AN UNDERGRADUATE THESIS

THE USE OF PODCAST
IN IMPROVING STUDENTS' LISTENING SKILL
OF THE ELEVENTH GRADE OF SMA N 1 RAMAN UTARA EAST
LAMPUNG

By:

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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THE USE OF PODCAST

IN IMPROVING STUDENTS' LISTENING SKILL

OF THE ELEVENTH GRADE OF SMA N 1 RAMAN UTARA EAST LAMPUNG

Presented As a Partial Fulfillment of the Requirements

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in English Education Department

By:

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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APPROVAL PAGE

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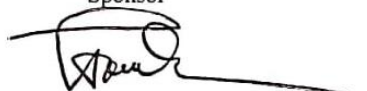
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NOTIFICATION LETTER

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To :
The Honorable of the Head of Faculty of
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Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Destika Rahmadani

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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Kepada Yth.,
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di-Tempat

Assalamu'alaikumWr.Wb.
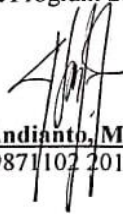
Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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Judul Skripsi	:	THE USE OF PODCAST IN IMPROVING STUDENTS' LISTENING SKILL AT THE ELEVENTH GRADE OF SMA N 1 RAMAN UTARA EAST LAMPUNG

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

Wassalamu'alaikumWr.Wb.

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RATIFICATION PAGE
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An Undergraduate thesis entitled: **THE USE OF PODCAST IN IMPROVING STUDENTS' LISTENING SKILL OF THE ELEVENTH GRADE OF SMA N 1 RAMAN UTARA EAST LAMPUNG**. Writen by Destika Rahmadani student number 1901051018, English Education Department, had been examined (Munaqosyah) in Tarbiyah Faculty on Wednesday, May 10 2023 at 10.00 – 12.00 a.m

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THE USE OF PODCAST
IN IMPROVING STUDENTS' LISTENING SKILL
OF THE ELEVENTH GRADE OF SMA N 1 RAMAN UTARA EAST LAMPUNG

ABSTRACT
By:
Destika Rahmadani

The purposes of this research are to show that the use of Podcast can improve students' listening skill and their learning activities among the eleventh grade of SMA N 1 Raman Utara in The Academic year of 2022 / 2023. The researcher had limited the problems in this research that focused on understanding the point of the recording in the podcast and to improve students' listening skill, the researcher used Podcast as a media.

This research is Classroom Action Research (CAR) which was success in two cycles. Each cycle consists of planning, acting, observing and reflecting. And in every meeting has 2x45 minutes learning activities. Object of this research is the students' listening skill. In collecting the data, the researcher used test (pre-test, post-test I and post-test II), interview, observation, documentation, and field note. This research was conducted in a collaborative study with an English teacher of the eleventh grade at SMA N 1 Raman Utara that is Mrs. Sukartini, S.Pd.

The result of this research proves that the use of Podcast y can improve the students' listening skill. It is because based on the result of post-test II, 80% of the students can achieve the minimum mastery criteria (MMC). In addition, the result of post-test II proves that the percentage of students' learning activity is 83%. It means that Podcast can improve the students' learning activity. Therefore, it is concluded that the use of Podcast can improve students' listening skill and their learning activity at the eleventh grade of SMA N 1 Raman Utara East Lampung.

Keywords: *Podcast, Media, Listening Skill, English, Classroom Action Research*

**PENGGUNAAN PODCAST
DALAM MENINGKATKAN KETERAMPILAN MENYIMAK SISWA
DI KELAS XI SMA N 1 RAMAN UTARA
LAMPUNG TIMUR**

**ABSTRAK
OLEH:
Destika Rahmadani**

Penelitian ini bertujuan untuk menunjukkan bahwa penggunaan Podcast dapat meningkatkan keterampilan menyimak dan aktivitas belajar siswa kelas XI SMA N 1 Raman Utara Tahun Ajaran 2022 / 2023. Peneliti membatasi masalah dalam penelitian ini yang berfokus pada pemahaman inti rekaman dalam podcast. Untuk meningkatkan keterampilan mendengarkan siswa, peneliti menggunakan Podcast sebagai media.

Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) yang dilaksanakan sukse dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi dan refleksi. Dan dalam setiap pertemuan terdapat kegiatan pembelajaran selama 2x45 menit. Obyek penelitian ini adalah keterampilan menyimak siswa. Dalam pengumpulan data, peneliti menggunakan tes (pre-test, post-test I dan post-test II), wawancara, observasi, dokumentasi, dan catatan lapangan. Penelitian ini dilakukan secara kolaboratif dengan seorang guru bahasa Inggris kelas sebelas di SMA N 1 Raman Utara yaitu Ibu Sukartini, S.Pd.

Hasil penelitian ini membuktikan bahwa penggunaan Podcast dapat meningkatkan keterampilan menyimak siswa. Hal ini dikarenakan berdasarkan hasil post test II, 80% siswa dapat mencapai Kriteria Ketuntasan Minimal (KKM). Selain itu, hasil post test II membuktikan bahwa persentase keaktifan belajar siswa sebesar 83%, artinya Podcast dapat meningkatkan aktivitas belajar siswa. Oleh karena itu, dapat disimpulkan bahwa penggunaan Podcast dapat meningkatkan keterampilan menyimak dan aktivitas belajar siswa di kelas XI SMA N 1 Raman Utara Lampung Timur.

Kata Kunci: *Podcast, Media, Keterampilam Menyimak, Bahasa Inggris, Penelitian Tindakan Kelas*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned;

Name   : Destika Rahmadani

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Department   : English Education

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     States that this undergraduate thesis is originally the result of the researcher's research, in exception certain parts which are referred from the bibliography mentioned.

Metro, March 31, 2023

DESTIKA RAHMADANI

SN. 1901051018

PERNYATAAN ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini :

Nama   : Destika Rahmadani

NPM   : 1901051018

Jurusan   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

   Menyatakan bahwa, skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 31 Maret 2023

DESTIKA RAHMADANI

SN. 1901051018

MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا
"Indeed with hardship
comes ease"

94:6

Q.S AL-Insyirah: 6

"You've got a dance like there's nobody watching,

love like you'll never be hurt, sing like there's nobody listening,

and live like it's heaven on earth."

By: William Watson Purkey

DEDICATION PAGE

For the first time, I would like to thank myself for working hard and being persistent in working on my thesis. I am proud of this achievement and very grateful for the opportunity to complete this study well and satisfactorily.

Second time, I am grateful to Allah SWT because of Him I can be at this point in good health. I am also grateful for the support and prayers of my parents, namely Mr. Salim and Mrs. Supilah who have always put my education first, both mental and financial support. In the other hand, thanks a lot to my family who had supported my study and gave me a lot of motivation,

In addition, thousands of thanks to my friends from the beginning of the lecture to the end who have always accompanied me in the process until now they are Alfina, Erlin, Lutfi, Nanda, Lilis, Septia.

Besides, I would like to express my deepest gratitude to my supervisor, Drs. Kuryani, M.Pd thanks to his direction and guidance I was able to complete this thesis well. I do not forget to say to all Lecturers at the Faculty of Tarbiyah and Teacher Training who have taught me a lot of knowledge and experience.

Last but not least, I do not forget to thank the Principal of SMA N 1 Raman Utara and all the staff and teachers who have supported and facilitated my research very well, especially the English teacher, Mrs. Sukartini, S.Pd, who has monitored me during the research and also thank you for the students of XI MIA 3 for participating in the research well.

ACKNOLEDGEMENT

I am very thankful to Allah SWT, who always gives the researcher blessing to complete a study under title "The Use of Podcast in Improving Students' Listening Skill of The Eleventh Grade of SMA N 1 Raman Utara East Lampung". Shalawat and salam to our prophet Muhammad SAW the lord of moslem in the world who has guide us from the darkness to the brightness.

In this time, the researcher would to express her deepest gratitude especially to:

1. Dr. Hj. Siti Nurjanah, M.Ag.,PIA, as the Head of State Institute for Islamic Studies of Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies of Metro Lampung.
3. Andianto, M.Pd, as the Head of English Study Program of State Institute for Islamic Studies of Metro Lampung.
4. Drs. Kuryani, M.Pd, as the advisor that has given valuaeable knowladge and support in finishing this Thesis.

The researcher apologizes for all the mistakes that she has made in writing and finishing this undergraduate thesis. All criticisms and suggestions are expected to improve the quality of this research. Hopefully this thesis can be useful for researcher in particular, for our college and every reader in general.

Metro, May 10 2023

Destika Rahmadani
1901051018

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CHAPTER I

INTRODUCTION

A. **Background of Study**

Listening skill is the most important skill that has learned and mastered by students in learning English. Listening is the first skill that students have to understand if they learn about English. Listening is the ability to accurately receive and interpret messages in the communication process.[1] Listening is the main point in communication. Without it, messages are easily misunderstood. It makes communication breaks down and the speaker of the message can easily become frustrated.

Listening is not immediately, the process of hearing sounds correctly.[2] It is the whole of mental activities realized in order to understand what is heard. Listening is demanding process, not only because of the complexity of the process itself, but also due to factors that characterize the listener, the speaker, the content of the message, and any visual support that message. It means that listening is not as easy as many people think.

Therefore, the thing that often happens toward the listening teachers are that they find it difficult to adjust material with the student's ability, they must challenge themselves to provide the material as creative as possible so that

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[1] DR. V. Bastin Jerome and Dr. S. Joseph Xavier, *Business Communication Modern Approach with Latest Syllabus* (India: Educreation Publishing, 2018), 127.

[2] S. Gulec and N. Durmus, A *Study Aiming to Develop Listening Skill of Elementary Second Grade Student* Social and behavioral sciences, 191(2015), doi: 10.101/j.sbspro.2015.04.487. 2015), 103- 109.

learners enthusiast and do not get bored because of the monotonous material. The next problem is inadequate learning media, the problems that often occur in listening laboratory because the equipment sometimes do not work properly.

Learning to listen and using listening skill effectively require systematic instruction ability to integrate cognitive auditory and visual cues to make sense the world. This is why many types in listening skill.[3] This case also being so important to learn by students before they listen to the audio, they should be carefully to listening the audio or visual audio cues.

In this case the researcher investigate the problem faced by the students at the eleventh grade of SMA N 1 Raman Utara in learning listening skill. To reach the target, the eleventh grade Senior High School students have to master the four skills of English. Based on many researchers, listening is one of the important skills that must be able to be mastered by the students because it helps students to improve the other English skills. In the daily activities, people listen more than they speak, read or write. The second grade students of Senior High Schools have to master the listening skill, so that they can understand some instructions from their teacher in the learning process and they can finally respond them well.

There were some problems found at SMA N 1 Raman Utara in the context of the learning listening, especially at the eleventh grade. For example, listening classes are rarely conducted there, they are conducted only two or three times a month. This makes students not used to listening to themselves, and also not used

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[3] Lizbeth A. Barclay, *Learning to Listen / Listening to Learn Teaching Listening Skill to Students with Visual Impairments* (United States of America: AFB PRESS, 2012), V.

to listening to native English speakers. The students then also had a problem in the pronouncing words. They lack in write what they heard properly. The last problem is that the listening input given by the teacher is basic.

To cope with those problems, it is important for the teacher to looking for a new medium in the listening teaching to help the students to be more active in the learning process especially in Listening Skill. There are many kinds of medium in teaching listening, in this research I would like to use podcasts as a medium in improving students' listening skill. Podcast was first created in 2004, and is defined as an audio publication on the Internet. The audio recording is intended to be downloaded and listened to on a portable MP3 player of any type, or on a personal computer. It is different from the other audios, podcasts are played online automatically via website or internet. It offers teachers and language learners a wide range of possibilities for additional listening practice in and out of the classroom.

Using podcast is the one of solution to improve English in listening skill. Podcast is medium that used to help students in developing their listening skill well. In the other hand, using Podcast is fun and entertaining, many contents in Podcast that can be learn easily and fun ways. Podcast consist of two types there area audio podcast and video podcast. Audio podcast commonly used by the people to teach listening, because it is very simple way to accessed and played freely. But in this research I would like to use the video to teach the students, that because is more interesting and that displays movement so that make the students

feel comfortable. Podcast are created by Adam Clark Curry. He is an American podcaster, announcer, entrepreneur. That's a term coined as a way to describe the technology used to push audio content from websites down 3 to users of that content, who typically listen to it on their iPods or other MP3-supporting audio players at their convenience. It can be found on the Website broadly into two types: "radio podcasts" and "independent podcasts."

There is a radio podcasts are produced by BBC (British Broadcasting Corporation) and RTHK (Radio Television Hong Kong). An independent podcasts are a Website based on the podcast that produced by personals and communities. That's the kind of podcast that has great potential for ELT because it can meet the needs of different learners. They can be created by students themselves, and free and user-friendly sound recording and editing software such as Audacity, and to MP3 players and increasingly the iPod is an electronic device that every teenager owns. Students are expected to be more interested in holding listening classes using podcasts. They are also expected to have more opportunities to practice listening, which in turn will make them attend listening classes.

B. Problem Identification

Based on the background research that has been described by the researcher above, the researcher identified several problems that were found at SMA N 1 Raman Utara. These problems include:

1. Students unable to understand the whole meaning in the dialogue.

2. Students are less precise in pronouncing in the conversations.

3. Students were not fluency to imitate the native speaker's sound in the recording.

C. Problem Limitation

In this research, the researcher limited the problem to the students have difficulties to listen English Dialogue at the eleventh grade students of SMA N 1 Raman Utara. Due to feasibility of the research, it was almost impossible for the researcher to solve all of problems found at SMA N 1 Raman Utara. Therefore, based on the background and identification of the problem, the researcher teach the students into using podcasts to improve students' listening skill at SMA N 1 Raman Utara in the eleventh grade, in the Academic Year of 2022 / 2023.

D. Problem Formulation

After limiting the research problem, the research formulated the problem as follows:

1. "Can the use of podcast improve the students' listening skill of the eleventh graders of SMA N 1 Raman Utara East Lampung?"

2. "Can the use of podcast improve the learning activities of the eleventh graders of SMA N 1 Raman Utara East Lampung?"

E. Objective and Benefit of Study

1. The Objectives of Study

a. This study aims at improving the students' listening skill by the use of podcast of the eleventh grade at SMA N 1 Raman Utara in the eleventh grade.

b. This study aims at improving the students' learning activities by the use of podcast of the eleventh grade at SMA N 1 Raman Utara in the eleventh grade.

2. The Benefits of Study

This research has many benefits not only for the researcher, but also for the Headmaster, English Teachers, and Students.

a. For the Headmaster

By using this research, hopefully it can be useful and become an idea that will be considered by the headmaster. The results of this study also can be used to consider the researchers' ideas in using new ways to make it easier for students to learn English, especially in understanding listening skill.

b. For English Teachers

By using this research can be used as a consideration for how students can learn English, especially using Podcast to make it easier to improving listening skill. And no less important teacher can be wiser in choosing teaching materials as a learning tool.

c. For Students

By using this research can provide direction to students on how to make it easier to learn English and apply it properly. In other hand, it can be a reference medium to be used to learn and improve in listening skill.

F. Prior Research

After the researcher looked for other thesis relevant to the title to be studied by the researcher, the researcher found several Thesis that had almost the related to the title. The first prior research is "Improving Students' Listening Skill Through Podcast At SMP Bopkri 1 Yogyakarta Grade VIII, Class A In The Academic Year Of 2012/2013". This research was conducted by Veronica Mustika Heni Permatasari.[4] The participants in this research was students at Junior High School grade Vii. This research combined in two types of research there are qualitative and quantitative. The qualitative obtained by observing the teaching learning process during the implementation of the actions and interviewing the students and also the English teacher. Besides that, the quantitative were taken by assessing the students speaking ability through the pre-test and the post-test. The finding of the first cycle indicated that the students' listening skill improved a long with a lot of listening practices. The second cycle shows that the implementation of podcast improves the students' listening skill, especially their spelling, vocabulary mastery, and motivation by providing them a lot of listening activities.

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[4] Veronica Mustika Heni Permatasari, *Improving Students' Listening Skill Through Podcast At Smp Bopkri 1 Yogyakarta Grade Viii, Class A In The Academic Year Of 2012/2013 (*Yogyakarta: Yogyakarta State University, 2013), 1-3.

The first prior research has similarity and differences with this research. The similarity is podcast used as a medium to improving students' listening skill. The differences between the first research and this research are the subject of the research is different. Veronica used students at junior high school while this research used senior high school students. The other hand, the type of the first prior research was chose 2 types in one research that are qualitative and quantitative and in this research used (CAR (Classroom Action Research). Furthermore, the material used also have the differences.

In addition, the second prior research is "The Effect Of Using Podcast on Students' Speaking Skill At The Second Grade Of Students' Junior High School". This research was conducted by Putri Purnama Sari.[5] The second prior research used Quasi Experimental Research and collecting the data through pre-test and post-test. The technique sampling used was purposive sampling. The result of the second prior research proven that there was significant effect of podcast towards students' speaking skill of descriptive text.

The second prior research has similarity and differences with this research. The similarity shows that the second prior research and this research used the same medium it's called Podcast. The differences between our research was about the skill itself. The second prior research used speaking and this research used listening skill. Research conducted by Putri focused on speaking skill, while in this research more focusing on Listening Skill. Moreover, the participant used are different. Putri chose junior high school students as a sample

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[5] Putri Purnama Sari, *The Effect of Using Podcast on Students' Speaking Skill At The Second Grade Of Students' Junior High School* (Jambi: The State Islamic University Sulthan Thaha Saifuddin, 2019), 21-22.

of her research, while in this research chose senior high school students as a participants. The type of research itself has a difference, the second prior research used Quasi Experimental Research and this research used CAR (Classroom Action Research).

Besides, the third prior research is "Lecturer's Strategies: The Use Of Media and Material In Teaching Listening". This third prior research was conducted by Nurchalisa Putri[6]. This third prior research more focused on lecturer's strategies in teaching listening. The researcher used questionnaires and interview were distributed to English lecturer. So that's why it could be more specific material learned by lecturer. The lecturer found the problems related to media and material during teaching. To solved the problems faced, Nurchalisa made the websites that could be accessed for free to played video or audio repeatedly until the students catch the information of the material.

In the other hand, the third research and this research has similarity and differences in it. The similarity can be seen from the skill used, the third prior research used listening skill also in this research used listening skill. The differences was showed by the subject of the research. In the Nurchalisa's research more focused on strategies for English lecturer, meanwhile in this research focused on the medium. The other ways, the third prior research used quantitative and this research used CAR (Classroom Action Research). Last, the third prior research chose the media and material as the main topic in that research, which is the media and material would be learned and improved to

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[6] Nurchalisa Putri, *Lecturer's Strategies: The Use of Media and Material in Teaching Listening* (Aceh: Ar-Rainy State Islamic University Banda Aceh, 2019), 1-3.

upgrade English lecturer's listening skill and this research chose Podcast as a medium to improve students' listening skill.

Based on the research above, the research conducted by the researcher has been determined beforehand. For the similarity in the variables taken is an adaptation of previous research. So that in this study researcher focused more on the content of using Podcast in improving students' listening skill itself. The research was conducted based on Classroom Action Research on eleventh grade students at SMA N 1 Raman Utara.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Listening Skill

1. The Definition of Listening Skill

Listening skill is one of the basic language skill which plays a significant role in a daily communication and educational process. It is the active process of receiving and responding to spoken and sometimes unspoken message. According to Fabio and friends Listening skill is a language skill that has a very important role as the beginning of other skill[1]. It is began an urgent to all beginners that want to learn English, they should be know and understand about listening first. Because of that, we would know the basic skill itself and mastered listening properly. Listening is one of the subjects studied in the field of language study and in the discipline of conversation analysis. In addition, in this global era being able to speak English is essential for people to communicate with global community[2]. This skill can be improved by practice and there are many rewards to develop your listening skill.

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[1] Fabio Larel Et All., *The Use of Learning Median on Listening Skill in Teaching Indonesian to Speakers to Other Language* (English Department Faculty of Languages and Art of Universitas Negeri Padang in Collaboration with Indonesian English Teachers Association (IETA), 2017).

[2] Samad, I.A And Fitriani, S.S., *English Proficiency: A Challenge and An Opportunity in Facing ASEAN Economic Community* (Proceeding of Annual International Conferences , Syiah Kuala University, October. Banda Aceh: University Press, 2016), 5-6.

Listening skill is the main of skill has mastered by students before they learn the other skill in English. According to Monica and Myerov, Listening skill from part of foundation of any successful students' repertoire abilities[3]. Crucial of academic performance and success throughout life attentive listening can transform students' ability absorb and understand information quickly and efficiently. According to Diana, Listening skill became paramount importance when the child enters the learning environment of the school[4]. It could say that listening is the one of important skill that we can teach first to the students in the school. The ability to attend to sound and to listen to spoken language is an integral part the development of speech, language, and communication.

The sense of hearing also provides many hours of pleasure through listening to music, songs and stories, not to mention radio and television. Many students with communication difficulties need to improve their listening skill. They may be delayed in their development auditory skill or have difficulty in maintaining attention to auditory stimuli. Auditory information may be distorted or not audible to the students. There is a doubt of the importance of listening for individuals who are visually impaired, yet it is a topic about which very little has been written[5]. Every student with visual impairment must rely heavily upon the distance sense o

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[3] Monica And Myerov, *Listen Wise: Teach Students to Be Better Listeners* (Hoboken: Jossey-Bass, 2021).

[4] Diana Wiliams, *Early Listening Skill* (New York: Routledge, 2017).

[5] Lizbeth A. Barclay, *Learning to Listen Listening to Learn: Teaching Listening Skill to Students with Visual Impairments* (America: AFB Press, 2012).

hearing. Which when paired with touch, provides the means of understanding the environment around them: it is evidence that this bond of sense must be nurtured and developed.

In the other hand, listening has the importance things that we must be learn and teach to developing our skill. Listening also can be foundation of our language before we learn any other skill. In brief, listening is a complex active process of interpretation in which listeners match what they hear with what they already know and listeners have to differentiate the sound, stress, intonation and pitch of the language, understanding a speaker's accent or pronunciation, grammar and vocabulary, and grasping the meaning from the speakers.

2. Problems in Listening Skill

Students often have problems in learning listening skill. Many factors cause why students experience difficulties and make it one of the obstacles or problems encountered during learning or when students learn on their own. According to Gilakjani and Ahmadi. There are seven cause of problems to efficient listening comprehension.

The problems are as follows:

a. First, listeners cannot control the speed of delivery.

b. Second, listeners cannot always repeat words. In the classroom, student cannot make decision whether or not to replay a recording.

The teacher decides what and when to repeat the listening passage but it is also difficult for the teacher to judge whether or not the students have understood any particular section of what they have heard.

c. Third, listeners have a limited vocabulary.

d. Fourth, listeners may fail to recognize cues that indicate that the speaker is moving from one point to another, giving an example, or repeating a point. In informal situations or 9 spontaneous conversation, cues are more subtle such as in pauses, gestures, increased loudness, obvious tone changes or different intonation patterns. These signals can be missed especially by unskilled listeners.

e. Fifth, listeners may lack in mastered contextual knowledge. Even if listeners can understand the surface meaning of the text, they may have considerable difficulties in comprehending the whole meaning of the passage unless they are familiar with the context.

f. Sixth, it can be tough for listeners to concentrate in a foreign language. Conversations are easier when students find interesting reading topics. However, sometimes students feel that listening is very tiring even if they are interested because it is difficult to get the meaning.

g. Seventh, students may have formed certain learning habits such as the desire to understand every word. Teachers want students to understand every word they hear by repeating and pronouncing the words

carefully, by grading the language according to their level, by speaking slowly and so on.[6].

Based on sentences, we know that seven problems could happen if students lack on practicing listening activities, students' habit also could be the one of problems that many faced by students in listening practice. The students probably have little vocabularies to understanding the sentences or dialogue that should be learn.

3. **Teaching Material**

Teaching materials is educational material that teachers use in the classroom to support specific learning objectives, as set out in lesson plan. There are two types of material: authentic and non authentic. Authentic materials are the real language, produced for the native speakers, and designed without the teaching purposes. According to Lingzhu and Yuanyuan, while non-authentic material that material that was created for pedagogical purpose[7]. Created material refers to text book and other specially developed instructional resources. In this case, teaching material means the resources that teachers used to deliver instruction when teaching listening.

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[6] Gilakjani A.P and Ahmadi M.R., *A Study of Factors Affecting EFL'S Learners Listening Comprehension and The Strategies for Improvement* (Journal of Language Teaching and Research 2(5) (2011): 977-988.

[7] Ji L And Zhang Y., *The Use of Authentic Materials in Teaching EFL Listening* (Humanising Language Teaching, Issue 4 (2010).

4. **Media As A Tool in Teaching Listening**

In teaching listening the teacher should create a situation that promotes low filtering that includes motivation, self-confidence and low anxiety levels. This can be done by using different types of media. Media can be tools to help and teach students. Teacher also can defining the material which appropriate to the grade and the students itself. The media must be relevant with the context and schemata of the students .

According to Lowther and Russell, these are the media divided into six types namely: text media, audio media, visual media, video, manipulative, and people[8].

a. Text media is an alphanumeric character that can be displayed in any form such as books, posters, whiteboards, and computer screens and so on.

b. Audio media is everything that can be listened like the sounds of people, music, mechanical sounds and noise. Types of an audio media are records and tapes, radio, other audio devices and sound systems.

c. Visual media frequently used for teaching English are pictures, real objects, drawings or teacher-made drawings charts, posters, cartoons, flash cards, black board, flannel board, magnetic board, wall chart, module, card, slide, film, and OHP.

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[8] Rosell-Aguiral F, *Podcasting As A Language Teaching and Learning Tool: Case Studies in Good Practice* 10(3) (2015), 31-39.

d. Video media is a media that displays movement including DVD, computer animation and so on visual clues, such as figures and videos were planned to be effective in stimulating background knowledge thus, improving comprehension. Learners can use the video to study how language used, cay be employed by age and how the relationship between language used and paralinguistic features, including how to convey moods and feelings.

e. Equipment media is a media that can be touched and held by students.

f. Person media are media that can be teachers, students, or field experts.

Therefore, we can make a conclusion that the media is very important to support in teaching listening skill. The media used also give the huge impact for the students. The media we can used are text, audio, visual, video, equipment, and person media.

5. The Benefits of Mastered in Listening Skill

A lot of the benefits of learning listening skill that we can find and practice in a daily school or life. This benefits are also give the good impacts in our personal lives. Good listening skill also have benefits in our personal lives, including:

a. More friends and social networks, increased self-esteem and confidence, higher grades in school and in academic work and better general health and well-being.

b. Studies have shown that, whereas speaking raises blood pressure, attentive listening can bring it down.

c. Listen for main ideas. The main ideas are the most important points the speaker wants to tell. They may be mentioned at the start or end of a talk, and repeated a number or times. Pay special attention to statements that begin with phrases such as "My point is…." or "The thing to remember is…"

d. Ask questions. If you are not sure you understand what the speaker has said, just ask. It is a good idea to repeat in your own words what the speaker said so that you can be sure your understanding is correct. For example, you might say "When you said that no two zebras are alike, did you mean that the stripes are different on each one?"

e. Give feedback. Sit up straight and look at the speaker. Now and then, nod to the show that you understand. At appropriate points you may also smile, frown, laugh, or be silent. These are really listening. Remember, you listen with your face and your ears![9]

6. Listening Skill Measurement Theory

Measurement in listening skill can be useful to find out how well students understand listening skill. This measurement is one of the determinants of the extent to which students really understand what they hear. The test is a method of measurement or performance of a person's abilities and knowledge in a given domain. First, the test is a method or

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[9] Dr. V. Bastin J and Dr. S. Joseph X, *Business Communication: Modern Approach with Latest Syllabus* (India: Educreation Publishing, 2018), 127-129.

instrument from a set of techniques, procedures or details that require performance from those who take the test. To ensure that the test is good, the method used must be straightforward and structured: multiple choice types, questions with definite answers, standard written answers and other types. Second, the test must be able to measure, both in measuring general abilities or special abilities, competence or measuring objectivity.[10]

Based on the statement above, here the listening measurements that used in listening skill.

Table 2.1

Measurements in Listening Skill

No	Aspects			
	Comprehension	**Lexical Resource**	**Grammatical Range and Accuracy**	**Pronunciation**
Indicator	This refers to students' understanding in understanding the intent and response given.	This refers to the amount of vocabulary used by students and how clear the meaning is. This includes the variety of words used	This refers to the various structures available to students and how accurately and precisely they are used. The assessment takes into account the	This refers to the student's ability to listen to intelligible utterances.

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[10] H. Brown Douglas and Abeywickrama Priyanvada, *Language Assessment Principles And Classroom Practices: Second Edition* (New York: Pearson Education, Inc, 2010)

| | | and the ability to acquire a complete vocabulary. | length and complexity of listening comprehensio n. | | |

Table 2.2

Scoring Guide

No	Category					
	Excellent (91-100)	**Very Good (81-90)**	**Good (71-80)**	**Average (61-70)**	**Bad (51-60)**	**Very Bad (1-50)**
Achievem ent	Understan d all instruction s without understand ing difficulties so that all instruction s can be carried out quickly and precisely.	Underst ands almost all instructi ons even though there are repetiti ons in certain parts, but can do all instructi ons correctl y even though it is a bit	Under stand most of what is said/i nstruc ted when instru ctions are some what slowe d down and repeat ed so slow in doing	It's hard to follow what is instructe d but there are still many / there are instructio ns that are done correctly.	It was very diffic ult to do what was instru cted, only a small part was instru cted.	Canno t carry out what is instru cted, even one instru ction.

		slow.	what is instru cted, somet imes even wrong .			

The following is an example of assessing students' listening skill. There are four tasks given by the teacher to assess students' listening skill.

1. Listen to the podcast and answer the questions.

2. Tell us what you think about the podcasts you have listened to.

3. Give a conclusion from the contents of the podcast.

The three assignments above are assessed using the following scoring rubric based on Michael and Valdez (1996):

Table 2.3

Rubric Score

No	Description	Score
Task 1	*-Correct answer*	1
	-Incorrect answer/no response	0

Task 2	-*Comprehension Aspect*	2
	-*No response*	0
Task 3	-*Lexical Resource,* -*Grammatical Range and Accuracy*	2
	-*No response*	0

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Based on the assignments given and the assessment rubric made by the teacher, it can be seen that not all assignments require an assessment rubric. Tasks 1 only assess student answers right or wrong, so the assessment is only in the form of a correct score which must be assessed and the wrong score which must be assessed. While task 2 and 3 and its rubric are more suitable for assessment listening or integration listening.

This scoring rubric does not explain the meaning of 0, 1, 2, 3 in the column scores. How to move the system scores this be scores tens (0-10) or hundreds (0-100). In scoring guide stated that the maximum scores for each task is 10. So, we need an explanation of how to change the score from 0-3 to 0-10.

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[11] Michael J. M and Valdez Pierce Lorraine, *Authentic Assessment for English Language Learners: Practical Approaches for Teachers* (New York: Addison-Wesley Publishing Company, 1996).

B. The Concept of Podcast

1. The Definition of Podcast

Podcast means getting information from radio or television. Podcast contains of authentic material to teach listening, because the students are directly given how the native English is speaking which can be easily founded, accessed and downloaded by students' computer or mobile phone, and then it can be listened by using MP3 player or video player. According to Rossel-Aguilar (in Saputra), the word podcast comes from two words, namely iPod and broadcast[12]. Podcast is one of interesting media recently. Podcast being so phenomenal because of many people in the world can accessed it. Podcast increasingly joining networks in a move that has both similarities and differences from traditional broadcast commodification. Rosell-Aguilar and Fernando stated "The podcast was a convenient and easy to use format." As was previously stated, podcast is surely easy to access, it would be attractive, and it motivates the students in learning listening skill.

There are a technologies in vented ,and one of those which provides material for language learning is called the podcast. Podcasts make a good contribution if improving students' speaking achievement. Podcast media affirmatively shows good things for students if it will bring students closer to the target language, and it affects students' attitude and

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[12] Saputra, Juni Bayu, *The International Journal of Humanities & Social Studies: The Comparison of Listening Comprehension using Podcast with Audio-Visual at Different Listening Habit* (Provided at http://www.theijhss.com/june2014/31 .HS1406-029.pdf. ((accessed on 18 February 2015). 2014).

motivation. By using the podcast media, the teacher can encourage the students in building self-confidence and the learning situation enjoyable.

According to Amin, ICT (Information and Communication Technology) provides motivation to learn, because it can be implemented to provide challenging and authentic content that will engage the students in the learning process. Podcasting is a first space for both the amateur and professional, for narrative and non narrative, for performance and journalism, and we intend this collection to be a free space for the established and early career academic, for cultural studies and ethnography, for interviews and empirical research, for industrial and textual analysis, and all areas in between.

In addition, the idea of using podcast media is based on some following statements from the experts, in order to see the improvement of students' listening skill. In accordance with Sonali Rajpal and Anita Devi, podcasts as a technology, revolutionize the learning process and show podcasts are useful for teachers and students in improving their knowledge in listening and speaking.[13]

2. Kind of Podcast' Channel to Teaching Listening

There are some channel of podcast we can learned and heard, they are:

a. All Ears English Podcast

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[13] Rajpal Et All., *Language in India: Podcast Enhancing Listening and Speaking Skill* (Provided At Http://Www.Languageinindia.Com/Oct2 011/Podcatfinal.Pdf ((Accessed On 20January 2015). 2011).

All Ears English Podcast provides English learning for intermediate to advanced level. This podcast is suitable for those of you who want to learn English with American accent.

b. 6 Minutes English By BBC Radio

6 minutes English brought to you by BBC Radio. As a theme implies, this podcast is about 6 minutes long and is uploaded every Thursday. This podcast provides light discussions about everyday situations using a British accent.

c. TED Talks Daily

TED Talks Daily discusses the latest issues presented by various reading source.

d. The RealLife English Podcast

The RealLife English Podcast talks about haw to speak English like a native speaker.

e. Espresso English Podcast

Espresso English Podcast is a short podcast that discusses grammar, vocabulary, idioms, and many other topics.

f. The Level Up English Podcast

The Level Up English Podcast was created by Michael Lavers, an online English teacher. This podcast is about grammar and tips for learning English with British accent.

g. The Slang Podcast

The Slang Podcast covers popular words that are often spoken in a British accent. This podcast is quite short about 3-4 minutes.

h. Speak Better English Podcast

Speak Better English Podcast with Harry is a podcast that can help you improve your speaking, listening, pronunciation and grammar skill.

3. Podcast As A Language Learning Material

There are non technologies invented, and one of those which provide material for language learning is called the podcast. In this modern era, have an ability to speak English is essential for people to communicate with global. To help non native speakers to speak this language, there are many kinds of technologies found. It offers users to connect with people around the world and gives a lot of beautiful perspectives and experiences. This self-confidence may increase due to their ability to understand the rhetoric of certain topics as a result of repeated listening and oral presentations.

Rosell-Aguilar and Fernando claimed, Podcasts are similar to public libraries in that they deliver any required material or resources directly to the user's device. Users can download it freely without any registration and no payment required. They able choose a kind of discussion topics that was provided when they want to know something. Podcasts, audio or video files uploaded to the internet, have emerged as a resource in the academic field, and provide a wide variety of learning

materials. Podcasts are recorded audio/video files that are uploaded to a website, so that website users can freely download and listen to them later.

4. Steps Podcast Theory

A chemistry teacher may come to realize that memorizing sections of the periodic table of the elements is a necessary foundation for serious discussions and problem-solving base projects. Simply giving the students a chart to memories does not produce the desired result. By writing a little song as a learning aid in which the elements are given names, personalities, and posting this as a podcast , students may access and use it directly from their computer at home or in the school media center during study period, or they may download it to their MP3 player and listen to it on the school bus before and after school, thus turning follow time into a productive learning opportunity.

According to Kathleen and Mark, each of the considerations of contributes to an overall understanding of how the podcast produced will contribute to and function within the instructional program. Looking at the planning table below, we can see that in this case the need addressed and rationale for creating this podcast is the need for content that covers the materials in the text, but they presents it differently.[14]

We might chart the planning considerations as follows;

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[14] King K. P and Gura Mark, *Podcasting for Teachers: Using A New Technology to Revolutionize Teaching and Learning* (Charlotte: Information Age Publishing, Inc., 2009), 165-167.

Table 2.4

Planning Considerations of Podcast for Students

Need or rational of podcast	Manner it will be accessed by or presented to student	Curricular Connection	Pedagogical Advantages

As a more detailed example, a teacher of visual art who wants to demonstrate to students how the Old Masters mixed the colors on their palate decides that the best way to teach this is to have each student go through a complex formula and process for mixing it in a step-by-step fashion. He will demonstrate the procedure for the class once and students will take notes of his demonstration. In the past though, he has had to repeat the steps over and over, reminding students and loosing valuable instructional time and spontaneous teachable moments in the process.

By recording a podcast and posting it, students may download it before class and begin experimenting with and preparing themselves for the difficult process ahead of time. In class, the students follow the directions played to themselves individually on MP3 players. Each can stop and start the recording at will, moving ahead in the experience at a pace most comfortable for himself.

In this instance podcasting addresses a real and significant instructional need, the need to provide detailed, sequential instructions on

an on demand basis. The students each need an individual player and so the manner of accessing the content is clear. Additionally, those who care to download the material on their own time and on their own devices can get a head start on the project at a place and time other than that overtly allotted for learning this material.

The curricular connection, the color theory portion of the visual art curriculum, was a prime determinant in using podcasting for this instructional activity. As a follow up to the color mixing exercise, this teacher decides to send his students to the art museum for a weekend experience in observing the first hand the range of colors used by Old Masters. When they get to the museum they play another podcast created for them by their art teacher. In this podcast they move through the painting galleries stopping at each of 20 works that the teacher directs them to look at and analyze the colors employed to create them. When they get to each station they turn on their MP3 player and listen to the teacher explaining where to look and how to view it now they have learned about color theory.

The pedagogical advantage is significant, as the way the Old Masters created their colors is a real world application of what has been learned in class. Quickly showing the students a few reproductions is a poor substitute for directing them to do an extensive survey of master works at the museum and without this experience the full weight of what they learned would not be possible.

5. **The Advantage of Using Podcast in Teaching Listening**

According to Bahadorfar, Podcast allows students to use their teach based environment system for educational purpose in which it enables to move away from the traditional face to face training without losing students and teacher relationship[15]. Podcast can be medium to help the students more easily learn English in Listening. Using podcast also make ourselves feel fun and happy because a lot of materials in podcast are interesting.

C. **Action Hypothesis**

Based on the theories and assumption above, the researcher propose the hypothesis as follows "By Using Podcast In Students' Listening Skill and Learning Activities Can Be Improved At SMA N 1 Raman Utara In The Eleventh Grade".

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[15] Bahadorfar Maryam, *Acme International Journal of Multidisciplinary Research: Technology in Teaching Speaking Skill* (11).4 Provided At Http://Www.Ajimr.Net/Documents/2.4/2402.Pdf ((Accessed on 19 February 2015). 2014).

CHAPTER III

RESEARCH METHOD

A. Variable And Operational Definition of Variable

The operational variable is definition that can provide a clear picture of the variable studied. Based on the explanation above, the operational definition of variable is a guide that explains the definition of a variable that would be examined. And the other hand, the operational definition of this variable would be explained bellow.

1. Independent Variable (X)

The independent variable is a variable that affects or causes changes or the emergence of dependent variable. Based on the explanation above, it can be understood that the independent variable is variable that affects other variables that you want to know. The independent variable in this research is The Use of Podcast.

2. Dependent Variable (Y)

The dependent variable is a variable that is influenced by the independent variable. The dependent in this research is In Improving Students' Listening Skill. the learning outcomes of students that that the researcher mean are In Improving Students' Listening Skill whose data the researcher took from final results of students itself.

B. Research Location

This research was conducted at SMA N 1 Raman Utara which located in Raman Aji Village, Raman Utara District, East of Lampung, Post code 34154.

C. Subject and Object of Study

The subject of this research was the eleventh grade students of SMA N 1 Raman Utara. In this research the researcher chose XI IPA 3 class. The number the eleventh grade of science 3 students is as follows:

Table 3.1

The object of Study XI IPA 3 of SMA N 1 Raman Utara

No	Students		Total
	Male	Female	
1	7	18	25

Source: The Students' Attendance List of XI IPA 3

This researcher chose this class because of several reasons and one of them students lack in listening skill, especially for understanding the main point of what the native speakers said.

D. Action Plan

The research is aimed to improve students' listening skill by using Podcast so the researcher using Classroom Action Research (CAR) in this research. According to Donna and Kevin, action research is part of the broad universe of research in the social sciences, takes many different forms, some unrelated to teaching or education[1]. We could say that action research was conducted for the teacher how they can observed the classroom, how they can educate the students using the skill that they already have.

Classroom action research (CAR) has various models but in this research the researcher used Kemmis and Mc Taggart, research design. According to Kemmis and Mc Taggart as cited by Anne Burns, action research is dynamic and complementary process which consists of four essential phases such as planning, action, observation, and reflection in spiral system.[2]

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[1] Donna Kalmbach Phillips and Kevin Carr, *Becoming A Teacher Through Action Research* (New York: Routledge, 2014), Iv.

[2] Anne Burns, *Collaboration Action Research for English Language Teacher* (Cambridge: Cambridge University Press, 1999), P.32.
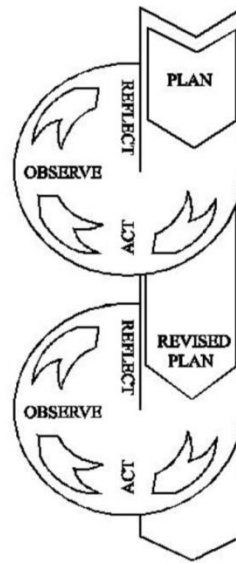
Figure 3.1

The Action Research Spiral (Based On Kemmis and Mc Taggart)

Based on the Kemmis and McTaggart research design, the steps of the research cover in four phases in each cycle. The phases as follows;

1. **Cycle 1**

   a. **Planning**

      In the first phase is planning. Planning is the arrangement for doing something. In planning, it would be considered everything that was related to the action that would be done and it would also prepared everything that needed in teaching and learning process.

      There were many activities in planning. They are:

      1) The researcher making the pretest as the instrument to know students' Listening Skill getting the treatments.

2) The researcher preparing and making media that was needed when doing the scenario of teaching learning process.

3) The researcher preparing the interview sheet, observation sheet and those was used to know the students' reaction and class condition as a whole and also to saw the development that existed when applying the technique as in the listening process.

4) The researcher determining the collaborator who helped the researcher to do the research to analyzed the weakness in learning process and to reflected the result of teaching learning process.

b. Acting

In the second phase is acting. Action is the process of doing something. It is the implementation of planning. In this part everything that had been planned will be done.

There are some activities:

1) Opening

   a) Speak with a friendly greeting to the students when entering the classroom and pray before the start of learning.

   b) Check for the presence of students.

   c) Frequently asked questions about the activities undertaken.

2) While Teaching

   a) Provide an explanation of podcast to students.

   b) Listening to Podcast in English audio from to students.

c) Students listen and pay attention to the teacher's explanations about the Podcast contents.

d) Students take notes about podcast' explanation given by the teacher and listen carefully give the attention to Podcast audio shared by teachers.

e) The teacher will explained some dialogue in the Podcast then followed by students in a loud voice.

f) Each student would be instructed to speak and imitate the dialogue of the Podcast that has been heard.

g) Students who elect to move forward to explain the Podcast's contents that is in the recording.

h) The students was given 30 minutes to write dialogue in the Podcast audio and make list of new vocabulary that they know.

i) After the students finish, the teacher ask some students to conclude the whole contents of the audio given. Then, the teacher and students discuss the topic of the text.

3) Closing

a) Teachers provide conclusions on the learning.

b) Planning lessons for the next meeting.

c) Say hello to the students.

c. Observing

In the third phase is observing. Observation will be proposed to find out the information would be used evaluated and would be the basic of reflection. The researcher also collect the data from post test and the results of students' activities. In addition, the researcher observed the students' attendance list, class situation during the learning, and the teacher (researcher) performance by using structured observation form and make notes the overall activities. Students in the classroom noted in diary notes such as their attitude in doing listening test.

d. Reflecting

In the fourth phase is reflecting. Reflection was the feedback process from the action that was done. It was very necessary to help the writer to make decision for what to do to revise, from the result of the observation, the problem that existed, the causes of the problem was analyzed. Action Classroom Research was dynamic process in which these four steps was to be understood not static steps, complete in themselves. Improvements in understanding was appear at first as better developed rationale for the practice.

2. Cycle 2

a. Re-Planning

In the first phase, before conducting the action in the next phase, the researcher repair the problem found in cycle one. It would be explained as follows;

1) The researcher analyze the reflection results to obtain the solving problem.

2) The researcher revise and prepare the pretest as the instrument to know students' Listening Skill getting the treatments.

3) The researcher rearrange media that needed when doing the scenario of teaching learning process based on the reflection.

4) The researcher rearrange interview sheet, observation sheet and those was used to know the students' reaction and class condition as a whole and also to saw the development that existed when applying the technique as in the listening process.

5) The researcher analyze the collaborator who helps the researcher to do the research to analyze the weakness in learning process and to reflecte the result of teaching learning process.

b. Acting

In the second phase, the researcher doing an action based on the cycle one analyzed.

There are some activities during learning activities:

1) Opening

a) Speak with a friendly greeting to the students when entering the classroom and pray before the start of learning (values are inculcated: polite and caring).

b) Check for the presence of students (grades invest: discipline and diligent).

c) Frequently asked questions about the activities undertaken.

2) While Teaching

a) Provide an explanation of podcast to students.

b) Listening to Podcast in English video (The Elves and The Shoemaker) to students.

c) Students listen and pay attention to the teacher's explanations about the Podcast contents.

d) Students take notes the explanation given by the teacher and listen carefully give the attention to Podcast video shared by teachers.

e) The teacher explain some dialogue in the Podcast then followed by students in a loud voice.

f) Each students would be instructed to speak and imitate the sentences or dialog of the Podcast that has been heard.

g) Students who elect to move forward to explain the Podcast's contents that is in the recording.

h) The students was given 30 minutes to write the dialogue in the Podcast video and make list of new vocabulary that they know.

i) After the students finish to write in front of the class, the teacher ask some students to conclude the whole contents of the audio given. Then, the teacher and students discussed the topic of the text.

3) Closing

a) Teachers provide conclusions on the learning.

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d. Reflecting

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was analyzed. Action Classroom Research was dynamic process in which these four steps was to be understood not static steps, complete in themselves. Improvements in understanding was appear at first as better developed rationale for the practice. If there still found the problems the researcher and collaborator would conduct the next cycle and used the collected data in cycle on as the reference by repairing all the problems or weaknesses in previous cycle.

E. Data Collecting Technique

In this research there were four technique which used by the researcher to collect the data such as test, observation, interview, and documentation. It could be explained as follows;

1. Test

The test used to measure students' abilities before doing research. The tests are in the form of evaluations and of cycle tests that will be used as feedback to determine the extended of the use of media Podcast on learning achievement. In this research the test that examined the students consist of two test namely pre-test and post-test. The test as follows:

a. Pre-test

First, pre-test is examined to the students before giving the treatment through the implementation of reciprocal teaching to evaluate their ability at first. The type of pre-test is listening to audio

podcast test. In this pre-test the researcher applied objective test in the form the essay and multiple choice in the answer sheets provided.

b. Post-test

Second, post-test is examined to the students after they were taught listening skill by using Podcast as the treatment to find out the improvement before and after giving treatment. It could be seen by comparing the result between pre-test and post-test. In this post-test the researcher applied objective test in the form of written test such essay and multiple choice.

2. **Observation**

The observation was conducted to discover the valuable information related to the teaching and learning process. The observation was given in observation sheet and also in lesson plan. The information here was related to the 25 students' involvement during the lesson, the students' understanding of the given materials, the techniques and method used by the teacher (researcher), and also the media used in teaching and learning process. In this case, the teacher observed the learning process on students.

3. **Interview**

The researcher do the interview to the students before the research. The interview was used to know and collect the data from students. It was used to know the difficulties, progress or improvement of students'

listening ability. The researcher gave interview to all of the students in the class.

4. Documentation

Documentation is the method which is used to get information from written language. The researcher used documentation as the method to get the detail of history the school, the sum of the teacher, the students of SMA N 1 Raman Utara, East of Lampung in the Academic Year of 2022 / 2023.

5. Field Note

Field note refers to qualitative note record by the researcher in the field research, during or after their observation of a specific phenomenon they are studying. The notes are intend to be read as evidence that gives meaning and aids in the understanding of the phenomenon. It would be used by the researcher to observe the students in identifying all condition happen during the teaching learning process.

F. Research Instrument

1. Listening Test

The test questions for learning outcomes were made by researchers first consult with the English teacher (researcher), this was done to measure the level of difficulty of the questions to be tested. To identify the students' listening test, the researcher applied essay and multiple choice

tests. The test measured the students in improving students' listening skill though the audio podcast. The test consist of two types, there are pre-test and post-test. In the pre-test the questions include six essay and five multiple choice. Students must answer the questions based on the audio played. In the post-test students played the video podcast that given by the teacher (researcher). Students write the answer that included essay and multiple choice test.

2. **Observation Sheets**

In order to observe the learning activity and each cycle, the researcher used an observation sheet. It was used to observe the following items;

a. The students' attention on the teacher's explanation.

b. The students' activeness in asking and answering the questions.

c. The students' activeness in whole learning activity.

d. The students' ability in dong the task from the teacher.

3. **Interview Sheets**

Based on the interview that was conduct in the students of the eleventh science 3, the researcher stated some responds that students given. The statements as follows;

a. Students have difficulties to understand English.

b. Students have not mastery English especially in listening skill.

c. Students can describe about the listening skill.

d. Students can mention the purpose of listening skill.

e. Students found out difficulties in learning listening.

f. Students can mention the difficulties while learning listening such as grammar, translating, pronouncing, and interpreting the meaning to text.

g. Students interested in music and movies to use as a medium in learning listening.

h. Students can't understand when native speakers is speaking especially the accent is used.

i. Students at least knowing more than fifty vocabularies in English.

j. Students can describing audio to text meaning in listening.

k. Students not often listened to English podcast.

l. Students interested about fairy tale stories.

m. Students interested to use a podcast as a learning material in listening.

n. Students prefer the video podcast rather than the audio podcast.

o. Students prefer listening podcast about thirty minutes as a learning material.

4. **Documentation Sheets**

The researcher used the documentation sheet to complete the research information about;

a. The history of SMA N 1 Raman Utara.

b. The vision and mission of SMA N 1 Raman Utara.

c. The condition of teachers and officials employees in SMA N1 Raman Utara.

d. The quantity of the students of SMA N 1 Raman Utara.

e. The condition of building and the sketch of SMA N1 Raman Utara.

f. The organization structure of SMA N 1 Raman Utara.

g. The classroom materials of the students at SMA N 1 Raman Utara.

5. **Field Note Table**

The field note supports the data from the research. It is aims at recording the process of teaching and learning. The field note consisted of some notes on students' behavior during the teaching learning process and the weaknesses and obstacles found in this research. Therefore, the researcher is able to see the students' progress on their listening skill. Then, it details on the teaching and learning process such as: classroom situation, classroom management, classroom interaction, classroom interaction between teacher and students, classroom interaction between students and students.

G. Data Analysis Technique

The data in Classroom Action Research van be done by using qualitative and quantitative analysis. The analysis of learning result is taken from the average score of pre-test and post-test in cycle I and cycle II. In addition, the researcher compared the score of pre-test and post-test after giving implementation treatment. Then, the result was compared by the minimum standard in this semester that is 75. In cycle 1, there were many students who are not successful, so the researcher conducted the next cycle,

cycle 2. This research was conducted in multiple cycles by focusing on the indicator of success.

Furthermore, Donald Ary states that the average score or mean of pretest and post-test are calculated by using the following formula[3].

$$M = \frac{\sum x}{N}$$

Notes: M = Mean

$\sum x$ = Sum of Total Number of Students' Score

N = Number of Students

To calculate percentage of students' score, the researcher used the formula as follows[4];

$$P = \frac{F}{N} \times 100$$

Notes: P= Class Percentage

F= Frequency of The Correct Answer

N= The Total Number of Students

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[3] Donald Ary, *Introduction to Research in Education* (Boston: Wadsworth Cengage Learning, 2006), 108-109.
[4] Neil A Weiss, *Introductory Statistics* (Boston: MA.:Adision-Wesley, 2012), 41

H. Indicator of Success

        This research will be called success when 75% students who get the Minimum Mastery Criteria (MMC) 75 AND 75% of students who active in learning process.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The Brief History of SMA N 1 Raman Utara

SMA N 1 Rama Utara is one of the best high schools in East Lampung district which was inaugurated on September 30 2004. Until now this school has been able to graduate students who excel in their respective fields of expertise, both in the academic and non-academic fields. It started with two buildings which were divided into one building unit for offices and the other unit used as a teaching and learning building. Slowly but surely, over time building after building has been established as a learning support facility and has become a big, spacious and green school.

1) The Vision of The School

"SMA 1 RAMAN UTARA are religious knowledge and cultured"

The indicators are:

a) Excellent in fostering religious activities

b) Excellent in learning with the KSPBK and KTSP systems

c) Excellent in obtaining National Examination Scores and Superior School Examinations

d) Superior in mastery of science and technology

e) Excelled in sports and artistic achievements

f) Excellent in behavior and noble character

g) Excels in the Development of Instructional Materials

h) Excellence in Development and Utilization of the School Library

i) Superior in ICT Mastery

2) The Mission of The School

The indicators are:

a) Growing appreciation for the teachings of the religion adhered to so that they become a source of wisdom in acting to develop effective learning and creative guidance to achieve an increase in the National Examination score for each subject 0.5 per year

b) Fostering an intensive spirit of excellence for all school members in the academic and non-academic fields

c) Develop students' creativity and potential in mastering science and technology

d) Guiding and training sports and arts achievements so that they can excel at the district and provincial levels.

e) Implement participatory, transparent and accountable management.

f) Increase the participation of parents in the world of business and industry

g) Motivating teachers in developing teaching materials

h) Increasing reference books - reading books and professional library management

i) Increasing the mastery of informatics techniques

b. The Number of Teacher and Official Employees of SMA N 1 Raman Utara

The number of teacher and official employees of SMA N 1 Raman Utara, is as follows:

Table 4.1
The Number of Teacher and Official Employees
of SMA N 1 Raman Utara

No	Status Employee	Number of Employees
1	Government Employee	38
2	Honorary Employee	18
Total		**52**

(source: the school archive given by the administration staff of SMA N 1 Raman Utara)

c. The Quantity of The Student of SMA N 1 Raman Utara

The quantity of the student of SMA N 1 Raman Utara, is as follows:

Table 4.2
The Quantity of The Student of SMA N 1 Raman Utara

No	Grade	Number of Students
1	X	151
2	XI	153
3	XII	126
Total		**430**

(source: the school archive given by the administration staff of SMA N 1 Raman Utara)

d. The Building of SMA N 1 Raman Utara

The condition of facilities in SMA N 1 Raman Utara, is as follows:

Table 4.3

The Building of SMA N 1 Raman Utara

No	Building's Names	Number of Building
1	Mosque	1
2	Library	1
3	Classroom	17
4	Teacher's Room	1
5	Headmaster's Room	1
6	The Vice Headmaster's Room	4
7	Administration's Room	1
8	Teacher's Toilet	8
9	Student's Toilet	8
10	Laboratory Room	1
11	Physics Room	1
12	Chemistry Room	1
13	Computer Room	1
14	Guidance and Counseling Room	1
15	Student Council Room	1
16	School Medical Room	1
17	Teacher Parking Area	2
18	Student Parking Area	1
19	Sport Yard	1
20	Religious Room	1
21	Security Post	1
22	Canteen	4
23	Warehouse	2
24	Boreholes	1
25	Extracurricular Room	2
Total		**64**

(source: the school archive given by the administration staff of SMA N 1 Raman Utara)

e. The Organization Structure of SMA N 1 Raman Utara

The organization structure of SMA N 1 Raman Utara can be identified, is as follows:
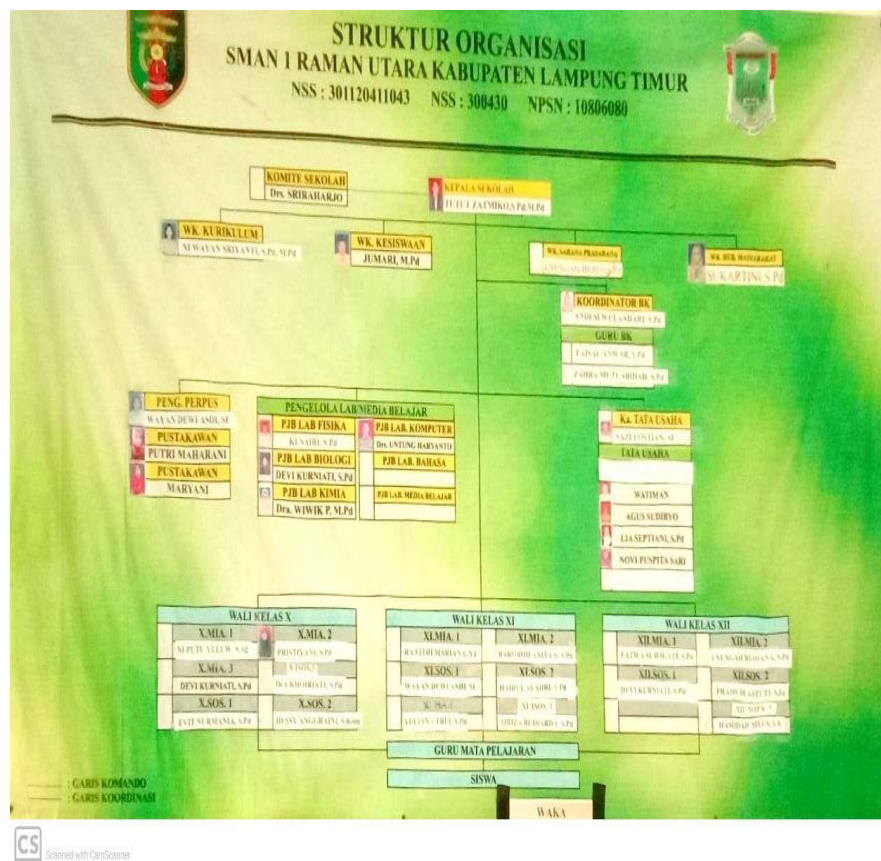
(source: the school archive given by the administration staff of SMA N 1 Raman Utara)

Figure 4.1

The Organization Structure of SMA N 1 Raman Utara

f. The Location Sketch of SMA N 1 Raman Utara

The location Sketch of SMA N 1 Raman Utara can be seen below is as follows:
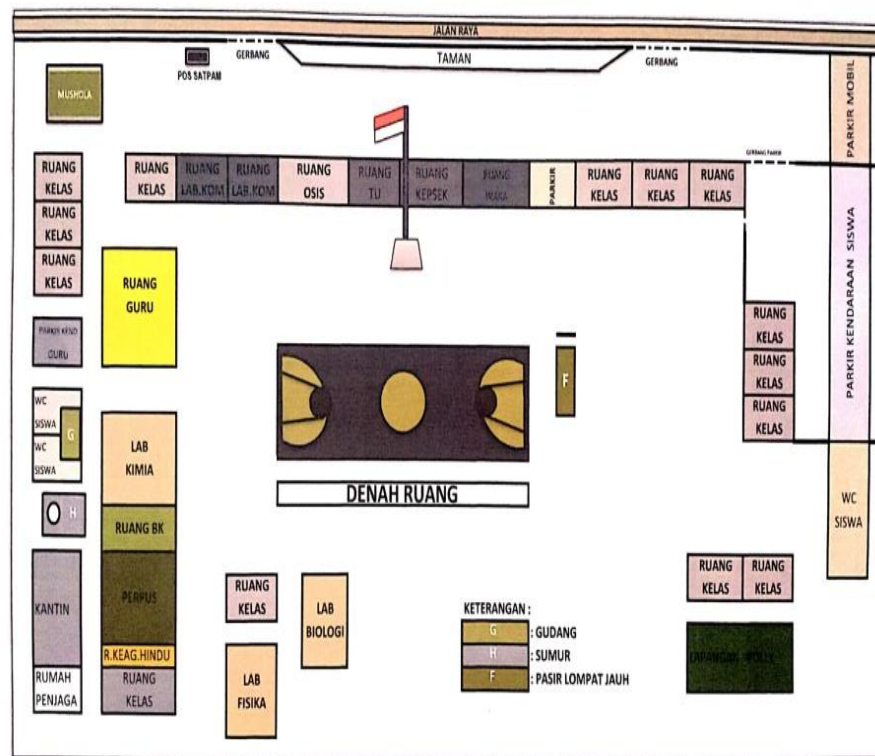
(source: the school archive given by the administration staff of SMA N 1 Raman Utara)

Figure 4.2

The Location Sketch of SMA N 1 Raman Utara

2. Description of Research Data

This research used Classroom Action Research (CAR). In this research, the researcher is as an English teacher and Ma'am Sukartini,

M.Pd is as the collaborator. It was conducted in two cycles, there are cycle I and cycle II. Each cycle consist of two meeting and takes 2x45 minutes. Each cycle comprised of planning, acting, observing and reflecting. In relation to manage the class the researcher made lesson plan. The action of this research was using Podcast media to improve students' listening skill.

a. **Pre-Test**

The researcher conducted pre-test on Friday, March 17th, 2023 at 08.00 until 09.00. All students has already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their mastery in listening skill before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of the test was multiple-choice and essay. The students' pre-test result can be seen on the table below:

Table 4.4

The Students' Pre-Test Score in Listening Skill

at the Eleventh Grade of SMA N 1 Raman Utara

No	Student Name	Grade	Category
1	AVNA	70	Incomplete
2	AR	80	Complete
3	DPD	60	Incomplete
4	KGP	80	Complete
5	MAA	90	Complete
6	MSA	70	Incomplete
7	PAS	50	Incomplete

8	PZNF	80	Complete
9	RPN	65	Incomplete
10	RNH	60	Incomplete
11	SR	55	Incomplete
12	SDA	60	Incomplete
13	SA	70	Incomplete
14	SW	70	Incomplete
15	SW	70	Incomplete
16	TR	65	Incomplete
17	TWW	70	Incomplete
18	TMP	50	Incomplete
19	TGH	80	Complete
20	VVS	70	Incomplete
21	WAP	80	Complete
22	YDA	80	Complete
23	ZR	55	Incomplete
24	ZDM	80	Complete
25	ZPM	70	Incomplete
	Total Score	**1.730**	
	Average Score	**69**	
	Highest Score	**90**	
	Lowest Score	**50**	

Based on the pre-test table, it is inferred that most of the students got score less than 75. The following explanation is the categorization of pre-test result based of Minimum Mastery Criteria (MMC) is as follows:

Table 4.5

The Percentage Pre-Test Result of Students Listening Skill at The Eleventh Grade of SMA N 1 Raman Utara

No	Score	Frequency	Percentage	Category
1	≥ 75	8	32%	Complete
2	≤ 75	17	68%	Incomplete
Total of The Students		**25**	**100%**	

Based on the table above, it was analyzed that there were 8 students (32%) who got a minimum score and 17 students (68%) who

failed the pre-test. The lowest score in pre-test was 50 and the highest score was 90. It means that the students did not fulfill the minimum score at SMA N 1 Raman Utara and the students' listening skill was low. Besides, from the result of pre-test the researcher got the average 69. Therefore, it was the reason why the researcher used Podcast to improve the students' listening skill.
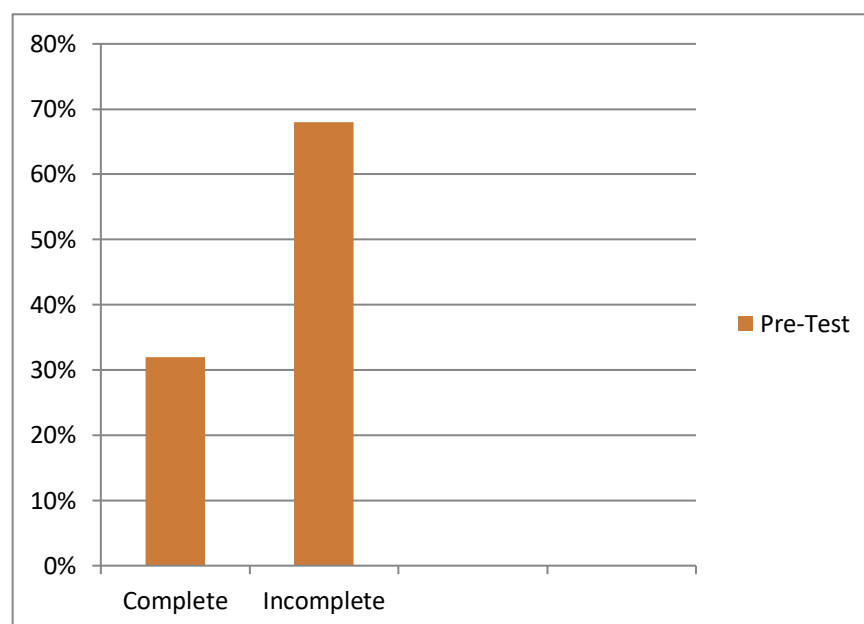
Graph 4.1

The Graph of Students' Pre-Test Result

b. **Cycle I**

Based on the result of pre-test, the researcher used Podcast media as the solution to improve students' listening skill

The following step is as follows:

1. **Planning**

   In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post test in the cycle I, prepared the material, made the observation sheet of the students' learning activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2. **Acting**

   a) The first meeting was conducted on Monday, March 20th, 2023 at 08.30 until 10.00 and followed by 25 students. The meeting was started by praying, greeting and checking the attendance list. In this stage, the condition of the class was effective because the collaborator handed the researcher to make sure the students' effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came.

      For the beginning, the researcher started to introduce the Podcast audio from Granny Macduff that was used in the learning process, then started to convey the material. The students listening to the explanation well. The teacher asked the students to take notes about the definition of podcast that given by the teacher. The

researcher presented the definition and kind of English podcast. Then, the researcher said "Well class, now I want to ask you. What is the kind of podcast?" Some students answered "audio and video podcast". The researcher said "Good! You're great. But today we will not discuss about video one. We will learn about English audio podcast".

The teacher explained some dialogue in conversation and followed by the students in a loud voice. Each students spoke and imitated the conversation and the teacher choose one student namely Zahira to move forward. Zahira explain about the podcast conversation that she heard. Next, the students wrote the dialogue in the podcast and made a new list of vocabularies.

Next, the researcher explained about the channel podcast which can be accessed by the students. There are many channels that can be learnt by the student, such as BBC, Ted Talk, 5 Minutes English and etc. All the students was agree about the channel that mentioned by the researcher. The students was active and gave a fast responds in learning activities. And most of them are take a deep attention to gain more information about podcast that explained by the researcher.

The last, the researcher ask to students do extension activity in the form of podcast assignment by asking them to answer couple of questions. In this stage, the students were actively following the

teaching learning process, because they worked it on one by one, so they would think when found the difficulties. However, they were still trouble faced to the students such as, some of the students were not confidence to answer the questions because they are confused that their result true or false.

b) The second meeting was conducted on Wednesday, March 22nd, 2023 at 07.30 until 08.00 for 2x45 minutes. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity is continued by giving some explanation more about podcast story and conversation section, how to understanding the point of the podcast and how to answer the questions based on the podcast conversation or story. Next the researcher asked the students do the Post-Test I in relation the material related to podcast Story.

c) Post-Test I

Post-Test I was conducted on Wednesday, March 22nd, 2023 at 08.00 until 09.00. The researcher gave post-test I with similar task on pretest before. The post-test I was administrated to the students to be finished individually. Kind of the test was essay consisted of one part and there are consisted multiple-choice and essay. The students' post-test I result can be seen on the table below:

Table 4.6

The Students' Post-Test I Score in Listening Skill at the Eleventh Grade of SMA N 1 Raman Utara

No	Student Name	Grade	Category
1	AVNA	75	Complete
2	AR	80	Complete
3	DPD	75	Complete
4	KGP	80	Complete
5	MAA	90	Complete
6	MSA	75	Complete
7	PAS	65	Incomplete
8	PZNF	80	Complete
9	RPN	70	Incomplete
10	RNH	70	Incomplete
11	SR	65	Incomplete
12	SDA	65	Incomplete
13	SA	75	Complete
14	SW	80	Complete
15	SW	80	Complete
16	TR	75	Complete
17	TWW	70	Incomplete
18	TMP	65	Incomplete
19	TGH	90	Complete
20	VVS	70	Incomplete
21	WAP	80	Complete
22	YDA	80	Complete
23	ZR	80	Complete
24	ZDM	85	Complete
25	ZPM	70	Incomplete
	Total Score	**1.890**	
	Average Score	**75**	
	Highest Score	**90**	
	Lowest Score	**65**	

Based on the table above, there are 9 students who got ≤ 75 and 16 students who got ≥ 75. The following table was the table of students' score grade of Post-Test I, as follow:

Table 4.7
The Percentage Post-Test I Result of Students Listening Skill at the
Eleventh Grade of SMA N 1 Raman Utara

No	Score	Frequency	Percentage	Category
1	≥ 75	16	64%	Complete
2	≤ 75	9	36%	Incomplete
Total of The Students		**25**	**100%**	

From the table above, it was analyzed that the students'
average score was 75. The highest score was 90 and the lowest score
was 65. Based on the Minimum Mastery Criteria (MMC), there were
16 students on Post-Test I got score ≥ 75. It means that in cycle I the
students' attainment could improve enough, but it was not successful
yet.
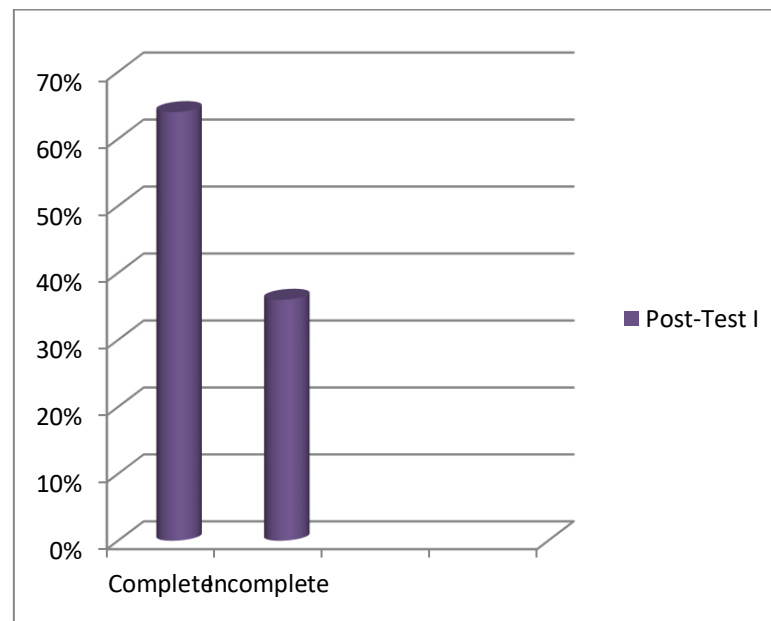
Graph 4.2

The Graph of Students' Post-Test I Result

3. Observing

In observation, the researcher and the collaborator observed the students' learning activities. The researcher as a teacher gave material about Podcast. While the treatment was being executed, the students' learning activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for every cycle.

a. The indicators of the students' learning activities were:

1) The students' attention on the teacher's explanation.

2) The students' activeness in asking and answering the questions.

3) The students' activeness in whole learning activity.

4) The students' ability in dong the task from the teacher.

The result of the students' learning activities in Cycle I could be seen as follow:

Table 4.8

The Students' Learning Activities Result in Cycle I

No	Name of Students	The Aspects That Are Observed			
		Students' Attention on The Teacher Explanation	Students' Activeness in Asking and Answering The Questions	Students' Activeness in Whole Learning Activity	Students' Ability in Doing The Task From The Teacher
1	AVNA	√	-	-	√
2	AR	√	√	-	√
3	DPD	-	-	-	√
4	KGP	-	√	√	√
5	MAA	√	√	√	√
6	MSA	-	-	-	√
7	PAS	√	-	-	√
8	PZNF	√	√	-	√
9	RPN	-	√	-	√
10	RNH	-	-	-	-
11	SR	-	-	-	-
12	SDA	√	√	-	√
13	SA	√	-	-	√
14	SW	√	-	-	-
15	SW	√	√	-	√
16	TR	√	-	√	-
17	TWW	-	√	-	√
18	TMP	√	-	√	-
19	TGH	√	√	-	√

20	VVS	√	-	-	-
21	WAP	√	-	√	√
22	YDA	√	-	-	-
23	ZR	√	√	√	√
24	ZDM	√	√	√	-
25	ZPM	-	√	√	-
Total		**17**	**12**	**8**	**16**
Percentage		**68%**	**48%**	**32%**	**64%**

The table above showed that the students' learning activity in cycle I still low in percentage. The students' learning activity that had high percentage were the students pay attention of the teacher explanation 68%, then, the students ask/answer the question from the teacher 48% and the students active in the class 32%, and the last the students able do the task 64%. Based on the result above, the researcher indicated that learning process in cycle I need to improve because the students' learning activity achieved percentage that is 75%.
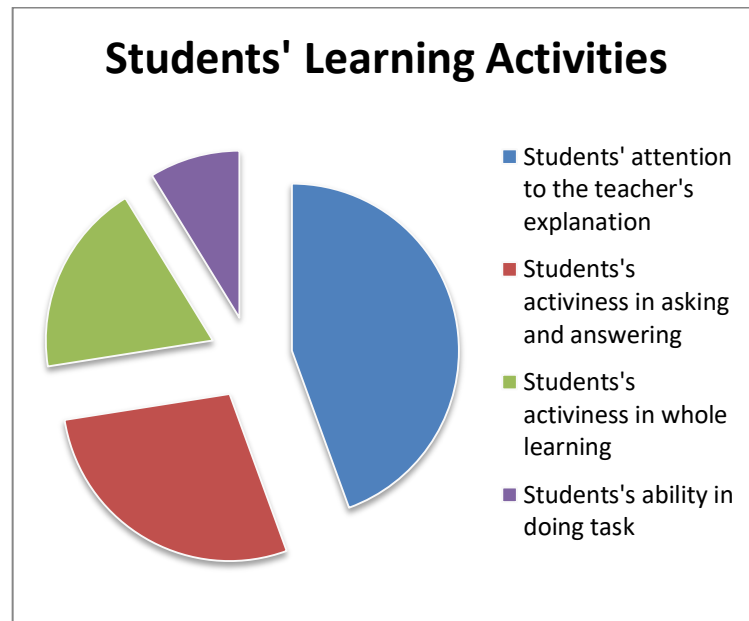
Graph 4.3
The Graph of Student's Learning Activities

b. The indicators of teacher's performance in teaching the students

1) Prepare learning tools

2) Using media during learning

3) Convey learning objectives

4) Involve students in the learning process

5) Give students the opportunity to ask questions

6) Guiding students in group discussions

7) Give time to complete the task

8) Give the motivations

9) Give appreciation to students

10) Link to previous material

The result of teacher's performance in teaching the students in

Cycle I could be seen as follow:

Table 4.9

Teacher's Performance in Teaching of Cycle I

Name of Teacher	Sukartini, S.Pd
Grade/Semester	XI/II
Subject	English
Cycle	I
Day/Date	Wednesday, March 22, 2023

No	Aspects	Done	
		Yes	No
1	Prepare learning tools	√	
2	Using media during learning	√	
3	Convey learning objectives	√	
4	Involve students in the learning process	√	
5	Give students the opportunity to ask questions	√	
6	Guiding students in group discussions	√	
7	Give time to complete the task	√	
8	Give the motivations	√	
9	Give appreciation to students		√
10	Link to previous material	√	

Graph 4.4
The Graph of Teacher's Performance

c. The field notes table that observe and write all of the activities of the students in learning process in cycle I

The following table could be seen, as follow:

Table 4.10

The Students' Field Notes During the Leaning Process in Cycle I

NO	CYCLE I
1	*Meeting 1* - Students paid attention to lesson properly - Students listen and followed the guiding well - Students doing the task on time - The atmosphere in the class was well control - Students can followed the class well
2	*Meeting 2* - Followed the post-test I - Implemented the material well in answering the questions - Listen to explanation from the teacher in a good way - Submitted the task on time

4. **Reflecting**

From the result observation in learning process in cycle I, it could be concluded that in the learning process has not achieved Minimum Mastery Criteria (MMC) of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test grade and the result of students' post-test I grade. The comparison between post-test grade and post-test I grade was as follows:

Table 4.11

The Comparison between Pre-Test and Post-Test I Students' Grade In Cycle I

No	Student Name	Pre-Test	Post-Test I	Improving	Explanation
1	AVNA	70	75	5	Improved
2	AR	80	80	-	Constant
3	DPD	60	75	15	Improved
4	KGP	80	80	-	Constant
5	MAA	90	90	-	Constant
6	MSA	70	75	5	Improved
7	PAS	50	65	15	Improved
8	PZNF	80	80	-	Constant
9	RPN	65	70	5	Improved
10	RNH	60	70	10	Improved
11	SR	55	65	10	Improved
12	SDA	60	65	5	Improved
13	SA	70	75	5	Improved
14	SW	70	80	10	Improved
15	SW	70	80	10	Improved
16	TR	65	75	10	Improved
17	TWW	70	70	-	Constant
18	TMP	50	65	15	Improved
19	TGH	80	90	10	Improved
20	VVS	70	70	-	Constant
21	WAP	80	80	-	Constant
22	YDA	80	80	-	Constant
23	ZR	55	80	25	Improved
24	ZDM	80	85	5	Improved
25	ZPM	70	70	-	Constant
Total Score		1.730	1.890		
Average Score		69	75		
Highest score		90	90		
Lowest Score		50	65		

Table 4.12

The Comparison between Students' Pre-Test And Post-Test I

Interval	Explanation	Pre-Test	Percentage	Post-Test I	Percentage
≥ 75	Complete	8	32%	16	64%
≤ 75	Incomplete	17	68%	9	36%
Total		**25**	**100%**	**25**	**100%**
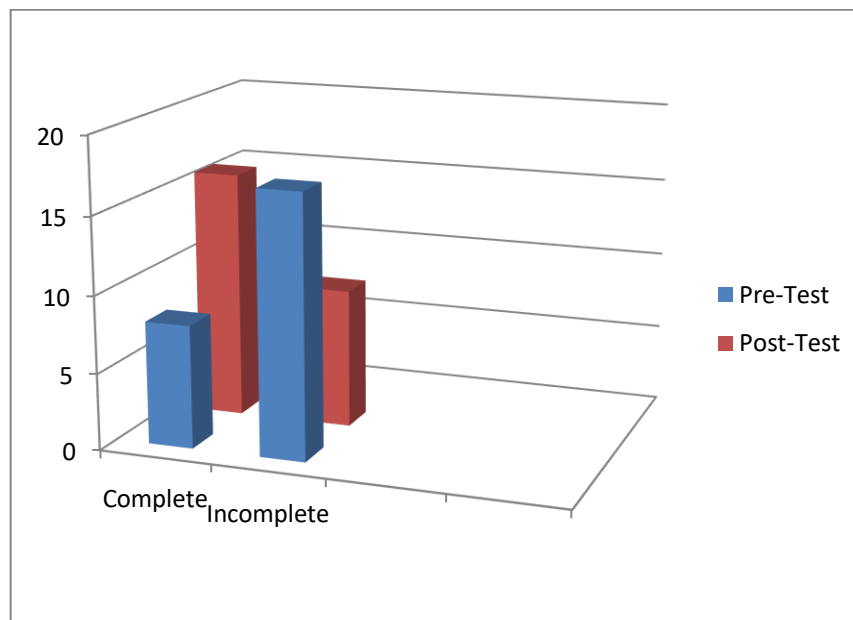
Graph 4.5

The Graph of Comparison between Students' Pre-Test And Post-Test I

Based on the data above, in pre-test it could be seen that total from 25 students, it could be concluded that 32% or 8 students were able to achieve the minimum mastery criteria that is ≥ 75. Then the students who did not achieve the minimum mastery

criteria were 68% or 17 students among interval < 75. In post-test I, it could be concluded that 64% or 16 students among the interval >75 students, was complete the minimum mastery criteria. Then those who were not able to achieve the minimum mastery criteria were 36% or 9 students among interval.

Regarding to the result of student's post-test I grade and the observation of student's learning activities in cycle I it caused of give a subject material was not run well, so some students could not clear to understanding the material. Some students were not satisfied because most of the students did not pay attention toward the teacher explanation and they get difficulties to answer the question and some students achieved failure in test of cycle I. Therefore, the researcher had to continue in cycle II which consists of planning, acting, observing, and reflecting.

c. Cycle II

The action in the cycle I was not successful enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. The steps of the cycle II as follows:

1. Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to give the

material for students in Podcast. the podcast was related to the post test 1 that given, there is podcast story.

The researcher and collaborator prepared the lesson plan, observation sheet of the students' learning activities, identified the problem, and found the causes of problem at the first and the last of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2. **Acting**

a) The first meeting The first meeting was conducted on Monday, March 27th, 2023 at 08.30 until 10.00 followed by 25 students. The researcher began the lesson by greeting, praying, checking attendance list and asking the students' condition. The researcher presented the story video by giving the students an example about the podcast story from Granny Macduff on Spotify. Students asked the students to take notes from the explanation given by teacher. Next, the researcher continued the material in the last meeting. Then the teacher asked the students to identify the topic, subject, place, and information according to the recording from the story video podcast by Granny Macduff on Spotify.

Students spoke and imitated the sounds by the recording based on the dialogue on the Spotify that guided by teacher. The teacher chose one of them to retell about the story from the video

given. The teacher asked the students to write the list of new vocabularies that they found in the recording.

Then, the researcher asked the students to look for the podcast topic, the subject, and the place that story was played in audio recording. When the time was up, the researcher asks the students to submit their answer sheet. In this stage, the students were very active in following the lesson. It might be caused they could adapt the condition of the class. The students looked getting more spirit and enthusiasm in following learning process. It looked from their activeness in the class.

The good condition of the environment of the class was very helpful in teaching learning process. Then, the researcher gave the explanation to all of the students about the listening skill that often faced by the students using podcast media.

b) The second meeting was conducted on Wednesday, March 29th, 2023 at 08.00 until 08.30. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity was continued by giving some explanation more about podcast story, how to apply in listening skill. Next the researcher asks the students to do the extension activities in the form of podcast audio by doing Post-Test II.

c) Post-Test II

Post-Test II was conducted on Wednesday, March 29th, 2023 at 08.30 until 09.00.The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The researcher gave post test II to the students. In this meeting almost all of the students could answer well. It could be seen from the result of the post test II. There were only 16 of 25 students achieved the grade under the minimum mastery criteria (MMC) in SMA N 1 Raman Utara is 75.

Table 4.13

The students' Post-Test II Score in Listening Skill at the Eleventh Grade of SMA N 1 Raman Utara

No	Student Name	Grade	Category
1	AVNA	80	Complete
2	AR	85	Complete
3	DPD	80	Complete
4	KGP	85	Complete
5	MAA	95	Complete
6	MSA	80	Complete
7	PAS	75	Complete
8	PZNF	85	Complete
9	RPN	75	Complete
10	RNH	70	Incomplete
11	SR	70	Incomplete
12	SDA	70	Incomplete
13	SA	80	Complete
14	SW	80	Complete
15	SW	85	Complete
16	TR	75	Complete
17	TWW	70	Incomplete
18	TMP	65	Incomplete
19	TGH	90	Complete

20	VVS	75	Complete
21	WAP	80	Complete
22	YDA	85	Complete
23	ZR	80	Complete
24	ZDM	90	Complete
25	ZPM	75	Complete
	Total Score	**1.980**	
	Average Score	**79**	
	Highest Score	**95**	
	Lowest Score	**65**	

Based on the table below, there were 20 students got ≥ 75 and 5 students got < 75. The following was the table of students' grade of post-test II:

Table 4.14
The Percentage Post-Test II Result of Listening Skill at the Eleventh Grade of SMA N 1 Raman Utara

No	Score	Frequency	Percentage	Category
1	≥ 75	20	80%	Complete
2	≤ 75	5	20%	Incomplete
Total of The Students		**25**	**100%**	

Based on the table above, it was known that the students' average score in post-test II was 79. The highest score was 95 and the lowest score was 65. Most of students could improve. It means that cycle II succeeded with the percentage 80% of students completed the test.
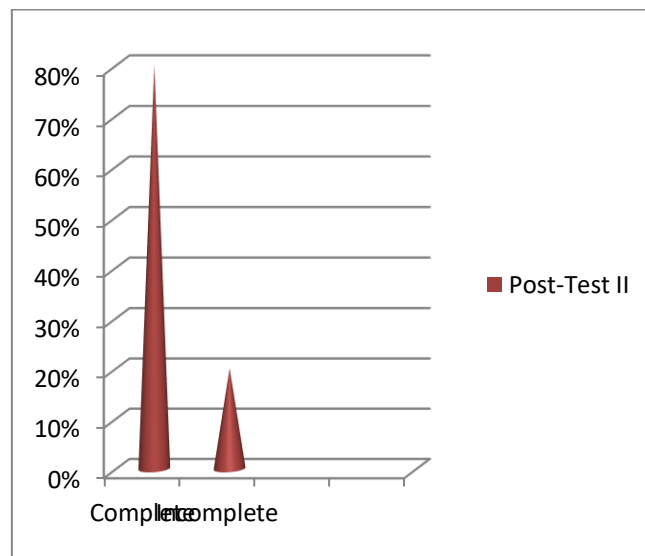
Graph 4.6

The Graph of Students' Post-Test II Result

3. **Observing**

In this step, the researcher presented the material by Podcast story. In learning process, there were also four indicators used to know the students' learning activities like in learning process previously. Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful.

a. The result of students' learning activities in Cycle II

The result of students' learning activities observation, as follow:

Table 4.15

The students' Learning Activities Result in Cycle II

No	Name of Students	The Aspects That Are Observed			
		Students' Attention on The Teacher Explanation	Students' Activeness in Asking and Answering	Students' Activeness in Whole Learning Activity	Students' Ability in Doing The Task From The

			The Questions		Teacher
1	AVNA	√	√	√	√
2	AR	√	√	√	√
3	DPD	√	-	√	√
4	KGP	-	√	√	√
5	MAA	√	√	√	√
6	MSA	√	√	-	√
7	PAS	√	-	√	√
8	PZNF	√	√	√	√
9	RPN	-	√	√	√
10	RNH	-	-	√	-
11	SR	√	√	-	√
12	SDA	√	√	-	√
13	SA	√	-	√	√
14	SW	√	√	√	√
15	SW	√	√	-	√
16	TR	√	√	√	√
17	TWW	√	√	-	√
18	TMP	√	√	√	-
19	TGH	√	√	√	√
20	VVS	√	-	√	-
21	WAP	√	√	√	√
22	YDA	√	√	√	√
23	ZR	√	√	√	√
24	ZDM	√	√	√	-
25	ZPM	√	√	√	√
	Total	**22**	**20**	**20**	**21**
	Percentage	**88%**	**80%**	**80%**	**84%**

The table above showed that the students' learning activity in cycle II was improved. The students' learning activity that had high percentage were the students pay attention of the teacher explanation 88%, then, the students ask/answer the question from the teacher 80% and the students active in the class 80%, and the last the students able do the task 84%. Based on the result above, the researcher indicated that learning process in cycle II was success because the students' learning activity achieved percentage that is 75%.
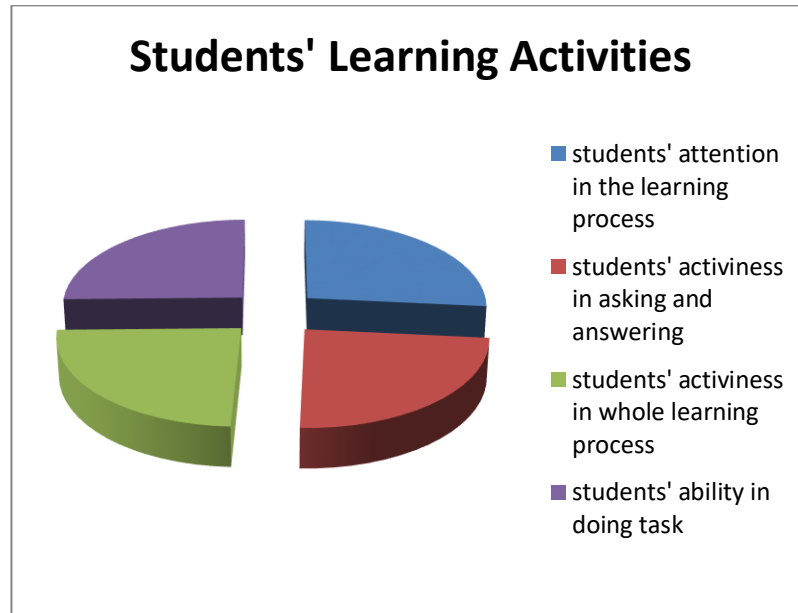
Graph 4.7
The Graph of Students' Learning Activities

b. The result of teacher's performance in Cycle II

Table 4.16

Teacher's Performance in Teaching The Students in Cycle II

Name of Teacher	Sukartini, S.Pd	
Grade/Semester	XI/II	
Subject	English	
Cycle	II	
Day/Date	Wednesday, March 29, 2023	

No	Aspects	Done	
		Yes	No
1	Prepare learning tools	√	
2	Using media during learning	√	
3	Convey learning objectives	√	
4	Involve students in the learning process	√	
5	Give students the opportunity to ask questions	√	
6	Guiding students in group discussions	√	
7	Give time to complete the task	√	
8	Give the motivations	√	
9	Give appreciation to students	√	
10	Link to previous material	√	

Graph 4.8

The Graph of Teacher's Performance in Teaching The Students

c. The field notes table that observe and write all of the activities of the students in learning process in cycle II

The following table could be seen, as follow:

Table 4.17

The Field Note during the Learning Process in Cycle II

NO	CYCLE II
1	*Meeting 3* - Students can be guided well - Students listen the material good - Students took a deep attention to the lesson - Students can followed well in the learning process - Students' attitude can be controlled in the classroom

2	*Meeting 4* - Students aware to the instruction that given by teacher - Students doing the post-test II individually - Students doing the post-test II on time - Students listen carefully to the audio (podcast story) - Students submitted on time the task

4. Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by using Podcast, the listening skill was improved. At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II grade and observation of student's learning activities. The comparison between students post test I grade and post-test II grade could be compared on the following table.

Table 4.18
The Comparison between Students' Post-Test I and Post-Test II Result

No	Student Name	Post-Test I	Post-Test II	Improving	Explanation
1	AVNA	75	80	5	Improved
2	AR	80	85	5	Improved
3	DPD	75	80	5	Improved
4	KGP	80	85	5	Improved
5	MAA	90	95	5	Improved
6	MSA	75	80	5	Improved
7	PAS	65	75	5	Improved
8	PZNF	80	85	5	Improved
9	RPN	70	75	5	Improved
10	RNH	70	70	-	Constant

11	SR	65	70	5	Improved
12	SDA	65	70	5	Improved
13	SA	75	80	5	Improved
14	SW	80	80	-	Constant
15	SW	80	85	5	Improved
16	TR	75	75	5	Improved
17	TWW	70	70	-	Constant
18	TMP	65	65	-	Constant
19	TGH	90	90	-	Constant
20	VVS	70	75	5	Improved
21	WAP	80	80	-	Constant
22	YDA	80	85	5	Improved
23	ZR	80	80	-	Constant
24	ZDM	85	90	5	Improved
25	ZPM	70	75	5	Improved
Total Score		**1.890**	**1.980**		
Average Score		**75**	**79**		
Highest score		**90**	**95**		
Lowest Score		**65**	**65**		

Table 4.19

The Comparison between Students' Percentage in Post-Test I And Post-Test II Result

Interval	Explanation	Post-Test I	Percentage	Post-Test II	Percentage
≥ 75	Complete	16	64%	20	80%
≤ 75	Incomplete	9	36%	5	20%
Total		**25**	**100%**	**25**	**100%**
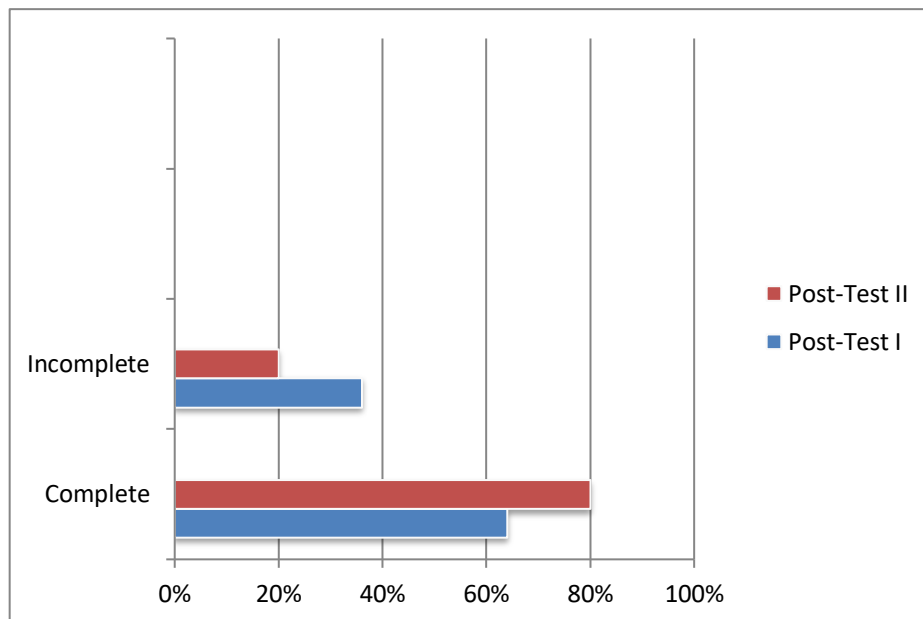
Graph 4.9
The Graph of Comparison between Students' Post-Test I and Post-Test II Result

Based on the data above, it could be seen that the grade of the students in post-test II was various. The highest grade was 95 and the lowest grade is 65. The average grade of post-test II was 79. Besides, the percentage of students' success of post-test II grade was 80% or 20 students. 20% or 5 students did not pass the minimum mastery criteria. It means that the indicator of success of this research had been achieved because there was 75% students were able to achieve grade 75. It indicated that the students' listening skill was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR) It was successful and it would not be continue in the next cycle because of the learning process and the product

of learning entirely passed the indicators of success. It means that using

Podcast as a media can improve students' listening skill.

d. The Comparison between Students' Pre-Test, Post-Test I And Post-Test II Result

The following table could be seen, as follows:

Table 4.20
The Comparison between Students' Grade Pre-Test, Post-Test I
and Post-Test II Result

No	Student Name	Pre-Test	Post-Test I	Post-Test II
1	AVNA	70	75	80
2	AR	80	80	85
3	DPD	60	75	80
4	KGP	80	80	85
5	MAA	90	90	95
6	MSA	70	75	80
7	PAS	50	65	75
8	PZNF	80	80	85
9	RPN	65	70	75
10	RNH	60	70	70
11	SR	55	65	70
12	SDA	60	65	70
13	SA	70	75	80
14	SW	70	80	80
15	SW	70	80	85
16	TR	65	75	75
17	TWW	70	70	70
18	TMP	50	65	65
19	TGH	80	90	90
20	VVS	70	70	75
21	WAP	80	80	80
22	YDA	80	80	85
23	ZR	55	80	80
24	ZDM	80	85	90
25	ZPM	70	70	75
Total Score		1.730	1.890	1.980
Average Score		69	75	79
Highest score		90	90	95
Lowest Score		50	65	65

Table 4.21

The Comparison between Students' Percentage Pre-Test, Post-Test I and Post-Test II Result That Achieving the Minimum Mastery Criteria (MMC)

No	Test	Frequency	Percentage
1	Pre-test	8	32%
2	Post-Test I	16	64%
3	Post-Test II	20	80%
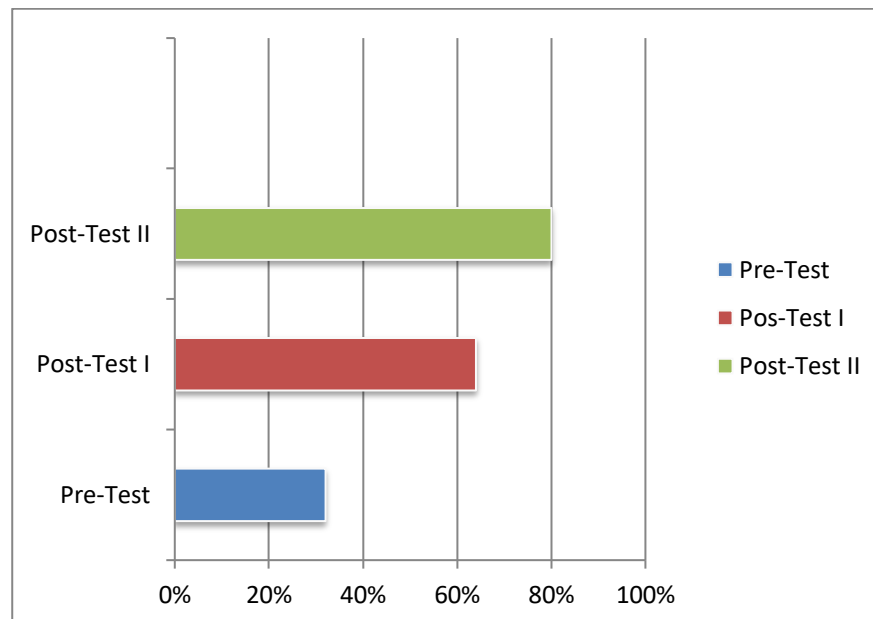
Graph 4.10
The Graph of Comparison between Students' Pre-Test, Post-Test I
and Post-Test II

B. Discussion

1. The Result of Pre-Test

The purpose of the pre-test is to know about the students' performance in listening skill before the researcher gives the treatment. From the result of pre survey, it shows that that the students' have difficulties to understand the point in the recording. More than 15 students' don't really understand how to determine the point and interpreted the audio to text. In learning activities, the students' are not very active in classroom, and not confident to asking their problem while listen the audio.

Based on the data of pre-test, it can show that the students' average in the pre-test is 69. Besides that, the highest score is 90, the lows score is 50. It shows that most of the students have not completed in achieving the minimum mastery criteria 75. Therefore only 8 of 25 students complete the minimum mastery criteria. So its need that improving by using podcast in improving the listening skill.

2. **The Result of Pos-Test I**

In this research, from the pre-test score it can show that the students have many difficulties in the learning process. From the pre-test, the students' score and students' activities not achieve the minimum score, so the researcher used podcast in the treatment to improve the students' listening skill. Based on the data of post-test, it shows that the students' average in the post-test is 75. The highest score is 90, the lows score is 65. In the cycle 1, the researcher give more treatment and more explanation by using news casting, but only 16 students of 25 complete the minimum score and 9 students incomplete the minimum score. In the post-test I, most of the students incomplete in achieving the material and learning activities. Besides that, 36% of the students have not yet achieve in the learning process, so it was seen that the students still need more treatment by using podcast in improving students' listening skill.

3. **The Result of Post-Test II**

From the improving of pre-test to the post test cycle I, it can be seen that the used of Podcast can improve the students' listening skill, but

the students score and students' activities in cycle I not achieve the score target, so the researcher continues to cycle 2. The researcher gives more treatment with detail explanation and detail example in the learning process to the students. The researcher gives more instruments to support the Podcast.

Based on the table 4.16, it can be seen that there is percentages from 64% in cycle 1 to 80% in cycle II. The students' listening skill has improved. In the cycle II there are 20 students can complete the minimum score and 5 students who incomplete the minimum score. It is mean that by using Podcast can improve the students' listening skill and learning activities at the eleventh grade of SMA N 1 Raman Utara East Lampung.

4. **The Result of Students Learning Activities**

The students' learning activities data was achieved from the whole students' learning activities on observation sheet.

The following table could be seen below, as follow:

Table 4.22
The percentage of Students' Learning Activities
in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Improving
		F	P	F	P	
1	Students' attention in teaching	17	68%	22	88%	Improved
2	Students' activeness in asking and answering	12	48%	20	80%	Improved

	questions					
3	Students' activeness in whole learning process	8	32%	20	80%	Improved
4	Students' ability in doing task	16	64%	21	84%	Improved
The Average Percentage		**53%**		**83%**		**Improved**

Based on the table, the students' activities have got improvement from cycle I and cycle II. The students who give attention to the teacher explanation has improved from 53% became 83%. Then there were only 17 students (68%) who the students pay attention in teaching was improve up to students 22 (88%). The students' activeness in asking and answering the question has reached out from 12 students (48%) up to 20 students (80%). Then, the students' activeness in whole learning process reached out from 8 (32%) to 20 students (80%). The last was students' ability in doing task improved from 16 students (64%) to 21 students (84%). It can be seen that the students' activities in cycle I up to cycle II improved from 53% to 83%. From the data, the improving point was 30%. Therefore this research considered finish at cycle II. It can be concluded that the use of podcast can improving students' listening skill at the eleventh grade of SMA N 1 Raman Utara East Lampung.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The Use of Podcast in Improving Students' Listening Skill of The Eleventh Grade of SMA N 1 Raman Utara East Lampung can be summed up as follows:

1. "The Use of Podcast in Improving Students' Listening Skill of The Eleventh Grade of SMA N 1 Raman Utara East Lampung has been successful which is proven by the improvement of research results in each cycle, namely in Cycle I and cycle II. The improvement of students' listening skills where in the pre-test with a class average of 69, the percentage of completeness was 32%, it improved in cycle I with an average class of 75, a percentage of completeness of 64% and in cycle II with an average class of 79 with a percentage of completeness of 80%.

2. These results also show that this Classroom Action Research using podcast to improve the students' learning activities achieved the specified completeness indicator, namely completeness above 75% and from the results of students' learning activities it improved from 53% to 83% which proved that this research had achieved completeness, namely 75% of students who were active in the whole learning activity".

B. Suggestion

Based on the conclusions above, in an effort to improve the Teaching and Learning Process, as well as improve students' understanding of listening skills, the researcher suggests several things, in order to:

1. Headmaster

    It is advisable for the headmaster to support the English teacher to use Podcast in learning process because Podcast is so advantageous in the process of English learning.

2. English Teacher

    a. The teacher should prepare and select appropriate media and materials to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be achieved. The teacher should be able to create the enjoyable teaching learning process, such as selecting audio or new teaching media.

    b. It is better for the teacher to use Podcast in English learning especially in listening skill because it can improve students' listening skill.

    c. The teacher should give motivation and appreciation to the students in order to be active in learning process.

3. Students

    It is suggested to the students to be more active in learning process in the class and improve their listening skill so they can success in English learning.

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APPENDICES

SYLLABUS

School	**: SMA N 1 RAMAN UTARA**	**Class/ Program**	**: XI/ IPA-IPS**
Subject	**: English**	**Semester**	**: 2**
Standard of	**: Listening**		
Competence	**:**1. Understanding meaning in transactional and interpersonal discourse for both formal and sustained way in the context of daily life.		

 2. Understanding meaning in short functional and monolog use in the forms of report, narrative and analytical exposition
 in the context of daily life.

Basic Competence	Achievement Indicator	Learning Material	Learning Activity	Assessment	Time Allowed	Sources
1.1 Responding to a meaning in transactional (to get things done) and interpersonal (to socialize) discourse, for both formal and sustained way by using simple spoken language variety accurately, fluently and acceptably in the context of daily life and involves speech act of giving and asking for an opinion, satisfaction and	• Identifying words in the dialog • Identifying a meaning of the word • Identifying relation among the speakers • Identifying a meaning of speech act of giving an opinion • Responding to the speech act of giving an opinion • Identifying	• **Giving an opinion** e.g. A: I think this is great. B: I think so too. • **Asking for an opinion** e.g. A: What do you think about it? B: I think it's a good idea. • **Expressing satisfaction** e.g. A: I can't think of anything better. B: Thank you for your compliment, Sir. • **Expressing dissatisfaction** e.g. A: I'm not happy about	**Meetings :** • Leading questions. • Listening to an opinion/ satisfaction and dissatisfaction expressions with their responses for the whole class. • Studying the expressions to identify the variety of an opinion/ satisfaction and dissatisfaction expressions with their responses.	**Oral Test** **Written Test (Multiple choice/essay)** **Quiz** **Assignment**	**2 x 45'**	**Cassette/ CD** **Tape Recorder**

dissatisfaction.
 	
1.2 Responding to a meaning in transactional (to get things done) and interpersonal (to socialize) discourse, for both formal and sustainable by using simple spoken language variety accurately, fluently and acceptably
	meaning of expressing satisfaction
	• Responding to the speech act of satisfaction
	• Identifying meaning of expressing dissatisfaction
	• Responding to the speech act of dissatisfaction
	• Identifying the context of situation
	
	• Identifying a meaning of giving advice
	• Responding the speech act of giving
		it.
		B: Please give me another chance.
		
		Giving advice
		e.g. A: You'd better do it now.
		B: I will
		Warning
		e.g. A : Don't forget to bring the food with you.
		B: I won't.
		Accepting a request
		e.g. A: You may go
		  B: You're the best, Dad.
		Expressing Relief
		e.g. A: I feel so relieved.
		  B: I can see that
		Pain
		e.g. A: Ouch! It hurts so
		    much.
			• Answering the questions given by the teachers.
			• Discussing the answers with the whole class.
			Structural Instructions:
			• Assignments related the expressions given.
			Non structural self activity :
			• Making dialog related to the previous expressions in groups of four.
			
			Meetings :
			• Leading questions.
			• Listening to giving advice, warning, accepting a request and relief, pain and pleasure expressions with their responses for the whole class.
			• Studying the expressions to identify
				Oral Test
				Written Test
				(Multiple choice and essay)
				
				Quiz
				
				Assignment
					4 x 45'	

| in the context of daily life and involves speech act of giving advice, warning, accepting a request and expressing relief, pain and pleasure | advice
• Identifying a meaning of warning
• Responding the speech act of warning
• Identifying meaning of accepting a request
• Responding the speech act of accepting a request
• Identifying meaning of expressing relief, pain and pleasure
• Responding the speech act of expressing relief, pain and pleasure. | B: Oh, you poor thing.
Pleasure
e.g. A: I'm so pleased.
 B: I'm glad you like it.

 Invitation card | the variety of giving advice, warning, accepting a request and relief, pain and pleasure expressions with their responses.
• Answering the questions given by the teachers.
• Discussing the answers with the whole class.
Structural Instructions:
• Giving assignments related the expressions given.
Non structural self activity :
• Making dialog related to the previous expressions in groups of four.

Meetings :
• Listening to the invitation of meeting through tape recorder | **Written Test (Multiple choice/essay) Quiz Assignment** | 2 x 45' | **Erlarga, grad XI.**

 BSE, Grade XI |

Listening 2.1 Responding to a meaning in the short spoken functional text, formal and informal accurately, fluently and acceptably in the various context of daily life. 2.2 Responding to a meaning in the monolog text using spoken language variety accurately, fluently and acceptably in the context	• Identifying the topic of short spoken functional text • Identifying specific information from spoken text • Identifying the communicative purpose of short spoken functional text • Using spoken language in giving short functional text		for the whole class. • Discussing the content and the form of language used in the text in groups • Discussing the answers with the whole class. **Structural Instructions :** • Looking for the model of invitation card. **Non structural self activity** • Making an invitation card individually. **Meetings :** • Leading questions by showing a picture related to the topic. • Identifying the main idea of the report text listened orally • Identifying the characters listened in		4 x 45'

of daily life in form of report, narrative and analytical exposition text	• Identifying the main idea of the report text listened orally • Identifying the characters in the text • Identifying the events in the text • Identifying the characteristic of things or person reported • Identifying the cases in the text • Identifying the arguments l in the text.		the text • Identifying the events listened in the text • Identifying the characteristic of things or person reported • Identifying the cases listened in the text • Identifying the arguments listened in the text **Structural Instructions :** • Giving assignment by listening to the text related to the topic individually. **Non structural self activity :** • Reporting the result in front of the class.			

LESSON PLAN
(CYCLE I)

School   : SMA N 1 Raman Utara

Subject Matter   : English

Grade/ Semester   : XI MIA 3

Allocation Time   : 2x45 minutes (2x meeting)

A. **Standard Competence**

   English Communication at the Intermediate level

B. **Basic Competence**

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

   2. Understanding the point of Podcast Conversation properly.

C. **Indicators**

   1. Listening to certain information from the podcasts conversation

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

   3. Analyzing the podcast conversation and answering the question correctly.

D. **Objectives**

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

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

   3. Students are able to answer the question based on the podcast recording

E. **Learning Strategy**

   Understanding the keyword of the conversation

F. **Source/MediaSource:**

   Source : YouTube, Spotify and podcasts English (audio)

Media : Loudspeaker, laptop, answer sheets.

G. Material

  Direction : *Listen carefully to the Podcast' conversation! Answer the questions below based on the conversation played!*

 Part 1

The Questions!

1. Jenny and Luis are?
    a. Friends
    b. Classmates
    c. Teachers

2. Aria _____of the school.
    a. A teacher
    b. The director
    c. The assistant

3. Luis is from?
    a. Saltair
    b. Saltaa
    c. Salta

4. His email address is?
    a. Luis700@gmail.com
    b. Luis70@gmail.com
    c. Luis170@gmail.com

5. The party is on?
    a. Sunday
    b. Monday
    c. Saturday

6. What is the topic in the recording?

 _____

 _____

  _____

7. Can you mention the speakers in the recording? Who are they?

  _____

  _____

  _____

8. Who met Luis first? Provide proof with a sentence!

  _____

  _____

  _____

9. Where do you think this dialogue can take place?

  _____

  _____

  _____

10. Where will Jenny's party be held?

  _____

  _____

  _____

Part 2

The Questions!

1. _____ is worried about the road?
   a. Mark
   b. The woman
   c. The boy

2. The girl is _____?
   a. Angry
   b. Cold
   c. Hot

3. Who is hungry?

    a. The woman

    b. The girl

    c. Their father

4. The girl has_____?

    a. A magazine

    b. An iPod

    c. A radio

5. The sign says_____?

    a. Turn right

    b. Park here

    c. No parking

6. What is the topic in the recording?

_____

_____

_____

7. Where will they go?

_____

_____

_____

8. Who is angry with the two children?

_____

_____

_____

9. What about the atmosphere of their travel?

_____

_____

_____

10. Where do you think this dialogue can take place?

_____

_____

Answer Key :

Part 1

1. C
2. B
3. C
4. A
5. C
6. Introduce a new Spanish teacher
7. Jenny, Luis, Aria
8. Jenny "Hello I'm Jenny, are you a new student?"
9. Lobby of school
10. Jenny's house

Part 2

1. B
2. C
3. B
4. A
5. A
6. Visiting a new grandma's house
7. Grandma's house
8. Their father
9. Noisy
10. On the road

H. Learning Media

1. Discussion

2. Assignment

I. Teaching and Learning Activity

1. *Opening Activity*

- **Apperception**

    1. Praying

    2. Checking an attendance list

    3. Drawing up the students' learning

2. Core Activity

- **Exploration**

    Teacher gives the explanation about podcast English as media and the opportunityto 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 conversation

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

    5. The teacher asks about the point of the podcast

- **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.

3. 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

J. Assessment

Form : multiple choice and essay

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

Aspect : Listening skill

Instructional scoring

1. The questions are 20 questions each part

2. The correct answer gets 10 points

3. Totally maximal score is 100 points

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

4. Patterns of scoring:

5. The explanation of scoring.

No	Explanation	Score
1.	Each of correct answer	10
2.	False answer	0
3.	No answering	0

Known by :

English Teacher   Researcher

Sukartini, S.Pd   Destika Rahmadani
NIP.   NPM. 1901051018

LESSON PLAN
(CYCLE II)

School   : SMA N 1 Raman Utara

Subject Matter   : English

Grade/ Semester   : XI MIA 3

Allocation Time   : 2x45 minutes (2x meeting)

K. Standard Competence

English Communication at the Intermediate level

L. Basic Competence

3. Responding to the meaning of material accurately, fluently, and acceptable the point in the recording

4. Understanding the point of Podcast Story properly.

M. Indicators

4. Listening to certain information from the podcasts story

5. Identify specific information from the podcast (audio) of the Story

6. Analyzing the podcast story and answering the question correctly.

N. Objectives

4. Students are able to find the information from the podcast (audio)

5. Students are able to identify specific information from the podcast (audio) of story

6. Students are able to answer the question based on the podcast recording

O. Learning Strategy

Understanding the keyword of the podcast story

P. Source/MediaSource:

Source : YouTube, Spotify and podcasts English (audio)

Media : Loudspeaker, laptop, mobile phone, answer sheets.

Q. Material

      Direction: *Listen carefully to the Podcast' Story! Answer the questions below based on the story played!*

Part 1

The Questions!

1. Who is the main character in the story?
   a. Children
   b. Family
   c. Little boy

2. Where did the family visit?
   a. Village
   b. Town
   c. City

3. Why is no one outside in the evening?
   a. Because they are busy
   b. Because the night sky just too dark and too foggy
   c. Because no stars at the night

4. What seasons always happens in that town?
   a. Winter
   b. Summer
   c. Spring

5. On what day do the stars appear?
   a. Second day
   b. Fourth day
   c. Third day

6. What will happen when the sun went down?

   _____

   _____

   _____

7. What did the little boy do to create stars?

_____

_____

_____

8. Where did the little boy put his candy?

_____

_____

_____

9. What happens after the stars shine brighter?

_____

_____

_____

10. Write your opinion about this story!

_____

_____

_____

_____

_____

_____

_____

Part 2

The Questions!

1. Who is the character in the story?

    a. Lion and duck

    b. Mouse and cat

    c. Lion and mouse

2. Who is taking nap?

   a. Mouse

   b. Lion

   c. Hunter

3. Where is the location of the accident?

   a. Back Yard

   b. Forest

   c. Zoo

4. What lion did to the mouse when she woke up the lion?

   a. Slam the little mouse

   b. Shot the little mouse

   c. Hit the little mouse

5. What happened to the lion after releasing the mouse?

   a. He was shot by a hunters

   b. He was trapped by a hunters

   c. He was caught by hunters

6. What did the mouse do to save the lion?

   _____

   _____

   _____

7. What made the lion let go of the little mouse?

   _____

   _____

   _____

8. How many times did the little mouse try to bite the net?

   _____

   _____

   _____

9. Where do you think the incident took place? Provide supporting evidence!

_____

_____

_____

_____

10. What is the moral value of this story? Explain with your own words!

_____

_____

_____

_____

_____

_____

Answer Key :

Part 1

1. C
2. B
3. B
4. A
5. C
6. The night sky just too dark and too foggy
7. Put down the candies on the doorstep
8. On the doorstep
9. The skies brighter and shines
10. The story was so amazing and entertaining it suitable listen before we sleep

Part 2

1. C
2. B
3. B
4. A
5. B

6. Try to bites the net until it disconnects

7. The mouse said that he would repay the lion someday

8. Fifth times

9. In the forest

10. We have to help each other whatever we are

R. Learning Media

3. Discussion

4. Assignment

S. Teaching and Learning Activity

1. *Opening Activity*

- **Apperception**

    4. Praying

    5. Checking an attendance list

    6. Drawing up the students' learning

2. *Core Activity*

- **Exploration**

    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 story

    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 asks about the point of the podcast

- **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.

3. *Closing Activity*

4. Review again the material learned

5. Ask the students about their experiences of podcasts as media in their learningactivity

6. Close the meeting

T. Assessment

Form : multiple choice and essay

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

Aspect : Listening skill

Instructional scoring

6. The questions are 20 questions each part

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

7. The correct answer gets 10 points

8. Totally maximal score is 100 points

9. Patterns of scoring:

10. The explanation of scoring.

No	Explanation	Score
1.	Each of correct answer	10
2.	False answer	0
3.	No answering	0

Known by :

English Teacher   Researcher

Sukartini, S.Pd   Destika Rahmadani
NIP.   NPM. 1901051018

Table of Students' Grade Based on the Researcher

No	Student Name	Pre-Test	Post-Test I	Post-Test II
1	AVNA	70	75	70
2	AR	80	90	85
3	DPD	60	75	90
4	KGP	70	80	85
5	MAA	90	90	95
6	MSA	70	80	70
7	PAS	40	70	70
8	PZNF	80	80	85
9	RPN	70	70	80
10	RNH	60	70	90
11	SR	60	60	70
12	SDA	60	60	80
13	SA	70	75	90
14	SW	70	70	80
15	SW	70	80	90
16	TR	60	80	85
17	TWW	60	70	70
18	TMP	50	65	70
19	TGH	80	90	90
20	VVS	60	70	70
21	WAP	90	80	80
22	YDA	80	90	85
23	ZR	60	80	90
24	ZDM	80	80	90
25	ZPM	70	80	70
Total Score		**1.710**	**1.910**	**2.030**
Average Score		**68**	**76**	**81**
Highest score		**90**	**90**	**95**
Lowest Score		**40**	**60**	**70**

Table of Students' Grade Base on the Collaborator (English Teacher)

No	Student Name	Pre-Test	Post-Test I	Post-Test II
1	AVNA	70	75	90
2	AR	80	70	85
3	DPD	60	75	70
4	KGP	90	80	85
5	MAA	90	90	95
6	MSA	70	70	90
7	PAS	60	60	80
8	PZNF	70	80	85
9	RPN	60	70	70
10	RNH	60	70	50
11	SR	50	70	70
12	SDA	60	70	60
13	SA	70	75	70
14	SW	70	90	80
15	SW	70	80	80
16	TR	70	70	85
17	TWW	80	70	70
18	TMP	50	65	60
19	TGH	80	90	90
20	VVS	80	70	80
21	WAP	70	80	80
22	YDA	80	70	85
23	ZR	50	80	70
24	ZDM	80	90	90
25	ZPM	60	60	70
Total Score		**1.730**	**1.870**	**1.940**
Average Score		**69**	**74**	**77**
Highest score		**90**	**90**	**95**
Lowest Score		**50**	**60**	**50**

Table of Elaborated Students' Grade between Researcher and Collaborator

No	Student Name	Pre-Test	Post-Test I	Post-Test II
1	AVNA	70	75	80
2	AR	80	80	85
3	DPD	60	75	80
4	KGP	80	80	85
5	MAA	90	90	95
6	MSA	70	75	80
7	PAS	50	65	75
8	PZNF	80	80	85
9	RPN	65	70	75
10	RNH	60	70	70
11	SR	55	65	70
12	SDA	60	65	70
13	SA	70	75	80
14	SW	70	80	80
15	SW	70	80	85
16	TR	65	75	75
17	TWW	70	70	70
18	TMP	50	65	65
19	TGH	80	90	90
20	VVS	70	70	75
21	WAP	80	80	80
22	YDA	80	80	85
23	ZR	55	80	80
24	ZDM	80	85	90
25	ZPM	70	70	75
Total Score		**1.730**	**1.890**	**1.980**
Average Score		**69**	**75**	**79**
Highest score		**90**	**90**	**95**
Lowest Score		**50**	**65**	**65**

Table of Students' Percentage Based on the Researcher

No	Test	Frequency	Percentage
1	Pre-Test	7	28%
2	Post-Test I	16	64%
3	Post-Test II	17	68%

Table of Students' Percentage Based on the Collaborator (English Teacher)

No	Test	Frequency	Percentage
1	Pre-Test	8	32%
2	Post-Test I	12	48%
3	Post-Test II	15	60%

Table of Elaborated Students' Percentage between Researcher and Collaborator (English Teacher)

No	Test	Frequency	Percentage
1	Pre-Test	8	32%
2	Post-Test I	16	64%
3	Post-Test II	20	80%

$7 \times 10 =$ 70

Name: SETYA FRIANA

Grade: XI Mipa 5

Listen carefully to the Podcast' Conversation and write down what you heard about it!

lets gets start dead. lets studens
Are you 1 new studens "Yes I'm" 1 need as class couse class
Okay what yours name Alisa. Alisa? hobi yors proload
ALASA fibr in what your name alisa pernard daok pi
deb arnprf fine how ber you I'm 22 how are
you from. I'm from paris dol hople sidres whats your

Listen carefully to the Podcast' conversation! Answer the questions below based on the conversation played!

Essay

1. Her first name is ___Alisa___ .
2. She is ___22 ?___ . (age)
3. She is from ___Paris FrAnce___ .
4. Her address is _____ .
5. Her cell phone number ___718 -555 - 8545___ .

10

Multiple choice

1. Her first name is?
   a. Alisaa
   b. Alisa
   c. Alissa

2. She is?
   a. 20
   b. 21
   c. 22

20

3. She is from?
   a. France
   b. England
   c. Finland

4. Her address is?
   a. 44 Ramsay Street
   b. 14 Ramsay Street
   c. 40 Ramsay Street

5. Her cell phone number?
   a. 817-555-8545
   b. 718-555-4584
   c. 718-555-8545

THE USE OF PODCAST IN IMPROVING STUDENTS' LISTENING SKILL AT THE ELEVENTH GRADE OF SMA N 1 RAMAN UTARA EAST LAMPUNG

Name: Setya Ariana

Grade: XI Mipa 3

$$\frac{15 \times 10}{2} = \boxed{75}$$

Direction : *Listen carefully to the Podcast' conversation! Answer the questions below based on the conversation played!*

Part 1

The Questions!

1. Jenny and Luis are?
   a. Friends
   b. Classmates
   ~~c.~~ Teachers.

2. Aria _____ of the school.
   a. A teacher
   ~~b.~~ The director.
   c. The assistant

3. Luis is from?
   a. Saltair
   b. Saltaa
   ~~c.~~ Salta

4. His email address is?
   ~~a.~~ Luis700@gmail.com
   b. Luis70@gmail.com
   c. Luis170@gmail.com

5. The party is on?
   a. Sunday

✗ Monday

c. Saturday

6. What is the topic in the recording?

Introduce the new teacher

7. Can you mention the speakers in the recording? Who are they?

Jenny, Luis, Aria

8. Who met Luis first? Provide proof with a sentence!

Jenny : What your name

9. Where do you think this dialogue can take place?

School

10. Where will Jenny's party be held?

Jenny's house

Part 2

The Questions!

1. _____ is worried about the road?

   ✗ Mark .

   b. The woman

   c. The boy

2. The girl is _____?

   a. Angry

   b. Cold

   ✗ Hot .

3. Who is hungry?

   a. The woman

   ~~b.~~ The girl

   c. Their father

4. The girl has_____?

   ~~a.~~ A magazine

   b. An iPod

   c. A radio

5. The sign says_____?

   ~~a.~~ Turn right

   b. Park here

   c. No parking

6. What is the topic in the recording?

~~Beautiful~~ ~~green mart~~ greanmark   Healing Visit to grandmas house

7. Where will they go?

greanmark

grandma's house

8. Who is angry with the two children?

Their father

9. What about the atmosphere of their travel?

noicy

10. Where do you think this dialogue can take place?

~~Sidewalk~~ onderode

on the road

THE USE OF PODCAST IN IMPROVING

STUDENTS' LISTENING SKILL AT THE ELEVENTH GRADE

OF SMA N 1 RAMAN UTARA EAST LAMPUNG

Name: Setya Ariana

Grade: XI Mipa 3

$\frac{16 \times 10}{2}$: 80

Direction: *Listen carefully to the Podcast' Story! Answer the questions below based on the story played!*

Part 1

The Questions!

1. Who is the main character in the story?
   - a. Children
   - b. Family
   - c. Little boy

2. Where did the family visit?
   - a. Village
   - b. Town
   - c. City

3. Why is no one outside in the evening?
   - a. Because they are busy
   - b. Because the night sky just too dark and too foggy
   - c. Because no stars at the night

4. What seasons always happens in that town?
   - a. Winter
   - b. Summer
   - c. Spring

5. On what day do the stars appear?
   - a. Second day

b. Fourth day

c. Third day

6. What will happen when the sun went down?

no stars at the night

7. What did the little boy do to create stars?

make it

8. Where did the little boy put his candy?

on the table

9. What happens after the stars shine brighter?

the day starts early

10. Write your opinion about this story!

nice and interesting

Part 2

The Questions!

1. Who is the character in the story?
   - a. Lion and duck
   - b. Mouse and cat
   - Lion and mouse

2. Who is taking nap?
   - a. ' Mouse
   - Lion
   - c. Hunter

3. Where is the location of the accident?
   - a. Back Yard
   - Forest
   - c. Zoo

4. What lion did to the mouse when she woke up the lion?
   - a. Slam the little mouse
   - b. Shot the little mouse
   - Hit the little mouse

5. What happened to the lion after releasing the mouse?
   - a. He was shot by a hunters
   - He was trapped by a hunters
   - c. He was caught by hunters

6. What did the mouse do to save the lion?
   Biting the rope until it broke

7. What made the lion let go of the little mouse?
   Because the mouse had saved the lion life

8. How many times did the little mouse try to bite the net?
   Many times until it disconnect

9. Where do you think the incident took place? Provide supporting evidence!

Forest

10. What is the moral value of this story? Explain with your own words!

help each other

No	Students' Activities	Cycle I		Cycle II		Improving
		F	P	F	P	
1	Students' attention in teaching	17	68%	22	88%	Improved
2	Students' activeness in asking and answering questions	12	48%	20	80%	Improved
3	Students' activeness in whole learning process	8	32%	20	80%	Improved
4	Students' ability in doing task	16	64%	21	84%	Improved
The Average Percentage		**53%**		**83%**		**Improved**

Table of Teacher's Performance in Teaching in Cycle I

Name of Teacher	Sukartini, S.Pd
Grade/Semester	XI/II
Subject	English
Cycle	I
Day/Date	Wednesday, March 22, 2023

No	Aspects	Done	
		Yes	**No**
1	Prepare learning tools	√	
2	Using media during learning	√	
3	Convey learning objectives	√	
4	Involve students in the learning process	√	
5	Give students the opportunity to ask questions	√	
6	Guiding students in group discussions	√	
7	Give time to complete the task	√	
8	Give the motivations	√	
9	Give appreciation to students		-
10	Link to previous material	√	

Table of Teacher's Performance in Teaching in Cycle II

Name of Teacher	Sukartini, S.Pd
Grade/Semester	XI/II
Subject	English
Cycle	II
Day/Date	Wednesday, March 29, 2023

No	Aspects	Done	
		Yes	No
1	Prepare learning tools	√	
2	Using media during learning	√	
3	Convey learning objectives	√	
4	Involve students in the learning process	√	
5	Give students the opportunity to ask questions	√	
6	Guiding students in group discussions	√	
7	Give time to complete the task	√	
8	Give the motivations	√	
9	Give appreciation to students	√	
10	Link to previous material	√	

Pre-Test Activity

Students doing Pre-Test individually on Friday, March 17, 2023

Cycle I Activities

Meeting 1

On Monday, March 20, 2023
Students pay attention to the material about Podcast

Meeting 2

On Wednesday, March 22, 2023
Students doing Post-Test I

Cycle II Activities

Meeting 3

On Monday, March 27, 2023
Students listen to the Podcast recording as an exercise

Meeting 4

On Wednesday, March 29, 2023
Students doing Post-Test II

DOCUMENTATION

STRUKTUR ORGANISASI
SMAN 1 RAMAN UTARA KABUPATEN LAMPUNG TIMUR
NSS : 301120411043   NSS : 300430   NPSN : 10806080)

KOMITE SEKOLAH
Drs. SRUBAHARJO

KEPALA SEKOLAH

WK. KURIKULUM

WK. KESISWAAN
JUMARI, M.Pd

PENG. PERPUS
PUSTAKAWAN
PUTRI MAHARANI
PUSTAKAWAN
MARYANI

PENGELOLA LAB/MEDIA BELAJAR
PJB LAB FISIKA
PJB LAB BIOLOGI
PJB LAB KIMIA
Dra. WIWIK P, M.Pd
PJB LAB KOMPUTER
PJB LAB BAHASA
PJB LAB MEDIA BELAJAR

KOORDINATOR BK
GURU BK

Ka. TATA USAHA
TATA USAHA

WALI KELAS X
X.MIA.1
X.MIA.2
X.MIA.3
X.SOS.1
X.SOS.2

WALI KELAS XI
XI.MIA.1
XI.MIA.2
XI.SOS.1
XI.SOS.2

WALI KELAS XII
XII.MIA.1
XII.MIA.2
XII.SOS.1
XII.SOS.2

GURU MATA PELAJARAN

SISWA

: GARIS KOMANDO
: GARIS KOORDINASI

DENAH RUANG

RUMAH PENJAGA

KANTIN

WC SISWA

WC SISWA

GURU

G

H

MUSHOLA

RUANG KELAS
RUANG KELAS
RUANG KELAS

RUANG KELAS
RUANG KELAS

RUANG GURU

LAB KIMIA

RUANG BK

PERPUS

R.KEAG.HINDU

RUANG KELAS

RUANG KELAS

LAB FISIKA

LAB BIOLOGI

RUANG KELAS
RUANG LAB.KOM1
LAB.KOM

RUANG OSIS

RUANG TU

RUANG KEPSEK

RUANG WAKA

PARKIR

POS SATPAM

GERBANG

JALAN RAYA

TAMAN

GERBANG

RUANG KELAS
RUANG KELAS
RUANG KELAS

RUANG KELAS
RUANG KELAS
RUANG KELAS
RUANG KELAS
RUANG KELAS

RUANG KELAS
RUANG KELAS

LAPANGAN

WC SISWA

PARKIR KENDARAAN SISWA

PARKIR MOBIL

GERBANG PAGAR

KETERANGAN :
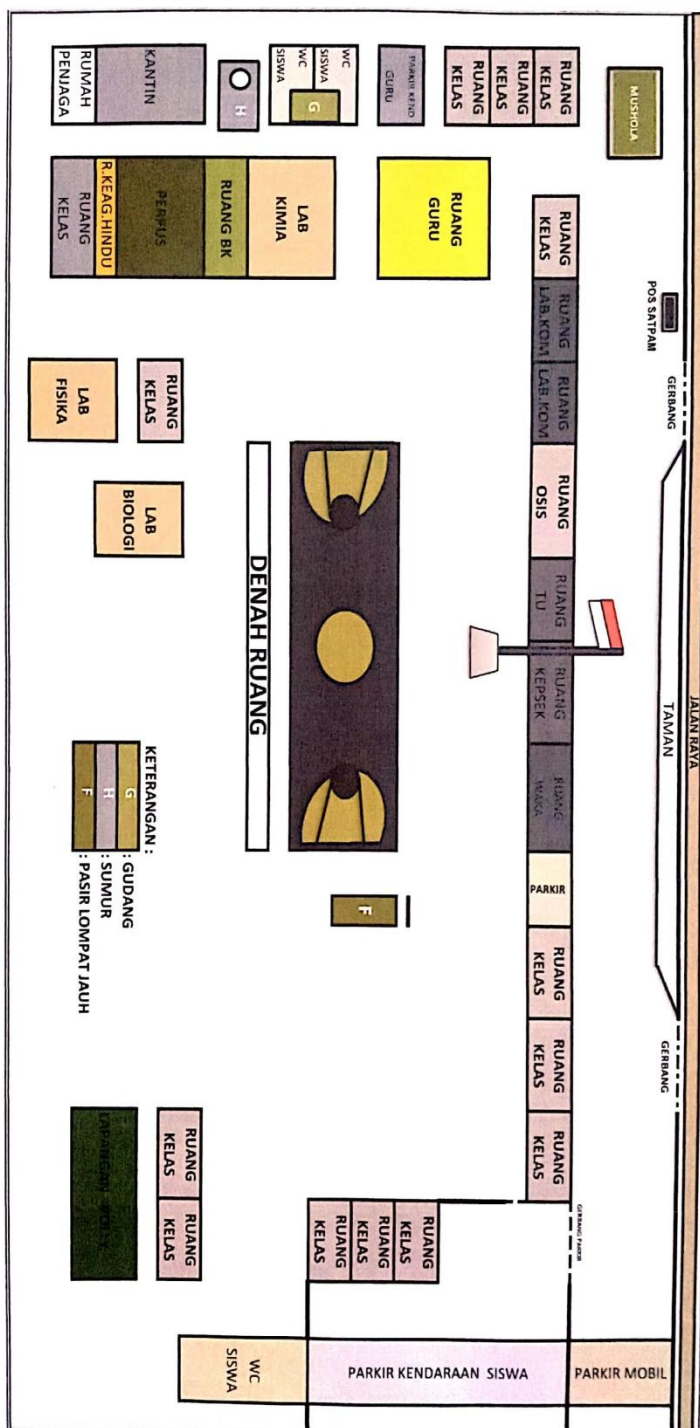G : GUDANG
H : SUMUR
F : PASIR LOMPAT JAUH

NO	CYCLE I
1	*Meeting 1* - Students paid attention to lesson properly - Students listen and followed the guiding well - Students doing the task on time - The atmosphere in the class was well control - Students can followed the class well
2	*Meeting 2* - Followed the post-test I - Implemented the material well in answering the questions - Listen to explanation from the teacher in a good way - Submitted the task on time

NO	CYCLE II
1	*Meeting 3* - Students can be guided well - Students listen the material good - Students took a deep attention to the lesson - Students can followed well in the learning process - Students' attitude can be controlled in the classroom
2	*Meeting 4* - Students aware to the instruction that given by teacher - Students doing the post-test II individually - Students doing the post-test II on time - Students listen carefully to the audio (podcast story) - Students submitted on time the task

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor   : B-1159/In.28.1/J/TL.00/03/2023
Lampiran : -
Perihal   : SURAT *BIMBINGAN SKRIPSI*

Kepada Yth.,
Kuryani (Pembimbing 1)
(Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**DESTIKA RAHMADANI**
NPM	:	1901051018
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE USE OF PODCAST IN IMPROVING STUDENTS` LISTENING SKILL AT THE ELEVENTH GRADE OF SMA N 1 RAMAN UTARA EAST LAMPUNG

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 13 Maret 2023
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

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Nomor   : B-1189/In.28/D.1/TL.00/03/2023   Kepada Yth.,
Lampiran : -   KEPALA SMA N 1 RAMAN UTARA
Perihal   : **IZIN RESEARCH**   di-
                                                       Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1190/In.28/D.1/TL.01/03/2023, tanggal 15 Maret 2023 atas nama saudara:

Nama	:	**DESTIKA RAHMADANI**
NPM	:	1901051018
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA N 1 RAMAN UTARA, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF PODCAST IN IMPROVING STUDENTS` LISTENING SKILL AT THE ELEVENTH GRADE OF SMA N 1 RAMAN UTARA EAST LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 15 Maret 2023
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMAN 1 RAMAN UTARA
TERAKREDITASI A
NSS : 301120411043   **NIS : 300430**   **NPSN : 10806080**
Alamat : Raman Aji Kecamatan Raman Utara Kode Pos 34154
Email : smansa_ramura@gmail.com

S U R A T   K E T E R A N G A N
Nomor : 420 /059/ 11.SK/ SMA 01 / 2023

Menindak lanjuti surat dari Institut Agama Islam Negeri Metro, Nomor : B-1190/In.28/D.1/TL.01/03/2023, hal IZIN RISERT , maka Kepala SMAN 1 Raman Utara Kabupaten Lampung Timur menerangkan bahwa :

Nama	: DESTIKA RAHMADANI
NPM	: 1901051018
Jurusan	: Tadris Bahasa Inggris

Adalah benar mahasiswa tersebut diatas telah diterima untuk mengadakan Risert di SMAN 1 Raman Utara dalam rangka menyelesaikan tugas akhir/skripsi dengan judul : "THE USE OF PODCAST IN IMPROVING STUDENTS' LISTENING SKILL AT THE ELEVENTH GRADE OF SMAN 1 RAMAN UTARA EAST LAMPUNG".

Demikian surat ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Raman Utara , 28 Maret 2023
Kepala SMAN 1 Raman Utara

TUTUT ZATMIKO, S.Pd.M.Pd
NIP. 197507131999031003

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SURAT TUGAS
Nomor: B-1190/In.28/D.1/TL.01/03/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**DESTIKA RAHMADANI**
NPM	:	1901051018
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMA N 1 RAMAN UTARA, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF PODCAST IN IMPROVING STUDENTS' LISTENING SKILL AT THE ELEVENTH GRADE OF SMA N 1 RAMAN UTARA EAST LAMPUNG".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 15 Maret 2023

Mengetahui,
Pejabat Setempat
KEPALA SEKOLAH

TUTUT AIT MIKO,S.Pd,M.Pd
NIP. 19750713 199903 1008

Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama: Destika Rahmadani   Jurusan : TBI
NPM : 1901051018   Semester : VII

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Rabu/7 Desember 2022	Drs. Kuryani, M.Pd	- Bimbingan Proposal Bab I	
2.	Kamis/8 Desember 2022	Drs. Kuryani, M.Pd	- Revisi Bab 1(Problem Formulation, The Objective and Benefit of Study, and Prior Research)	
			- Revisi Bab 1 (Objective of Study)	
3.	Sabtu/17 Desember 2022	Drs. Kuryani, M.Pd	- Bimbingan Proposal Bab II	
4.	Senin/26 Desember 2022	Drs. Kuryani, M.Pd	- Revisi Bab II (Penambahan Halaman Judul, Penambahan Teori Pengukuran Listening Skills, Penambahan Teori Steps Podcast, Penambahan dibagian Action Hypothesis)	
5.	Jum'at/30 Desember 2022	Drs. Kuryani, M.Pd	- Revisi Teori Pengukuran Listening Skills	
			- Action hypothesis sudah diperbaiki	
6.	Sabtu/31 Desember 2022	Drs. Kuryani, M.Pd	- Bimbingan Proposal Bab III	
7.	Selasa/10 Januari 2023	Drs. Kuryani, M.Pd	- Revisi Bab III (Poin F sudah diperbaiki, Indicator of Success sudah diperbaiki).	

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Mengetahui
Ketua Jurusan TBI

Andrianto, M.Pd
NIP. 198711022015031004

Dosen Pembimbing

Drs. Kurvani,M.Pd
NIP. 196202151995031001

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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Destika Rahmadani
NPM : 1901051018

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Jum'at / 24 Feb 2023	Drs. Kuryani, M.Pd	Bimbingan APD	*Amf*
2.	Selasa / 28 Feb 2023	Drs. Kuryani, M.Pd	Penambahan : – Tabel observasi siswa – Tabel Kinerja guru – Soal post test 2	*Amf*
3	Selasa (7)-3-2023	Drs. Kuryani M.Pd.	Acc APD .	*Amf*
4.	Jum'at / 7-April-2023,	Drs. Kuryani, M.Pd	Bimbingan Skripsi Bab IV dan V	*Amf*
5.	Senin/ 17 April 2023	Drs. Kuryani, M.Pd	Revisi : – Result of student's lear-ning activities – Conclusion , suggestion	*Amf*

Mengetahui
Ketua Program Studi TBI

Andianto, M.Pd
NIP. 1987110 2201503 1 004

Dosen Pembimbing

Drs. Kuryani, M.Pd
NIP. 19620215 199503 1 001

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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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IAIN METRO

Nama : Destika Rahmadani   Program Studi : TBI
NPM : 1901051018   Semester   : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
6.	Senin / 17 April-2023	Drs. Kuryani, M.Pd	Acc Munaqosyah	Almy

Mengetahui
Ketua Program Studi TBI

Andianto, M.Pd
NIP. 19871110 2201503 1 004

Dosen Pembimbing

Drs. Kuryani, M.Pd
NIP. 19620215 199503 1 001

THE USE OF PODCAST IN IMPROVING STUDENTS' LISTENING SKILL AT THE ELEVENTH GRADE OF SMA N 1 RAMAN UTARA EAST LAMPUNG

by Destika Rahmadani 1901051018

AN UNDERGRADUATE THESIS

THE USE OF PODCAST IN IMPROVING STUDENTS' LISTENING
SKILL AT THE ELEVENTH GRADE OF SMA N 1 RAMAN UTARA
EAST LAMPUNG

By:

DESTIKA RAHMADANI

Student Number: 1901051018

TARBIYAH AND TEACHERS TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES METRO

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CURICULUM VITAE

Destika Rahmadani was born on December 3, 2000 in the village of Kota Raman, East Lampung. Destika Rahmadani is the first child of two siblings. She is daughter of the parents namely Mr. Salim and Mrs. Supilah. Entered SDN 1 Raman Aji in 2007 in the village of Raman Aji. The researcher continued her education in 2013 at MTS N 2 East Lampung in Raman City. The researcher attended high school in 2016 at SMA N 1 Raman Utara. Then she continued her education in college in 2019 at IAIN metro Lampung majoring in English Education until she became an active student, and entered the final stage, namely the preparation of a thesis. The researcher aspires to become an English teacher since junior high school. She thanks to the prayers and support of both parents, researchers can continue her studies up to this stage.