

**AN UNDERGRADUATE THESIS**

**THE IMPLEMENTATION OF PODCAST TO INCREASE STUDENTS'  
LISTENING SKILL AT SMP N 1 BATANGHARI**

**By:**

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**TARBIYAH AND TEACHERS TRAINING FACULTY  
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1444H/2023M**

**THE IMPLEMENTATION OF PODCAST TO INCREASE STUDENTS'  
LISTENING SKILL AT SMP N 1 BATANGHARI**

Presented as a Partial Fulfillment of the Requirements for the Degree  
of Sarjana Pendidikan (S.Pd.) in English Education Department

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STUDENTS' LISTENING SKILL AT SMP N 1  
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*Assalamu'alaikum, Wr. Wb*

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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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*Assalamu'alaikumWr.Wb.*


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STUDENTS' LISTENING SKILL AT SMP 1 BATANGHARI


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

*Wassalamu'alaikumWr.Wb.*

Mengetahui,  
Ketua Jurusan TBI

  
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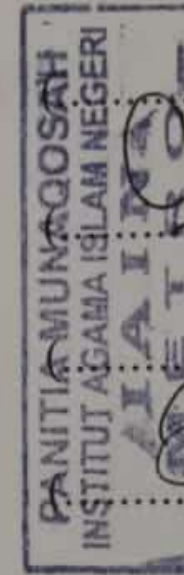
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An Undergraduate thesis entitled: **THE IMPLEMENTATION OF PODCAST TO INCREASE STUDENTS' LISTENING SKILL AT SMP N 1 BATANGHARI**. Written by Lutfi Jami Atur Rohmah student number 1901051039, English Education Department, had been examined (Munaqosyah) in Tarbiyah Faculty on Monday, April 10<sup>th</sup>, 2023 at 08.00- 10.00 a.m

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The Dean of Tarbiyah and Teacher Training Faculty,



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## **ABSTRACT**

**By: Lutfi Jami Atur Rohmah**

The purpose of this study is the implementation of podcast to increase students' listening skill as a means to help the learning process. The main idea of the research material using audio recording through the Spotify application as podcast. This research was conducted in class VIII SMP N 1 Batanghari, and the subject of this class consists of thirty-three students. The problem in this study is that students have difficulties and lack of understanding, particularly in listening aspect. This research uses Classroom Action Research (CAR). This research was conducted in two cycles. Each cycle consists of planning, action, observation and reflection. In collecting data, researchers used test, observation, field note and documentation.

The test results showed that there was an increase from the pre-test and post-test. In the first cycle the average pre-test score was 53.18 to 64.84 post-test. From the first cycle the target lesson has not been achieved because students who have scored more than 70 are only 10 students from 33 students. This means that the target of the lesson has not been achieved because students who score more than 70 are only 10 students from 33 students. This means that those who get the score according to the criteria are only 30.3% and the target reaches 70%. In the second cycle there was an increase from the results of the post-test I 64.84 to 80.90 in the post-test II. In this cycle the target of learning has been reached 100%, because students get a score of more than 70.

The conclusion is that using podcast can increase listening skill in the learning process and provide motivation to improve students' understanding in listening aspects.

**Keywords: *English, Listening Skill, Podcast***

# **PENERAPAN PODCAST UNTUK MENINGKATKAN KETERAMPILAN MENYIMAK SISWA DI SMP N 1 BATANGHARI**

## **ABSTRAK**

**Oleh : Lutfi Jami Atur Rohmah**

Tujuan dari penelitian ini adalah menerapkan podcast untuk meningkatkan keterampilan menyimak siswa sebagai sarana untuk membantu proses pembelajaran. Ide pokok bahan penelitian menggunakan rekaman audio melalui aplikasi spotify sebagai podcast. Penelitian ini dilaksanakan di kelas VIII SMP N 1 Batanghari, dan subjek kelas ini berjumlah tiga puluh tiga siswa. Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK). Penelitian ini dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi dan refleksi. Dalam pengumpulan data, peneliti menggunakan tes, observasi, catatan lapangan dan dokumentasi.

Hasil test menunjukkan bahwa terdapat peningkatan dari pre-test dan post-test. Dalam siklus pertama memperoleh nilai rata-rata pretest adalah 53.18 menjadi 64.84 post-test. Dari siklus yang pertama target pelajaran belum dicapai karena siswa yang mendapatkan nilai lebih dari 70 hanya 10 siswa dari 33 siswa. Ini berarti bahwa target pelajaran belum tercapai karena siswa yang mendapatkan nilai nilai lebih dari 70 hanya 10 siswa dari 33 siswa. Ini berarti yang berhasil mendapatkan nilai sesuai kriteria hanya 30.3% dan target mencapai 70%. Di siklus yang kedua terdapat peningkatan dari hasil post-test I 64.84 menjadi 80.90 di post-test II. Dalam siklus ini target pelajaran telah dicapai itu 100%, karena peserta didik mendapatkan nilai lebih dari 70.

Kesimpulannya penggunaan podcast dapat meningkatkan keterampilan menyimak dalam proses pembelajaran dan memberikan motivasi untuk meningkatkan pemahaman siswa dalam aspek listening.

**Keywords: *Bahasa Inggris, Menyimak, Podcast***



### STATEMENT OF RESEARCH ORIGINALITY

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

Metro, March 2023

The writer



**LUTFI JAMI ATUR ROHMAH**  
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## **MOTTO**

*“When you have a thousand reasons to cry, then you should at least have a  
one reason to smile.”*

(Huang Renjun)

## DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

1. My Beloved Parents (Mr. Suparno and Mrs. Siti Khamdiyah)
2. My Best Friends (Erlin, Alfina, Nanda, Destika, and Lilis)
3. My Sponsor (Mr. Dr. Ahmad Subhan Roza, M. Pd), who have guided me patiently to complete this undergraduate thesis. Thank you for guiding.
4. My Beloved Lectures of English Education Department of State Islamic Institute of Metro.
5. The big family at SMP N 1 Batanghari, thanks for helping.

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I am very thankful to Allah SWT, who always gives the researcher blessing to complete a study under titled "The Implementation Of Podcast To Increase Students Listening Skill At SMP N 1 Batanghari". 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 IAIN Metro Lampung.
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3. Andianto, M.Pd, as the Chief of English education Department of IAIN Metro Lampung.
4. Dr. Ahmad SubhanRoza, M.Pd, as the advisor that has given valuaeable knowladge and support in finishing this research proposal.

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

Metro, March 2023

  
**Lutfi Jami Atur Rohmah**  
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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

English Language is the most important communication tool in the world, because language is a communication tool used by humans to interact with each other. It is important too, to expand language mastery, there are four basic skills that language newbies have to master there are listening, reading, speaking and writing. These four skills are used to evaluate someone's mastery of any language including English. Those skills are divided into two major skills they are, receptive skill and productive skill.

Listening and reading are identified as the receptive skill while speaking and writing are identified as productive skill. In language learning, sometimes those skills are integrated in an activity because an activity commonly needs more than one skill. For example, when learners are in a dialog activity, they do not only speak but they also listen. However, the learners need to acquire these four skills though they are generally just dominant in a certain skill.

The first skill that learners should acquire is listening because it is determined to be the most basic of the four major skills of language development. Listening is considered as the most basic skill because it is firstly used by learners when they begin to learn a language, especially spoken language.

In addition, unconsciously, listening is much more used in classroom than other skills. Listening is used far more than any other single language skill on average with 9 percent of our time in writing, 16 percent in reading, 30 percent in speaking, and 45 percent in listening. This statement proves that listening has the high frequency to be used in classroom. Therefore, the learners should master listening skill which becomes the important thing in supporting their learning.

Additionally, learners learn by communication in classroom, and listening is one key of an effective communication. Therefore, listening has an important role in supporting learning. When learners do listening process, they try to accept and translate the spoken messages on their minds. If students can receive the messages well, they will have a good communication. Then, they can learn effectively<sup>1</sup>.

Listening skill one of the abilities receiving, is a communication technique where listeners can understand, interpret and evaluate what they heard. Ability to active listening can improve relationship with friends, strengthen cooperation, develop understanding.

Therefore, listening is crucial for pupils since it allows them to learn more from what they have heard. Given that hearing takes up more time than communicating, it is evident that listening is a crucial language skill. Listening is also a key component of overall language

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<sup>1</sup> Brown, H. D. (2001). Teaching by Principles: An Interactive Approach to Language Pedagogy. New-York: Longman, p.32.

proficiency. Students with strong listening skills will find it simple to learn new things and generate new ideas from the sources they hear.<sup>1</sup>

One element of language that pupils still struggle to master is listening. Actually, the majority of junior high school kids wish to study English. The majority of them were unable to comprehend what their English teacher was saying. Many kids struggle, especially when it comes to listening. They consider listening to be challenging. The teacher typically uses media so that the pupils can hear native speakers when they are listening. Due to the speaker's different pronunciation from ours, the pupils were unable to understand what they were hearing.<sup>2</sup>

The researcher made the decision to investigate the effects of podcast use on students' listening skills after giving the listening issues and the earlier studies some thought. Since we live in a technological age, it makes more sense for teachers to use current technologies to help students increase their listening skills rather than sticking with boring old methods. One technology-related strategy is the use of podcasts to increase listening abilities. A podcast is a digital audio file that can be downloaded by anybody to a computer, laptop, or mobile device, making it simple for teachers to use it to teach listening skills. Additionally, it offers a selection of audio recordings in a number of genres, tongues, and levels. Additionally, new episodes might

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<sup>2</sup> Oxford, Rugby League. L. (1993). Research Update on Teaching L2 Listening. System, 21

occasionally be downloaded to an MP3 player or mobile phone for listening or listened to on a computer.<sup>1</sup>.

Depending on the lesson and skill level of their pupils, teachers can also select and use specific audio files. The best method for teaching listening is to use podcasts because they can increase student learning. These podcasting services are therefore very advantageous and useful for teaching listening skills to students. As a result, to increase students' listening skills for her research, the researcher in this study will apply podcasts.

The researcher has chosen to employ podcasts because she thinks they are a suitable medium that can be used to increase learners' listening skills. Through podcast the students can find new words and they can know how to pronounce the words correctly. If the students are interested in using podcast, they will enjoy following their learning process and they can memorize the word faster and better. The aim of this research is to find out the increase in students' listening skill through podcast.

In addition, according to pre-survey data from SMP N 1 Batanghari, the eighth grade class has 34 students. It occurred on November 8, 2022:

**Table 1**  
**The data of pre-survey at the eighth grade of SMP N 1 Batanghari**

No.	Score	Category	Number of Students	Percentage
1	≥ 70	Pass	13	41%

2	≤ 70	Fail	20	59%
Total			34	100%

Based on the result above, the data pra survey showed that 20 students category and 14 students pass category. The grade minimum requirement for English is 70. It means that students listening skill at SMP N 1 Batanghari still low because more than half students get score less 70.

Actually, there are many media that can help students to increase their listening skill. It is somehow difficult to increase students listening skill in junior high school efficiently. A podcast that serves as a medium for teaching students foreign languages. This medium is used as a bridge to increase listening skill. Podcast is also an effective tool for increasing English language skills. In addition, this tool can also motivate students by listening to podcasts which can build students' learning motivation. Thus, the researcher considers that podcast media is one of the ways to teaching listening. This media expected can make the students have more motivation to learn, and comprehend in listening.

Based on the above explanation the researcher formulated the research title "The Implementation Of Podcast To Increase Students Listening Skill At SMP N 1 Batanghari".

## **B. Problems Identification**

Based on the background of the problems above, the failure to increased students listening skill is caused by the problems below :



1. The students get difficulties in listening english
2. The students are lacking in vocabulary
3. Students are lacking in language spelling

### **C. Problem Limitation**

Based on the problem identification above that the researcher limited the research problem focusing on increasing the students listening skill of the eight grade of SMP N 1 Batanghari.

### **D. Problem Formulation**

Based on the explanation in the problem limitation, the researcher formulated the problem on "Can the use of podcast increase the students listening skill of the eight grade of SMP N 1 Batnghari?".

### **E. Objective and Benefit of Study**

#### **1. Objective of Study**

The objective of this research is to know whether podcast can increased the students listening skill of the eighth grade of SMP N 1 Batanghari.

#### **2. Benefit of Study**

The result of this study hopefully can give some benefits for listening instruction at schools especially at SMP N 1 Batanghari and for other parties, including :

1. Teachers

The findings of this study should aid teachers in their instruction of listening. When teachers are aware of how well using podcasts affects students' listening abilities, they can implement this strategy for teaching listening.

## 2. Students

The outcome of this study is anticipated to help pupils gain better listening skills. It might inspire them to use podcasts to hone their listening skills.

## 3. Researchers

The researcher can review and further expand this research with the support of the results, which are meant to aid them by providing information and references for their own work.

## **F. Prior Research**

There are previous research about listening. The researcher was explain some of the result research as related studies in this research. Sartika Dewi Harahap in her jurnal untitled "Podcast Impacts On Students' Listening Skill: A Case Study Based On Students' Perceptions".

In her research, it was shown the implementation the podcast is an optional teaching tool to improve the listening skills of students. A podcast is an enhanced recording that incorporates a recorded program from TV, radio, and meetings by utilizing the web. Podcasts

are an ICT development. Based on result is podcast is alternative tool to learning English that utilize to improve the listening skill<sup>3</sup>.

Furthermore, in her journal entry titled "Improving Students Skill By Using Audio Visual Media," Mei Hardiah. Her research demonstrated that the use of audiovisual materials can enhance the outcomes of listening courses. Based on the findings, it can be said that incorporating audiovisual materials can help students focus and concentrate during listening lessons.<sup>1</sup>.

Moreover, Mifta Danu Prasetyo, Machdalena Vianty, in their journal untitled "Podcasts Can Help Students Understand Descriptive Text Better Through Listening". This finding that teaching listening comprehension through podcasts had a substantial impact on students' listening comprehension was published in their journal. Based on result it can be concluded that by using podcast in form of descriptive text can improve students listening comprehension<sup>4</sup>.

The similarities between the previous research and this research is aimed to find out the improvement of listening skill and teaching learning process. Both of research, explain about listening skill trough podcast. Furthermore, the differences between the previous research and this research are the independent variable of the research.

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<sup>3</sup>Harahap, S. ." Podcast Impacts On Students' Listening Skill: A Case Study Based On Students' Perceptions". Jurnal Inovasi Penelitian, 1(4), 891-900.2020. <https://doi.org/10.47492/jip.v1i4.166>

<sup>4</sup>Mifta Danu Prasetyo, Machdalena Vianty. "Using Podcast To Improve Students' Listening Comprehension On Descriptive Text". Vol. 1, No. 2.2014

The previous research, there were significant effect in the teaching and learning process such as students were active in the following the lesson, the students become less noisy, the students were not ashamed to answer the question and students could focus more on the lesson. Method can interest students' attention they was enjoy and easy to receive the lesson. But, in this research there were good effect for students learning activities such as students easier to understanding the meaning of the words, students can understanding in listening material, and students are more active in the learning process.

## **CHAPTER II**

### **THEORETICAL REVIEW**

#### **A. The Concepts of Listening**

##### **1. Definition of Listening**

Listening is responding or receiving intentional sounds. Paying close attention to what others say that has begun to involve the mental element means that mental activity has arisen, just not as high as listening activities. Listening is a process to oral symbols with attention, understanding, appreciation, and interpretation, to obtain information, capture content, and understand the meaning of communication that is not conveyed by the speaker through texts or spoken language. Hearing has the meaning of being able to catch sounds with the ears. Conscious or not, if there is a sound, our hearing device will catch or hear the sounds. The process of hearing occurs without planning but comes by chance. The sounds that are present in the ear might attract attention, maybe not.

Listening is different from hearing. Hearing is a physical ability, while listening is a skill. We can hear the things all the time without listening, because listening is about learning and understanding meaning. In teaching listening we should be considered about the differences both. Listening is much complex more than hearing, because the listeners are actively paying attention and make effort

in comprehending and interpreting what they heard. While in hearing listener just take in only information and held it in a sort of medium-term memory. Machad, explains further that hearing and listening are quite different. Hearing is a process involving nerves and muscles that reach adult efficiency by age 4 to 5. Listening is learned behaviour, a mental process that is concerned with hearing, attending, discriminating, understanding and remembering. It can increase with practice. Listening is can describe as passive and receptive, but it involves active thinking and interpreting.

In the fields of language research and conversation analysis, listening is one of the topics examined. Practice will help you get better at this talent, and developing your listening skills will pay off in many ways. It is the active activity of listening to spoken (and occasionally unspoken) messages and responding to them.<sup>1</sup>

Making sense of what we hear requires active, intentional listening. The more we hear something, the more we can comprehend it. Regarding that quotation, listening is a very active process even though it is receptive since listeners are able to conceive and comprehend ideas that are more complex than what they have heard. They process not only what they hear, but also how it relates to other knowledge they already have as they listen. In a very real sense, listeners are inventing some forms of meaning in

their own minds because they mix what they have heard with their own knowledge and experiences.

Receptive listening is the process of taking in what the speaker actually says. Constructive listening is the process of producing and representing meaning. Collaborative listening is the process of responding and negotiating meaning with the speaker (transformative orientation). Therefore, listening is a sophisticated, active process of interpretation whereby listeners compare what they hear to what they already know.

It takes creativity to listen. It means that we understand the sound that is hitting our ears, and we use the raw materials—words, word combinations, and the rise and fall of the voice—to construct meaning. Therefore, we may compare listening to cooking because there is a recipe, we gather the components, begin the cooking process, and then we enjoy the finished product. The procedure will be successful if we prepare the proper dosage in addition to listening. If we listen attentively and are familiar with all of the sentences, we can obtain the proper words.<sup>1</sup>

As can be inferred from the definition above, listening is a sophisticated, active process of interpretation in which listeners compare what they have heard to what they already know. Starting

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<sup>1</sup> I. S. P. Nation and J. Newton. *Teaching ESL/EFL Listening and Speaking*. Routledge : New York, 2009, 37.

a process in the mind. After paying close attention while hearing, we may simply study the other abilities.

The capacity to listen is crucial for interaction between the speaker and the listener because it enables the latter to respond to the former effectively without misunderstanding either party. If the interlocutor closely listens to the speaker's utterance, then the speaker and listener have a relationship. It is impossible to separate listeners and speakers from communication since they are always interconnected.

## **2. Skill**

Skill is basically a person's skill or proficiency in doing a job that can only be obtained from practice, either through practical training or through work experience. Marsamsaid in AtiDahniar, that skills are skills or expertise to use knowledge to achieve certain goals. These skills or expertise can be started from certain training but to be able to master certain skills the most important factor is continuing to practice and gaining experience in the required fields. Dunnett's in Moh. Rum Arisandy, defines skills as the capacity needed to carry out a series of tasks that develop from the results of training and experience<sup>1</sup>.

While ability means strength (The Big Indonesian Drafting Team). Ability itself according to Stephen P. Robbins & Timothy A. Judge is "The capacity of an individual to perform various task in a



job". That means someone who can master something useful in doing work or something else. According to Mc Shane & Glinow in Buyung "Ability the natural aptitudes and learned capabilities required to successfully complete a task". That means intelligence is a natural talent that helps employees learn certain tasks faster and do them better.

So, the difference between ability and skill is that abilities are regarded as inherent or inherited, whereas skills are activities that have been either learnt or acquired. In layman's terms, this suggests that though someone may have the potential to do something, they may not be able to do it well; but, by studying and practising, they can improve their talents.

### **3. Listening Skill**

Hasan and Hoon, have explained that listening skill allows the listener to give responses to the speakers during the learning process. To get those listening is an important aspect in communicating with others. Gann and Bufton, stated that listening is used more than 45% in communication, which clearly shows how important this skill is in overall language ability. In recent years when listening is examined in relation not only to skill but also to language learning, listening has been considered from a further perspective. Teaching listening needs a bit more on the part of the teacher than that of the learners. One of the main principles of

teaching listening is that language material should be intended to use for training listening Skill and it should never be presented visually first. The students really need to practice and improve their listening Skill. However, many students are uneasy when they have to practice listening skills because they have to listen carefully, focus, comprehend and remember what they have heard at the same time<sup>2</sup>.

In general, listening involves hearing what is being said by others in order to take it in, interpret it, and comprehend it. This may seem simple and uncomplicated, but it is not as simple as it seems because listening takes not only the use of the ears to hear information, but also the use of the mind and past knowledge to correctly analyze and comprehend the spoken input.

Listening is described in Rost's book as one of the communication processes that involves four different orientation types: receptive, constructive, collaborative, and transformative orientations. Receiving what the speaker actually says is referred to as "receptive orientation," whereas creating and representing meaning is referred to as "constructive orientation." While the phrase "transformative" orientation refers to producing meaning through involvement, imagination, and empathy, the term

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<sup>2</sup>Veronika M.H.P. Improving Students' Listening Skills Through Podcast at SMP BOPKRI 1, Yogyakarta Grade VIII, Class A in the Academic Year Of 2012 / 2013. Language and Art Faculty. Yogyakarta State University. 2013. P. 10

"constructive" orientation refers to negotiating meaning with the speaker and reacting.

#### **4. Characteristic of a Good Listener**

Someone who has good listening skills is one of the important things in communication. In class, students who have good hearing will talk to the teacher or other students well. In addition, the student with good listening can interpret, understand, and comprehend the message of learning material well whether from the teacher or from the audio speaker. Before detecting the characteristic of good listening, we should know the characteristic of poor listening<sup>1</sup>.

According to Wolvin there are some characteristics of poor listening in classroom context described by Nichols. They are:

- 1) condemning a speaker's subject as uninteresting;
- 2) criticizing the speaker's delivery rather than focusing on the message;
- 3) preparing an answer to a point or question before comprehending it;
- 4) listening only for facts;
- 5) wasting the advantage of thought speed over speech speed;
- 6) tolerating or creating distractions;
- 7) faking attention;
- 8) permitting personal prejudices to interfere;

- 9) avoiding difficult material; and
- 10) attempting to take outline notes even when the message isn't structured to be outlined.

However, good listeners are they who make exact and suitable responses to what is heard. The made responses are based on the necessity of listening. When the listeners try to get the points of the message, they have to pay attention to the whole spoken language, when they get the unclear message, they can ask to clarify the message, and the others.

## **5. Teaching of Listening**

Learning and teaching are interconnected. The definitions of teaching and learning are closely intertwined, with learning serving as the starting point for both processes, particularly when it comes to language learning. As a result, the process of learning to listen is explained below. Giving instructions, directing someone through a course of study, imparting knowledge, and causing someone to know or comprehend are all examples of teaching.

In the recent years, listening has also been taken into consideration; nonetheless, teachers are more involved in listening than the pupils themselves. Along with listening, the next step is understanding something that can be remembered so they can reply appropriately. The importance of hearing in the language learning

and teaching process cannot be overstated, especially for language teachers who want to engage their students in active listening during English class. For instance, if the school designates one day each week for the use of the English language, the pupils will already be accustomed to doing so.

One method of acquiring a language is through listening. It has a positive effect on the students by enabling them to gain material that can expand their knowledge, which in turn enables them to interact with speakers or lecturers when their knowledge has grown. The only-listening phase is a period of observation and learning that serves as the foundation for the other linguistic abilities. It was widely believed that the teacher controlled how students learned. In order for students to comprehend language lessons, the teacher plays a crucial role in controlling the class<sup>3</sup>.

There are a number of listening principles that teachers must now follow, including: first, they must introduce the media that will be used in the listening lesson and ensure that the students understand how to use and gain from it.

Second, teachers who use specific media to teach listening lessons must give students content that is applicable to everyday life in order to develop their knowledge and make them aware of how essential everyday life is. Thirdly, pupils will have an easier time

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<sup>3</sup> Jack C. Richards, *Communicative Language Teaching Today*, Cambridge University Press, New York 2006, p. 4

understanding the topic if they listen to media and explanations in their native tongue.

Fourth, there are many different ways to listen to media, including different topics, genders, listening levels, etc. This will hold students' interest and allow teacher and students to choose their own themes for discussion. Fifth, when the class has finished listening to a medium, the teacher must let the pupils to respond to the material and describe in their own words what they have learned.

The teacher can determine the student's level of listening ability by learning what they think. Sixth, it is advised that teachers refrain from giving pupils leaked materials so they can become accustomed to listening to content from listening media..<sup>1</sup>

We also know that the concept has a significant impact on language acquisition. The instructor should know how to get the class to interact. Teachers should focus more on how to teach students and make the subject matter simple to understand before adopting this idea.

Teaching listening requires explaining the language system and giving it significance, it is concluded. The speaker's term is used in the explanation, and the listener can understand it and respond appropriately. <sup>4</sup> Teaching listening also aims to ensure that communication is not lost while conveying and accepting what has

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<sup>4</sup>Gilakjani, Abbas Pourhossein. " A Study of factor Affecting EFL Learners' English Listening Comprehension and the Strategies for improvement". 2011. Vol. 2 No. 5. p.982

been heard. It is necessary to practice listening repeatedly in order to learn to listen to a teacher and a pupil effectively.

## **6. The Teaching of Listening in Junior High School**

In order to study English, students must develop their four main skills: speaking, reading, and writing. The primary abilities that language learners need to develop are listening skills. The key reason is that 90% of a student's class time is spent listening to classmates and teachers explain concepts.

To increase students' listening skills, listening lessons are taught utilizing various learning modalities<sup>1</sup>. Other talents can advance as a result of learning to listen. As speaking and listening are intertwined to create effective communication, speaking can be active if we have appropriate listening skills.

The goal of junior high school English listening instruction is to help students become more proficient in other abilities by helping them apply those skills at different levels. In this manner, the teaching and learning process must adhere to its goals.

## **7. Components Assessment of Listening**

Listening comprises of some key component such as<sup>5</sup>:

- a. Making sound distinctions.
- b. Word recognition and comprehension of significance.
- c. Recognizing linguistic word groups.

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<sup>5</sup>BabitaTyagi, "An Important Skill and its Various Aspect, An International Journal An English". ISSN 0976-8165, p. 1

- d. Recognizing the expressions and groups of expressions that demonstrate how to convey meaning.
- e. Reviewing important words and ideas and using background knowledge to anticipate and confirm meaning.

The researcher draws the conclusion that there are numerous factors that affect listening score from the previous explanation, and the researcher selects certain keys to assess listening score.

## **B. Media in Teaching English**

### **1. The Definition of Media**

Learning media include a variety of specialized tools that can be used to transmit information from sources to understudies straightforwardly arranged in order to establish a favorable learning climate in which the beneficiary can complete the learning system proficiently and successfully<sup>1</sup>.

Learning media is a message-carrying technology that can be used for learning purposes, learning media is a means of physically to deliver the subject matter. Learning media includes all forms of technology-enabled communication, including print, video, and audio<sup>6</sup>.

The purpose of using learning media as a tool in the classroom is to raise the standard of instruction. A useful

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<sup>6</sup>Rusman, Deni Kurniawan dan Cepi Riyana, Op. Cit h. 170



intermediary that may be used to increase effectiveness and efficiency in achieving goals is the media.

Based on the statement above, it can be concluded that the learning media are tools that contain subject matter used by educators in learning process so that learning will attract the attention of students.

## **2. Kinds of Media in Teaching Listening**

English showing media are vital to assist the understudies with obtaining ideas of the language abilities and language skills. The many listening education mediums based on Siemens and Tittenberger<sup>1</sup>.

### **a. Blog**

A blog is a basic website page with content introduced in reverse chronological order. There is no longer a requirement to visit the blog because posts can be recovered using an RSS reader (like Google Reader). Google posts new content or contributions on its blog. CNN uses websites as a secondary source of news. A NASA dispatch blog exists.

Famous people like Tom Peters, Dave Barry, and Scott Adams (Dilbert) also write. Yes, even the Iranian president has a blog. Sites considered noticeably along with the last American president political decision, giving competitors another scene to interface with electors.

The effortlessness of websites is misleading. Contributing to a blog empowers one of a kind chances for teachers to further develop correspondence with (and between) students, increment profundity of learning through reflection, and empower the arrangement of assorted perspectives and points of view. Maybe in particular, they empower teachers to interface with one another.

b. Wikis

Wikis, or more broadly, community writing on the web, have attracted the attention of academics and business leaders. Wikipedia is noteworthy and is increasingly mentioned. A wiki is essentially a simple website page that anyone can edit. That is essentially how wikis were portrayed when they first appeared.

Wikis' openness has witnessed the reality of human behavior (or all the more decisively - spam). Wikis are dynamic, unstructured information environments. Wikis enable users to create a collective asset. While wikis overcome independence, online journals empower individual voices<sup>7</sup>.

Wikis' disorderliness can be frightening to new users. Wikis do have a board and administration, though. Wikipedia contains a wealth of information about how to handle issues

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<sup>7</sup>Elyyani. "Otomatisasi Integrasi Content Web Menggunakan Teknologi Really Simple Syndication (Rss)".

arising from neighborhood conflict. Activities in this area are driven by a vote-based system and openness.

c. Social Bookmarking

Social bookmarking is a method of organizing and storing bookmarks (website favorites). Any PC with a web association and an application can access bookmarks that are stored online.

d. Podcast

The internet distribution of audio known as podcasts uses RSS (Really Simple Syndication). Really Simple Syndication is a technique used to collect and unify the content of another web page by presenting summary information about the headlines, links and articles of a site. Innovation has created to where a teacher can record and circulate sound documents with just a PC, a receiver, and web access. Of specific potential in sound is the expanded utilization of various sound instruments for simple coordinated effort (like Seismic or Voice Thread).

At the moment, podcasts are very popular. In MP3 format, this typically consists of a sound recording that is downloaded to an iPod or MP3 device. These days, digital recordings can last anywhere from 20 minutes to two hours, therefore cutting-edge students are advised to listen to this kind of material. There are digital recordings available about any topic you can think of, from interests to major TV shows, sports to innovation. They are

often solid like pre-recorded public broadcasts, with meetings, conversations, or criticisms on late occasions <sup>1</sup>. The decision-making process resembles how you would choose a video. Make sure it is appropriate for your understudies in terms of length, topic, and difficulty.

e. Video

The web has developed over the past ten years, moving from text-based media to a multi-media stage with a greater emphasis on voice, video, and knowledge. For teachers, it presents a fantastic opportunity to change course.

While video-taped talks have been normal on college grounds for quite a long time, the expanded data transfer capacity accessible to most PC clients has opened the entryway for another way to deal with stretch out addresses – empowering students to see missed (or not completely comprehended) addresses whenever the timing is ideal.

f. Games, Virtual Worlds, and Simulations

Games and virtual worlds frequently come up in educational gatherings as discussion topics. Whether it be through conversations with students, watching their children play, or even directly using virtual games themselves, most teachers have at least tangential experience with games.

Virtual games, like those made by World of War, typically require the completion of a specified goal, such as winning a level. In contrast, virtual universes are settings where people can work together without necessarily being focused on achieving a particular goal. Current computer game platforms (XBOX and PS3) also support online play.

Over the past few years, Second Life has attracted the attention of educators in a significant way. As students interact with friends and teachers through avatars, explore course material (often in a more natural way than just understanding text), and communicate at-home learning through visual means in Second Life, it adds an optional learning experience to a typical online course.

Reenactments are particularly significant as a teaching tool because they give pupils a structured experience that is more practical than actually carrying out the assignment (like flying). It can be expensive to organize and maintain recreation.

Based on the statement above, it can be concluded that the learning media are tools that contain subject matter used by educators in the learning process. So, the researcher chooses podcast as learning media so that it will attract the attention of students.

## **C. The Concepts of Podcast**

### **1. The Definition of Podcast**

Podcast is actually a combination of the words "iPod" and "broadcasting." Although podcasts have been existing since 2005, they have only become popular since 2007 and their momentum has accelerated since 2011. Although audio recording has long since become obsolete, Apple came up with an idea that makes getting audio podcasts, subscribing, downloading, and listening much simpler and more enjoyable for listeners.<sup>8</sup>

Podcasts are digital audio files that listeners must first download before they can play them. Radio is considerably different from podcasts because they are non-streaming audio. The public uses podcasts frequently to listen to news, learn new things, and share repeatable knowledge.

Podcasts resemble radio in certain ways, but not really. Although there are now video podcasts that are listened to like the radio, the similarities are mostly in the form of audio podcasts. Podcasts are available online as MP3 files<sup>1</sup>. You can listen to thousands of topics. Podcasts are well-known for their real listening content created by skilled speakers, which is very beneficial for students who want to talk naturally like native speakers.

## **2. Types of Podcast**

There are different types of podcast available on the internet. Currently, there are three types of podcast being produced and

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<sup>8</sup> Seema Jain, Farha Hashm, "Advantages Of Podcasts In English Language" Journal of Indian Research, Vol 1, No 2, 2013, p. 158

widely used that are classified by the format of content: audio podcast, enhanced podcast and video podcast. Audio podcast is the most popular and easiest to use. It contains audio only and requires a small storage space. Mostly, it is in MP3 format and can be played using all MP3 players. Different from audio podcast, enhanced podcast is a combination of audio and digital images. Meanwhile, video podcast contains audio and video in one format. Usually, video podcast is produced in MP4 format and require larger storage space.

### **3. Podcasts in the Teaching of Listening**

A podcast is an online audio file in the mp3 format. It is made out of the words iPod and broadcasting. Podcasts are not fundamentally different from spoken texts on cassettes or CDs. Teachers have always used cassette or CD players to record programs from the internet or the radio<sup>9</sup>. Simply put, it's simpler with podcasts. When you subscribe to a podcast, your computer will automatically download any updates (such as new episodes or programs) as soon as they become available. You can either keep it if you think it's appropriate or delete it. Therefore, you do not need to program your recorder or be at home because everything is done automatically.

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<sup>9</sup> Kaushik, A. 2010. "Podcasting in Library Environment". *Annals of Library and Information Studies*, Vol. 57, 2010 , p. 122

Podcasts can be utilized to simply give dedicated students more language exposure. To use them in class, you must take the time to choose appropriate ones and create objectives and activities to help your students with the listening process. These frequently include pre-listening exercises, activities students can complete while listening to podcasts, and activities they can complete afterward to reinforce what they learned. Some true-false questions that students can answer while listening as part of the listening activities can also help them focus on the material.

If a transcript is available, you can focus on particular vocabulary words during the post-listening phase. Even now, the majority of podcasts are in English. As a result, a lot of people use podcasts to sharpen their English listening abilities.

#### **4. Example of Podcast**

There are several types of podcast applications that are effectively used to increase listening skills, including the following :

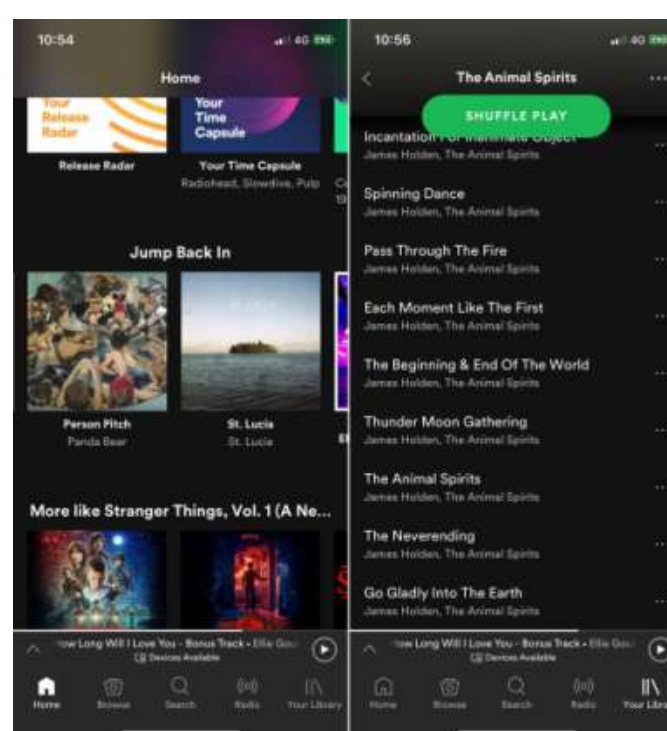
##### **a. Spotify**

Spotify is a music streaming platform that was founded in 2006 in Sweden by Daniel Ek and Martin Lorentzon with the goal of providing music to everyone. They worked with a Swedish developer experienced with peer-to-peer framework with the intent of connecting the music listener directly to the labels.



Due to the nature of that relationship there is a need to negotiate with music labels for launch on a country-to-country basis, starting with their initial launch in Sweden in 2008. They are currently available in 57 countries with a limited launch currently underway in Canada and the Phillipines. The basic service offered by Spotify is the ability for users to create custom playlists that can be played through any internet connection.

Spotify has two distinct product offerings, Spotify and Spotify Premium. Spotify Premium members pay a monthly subscription fee but have access to their playlists offline on multiple devices, thus having all the perks of owning the music while just paying \$120 a year. Beyond that, Spotify is known for their social media interaction – users can interact with their friends and share playlists, and users can also follow the playlists of their favorite artists. Songs can be found by title, artist, or cd name, and various apps are available to enhance the service, such as radio streaming.<sup>1</sup>.



**Figure 1. Spotify Podcast Application**

b. British Council

The British Council has released a number of programs that teach English using videos, podcasts, games, and quizzes. The Google Play Store, Apple Store, and Windows Phone Store all offer the option to download the application.

This program focuses on the users' capacity to listen.<sup>10</sup> The most significant of the features of this application are the free audio and text files that can be downloaded and listened to offline that discuss various broad topics. There are also suggestions for improving one's English.



**Figure 2. British Podcast Application**

c. Podcast Go

The main instrument for the treatment time that the researcher implemented and used was the app called Podcast Go. The kids were given the theme of education. The TED Talks episode was chosen because it was acceptable for the learners'

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<sup>10</sup> *Aplikasi Belajar Bahasa Inggris Kami*. (2018). Taken from British Council Indonesia: <https://www.britishcouncil.id/bahasa-inggris/aplikasi>

competency levels. Throughout the four sessions, there were a total of four episodes having educational themes. Each episode lasted no more than fifteen minutes. Additionally, the programs didn't go for too long. The audio recording was decent quality, medium in pace, and pleasant<sup>1</sup>.



**Figure 3. Podcast go Application**

## 5. Advantages of Podcast

Podcasts are crucial for creative online learning and can meet a variety of needs, including increasing the reach and register of listening practice materials in English that are available to students for use in a variety of contexts, facilitating greater accessibility among the course's various components, raising the level of conversational movement, and more. Online web recordings have made it possible for language teachers to demonstrate listening skills with a multitude of material.<sup>11</sup>.

<sup>11</sup> 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"*.(Universitas Negeri Yogyakarta 2013), 72.

Podcasts have the extra benefit of being downloaded by your students and listened to for academic purposes. Just put it up by providing a link to download the worksheet or understanding inquiry. Choose a captivating webcast, and your students will be eager to complete this assignment.

In her journal, Constantine addresses a variety of issues related to podcasts, including how to choose the most beneficial ones, their benefits, and how to get the most learning from them.<sup>1</sup> . the advantages of podcast are :

- a. Even at the beginning levels, students can profit from worldwide listening regardless of whether they just tune in from three to five minutes every day. Starting understudies will be presented to the new dialect "with its own particular sound framework, inflection designs, stop framework and word request".
- b. The intermediate learner has a need for authentic texts and to be exposed to a variety of voices.
- c. By the time learners reach the advanced stage, they must be able to learn from listening. Most understudies in an unfamiliar nation depend intensely on perusing, composing and jargon to learn. It is basic for them to have the option to perceive "authoritative markers, strong gadgets and definitions in setting<sup>12</sup>.

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<sup>12</sup> Boulos, M.N.K., Maramba, I. & Wheeler, S. Wikis, Blogs And Podcasts: A New Generation Of Web Based Tools For Virtual Collaborative Clinical Practice And Education . BMC Medical Education. August2006.

Podcasts is not just meant to be listened. Frequently there is a record furnished alongside the worksheet. Various sites connect with understudies and pose them to compose with inquiries or remark. Additionally, students can use a range of learning methodologies with podcasts.

While some students study best by taking notes during lectures and reviewing them during their own test time, others learn best by paying close attention without taking notes. They are considered to have superior skills to students who do not listen to podcasts.

Having students pay attention to webcasts and go through their recordings is one innovative way to use digital records, according to Constantine's journal. Then, at that point the students will make a recording of the material on a tape and change it into the teacher close by a created journal<sup>1</sup>.

The instructor then, at that point pays attention to the understudy's recording and gives fitting criticism to the students. This type of activity helps the students to develop fluency in reading, to improve pronunciation, to acquire new vocabulary words, and to perfect listening skills. So, this media can develop the listening skill student well.

## **6. The Steps of Using Podcast**

Fox claims that there are certain methods for using podcasts to teach English to EFL students. The following are the steps for using podcasts:

- 1) Enjoying a good listen.
- 2) The show could be made more approachable for lower levels by listening with a teacher glossary that has already been produced.
- 3) Hearing a little passage. The majority of podcasts are broken up into more or less independent segments that can be listened to separately. Lower levels can complete the assignment more easily as a result.
- 4) Hearing when reading a transcript (prepared by the teacher).
- 5) Using a chunk as dictation practice. This is a beneficial exercise that many teachers reject as old-fashioned but can highlight and train grammatical accuracy.

## **7. Procedures of Using Podcast in Teaching Listening**

Podcasts can be used in the classroom to develop listening skills. Pre-listening, while-listening, and post-listening are the three phases of listening in the classroom<sup>13</sup>. Pre-listening involves engaging the students in activities that prepare them for listening

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<sup>13</sup> Rif'atun Nazhroh, *"The Effect of English Captioned Video on Students' Listening Comprehension of the Eleventh Grade Students of SMAN 4 Tangerang Selatan"*, (Jakarta: Jakarta Islamic State University, 2017), published on Repository UIN Jakarta, p. 19.

practice, such as reinforcing prior information, identifying difficult words, anticipating listening practice questions, etc.<sup>1</sup>.

Contrarily, with while-listening, students are actively engaged in listening practice, which necessitates comprehension on their part. The students are involved in some responses to comprehension during post-listening, such as expressing an opinion on the subject, etc.

The teacher can also employ other strategies to teach listening through those three stages, one of which is the usage of podcasts. Pre-listening is the first step. The instructor entered the classroom, greeted the students, and called their names to take attendance before beginning the podcast lesson on listening. The teacher then drew on the pupils' past knowledge and connected it to the new information they would be learning. Then, the instructor gave each student a listening assignment sheet. She assisted the students in learning important vocabulary and gave them advice on how to anticipate the material in the listening exercise.

The teacher also instructed the pupils on how to listen to podcasts and what they should do while doing so during this phase. The most crucial task in this stage is this, though. While-listening is the second. The teacher treated the students in this phase by providing them with the audio podcast. In order for the children to hear the audio properly, the teacher used an audio speaker to play

the podcast that she had downloaded to her laptop or mobile device. The students then listened to an audio podcast about an audio podcast as a class. The students began to complete and respond to the listening activity on the provided paper as they were listening to the audio podcast.<sup>14</sup>

The students were then divided into groups by the teacher and instructed to discuss the audio podcast they had just listened to. The teacher requested a few students to represent their group in the following activity and to explain what they understood from the audio podcast they had just listened to<sup>1</sup>. Following that, the students are instructed to summarize their comprehension of the audio in a paragraph.

The pupils are also required to perform a listening activity by responding to a few questions on the subject matter. On the other hand, there have been instances where students were required to listen to audio podcasts and respond to questions based on the audio while they did so. Before beginning class, the teacher had downloaded the audio. The instructor selected a brief audio that fit the material she was presenting and downloaded it to her phone. The teacher played the students' downloaded audio while teaching listening in the classroom using a portable speaker with a loud

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<sup>14</sup> Mohammad Davoudi and Mojtaba Rezaei, Using Podcasts to Improve Second Language Comprehension in Iranian Language Classrooms, *Journal of Studies in Education*, 6, 2016, p.31. 45Amumpuni, *loc. cit.*



sound. Students' understanding of the audio podcast is another focus of this main activity.

Post-listening is the third step. The pupils are free to share their understanding or opinions at this point. In addition, the instructor goes through the previously completed and discussed listening material. The teacher's evaluation and the pupils' reactions to the content are the focus of this phase, though. Finally, the teacher assigned the pupils a homework assignment, which could have included reading the information below or doing some exercises<sup>15</sup>.

#### **D. Action Hypothesis**

Based on the literature review above, the following hypotheses are formulated: "by using podcastit can increase students listening skill in the eighth grade of SMP N 1 Batanghari".

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<sup>15</sup> Islam Namazian Dost, Ghassem Bohloulzadeh and Rezvan Rahmatollahi, The Effects of Using Podcast on Listening Comprehension among Iranian Pre-intermediate EFL Learners, *International Journal of Applied Linguistics & English Literature*, 6, 2017, p.63.

**CHAPTER III**  
**RESEARCH METHODOLOGY**

**A. Variable and Operasional Definition of Variable**

**1. Operasional Variable**

**a. Independent Variable (Listening Skill)**

Independent variables are antecedent to dependent variables and are known or are hypothesized to influence the dependent variable, which is the outcome. Independent variable in this research is listening skill to help students in learning process. Listening is one of the forms of communication that people to daily. The importance of hearing in the language learning and teaching process cannot be overstated, especially for language teachers who want to engage their students in active listening during English class.

**b. Dependent Variable (Podcast)**

The dependent variable is the variable that is affected or that become result because of the independent variable. Podcast is dependent variable in this research. During the teaching and learning process, students can improve their learning through podcasts in a variety of language abilities and domains, including pronunciation, vocabulary, and grammar.

## B. Research Location

The research was conducted at SMP N 1 Batanghari which location at, Jln Kapten Harun 46 Banarjojo, Banarjojo, Kecamatan Batanghari, Kabupaten Lampung Timur.

## C. Subject of Study

The subject of this research is the students of the eight grade at the SMP N 1 Batanghari. The data can be seen below:

**Tabel 2**  
**Data of the Subject of the Research**

No.	Class	Sex		Total
		Male	Female	
1	VIII.A	16	18	34

## D. Object of Study

The object of the study is The Implementation of Podcast to increase students Listening Skill at the eighth grade at SMP N1 Batanghari. The classroom action research was conducted in class VIII. A which consists of 34 students. The researcher chose A class, because the students have the lowest English ability than other class, especially in listening skill.

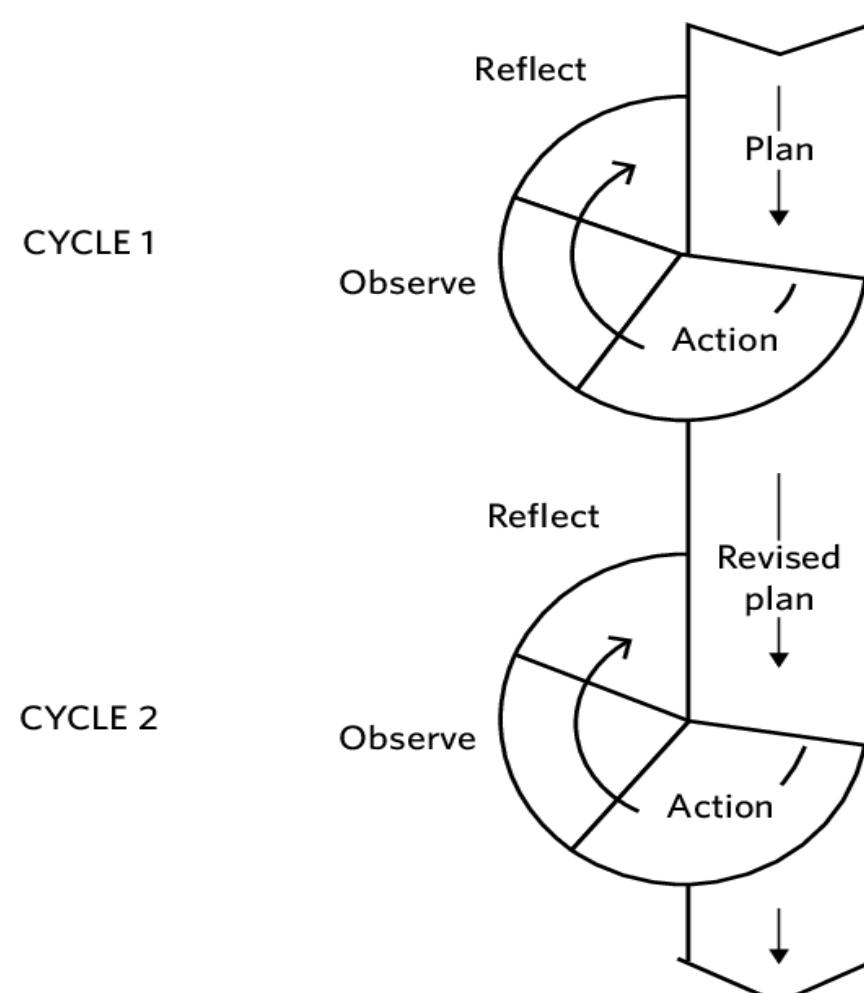
## E. Action Plan

The researcher chose one of the types of the research is classroom action research. The implementation of classroom action research has the important strategies to improve quality of teaching and learning.

In Burns' book, "Collaborative Action Research for English Language Teachers," Kemmis and McTaggart claim that the action research is

carried out through a dynamic and complementary process that includes the four key actions of planning, taking action, observing the process, and reflecting on the experience. Action research can follow the progression of these processes. As an example, the first step would be to create a plan for taking critically informed action to improve what is already happening, the second would be to put the plan into action, the third would be to observe the effects of the critically informed action in the context in which it occurs, and the fourth would be to reflect on these effects as the basis for further planning, further critically informed action, and so on through a series of stages.<sup>1</sup>

The spiral action model research that Kemmis and McTaggart proposed was used in this study; an example of the research design is as follows:



**Figure 4. Kemmis and MacTaggart Model**

Research Procedure from this action research follows:

## 1. Cycle 1

### a. Planning

The teacher and the researcher made instruments, as follows:

- 1) The lesson plan is created by the researcher using the 2013 English syllabus and curriculum.
- 2) The researcher created the guidelines and observational note.
- 3) The researcher sets up the written test instrument for use before and after CAR.

### b. Acting

The researcher served as the instructor during this stage, and the actual teacher is the observer. In the lesson, the researcher engages in many activities, including:

- 1) During the listening lesson begins, the researcher gives the students an example of podcast content.
- 2) The researcher plays the prepared podcast and then hands out the test sheet for the students to complete, which consists of 20 blank words.
- 3) Based on the context, the researcher reviews the vocabulary that will be employed.

- 4) The researcher can provide an example of what the studentstought to say during the exercise.

c. Observing

The researcher will engage in a variety of activities throughout this phase, including:

- 1) The actual teacher observes the teaching and learning activities in the classroom, including the environment, the performance of the teacher, and the reactions of the students.
- 2) After the CAR in Cycle 1, the test measures how well the students have learned to listen.
- 3) The researcher tracked students' test-to-test increasements from cycle 1's test before CAR to test after CAR, whether they were positive or negative.

d. Reflecting

Activities for the researcher and the instructor during this stage include:

- 1) The teacher and the researcher talk about the students' academic progress as well as the media in addition to the CAR implementation's results.
- 2) The lesson plan for the subsequent cycle and the exam following the CAR in cycle 2 are prepared by the teacher and

the researcher in order to track the increasement in students' test scores and to address any unresolved issues.

## **2. Cycle 2**

### **a. Planning**

The researcher creates the following instruments:

- 1) The lesson plan is created by the researcher using the 2013 English syllabus and curriculum.
- 2) The researcher created the instructions and observational note
- 3) The researcher sets up the written test instrument for use before and after CAR.

### **b. Acting**

The researcher served in this phase as the instructor. The following are some of the activities the researcher runs in the class:

- 1) Pre-teaching
  - a) The researcher welcomes the pupils and verifies their presence on the roster.
  - b) The researcher provides icebreaker exercises.
  - c) The researcher provides the pupil with incentive.

d) The researcher provides a general summary of the subjects.

2) While Teaching

a) The researcher describes how to listen podcasts through audio recordings properly.

b) During the discussion, the researcher gives the students an example of the material they are learning from the listen podcast.

c) The researcher assigns the task based on the information.

3) Post-teaching

a) The researcher engages in a game with the students while rewarding them.

b) The students have received reinforcement of the material.

## **F. Data Collecting Technique**

In collecting data the researcher will use the following steps:

### **1. Test**

Pre-testing was done prior to treatment, and post-testing was done at the conclusion of each cycle in this study. After the treatments, the post test was conducted. The kid was take a post-test following the treatment. The post-test text follows the same format and technique as the pretest. In this instance, the researcher was administer the test to ascertain the level of listening



comprehension of the eight SMP N 1 Batanghari grades. Pre-tests and post-tests are among the tests that was administered.

## **2. Observation**

The process of direct and organized observation is known as observation. In this instance, the researcher observed the learning activities. Only during the learning process teaching is on standby to observe students' classroom learning activities, which may have an impact on students' learning outcomes, is this observation carried out.

## **3. Documentation**

The study's documentation consists entirely of research-related recording materials. Photos and the results of student activities serve as this record. Instructions and materials for additional implementation considerations and conclusion-drawing can derived from the findings of this documentation.

## **4. Field Notes**

Field notes are the most common way to capture the information gathered during an observation. The information from other sources, like documents, interviews, and primary research data, may then be improved by notes. Otherwise, it could contain images, recordings of both sound and vision. In this study, the observer

records the students' behavior while they are studying using field notes to create a report.

### **G. Data Collecting Instrument**

A tool used to gather data is called an instrument. This indicates that the instrument is a device used by researchers to thoroughly and methodically gather data. The pupils' proficiency of the English listening skill was tested using the instrument.

Pre-test and post-test instruments of various types were used by the researcher. The pretest and posttest instruments are different yet of a similar complexity. The researcher used individual test. In this research, the researcher plays the prepared podcast, after which the researcher distributes the test sheet that the students will work on by filling in 20 blank words and teachers involve students in learning activities to invite them to be active in the learning process in the listening class and in-class activities are recorded by the researcher.

### **H. Data Analysis Technique**

The pre-test and post-test will be organized steps that include data analysis. This step involves administering the test in order to compare results from the pre- and post-test.

The formula to get the average of pre-test and post-test as follow:

$$M = \frac{\sum X}{n}$$

Note:

M = Mean or Average Score

$$\Sigma x = \text{Total Product of Score}$$
$$N = \text{Number of Score}^1$$

The formula to figure out the percentage of the students who pass the Minimum Mastery Criteria (MMC) in each cycle as follow:

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

Note :

P = Percentage

F = Frequency

N = Total Number of Students<sup>1</sup>

## I. Indicator of Success

The researcher was examine the test results and compare the average scores from the pre-test and post-test in order to determine the value of the data. Additionally, the outcome must meet the class's minimal requirement of 70 for listening skill. The researcher won't move on to the following cycle if the post-test mean is at least 75 and 70% of the students pass. For the purposes of this classroom action research, two cycles are required.

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<sup>1</sup>Donald Ary, Introduction to Research in Education,(USA:Wadsworth,2010),p.108.

## **CHAPTER IV**

### **A RESEARCH RESULT AND DISCUSSION**

#### **A. Research Result**

##### **1. Description of Research Location**

###### **a. The History of SMP N 1 Batanghari**

Batanghari 1 Public Middle School is a public junior high school located in Banarjoyo Village, Batanghari District, East Lampung Regency. At first, Batanghari 1 Public Middle School was called the Preparation Middle School which was founded on April 2, 1981. The founders of this school were initiated by community leaders in Batanghari District. This Preparatory Middle School lasted for 2 years, because in 1983 it became a Batanghari 1 Public School. School leadership or the principal begins as follows:

- a. Drs. Baharudin Harahap Term of Office 1983-1990
- b. Drs. Hasan Basri Term of Office 1990-1997
- c. Mr. Sugeng R Term of Office 1997-1998
- d. Drs. Edi Sutrisno, MM Term of Office 1998-2006
- e. Mr. Sugeng S.Pd Term of Office 2006-2007
- f. Drs. M. Ngadenan Term of Office 2007-2009
- g. Drs. Sunardi, M.Pd Term of Office 2009-2010
- h. Mr Hi. Suroso, S.Pd, M. Si Term of Office 2011-2013

- i. Drs. Hi. Budi Santoso, M.Si Term of Office 2013-2014
- j. Mrs. Hj. Ngatemi, S.Pd, MM. Term of Office 2014-2022
- k. Mr. Drs. M. Nasir, M. Pdl. Term of Office 2022-2023
- l. Ahmad Saidi, S.Pd,M.M 2023 present term

**b. Geographical Location of the School**

To the north: to the border with SD Negeri 1 Batanghari 2.  
To the south: to the village road 3. To the east: to the asphalt road in sub-district 1. Documentation of SMPN 1 Batanghari, East Lampung, 11 February 2013 4. To the west: to the village road 2.  
Judging from its location, SMP Negeri 1 Batanghari can be said to be quite strategic because it is close to the Police and Koramil offices, as well as the Batanghari District office, and other educational institutions which are in the same row as SMP Negeri 1 Batanghari. However, Batanghari 1 Public Middle School remains conducive for teaching and learning activities because of the large size of the school and the location of the classes on the west side so that it avoids the noise of vehicle traffic. Batanghari 1 Public Middle School.

**c. The Condition of Teachers and Official Employers in SMP N 1 Batanghari**

The numbers of teachers and official employers in SMP N 1 Batanghari academic year 2022/2023 teacher and employers that can be identified as follows:

**Table 3**  
**The Condition of Teachers and Official Employers in SMP N 1 Batanghari**

<b>No.</b>	<b>Name</b>	<b>Occupation</b>
1.	Ahmad Saidi, S.Pd,M.M	Headmaster
2.	Ratnaningsih, S.Pd	Vice of Curriculum
3.	Drs. Joko Mursito	Dean of Students
4.	Mihaya,S.Pd	Social Sciences
5.	Mahfian Yani, S.Pd	Natural Sciences
6.	Sudarsih, S.Pd	Civic Education
7.	Safitri, S.Pd	Civic Education
8.	Drs. Hi. Sismadi	Natural Sciences
9.	Suwarjo, S.Pd	Natural Sciences
10.	Siti Rupiah, S.Pd	Natural Sciences
11.	Ermawati, S.Pd	Indonesian Language
12.	Suprpto, S.Pd	Indonesian Language
13.	Nurnaningsih, S.Pd	Indonesian Language
14.	Agustina Prabandari,S.P	Indonesian Language
15.	Rimadona Ayu,S.Pd	Indonesian Language
16.	Drs. M.Nasir, M.Pd.I	Religious Education
17.	Susi Nawanti, S.Pd P	Religious Education
18.	Sukartini, S.Pd	Mathematics
19.	Roisatul Aminah, S.Pd	Mathematics
20.	Widi Astuti, S.Pd	Social Sciences
21.	Sri Sumasni,S.Pd	Social Sciences
22.	Laras Wiraswesti, S.Pd	English Language
23.	Setiti Ernawati,S.Pd B	English Language
24.	Insiyah, S.Pd	Informatika
25.	Nurmauli Sitorus,S.Pd	Art and Culture
26.	Agus Pramono,S,Pd	Art and Culture
27.	Muhyar, S.Pd	Physical Education
28.	Sri Wahyuningsih, S.Pd	Physical Education
29.	Erna Budiyanti, S.Pd	Physical Education
30.	Siti Aisyah,S.Pd	Lampung Language
31.	Nurbaiti,S.Pd	Lampung Language
32.	Dinda Saraswati, S.Pd	Natural Sciences
33.	Indrian Saputri,S.Pd	BK
34.	Rizqi Puji Evan Bintoro	BK
35.	Iin Yunisa, S.Pd	BK
36.	Nurul Chidayati, S.Pd	Mathematics
37.	Siti Rahma Azahra, S.Pd	Mathematics
38.	Aldila Ghina Salsabila, S.Pd	Art and Culture
39.	Hanif Miftahudin, S.Pd	English Language
40.	Siti Hasanah, S.Pd	English Language
41.	Afifah Mayliana, S.Pd P	Religious Education
42.	Arum Saraswati, S.Pd	Mathematics

#### d. The Building of SMP N 1 Batanghari

Batanghari 1 Public Middle School has the facilities and infrastructure to support its teaching and learning activities include:

##### 1. Classroom

The classroom is a room in a building school, which serves as a place for face-to-face activities in the ongoing teaching and learning activities between students and Teacher.

**Table 4**  
**The classroom is a room in a building school**

Condition	Amount
Good	0
Slight damage	23
Moderate Damage	0
Heavily Damaged	0
<b>Total</b>	<b>23</b>

##### 2. Laboratory

The laboratory is a place used in activities scientific relationship between students and teachers to conduct experiments, experiments, research, observation, demonstration related to learning activities teach according to the part needed in the field of study.

**Table 5**  
**The Laboratory Is A Place**

Laboratory	Condition	Amaount
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	<b>Good</b>	<b>Slight Damage</b>	<b>Moderate Damage</b>	<b>Heavily Damage</b>	
IPA	0	1	0	0	1
Bahasa	0	0	0	0	0
IPS	0	0	0	0	0
Computer	0	1	0	0	1
<b>Total</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

### 3. Libraries

Libraries are institutions that collect printed and recorded knowledge then manage it in a way specifically to meet the intellectual needs of its users through various ways of interaction of knowledge. are institutions that collect printed and recorded knowledge then manage it in a way specifically to meet the intellectual needs of its users through various ways of interaction of knowledge.

**Table 6**  
**Libraries are institutions**

<b>Condition</b>	<b>Amount</b>
Good	0
Slight damage	1
Moderate Damage	0
Heavily Damaged	0
<b>Total</b>	<b>1</b>

### 4. Sanitation

Sanitation is a minimum environmental health requirement owned by each school to meet the needs of the school community, such as clean water supply facilities, toilet facilities, disposal facilities waste, and waste water disposal facilities.

**Table 7**



Sanitation is a Minimum Environmental Health

Sanitation	Condition				Amaount
	Good	Slight Damage	Moderate Damage	Heavely Damage	
Teacher	0	2	0	0	2
Students	0	2	0	0	2
<b>Total</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

## 2. The Description of Research Data

This research applied the classroom action research. It was conducted three times in two cycle that is pre- test, post test 1, and post test 2. Each cycle consist two meeting and each meeting take 30 minutes. Each cycle contained of planning, action, observation and reflection. In relate to manage the class the research made lesson plan. The action of this research was used podcast to increase students listening skill.

### a. Pre-test

The researcher held pre-test on Tuesday, November 29th, 2022. All the student already prepared before when the teaching time. The researcher and the students enter the class that has been provided by the teacher who has coordinated by researcher. Because the pre-test held on 1 P.M. the teacher should be search class in order to this research possible to do. The researcher greeted to the students. The researcher told the students that this research would be held in their class in order to know their

listening skill before doing the action of the action classroom action research. The pre-test was administration to the students to be done individually. The kind of test are multiple choice and fill in the blank both consist of 10 question. Then, the students pre- test result can be seen on the table below:

**Table 8 : The Result of Pre-Test Score**

No.	Name	Score Pre-Test	Explanation
1.	ARA	65	Incomplete
2.	AZGF	70	Complete
3.	AFAH	30	Incomplete
4.	AK	50	Incomplete
5.	AR	30	Incomplete
6.	ANP	45	Incomplete
7.	AVA	70	Complete
8.	AF	90	Complete
9.	AZT	40	Incomplete
10.	CFS	35	Incomplete
11.	DFP	65	Incomplete
12.	DF	80	Complete
13.	DA	30	Incomplete
14.	FF	55	Incomplete
15.	FA	80	Complete
16.	FRW	40	Incomplete
17.	GKR	40	Incomplete
18.	KJI	80	Complete
19.	LJS	50	Incomplete
20.	MRF	85	Complete
21.	MRF	35	Incomplete
22.	MRAH	30	Incomplete
23.	NR	50	Incomplete
24.	NA	85	Complete
25.	NAS	30	Incomplete
26.	PAF	30	Incomplete
27.	RF	50	Incomplete
28.	RAP	75	Complete
29.	RDA	40	Incomplete
30.	SAKP	35	Incomplete
31.	TAP	55	Incomplete
32.	TMP	30	Incomplete
33.	VLF	80	Complete
	<b>Total</b>		<b>1.675</b>
	<b>Highest Score</b>		<b>90</b>
	<b>Lowest Score</b>		<b>30</b>
	<b>Average</b>		<b>50,75</b>

**Table 9: Frequency of Students' Score in Pre-test**

	Grade	Category	Frequency	Percentage
--	-------	----------	-----------	------------

1.	$\geq 70$	Completed	10	30%
2.	$< 70$	Uncompleted	23	70%
<b>Total</b>			<b>33</b>	<b>100%</b>

The highest in pre-test result is 90 and lowest is 3. The average score is 53.48 and just 10 students (30.3%) who success gets score more than 70. It shows that the result of students' listening skill in the pre test cycle I is unsatisfactory. Because the criteria of students are succesful in mastering material is students who get minimum score of 70 and the class can be said success in achieving the material if 67% of the students in the class get score at least 70.

## **b. Cycle I**

### **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 and prepared the material. The researcher also planned to give evaluation to measure the students' mastery on the given materials. Based on the results of the discussion with the collaborator in a on January 20th 2023. Some efforts were planned to solve the problems identified above. The efforts focused on "The Implementation of Podcast to Increase Students' Listening Skill."

### **2. Action**

The action of Cycle I consisted of two meetings. The first meeting was the explanation of listening as general definition and explain about recount text. The researcher explained and thought

the students about the definition, purpose, generic structure, and kind of podcast. The second meeting, the researcher asked students to answer the questions then revise their work. The detail of the actions in each meeting was discussed as follows.

**a. First meeting**

The first meeting was held on Monday, January 23th 2023 at 01.00 p.m. until 01.30 p.m. The researcher started the class by greeting the students. The researcher provide explanations about listening and ask them about problems they experience while listening to English.

After discussing, the researcher immediately introduced the material discussed to students. Researchers as teachers in the classroom play podcasts for students to hear as a pre-test. The transcripts containing the topics in the podcast were submitted by the researchers after they had finished listening to them. In this case the teacher as a researcher provides examples and some related vocabulary which is expected to support student understanding to master the material.

Because during learning, students never used listening media, researchers provided more information about listening and podcasts before giving them tests. This also affects their test if they do not know what the native speakers are talking about, in this case the researcher provides transcripts to be given to students to help them understand the material being discussed.

The researcher does not stress students' understanding too much and explains more. To help students listen to English podcasts, the researcher mixed English with Indonesian if there were difficult words.

**b. Second Meeting**

The second meeting was held on Tuesday, January 10th , 2023 at 01.00 p.m until 01.30 p.m. The students looked happy when the researcher came to the class. The researcher started the teaching learning process by greeting and checking the attendance. After all students were ready to start the lesson, the researcher asked the students to flash back to the last material that they had learned in the last meeting and review it. It aimed at reminding their memory and be confidence in joining the English listening class.

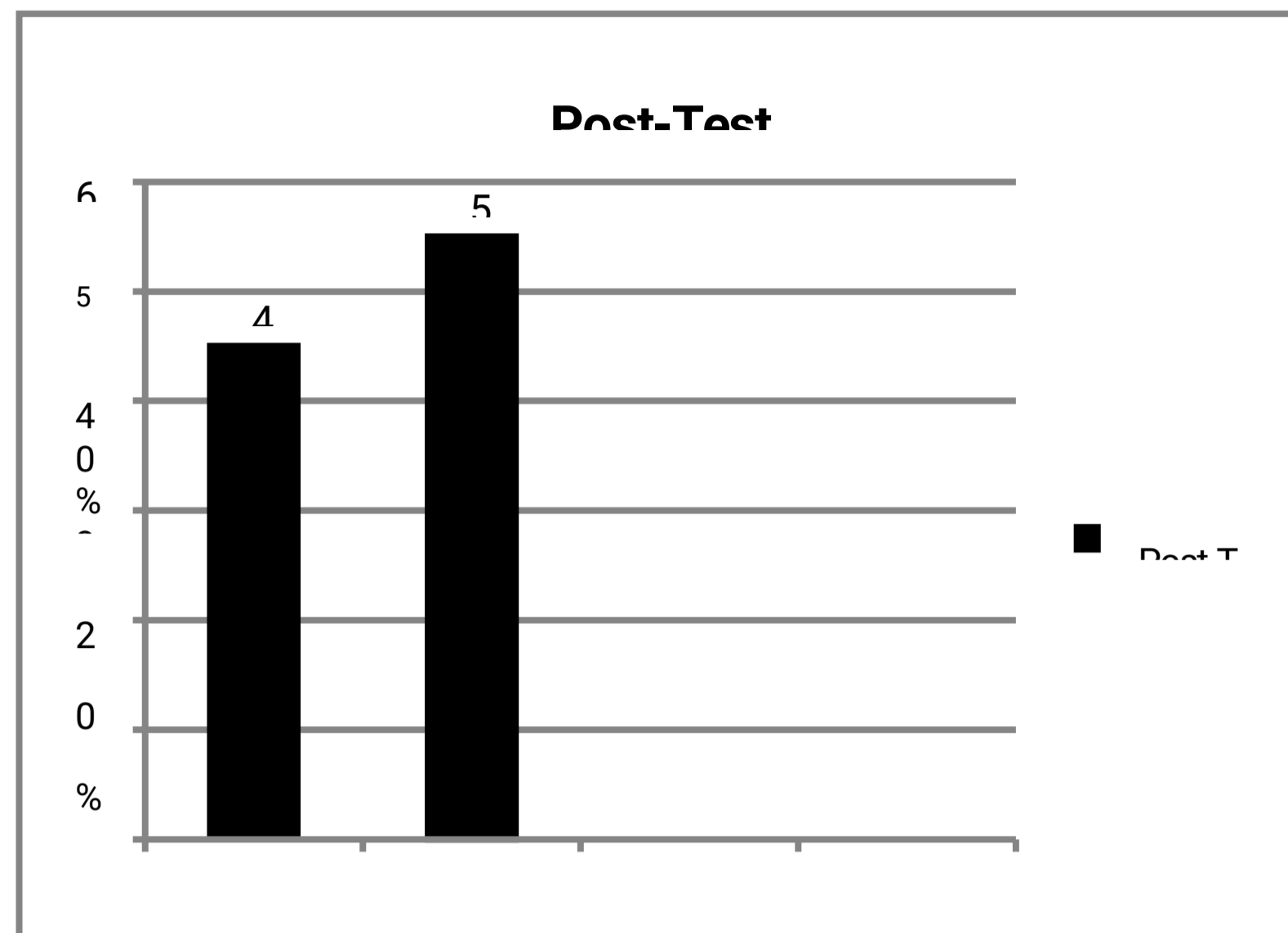
Then, give worksheet to students. The question playing with speaker that recording by researcher. After they had finished doing the assignment, the researcher discuss with the students about test was they do. Many student have difficult when answering the task. However, some of them still made noise and talked with their friend during the listening teaching and learning process held. Although some of the students still did not pay attention to the teachers explanation. Overall listening teaching and learning process ran well. In the second meeting students

began enjoy, the score in meeting two can be seen below as the score in cycle I.

**Table 10 : Student's Score at Post-Test Cycle I**

<b>No</b>	<b>Name</b>	<b>Score Post-Test I</b>	<b>Explanation</b>
1.	ARA	70	Completed
2.	AZGF	75	Completed
3.	AFAH	50	Incompleted
4.	AK	60	Incompleted
5.	AR	40	Incompleted
6.	ANP	55	Incompleted
7.	AVA	75	Completed
8.	AF	90	Completed
9.	AZT	50	Incompleted
10.	CFS	50	Incompleted
11.	DFP	75	Completed
12.	DF	80	Completed
13.	DA	70	Completed
14.	FF	65	Incompleted
15.	FA	80	Completed
16.	FRW	40	Incompleted
17.	GKR	50	Incompleted
18.	KJI	80	Completed
19.	LJS	65	Incompleted
20.	MRF	85	Completed
21.	MRF	70	Completed
22.	MRAH	40	Incompleted
23.	NR	65	Incompleted
24.	NA	85	Completed
25.	NAS	50	Incompleted
26.	PAF	50	Incompleted
27.	RF	60	Incompleted
28.	RAP	85	Completed
29.	RDA	60	Incompleted
30.	SAKP	60	Incompleted
31.	TAP	80	Completed
32.	TMP	50	Incomplete
33.	VLF	80	Complete
<b>Total</b>			<b>2.140</b>
<b>Highest Score</b>			<b>90</b>
<b>Lowest Score</b>			<b>40</b>
<b>Average</b>			<b>64,48</b>

**Graph 1. Student's Score at Post-Test Cycle I**



**Table 11: Frequency of students' score in Post-Test I**

	<b>Grade</b>	<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
1.	$\geq 70$	Completed	15	45%
2.	$< 70$	Uncompleted	18	55%
<b>Total</b>			<b>33</b>	<b>100%</b>

The highest in post-test cycle I is 90 and lowest is 40. The average score is 60.45 and just 15 students (45%) who success gets score more than 70. It shows that the result of students' listening skill in the post test cycle I is unsatisfactory. Because the criteria of students are succesful in mastering material if a great deal of students who get score of 70 and the class can be said success in achieving the material if 60% of the students in the class get score at least 70.

### c. **Obeserving**

In observation of the observer's action, the action the researcher presented two meetings in cycle I of learning to know and understand the listening skill and podcast. The researchers had explained know characteristic, and what to be used to do the

exercise but the students still confused and get difficulty to listen the podcast.

In the second meeting, the researcher giving assignments. In this meeting, the students began enjoy. They also began to be interested in teaching and learning process. In the post test 1, there were 15 of 33 students got good score. Although only 15 students who passed the minimum score, but the result of the students' test was better that the students' pre-test before giving treatment.

The indicators of student activities as follows:

- a. Paying attention by explanation and asking question.
- b. Listening podcast
- c. Focus on when the podcast is playing
- d. Doing task related the material

The observation result of students' learning activities on first meeting and second meeting of the first cycle could be seen on the table below:

**Table 12: Student's Learning Activities at First Meeting in Cycle I**

No.	Name	Indicators				Total
		a	b	c	d	
1	ARA	√	√			2
2	AZGF	√				1
3	AFAH	√	√	√		3
4	AK	√	√	√	√	4
5	AR	√				1
6	ANP	√	√			2
7	AVA	√	√	√	√	4
8	AF	√	√	√		3
9	AZT	√	√	√	√	4
10	CFS	√		√		2
11	DFP	√	√	√		3
12	DF	√				1



13	DA	√				1
14	FF	√				1
15	FA	√	√			2
16	FRW	√	√	√	√	4
17	GKR	√		√		2
18	KJI	√	√	√		3
19	LJS	√	√			2
20	MRF	√	√	√		3
21	MRF	√	√		√	3
22	MRAH	√		√		2
23	NR	√	√		√	3
24	NA	√	√	√	√	4
25	NAS	√				1
26	PAF	√	√	√		3
27	RF	√	√		√	3
28	RAP	√	√	√		3
29	RDA	√	√		√	3
30	SAKP	√		√		2
31	TAP	√	√		√	3
32	TMP	√		√		2
33	VLF	√		√	√	3
<b>Total</b>		<b>33</b>	<b>21</b>	<b>18</b>	<b>11</b>	<b>86</b>
<b>Percentage</b>		<b>100%</b>	<b>64%</b>	<b>54%</b>	<b>33%</b>	

**Table 13: Student's Learning Activities at Second Meeting in Cycle I**

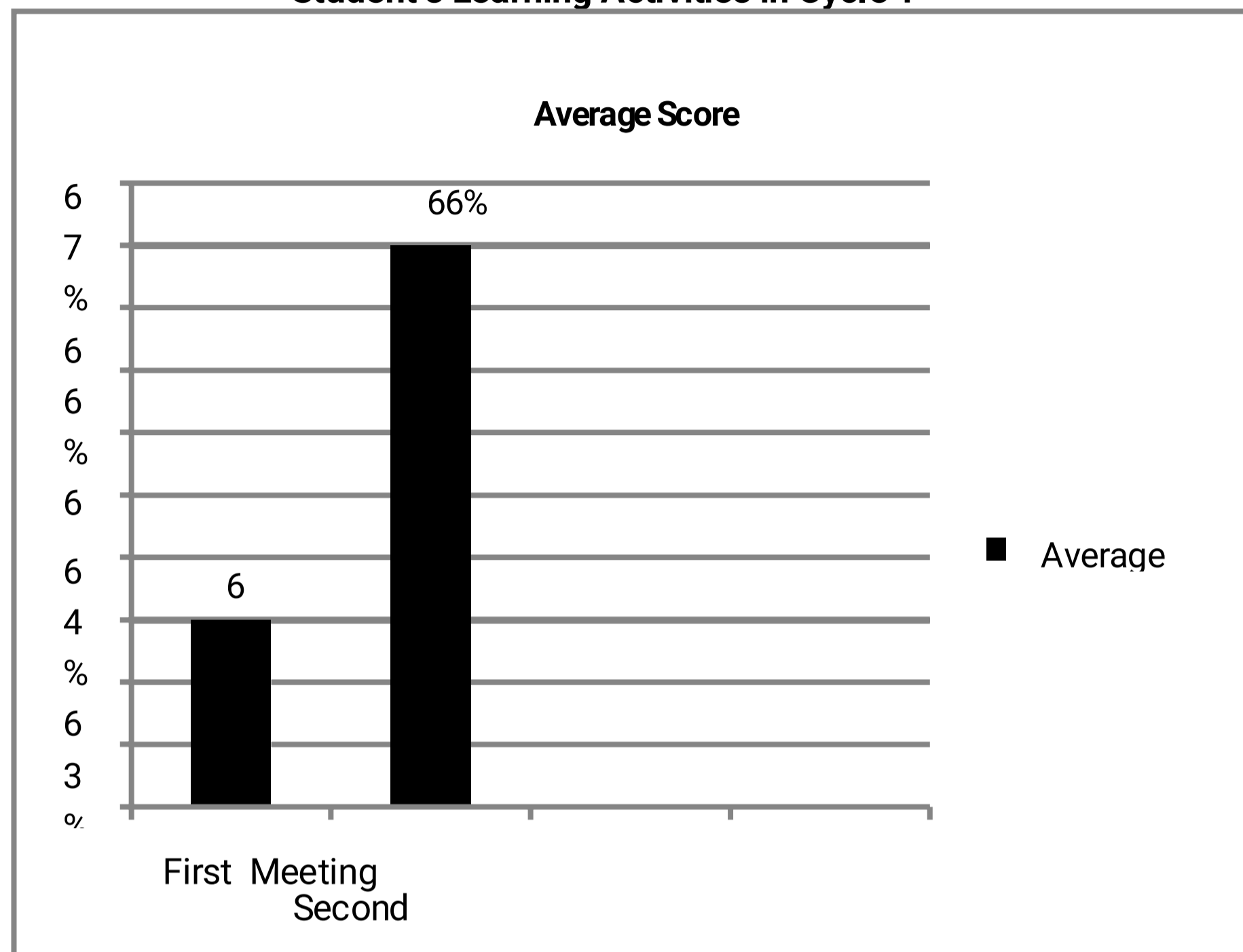
No.	Name	Indicators				Total
		A	b	c	d	
1	ARA		√			1
2	AZGF	√	√	√		3
3	AFAH	√	√	√		3
4	AK	√	√	√	√	4
5	AR	√		√		2
6	ANP	√	√			2
7	AVA	√	√	√	√	4
8	AF		√	√		2
9	AZT	√	√	√	√	4
10	CFS	√		√		2
11	DFP	√	√	√		3
12	DF	√			√	2
13	DA	√				1
14	FF	√			√	2
15	FA	√	√		√	3
16	FRW	√	√	√	√	4
17	GKR			√		1
18	KJI	√	√	√	√	4
19	LJS		√		√	2
20	MRF	√	√	√		3
21	MRF			√	√	2
22	MRAH	√	√		√	3
23	NR	√	√	√		3
24	NA	√	√	√	√	4
25	NAS			√		1

26	PAF	√	√		√	3
27	RF		√	√	√	3
28	RAP	√		√		2
29	RDA	√	√	√	√	4
30	SAKP	√		√		2
31	TAP		√		√	2
32	TMP	√	√	√		3
33	VLf	√	√	√	√	4
<b>Total</b>		<b>25</b>	<b>23</b>	<b>22</b>	<b>17</b>	<b>88</b>
<b>Percentage</b>		<b>75%</b>	<b>70%</b>	<b>66%</b>	<b>51%</b>	

**Table 14 : The Percentage of Student's Learning Activities at Cycle I**

No.	Students Activities	Cycle 1	
		First Meeting	Second Meeting
1	Paying attention by explanation and asking question.	100%	75%
2	Listening podcast	64%	70%
3	Focus on when the podcast is playing	54%	66%
4	Doing task related the material	33%	51%
<b>Total</b>		<b>251%</b>	<b>262%</b>
<b>Average</b>		<b>63%</b>	<b>66%</b>

**Graph 2. The Comparison between First Meeting and Second Meeting of Student's Learning Activities in Cycle 1**



The table and graph above showed that not all of the students were active in learning process. The average percentage of the student's learning activity in first meeting was only 63 and second meeting was 66. Based on the result above, it could be concluded that the learning process was not successful related with the indicator of success at least 80 % passed the criteria.

#### **d. Reflecting**

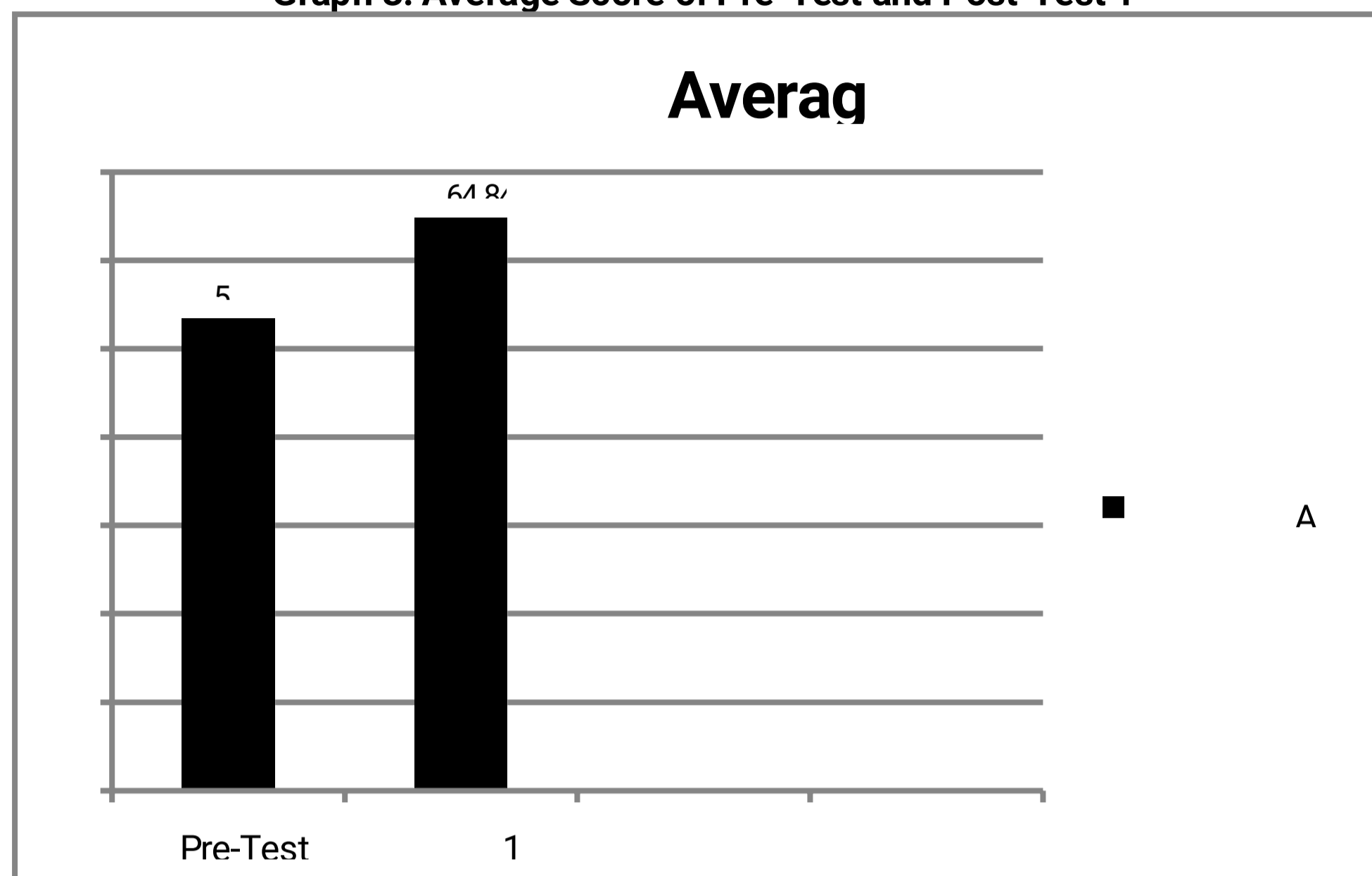
From the result observation in learning process in cycle 1, it can be concluded that in the learning process has not achieved Criteria Minimum of Score of the research yet. At the end of this cycle, the researcher and the collaborator analyzed calculated all the processes like student's pre-test score and the

result of student's post-test 1 score. The comparison between pre-test score and post-test 1 score as follow.

**Table 15 : Comparison among Pre-test and Post-test I in Cycle I**

No	Name	Score Pre-Test	Score Post -Test I	Increasing	Explanation
1	ARA	65	70	5	Increase
2	AZGF	70	75	5	Increase
3	AFAH	30	50	10	Increase
4	AK	50	60	10	Increase
5	AR	30	40	7	Increase
6	ANP	45	55	6	Increase
7	AVA	70	75	3	Increase
8	AF	90	90	0	Constant
9	AZT	40	50	10	Increase
10	CFS	35	50	3	Increase
11	DFP	65	75	10	Increase
12	DF	80	80	0	Constant
13	DA	30	70	40	Increase
14	FF	55	65	10	Increase
15	FA	80	80	0	Constant
16	FRW	40	40	0	Constant
17	GKR	40	50	0	Constant
18	KJI	80	80	0	Constant
19	LJS	50	65	10	Increase
20	MRF	85	85	0	Constant
21	MRF	35	70	35	Increase
22	MRAH	30	40	10	Increase
23	NR	50	65	10	Increase
24	NA	85	85	0	Constant
25	NAS	30	50	20	Increase
26	PAF	30	50	20	Increase
27	RF	50	60	10	Increase
28	RAP	75	85	10	Increase
29	RDA	40	60	20	Increase
30	SAKP	35	60	25	Constant
31	TAP	55	80	25	Increase
32	TMP	30	50	20	Increase
33	VLF	80	80	0	Constant
	<b>Total</b>	<b>1765</b>	<b>2140</b>	<b>334</b>	
	<b>Average</b>	<b>53.48</b>	<b>64.84</b>		

Graph 3. Average Score of Pre-Test and Post-Test 1



The table and the graphic above showed that the mean score of pre-test score was 53,48 and average score of post-test I was 64,84 and the mean increasement score was 11,36 point. There was increasement between pre-test and post-test 1 but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful, because of the indicator of success could not be achieved yet that was 80% of the total students must be passed the criteria.

Regarding to the result of student's post-test score and the observation of student's activities in cycle I, it caused of giving a subject material was not run well, so some students could not clear to understand the material. Some students were not satisfied because most of the students did not pay attention towards the teacher's explanation and they did not get difficulties to answer the

question and some students got failure in test of cycle I. So, the researcher and collaborator have to continue in cycle II which consisted of planning, acting and observing and reflecting.

### **c. Cycle II**

#### **1. Planing**

At this stage the researcher has rearranged the lesson plan and the researcher focuses more on students listening to English. For this second cycle, the topic that has been prepared by the researcher for discussion is "Ordering In Cafe". At this stage examines trying to change the session from the previous meeting. The text used is shorter than the text in the cycle I test.

The researcher also uses simple language that is easy for students to understand, and the researcher mixes the language with English to make it easier for students to understand. To conduct this research, the researcher plans as follows:

- 1) new material "Ordering In Cafe",
- 2) Examples of relevant stories and
- 3) listening tests that contain 10 blank words.

#### **2. Acting**

The action of Cycle II still consisted of two meetings. There was a break of time between Cycle I and Cycle II. This time was used by the researcher to evaluate the result of Cycle I and to make lesson plans, materials and the tasks for the students. In the first meeting,

there was an activity when the researcher reviewed and reminded the materials about recount text.

The students were asked to respond about the material and the researcher given game in the of meeting in order to made students more understand about the material. The second meeting, the researcher asked students to answer the questions then revised their own work. The detail of the actions in each meeting was discussed as follows.

**a. First Meeting**

The first meeting was held on Tuesday, February 20<sup>th</sup> 2023 at 01.00 a.m. until 01.30 a.m. The students were happy that researcher taught them again. The researcher published the media speaker to attract the students to listen to the teacher explanation. The researcher gave feedback about the last material .

After doing to the that, The researcher explained again and gave other example but still relate with material. The researcher giving illustrations about the topic being discussed and introduce the the podcast used, the last meeting the researcher give the transcript about conversation of podcast entitled "Finding The Library", were given to the students. Then, the researcher asked the students to discuss and identify the podcast and answer the questions there based on the podcast by practicing guiding by

the researcher.

After they had finished the discussion , the researcher asked some of the students to answer the question. It became a pleasurable activity because many students actively involved in the listening activities. Easily, they were able to identify and answer the questions based on the podcast. Then, the researcher gave game for strengthen the material. This game is to instruct the students make the sentence with use verb two already written by the researcher. In this game the researcher choose who made the sentence with limit time. If the students can answer get the reward or instead. After game the researcher explained again and finish the meeting.

**b. Second Meeting**

The second meeting was held on Tuesday, February 28th , 2023 at 01.00 p.m. until 01.30 p.m. At this stage the researcher has revised the actions that will be taken in the classroom, the teacher begins to open the class by teaching about listening and using podcasts to improve English listening. researchers explain the topic to students and brainstorm the material discussed.

During branstorming, the teacher as a researcher in the classroom has conversations with students about interesting stories to discuss and stories they like. Before entering the material, the researchers played songs with speakers to refresh



their thoughts after studying the previous subjects. The song played by the teacher as an example for students to have an interest in learning to listen to English. The teacher as a researcher also provides some motivation to arouse students' enthusiasm in listening.

The podcast that has been implemented has now been revised to include suggestions from the English teacher. During the cycle II the researcher played the podcast first then gave the transcript after finishing playing the podcast, after being revised, the researcher before playing the podcast gave the story transcript to the students. The researcher played the podcast twice. The researcher gave an example of another story to the students and played it twice. In the explanation given by researchers to students, researchers use two languages so that students more easily receive the material. Researchers mix Indonesian with English.

After finishing playing the podcast, the researcher explained the material discussed to students. Researchers give time to students to ask about parts of the material that students do not understand. After the question and answer session ended, the researcher provided the opportunity for students to explain the material with their understanding and use their own language. After finishing delivering material to students in class, the

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

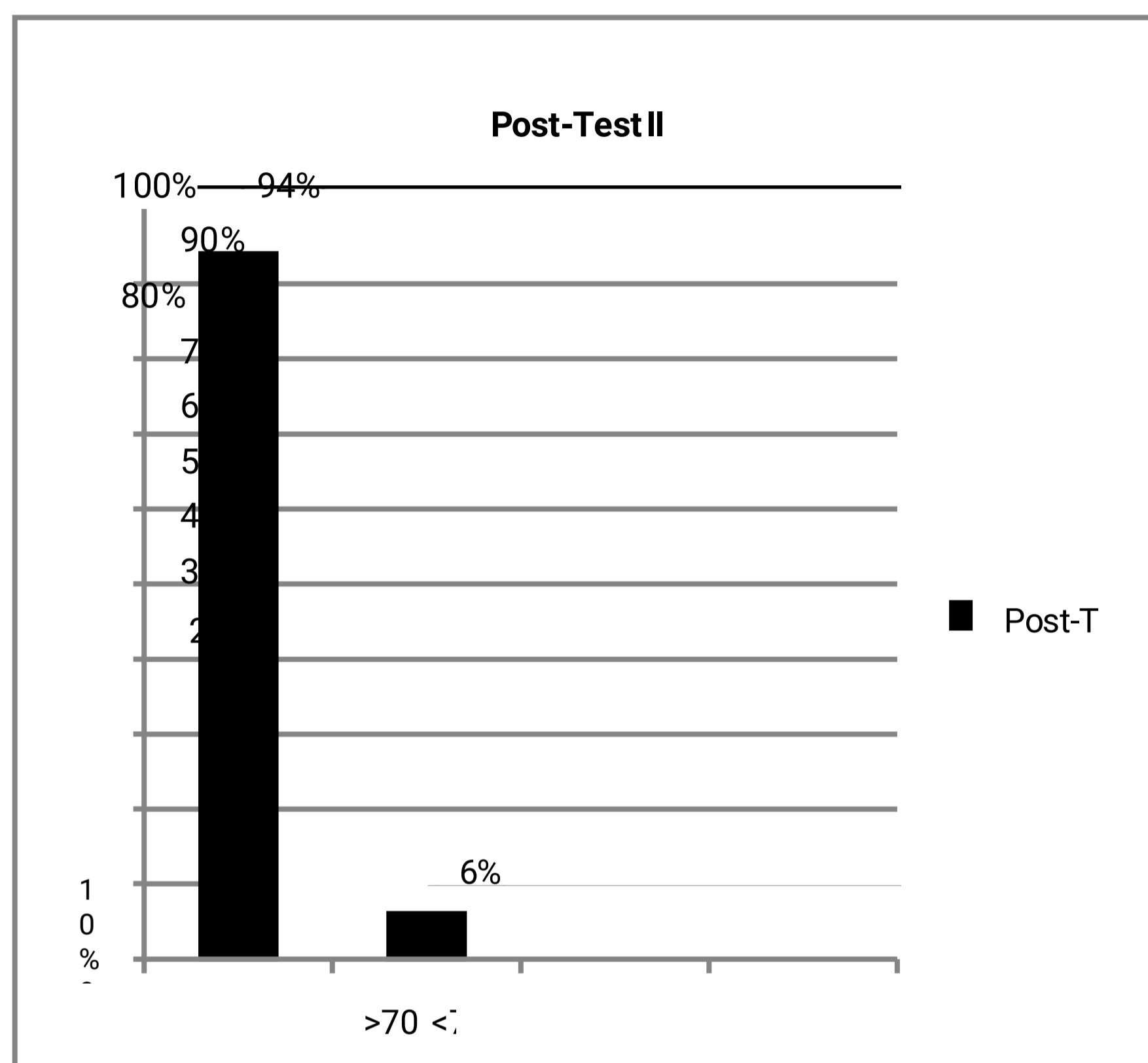
**Table 16 : Student's Score at Post-Test Cycle II**

No	Name	Score Post-Test I	Explanation
1.	ARA	75	Complete
2.	AZGF	85	Complete
3.	AFAH	70	Complete
4.	AK	80	Complete
5.	AR	65	Incomplete
6.	ANP	70	Complete
7.	AVA	90	Complete
8.	AF	100	Complete
9.	AZT	75	Complete
10.	CFS	75	Complete
11.	DFP	85	Complete
12.	DF	85	Complete
13.	DA	75	Complete
14.	FF	75	Complete
15.	FA	85	Complete
16.	FRW	80	Complete
17.	GKR	75	Complete
18.	KJI	100	Complete
19.	LJS	75	Complete
20.	MRF	95	Complete
21.	MRF	75	Complete
22.	MRAH	65	Incomplete
23.	NR	70	Complete
24.	NA	95	Complete
25.	NAS	70	Complete
26.	PAF	80	Complete
27.	RF	80	Complete
28.	RAP	100	Complete
29.	RDA	80	Complete
30.	SAKP	75	Complete
31.	TAP	90	Complete
32.	TMP	75	Complete
33.	VLF	100	Complete
	<b>Total</b>	<b>2670</b>	
	<b>Average</b>	<b>80.90</b>	

**Table 17: Frequency of students' score in Post-Test II**

	Grade	Category	Frequency	Percentage
1.	≥70	Completed	31	94%
2.	<70	Uncompleted	2	6%
<b>Total</b>			<b>33</b>	<b>100%</b>

**Graph 4. The Result of the Students' Score of the Post-test**



The post-test is given to see the students' listening skill in cycle II. The researcher gives the post-test at the end of cycle II. It is done to know whether any significant increasements of students score in this cycle. The table above shows that the result of post-test fulfill the criteria of The Completeness Standard if 100% of 33 students get score >70. The result of post-test shows that the highest score is 100 and the lowest is 70. The average score is 81.27. It shows that they are succesful in teaching learning process because 94% students get score more than 70.

### 3. Observing

In observation of the teacher's action, the researcher presented 2 meetings in cycle II. In this phase has similar step with the previous cycle. While the treatment was being presented by the researcher, the student

activities during the learning process were also being observed by the observer. The students who were active in discussion would get reward to make the learning more fun and to stimulate the students most enthusiastic.

For the observation sheet in detail could be seen in Appendix 14 and 15 for meeting 1 and meeting 2 at cycle II. The observation result of students' activities on meeting 1 and meeting 2 at the second cycle could be seen on the following table:

**Table 18: Student's Learning Activities at First Meeting in Cycle II**

No.	Name	Indicators				Total
		a	b	c	d	
1	ARA	√	√	√		3
2	AZGF	√	√			2
3	AFAH	√	√	√	√	4
4	AK	√	√	√	√	4
5	AR	√		√		2
6	ANP	√	√	√		3
7	AVA	√	√	√	√	4
8	AF	√	√	√		3
9	AZT	√	√	√	√	4
10	CFS	√		√		2
11	DFP	√	√	√		3
12	DF	√				1
13	DA	√	√			2
14	FF	√				1
15	FA	√	√	√		3
16	FRW	√	√	√	√	4
17	GKR	√		√		2
18	KJI	√	√	√		3
19	LJS	√	√			2
20	MRF	√	√	√	√	4
21	MRF	√		√		2
22	MRAH	√	√			2
23	NR	√		√	√	3
24	NA	√	√	√	√	4
25	NAS	√	√	√		3
26	PAF	√			√	2
27	RF	√	√		√	3
28	RAP	√				1
29	RDA	√		√		2
30	SAKP	√	√			2
31	TAP	√				1
32	TMP	√	√			2
33	VLF	√				1
<b>Total</b>		<b>33</b>	<b>21</b>	<b>20</b>	<b>10</b>	<b>84</b>
<b>Percentage</b>		<b>100%</b>	<b>64%</b>	<b>60%</b>	<b>30%</b>	

**Note :**

≤50% : **Not Active**

≥50% : **Active**

**Table 19: Student's Learning Activities at Second Meeting in Cycle II**

No.	Name	Indicators				Total
		a	b	c	d	
1	ARA	√	√	√		3
2	AZGF	√	√			2
3	AFAH	√	√	√	√	4
4	AK	√	√	√	√	4
5	AR	√	√	√	√	4
6	ANP	√	√	√	√	4
7	AVA	√	√	√	√	4
8	AF	√	√	√	√	4
9	AZT	√	√	√	√	4
10	CFS	√		√	√	3
11	DFP	√	√	√	√	4
12	DF	√	√		√	3
13	DA	√	√	√	√	4
14	FF	√	√			2
15	FA	√		√	√	3
16	FRW	√	√	√	√	4
17	GKR	√	√	√		3
18	KJI	√	√	√	√	4
19	LJS	√	√			2
20	MRF	√	√	√	√	4
21	MRF	√				1
22	MRAH	√	√	√		3
23	NR	√			√	2
24	NA	√	√	√		3
25	NAS	√			√	2
26	PAF	√	√			2
27	RF	√		√	√	3
28	RAP	√	√			2
29	RDA	√				1
30	SAKP	√		√	√	3
31	TAP	√	√			2
32	TMP	√		√	√	3
33	VLF	√	√			2
<b>Total</b>		<b>33</b>	<b>24</b>	<b>21</b>	<b>20</b>	<b>98</b>
<b>Percentage</b>		<b>100%</b>	<b>73%</b>	<b>64%</b>	<b>61%</b>	

**Note :**

≤50% : **Not Active**

≥50% : **Active**

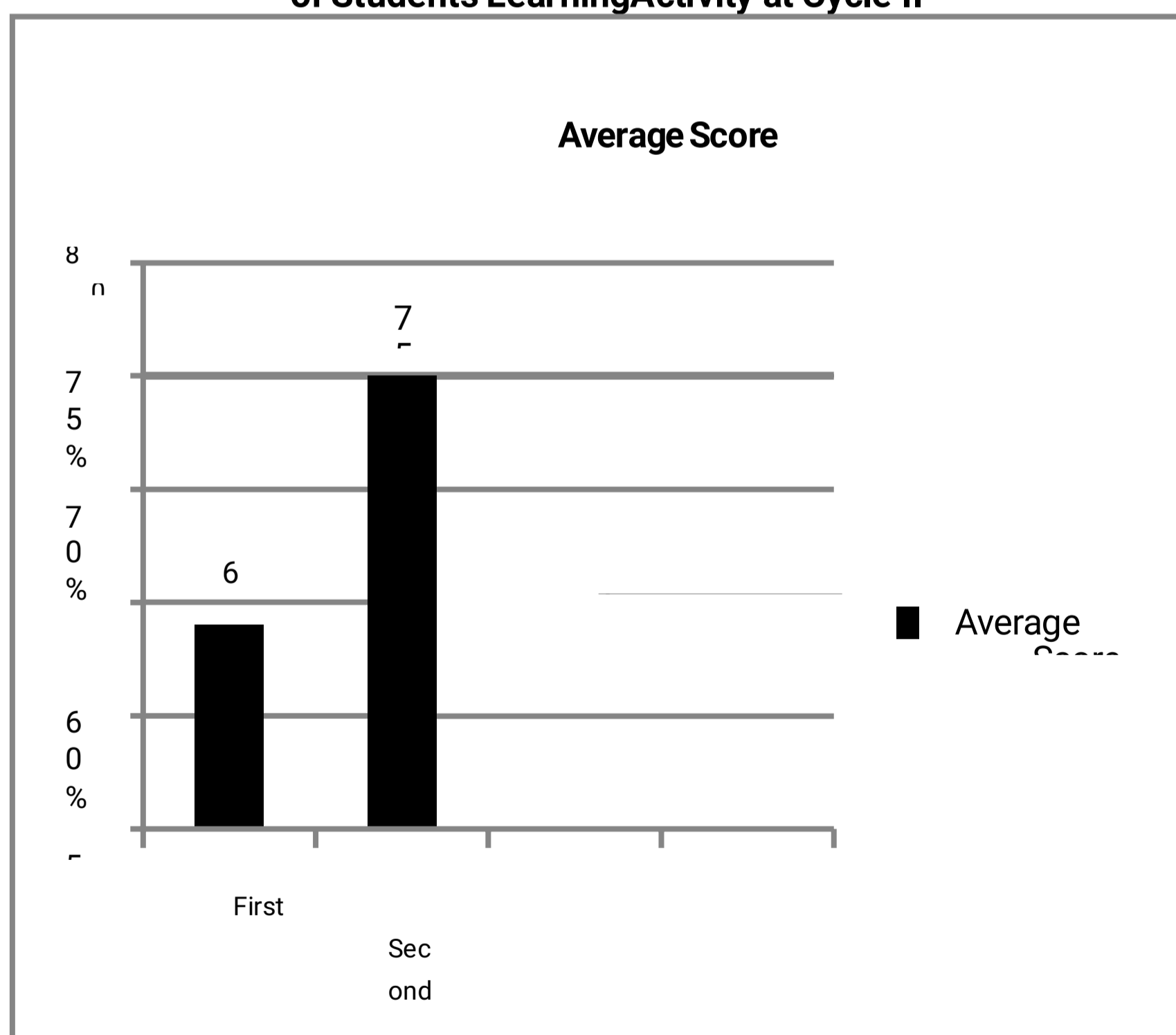
Table above showed achieved the score of students' activity

in teaching learning process at cycle II. Then the percentage of students' activity at meeting one and meeting two of cycle II could be seen as follow:

**Table 20 : Score of students' activity**

No.	Students Activities	Cycle 1	
		First Meeting	Second Meeting
1	Paying attention by explanation and asking question.	100%	100%
2	Listening podcast	64%	73%
3	Focus on when the podcast is playing	60%	64%
4	Doing task related the material	30%	61%
	<b>Total</b>	<b>254%</b>	<b>298%</b>
	<b>Average</b>	<b>64%</b>	<b>75%</b>

**Graph 5. The Comparison between First Meeting and Second Meeting of Students Learning Activity at Cycle II**



The table and the graph above showed that the students' activity in cycle II

increased significantly from the previous cycle. It could be showed, in first meeting the mean percentage of the entire indicators of student's activities was 64, in second meeting the mean percentage was 75 and the mean score both meeting was 44 with the increasement percentage was 11. It could be conclude that the learning process of cycle II was successful because the entire indicator of success from first meeting up to second meeting of students' activity had been fulfilled at least 70.

#### 4. Reflecting

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II score and observation of student's learning activities. The comparison between students post-test I score and post-test II score could be compared on the following table:

**Table 21: The Comparison between Post-Test I and Post-Test II Score**

No	Name	Score Post-Test I	Score Post-Test II	Increasing	Explanation
1	ARA	70	75	5	Increase
2	AZGF	75	85	10	Increase
3	AFAH	50	70	20	Increase
4	AK	60	80	20	Increase
5	AR	40	65	25	Increase
6	ANP	55	70	15	Increase
7	AVA	75	90	15	Increase
8	AF	90	100	10	Increase
9	AZT	50	75	25	Increase
10	CFS	50	75	25	Increase
11	DFP	75	85	10	Increase
12	DF	80	85	5	Increase
13	DA	70	75	5	Increase
14	FF	65	75	10	Increase
15	FA	80	85	5	Increase
16	FRW	40	80	20	Increase
17	GKR	50	75	25	Increase
18	KJI	80	100	20	Increase
19	LJS	65	75	10	Increase
20	MRF	85	95	10	Increase
21	MRF	70	75	5	Increase
22	MRAH	40	65	25	Increase
23	NR	65	70	15	Increase
24	NA	85	95	10	Increase
25	NAS	50	70	20	Increase
26	PAF	50	80	30	Increase
27	RF	60	80	20	Increase
28	RAP	85	100	25	Increase

29	RDA	60	80	20	Increase
30	SAKP	60	75	15	Increase
31	TAP	80	90	10	Increase
32	TMP	50	75	25	Increase
33	VLF	80	100	20	Increase
	<b>Total</b>	<b>2140</b>	<b>2670</b>	<b>530</b>	
	<b>Average</b>	<b>64.84</b>	<b>80.90</b>	<b>16,06</b>	
	<b>Highest Score</b>	<b>90</b>	<b>100</b>		
	<b>Lowest Score</b>	<b>40</b>	<b>70</b>		

From the table above, it could be seen that the score of the students in post-test II was various. The highest score was 100 and the lowest score is 70. The average score of post-test II was 80.90. Besides, the percentage of students' successfulness of post-test II score was 80% or 16 students of the total students completed the criteria minimum of score and 20% or 4 students did incompleted the criteria minimum of score (CMoS) at least 70. It means that the indicator of success of this research had been achieved that was  $\geq$  80% students was gotten score 70. It indicated that the students' listening podcsat was increased.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR) was successful and it would not be continued in the next cycle because of the learning process and the product of learning entirely passed the indicators of success and it means that podcast could increase students' listening skill.

## B. Discussion of The Research

At this stage, the researcher saw that podcasts were very useful as a medium to increase students' listening skills. Podcasts are very practical



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

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

As a learning medium for listening, podcasts are very popular with students, they enjoy learning and are very interested in listening to new stories that will be played. podcast can be applied to SMP N 1 Batangahri.

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

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

**a. Result of Students Learning**

**1. Result of Students Pre-Test Score**

In this phase, the researcher presented the pre-test to measure the student's ability before implementing the treatment. The researcher obtained the data through test in the form of transcript about conversation which completed for 30 minutes. It was done on Tuesday , November 29th, 2022. From the result of pre-test showed that most of the students got difficult for doing the test. Based on the table 8 the students' average were 53.18, it showed that most of the students have not passed yet in achieving the Criteria Minimum of Score (CMoS) at least 70. In this phase, only 10 students out of 33 students completed of the criteria minimum of score.

**2. Result of Students Post-Test I Score**

In this research, to know the students' listening skill mastery after implementing the treatment the researcher conducted the post-test I. It was done Monday, January 23th 2023. Based on the table the students' average was 64.84. It shown that most of the students have not passed yet in achieved the Criteria Minimum of Score (CMoS) at least 70. In this stage there are 13 students out of 33 students passed of the criteria minimum of score. It can be conclude that most of the students failed in achieving the material.

### **3. Result of Students Post-Test II Score**

In this phase, the researcher continued to cycle II because the score of post test I in cycle I did not fulfilled the minimum mastery criteria yet that was only 45% completed the Criteria Minimum of Score. The researcher presented the post-test II to measure the student's ability after implementing the treatment. The researcher obtained the data through test in the form of podcast transcript which completed for 60 minutes. It was done on Tuesday, February 28th , 2023. Based on the table 10 the students' average were 80.90, it showed that most of the students have achieving the Criteria Minimum of Score (CMoS) at least 70. In this phase, 31 students out of 33 or 94% students

completed of the criteria minimum of score and the research was successful.

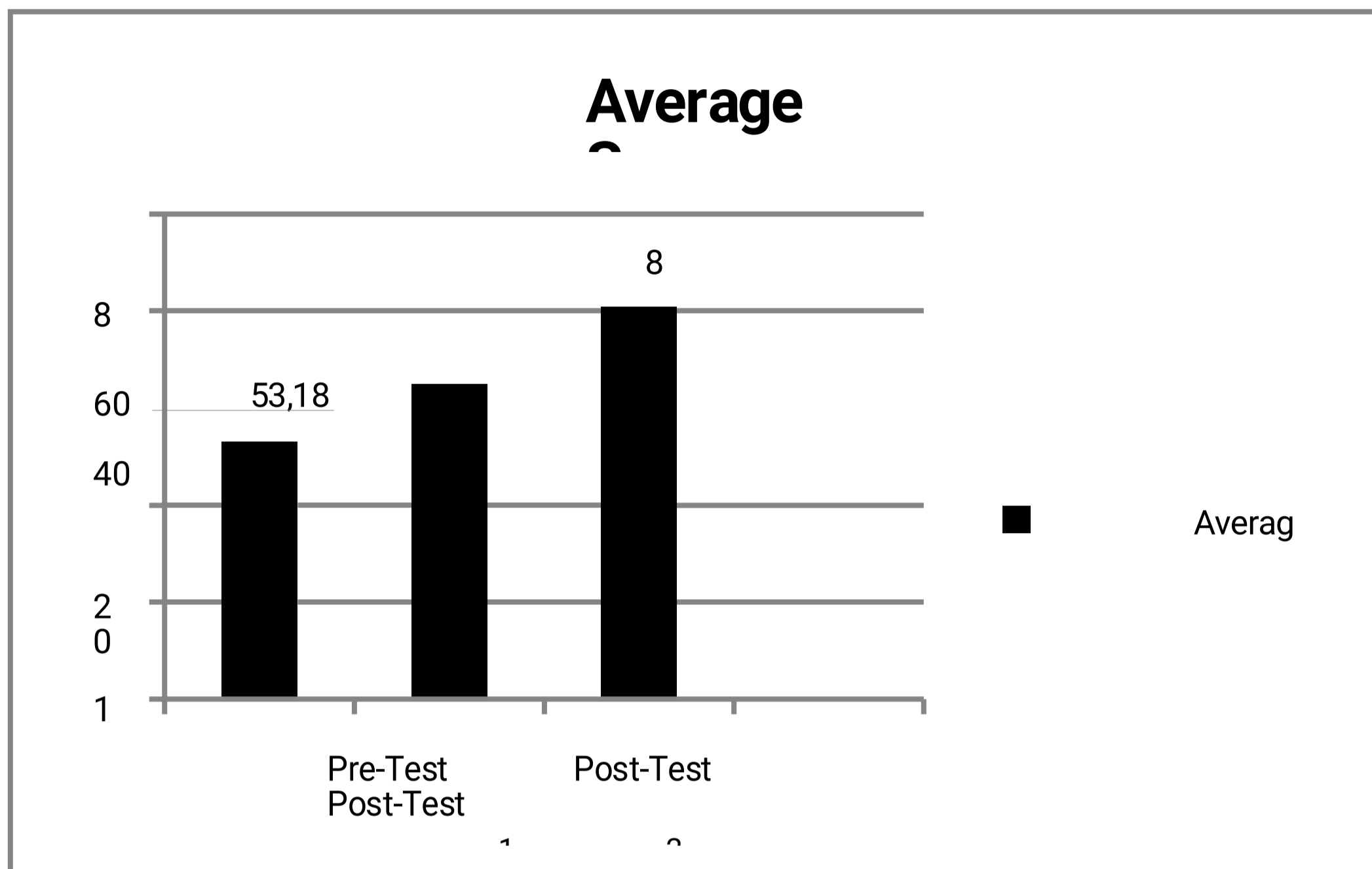
#### 4. Comparison of Score Pre-Test, Post-Test I and Post-Test II

The score from the implementation of the cycle I and II can be seen in the table result of students' learning below.

**Table 22 : The score from the implementation of the cycle I and II can**

No	Subject	Pre-test Score	Post-test I Score	Post-test II Score
1	ARA	65	70	75
2	AZGF	70	75	85
3	AFAH	30	50	70
4	AK	50	60	80
5	AR	30	40	65
6	ANP	45	55	70
7	AVA	70	75	90
8	AF	90	90	100
9	AZT	40	50	75
10	CFS	35	50	75
11	DFP	65	75	85
12	DF	80	80	85
13	DA	30	70	75
14	FF	55	65	75
15	FA	80	80	85
16	FRW	40	40	80
17	GKR	40	50	75
18	KJI	80	80	100
19	LJS	50	65	75
20	MRF	85	85	95
21	MRF	35	70	75
22	MRAH	30	40	65
23	NR	50	65	70
24	NA	85	85	95
25	NAS	30	50	70
26	PAF	30	50	80
27	RF	50	60	80
28	RAP	75	85	100
29	RDA	40	60	80
30	SAKP	35	60	75
31	TAP	55	80	90
32	TMP	30	50	75
33	VLF	80	80	100
	<b>Total</b>	<b>1755</b>	<b>2140</b>	<b>2670</b>
	<b>Average</b>	<b>53.18</b>	<b>64.84</b>	<b>80.90</b>

**Graph 6. The Average Score of Listening Skill in Pre-Test, Post-Test 1, and Post-Test 2**



Based on the table and the graph above, in the cycle I from the pretest to the post-test have progress average score from 53.18 to 64.84. There is increasing about 4 points. Then from the cycle II have progress average score from 64,84 to 80,9, there is increasing about 27,3 point.

#### a. Observation Result of Students' Activities

This observation result was gotten when the learning process happened by collaborator. The result of the observation result of students' learning activity can be seen in the table below:

**Table 23 : This observation result was gotten when the learning**

No.	Students Activities	Cycle I	Cycle II	Increase ment
1	Paying attention by explanation and asking question.	75%	100%	25%
2	Listening podcast	70%	73%	3%
3	Focus on			2%

	when the podcast is playing	66%	68%	
4	Doing task related the material	51%	61%	10%
	<b>Total</b>	<b>262%</b>	<b>302%</b>	<b>40%</b>
	<b>Average</b>	<b>66%</b>	<b>76%</b>	<b>10%</b>

From the table above each cycle, it can be seen that the uses of podcast can increase the students' listening skill. The students understood the material and they were very enthusiast in the following the lesson from cycle I until cycle II. The students' listening skill have improved, it can be seen from their average 53.18 in pre-test became 64.84 in post-test I, and it improve in post-test II become 80.90.

It means that the students can achieve the target, the target 70% students gainscore 70 or more and based on the table observation sheet above it could be seen that from the cycle I up to cycle II have significant increasement with the average score of students' activities at cycle I was 76% become 86% at cycle II. The students' activity to pay attention and ask some questions from cycle I to cycle II increased by the percentage at least 76 % in cycle I become 86% in cycle II and the increasement percentage was 10%.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

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

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

From the research finding, podcast as a media listening English an appropriate learning tool and podcast can increase students' listening skills. This shows that there is an increase in the observed data.

It is supported by the increasing of students' score pre-test is 53.18 become 64.84 in post-test from 33 students, 10 students (30.3%) get score more than 70 at cycle I. Then there is significant increasing of students' score of post-test I 64.84 become 80.90 in post-test and all of students (94%) at cycle II get score more than 70. It means that the result of cycle II has already reached the indicator that is 6% students get score 70 or more. Students' listening skills can be increase with the

English language podcast media at SMP N 1 Batanghari with support based on the students' interests and desires.

## **B. Suggestion**

Based on the conclusion above, it can be delivered some suggestions to be shared more attention in teaching and learning process go to:

### **1. To the English Teacher**

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

### **2. To the Students**

It is suggested to the students to be more active and enjoy in order to learning process in the class able increase their mastery in listening skill so they can success in English learning.

### **3. To Headmaster**



It is advisable for the headmaster to support the English teacher to use podcast in order to learning process because podcast is very useful in the process of English learning listening.

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# **APPENDIX**

## SYLLABUS

School : SMP N 1 Batanghari  
 Class : VIII A  
 Subject Matter : English  
 Grade/Semester : II

Competency Standard : Listening

1. Understand the meaning in simple short transactional and interpersonal conversations to interact with the surrounding environment

Competence Base	Material Main / Learning	Learning Activities	Indicator	Evaluation			Time	Source Study
				Technique	Form Instrument	Example Instrument		
Responding to meaning contained in conversation transactional (to get things done) and interpersonal (socialize) simple short accurately, smoothly, and thank for interact with closest environment involving speech acts: ask, give, refuse services, request, give, refuse	That conversation load expressionthe following expression: <i>A: Do you mind lending me some money?</i> <i>B: No Problem / I want to, but ...</i> <i>A: Can I have a bit</i> <i>B: Sure, here you are</i> <i>A: Here's some money for you</i> <i>B: I can't take this, sorry</i> <i>A: Do you like it? B: Yes I do</i> <i>A: Have you</i>	1. Eliciting vocabulary related topic will be discussed (nouns, verbs, adjectives, adverbs) 2. Determine the meaning of the word and use it in sentences 3. Listen teacher and imitate expression related expressions material	<ul style="list-style-type: none"> <li>• Discuss topics discussed in joint conversation group</li> <li>• Presenting about the results of the discussion in front of the class with the group</li> <li>• Express conversation with reading pronunciation correctly</li> <li>• Answer question</li> </ul>	Test Written  Oral test	Short entry  Answer short	<i>Listen to the expression and write your response to it.</i>  <i>Listen to the expression and give your response to it.</i>	2 x 40 minutes	<ol style="list-style-type: none"> <li>1. Text scripts which is relevant</li> <li>2. Spotify application</li> <li>3. Recording conversation</li> <li>4. Tape recorder</li> <li>5. Image of objects around</li> </ol>

goods, and ask, give and deny information, request give, and refuse opinion, and offer / accept / reject something	<i>done it? B: Sorry, I haven't A: Do you think it's good? B: I think so / Sorry, I can't say anything A: Would you like</i>	4. Listen conversation about material related 5. Answer various information that contained in conversation 6. Respond expression that expression related material	from related teacher that conversation been listened to • Answer exercises related matter that conversation been listened to					
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**Known by :**

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Researcher

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## LESSON PLAN (CYCLE 1)

School : SMP N 1 Batanghari  
 Subject Matter : English  
 Grade/ Semester : VIII A  
 Allocation Time : 2x60 minute (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 in simple short functional spoken of context daily life-day.
2. Expresses the moral in podcasts material using the variety of oral language indifferent contexts daily life-days.

### C. Indicators

1. Listening to certain information from the podcasts material (conversation)
2. Identify specific information from the podcast (audio) of conversation
3. Complete the missing words on the sheet of exercises to compliment the content of podcast (audio) conversation

### D. Objectives

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

### E. Learning Strategy

Memorizing, and focusing to the audio resource

### F. Source/MediaSource:

Source : Dictionary, spotify and podcasts English (audio)

Media : Loudspeaker, laptop, and script listening.



**G. Material**

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

**Meeting Other Students**

- Teacher : So, now you've got the important information, it's time to meet each other. Everyone turn to the people next to you and introduce yourselves
- Cara : So, hi. I'm Cara. And you are?
- Robert : Robert.
- Selim : Selim.
- Cara : Nice to meet you!
- Robert and Selim : You too.
- Robert : Nice accent. Where are you from?
- Cara : I'm from Glasgow.
- Robert : Oh, really? My mum's from near Glasgow, so I'm half Scottish.
- Cara : Cool. Do you live in Scotland?
- Robert : No, we live in England, near Manchester. My dad's from there. What about you, Selim?
- Selim : I'm from Leeds originally but I grew up near London.
- Cara : Are you both doing history on its own?
- Selim : No. I'm doing history and German.
- Robert : I'm doing it with maths, actually.
- Selim : History and maths. That's different!
- Robert : Yeah, I couldn't decide between arts and sciences. Maths doesn't help with remembering dates, though! And you?
- Cara : I'm doing history and French.
- Selim : I wanted to do French but German was easier, so I took that.
- Cara : German is so hard!

**Task 1**

Example :

**Ordering in a Cafe**

- Customer 1 : Can I have an \_\_\_\_\_(1), please?  
 Server : Regular or large?  
 Customer 1 : How big is a large?  
 Server : This is a large. This is a \_\_\_\_\_(2).  
 Customer 1 : I'll have a \_\_\_\_\_(3) then, please. Without ice.  
 Server : OK, \_\_\_\_\_(4)  
 Customer 1 : Sorry, I wanted freshly \_\_\_\_\_(5) orange juice.  
 Server : I'm \_\_\_\_\_(6) we only have \_\_\_\_\_(7)  
 Customer 1 : Oh, then I'll have an \_\_\_\_\_(8) instead, please.  
 Server : Here you go. That's \_\_\_\_\_(9), please.  
 Customer : \_\_\_\_\_(10)  
 Server : Thank you.

**Answer Key :**

- |                 |                   |
|-----------------|-------------------|
| 1. orange juice | 6. afraid         |
| 2. regular      | 7. bottled juices |
| 3. coming up    | 8. apple juice    |
| 4. large        | 9. £3.50          |
| 5. squeezed     | 10. Thanks        |

**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 opportunity to the students to listen and understand it

- **Elaboration**
  1. The teacher gives opportunity to the students to listen to the podcast English
  2. The teacher asks about the difficult words
  3. The teacher asks to the students about the story
  4. The teacher asks about the students' understanding of the story
  5. The teacher orders the students to fill the missing words test on the text
- **Confirmation**  
By doing these activities, it is hoped the students can improve their skill in listening skill and their comprehension and also their soft skill such as active, creative.

### 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 : Missing word

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

Aspect : Listening skill

### Instructional scoring

1. The questions are 20 questions
2. The correct answer gets 5 points
3. Totally maximal score is 100 points
4. Patterns of scoring:
5. The explanation of scoring.

	The correct
Students'	_____ x
	The amount of

No	Explanation	Score
----	-------------	-------

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

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## LESSON PLAN (CYCLE I1)

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1. Students are able to find the information from the podcast (audio) of responses of conversation
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3. Students are able to complete the words on a sheet of exercises to complete the content of conversation

### E. Learning Strategy

Memorizing, and focusing to the sound resource

### F. Source/MediaSource:

Source : Dictionary, spotify and podcasts English (audio)  
 Media : Loudspeaker, laptop, and script listening.

**G. Material**

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

**Meeting People at A Dinner**

Charles : Hello, Julian.  
 Julian : Hello, Charles. How are you?  
 Charles : I'm fine. Fine. Julian, do you remember Alyssa?  
 Julian : No, I don't.  
 Charles : She's Ben's sister. Do you remember? We were all at Ben's wedding together.  
 Julian : Ah, yes, I do – in that old castle. Was it in January?  
 Charles : Yes, it was! Alyssa was there.  
 Alyssa : Hello. Nice to meet you ... again.  
 Julian : Hello, nice to meet you too, Alison.  
 Alyssa : I'm not Alison.  
 Julian : What?  
 Alyssa : My name isn't Alison. It's Alyssa.  
 Julian : I'm sorry. Nice to meet you, Alyssa.  
 Charles : Good. Would you like a drink?  
 Julian : Good idea.  
 Alyssa : Yes, please.  
 Charles : Here you are.  
 Alyssa and Julian : Thanks!

**Task 1**

Example :

**Ordering in a Cafe**

Server : Can I help anyone?  
 Customer 2 : Who's next?  
 Customer 3 : You \_\_\_\_\_(1) I think.  
 Customer 2 : What teas do you have?  
 Server : Breakfast tea, mint and \_\_\_\_\_(2)  
 Customer 2 : A mint tea and a slice of \_\_\_\_\_(3) please.  
 Server : To eat in or take away?  
 Customer 2 : \_\_\_\_\_(4) please.  
 Server : There you go. That'll be \_\_\_\_\_(5), please.  
 Customer 2 : Sorry, I've only got a fifty.

- Server : That's OK. Here's your change \_\_\_\_\_(6)  
 Server : Who's next?  
 Customer 4 : Can I have a \_\_\_\_\_(7)  
 Customer 3 : Sorry, I think I was \_\_\_\_\_(8) you.  
 Customer 4 : Oh, sorry!  
 Customer 3 : Can I have a \_\_\_\_\_(9) please?  
 Server : Would you like a drink with that?  
 Customer 3 : No, thanks. Just the cookie.  
 Server : OK, then. That's 95p, please.  
 Customer 3 : Thanks. I think that's right.  
 Server : \_\_\_\_\_(10) 85, 90, 92, 94, yep, 95. Thank you.

**Answer Key :**

- |               |                          |
|---------------|--------------------------|
| 1. were first | 6. 5,10,30,50            |
| 2. green tea. | 7. In front of           |
| 3. lemon cake | 8. Chocolate chip cookie |
| 4. Take away  | 9. 95p                   |
| 5. £4.20      | 10. 50, 70, 80,          |

**H. Learning Media**

1. Discussion
2. Assignment

**I. Teaching and Learning Activity**

**1. Opening Activity**

- **Apperception**
  1. Praying
  2. Checking an ttendance list
  3. 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
2. The teacher asks about the difficult words
3. The teacher asks to the students about the story
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5. The teacher orders the students to fill the missing words test on the text

- **Confirmation**

By doing these activities, it is hoped the students can increase 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
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Form : Missing word

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

Aspect : Listening skill

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1. The questions are 20 questions
2. The correct answer gets 5 points
3. Totally maximal score is 100 points
4. Patterns of scoring:
5. The explanation of scoring.

	The correct	
Students'	_____	x
	The amount of	

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



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## PRE-TEST

Listen to the recording carefully and fill the blank!

### Ordering in a Cafe

- Customer 1 : Can I have an \_\_\_\_\_(1), please?  
Server : Regular or large?  
Customer 1 : How big is a large?  
Server : This is a large. This is a \_\_\_\_\_(2).  
Customer 1 : I'll have a \_\_\_\_\_(3) then, please. Without ice.  
Server : OK, \_\_\_\_\_(4)  
Customer 1 : Sorry, I wanted freshly \_\_\_\_\_(5) orange juice.  
Server : I'm \_\_\_\_\_(6) we only have \_\_\_\_\_(7)  
Customer 1 : Oh, then I'll have an \_\_\_\_\_(8) instead, please.  
Server : Here you go. That's \_\_\_\_\_(9), please.  
Customer : \_\_\_\_\_(10)  
Server : Thank you.

### Answer Key :

- |                 |                   |
|-----------------|-------------------|
| 1. orange juice | 6. afraid         |
| 2. regular      | 7. bottled juices |
| 3. coming up    | 8. apple juice    |
| 4. large        | 9. £3.50          |
| 5. squeezed     | 10. Thanks        |

Chandra Fajar Satnio

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**PRE-TEST**

Listen to the recording carefully and fill the blank!

**Ordering in a Cafe**Customer 1 : Can I have an Orange juice (1), please?

Server : Regular or large?

Customer 1 : How big is a large?

Server : This is a large. This is a squeezed (2).Customer 1 : I'll have a Coming up (3) then, please. Without ice.Server : OK, Thanks (4)Customer 1 : Sorry, I wanted freshly afraid (5) orange juice.Server : I'm bottle juice (6) we only have large (7)Customer 1 : Oh, then I'll have an £3.50 (8) instead, please.  $P = 3.5 \times 10 =$ Server : Here you go. That's Apple juice (9), please.Customer : Regular (10)

Server : Thank you.

**Answer Key :**

- |                 |                   |
|-----------------|-------------------|
| 1. orange juice | 6. afraid         |
| 2. regular      | 7. bottled juices |
| 3. coming up    | 8. apple juice    |
| 4. large        | 9. £3.50          |
| 5. squeezed     | 10. Thanks        |

## POST-TEST (CYCLE I)

Listen to the recording carefully and fill the blank!

### Finding The Library

- Student : Hi. Excuse me.
- Student B : Yes?
- Student : Where's \_\_\_\_\_(1)?
- Student B : The library? It's next to the \_\_\_\_\_(2)
- Student : Ah ... sorry, \_\_\_\_\_(3). Where's the registration office?
- Student B : No problem. See the big building \_\_\_\_\_(4)?
- Student : Yes.
- Student B : OK, so that's the \_\_\_\_\_(5) theatre. \_\_\_\_\_(6) that, on the right, is the registration office. And next to that is the \_\_\_\_\_(7)
- Student : I see. Thanks!
- Student : Hello?
- Librarian : Hello.
- Student : Is this the library?
- Librarian : Yes, it is. \_\_\_\_\_(8)
- Student : Oh, sorry. Thank you.
- Librarian : \_\_\_\_\_(9)?
- Student : Ee, yes, please. I want to \_\_\_\_\_(10) some books. What do I need?
- Librarian : You need a \_\_\_\_\_(11). Here's the application form. You can take up to \_\_\_\_\_(12) maximum today.
- Student : OK. Six books.
- Librarian : Yes. You have \_\_\_\_\_(13) to read the books. Then you \_\_\_\_\_(14).
- Student : And if I'm late?
- Librarian : Every day you are late there is a \_\_\_\_\_(15) pence.
- Student : OK, 50p a day. Emmm, \_\_\_\_\_(16)?
- Librarian : \_\_\_\_\_(17) must be switched off in the library. You can bring your laptop, but please use to watch videos or \_\_\_\_\_(18)
- Student : OK, great.
- Librarian : And you can't bring \_\_\_\_\_(19)
- Student : No food, no drink. And ...?
- Librarian : And please \_\_\_\_\_(20)! People are working here.
- Student : Oh! Oh, OK. Thank you.
- Librarian : You're welcome.

**Answer Key :**

- |                        |                     |
|------------------------|---------------------|
| 1. the library         | 11. library card    |
| 2. registration office | 12. six books       |
| 3. I'm new             | 13. two weeks       |
| 4. over there          | 14. bring them back |
| 5. lecture             | 15. fee of fifty    |
| 6. Next to             | 16. anything else   |
| 7. Library             | 17. Mobile phones   |
| 8. Quiet, please       | 18. listen to music |
| 9. Can I help you      | 19. food or drink.  |
| 10. Borrow             | 20. speak quietly   |

POST-TEST  
(CYCLE I)

Candra Fajar Satrio

Listen to the recording carefully and fill the blank!

**Finding The Library**

- Student : Hi. Excuse me.
- Student B : Yes?
- Student : Where's Library (1)?
- Student B : The library? It's next to the lecture (2)?
- Student : Ah ... sorry, student (3). Where's the registration office?
- Student B : No problem. See the big building student (4)?
- Student : Yes.
- Student B : OK, so that's the librarian (5) theatre. librarian (6) that, on the right, is the registration office. And next to that is the library (7)
- Student : I see. Thanks!
- Student : Hello?
- Librarian : Hello.
- Student : Is this the library?
- Librarian : Yes, it is. I'm new (8)
- Student : Oh, sorry. Thank you.
- Librarian : Borrow (9)?
- Student : Ee, yes, please. I want to six books (10) some books. What do I need?
- Librarian : You need a two weeks (11). Here's the application form. You can take up to librarian (12) maximum today.
- Student : OK. Six books.
- Librarian : Yes. You have student (13) to read the books. Then you can help (14).
- Student : And if I'm late?
- Librarian : Every day you are late there is a overhead (15) pence.  $B = 10 \times 5 = 50$
- Student : OK, 50p a day. Emmm, I'm new (16)?
- Librarian : librarian (17) must be switched off in the library. You can

**POST TEST**  
**(CYCLE II)**

Listen to the recording carefully and fill the blank!

**The First English Class**

Hello, everyone. Hello! It's nice to \_\_\_\_\_(1) all here. Welcome to British Life and \_\_\_\_\_(2). I am your teacher. My name is Lindsay Black. That's \_\_\_\_\_(3) Black. Before we begin, some information about the class.

Our class is in room \_\_\_\_\_(4), on the first floor. When you go \_\_\_\_\_(5), \_\_\_\_\_(6) to find the room. Again, that's room 13.

We have class twice a week, on \_\_\_\_\_(7). Our class begins at 4.30 p.m. and lasts 90 minutes, so we finish at \_\_\_\_\_(8). That's 4.30 to 6. Please arrive on time, OK?

Also, I have an \_\_\_\_\_(9) hour if you have questions. I'm in office 7B on the \_\_\_\_\_(10). My office hour is Friday at 6 p.m. So, if you have any questions or \_\_\_\_\_(11) or want to talk to me, it's Friday at 6 p.m. in office \_\_\_\_\_(12).

We begin next week, on \_\_\_\_\_(13) the 13th. That's Monday, March the 13th. The course ends on May the 20th. May the 20th is the \_\_\_\_\_(14).

I think that's all ... Oh, one more thing. For this course you need the \_\_\_\_\_(15). Here it is: \_\_\_\_\_(16) and Language Level 1 Student's Book. So, please get a \_\_\_\_\_(17) of the book. I don't want to see any \_\_\_\_\_(18) of the book, thank you! Remember, it's level 1 student's book. Don't buy the teacher's book.

I think that's all, \_\_\_\_\_(19). I look forward to working with you. See you \_\_\_\_\_(20)!

**Answer Key :**

- |                         |                  |
|-------------------------|------------------|
| 1. see you              | 11. problems     |
| 2. Language             | 12. 7B           |
| 3. L-I-N-D-S-A-Y        | 13. March        |
| 4. 13                   | 14. last day     |
| 5. Upstairs             | 15. book         |
| 6. turn left            | 16. British Life |
| 7. Monday and Wednesday | 17. copy         |
| 8. 6 p.m                | 18. photocopies  |
| 9. Office               | 19. everyone.    |
| 10. second floor        | 20. next Monday  |



POST TEST  
(CYCLE II)

Chandra Fagar Satrio

Listen to the recording carefully and fill the blank!

The First English Class

Hello, everyone. Hello! It's nice to ~~see you~~ (1) all here. Welcome to British Life and ~~OFFICE~~ (2). I am your teacher. My name is Lindsay Black. That's ~~Monday~~ (3) Black. Before we begin, some information about the class.

Our class is in room ~~BOOK~~ (4), on the first floor. When you go ~~next~~ (5), ~~PHOTOCOPIES~~ (6) to find the room. Again, that's room 13.

We have class twice a week, on ~~7B~~ (7). Our class begins at 4.30 p.m. and lasts 90 minutes, so we finish at ~~Monday~~ (8). That's 4.30 to 6. Please arrive on time, OK?

Also, I have an ~~OFFICE~~ (9) hour if you have questions. I'm in office 7B on the ~~March~~ (10). My office hour is Friday at 6 p.m. So, if you have any questions or ~~SEE YOU~~ (11) or want to talk to me, it's Friday at 6 p.m. in office ~~Monday~~ (12).

We begin next week, on ~~Monday~~ (13) the 13th. That's Monday, March the 13th. The course ends on May the 20th. May the 20th is the ~~LAST DAY~~ (14).

I think that's all... Oh, one more thing. For this course you need the ~~OFFICE~~ (15). Here it is: ~~TRAD~~ (16) and Language Level 1 Student's Book. So, please get a ~~copy~~ ~~Monday~~ (17) of the book. I don't want to see any ~~BOOK~~ (18) of the book, thank you! Remember, it's level 1 student's book. Don't buy the teacher's book.

I think that's all, ~~Next~~ (19). I look forward to working with you. See you ~~next~~ (20)!

~~Monday~~

B = 15 x 5

75

**TABLE OBSERVATION SHEET : Pre-Test I and Post-Test I Score**

No	Name	Score Pre-Test	Score Post -Test I	Increasing	Explanation
1	ARA	65	70	5	Increase
2	AZGF	70	75	5	Increase
3	AFAH	30	50	10	Increase
4	AK	50	60	10	Increase
5	AR	30	40	7	Increase
6	ANP	45	55	6	Increase
7	AVA	70	75	3	Increase
8	AF	90	90	0	Constant
9	AZT	40	50	10	Increase
10	CFS	35	50	3	Increase
11	DFP	65	75	10	Increase
12	DF	80	80	0	Constant
13	DA	30	70	40	Increase
14	FF	55	65	10	Increase
15	FA	80	80	0	Constant
16	FRW	40	40	0	Constant
17	GKR	40	50	0	Constant
18	KJI	80	80	0	Constant
19	LJS	50	65	10	Increase
20	MRF	85	85	0	Constant
21	MRF	35	70	35	Increase
22	MRAH	30	40	10	Increase
23	NR	50	65	10	Increase
24	NA	85	85	0	Constant
25	NAS	30	50	20	Increase
26	PAF	30	50	20	Increase
27	RF	50	60	10	Increase
28	RAP	75	85	10	Increase
29	RDA	40	60	20	Increase
30	SAKP	35	60	25	Constant
31	TAP	55	80	25	Increase
32	TMP	30	50	20	Increase
33	VLF	80	80	0	Constant
	<b>Total</b>	<b>1765</b>	<b>2140</b>	<b>334</b>	
	<b>Average</b>	<b>53.48</b>	<b>64.84</b>		

### Post-Test I and Post-Test II Score

No	Name	Score Post-Test I	Score Post-Test II	Increasing	Explanation
1	ARA	70	75	5	Increase
2	AZGF	75	85	10	Increase
3	AFAH	50	70	20	Increase
4	AK	60	80	20	Increase
5	AR	40	65	25	Increase
6	ANP	55	70	15	Increase
7	AVA	75	90	15	Increase
8	AF	90	100	10	Increase
9	AZT	50	75	25	Increase
10	CFS	50	75	25	Increase
11	DFP	75	85	10	Increase
12	DF	80	85	5	Increase
13	DA	70	75	5	Increase
14	FF	65	75	10	Increase
15	FA	80	85	5	Increase
16	FRW	40	80	20	Increase
17	GKR	50	75	25	Increase
18	KJI	80	100	20	Increase
19	LJS	65	75	10	Increase
20	MRF	85	95	10	Increase
21	MRF	70	75	5	Increase
22	MRAH	40	65	25	Increase
23	NR	65	70	15	Increase
24	NA	85	95	10	Increase
25	NAS	50	70	20	Increase
26	PAF	50	80	30	Increase
27	RF	60	80	20	Increase
28	RAP	85	100	25	Increase
29	RDA	60	80	20	Increase
30	SAKP	60	75	15	Increase
31	TAP	80	90	10	Increase
32	TMP	50	75	25	Increase
33	VLV	80	100	20	Increase
	<b>Total</b>	<b>2140</b>	<b>2670</b>	<b>530</b>	
	<b>Average</b>	<b>64.84</b>	<b>80.90</b>	<b>16,06</b>	
	<b>Highest Score</b>	<b>90</b>	<b>100</b>		
	<b>Lowest Score</b>	<b>40</b>	<b>70</b>		

## OBSERVATION SHEET OF STUDENTS' ACTIVITIES CYCLE 1

School : SMP N 1 Batanghari  
 Class : VIII  
 Subject : English

No.	Name	Indicators				Total
		a	b	c	d	
1	ARA	√	√			2
2	AZGF	√				1
3	AFAH	√	√	√		3
4	AK	√	√	√	√	4
5	AR	√				1
6	ANP	√	√			2
7	AVA	√	√	√	√	4
8	AF	√	√	√		3
9	AZT	√	√	√	√	4
10	CFS	√		√		2
11	DFP	√	√	√		3
12	DF	√				1
13	DA	√				1
14	FF	√				1
15	FA	√	√			2
16	FRW	√	√	√	√	4
17	GKR	√		√		2
18	KJI	√	√	√		3
19	LJS	√	√			2
20	MRF	√	√	√		3
21	MRF	√	√		√	3
22	MRAH	√		√		2
23	NR	√	√		√	3
24	NA	√	√	√	√	4
25	NAS	√				1
26	PAF	√	√	√		3
27	RF	√	√		√	3
28	RAP	√	√	√		3
29	RDA	√	√		√	3
30	SAKP	√		√		2
31	TAP	√	√		√	3
32	TMP	√		√		2
33	VLF	√		√	√	3
<b>Total</b>		<b>33</b>	<b>21</b>	<b>18</b>	<b>11</b>	
<b>Percentage</b>		<b>100%</b>	<b>64%</b>	<b>54%</b>	<b>33%</b>	<b>86</b>

**Notes :**

Indicators of the students' activities that observed are:

- a. Paying attention by explanation and asking question.
- b. Listening podcast
- c. Focus on when the podcast is playing
- d. Doing task related the material

Known by :  
English Teacher

Researcher

**Laras Wiraswesti, S.Pd**  
NIP. 19820813 200801 2 01 1

**Lutfi Jami Atur Rohmah**  
NPM.1901051039

## OBSERVATION SHEET OF STUDENTS' ACTIVITIES CYCLE 1 I

School : SMP N 1 Batanghari  
 Class : VIII  
 Subject : English

No.	Name	Indicators				Total
		a	b	c	d	
1	ARA	√	√	√		3
2	AZGF	√	√			2
3	AFAH	√	√	√	√	4
4	AK	√	√	√	√	4
5	AR	√		√		2
6	ANP	√	√	√		3
7	AVA	√	√	√	√	4
8	AF	√	√	√		3
9	AZT	√	√	√	√	4
10	CFS	√		√		2
11	DFP	√	√	√		3
12	DF	√				1
13	DA	√	√			2
14	FF	√				1
15	FA	√	√	√		3
16	FRW	√	√	√	√	4
17	GKR	√		√		2
18	KJI	√	√	√		3
19	LJS	√	√			2
20	MRF	√	√	√	√	4
21	MRF	√		√		2
22	MRAH	√	√			2
23	NR	√		√	√	3
24	NA	√	√	√	√	4
25	NAS	√	√	√		3
26	PAF	√			√	2
27	RF	√	√		√	3
28	RAP	√				1
29	RDA	√		√		2
30	SAKP	√	√			2
31	TAP	√				1
32	TMP	√	√			2
33	VLF	√				1
<b>Total</b>		<b>33</b>	<b>21</b>	<b>20</b>	<b>10</b>	
<b>Percentage</b>		<b>100%</b>	<b>64%</b>	<b>60%</b>	<b>30%</b>	<b>84</b>

**Notes :**

Indicators of the students' activities that observed are:

- a. Paying attention by explanation and asking question.
- b. Listening podcast
- c. Focus on when the podcast is playing
- d. Doing task related the material

Known by :  
English Teacher

Researcher

**Laras Wiraswesti, S.Pd**  
NIP. 19820813 200801 2 01 1

**Lutfi Jami Atur Rohmah**  
NPM.1901051039

**DOCUMENTATION**

**Picture I : The researcher began the research by explaining the material in the class**



**Picture II : The research played audio recording podcast trough spotify**





**Picture III : The students take a test on podcast cycle 1**



**Picture III : The students take a test on podcast cycle 1I**

## FIELD NOTE

Cycle		Student's Attitude
Cycle I	First Meeting	<ul style="list-style-type: none"> <li>• Most of students were still confused in following the lesson</li> <li>• There were some students are not ready with the new strategies</li> <li>• Most of students got difficulty in doing the work</li> </ul>
	Second Meeting	<ul style="list-style-type: none"> <li>• The students began interest in following the lesson</li> <li>• Some students enjoyed with the new strategies</li> <li>• Some students could do the task easily</li> <li>• Some students active in asking and answering the question during teaching</li> </ul>
Cycle II	First Meeting	<ul style="list-style-type: none"> <li>• Most of students were interested in following the lesson</li> <li>• The students enjoyed with new strategies</li> <li>• Some students could do the task easily</li> <li>• Most of students active in asking and answering question during teaching</li> </ul>
	Second Meeting	<ul style="list-style-type: none"> <li>• Most of students were interested in following the lesson</li> <li>• The students enjoyed with new strategies</li> <li>• Some students could do the task easily</li> <li>• The students were not shocked with the post-test</li> </ul>

## FIELD NOTE

Cycle 1

First Meeting : 13.00 P.M – 13.30 PM

The researcher, the collaborator and the teacher went to the class. The students were still noisy since they were just back from dance class. All the students were in the class, and the researcher prepared the laptop and speaker. When it was ready, he asked the leader of the class to have a prayer but the leader forgot how to do it. So she taught the leader of the class how to lead a prayer. She said "Attention please. Let's have a prayer shall we".

When the practice was done, the researcher and the students discussed the answer of the task. A number of the students were able to answer the questions when were asked by the researcher. There was a student who asked about the meaning of excursion. The researcher was asking her to find it in her dictionary first rather than telling her the meaning.

After a prayer, she greeted the students, "assalamualaikum wr. wb., how are you today? Hari ini kita akan melanjutkan materi yang kemarin kita pelajari. Sebelumnya, *does anybody still remember about what we have learned yesterday?*" all students answered in random. So she guided the students to answer the correct questions. She said "yesterday we have learned three expressions, what are they?". Then the students began to answer it.

(January 24 , 2023)

So she made a table in the board and pointed out students one by one. There was a boy pointed out by the researcher to answer the question number 3, but she insisted. The researcher tried to motivate him by saying "gapapa maju aja, jawab sebisanya". The boy then agreed to answer it. The answer was not perfectly correct. Despite that, he was giving applause and saying thank you to the boy. The researcher then continued the lesson by asking the students which part was incorrect.."

(January 24 , 2023)

## FIELD NOTE

Cycle 2

First Meeting : 13.00 P.M – 13.30 P.M

Before he played the second audio, she asked the students to prepare the dictionary. Some of the students did not bring it. The researcher then asked the students to lend the dictionary to the others so at least one table one dictionary. After finished, she played another audio about conversation entitled "The First English Class". The researcher then distributed a worksheet for each student. She said that the worksheet would be used as a note as well. She played the audio twice. The first was played normally, and the second she played the audio part by part. Every parts, the researcher asked the students whether there were some difficult words that they did not understand or not. Some of the students said some difficult words that they did not understand. The researcher then asked the students to write and check the words in the dictionary.

(February 21, 2023)

When the speaker had been set up, the researcher continued, "hari ini kita kan melanjutkan materi, just like yesterday, we will learn about listening and followed by an example of a conversation. Before we move on, what have we learn yesterday?" The students answered randomly. The researcher then began to guide them. A student said that they learnt about conversation the first english class, the other students added another answered. Then the researcher asked about the vocabularies that they learnt yesterday.

(February 21, 2023)

The researcher distributed a worksheet for each student. "*oke, kita simak audio tentang percakapan lagi ya*". She played a conversation about finding the library. The students paid attention. They were silent during the audio playing. The researcher and the students discussed the questions based on the audio together. She promised to the students who answer the questions would be given a reward. The rewards were chocolate snacks. The students were very active during the discussion. Some students even wanted to answer it first despite the researcher had not been pointing out any students.

(February 21, 2023)





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Nomor : B-0595/In.28.1/J/TL.00/02/2023  
 Lampiran : -  
 Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
 Ahmad Subhan Roza (Pembimbing 1)  
 (Pembimbing 2)  
 di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

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

Nama : **LUTFI JAMI ATUR ROHMAH**  
 NPM : 1901051039  
 Semester : 8 (Delapan)  
 Fakultas : Tarbiyah dan Ilmu Keguruan  
 Jurusan : Tadris Bahasa Inggris  
 Judul : THE IMPLEMENTATION OF PODCAST TO INCREASE STUDENTS LISTENING SKILL AT SMP N 1 BATANGHARI

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, 09 Februari 2023

Ketua Jurusan,



**Andianto M.Pd**

NIP 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Nomor : B-0867/In.28/D.1/TL.00/02/2023  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMP N 1 BATANGHARI  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-0866/In.28/D.1/TL.01/02/2023, tanggal 23 Februari 2023 atas nama saudara:

Nama : **LUTFI JAMI ATUR ROHMAH**  
NPM : 1901051039  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP N 1 BATANGHARI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE IMPLEMENTATION OF PODCAST TO INCREASE STUDENTS LISTENING SKILL AT SMP N 1 BATANGHARI".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 23 Februari 2023  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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**SURAT TUGAS**

Nomor: B-0866/In.28/D.1/TL.01/02/2023

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

Nama : **LUTFI JAMI ATUR ROHMAH**  
NPM : 1901051039  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP N 1 BATANGHARI, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE IMPLEMENTATION OF PODCAST TO INCREASE STUDENTS LISTENING SKILL AT SMP N 1 BATANGHARI".
  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 : 23 Februari 2023

Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003







**PEMERINTAH KABUPATEN LAMPUNG TIMUR**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**UPTD SMP NEGERI 1 BATANGHARI**

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No	Nama Mahasiswa	NPM	Program Studi
1	LUTFI JAMI ATUR ROHMAH	1901051039	Tadris Bahasa Inggris

Untuk mengadakan Research/Survey dalam rangka penulisan proposal dalam rangka penyelesaian Tugas Akhir/Skripsi dengan judul : "THE IMPLEMENTATION OF PODCAST TO INCREASE STUDENTS LISTENING SKILL AT SMPN 1 BATANGHARI".

Demikian Surat Izin ini diberikan untuk dapat dipergunakan sebagai mestinya.

Batanghari, 27 Februari 2023  
 Kepala Sekolah,  
  
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2	Senin, 13/2 2023	Dr. Ahmad Subhan Roza, M.Pd	Bimbingan Bab 4	
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# THE IMPLEMENTATION OF PODCAST TO INCREASE STUDENTS' LISTENING SKILL AT SMP N 1 BATANGHARI

*by* Lutfi Jami Atur Rohmah 1901051039

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