A | 25 | Fail | 65 | Fail | 70 | Fail |
| 3 | AA | 40 | Fail | 65 | Fail | 75 | Successful |
| 4 | CMR | 45 | Fail | 70 | Fail | 75 | Successful |
| 5 | DR | 55 | Fail | 85 | Successful | 90 | Successful |
| 6 | DA | 35 | Fail | 65 | Fail | 80 | Successful |
| 7 | FA | 40 | Fail | 45 | Fail | 95 | Successful |
| 8 | FF | 15 | Fail | 30 | Fail | 65 | Fail |
| 9 | GR | 40 | Fail | 70 | Fail | 65 | Fail |
| 10 | HU | 50 | Fail | 50 | Fail | 90 | Successful |
| 11 | JJP | 45 | Fail | 65 | Fail | 75 | Successful |
| 12 | MFH | 85 | Successful | 100 | Successful | 95 | Successful |
| 13 | MMA | 45 | Fail | 75 | Successful | 55 | Fail |
| 14 | MRJR | 100 | Successful | 100 | Successful | 100 | Successful |
| 15 | MSM | 40 | Fail | 65 | Fail | 80 | Successful |
| 16 | MSF | 60 | Fail | 75 | Successful | 80 | Successful |
| 17 | PRL | 50 | Fail | 40 | Fail | 65 | Fail |
| 18 | SA | 65 | Fail | 80 | Successful | 95 | Successful |
| 19 | SCL | 95 | Successful | 100 | Successful | 100 | Successful |
| 20 | SL | 60 | Fail | 65 | Fail | 100 | Successful |
| 21 | TYL | 40 | Fail | 55 | Fail | 75 | Successful |
| 22 | ZM | 40 | Fail | 65 | Fail | 75 | Successful |

| | Total | $\sum x = 1120$ <br> M = 50,90 | | $\sum x = 1495$ <br> M = 67,95 | | $\sum x = 1770$ <br> M = 80,45 | |
|---|---|---|---|---|---|---|---|

APPENDIX IX

## DOCUMENTATIONS