

AN UNDERGRADUATE THESIS

**THE USE OF PODCAST ON SPOTIFY TO IMPROVE
STUDENTS' LISTENING COMPREHENSION AT THE
ELEVENTH GRADERS OF SMA N 1 SEKAMPUNG EAST
LAMPUNG**

By:

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Student Number : 2001050011



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

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1445 H / 2024 M

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STUDENTS' LISTENING COMPREHENSION AT THE
ELEVENTH GRADERS OF SMA N 1 SEKAMPUNG EAST
LAMPUNG**

Presented as a Partial Fulfillment Of the Requirements

For The Degree Of Sarjana Pendidikan (S.Pd)

In English Education Department

By:

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STATE INSTITUTE FOR ISLAMIC (IAIN) OF METRO

1445 H / 2024



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APPROVAL PAGE

Assalaamu'alaikum Wr. Wb

Title : THE USE OF PODCAST ON SPOTIFY TO IMPROVE STUDENTS LISTENING COMPREHENSION AT THE ELEVENTH GRADERS OF SMA N 1 SEKAMPUNG EAST LAMPUNG IN ACADEMIC YEAR OF 2023/2024

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NOTIFICATION LETTER

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Assalamualaikum Wr. Wb.


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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqsyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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RATIFICATION PAGE

No: *b-247/In.21.1/0/PF.00.7/06/2024*

An Undergraduate thesis entitled THE USE OF PODCAST ON SPOTIFY TO IMPROVE STUDENTS LISTENING COMPREHENSION AT THE ELEVENTH GRADERS OF SMA N 1 SEKAMPUNG PASTI LAMPUNG written by Emilia Fatma, Student Number 2001050011 English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, June 13th, 2024, at 10.00-12.00 AM

BOARD OF EXAMINERS

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ABSTRACT

THE USE OF PODCAST ON SPOTIFY TO IMPROVE STUDENTS' LISTENING COMPREHENSION AT THE ELEVENTH GRADERS OF SMA N 1 SEKAMPUNG EAST LAMPUNG

By:

EMILIA FATMA

The purpose of this research was to know whether using Podcast on Spotify improve student's listening comprehension. The focus on this research is listening comprehension of English students SMA N 1 Sekampung. It is related to the problem identification that the students have difficulties in comprehending listening English test and have lack of vocabularies. Using Podcast on Spotify can be alternated in order to build the student's active to improve students' listening comprehension.

The kind of this research was Classroom Action Research (CAR) which was conducted in two cycles. Each cycle consists of planning, acting, observing and reflecting. In this research the students were given pre-test before treatment and post-test after treatment. The subject of this research was 34 students in class XI IPA 2 of SMA N 1 Sekampung. In collecting the data the researcher used test (pre test, post test 1 cycle 1 and post test 2 cycle 2), observation, field note, and documentation.

The results of this research indicated an improvement in listening comprehension of English students at the eleventh grade of SMA N 1 Sekampung. This can be seen from the improvement in the average score of students in the pre-test and post-test. In the pre-test, the students average score was 57,64, and in the post-test I the average score improved to 67,35, and in the post-test II the average score improved to 82,64. Based on this results, it can be concluded that the Podcast on Spotify is one of the media that can improve students' listening comprehension, and this research can be said to be successful because the specified criteria are well achieved.

Keyword: *Classroom Action Research, Listening Comprehension, Podcast on Spotify*

ABSTRAK

PENGUNAAN PODCAST DI SPOTIFY UNTUK MENINGKATKAN PEMAHAMAN MENYIMAK SISWA KELAS SEBELAS SMA N 1 SEKAMPUNG LAMPUNG TIMUR

Oleh:

EMILIA FATMA

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan Podcast di Spotify dapat meningkatkan pemahaman mendengarkan siswa. Fokus pada penelitian ini adalah pemahaman mendengarkan siswa bahasa Inggris SMA N 1 Sekampung. Hal ini terkait dengan identifikasi masalah bahwa siswa mengalami kesulitan dalam memahami tes mendengarkan bahasa Inggris dan memiliki kekurangan kosakata. Penggunaan Podcast di Spotify dapat menjadi alternatif untuk membangun keaktifan siswa dalam meningkatkan pemahaman mendengarkan siswa.

Jenis penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan tindakan, pengamatan dan refleksi. Pada penelitian ini siswa diberikan pre-test sebelum perlakuan dan post-test setelah perlakuan. Subjek penelitian ini adalah 34 siswa kelas XI IPA 2 SMA N 1 Sekampung. Dalam mengumpulkan data peneliti menggunakan tes (pre test, post test 1 siklus 1 dan post test 2 siklus 2), observasi, catatan lapangan, dan dokumentasi.

Hasil dari penelitian ini menunjukkan adanya peningkatan dalam pemahaman mendengarkan bahasa Inggris siswa kelas sebelas SMA N 1 Sekampung. Hal ini dapat dilihat dari peningkatan nilai rata-rata siswa pada pre-test dan post-test. Pada pre-test, nilai rata-rata siswa adalah 57,64, dan pada post-test I nilai rata-rata meningkat menjadi 67,35, dan pada post-test II nilai rata-rata meningkat menjadi 82,64. Berdasarkan hasil ini, dapat disimpulkan bahwa Podcast di Spotify merupakan salah satu media yang dapat meningkatkan pemahaman mendengarkan siswa, dan penelitian ini dapat dikatakan berhasil karena kriteria yang ditentukan tercapai dengan baik.

Kata kunci: Penelitian Tindakan Kelas (PTK), Pemahaman mendengarkan, Podcast di Spotify

STATEMENT OF RESEARCH ORIGINALITY

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Metro, June , 2024
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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Juni, 2024
Peneliti,



EMILIA FATMA
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MOTTO

فَلَا تَغُرَّنَّكُمُ الْحَيَاةُ الدُّنْيَا

“So never let the life of this world deceive you.”

(Quran Surah Fatir : 5)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

My beloved parents

(Mr. Nurkalim and Mrs. Suranti)

My beloved grandma

(Mrs. Maryati)

My beloved aunt

(Ms. Siti Umayah)

My beloved best friends

(Renita Sari, Natasya Anggieta Putri, Reni Anggraini, Tatia May Hartanti, Dwi Oktia Ningrum)

My beloved friends of TBI's 20 especially for Class B

My Almamater IAIN Metro

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In completing this undergraduate thesis, the researcher has received a lot of help and guidance from various parties. Therefore, the researcher would like to thank:

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The researcher realizes that the compiler of this thesis still has not reached the ability. Therefore, the researcher expects criticism and suggestions from various parties for the perfection of this thesis, hopefully this thesis can be useful for the researcher and for those who read it.

Metro, June , 2024
The researcher,



Emilia Fatma

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CHAPTER I

INTRODUCTION

A. Background of Study

Listening holds utmost importance in the journey of learning English, constituting a creative skill that demands mastery. It involves the ability to perceive and interpret the sounds reaching our ears, extracting meaning from the raw components of words, their arrangement, and the nuances of sound patterns.¹ Listening skills encompass comprehension, attention, and appreciation, forming a process that entails understanding spoken language, including speech sounds and grasping the meaning of each word. In essence, listening skills refer to the ability to comprehend the meaning of what is heard. This process aids learners in responding effectively to inquiries or statements. Moreover, listening serves as the cornerstone of all effective communication. Without the capability to listen adeptly, messages run the risk of being misinterpreted, communication may falter, and the message sender can easily experience frustration or irritation. This will be a big problem in learning and teaching listening.

Besides that, teaching is a form of art where educators impart knowledge to students in a formal environment, utilizing diverse methods. It involves demonstrating or assisting individuals in learning a specific skill,

¹ Akib, Ma'ruf, and Adriani, "The Use of Spotify Application to Improve Students Ability in Listening Throuh English Song: A Pre-Experimental Research," *Journal of Computer Interaction in Education* 1, No. 2 (2018): 122.

offering instructions, guiding the learning process, imparting knowledge, and facilitating understanding.² Similarly, teaching listening involves providing explanations and assigning meaning to the language system. The explanations offered are connected to understanding the significance of words uttered by the speaker, fostering the ability to respond appropriately. The aim of teaching listening is to ensure effective communication, enabling individuals to comprehend and accurately respond to what they have heard without any communication gaps.

Therefore, we can use an interesting media in teaching listening because it serves as a tool facilitating the information transmission process and plays multiple roles in the realm of learning. It functions as a conduit for relaying messages from the sender to the recipient, aids students in comprehending concepts presented by educators, acts as an intermediary fostering a positive teacher-student relationship during the learning journey, and serves as a means to alleviate boredom in students throughout the learning process.³ Learning media encompasses all tools employed to systematically convey or channel instructional material from the teacher, aiming for effective and efficient student learning. The efficacy of these tools lies in their ability to stimulate students' thoughts, feelings, attention, and skills, thereby enhancing the overall teaching and learning experience. Recognizing the vital role of media in the learning process, it can be understood as a communicative

² Henry D. Brown, *Principles of Language Learning and Teaching* (San Francisco: San Francisco University, 2000), 7.

³ Diah, Dayurni, and Fajari, "Meta-Analysis Study: The Effect of Android-Based Learning Media on Student Learning Outcomes," 254.

element acting as a messenger or intermediary between the sender and the recipient.

In the realm of language teaching, applications focused on listening skills are gaining popularity, and one such platform is Spotify. It offers a diverse range of learning materials, primarily in the form of podcasts featuring engaging conversations or monologues that cater to different proficiency levels-ranging from elementary to intermediate and advanced. Utilizing Spotify, teachers can incorporate various tasks, exercises, and listening activities into their instructional methods, particularly in the context of listening-focused learning. According to data from Spotify.com, the platform encompasses several features containing educational materials, including music, lyrics, and podcasts.⁴

Notably, podcasts emerge as a valuable tool for language learners, available in both audio and video formats, significantly contributing to the enhancement of listening skills. Podcasts are typically presented as a series of episodes under broad themes, known as "feeds," enabling listeners to subscribe and automatically receive new episodes.⁵ The technology underlying podcasts, especially on Spotify, offers an appealing option for providing interactive learning opportunities to students due to its user-friendly nature and cost-effectiveness. The researcher has chosen Spotify Podcasts as a method for

⁴ Disiwi, Kariadi, and Asriyama, "Measuring The Possibility of Podcasts in Spotify Application to Improve Students' Listening Skills on Narrative Texts," *Journal of English Literature, Linguistic, and Education* 4, No. 2 (2023), 34.

⁵ Salsabila, Irianti, and Thoyyibah, "The Effectiveness of Georgiana's Podcast on Spotify to Improve Students' Listening Skills," *Teaching and Learning English in Multicultural Contexts* 5, No. 2 (2021): 157.

improving students' listening abilities, recognizing its accessibility and ease of use on gadgets and computers.

The researcher conducted a pre-survey on September 15th, 2023 at SMA N 1 Sekampung, East Lampung. The researcher interviewed the English teacher and found out that there was no interesting media that she uses to teach in listening English, only a book and a module as the only media to teach listening English. The researcher also found out that students have difficulties in understanding listening questions and have low interest in learning and to find out students in listening subjects, below the student score data is described in the following table:

Table 1. 1
The result of the listening test at the eleventh grade of SMA N 1 Sekampung
Kabupaten East Lampung

No.	Score	Category	Number of Students	Percentage
1	≥ 75	Pass	4	12%
2	≤ 75	Fail	29	88%
Total			33	100%

Based on the data above, the researcher found that score of students' at eleventh grade especially class of XI Science 3 SMA N 1 Sekampung, East Lampung is categorized into very low category. It can be seen in from score of the 33 students, only 4 students or 12% will be able to achieve standard competence. Observing the student learning results above, it can be considered that the students can not understand well the topics and questions in the listening audio. There are other problems in English Listening, such as 1) The

students have difficulties in comprehending listening English test. 2) The students had lack of vocabularies, so they did not understand what words they had heard from the listening audio, 3) Based on the interview, most of the students have low motivation in learning listening and think that listening is hard. From the problems above, it is very important to improve listening comprehension at SMA N 1 Sekampung Kabupaten East Lampung. One of the ways to improve students' listening comprehension is using podcast on Spotify.

The use of podcasts on Spotify is expected to increase student interest and overcome student problems in listening learning. In addition, it can also provide a fun new experience for students. Based on that background, the researcher took the title *“The Use of Podcast on Spotify to Improve Students’ Listening Comprehension At The Eleventh Graders of SMA N 1 Sekampung East Lampung”*

B. Problem Identification

This research will be carried out based on the problems identified by the researcher. The problems that have been identified are as follows:

1. The students have difficulties in comprehending listening English test.
2. The students have lack of vocabularies.
3. Most of the students get low score in listening comprehension.
4. The students have low motivation in studying listening and they think it is hard.

C. Focus of the Study

Based on the identification of the problem above, the researcher only focus on using Podcast on Spotify to improve the students difficulties in comprehending listening English.

D. Problem Formulation

Based on the background of the problem, problem identification, and problem limitation, the problem of this research can be formulated as follows: "Can the use of podcasts on Spotify improve the students' listening comprehension in class XI students of SMA N 1 Sekampung East Lampung?"

E. Objective and Benefit of Study

The objective of this research is to improve the students' listening comprehension by using podcast on Spotify in Eleventh Grade of SMA N 1 Sekampung, Kabupaten East Lampung.

The benefits of study are as follows:

1. For the students

By using podcast on Spotify it is expected that students will have interest and enthusiast in English learning especially listening.

2. For the teacher

This research is expected to help English teachers in finding some interesting media to overcome their problems in the classroom.

3. For other researchers

To improve the students listening comprehension by using podcast on Spotify.

4. For the school

This research can be used as an information to improve English learning in the future.

F. Prior Research

Widya Salsabila, Leni Irianti, and Luthfiyatun Thooyibah in their journal under the title “The Effectiveness of Georgiana’s Podcast on Spotify to Improve Students’ Listening Skills” reported on the issue of using Georgina's podcast on Spotify to improve students' listening skills. This study aimed to determine the improvement of students' listening ability in listening skills by using Spotify application as a tool focused on listening to Georgina's podcast in the subject of asking and giving instructions. It used mixed method design, which type is the embedded a quantitative design in the qualitative component, as in the case of experimental or correlation designs. In this case, researchers chose a one-group pretest-posttest to collect quantitative design, while for qualitative data design, researchers conducted descriptive qualitative research.⁶

Hania Fadhilatun Nisa, Lidyatul Izzah, and Muhamad Sofian Hadi in their journal under the title "The Use Of Podcast To Improve Students'

⁶ Salsabila, Irianti, and Thooyibah, “The Effectiveness of Georgiana's Podcast on Spotify to Improve Students Listening Skills,” *Teaching and Learning English in Multicultural Contexts* 5, No. 2 (2021): 157.

Listening Comprehension" discussed the effectiveness of using podcast in teaching listening comprehension. This study is categorized as a quantitative method using a pre-experimental study. The pre-experimental design is chosen because this design aims to understand the effectiveness of using podcast in teaching listening comprehension. In this study, quantitative research was conducted in a pre-test and post-test design group. In collecting data, the researcher used the students' listening test as an instrument of the study.⁷

Tryanti Abdulrahman, Nony Basalamah, and Mohammad Rizky Widodo in their journal under the title "The Impact Of Podcasts On EFL Students' Listening Comprehension" described whether Podcast can impact high school students' listening comprehension in EFL setting in Indonesia as well as to explore students' perception on the use of podcasts in listening classroom. This research has objective to investigate students' listening comprehension through the use of podcast in EFL classroom. 60 high school students in Indonesia were taken as sample for this research with distribution of 30 students in experiment class and 30 students in control class. The samples were taken by using cluster random sampling. Quasi-experimental method with the post-test only control group design was applied in this research. In addition,

⁷ Nisa, Izzah, and Hadi, "The Use of Podcast to Improve Students' Listening Comprehension," *ELTIN Journal: Journal of English Language Teaching in Indonesia* 10, No. 01 (2022): 48.

a survey questionnaire was administered to experimental group to explore their perception on the use of podcast instruction in teaching listening.⁸

Based on the researches above, the first research used quantitative method and used pre-experimental study which focused on the effectiveness in using podcast in teaching listening comprehension. Although the second research used Quasi-experimental method with the post test only control group design which focused on the impact of podcast on high school students' listening comprehension in EFL. In this research, the researcher will use Classroom Action Research (CAR) with pre-test and post test design group. This research focus on podcast to help the students' difficulties in comprehending listening. Different from the prior research above, the researcher will use podcast which on Spotify because it is easy to use and you can listen everywhere and anytime.

⁸ Abdulrahman, Basalama, and Widodo, "The Impact of Podcast on EFL Students' Listening Comprehension," *International Journal of language Education* 2, No. 02 (2018): 26.

CHAPTER II

REVIEW OF RELATED THEORIES

A. Theoretical Review

1. The Concept of Listening Comprehension

a. The Definition of Listening

Hearing is the capacity to detect sounds through the ears, an involuntary process where our auditory system captures sounds in our environment. Whether we are conscious of it or not, our ears register sounds without any deliberate effort. On the other hand, listening goes beyond mere hearing-it encompasses understanding, comprehension, and a heightened level of appreciation for the sounds. While both hearing and listening involve the perception of sound, the crucial distinction lies in the intentional engagement and depth of understanding associated with listening.¹

In addition, the process of hearing happens spontaneously and without intentional planning. In contrast, listening involves a significant deliberate aspect, surpassing that of hearing.² This is because listening requires a conscious effort to comprehend what the speaker is conveying, whereas in mere hearing, the depth of understanding is not actively

¹ Rost, *Teaching and Researching Listening* (UK : Pearson Education, 2002), 8.

² *Ibid.*

pursued. The initial phase of establishing interpersonal communication involves effective listening. It is crucial for listeners to learn the art of attentive and accurate listening to facilitate successful interpersonal communication. In cases where the listening process is ineffective, the clarity of the communicator's message does not guarantee effective communication. By examining the meanings of the words involved, it becomes evident that hearing is the passive act of capturing sounds without intentional planning or reciprocal responses.

Engaging in listening is an active and skillful process involved in constructing messages from the language's sound stream. It goes beyond mere reception of sounds, as it entails efforts to understand and interpret the speaker's message, followed by a thoughtful response. Listening, therefore, is not a straightforward task; it is an activity that demands considerable practice. Regular practice enhances one's ability to comprehend conversations more effectively. Through rational thinking, individuals can select appropriate words to convey their messages accurately. Additionally, emotions play a role in expressing feelings such as joy, sorrow, confidence, or doubt, fostering communication relationships with others. Listening is a dynamic process, involving the active processing of not only the heard information but also its connection to existing knowledge.³

³ Nunan, *Practical English Language Teaching* (Singapore: McGraw-Hill, 2003), 24.

Listening is considered a component of a transactional process wherein all participants are involved in both sending and receiving messages concurrently.⁴ This indicates that listening is a dynamic process encompassing the reception and transmission of messages by something or someone. The five key processes involved in listening are hearing, understanding, remembering, evaluation, and response.⁵

b. The Indicators of Listening

There are five indicators of listening process:

- 1) Hearing, where the process begins by receiving verbal and nonverbal messages from the communicator, including facial expressions and sign language.
- 2) Understanding, which involves the recipient trying to comprehend the communicator's thoughts and emotions conveyed through intonations.
- 3) Remembering, where memory is crucial for retaining and recalling the message accurately to avoid ambiguity or confusion.
- 4) Evaluation, assessing whether the message aligns with the facts in the given context.
- 5) Responding, which entails providing feedback or a response, a critical factor in determining the effectiveness of the communication process.⁶

⁴ Rost, *Teaching and Researching Listening* (Great Britain: Longman, 2002), 54.

⁵ Tyagi, "Listening : An Important Skill and Its Various Aspects," *Journal International*, No. 2 (2013), 1.

⁶ *Ibid.*

Listening is a crucial skill for effective interaction between a speaker and a listener. The ability to listen allows the listener to respond appropriately to the speaker, fostering clear communication and preventing misunderstandings. The relationship between the speaker and listener is strengthened when the listener pays careful attention to the speaker's words.

Comprehension involves the reception of spoken language across various linguistic and contextual dimensions, including syntax, vocabulary, pragmatics, and discourse. This final component of the listening process comprises several essential steps:

- 1) Establishing the context, recognizing that effective communication occurs within a specific framework, and listeners must grasp this context to reconstruct the speaker's message.
- 2) Activating relevant background knowledge and using it to anticipate the potential ideas conveyed in the message. Skilled listening requires looking ahead to foresee upcoming content rather than making abrupt interpretations.
- 3) Anticipating the general message content, emphasizing the need for listeners to anticipate and prepare for what lies ahead.
- 4) Selectively focusing on the key components carrying meaning within the material. Listeners may exert more effort in understanding unfamiliar topics, relying on linguistic cues to compensate for their lack of background knowledge.

5) Using these selectively sampled components to confirm or reject earlier anticipations. Listeners accept the sampled information as accurate if it aligns with their expectations; however, if it contradicts their expectations, they must reevaluate their initial anticipations or reconsider the material to construct a meaningful understanding of the message.⁷

Listening comprehension is an interactive process where the listener actively participates in constructing meaning. The understanding of spoken input involves various factors such as sound discrimination, prior knowledge, grammatical structures, stress and intonation, as well as linguistic or non-linguistic cues. It encompasses processes like recognizing speech sounds, comprehending individual word meanings, and understanding sentence structures.⁸ Despite being a crucial aspect of language learning, listening comprehension tends to be overlooked, receiving the least attention among the four language skills. This neglect arises from insufficient time spent by teachers on listening activities and strategies to enhance students' listening skills. While often considered a passive activity, listening comprehension is, in fact, an active process as effective communication and language development depend on the listener's ability to understand the speaker.

⁷ Ahmadi, "The Importance of Listening Comprehension in Language Learning," *International Journal of Research in English Education* 1, No. 1 (2016), 8.

⁸ Gilakjani and Sabouri, "The Significance of Listening Comprehension in English Language Teaching," *Theory and Practice in Language Studies* 6, No. 8 (2016): 1670.

From the explanation above, the researcher can conclude that listening comprehension refers to the understanding of what the listener hears and it is the listener's ability to repeat the text, repeat the sound, even the listener can respond to the sound with prior understanding.

c. Types of Listening

Listening can be classified into five different categories:⁹

1) Informative listening

Involves the listener's primary focus on understanding the message, aiming to interpret it as closely as possible to the sender's intended meaning. For example listening to news and watching documenter films.

2) Relationship listening

It is geared towards assisting individuals or enhancing relationships between people. For example listen to friends when they tell you about their problems.

3) Appreciative listening

It encompasses the enjoyment of music, preference for certain speakers, or choices in entertainment like theater, television, radio, or movies. The listener's response, rather than the message source, defines appreciative listening, offering varied experiences for different individuals.

⁹ Kline, *Listening Effectively* (Alabama: Maxwell Air University, 1996), 29.

4) Critical listening

It demands a more attentive approach, requiring a thorough examination of the subject. For example listen to your friend's opinion.

5) Discriminative listening

It is the ability to differentiate between various sounds, considered foundational for the other four types. This involves sensitivity to changes in the speaker's rate, volume, strength, tone, and emphasis, allowing the informative listener to discern even subtle differences in meaning.

According to Kline, effective listening, whether informative, relational, appreciative, critical, or discriminative, demands specific skills. While some skills may overlap across different types of listening, in other cases, the required skills can vary significantly.

d. Teaching Listening

Teaching involves the process of demonstrating or aiding someone in acquiring a skill, providing instructions, guiding them through the learning process, imparting knowledge, and facilitating understanding.¹⁰ In recent years, listening has been viewed not only in the context of comprehension but also in relation to language learning.

Teaching listening places greater demands on the teacher compared to

¹⁰ Henry D. Brown, *Principles of Language Learning and Teaching* (San Francisco: San Francisco University, 2000), 7.

the students. A fundamental principle in teaching listening is to avoid presenting language materials visually before using them for comprehension practice. Effective listening instruction extends beyond the listening task itself and involves preparatory and follow-up activities. This emphasizes that listening instruction should encompass activities beyond comprehension, involving subsequent actions.

Recognizing the significance of listening in language learning and teaching, language educators are tasked with guiding their students to become proficient listeners. For instance, a school might designate one day each week for English immersion to acquaint students with the listening process. There are several essential principles for teaching listening skills that educators should be aware of such as early stages of ESL teaching should prioritize listening, as it serves as a foundational aspect for learning English, listening activities should utilize materials relevant to students' real-life experiences, emphasizing the practical importance of the content, the use of simple language in listening exercises is essential, considering that complex vocabulary may pose challenges for student comprehension, listening materials should diversify in terms of gender, age, dialect, accent, topic, speed, noise, level, and genre to sustain student interest during each session, educators should prompt students to listen with a specific purpose and require them to demonstrate comprehension through assigned tasks, fostering the development of their listening skills, and language materials designed for

comprehension practice should be introduced aurally first, ensuring that students become familiar with the audio components before any visual presentation.¹¹

Moreover, it is essential for educators to be mindful of the guiding principles when instructing listening skills. As previously stated, a key principle involves prompting students to listen with a specific purpose in mind, by doing that, teachers can enhance the effectiveness of their listening instruction, as students are better equipped to engage with the material when they understand the intended purpose of their listening. An effective strategy to achieve this is employing simple dialogs to illustrate how listening approaches may vary based on distinct purposes.

In summary, the process of teaching listening encompasses presenting information to impart a comprehension of the language system. It involves not only acquiring knowledge of the language system but also applying this understanding to comprehend or express meaning, employing specific skills in the process. Consistent and ongoing practice is crucial in becoming more acquainted with listening, ultimately leading to mastery of this skill.

¹¹ Latupono, "The Importance of Teaching Listening Strategies in English Language Context," *MATAI: International Journal of Language Education* 3, No. 1 (2022): 6.

e. Listening Rubric Assessment

Table 2. 1
Listening Rubric Assessment¹²

Criteria	Description
Excellent (100-90)	<ul style="list-style-type: none"> - Excellent at identifying the setting, problem and solution, theme, and moral of the story. - All words are spelled correctly.
Very Good (89-80)	<ul style="list-style-type: none"> - Very good at identifying the setting, problem and solution, theme, and moral of the story. - Almost all words are spelled correctly.
Good (79-70)	<ul style="list-style-type: none"> - Good at identifying the setting, problem and solution, theme, and moral of the story. - Some spelling errors occur, but not impede understanding.
Fair (69-60)	<ul style="list-style-type: none"> - Still able to identify the setting, problem and solution, theme, and moral of the story. - Spelling errors impede understanding.
Poor (59-0)	<ul style="list-style-type: none"> - Unable to identify the setting, problem and solution, theme, and moral of the story. - Numerous spelling errors prevent understanding.

¹² McGraw-Hill, *Rubrics for Assessing Students Writing , Listening, and Speaking* (USA, Glencoe Literature: The Reader's Choice, 2006), 26.

f. Instrument Blueprint of Listening Comprehension

Table 2. 2
Instrument Blueprint of Listening Comprehension

Teory	Indicators	Teory
<p>"Listening involves a dynamic exchange of messages between individuals or entities, comprising five essential processes: hearing, understanding, remembering, evaluation, and response." (Tyagi, 2013)</p>	<ul style="list-style-type: none"> - Hearing to receive messages from the speaker. - Understanding which involves the students trying to comprehend what the speaker said. - Remembering, where the memory is retaining and recalling the vocabularies accurately. - Evaluation, assessing whether the vocabularies aligns with the facts in the given context. - Responding, which entails providing feedback or a 	<p>"Listening involves a dynamic exchange of messages between individuals or entities, comprising five essential processes: hearing, understanding, remembering, evaluation, and response." (Tyagi, 2013)</p>

	<p>response by giving conclusion from the given context.</p>	
<p>Podcast. The term "podcast" is a combination of "iPod" and "broadcast." (Syahabuddin, Mulia, and Rizqa, 2021) Podcast is typically distributed on the internet in MP3 format, podcasts cover an extensive array of topics, making them highly popular. (Febrianti, Talib, and Ariyani, 2023)</p> <p>Spotify. Spotify, a form of media, proves to be a valuable asset in the learning process, aiding students in enhancing their listening comprehension skills. Functioning as</p>	<p>The following are some procedures for using podcasts on Spotify in teaching listening:</p> <ul style="list-style-type: none"> - The teacher choose a podcast topic on Spotify that aligns with the material currently being studied by students. - Play the podcast. The teacher can present the podcast once or a few times. - Students listen to the podcast carefully. - Students should focus on the vocabularies, grammar, and some expressions. - Round things off with creativity so 	

<p>a music, podcast, and video streaming service, Spotify allows users to explore an extensive collection of songs and content from global artists. (Akib, Ma'ruf, and Andriani, 2018)</p>	<p>the students will not bored.</p>	
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2. The Concept of Podcast on Spotify as a Teaching Media

a. The Definition of Media

Media is a means of conveying information to students, with its origin in the Latin word "medium," denoting an intermediary connecting the message source and the receiver.¹³ In Arabic, media is termed as "wasaii," emphasizing its role as a messenger or intermediary facilitating communication from the sender to the message recipient.¹⁴ In the context of "learning media," the term "media" specifically implies an intermediary or introducer. Simultaneously, "learning" is characterized as a state crafted to prompt an individual to engage in the acquisition of knowledge.¹⁵ Therefore, learning media is defined as a tool for

¹³ Herry Hermawan, *Media Pembelajaran SD* (Bandung: UPI Press, 2007), 3.

¹⁴ Azhar Arsyad, *Media Pembelajaran* (Jakarta: Rajawali Press, 2017), 4.

¹⁵ Cepi Riyana, *Media Pembelajaran Sekolah Dasar* (Bandung: UPI Press, 2007), 5.

transmitting messages or educational content, creating an environment that encourages individuals to learn.

Various forms of media can be categorized into three main types:

- 1) Visual media, extensively employed by educators as a tool to facilitate classroom instruction. Visual media is tangible, observable, and can be read or touched by students, including items like pictures, text with images, comics, magazines, and posters.
- 2) Audio media, a prevalent resource for teachers in delivering specific content. Unlike visual media, audio media relies solely on auditory elements without accompanying images. Common examples include radio, music, and podcasts.
- 3) Audio-visual media, which holds particular appeal for students due to its combination of sound and images. This type of media can be both seen and heard, encompassing formats such as movies, TV, DVDs, and theatre. The term "multimedia" often refers to advanced technologies, such as CDs, ROMs, and Internet websites, that integrate text, sound, visuals, and animation. In the contemporary era, the term "media" is closely associated with the processes of teaching and learning.¹⁶

Media encompasses any communication method facilitating the exchange of information between teachers and learners.¹⁷ In the educational process, teachers rely on various terms as substitutes for

¹⁶ Durratul, "Media For Language Teaching and Learning in Digital Era," *International Journal of English Education and Linguistics* 01, No. 02 (2019): 85-89.

¹⁷ *Ibid.*, 84.

"media," including auditory devices, teaching materials, auditory communication, educational aids, educational technology, teaching aids, and explanatory media. This substitution aims to enhance the effectiveness of the teaching and learning process. Essentially, technology stands out as a crucial element in promoting effective learning. In essence, media serves as a conduit or intermediary for disseminating information to everyone, and technology significantly contributes to positive outcomes in the learning process. Students engaging with media find the learning experience more captivating, leading to better retention of the presented material in their minds.

b. Kinds of Media in Teaching Listening

Media plays a crucial role in the learning process, demanding that educators become adept at utilizing various tools to effectively convey information to students. In the realm of teaching listening skills, the choice of media significantly influences the enhancement of students' abilities.¹⁸ Here are some media options for teachers to engage students and kindle their interest in the presented material:

1) Radio

Radio serves as a valuable tool for developing listening skills. Its versatility allows for use not only within the classroom but also in diverse settings. Teachers, in particular, can derive numerous benefits from incorporating radio into their teaching methods.

¹⁸ Ignacio et al., "Technology-Based Media Used in Teaching Listening Skills," 87.

2) Tape recorder

A tape recorder is an indispensable educational medium for information dissemination due to its user-friendly nature. As an audio medium employing recording tapes, it is closely linked to auditory learning. Teachers can listen to recorded information, enabling students to engage in conversational and speaking practice. The absence of audio tapes limits the teacher's ability to create an extensive listening context for students.

3) Video

The utilization of video media proves highly beneficial in honing students' listening skills. English songs and dramas serve as engaging materials for listening exercises. Teachers often incorporate current and popular English songs and dramas, which not only make the learning experience enjoyable but also contribute to a sense of familiarity and ease among students.

4) Podcasts

Podcasts emerge as a technologically innovative and effective learning tool, particularly for integrating listening and speaking skills in the English classroom. Students perceive podcasts favorably, appreciating their efficacy in facilitating learning and contributing to improvements in listening and speaking achievements.¹⁹ Podcasts are

¹⁹ Febrianti, Talib, and Ariyani, "The Use of Podcast in Improving Listening Skill of EFL Students at SMA Negeri 12 Makassar," *Journal of English Education and Literature* 2, No. 3 (2023), 402.

widely available from various platforms, for example the most popular is Spotify.

c. The Definition of Spotify

Spotify, a form of media, proves to be a valuable asset in the learning process, aiding students in enhancing their listening comprehension skills. Functioning as a music, podcast, and video streaming service, Spotify allows users to explore an extensive collection of songs and content from global artists.²⁰ Offering diverse options such as podcasts, songs, and music videos, Spotify emerges as a new and beneficial learning resource for both students and educators. The platform originated in 2006, conceived by the team at Spotify AB in Stockholm, Sweden. Founded by Daniel Ek, former CTO of Stardoll, and Martin Lorentzon, co-founder of TradeDoubler, the name "Spotify" was chosen through a random process, with Ek mishearing "Spotify" during the selection. The etymology is attributed to the combination of the words "spot" and "identify." Spotify officially launched on October 7, 2008, marking the introduction of this Swedish start-up to the global audience.

The advent of premium music-streaming applications like Spotify has transformed the way people engage with music and podcasts. Unlike traditional methods, these applications eliminate the need for extensive

²⁰ Akib, Ma'ruf, and Andriani, "The Use of Spotify Application to Improve Students Ability in Listening Through English Song: A Pre-Experimental Research," *Journal of Computer Interaction in Education* 1, No. 2 (2018): 120.

smartphone memory as songs and podcasts are played directly from internet cloud storage, offering virtually limitless options. Particularly popular among the younger demographic, Spotify, established in 2008, has emerged as a leading player in the premium music-streaming industry. However, the application's potential as a teaching and learning platform goes beyond its popularity, as it is user-friendly and easily accessible on various gadgets and computers.

d. The Definition of Podcast

The term podcast is a combination of "iPod" and "broadcast."²¹ While podcasts have existed since 2005, their widespread popularity began in 2007 and gained significant momentum from 2011 onwards. Despite the existence of audio recordings for an extended period, Apple played a crucial role in shaping the concept of audio podcasts. They introduced simplified methods for subscribing, downloading, and listening to podcasts, making the entire process much more accessible and enjoyable for listeners.

Podcasts are digital audio files that listeners need to download before they can be played. Unlike radio, they involve non-streaming audio content. Widely embraced for accessing news, information, and shared knowledge that can be revisited, podcasts share a resemblance with radio primarily in their audio format. While traditional podcasts are

²¹ Syahabuddin, Mulia, and Rizqa, "Improving Students' Listening Skill Using Podcast," *Journal of Digital Education, Communication, and Arts* 4, NO. 1 (2021): 52

audio-based, the landscape has expanded to include video podcasts, providing a radio-like listening experience. Typically distributed on the internet in MP3 format, podcasts cover an extensive array of topics, making them highly popular.²² The appeal lies in their authenticity, often featuring well-versed speakers, making them valuable for learners aiming to emulate natural speech akin to that of native speakers.²³

e. The Advantages of Podcast

In the contemporary millennial era, the predominant generation in Indonesia is characterized by students who are closely connected to digital technology.²⁴ A recent educational trend gaining popularity is the incorporation of podcasting in the classroom. Increasingly, schools are opting for podcasting as an educational tool due to its potential to enrich learning through innovative methods and facilitate open communication channels. Upon closer examination, podcasting offers several advantages:

1) Alternative to Traditional Media

Podcasts serve as an alternative to radio and television, primarily consisting of audio recordings. They are often chosen in lieu of radio, and increasingly as an alternative to television with the rise of video podcasts. A notable distinction from radio is the absence of

²² Febrianti, Talib, and Ariyani, "The Use of Podcast in Improving Listening Skill of EFL Students at SMA Negeri 12 Makassar," *Journal of English Education and Literature* 2, No. 3 (2023): 402.

²³ Jain and Hashmi, "Advantages of Podcasts in English Language," *Journal Of Indian Research* 1, No. 2 (2013): 158.

²⁴ Tarmawan et al., "The Role of Podcasts as an Alternative Media for Learning and Distribution of Audio Based Content," *International Journal of Research and Applied Technology* 1, No. 1 (2021): 1

advertisements. Podcasts delve into various topics, combining depth and specificity with interactivity through discussions between two broadcasters.

2) Diverse Range of Information

Podcasts cover a wide array of information and knowledge topics, particularly in the United States where they are highly recommended for their broad scope. The subjects span politics, science, children's stories, psychology, parenting, and popular culture such as music and film. Podcast content not only provides general information but also presents diverse perspectives, fostering open-mindedness among listeners. The convenience of automatic delivery to subscribed users allows for flexible listening.²⁵

3) Cognitive Stimulation

Educational websites often encourage students to listen to podcasts, considering it a form of 'brain exercise.' With the absence of visuals, the brain engages more with the auditory sense, enhancing imaginative thinking in processing information. Podcast discussions often focus on critical thinking and intellectual analysis.

4) Convenient Access Anytime, Anywhere

Predominantly in audio form, podcasts are easily accessible, and the built-in podcast apps on devices like the iPhone simplify the listening experience. Dedicated podcast apps for the Android

²⁵ Gonulal, "Improving listening skills with extensive listening using podcasts and vodcasts," *International Journal of Contemporary Educational Research* 7, No. 01 (2020): 312

operating system further extend the accessibility. The absence of advertisements in podcasts ensures uninterrupted listening, making them a convenient option for users to consume content anytime and anywhere.

5) Enhancement of Children's Skills

For children, listening to podcasts can contribute to the improvement of reading and listening skills. The habit of simultaneously listening to podcasts while reading transcripts is believed to enhance reading accuracy in primary school-aged children. This practice stimulates the brain's decoding processes, which are fundamental to reading and listening. In junior and senior high school, podcasts can also foster increased interest in listening activities.

f. Podcasts in Teaching Listening

Podcasts are serialized broadcasts in video and digital audio formats that can be downloaded and played on mobile devices. The term "Podcast" is a blend of "iPod" and "Broadcast."²⁶ In essence, podcasts are not fundamentally distinct from spoken text on cassettes or CDs. Teachers typically advise subscribing and downloading podcasts from easily accessible media. Podcasts simplify this process further—once subscribed, any updates, such as new installments or programs, are automatically downloaded to your computer. You can choose to keep or

²⁶ Abdulrahman, Basalama, and Widodo, "The Impact of Podcasts on EFL Students' Listening Comprehension," *International Journal of language Education* 2, No. 2 (2018): 25.

delete them as per your preference, eliminating the need to be at home or program your recorder; everything is handled automatically.

Podcasts can serve as a straightforward means of offering additional language exposure to students. However, if you intend to incorporate them into classroom instruction, it's essential to invest time in selecting appropriate podcasts and crafting tasks and activities to guide students through the listening process. This typically entails activities to activate students' prior knowledge related to the podcast's subject (pre-listening activities), tasks during the listening phase, and activities after listening (post-listening activities). While-listening activities, such as true-false questions for students to verify while listening, prove beneficial in maintaining focus on the content. In the post-listening stage, attention can be directed towards specific vocabulary items, and if accessible, sharing the transcript. Despite the majority of podcasts being in English, they remain practical and effective learning resources. Research indicates that students are motivated to learn English through podcasts due to their provision of authentic materials, engaging listening exercises, and meaningful tasks.²⁷

The steps of using Podcasts on Spotify in teaching listening comprehension:

- 1) The teacher choose a podcast topic on Spotify that aligns with the material currently being studied by students.

²⁷ Hasibuan and Male, "Pre-Service EFL Teachers' Perception of Using Podcasts as a Learning Media to Improve Listening Skills," *Journal Of English Teaching* 8. No. 2 (2022): 303.

- 2) Play the podcast. The teacher can present the podcast once or a few times.
- 3) Students listen to the podcast.
- 4) Students write the vocabularies that they got from the podcast.
- 5) Students then demonstrate their understanding by summarising what they have listened from the podcast.

B. Action Hypothesis

Based on the frame of the theories above, the researcher formulated the action hypothesis that the use of Podcasts on Spotify will be able to improve the students' listening comprehension at the eleventh grade of SMA N 1 Sekampung.

CHAPTER III

RESEARCH METHOD

A. Variable and Operational Definition of Variable

An operational definition relies on the observable or measurable characteristics of the things being defined. It is rooted in the attributes that can be directly observed or quantified. On the other hand, a variable is described as an attribute of an individual or subject that varies from one object to another.¹ In essence, a variable represents a value that can change based on the information conveyed in the operational definition. Furthermore, an operational definition serves as a detailed explanation of how a variable is defined and measured within a study. It outlines the specific procedures used to articulate and measure the terms or processes under consideration. Therefore, an operational definition essentially functions as a statement detailing the methods employed to define a particular term or process.

The operational definition of the variable in this study can be described as follows:

¹ Creswell and Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Lincoln: SAGE Publications, 2002), 24.

1. Dependent Variable

The dependent variable serves as a gauge of the impact, if any, brought about by the independent variable.² It is a measure that can be influenced by changes in the independent variable. Essentially, the dependent variable is the observed outcome recorded following the manipulation of the independent variable. This recorded data is then analyzed statistically to assess the extent to which the independent variable affects the dependent variable. The dependent variable of this research is students' listening comprehension that focuses on the students' comprehension.

To measure students' listening comprehension, the researcher conduct a listening test by giving a multiple choice test and written test. The students will be asked to listen to the listening audio carefully and choose the answer precisely and also to erite the conclusion based on what they know. This is a simple test as a sample to determine students' listening comprehension. The indicators of the listening test in this variable are:

- 1) The students are good in comprehending the listening questions.
- 2) The students are able to understand what the speakers are saying.
- 3) The students are able to answer the questions correctly.

2. Independent Variable

² Marczyk, DeMatteo, and Festinger, *Essentials of Research Design and Methodology* (Hoboken, New Jersey: John Wiley and Sons, Inc, 2005), 42.

The independent variable is the factor that the researcher deliberately manipulates or controls.³ The dependent variable is essentially contingent on the changes made to the independent variable. In experimental studies, the independent variable is the one subjected to manipulation or variation to investigate its impact. The term "independent" is used because this variable remains unaffected by other factors in the study.

This variable measure by obsevation. To examine this particular variable, the researcher utilize an observation sheet. The measurement scale for this variable ranges from 1 to 4. The indicators of this variable are:

- 1) The students give a good response in learning to listen using Podcasts on Spotify.
- 2) The students have more concentration in listening English.

B. Research Location

The researcher conduct the Classrom Action Research at SMA N 1 Sekampung East Lampung Academic Year of 2023/2024. The school is located in Hargomulyo 66C, Kecamatan Sekampung, East Lampung. It is surrounded by a vast expanse of rice fields and we need to enter an alley to get to this school. The distance between the main road and the school is approximately 1 kilometre. The researcher chose this school because it has good accreditation and the researcher graduated from this school. So it will be easy for the researcher to do the research where it is able to be applied.

³ *Ibid.*, 44.

C. Subject and Object of Study

The subject of this present research is the student of the eleventh grade at SMA N 1 Sekampung East Lampung. While the object of this research is the students' listening comprehension at class XI of SMA N 1 Sekampung East Lampung. SMA N 1 Sekampung has three grades of classes, first grade is class X, second grade is class XI, and third grade is class XII. Class X is divided into eleven classes, class XI is divided into twelve classes, which is named XI IPA 1 until XI IPA 7 and XI IPS 1 until XI IPS 5, and class XII is divided into nine classes, which is named XII IPA 1 until XII IPA 5 and XII IPS 1 until XII IPS 4. Total of the students at SMA N 1 Sekampung is 1074 students. The collaborator in this research is Mrs. Nina Irama, S.Pd an English teacher at SMA N 1 Sekampung.

Table 3. 1
The Demography of the Subject at the Elenventh Graders of SMA N 1
Sekampung

No.	Class	Sex		Total
		Male	Female	
1	XI	17	17	34

Based on the table above, there are 7 male students and there are 26 female students at the eleventh graders. The total of the subject is 34 students.

D. Action Plan

The researcher chose one type of research, namely Classroom Action Research (CAR). Implementing this method entails employing essential strategies aimed at improving the quality of teaching and learning. According

to Burns, classroom research involves purposeful intervention in challenging situations to instigate change and, ideally, enhance practices.⁴ Meanwhile, Pelton asserts that action research encompasses activities such as investigating aspects of learning, interacting with students, designing lesson plans, assigning homework, and all other tasks involved in the teaching schedule.⁵ From the definition above, it can be inferred that classroom action research is a reflective inquiry conducted by teachers within a classroom setting to address and resolve issues. Moreover, it aids teachers in problem-solving by implementing new methods, strategies, or techniques, offering alternative approaches that may lead to innovation.

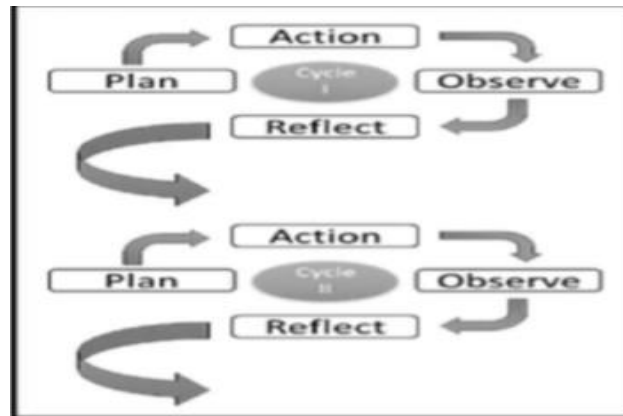
The researcher intends to divide the research into two cycles within the framework of classroom action research. While it encompasses numerous models, the researcher delineates the cycles using the action research design scheme proposed by Kurt Lewin, as outlined below:

⁴ Anne Burns, *Doing Action Research in English Language Teaching* (New York: Routledge, 2010), 2.

⁵ Robert P. Pelton, *Action Research For Teacher Candidates* (New York: R&L Education, 2010), 4.

Figure 1. 1
Kurt Lewin's Action Research Design

(Adapted from Jean McNiff, 2002)⁶



This figure illustrates the research sequence, which begins with a preliminary study and typically involves iterations of planning, action, observation, and reflection. The researcher devises a plan for stimulating students using specific media, aligning it with the cycle structure. In this study, Classroom Action Research (CAR) is employed due to its perceived significance in improving the listening comprehension of eleventh grade students at SMA N 1 Sekampung, East Lampung. The application of Podcasts on Spotify is used with the aim of addressing challenges faced by students in the teaching and learning process of listening comprehension.

The classroom action research design that is applied in this research is a collaborative classroom action research. In conducting the research, the researcher collaborate with the real English teacher of SMA N 1 Sekampung as an observer and collaborator. The researcher play a role as an English teacher

⁶ McNiff and Whitehead, *Action Research: Principles and Practice* (New York: Routledge Falmer, 2002) Second Edition, 15.

who teaches listening comprehension through Podcasts on Spotify to the students, while the real English teacher's role is as an observer who observes the action of the research while teaching-learning activities happen in the classroom. Also the real English teacher acts as a collaborator when helps the researcher in designing lesson plan, carrying out the reflection, and determining the follow up of the study. Here, the researcher is not only as an observer but also takes actions by making lesson plan and giving assessment. Then, the researcher also collecting and analyzing data together with the teacher to know the result of their student listening result.

According to the Anne Burns action research design, the researcher wants to describe a plan for Classroom Action Research (CAR) as follows:⁷

1. Cycle 1

a. Planning

After interviewing, observing and conducting test before CAR.

The teacher and the researcher make instruments, as follows:

- 1) The researcher prepares the lesson plan based on the curriculum 2013 and English syllabus.
- 2) The researcher prepares the observational note and guidelines.
- 3) The researcher prepares the instrument of listening tests before and after CAR.

⁷ Anne Burns, *Collaborative Action Research for English Language Teachers* (New York: Cambridge University Press, 1999), 8.

b. Acting

In this phase, the researcher acts as the teacher and the real teacher becomes the observer. The researcher conducts some activities in the class as follows:

1) Pre-Teaching

- a) The researcher greets the students and checks the attendance list.
- b) The researcher gives warm up activities.
- c) The researcher explains general overview related to the topics of listening English podcasts.
- d) The researcher confirms the students their comprehension about the listening English podcasts .

2) Whilst Teaching

- a) The researcher implements Podcasts on Spotify media.
- b) The researcher gives one audio podcast, and the students listen to it carefully.
- c) The researcher applies the second step, the students should answer the questions correctly.
- d) The researcher applies the third step is the students give conclusion about what they comprehend from the topics in English podcasts.

3) Post-Teaching

- a) The researcher gives a conclusion about the topics.
- b) The researcher closes the class.

c. Observing

In this phase, the researcher conducts some activities as follows:

- 1) The real teacher observes teaching learning activity in the classroom, such as class situation, teacher's performance, and students' response.
- 2) Identifies the students' achievement in learning listening by giving the test after CAR in cycle 1.
- 3) The researcher calculates students' improvement scores from test before CAR to test after CAR in cycle 1 whether improving or not.

d. Reflecting

In this phase, the researcher and teacher have some activities as follows:

- 1) The teacher and the researcher discuss not only about the result of the implementation of CAR, but also students' achievement and the media.
- 2) The teacher and the researcher prepare the lesson plan for the next cycle and for test after CAR in cycle 2 in order to know the improvement of students' score and to solve the problem unfinished yet.

2. Cycle 2**a. Planning**

After interviewing, observing and conducting test before CAR.

The teacher and the researcher make instruments, as follows:

- 1) The researcher prepares the lesson plan based on the curriculum 2013 and English syllabus.
- 2) The researcher prepares the observational note and guidelines.
- 3) The researcher prepares the instrument of listening tests before and after CAR.

b. Action

In this phase, the researcher acts as the teacher and the real teacher becomes the observer. The researcher conducts some activities in the class as follows:

1) Pre-Teaching

- a) The researcher greets the students and checks the attendance list.
- b) The researcher gives warm up activities.
- c) The researcher explains general overview related to the topics of listening English podcasts.
- d) The researcher confirms the students' comprehension about the listening English podcasts.

2) Whilst Teaching

- a) The researcher implements Podcasts on Spotify media.
- b) The researcher gives one audio podcast, and the students listen to it carefully.
- c) The researcher applies the second step, the students should answer the questions correctly.

- d) The researcher applies the third step is the students give conclusion about what they comprehend from the topics in English Podcasts.

3) Post-Teaching

- a) The researcher gives a conclusion about the topics.
- b) The researcher closes the class.

c. Observing

- 1) The real teacher observes of teaching learning activity in the classroom, which includes class situation, teacher's performance, and students' response.
- 2) Students are given the test after CAR in cycle 2.
- 3) The researcher calculates students' improvement scores from test before CAR to test after CAR in cycle 1 to test after CAR in cycle 2.

d. Reflecting

- 1) The researcher and the teacher discuss about the result of the implementation CAR by modifying a new strategy in action, about students' response with the media, about improvement students' score in listening and about analyzing the result from test after CAR in cycle 1 to test after CAR in cycle 2.
- 2) Then, the researcher and the teacher make an agreement, if the target is not achieved, the action was continued to cycle 3, but if the target is achieved, the action was stopped.

E. Data Collecting Technique

There are two types of collecting data: qualitative data and quantitative data. The researcher uses observation dealing with the qualitative data. On the other side, the researcher uses the students' final result score of listening as a pre-test and post-test to obtain the quantitative data.

Some instruments are applied to obtain the data in this study. The completely explanation of those instruments as follow:

1. Test

The researcher uses test to get data result of the students' listening comprehension. The result of this test is students' listening score based on the media applied. The aim of this test is to measure the students' listening comprehension. The tests consist of the some types, as follows:

a. Pre-Test

The pre-test is conducted before implementing Podcasts on Spotify media in preparations study. Pre-test of this research is in the form of multiple choice test and written test that ask the students to listen to the audio podcasts and they should answer the questions correctly, also give conclusion about what they comprehend from the topics in English podcasts.

b. Post-Test

The post-test is implemented after using Podcasts on Spotify media in teaching listening comprehension. Post-test of this research is in the form of multiple choice test and written test that ask the students to

listen to the audio podcast and they should answer the questions correctly, also give the conclusion about what they comprehend from the topics in English podcasts.

2. Observing

Observation plays a crucial role in action research, providing a foundation for authors to systematically record and contemplate classroom interactions and events as they unfold, allowing for an accurate representation rather than relying on our perceptions of the occurrences.⁸

In this case, the researcher observes the students directly in the classroom and gets the description about students' activity in learning listening process. The real teacher also observes the researcher who teaches in the classroom and the implementation of CAR based on observation notes which already made before. The data is taken based on the students' participants during teaching and learning activity according to lesson plan. The information obtained from this observation is used to as a basis to determine the planning for following cycle.

3. Documentation

Documentation involves compiling diverse records pertinent to the research inquiries. This may encompass materials such as students' listening worksheets, student records and profiles, course outlines, lesson plans, and classroom resources.⁹

⁸ Anna Burns, *Collaborative Action Research for English Language Teachers* (New York: Cambridge University Press, 1999), 80.

⁹ *Ibid.*, 117.

The researcher uses the documentation method to get some information about:

- a. The history of SMA N 1 Sekampung.
- b. The condition teachers and official employees in SMA N 1 Sekampung.
- c. The quantity of the students of SMA N 1 Sekampung,
- d. Organization structure of SMA N 1 Sekampung.
- e. Listening worksheet, course overviews and classroom materials of the students at SMA N 1 Sekampung.

4. Field Note

In this study, the researcher utilize field notes to concentrate on a specific issue or teaching behavior over an extended duration. Field notes contains detail information from interviews during the learning process. Taking field notes effectively demands practice, as it involves accurately transcribing the respondent's words using their own language, terminology, and ideas.¹⁰ It is crucial for researchers to avoid summarizing or interpreting the information and instead focus on faithfully recording it, even if it means writing hastily and producing messy notes. This skill necessitates resisting the temptation to impose one's own understanding or comfort onto the notes. The researcher takes field notes that is associated with the classroom environment, classroom management, interactions between the teacher and students, as well as interactions among the students themselves, and so forth.

¹⁰ Ernest T. Stringer, *Action Research Third Edition* (London: Sage Publication, 2007), 72.

F. Data Collecting Instrument

1. Listening Test

To identify the students' listening comprehension of the eleventh grade of SMA N 1 Sekampung East Lampung, the researcher applies listening test. The test is measuring the comprehension of the students about the topic on listening subject.

The test consists of pre-test and post-test, of this research is in the form of multiple choice test and written test that asks the students to listen to the audio podcasts and they should answer the questions correctly, also give the conclusion about what they comprehend from the topics in English podcasts.

G. Data Analysis Technique

The analysis of the data carries out by determining the mean score of the pre-test. The researcher employes a statistical approach, and for scoring the test, the students' scores are computed using the provided formula.¹¹

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

Notes:

\bar{X} = Mean

$\sum X$ = The total number of students' score

N = Number of student

¹¹ Donald Ary et al., *Introduction to Research in Education* (USA: Wadsworth Cengage Learning, 2010), 108.

Moreover, to know the result the researcher compares between pre-test and post-test. The result is matched by the minimum standard in this school at least 70. If from cycle 1, there are some students not successful, so the researcher was conduct cycle II. The minimum cycle in CAR is two cycles if from cycle II of the students were successful, the cycle able to be stop until cycle II only.

The formula to figure out the percentage of the students who pass the MSC in each cycle as follows:¹²

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

Notes:

P = Class percentage

F = Frequency

N = Number of student

H. Indicators of Success

The indicator of success takes from the process and the result of the action research. This research is called success if 75% of the students get minimal score 70 and 75% of the students active in learning activities.

¹² *Ibid.*

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of The Research

This chapter presents the research process carried out in Cycle I and Cycle II as well as the results of the research. Each cycle consists of four steps that were planning, acting, observing, and reflecting carried out in two meetings.

a. Cycle I

Pre-test conducted to know the students' listening comprehension before the treatment was implemented. It was conducted on Monday, April 22th, 2024. The students were given task to answer the test about listening test. After they finished the pre-test, the researcher asked them to submit the answer sheet.

The result of pre-test could be seen on the table bellow:

Table 4. 1
The Students' Pre-test Score

No.	Name	Pre-test Score	Note
1	AMA	95	Complete
2	ABP	50	Incomplete
3	AUA	40	Incomplete
4	AFJ	30	Incomplete

5	AN	45	Incomplete
6	AS	35	Incomplete
7	AP	45	Incomplete
8	BTL	80	Complete
9	BAA	80	Complete
10	CAR	90	Complete
11	DI	50	Incomplete
12	DSA	50	Incomplete
13	DAW	50	Incomplete
14	DRABS	45	Incomplete
15	FPA	50	Incomplete
16	IAP	30	Incomplete
17	KND	40	Incomplete
18	KFA	80	Complete
19	LDA	85	Complete
20	LR	50	Incomplete
21	MM	40	Incomplete
22	MA	45	Incomplete
23	MNR	75	Complete
24	MSA	35	Incomplete
25	RA	85	Complete
26	RO	30	Incomplete
27	RNA	85	Complete
28	RMN	50	Incomplete
29	RA	85	Complete
30	SDA	80	Complete
31	TR	50	Incomplete
32	YGD	50	Incomplete
33	YSA	50	Incomplete
34	ZDM	80	Complete

Total Score	1960	
Average	57,64%	
Highest Score	95	
Lowest Score	30	

Table 4. 2
Frequency of Student's Score in Pre-test

No.	Score	Category	Frequency	Percentage
1	≥ 70	Pass	12	35,29%
2	≤ 70	Fail	22	64,70%
Total			34	100%

Based on the table above, it could be identified that were only 12 students (35,29%) who passed the pre-test and 22 students (64,70%) who failed the pre-test. The highest score in pre-test was 95 and the lowest score was 30. It means that the students at SMA N 1 Sekampung did not fulfill the minimum standart of the score and the students listening comprehension was low. Besides, from the result of the pre-test, the researcher got the average 64,70%. So it was the reason why the researcher used Pocast on Spotify as a media to improve students' listening comprehension.

1) Planning

In the planning stage , the researcher and the collaborator have prepared various elements pertaining to the teaching and learning process. These include the English lesson plan, instructional materials, media resources, worksheets, observation sheets featuring students' na

mes and activities, evaluations for the subsequent meeting, identified the problem and found out the causes of problem in the beginning and in the end of learning activities. Additionally, the researcher devised a plan to assess students' comprehension of the provided materials.

2) Acting

The action of Cycle I consisted of two meetings. The first meeting was the explanation of Podcast on Spotify. The researcher explained about what is Podcast on Spotify, how to use it, and how to comprehend the spoken text by using Podcast on Spotify. The second meeting, the researcher asked the students to answer the question and practice using Podcast on Spotify. The detail of the actions in each meeting was discussed as follows:

a) First Meeting

The first meeting was held on Monday, April 22th, 2024. At the beginning of the class, the researcher greeted the students. Initially, the students showed limited enthusiasm, some students were sleepy and talked with their friends. However, the students were interested when the researcher performed a media Podcast on Spotify. The researcher used an audio box so all the students can listen to the Podcast which was showed by the researcher on Spotify. The researcher performed one of the Podcasts entitle “The Storm – Alexis Maizo”.

The researcher performed the use of Podcast on Spotify in listening teaching and learning process. Explanation of the steps of technique in listening to the Podcasts, how to use them, and the benefit of the techniques were clearly given to the students. After all students understood how to use the technique of listening to the Podcast , the students were asked to listen to the Podcast. Then, the researcher asked the students to write some vocabularies that they got from the audio Podcast and answer the questions there based on the Podcast by practicing the techniques and guiding by the researcher. After they had finished the assignment, the researcher asked some of the students to answer the question before the researcher and the students discussed the answers together. All of the students were active to answer the questions.

b) Second Meeting

The second meeting was held on Monday, May 6th, 2024. The students looked happy when the researcher entered the classroom. The researcher started the teaching and learning process by greeting and checking the students' attendance. After all the students were ready to start the lesson, the researcher asked the students to flash back first to the last material they had learned in the last meeting and review it. This aims to refresh their memory and their confidence in joining the English listening class.

The researcher asked the students to listen to the podcast again and check the vocabularies they had written. Then, the students were asked to memorize the vocabularies they had written. The researcher also helped them how to memorize the vocabularies easily. However, some students still made noise and talked with their friends during the listening teaching and learning process.

After they finished doing the assignment, the students were asked one by one about how many and what vocabularies they had got. Some of the students were good at memorizing the vocabularies. Finally, they were asked to write a conclusion of what they have listened to from the Podcast on Spotify and the researcher checked the assignment which they had done. Although, some of the students still did not pay attention in the listening teaching and learning process, overall everything was ran well and the students began active and interested in learning process.

In the post-test I given, the result of the students' test was better than the test before giving treatment. In this session, the researcher got the result of the post-test I in cycle I. The result could be seen as follows:

Table 4. 3
The Students' Post-test I Score

No.	Name	Post-test I Score	Note
1	AMA	95	Complete
2	ABP	75	Complete
3	AUA	45	Incomplete
4	AFJ	40	Incomplete
5	AN	60	Incomplete
6	AS	40	Incomplete
7	AP	50	Incomplete
8	BTL	85	Complete
9	BAA	80	Complete
10	CAR	90	Complete
11	DI	60	Incomplete
12	DSA	80	Complete
13	DAW	80	Complete
14	DRABS	50	Incomplete
15	FPA	75	Complete
16	IAP	40	Incomplete
17	KND	50	Incomplete
18	KFA	80	Complete
19	LDA	85	Complete
20	LR	60	Incomplete
21	MM	55	Incomplete
22	MA	55	Incomplete
23	MNR	80	Complete
24	MSA	50	Incomplete
25	RA	85	Complete
26	RO	50	Incomplete

27	RNA	85	Complete
28	RMN	80	Complete
29	RA	85	Complete
30	SDA	85	Complete
31	TR	60	Incomplete
32	YGD	55	Incomplete
33	YSA	60	Incomplete
34	ZDM	85	Complete
Total Score		2290	
Average		67,35%	
Highest Score		95	
Lowest Score		40	

Table 4. 4
Frequency of Student's Score in Post-test I

No.	Score	Category	Frequency	Percentage
1	≥ 70	Pass	17	50,00%
2	≤ 70	Fail	17	50,00%
Total			34	100%

From the table above, it could be analyzed that the students' average score was 67,35%. The highest score was 95 and the lowest score was 40. Based on the minimum standart (MS), there were 17 students that had passed on post-test I or got score ≥ 70 . It means that in cycle I the students' achievement could improve but it was not successful yet.

3) Observing

In observation of the observer's action, the action of the researcher presented two meetings in cycle I of learning to listen to the Podcast on Spotify to improve listening comprehension. The researchers had explained how to do the exercise but the students still confused and get difficulty to comprehend the context in the Podcast given.

In the second meeting, the researcher explained listening comprehension on Podcast on Spotify media before giving assignments. In this meeting, the students began active. They also began to be interested in teaching and learning process. In the post-test I, there were 17 of 34 students got good score. Although only 17 students who passed the minimum score, but the result of the students' test was better than the students' pre-test before giving treatment.

The indicators of student activities as follows:

- a) Paying attention during the learning process.
- b) Listening to Podcast on Spotify.
- c) Make conclusion by rewriting the contents of the Podcast on Spotify.
- d) Doing task by writing vocabularies from the audio Podcast given.

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

Table 4. 5
Students' Learning Activities at First Meeting in the Cycle I

No.	Name	Indicators				Total
		a	b	c	d	
1	AMA	✓	✓	✓	✓	4
2	ABP	✓				1
3	AUA		✓		✓	2
4	AFJ		✓			1
5	AN	✓	✓			2
6	AS		✓			1
7	AP	✓	✓			2
8	BTL	✓	✓		✓	3
9	BAA	✓				1
10	CAR	✓	✓	✓		3
11	DI	✓	✓			2
12	DSA	✓	✓		✓	3
13	DAW	✓	✓		✓	3
14	DRABS	✓	✓			2
15	FPA	✓				1
16	IAP		✓			1
17	KND		✓		✓	2
18	KFA	✓	✓	✓	✓	4
19	LDA	✓	✓		✓	3
20	LR	✓	✓			2
21	MM		✓		✓	2
22	MA	✓				1
23	MNR		✓		✓	2
24	MSA				✓	1
25	RA	✓	✓			2
26	RO	✓			✓	2
27	RNA	✓	✓			2

28	RMN	✓	✓		✓	3
29	RA	✓			✓	2
30	SDA	✓	✓			2
31	TR				✓	1
32	YGD				✓	1
33	YSA				✓	1
34	ZDM	✓	✓		✓	3
Total		23	24	3	18	68
Percentage		68%	71%	9%	53%	

Note :

≤75% : Not Active

≥75% : Active

Table 4. 6
Students' Learning Activities at Second Meeting in the Cycle I

No.	Name	Indicators				Total
		a	b	c	d	
1	AMA	✓	✓	✓	✓	4
2	ABP	✓			✓	2
3	AUA		✓			1
4	AFJ	✓	✓			2
5	AN	✓	✓	✓	✓	4
6	AS	✓	✓		✓	3
7	AP	✓	✓		✓	3
8	BTL	✓	✓	✓	✓	4
9	BAA	✓	✓	✓		3
10	CAR	✓	✓	✓	✓	4
11	DI	✓	✓	✓	✓	4
12	DSA	✓	✓	✓	✓	4

13	DAW	✓	✓	✓	✓	4
14	DRABS	✓	✓		✓	3
15	FPA				✓	1
16	IAP	✓	✓	✓		3
17	KND	✓	✓		✓	3
18	KFA	✓	✓	✓	✓	4
19	LDA	✓	✓	✓	✓	4
20	LR	✓	✓		✓	3
21	MM	✓	✓		✓	3
22	MA	✓	✓	✓		3
23	MNR		✓	✓		2
24	MSA	✓	✓	✓	✓	4
25	RA	✓			✓	2
26	RO	✓	✓		✓	3
27	RNA	✓	✓	✓		3
28	RMN	✓	✓	✓	✓	4
29	RA	✓			✓	2
30	SDA	✓	✓	✓		3
31	TR				✓	1
32	YGD	✓			✓	2
33	YSA	✓			✓	2
34	ZDM		✓		✓	2
Total		29	29	17	26	99
Percentage		85%	85%	50%	76%	

Note :

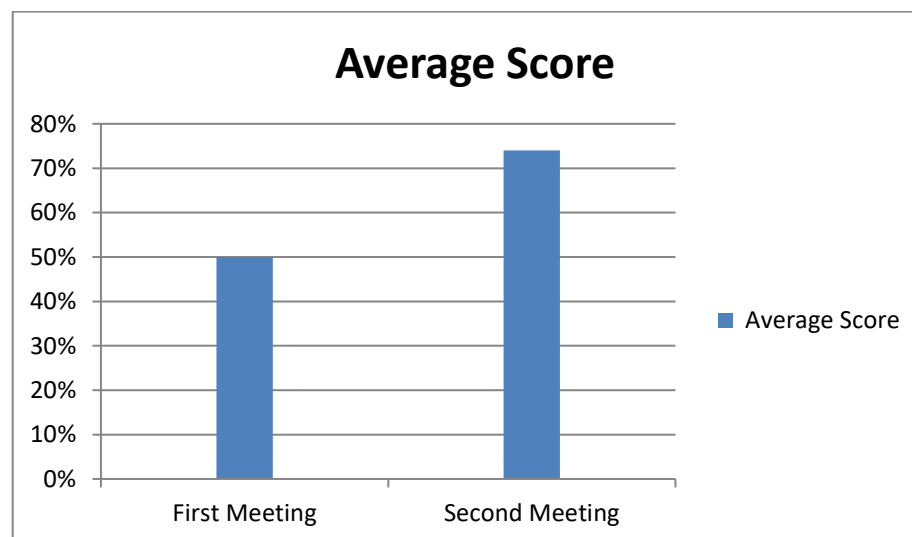
≤75% : Not Active

≥75% : Active

Table 4. 7
The Percentage of Students' Learning Activities in Cycle I

No.	Students' Activities	Cycle I		Poin (%)
		First Meeting	Second Meeting	
1	Paying attention during the learning process.	68%	85%	17%
2	Listening to Podcast on Spotify.	71%	85%	14%
3	Make conclusion by rewriting the contents of the Podcast on Spotify.	9%	50%	41%
4	Doing task by writing vocabularies from the audio Podcast given.	53%	76%	23%
Total		201%	296%	95%
Average		50%	74%	

Chart 4. 1
The Comparison between First Meeting and Second Meeting of Students' Learning Activities in Cycle I



The table and the chart above showed that not all students were active in learning activities. The average percentage of the students' learning activities in first meeting was only 50 and second

meeting was only 74. Based on the result above, it could be concluded that the learning process was not successful related with the indicator of success at least 75% passed the criteria.

4) Reflecting

From the result observation of learning process in cycle I, it can be concluded that the learning process has not achieved the Minimum Standard (MS) of the research yet. At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like students' pre-test and post-test I score.

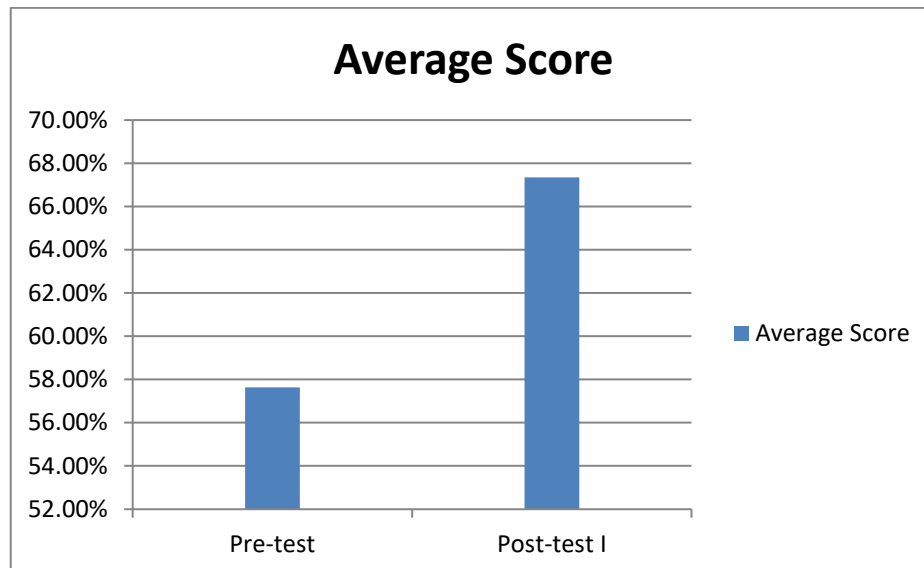
The comparison between the pre-test and post-test I score could be seen on the table below:

Table 4. 8
The Comparison between Pre-test and Post-test I Score

No.	Name	Pre-test Score	Post-test I Score	Improving	Explanation
1	AMA	95	95	0	Constant
2	ABP	50	75	25	Improve
3	AUA	40	45	5	Improve
4	AFJ	30	40	10	Improve
5	AN	45	60	15	Improve
6	AS	35	40	5	Improve
7	AP	45	50	5	Improve
8	BTL	80	85	5	Improve
9	BAA	80	80	0	Constant
10	CAR	90	90	0	Constant
11	DI	50	60	10	Improve

12	DSA	50	80	30	Improve
13	DAW	50	80	30	Improve
14	DRABS	45	50	5	Improve
15	FPA	50	75	25	Improve
16	IAP	30	40	10	Improve
17	KND	40	50	10	Improve
18	KFA	80	80	0	Constant
19	LDA	85	85	0	Constant
20	LR	50	60	10	Improve
21	MM	40	55	15	Improve
22	MA	45	55	10	Improve
23	MNR	75	80	5	Improve
24	MSA	35	50	15	Improve
25	RA	85	85	0	Constant
26	RO	30	50	20	Improve
27	RNA	85	85	0	Constant
28	RMN	50	80	30	Improve
29	RA	85	85	0	Constant
30	SDA	80	85	5	Improve
31	TR	50	60	10	Improve
32	YGD	50	55	5	Improve
33	YSA	50	60	10	Improve
34	ZDM	80	85	5	Improve
Total		1960	2290	330	
Average		57,64%	67,35%	Mean (9,70)	
Highest Score		95	95		
Lowest Score		30	40		

Chart 4. 2
The Comparison between the Average Score of Pre-test and Post-test I



From the table and the chart above, it showed that the average score of pre-test was 57,64 and the average of post-test I was 67,35 and the improvement of the average score was 9,71 point. There was improvement between pre-test and post-test I but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful, because the indicator of success could not achieved yet that the 75% of the total students must be passed the criteria.

Regarding the result of students' post-test and the observation of students' learning activities in cycle I, it caused of giving material was not ran well, so some students were not clearly understand the material. Some students were not satisfied because some of them did not pay attention towards the teacher's explanation and they got difficulties in answering the question and some of them got failed in

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

b. Cycle II

The cycle II was similar with the cycle I. It divided into planning, acting, observing, and reflecting. It would be explained more as follows:

1) Planning

Based on the observation and the reflection in cycle I, it showed that cycle I was not successful yet. Therefore, the researcher and the collaborator tried to revise some of the problems that arose in cycle I and developed a plan to be continued in cycle II. To make the teaching and learning process more enjoyable, the researcher would like to make some new actions in the teaching performance. New materials and topics would also be applied.

However, some problems in Cycle I would be considered in the implementation of Cycle II. The same teaching method in Cycle I would be used in Cycle II but with some improvements. It was hoped that Cycle II would be more interesting for students in learning listening

2) Acting

The action of cycle I consisted of two meetings. In the first meeting, there was an activity when the researcher reviewed and reminded the material about a topic of Podcast on Spotify. The

students were asked to response the topic of Podcast on Spotify and wrote vocabularies that the got from the Podcast. The second meeting, the researcher asked students to answer the questions and practiced using Podcast on Spotify individually, and then revised their work. The detail of actions in each meeting was discussed as follows:

a) First Meeting

The first meeting was held on Monday, May 13th, 2024. The students were happy that the researcher taught them again. The researcher gave a quiz to recall the material about Podcast on Spotify. After doing the task, the researcher did a warming up. The researcher explained again and gave another audio Podcast entitle “Eclipse – Alexis Maizo”.

Then, the researcher asked the students to write the vocabularies that they listen from the Podcast and after that, the students should identify “what, when and how” from the story of Podcats on Spotify and the should answer the question there. After they completed the task, the researcher asked some students to answer the questions. This became a fun activity because many students were actively involved in the listening activity. With ease, they could identify the "what, when and how" of the story and answer questions based on the Podcast. However, some students were still confused about the Podcast. The researcher explained

again until the students understood. Since this was only an exercise before the production, the researcher did not give grades.

b) Second Meeting

The second meeting was held on Monday, May 20th, 2024. In this meeting, the researcher asked the students to listen to the Podcast on Spotify and they should write the vocabularies as much as they could because the students who got the most vocabularies could get a little gift from the researcher, but they also needed to give a conclusion of what they got from the Podcasts on Spotify. To help the students in memorizing the vocabularies, the researcher asked the students to write the vocabularies on their book.

All students wrote the vocabularies on their book, they were looked enthusiastic in learning English. Overall listening teaching and learning process ran well. The students were focused on doing their task and the researcher moved around to check their task.

In the second meeting, the students began active and interested in teaching and learning process. In post-test I only 17 students who got score more than 70 but in post-test II almost all students got score more than 70.

Table 4. 9
The Students' Post-test II Score

No.	Name	Post-test II Score	Note
1	AMA	100	Complete
2	ABP	85	Complete
3	AUA	75	Complete
4	AFJ	60	Incomplete
5	AN	80	Complete
6	AS	55	Incomplete
7	AP	75	Complete
8	BTL	90	Complete
9	BAA	95	Complete
10	CAR	100	Complete
11	DI	75	Complete
12	DSA	90	Complete
13	DAW	95	Complete
14	DRABS	75	Complete
15	FPA	85	Complete
16	IAP	55	Incomplete
17	KND	80	Complete
18	KFA	95	Complete
19	LDA	90	Complete
20	LR	75	Complete
21	MM	75	Complete
22	MA	75	Complete
23	MNR	90	Complete
24	MSA	75	Complete
25	RA	90	Complete
26	RO	75	Complete

27	RNA	90	Complete
28	RMN	90	Complete
29	RA	95	Complete
30	SDA	95	Complete
31	TR	80	Complete
32	YGD	80	Complete
33	YSA	80	Complete
34	ZDM	90	Complete
Total Score		2810	
Average		82,64%	
Highest Score		100	
Lowest Score		55	

Table 4. 10
Frequency of Student's Score in Post-test II

No.	Score	Category	Frequency	Percentage
1	≥ 70	Pass	31	91,17%
2	≤ 70	Fail	3	8,82%
Total			34	100%

Based on the table above, it could be analyzed that the students' average score was 82,64%. The highest score was 100 and the lowest score was 55. Based on the minimum standart (MS), there were 31 students that had passed on post-test II or got score ≥ 70 . It means that in cycle II the students' achievement could improve and it was successful.

3) Observing

In observation of the teacher's action, the researcher presented two meetings in cycle II. This stage has the same steps as the previous cycle. When the treatment was given by the researcher, student activity during the learning process was also observed by the observer. Students who were active in the discussion would get a reward to make learning more fun and stimulate students to be more enthusiastic. The observation result of students' activities in the first meeting and the second meeting in cycle II could be seen on the table below:

Table 4. 11
Students' Learning Activities at First Meeting in the Cycle II

No.	Name	Indicators				Total
		a	b	c	d	
1	AMA	✓	✓	✓	✓	4
2	ABP	✓	✓			2
3	AUA	✓	✓	✓	✓	4
4	AFJ		✓		✓	2
5	AN	✓	✓	✓		3
6	AS		✓	✓		2
7	AP	✓	✓	✓	✓	4
8	BTL	✓	✓	✓	✓	4
9	BAA	✓	✓	✓	✓	4
10	CAR	✓	✓	✓	✓	4
11	DI	✓	✓	✓		3
12	DSA	✓	✓		✓	3
13	DAW	✓	✓		✓	3

14	DRABS	✓	✓		✓	3
15	FPA		✓		✓	2
16	IAP	✓	✓	✓		3
17	KND	✓	✓		✓	3
18	KFA	✓	✓	✓	✓	4
19	LDA	✓	✓	✓	✓	4
20	LR	✓	✓	✓		3
21	MM	✓	✓		✓	3
22	MA	✓	✓			2
23	MNR	✓	✓		✓	3
24	MSA	✓		✓	✓	3
25	RA	✓	✓	✓	✓	4
26	RO	✓	✓		✓	3
27	RNA	✓	✓	✓		3
28	RMN	✓	✓		✓	3
29	RA	✓	✓	✓	✓	4
30	SDA	✓	✓	✓	✓	4
31	TR	✓			✓	2
32	YGD		✓			1
33	YSA		✓		✓	2
34	ZDM	✓	✓	✓	✓	4
Total		29	32	21	25	105
Percentage		85%	94%	62%	73%	

Note :

≤75% : Not Active

≥75% : Active

Table 4. 12
Students' Learning Activities at Second Meeting in the Cycle II

No.	Name	Indicators				Total
		a	b	c	d	
1	AMA	✓	✓	✓	✓	4
2	ABP	✓	✓			2
3	AUA	✓	✓	✓		3
4	AFJ	✓	✓	✓	✓	4
5	AN	✓	✓	✓	✓	4
6	AS	✓	✓	✓	✓	4
7	AP	✓	✓	✓	✓	4
8	BTL	✓	✓	✓	✓	4
9	BAA	✓	✓	✓	✓	4
10	CAR	✓	✓	✓	✓	4
11	DI	✓	✓	✓	✓	4
12	DSA	✓	✓	✓	✓	4
13	DAW	✓	✓	✓	✓	4
14	DRABS	✓	✓		✓	3
15	FPA	✓	✓	✓	✓	4
16	IAP	✓	✓		✓	3
17	KND	✓	✓	✓	✓	4
18	KFA	✓	✓	✓	✓	4
19	LDA	✓	✓	✓	✓	4
20	LR	✓	✓	✓	✓	4
21	MM	✓	✓		✓	3
22	MA	✓	✓	✓		3
23	MNR		✓			1
24	MSA	✓	✓	✓	✓	4
25	RA	✓	✓			2
26	RO	✓	✓		✓	3
27	RNA	✓	✓	✓	✓	4

28	RMN	✓	✓	✓	✓	4
29	RA	✓	✓			2
30	SDA	✓	✓	✓		3
31	TR				✓	1
32	YGD	✓	✓		✓	3
33	YSA	✓	✓		✓	3
34	ZDM	✓	✓		✓	3
Total		32	33	22	27	114
Percentage		94%	97%	65%	79%	

Note :

$\leq 75\%$: **Not Active**

$\geq 75\%$: **Active**

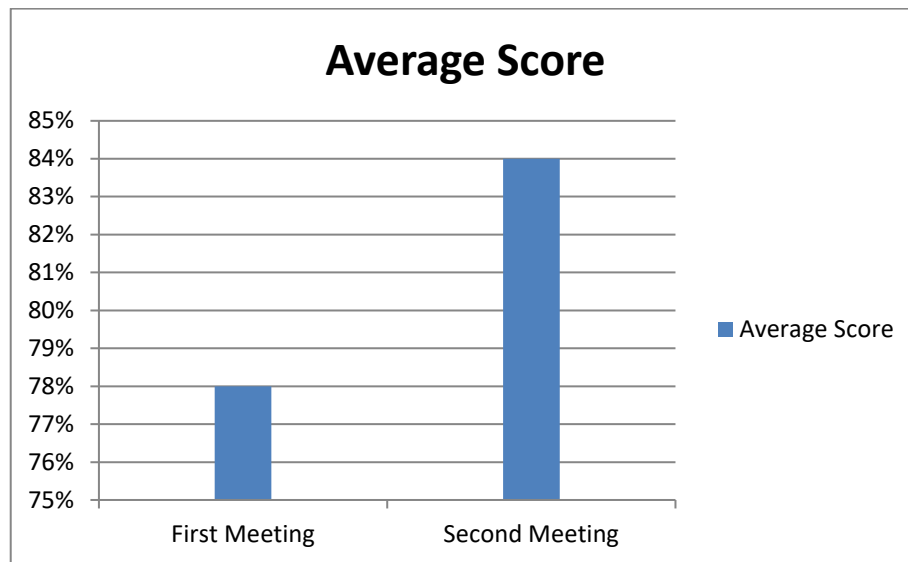
Table above showed achievement of the students' activity score in teaching and learning process in cycle II. The the percentage of students' activity in the first meeting and the second meeting of cycle II could be seen as follows:

Table 4. 13
The Percentage of Students' Learning Activities in Cycle II

No.	Students' Activities	Cycle II		Poin (%)
		First Meeting	Second Meeting	
1	Paying attention during the learning process.	85%	94%	9%
2	Listening to Podcast on Spotify.	94%	97%	3%
3	Make conclusion by rewriting the contents of the Podcast on Spotify.	62%	65%	3%
4	Doing task by writing vocabularies from the audio Podcast given.	73%	79%	6%
Total		314%	335%	21%

Average	78%	84%	
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Chart 4. 3
**The Comparison between First Meeting and Second Meeting of Students’
Learning Activities in Cycle II**



The table and the chart above showed that the students’ activity in cycle II improved significantly from the previous cycle. It could be showed in the first meeting the average percentage of the students’ learning activities in the first meeting was 78 and the second meeting was 84 and the mean score of both meeting was 21 with the improvement of the percentage was 6 points. It could be concluded that the learning process of cycle II was successful because the entire indicator of success from the first meeting up to the second meeting of students’ learning activities had been fulfilled at least 75.

4) Reflecting

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

Table 4. 14
The Comparison between Post-test I and Post-test II Score

No.	Name	Post-test I Score	Post-test II Score	Improving	Explanation
1	AMA	95	100	5	Improve
2	ABP	75	85	10	Improve
3	AUA	45	75	30	Improve
4	AFJ	40	60	20	Improve
5	AN	60	80	20	Improve
6	AS	40	55	15	Improve
7	AP	50	75	25	Improve
8	BTL	85	90	5	Improve
9	BAA	80	95	15	Improve
10	CAR	90	100	10	Improve
11	DI	60	75	15	Improve
12	DSA	80	90	10	Improve
13	DAW	80	95	15	Improve
14	DRABS	50	75	25	Improve
15	FPA	75	85	10	Improve
16	IAP	40	55	15	Improve
17	KND	50	80	30	Improve
18	KFA	80	95	15	Improve

19	LDA	85	90	5	Improve
20	LR	60	75	15	Improve
21	MM	55	75	20	Improve
22	MA	55	75	20	Improve
23	MNR	80	90	10	Improve
24	MSA	50	75	25	Improve
25	RA	85	90	5	Improve
26	RO	50	75	25	Improve
27	RNA	85	90	5	Improve
28	RMN	80	90	10	Improve
29	RA	85	95	10	Improve
30	SDA	85	95	10	Improve
31	TR	60	80	20	Improve
32	YGD	55	80	25	Improve
33	YSA	60	80	20	Improve
34	ZDM	85	90	5	Improve
Total		2290	2810	520	
Average		67,35%	82,64%	Mean (15,29)	
Highest Score		95	100		
Lowest Score		40	55		

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 was 55. The average score of post-test II was 82,64. Besides, the percentage of students' successfulness of post-test was 75% or 31 of the total students completed the criteria of minimum score and 25% or 3 students did not completed the criteria of minimum score at least 70. It means that the indicator of success of

this research had been achieved that was $\geq 75\%$ of students was got score 70. It indicated that the students' listening comprehension was improved.

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 result of learning entirely passed the indicator of success and it means that Podcast on Spotify could improve the students' listening comprehension.

B. Discussion

The use of Podcast on Spotify with applying some actions in the learning process was successful in improving the students' listening comprehension in two cycles. That finding could be inferred from the observations of teaching and learning process, and the interviews with the students and the collaborator. Besides, it was also supported by the result of the pre-test and post-test of the students' listening comprehension.

The researcher assumed that teaching using Podcasts on Spotify can improve students' ability in listening comprehension. Podcasts can develop students' English listening comprehension by exposing them to spoken English in diverse settings. Students find podcasts easy to follow, which makes the learning process more enjoyable and comfortable.¹ Thus, incorporating audio

¹ Andi, Munir, and Muhammad, "The Use of Podcasts in Improving Students Listening Skill at University Level," *Journal of English Education and Literature* 2, No. 3 (2023): 367.

podcasts into language study proves beneficial as it facilitates English learning through enjoyable and accessible listening experiences.

The researcher conducted the pre-test on Monday, April 22th, 2024. In this listening test the students' were asked to do some assignments. Meanwhile, post-test I was conducted on Monday, May 6, 2024 and post-test II was conducted on Monday, May 20, 2024. The topic of the post-test was Audio podcasts on Spotify. The students were asked to answer the same tasks as the pre-test. There were two tasks in the test. The tasks consisted of checking multiple choices and making conclusions. To assess students' listening comprehension in the post-test, the researcher made point $A + B \times 5$.

In this phase, the interpretation of data from this study is divided into two types of data. The data was obtained from the results of the pre test, post test I and post test II (the result of students' learning) and the results of observations of student learning activities (students' learning process). For further description, it will be explained as follows:

1. Result of Students' Learning

a. Result of Students' Pre-test Score

In this phase, the researcher gave a pre-test to measure students' abilities before being given treatment. The researcher obtained data through tests in the form of multiple choices which were done for 40 minutes. This test was conducted on Monday, April 22, 2024. From the results of the pre-test showed that most students had difficulties in answering the questions. Based on table 4.4 the average student is 57.64,

it showed that most students had not passed in achieving the Minimum Score (MS) of at least 70. In this phase, only 12 students out of 34 students reached the minimum score.

b. Result of Students' Post-test I Score

In this phase, to know the students' listening comprehension after implementing the treatment the researcher conducted post-test I. it was done on Monday, May 6th, 2024. Based on the table 4.6, the students' average was 67,35, it showed that most of the students had not passed the Minimum Score (MS) at least 70. In this stage there are 17 students out of 34 students passed the minimum score. It can be concluded that most of the students failed in achieving material.

c. Result of Students' Post-test II Score

In this phase, the researcher continued to cycle II because the score of post-tes I in cycle I did not fulfilled the minimal score yet. The researcher presented the post-test II to measure the students' ability in comprehending the material after implementing the treatment. The researcher obtained the data through test in the form of multiple choice test. It was done on Monday, May 20th, 2024. Based on the table 4.12, the students' average was 82,64, it showed that mos of the students had achieved the Minimum Score (MS) at least 70. In this phase, 33 students out of 34 or 91,17% students completed the minimum score and it can be concluded that the research was successful.

d. The Comparison of Pre-test, Post-test I, and Post-test II Score

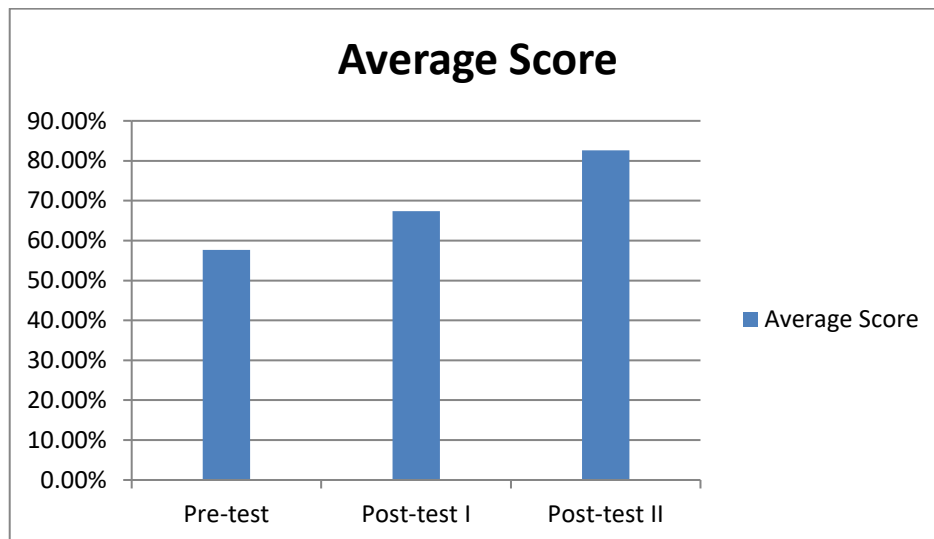
The score of the implementation of the cycle I and cycle II could be seen on the table result of the students' learning below:

Table 4. 15
The Comparison of Pre-test, Post-test I, and Post-test II Score

No.	Name	Pre-test Score	Post-test I Score	Post-test II Score
1	AMA	95	95	100
2	ABP	50	75	85
3	AUA	40	45	75
4	AFJ	30	40	60
5	AN	45	60	80
6	AS	35	40	55
7	AP	45	50	75
8	BTL	80	85	90
9	BAA	80	80	95
10	CAR	90	90	100
11	DI	50	60	75
12	DSA	50	80	90
13	DAW	50	80	95
14	DRABS	45	50	75
15	FPA	50	75	85
16	IAP	30	40	55
17	KND	40	50	80
18	KFA	80	80	95
19	LDA	85	85	90
20	LR	50	60	75
21	MM	40	55	75
22	MA	45	55	75

23	MNR	75	80	90
24	MSA	35	50	75
25	RA	85	85	90
26	RO	30	50	75
27	RNA	85	85	90
28	RMN	50	80	90
29	RA	85	85	95
30	SDA	80	85	95
31	TR	50	60	80
32	YGD	50	55	80
33	YSA	50	60	80
34	ZDM	80	85	90
Total		1960	2290	2810
Average		57,64%	67,35%	82,64%

Chart 4. 4
The Average Score of Listening Comprehension in Pre-test, Post-test I, and Post-test II



Based on the table and the chart above, in the cycle I from the pre-test to the post-test I have progress average score from 57,64 to 67,35. There was improving about 9,71 points. Then from the cycle II have progress average score from 67,35 to 82,64. There was improving about 15,29 points.

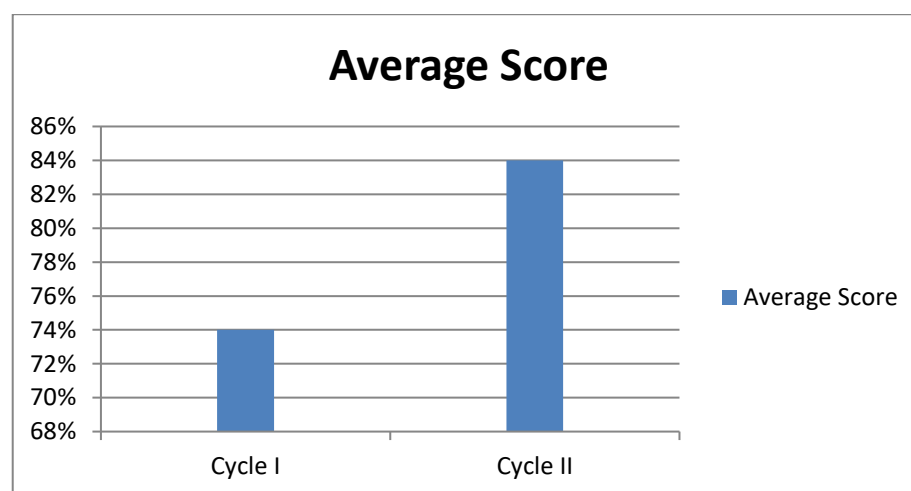
e. Observation Result of The Students' Activities

This observation result was got when the learning process happened by the researcher. The result of the observation result of the students' learning activity could be seen on the table bellow:

Table 4. 16
Observation Result of th Students' Learning Activities

No.	Students' Activities	Cycle I	Cycle II	Improvement
1	Paying attention during the learning process.	85%	94%	9%
2	Listening to Podcast on Spotify.	85%	97%	12%
3	Make conclucion by rewriting the contents of the Podcast on Spotify.	50%	65%	15%
4	Doing task by writing vocabularies from the audio Podcast given.	76%	79%	3%
Total		296%	335%	39%
Average		74%	84%	

Chart 4. 5
The Average Score of Students' Activities in Cycle I and Cycle II



From the table and the graph above, it could be seen that the use of Podcast on spotify can improve the students' listening comprehension. The students understood the material and they were very enthusiast in the learning process from the cycle I until cycle II. The students' listening

comprehension had improved, it could be seen from their average score was 57,64 in pre-test became 67,35 in post-test I, and it improved in post-test II became 82,64. It means that the students could achieve the target, target 75% of students gain score 70 or more and based on the table observation sheet above, it could be seen that from the cycle I up to cycle II had significant improvement with the average score of students' activities in cycle was 74% became 84% in cycle II and the improvement percentage was 10%.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research has been carried out using pre-test and post-test, it indicates that there was improvement of students average score from pre-test 57,64 to pot-test I 67,35 became 82,64 in post-test II. In cycle I, there were 17 students who passed the test. The result in cycle II already reached the indicator of success that was 75% of students fulfill the standart criteria of minimum score that was 70. Therefore, the research could be stopped in cycle II.

The result of the students activities in cycle I and cycle II was improve , such as, paying attention during the learning process from 85% became 94%, listening to Podcast on Spotify from 85% became 97%, make conclusion by rewriting the contents of the Podcast on Spotify from 50% became 65%, doing task by writing vocabularies from the audio Podcast given from 76% became 79%. Based from this explanation could be seen that there were improvement of students activities in cycle I and cycle II. It means that by using Podcast on Spotify in listening comprehension, the students activities had improved from the first meeting until cycle II. The conclusion is that this research was successful and it could be stopped at the cycle II, because the indicator of success (75% of students got score ≥ 70) was reached.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. Students are suggested to be more active in learning English so that they can understand the material given by the teacher and improve their knowledge especially in listening comprehension.
2. It is suggested for English teachers to use Podcasts on Spotify as an alternative media in the classroom because this media is effective to improve students' listening comprehension in the teaching and learning process.
3. Teachers are expected to provide motivation and appreciation to students to be enthusiastic in learning English because many students think that English is a difficult subject to learn. Based on the observation in class, students were more active after the teacher gave motivation and appreciation to the students.
4. It is suggested that the school principal facilitate the teachers and students to use the language lab room for the application of this media in teaching English as it is effective in teaching the material to the students.

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APPENDICES

SILABUS PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris

Kelas : XI

Alokasi Waktu : 4 Jam Pelajaran

Kompetensi Inti :

- **KI 1:** Menghargai dan menghayati ajaran agama yang dianutnya
- **KI 2:** Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- **KI 4:** Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur	• Fungsi Sosial	- Menyimak, membaca, dan

<p>kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>should, can</i>)</p> <p>4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</p> <ul style="list-style-type: none"> • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan yang menunjukkan saran dan tawaran, dengan modal <i>should</i> dan <i>can</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat</p> 	<p>menirukan, guru membacakan beberapa teks pendek berisiparan dan tawaran dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Diberikan beberapa situasi, membuat beberapa saran dan tawaran yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan sekolah dan sekitarnya untuk membuat serangkaian saran dan tawaran untuk memperbaikinya
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	menumbuhkan perilaku yang termuat di KI	Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>I think, I suppose, in my opinion</i>)</p> <p>4,2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi Sosial <ul style="list-style-type: none"> - Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan menyatakan pendapat <i>I think, I suppose, in my opinion</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <ul style="list-style-type: none"> - Situasi yang 	<ul style="list-style-type: none"> - Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan pendapat dan pikiran - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran dan menyebutkan pernyataan yang dimaksud - Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi peserta didik menyatakan pendapat dan pikirannya yang sesuai secara tertulis

	<p>memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>kemudian dibacakan ke kelas</p> <ul style="list-style-type: none"> - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya kemudian menyatakan pendapat dan pikirannya terkait dengan upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar
<p>3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya</p> <p>4.3 Teks Undangan Resmi</p> <p>4.3.1 Menangkap makna secara</p>	<ul style="list-style-type: none"> • Fungsi Sosial <ul style="list-style-type: none"> Menjaga hubungan interpersonal dalam konteks resmi • Struktur Teks <ul style="list-style-type: none"> Dapat mencakup: <ul style="list-style-type: none"> - Sapaan - Isi - Penutup • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan dan 	<ul style="list-style-type: none"> - Mencermati dan menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda - Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang

<p>kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja</p> <p>4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>istilah yang digunakan dalam undangan resmi</p> <ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Acara formal yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia Layout yang membuat tampilan teks lebih menarik. 	<p>benar</p> <ul style="list-style-type: none"> - Mencermati beberapa undangan resmi lainnya, dan mengidentifikasi bagian-bagiannya serta ungkapan-ungkapan yang digunakan - Diberikan beberapa undangan resmi yang tidak lengkap, dan kemudian melengkapinya dengan kata dan ungkapan yang sesuai - Diberikan deskripsi tentang acara yang akan dilaksanakan, dan kemudian membuat undangan resminya - Menempelkan undangan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya
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		Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya</p> <p>4.4 Teks <i>eksposisi analitis</i></p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual</p> <p>4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis • Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - Pendapat/pandangan - Argumentasi secara analitis - Kesimpulan • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan seperti <i>I believe, I think</i> - Adverbia <i>first, second, third ...</i> - Kata sambung <i>Therefore, consequently, based on the arguments</i> - Nomina singular dan plural dengan atau tanpa <i>a, the,</i> 	<ul style="list-style-type: none"> - Membaca dua teks eksposisi analitis tentang isu-isu aktual yang berbeda. - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis satu teks lainnya - Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga teks eksposisi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga teks eksposisi

	<p><i>this, those, my, their</i>, dsb.</p> <ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>Isu-isu aktual yang perlu dibahas yang menumbuhkan perilaku yang termuat di KI</p>	<p>analitis yang koheren, seperti aslinya</p> <ul style="list-style-type: none"> - Membacakan teks-teks eksposisi tsb dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar - Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya. - Menempelkan teks tsb di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi</p>	<ul style="list-style-type: none"> • Fungsi Sosial <p>Mendeskripsikan, memaparkan secara</p>	<ul style="list-style-type: none"> - Membaca dan mencermati beberapa deskripsi tentang

<p>transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan /kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>passive voice</i>)</p> <p>4.5 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan /kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>obyektif</p> <ul style="list-style-type: none"> • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam passive voice - Preposisi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Benda, binatang, tumbuh-tumbuhan, yang terkait dengan mata pelajaran lain yang menumbuhkan perilaku yang termuat di KI 	<p>produk seni budaya dari beberapa negara dengan banyak menggunakan kalimat pasif</p> <ul style="list-style-type: none"> - Membacakan deskripsi setiap produk budaya secara lisan di depan kelas secara bermakna dengan ucapan dan tekanan yang benar - Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat berbentuk pasif, dengan grammar dan ejaan yang benar - Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan
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		yang benar Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya</p> <p>4.6 Teks surat pribadi</p> <p>4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya</p> <p>4.6.2 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjalin kedekatan hubungan antar pribadi • Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - Tempat dan tanggal - Penerima - Sapaan - Isi surat - Penutup • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan keakraban yang lazim digunakan dalam surat pribadi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan beberapa contoh surat pribadi dengan ucapan, dan tekanan kata yang benar. - Membaca dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis dua surat pribadi lainnya - Mencermati rangkaian kalimat yang masing-masing merupakan bagian

<p>unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>ejaan, tanda baca, dan tulisan tangan</p> <ul style="list-style-type: none"> • Topik Pengalaman, informasi, hal lain yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI 	<p>dari tiga surat pribadi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga surat pribadi yang koheren, seperti aslinya</p> <ul style="list-style-type: none"> - Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya - Melakukan refleksi tentang proses dan hasil belajar
<p>3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjelaskan, memberikan alasan, mensyukuri, dsb. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) 	<ul style="list-style-type: none"> - Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan sebab akibat - Mengidentifikasi dan

<p>penggunaannya. (Perhatikan unsur kebahasaan <i>because of ...</i>, <i>due to ...</i>, <i>thanks to ...</i>)</p> <p>4.7 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Kata yang menyatakan hubungan sebab akibat: <i>because of ...</i>, <i>due to ...</i>, <i>thanks to ...</i> - Nomina singular dan plural dengan atau tanpa <i>a</i>, <i>the</i>, <i>this</i>, <i>those</i>, <i>my</i>, <i>their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Keadaan, perbuatan, tindakan di sekolah, rumah, dan sekitarnya yang layak dibahas melalui sebab akibat yang dapat menumbuhkan perilaku yang termuat di KI. 	<p>menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud</p> <ul style="list-style-type: none"> - Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi peserta didik menulis teks pendek yang melibatkan peneruataan sebab akibat dan kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya dan kemudian membuat beberapa pandangan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan
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		<p>memperbaikinya</p> <ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajar
<p>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya</p> <p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena • Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> - fenomena - identitas gejala - rangkaian penjelasan • Unsur Kebahasaan <ul style="list-style-type: none"> - Adverbial <i>first, then, following, finally</i> - Hubungan sebab-akibat (<i>if –then, so, as a consequence, since, due to, because of, thanks to</i>) - Kalimat pasif, dalam tenses yang <i>present</i> - Ucapan, tekanan 	<ul style="list-style-type: none"> - Membaca beberapa teks information report terkait mata pelajaran lain di Kelas IX - Menggunakan alat analisis, mengidentifikasi bagian-bagian struktur teks report dan mengamati cara penggunaannya, seperti yang dicontohkan - Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda - Mengumpulkan informasi dari berbagai sumber untuk membuat teks-teks tentang fenomena alam pendek dan sederhana.

	<p>kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <ul style="list-style-type: none"> • Topik <p>Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhkan perilaku yang termuat dalam KI</p>	<ul style="list-style-type: none"> - Menempelkan teks masing-masing di dinding kelas untuk dibaca temannya - Mempresentasikan teksnya kepada teman-teman yang datang membaca - Melakukan langkah yang sama dengan topik fenomena sosial - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p> <p>4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>	<ul style="list-style-type: none"> • Fungsi sosial <p>Mengembangkan nilai-nilai kehidupan dan karakter yang positif</p> <ul style="list-style-type: none"> • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <ul style="list-style-type: none"> • Topik 	<ul style="list-style-type: none"> - Membahas hal-hal yang terkait dengan tema lagu yang liriknya akan segera dibaca - Membaca dan mencermati isi lirik lagu terkait dengan pembahasan sebelumnya - Menyimak, dan menirukan guru membaca lirik lagu secara bermakna - Menyebutkan

	Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI	bagian-bagian yang terkait dengan pesan-pesan tertentu - Membahas pemilihan kata tertentu terkait dengan tema lagu - Melakukan refleksi tentang proses dan hasil belajarnya
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA N 1 Sekampung
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : XI/ 2
 Topic : Explanation Text (The Storm)
 Alokasi Waktu : 2 x Pertemuan (4 JP x 45 menit)

A. Kompetensi Inti

- 3.1 Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- 4.1 Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

Kompetensi Dasar 3 dan 4	Indikator Pencapaian Kompetensi
3.8. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa text <i>explanation</i> lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang	1. Mendengarkan dengan fokus salah satu contoh text <i>explanation</i> sesuai dengan fungsi sosial, struktur teks, dan unsur kebahasaan. 2. Memahami isi dari text

tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya.	<i>explanation</i> yang telah didengar.
4.8. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>explanation</i> lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI	<ol style="list-style-type: none"> 1. Mengingat isi dari text <i>explanation</i> yang telah didengar. 2. Mengevaluasi makna dari text <i>explanation</i> yang telah didengar. 3. Memberikan respon berupa hasil kerja yang didapat setelah mendengarkan audio tentang text <i>explanation</i>.

C. Tujuan Pembelajaran

Melalui pendekatan saintifik dengan menggunakan model pembelajaran *Problem Based Learning (PBL)*, peserta didik dapat menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi yang melibatkan tindakan mendengarkan audio listening terkait text *explanation*, sesuai dengan konteks penggunaannya. Selain itu peserta didik dapat meningkatkan pemahaman, menyajikan informasi dengan tepat, memudahkan penafsiran informasi dan memadatkan informasi serta mempresentasikannya dengan penuh rasa syukur rasa ingin tahu, tanggung jawab, disiplin selama proses pembelajaran, bersikap jujur, santun, percaya diri dan pantang menyerah, serta memiliki sikap responsif (berpikir kritis) dan pro-aktif (kreatif), mampu berkomunikasi dan bekerjasama dengan baik.

D. Model, Pendekatan, dan Metode

Model : Problem Based Learning
 Pendekatan : Saintific
 Metode : Tanya jawab, wawancara, dan diskusi

E. Media Pembelajaran

1. Media

- Worksheet atau lembar kerja (siswa)
- Lembar penilaian

2. Alat/Bahan

- Penggaris, spidol, papan tulis
- Laptop, handphone, dan audiobox.

F. Sumber Belajar

- Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2017
- Kamus Bahasa Inggris
- Pengalaman peserta didik dan guru
- Internet (Podcast on Spotify)

G. Langkah-langkah Kegiatan Pembelajaran

Pertemuan 1 (2x45 menit)

Pendahuluan (10 menit)
<ol style="list-style-type: none"> 1. Guru menyapa peserta didik mengucapkan <i>Assalamualaikum Hello how are you today?</i> Agar English environment dapat tercipta. 2. Guru mengajak peserta didik untuk berdoa bersama-sama sebagai rasa syukur kepada Allah (Religiusitas). 3. Guru menanyakan tentang fenomena alam yang sedang terjadi (hujan) 4. Peserta didik diminta menyebutkan contoh fenomena alam terutama yang terjadi di sekitar. 5. Guru memberikan motivasi awal kepada peserta didik dengan memberikan penjelasan mengenai manfaat mempelajari materi yang akan dibahas.
Inti (70 menit)
<ol style="list-style-type: none"> 1. Penentuan pertanyaan mendasar <ul style="list-style-type: none"> • Peserta didik diberikan pertanyaan mendasar seputar materi yang akan dipelajari. Pertanyaan itu berkaitan dengan fenomena alam yang terjadi yaitu <i>badai</i>. Kemudian peserta didik diberikan podcast berjudul “The Storm.”

2. Mendisain tugas

- Peserta didik diharuskan mendengarkan podcast tentang fenomena alam yang terjadi dan bagaimana itu bisa terjadi dari audio tentang explanation text “The Storm” serta menulis vocabulary sebanyak-banyaknya.

3. Pengumpulan tugas

- Peserta didik diharuskan mendengarkan podcast “The Storm” diaplikasi Spotify dan menyelesaikan tugas nya paling lambat di pertemuan selanjutnya.

Penutup (10 menit)

1. Kesimpulan

- Peserta didik menyimpulkan materi dan kegiatan yang telah dilaksanakan.

2. Refleksi

- Peserta didik menyampaikan refleksi tentang kelemahan dan kekuatan dalam mempelajari dan melaksanakan kegiatan pembelajaran hari ini

3. Feedback

- Guru memberikan feedback dan mengucapkan terimakasih atas semangat siswa dalam belajar

Pertemuan 2 (2x45 menit)

Pendahuluan (10 menit)

1. Orientasi

- Guru menyapa peserta didik mengucapkan *Assalamualaikum Hello how are you today?* Agar English environment dapat tercipta.
- Guru mengajak peserta didik untuk berdoa bersama-sama sebagai rasa syukur kepada Allah (Religiusitas).

<p>2. Apersepsi</p> <ul style="list-style-type: none"> • Guru menanyakan materi yang dipelajari pada pertemuan sebelumnya. <p>3. Motivasi</p> <ul style="list-style-type: none"> • Guru memberikan motivasi kepada siswa agar tetap semangat dan fokus dalam melaksanakan kegiatan pembelajaran
Inti (70 menit)
<p>1. Monitoring</p> <ul style="list-style-type: none"> • Guru menanyakan mengenai tugas pada pertemuan sebelumnya • Guru memeriksa tentang perkembangan tugas pada pertemuan selanjutnya. • Guru membahas dan mengoreksi tugas yang telah dikerjakan oleh peserta didik.
Penutup (10 menit)
<p>1. Kesimpulan</p> <ul style="list-style-type: none"> • Peserta didik menyimpulkan materi dan kegiatan yang telah dilaksanakan <p>2. Refleksi</p> <ul style="list-style-type: none"> • Peserta didik menyampaikan refleksi tentang kelemahan dan kekuatan dalam mempelajari dan melaksanakan kegiatan pembelajaran hari ini <p>3. Feedback</p> <ul style="list-style-type: none"> • Guru memberikan feedback dan mengucapkan terimakasih atas semangat siswa dalam belajar dan memberi informasi tentang kegiatan belajar dipertemuan selanjutnya

H. Penilaian

1. Pengetahuan: Menjawab soal listening test tentang materi text explanasi (Explantion text)
2. Keterampilan: mengingat dan menulis kosa kata daam bahasa Inggris sebanyak-banyaknya.

3. Sikap: bertanggung jawab, disiplin, dan aktif.

I. Program Tindak Lanjut

1. Remedial

Peserta didik yang belum mencapai KKM (70) diberi tugas untuk menganalisis text explanasi dan mengerjakan soal listening test kembali.

2. Pengayaan

Bagi peserta didik yang mempunyai nilai di atas 70 diberi pengayaan yaitu dapat melanjutkan untuk mendalami materi selanjutnya.

Senin, 22 April 2024

The Collaborator



NINA IRAMA, S.Pd.
NIP.

The Researcher



EMILIA FATMA
NPM. 2001050011

Approved by



The Headmaster of SMA N 1 Sekampung

HERMAN GAHARU, S.Pd. M.M.
NIP. 197605222008011009

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA N 1 Sekampung
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : XI/ 2
 Topic : Explanation Text (Eclipse)
 Alokasi Waktu : 2 x Pertemuan (4 JP x 45 menit)

A. Kompetensi Inti

- 3.1 Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- 4.1 Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

Kompetensi Dasar 3 dan 4	Indikator Pencapaian Kompetensi
3.8. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa text <i>explanation</i> lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang	3. Mendengarkan dengan fokus salah satu contoh text <i>explanation</i> sesuai dengan fungsi sosial, struktur teks, dan unsur kebahasaan. 4. Memahami isi dari text

tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya.	<i>explanation</i> yang telah didengar.
4.8. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>explanation</i> lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI	<p>4. Mengingat isi dari text <i>explanation</i> yang telah didengar.</p> <p>5. Mengevaluasi makna dari text <i>explanation</i> yang telah didengar.</p> <p>6. Memberikan respon berupa hasil kerja yang didapat setelah mendengarkan audio tentang text <i>explanation</i>.</p>

C. Tujuan Pembelajaran

Melalui pendekatan saintifik dengan menggunakan model pembelajaran *Problem Based Learning (PBL)*, peserta didik dapat menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi yang melibatkan tindakan mendengarkan audio listening terkait text *explanation*, sesuai dengan konteks penggunaannya. Selain itu peserta didik dapat meningkatkan pemahaman, menyajikan informasi dengan tepat, memudahkan penafsiran informasi dan memadatkan informasi serta mempresentasikannya dengan penuh rasa syukur rasa ingin tahu, tanggung jawab, disiplin selama proses pembelajaran, bersikap jujur, santun, percaya diri dan pantang menyerah, serta memiliki sikap responsif (berpikir kritis) dan pro-aktif (kreatif), mampu berkomunikasi dan bekerjasama dengan baik.

D. Model, Pendekatan, dan Metode

Model : Problem Based Learning
 Pendekatan : Saintific
 Metode : Tanya jawab, wawancara, dan diskusi

E. Media Pembelajaran

3. Media

- Worksheet atau lembarkerja (siswa)
- Lembar penilaian

4. Alat/Bahan

- Penggaris, spidol, papan tulis
- Laptop, handphone, dan audiobox.

F. Sumber Belajar

- Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2017
- Kamus Bahasa Inggris
- Pengalaman peserta didik dan guru
- Internet (Podcast on Spotify)

G. Langkah-langkah Kegiatan Pembelajaran

Pertemuan 1 (2x45 menit)

Pendahuluan (10 menit)
<p>1. Orientasi</p> <ul style="list-style-type: none"> • Guru menyapa peserta didik mengucapkan <i>Assalamualaikum Hello how are you today?</i> Agar English environment dapat tercipta. • Guru mengajak peserta didik untuk berdoa bersama-sama sebagai rasa syukur kepada Allah (Religiusitas). <p>2. Apersepsi</p> <ul style="list-style-type: none"> • Guru menanyakan materi yang dipelajari pada pertemuan sebelumnya. <p>3. Motivasi</p> <ul style="list-style-type: none"> • Guru memberikan motivasi kepada siswa agar tetap semangat dan fokus dalam melaksanakan kegiatan pembelajaran.
Inti (70 menit)
<p>1. Penentuan pertanyaan mendasar</p> <ul style="list-style-type: none"> • Peserta didik diberikan pertanyaan mendasar seputar materi yang akan dipelajari. Pertanyaan itu berkaitan dengan fenomena alam yang terjadi yaitu <i>gerhana</i>. Kemudian peserta didik diberikan podcast berjudul "Eclipse."

2. Mendisain tugas

- Peserta didik diharuskan mendengarkan podcast tentang fenomena alam yang terjadi dan bagaimana itu bisa terjadi dari audio tentang explanation text “Eclipse” serta menulis vocabulary sebanyak-banyaknya.

3. Pengumpulan tugas

- Peserta didik diharuskan mendengarkan podcast “Eclipse” di aplikasi Spotify dan menyelesaikan tugas nya paling lambat di pertemuan selanjutnya.

Penutup (10 menit)

1. Kesimpulan

- Peserta didik menyimpulkan materi dan kegiatan yang telah dilaksanakan.

2. Refleksi

- Peserta didik menyampaikan refleksi tentang kelemahan dan kekuatan dalam mempelajari dan melaksanakan kegiatan pembelajaran hari ini

3. Feedback

- Guru memberikan feedback dan mengucapkan terimakasih atas semangat siswa dalam belajar.

Pertemuan 2 (2x45 menit)

Pendahuluan (10 menit)

1. Orientasi

- Guru menyapa peserta didik mengucapkan *Assalamualaikum Hello how are you today?* Agar English environment dapat tercipta.
- Guru mengajak peserta didik untuk berdoa bersama-sama sebagai rasa syukur kepada Allah (Religiusitas).

2. Apersepsi

- Guru menanyakan materi yang dipelajari pada pertemuan sebelumnya.

<p>3. Motivasi</p> <ul style="list-style-type: none"> • Guru memberikan motivasi kepada siswa agar tetap semangat dan fokus dalam melaksanakan kegiatan pembelajaran
Inti (70 menit)
<p>1. Monitoring</p> <ul style="list-style-type: none"> • Guru menanyakan mengenai tugas pada pertemuan sebelumnya • Guru memeriksa tentang perkembangan tugas pada pertemuan selanjutnya. • Guru membahas dan mengoreksi tugas yang telah dikerjakan oleh peserta didik.
Penutup (10 menit)
<p>1. Kesimpulan</p> <ul style="list-style-type: none"> • Peserta didik menyimpulkan materi dan kegiatan yang telah dilaksanakan <p>2. Refleksi</p> <ul style="list-style-type: none"> • Peserta didik menyampaikan refleksi tentang kelemahan dan kekuatan dalam mempelajari dan melaksanakan kegiatan pembelajaran hari ini <p>3. Feedback</p> <ul style="list-style-type: none"> • Guru memberikan feedback dan mengucapkan terimakasih atas semangat siswa dalam belajar.

H. Penilaian

4. Pengetahuan: Menjawab soal listening test tentang materi text explanasi (Explantion text)
5. Keterampilan: mengingat dan menulis kosa kata daam bahasa Inggris sebanyak-banyaknya.
6. Sikap: bertanggung jawab, disipin, dan aktif.

I. Program Tindak Lanjut

3. Remedial

Peserta didik yang belum mencapai KKM (70) diberi tugas untuk menganalisis text explanasi dan mengerjakan soal listening test kembali.

4. Pengayaan

Bagi peserta didik yang mempunyai nilai di atas 70 diberi pengayaan yaitu dapat melanjutkan untuk mendalami materi selanjutnya.

Senin, 13 Mei 2024

The Collaborator



NINA IRAMA, S.Pd.
NIP.

The Researcher



EMILIA FATMA
NPM. 2001050011

Approved by

The Headmaster of SMA N 1 Sekampung



HERMAN GAHARU, S.Pd. M.M.
NIP. 197605222008011009

INSTRUMENT OF PRE-TEST

Task!

1. Listen to the podcast!
2. Fill in the vocabulary of the podcast topic below that match the contents of the podcast!

A mysterious Event – Alexis Maizo

It was a (..1..) and cold night, David was looking at the window as he (..2..) to do after dinner. There were two cars (..3..) in front of his house and three men were (..4..) looking up at (..5..) he couldn't see from the window. Suddenly, the street was (..6..) by a (..7..) light and the three men (..8..) away. David (..9..) went outside to see what was happening, when he (..10..) out of the house, looking for the (..11..) of the light, he saw a (..12..) flying object over his house. The bright lights (..13..) him for some seconds, and then, everything was over by the time the police (..14..), David and the three men had mysteriously (..15..).

A. Choose the answer that matches with the podcast above!

- | | | | |
|------------------|--------------|---|----------------|
| 1. a. Quite | c. Quiet | 11. a. Search | c. Source |
| b. Quick | d. Suit | b. Searched | d. Sourced |
| 2. a. Used | c. Uses | 12. a. Big | c. Small |
| b. Use | d. Us | b. Huge | d. Hug |
| 3. a. Parking | c. Park | 13. a. Blinded | c. Boiling |
| b. Parked | d. Prank | b. Blinding | d. Boiled |
| 4. a. Quietly | c. Bravery | 14. a. Arrived | c. River |
| b. Happily | d. Silently | b. Arrive | d. Come |
| 5. a. Something | c. Somehow | 15. a. Hide | c. Disbelief |
| b. Somewhere | d. Someone | b. Hidden | d. Dissapeared |
| 6. a. Cover | c. Convert | B. Make conclusions about what happened in the topic of the podcast! | |
| b. Covered | d. Converted | | |
| 7. a. Brightness | c. Bright | ..... |  |
| b. Brightened | d. Light | ..... |  |
| 8. a. Runned | c. Ran | ..... |  |
| b. Running | d. Run | ..... |  |

- | | | |
|---------------|-----------|-------|
| 9. a. Quickly | c. Esily | ..... |
| b. Quietly | d. Slowly | ..... |
| 10. a. Get | c. Gotten | ..... |
| b. Got | d. Gone | ..... |
| | | |

INSTRUMENT OF POST TEST I

Task!

1. Listen to the podcast!
2. Fill in the vocabulary of the podcast topic below that match the contents of the podcast!

The Storm – Alexis Maizo

Some people (..1..) that a storm was coming, but Billie didn't believe it, the blue sky was perfect so he (..2..) to go to the (..3..) with some of this friends because it was a (..4..) Sunday afternoon, Tommy and Jessica (..5..) some snacks and they (..6..) Billie's car.

There was a traffic jam in the highway because of the car (..7..) and they have to (..8..) for about an hour. By the time they could move on, it was (..9..) and the sun had been (..10..) by some black clouds, so they (..11..) it was better to back home. Later, Billie (..12..) that they had (..13..) the right decision. That evening the storm costed so much (..14..) that it was considered one of the (..15..) storm of the decade.

A. Choose the answer that matches with the podcast above!

- | | | | |
|----------------|-----------|---|-------------|
| 1. a. Set | c. Said | 11. a. Though | c. Thought |
| b. Sad | d. Sun | b. Think | d. Town |
| 2. a. Decided | c. Decide | 12. a. Wise | c. Realize |
| b. Devided | d. Devide | b. It Was | d. Realized |
| 3. a. Mountain | c. Market | 13. a. Made | c. Take |
| b. Beach | d. Mall | b. Make | d. Wake |
| 4. a. Funny | c. Cloudy | 14. a. Demand | c. Damage |
| b. Sunny | d. Windy | b. Demanded | d. Damaged |
| 5. a. Bought | c. Bring | 15. a. Worst | c. Work |
| b. Brought | d. Buy | b. Worse | d. Works |
| 6. a. Book | c. Tooked | B. Make conclusions about what happened in the topic of the podcast! | |
| b. Look | d. Took | | |
| 7. a. Crash | c. Trash | ..... |  |

- | | | |
|----------------|--------------|-------|
| b. Flash | d. Crashed | ..... |
| 8. a. Weight | c. Great | ..... |
| b. Fake | d. Wait | ..... |
| 9. a. Raining | c. Drizzling | ..... |
| b. Snowing | d. Rained | ..... |
| 10. a. Covered | c. Clever | ..... |
| b. Cover | d. Clevered | ..... |

INSTRUMENT OF POST TEST II

Task!

1. Listen to the podcast!
2. Fill in the vocabulary of the podcast topic below that match the contents of the podcast!

Eclipse – Alexis Maizo

When Monica first (..1..) a solar eclipse, she was (..2..) years old. It was almost 1 p.m. and she was in the (..3..) with her parents and her best friend, Suzi. At first, the girls didn't (..4..) much attention to it, but then that (..5..) dark shape made her feel (..6..). All the people (..7..) her were looking up as if they were (..8..), but she didn't (..9..) to see it. She thought it was a (..10..) in the sky that (..11..) take her (..12..) from her parents. A few (..13..) later, after the eclipse was over, she still felt (..14..) and wanted to go back home. From that day on, Monica (..15..) to see a solar eclipse again.

A. Choose the answer that matches with the podcast above!

- | | | | |
|------------------|---------------|--|-------------|
| 1. a. See | c. Seen | 11. a. Can | c. Could |
| b. Saw | d. Seed | b. Cloud | d. Would |
| 2. a. ten | c. eight | 12. a. One Way | c. Far Away |
| b. nine | d. seven | b. Away | d. Giveaway |
| 3. a. Pool | c. Street | 13. a. Hours | c. Seconds |
| b. Jungle | d. Park | b. Months | d. Days |
| 4. a. Play | c. Lay | 14. a. Anxious | c. Nervous |
| b. Pay | d. Lie | b. Happy | d. Angry |
| 5. a. Particular | c. Circular | 15. a. Refuse | c. Accept |
| b. Singular | d. Oval | b. Refused | d. Take |
| 6. a. Afraid | c. Scared | B. Make conclusions about what happened in the topic of the podcast!
.....
.....
.....
.....
..... | |
| b. Happy | d. Relax | | |
| 7. a. Around | c. Everyone | | |
| b. Ground | d. Round | | |
| 8. a. Analyzed | c. Paralyzed | | |
| b. Panicked | d. Hypnotized | | |

- | | | |
|--------------|------------|-------|
| 9. a. Wanted | c. Won't | ..... |
| b. Want | d. Wanting | ..... |
| 10. a. Hole | c. Whole | ..... |
| b. Heal | d. Healed | ..... |

THE SCRIPT OF THE PODCASTS

A mysterious Event – Alexis Maizo

It was a quiet and cold night, David was looking at the window as he used to do after dinner. There were two cars parked in front of his house and three men were silently looking up at something he couldn't see from the window. Suddenly, the street was covered by a bright light and the three men run away. David quickly went outside to see what was happening, when he got out of the house, looking for the source of the light, he saw a huge flying object over his house. The bright lights blinded him for some seconds, and then, everything was over by the time the police arrived, David and the three men had mysteriously disappeared.

The Storm – Alexis Maizo

Some people said that a storm was coming, but Billie didn't believe it, the blue sky was perfect so he decided to go to the beach with some of his friends because it was a sunny Sunday afternoon, Tommy and Jessica brought some snacks and they took Billie's car.

There was a traffic jam in the highway because of the car crash and they have to wait for about an hour. By the time they could move on, it was drizzling and the sun had been covered by some black clouds, so they thought it was better to back home. Later, Billie realized that they had made the right decision. That evening the storm costed so much damage that it was considered one of the worst storm of the decade.

Eclipse – Alexis Maizo

When Monica first saw a solar eclipse, she was ten years old. It was almost 1 p.m. and she was in the park with her parents and her best friend, Suzi. At first, the girls didn't pay much attention to it, but then that circular dark shape made her feel scared. All the people around her were looking up as if they were hypnotized, but she didn't want to see it. She thought it was a hole in the sky that could take her away from her parents. A few hours later, after the eclipse was over, she still felt nervous and wanted to go back home. From that day on, Monica refused to see a solar eclipse again.

KEY ANSWER

PRE-TEST	POST-TEST I	POST-TEST II
1. C	1. C	1. B
2. A	2. A	2. A
3. B	3. B	3. D
4. D	4. B	4. B
5. A	5. B	5. C
6. B	6. D	6. C
7. C	7. A	7. A
8. D	8. D	8. D
9. A	9. C	9. B
10. A	10. A	10. A
11. C	11. C	11. C
12. B	12. D	12. B
13. A	13. A	13. A
14. A	14. C	14. C
15. D	15. A	15. B

PRE-TEST

Name : MIA ADINA

Class : XI IPA^L

Task!

1. Listen to the podcast!
2. Fill in the vocabulary of the podcast topic below that match the contents of the podcast!

A mysterious Event – Alexis Maizo

It was a (...1..) and cold night, David was looking at the window as he (...2..) to do after dinner. There were two cars (...3..) in front of his house and three men were (...4..) looking up at (...5..) he couldn't see from the window. Suddenly, the street was (...6..) by a (...7..) light and the three men (...8..) away. David (...9..) went outside to see what was happening, when he (...10..) out of the house, looking for the (...11..) of the light, he saw a (...12..) flying object over his house. The bright lights (...13..) him for some seconds, and then, everything was over by the time the police (...14..), David and the three men had mysteriously (...15..).

A. Choose the answer that matches with the podcast above!

- | | | | |
|---------------------------------------|----------------------|------------------------------------|------------|
| 1. a. Quite | X Quiet | b. Brightened | d. Light |
| b. Quick | d. Suit | 8. a. Runned | c. Ran |
| 2. a. Used | c. Uses | X Running | d. Run |
| X Use | d. Us | 9. X Quickly | c. Esily |
| 3. X Parking | c. Park | b. Quietly | d. Slowly |
| b. Parked | d. Prank | 10. X Get | c. Gotten |
| 4. a. Quietly | X Bravery | b. Got | d. Gone |
| b. Happily | d. Silently | 11. X Search | c. Source |
| 5. X Something | c. Somehow | b. Searched | d. Sourced |
| b. Somewhere | d. Someone | 12. a. Big | c. Small |
| 6. a. Cover | X Convert | X Huge | d. Hug |
| b. Covered | d. Converted | 13. a. Blinded | c. Boiling |
| 7. X Brightness | c. Bright | X Blinding | d. Boiled |

- ~~14.~~ a. Arrived c. River
 ~~✓~~ Arrive d. Come
~~15.~~ a. Hide ~~✓~~ Disbelief
 b. Hidden d. Dissapeared

B. Make conclusions about what happened in the topic of the podcast!

A mysterious event unfolds on
 a quiet night as David witnesses
 strange lights and a flying object
 only to vanish along with three
 unidentified men before the
 police arrive.

Skor

$$A = 4 \quad B = 5$$

$$4 \times 5 = \underline{20}$$

POST TEST I

Name : MIA AUDINA

Class : XI IPA 2

Task!

1. Listen to the podcast!
2. Fill in the vocabulary of the podcast topic below that match the contents of the podcast!

The Storm – Alexis Maizo

Some people (..1..) that a storm was coming, but Billie didn't believe it, the blue sky was perfect so he (..2..) to go to the (..3..) with some of his friends because it was a (..4..) Sunday afternoon, Tommy and Jessica (..5..) some snacks and they (..6..) Billie's car.

There was a traffic jam in the highway because of the car (..7..) and they have to (..8..) for about an hour. By the time they could move on, it was (..9..) and the sun had been (..10..) by some black clouds, so they (..11..) it was better to back home. Later, Billie (..12..) that they had (..13..) they right decision. That evening the storm costed so much (..14..) that it was considered one of the (..15..) storm of the decade.

A. Choose the answer that matches with the podcast above!

- | | | | |
|--|--|--|---|
| 1. a. Set | <input checked="" type="checkbox"/> Said | 7. <input checked="" type="checkbox"/> Crash | c. Trash |
| b. Sad | d. Sun | b. Flash | d. Crashed |
| 2. a. Decided | <input checked="" type="checkbox"/> Decide | 8. <input checked="" type="checkbox"/> Weight | c. Great |
| b. Devided | d. Devide | b. Fake | d. Wait |
| 3. a. Mountain | c. Market | 9. a. Raining | <input checked="" type="checkbox"/> Drizzling |
| <input checked="" type="checkbox"/> Beach | d. Mall | b. Snowing | d. Rained |
| 4. <input checked="" type="checkbox"/> Funny | c. Cloudy | 10. a. Covered | c. Clever |
| b. Sunny | d. Windy | <input checked="" type="checkbox"/> Cover | d. Clevered |
| 5. <input checked="" type="checkbox"/> Bought | c. Bring | 11. a. Though | <input checked="" type="checkbox"/> Thought |
| b. Brought | d. Buy | b. Think | d. Town |
| 6. a. Book | c. Tooked | 12. a. Wise | <input checked="" type="checkbox"/> Realize |
| b. Look | <input checked="" type="checkbox"/> Took | b. It Was | d. Realized |

13. a. Made c. Take
 X Make d. Wake
14. a. Demand c. Damage
 b. Demanded **X** Damaged
15. a. Worst c. Work
 X Worse d. Works

B. Make conclusions about what happened in the topic of the podcast!

Billie and friends ignore warnings of an approaching storm for a beach trip only to encounter traffic delays and changing weather. Despite their disappointments, their decision to turn back proves wise as the storm later wreaks havoc, validating their choice to retreat.

Skor

$$A = 6 \quad B = 9$$

$$11 \times 5 = \underline{\underline{55}}$$

POST TEST II

Name : MIA AUCINA

Class : XI IPA²

Task!

1. Listen to the podcast!

2. Fill in the vocabulary of the podcast topic below that match the contents of the podcast!

Eclipse – Alexis Maizo

When Monica first (..1..) a solar eclipse, she was (..2..) years old. It was almost 1 p.m. and she was in the (..3..) with her parents and her best friend, Suzi. At first, the girls didn't (..4..) much attention to it, but then that (..5..) dark shape made her feel (..6..). All the people (..7..) her were looking up as if they were (..8..), but she didn't (..9..) to see it. She thought it was a (..10..) in the sky that (..11..) take her (..12..) from her parents. A few (..13..) later, after the eclipse was over, she still felt (..14..) and wanted to go back home. From that day on, Monica (..15..) to see a solar eclipse again.

A. Choose the answer that matches with the podcast above!

- | | | | |
|--------------------------------------|--------------------------|--------------------------|----------------------------|
| 1. a. See | c. Seen | 7. a. Around | c. Everyone |
| ✓ b. Saw | d. Seed | ✓ b. Ground | d. Round |
| 2. ✓ a. ten | c. eight | 8. a. Analyzed | c. Paralyzed |
| b. nine | d. seven | b. Panicked | ✓ d. Hypnotized |
| 3. a. Pool | c. Street | 9. a. Wanted | c. Won't |
| b. Jungle | ✓ d. Park | ✓ b. Want | d. Wanting |
| ✓ 4. ✓ a. Play | c. Lay | ✓ 10. a. Hole | ✓ b. Whole |
| b. Pay | d. Lie | b. Heal | d. Healed |
| 5. a. Particular | ✓ c. Circular | ✓ 11. a. Can | c. Could |
| b. Singular | d. Oval | b. Cloud | ✓ d. Would |
| 6. a. Afraid | ✓ b. Scared | 12. a. One Way | c. Far Away |
| b. Happy | d. Relax | ✓ b. Away | d. Giveaway |

13. Hours c. Seconds
 b. Months d. Days
14. a. Anxious Nervous
 b. Happy d. Angry
15. Refuse c. Accept
 b. Refused d. Take

B. Make conclusions about what happened in the topic of the podcast!

Monica's first encounter with a solar eclipse at age ten leaves her feeling scared and on edge, convinced it was a portal to another world. Despite the fascination of those around her, the experience instills a lasting fear, leading her to avoid witnessing solar eclipses in the future.

Skor

$$A = 10 \quad B = 5$$

$$15 \times 5 = \underline{\underline{75}}$$

PRE-TEST AND POST TEST II SCORE

No.	Name	Pre-test Score	Post-test I Score	Improving	Explanation
1	AMA	95	95	0	Constant
2	ABP	50	75	25	Improve
3	AUA	40	45	5	Improve
4	AFJ	30	40	10	Improve
5	AN	45	60	15	Improve
6	AS	35	40	5	Improve
7	AP	45	50	5	Improve
8	BTL	80	85	5	Improve
9	BAA	80	80	0	Constant
10	CAR	90	90	0	Constant
11	DI	50	60	10	Improve
12	DSA	50	80	30	Improve
13	DAW	50	80	30	Improve
14	DRABS	45	50	5	Improve
15	FPA	50	75	25	Improve
16	IAP	30	40	10	Improve
17	KND	40	50	10	Improve
18	KFA	80	80	0	Constant
19	LDA	85	85	0	Constant
20	LR	50	60	10	Improve
21	MM	40	55	15	Improve
22	MA	45	55	10	Improve
23	MNR	75	80	5	Improve
24	MSA	35	50	15	Improve
25	RA	85	85	0	Constant
26	RO	30	50	20	Improve
27	RNA	85	85	0	Constant
28	RMN	50	80	30	Improve
29	RA	85	85	0	Constant
30	SDA	80	85	5	Improve
31	TR	50	60	10	Improve
32	YGD	50	55	5	Improve
33	YSA	50	60	10	Improve
34	ZDM	80	85	5	Improve
Total		1960	2290	330	
Average		57,64%	67,35%	Mean (9,70)	
Highest Score		95	95		
Lowest Score		30	40		

POST-TEST I AND POST-TEST II SCORE

No.	Name	Post-test I Score	Post-test II Score	Improving	Explanation
1	AMA	95	100	5	Improve
2	ABP	75	85	10	Improve
3	AUA	45	75	30	Improve
4	AFJ	40	60	20	Improve
5	AN	60	80	20	Improve
6	AS	40	55	15	Improve
7	AP	50	75	25	Improve
8	BTL	85	90	5	Improve
9	BAA	80	95	15	Improve
10	CAR	90	100	10	Improve
11	DI	60	75	15	Improve
12	DSA	80	90	10	Improve
13	DAW	80	95	15	Improve
14	DRABS	50	75	25	Improve
15	FPA	75	85	10	Improve
16	IAP	40	55	15	Improve
17	KND	50	80	30	Improve
18	KFA	80	95	15	Improve
19	LDA	85	90	5	Improve
20	LR	60	75	15	Improve
21	MM	55	75	20	Improve
22	MA	55	75	20	Improve
23	MNR	80	90	10	Improve
24	MSA	50	75	25	Improve
25	RA	85	90	5	Improve
26	RO	50	75	25	Improve
27	RNA	85	90	5	Improve
28	RMN	80	90	10	Improve
29	RA	85	95	10	Improve
30	SDA	85	95	10	Improve
31	TR	60	80	20	Improve
32	YGD	55	80	25	Improve
33	YSA	60	80	20	Improve
34	ZDM	85	90	5	Improve
Total		2290	2810	520	
Average		67,35%	82,64%	Mean (15,29)	
Highest Score		95	100		
Lowest Score		40	55		

OBSERVATION SHEET OF STUDENTS' ACTIVITIES CYCLE I

School : SMA N 1 Sekampung

Class : XI

Subject : English

No.	Name	Indicators				Total
		a	b	c	d	
1	AMA	✓	✓	✓	✓	4
2	ABP	✓				1
3	AUA		✓		✓	2
4	AFJ		✓			1
5	AN	✓	✓			2
6	AS		✓			1
7	AP	✓	✓			2
8	BTL	✓	✓		✓	3
9	BAA	✓				1
10	CAR	✓	✓	✓		3
11	DI	✓	✓			2
12	DSA	✓	✓		✓	3
13	DAW	✓	✓		✓	3
14	DRABS	✓	✓			2
15	FPA	✓				1
16	IAP		✓			1
17	KND		✓		✓	2
18	KFA	✓	✓	✓	✓	4
19	LDA	✓	✓		✓	3
20	LR	✓	✓			2
21	MM		✓		✓	2
22	MA	✓				1
23	MNR		✓		✓	2
24	MSA				✓	1
25	RA	✓	✓			2
26	RO	✓			✓	2
27	RNA	✓	✓			2
28	RMN	✓	✓		✓	3
29	RA	✓			✓	2
30	SDA	✓	✓			2
31	TR				✓	1
32	YGD				✓	1
33	YSA				✓	1
34	ZDM	✓	✓		✓	3
Total		23	24	3	18	68
Percentage		68%	71%	9%	53%	

Notes:

Indicators of the students' activities that observed are:

- a) Paying attention during the learning process.
- b) Listening to Podcast on Spotify.
- c) Make conclusion by rewriting the contents of the Podcast on Spotify.
- d) Doing task by writing vocabularies from the audio Podcast given.

The Researcher



EMILIA FATMA
NPM. 2001050011

OBSERVATION SHEET OF STUDENTS' ACTIVITIES CYCLE II

School : SMA N 1 Sekampung

Class : XI

Subject : English

No.	Name	Indicators				Total
		a	b	c	d	
1	AMA	✓	✓	✓	✓	4
2	ABP	✓	✓			2
3	AUA	✓	✓	✓	✓	4
4	AFJ		✓		✓	2
5	AN	✓	✓	✓		3
6	AS		✓	✓		2
7	AP	✓	✓	✓	✓	4
8	BTL	✓	✓	✓	✓	4
9	BAA	✓	✓	✓	✓	4
10	CAR	✓	✓	✓	✓	4
11	DI	✓	✓	✓		3
12	DSA	✓	✓		✓	3
13	DAW	✓	✓		✓	3
14	DRABS	✓	✓		✓	3
15	FPA		✓		✓	2
16	IAP	✓	✓	✓		3
17	KND	✓	✓		✓	3
18	KFA	✓	✓	✓	✓	4
19	LDA	✓	✓	✓	✓	4
20	LR	✓	✓	✓		3
21	MM	✓	✓		✓	3
22	MA	✓	✓			2
23	MNR	✓	✓		✓	3
24	MSA	✓		✓	✓	3
25	RA	✓	✓	✓	✓	4
26	RO	✓	✓		✓	3
27	RNA	✓	✓	✓		3
28	RMN	✓	✓		✓	3
29	RA	✓	✓	✓	✓	4
30	SDA	✓	✓	✓	✓	4
31	TR	✓			✓	2
32	YGD		✓			1
33	YSA		✓		✓	2
34	ZDM	✓	✓	✓	✓	4
Total		29	32	21	25	105
Percentage		85%	94%	62%	73%	

Notes:

Indicators of the students' activities that observed are:

- e) Paying attention during the learning process.
- f) Listening to Podcast on Spotify.
- g) Make conclusion by rewriting the contents of the Podcast on Spotify.
- h) Doing task by writing vocabularies from the audio Podcast given.

The Researcher



EMILIA FATMA
NPM. 2001050011

ATTENDANCE LIST

School : SMA N 1 Sekampung

Class : XI

Subject : English

No.	Name	Sex	Meeting			
			1	2	3	4
1	A. Mecca Azizah	Female	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
2	Adi Bayu Prastia	Male	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
3	Ahmad Ulil Azmi	Male	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
4	Alief Fadzaky Jaguar	Male	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
5	Alvio Nica	Male	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
6	Andika Saputra	Male	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
7	Ares Prasetyo	Male	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
8	Brian Tegar Laksana	Male	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
9	Bunga Adelia Agustin	Female	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
10	Cindy Aulia Ramadhani	Female	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
11	Defa Irawan	Male	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
12	Diajeng Sekar Asih	Female	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
13	Dina Ayu Wulandari	Female	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
14	Dwi Reksa Ahmad Bambang S	Male	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
15	Fiko Putra Arfindo	Male	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
16	Ilham Aji Pangestu	Male	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
17	Kaysan Nawfal Dilawar	Male	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
18	Keysa Febi Anjani	Female	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
19	Leo Dwi Andreansyah	Male	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
20	Lidia Rahmadani	Female	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>

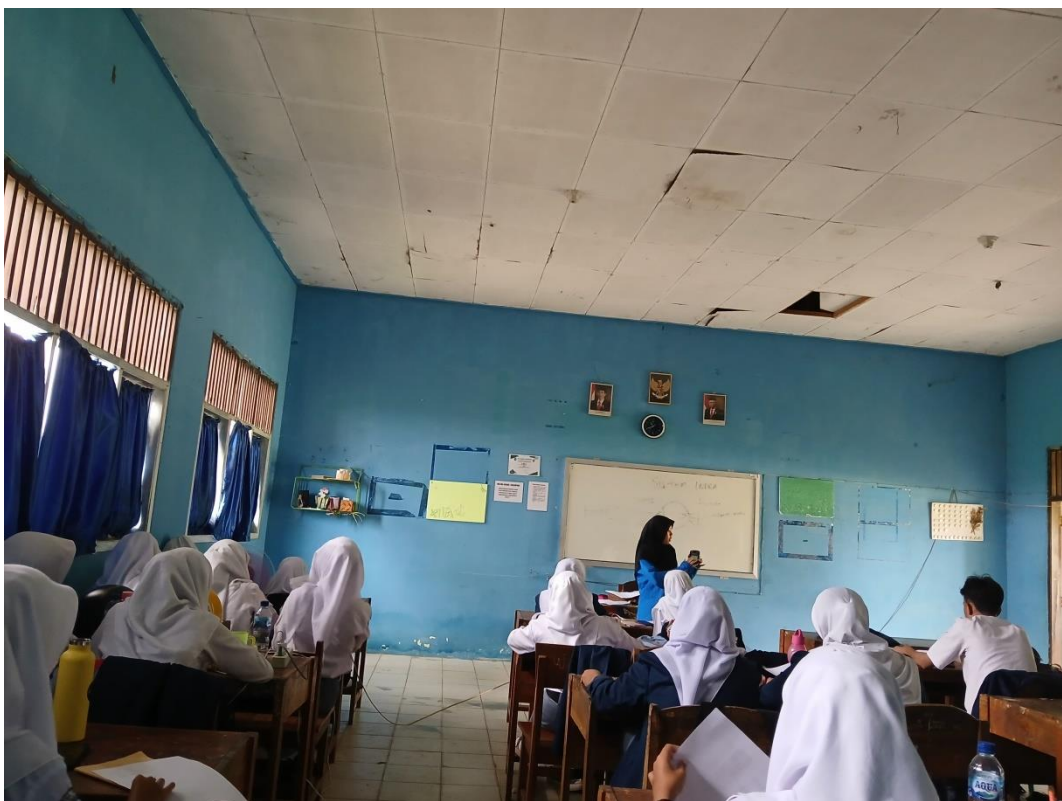
21	Merda Meilani	Female				
22	Mia Audina	Female				
23	Mozha Naila Ramadhani	Female				
24	Muhammad Surya Alhadi	Male				
25	Rafie Akbar	Male				
26	Rahma Oktavia	Female				
27	Reva Nur Azizah	Female				
28	Revani Maulidiatul Ni'mah ♡	Female				
29	Rhisma Aulya	Female				
30	Siska Dwi Aryani	Female				
31	Tian Ramadhani	Female				
32	Yoan Gatra Dinata	Male				
33	Yoga Saputra Ardany	Male				
34	Zeti Dwi Maylinda	Female				

The Researcher

EMILIA FATMA
NPM. 2001050011

PHOTO DOCUMENTATION





FIELD NOTES

Cycle		Students' Attitude
Cycle I	First Meeting	<ul style="list-style-type: none"> • Most of the students were still confused on following the lesson • Some of the students were made noise and did not focus in the learning process • Most of the students got difficulties in doing task
	Second Meeting	<ul style="list-style-type: none"> • The students began interest in following the lesson • Some students enjoyed the learning process • Some students could do the task easily • Some students were active in asking and answering the questions
Cycle II	First Meeting	<ul style="list-style-type: none"> • Most of the students were interested in following the lesson • The students enjoyed the new material • Some students could do the task easily • Most of the students were active in asking and answering the questions
	Second Meeting	<ul style="list-style-type: none"> • Most of the students were interested in following the lesson • The students enjoyed the new material • Some students could do the task easily • The students could do the post-test II very well

FIELD NOTES

Cycle		Activities
Cycle I	First Meeting (April 22th, 2014)	<p>The researcher and the collaborator went to the class. The students were still noisy because they were just back from the canteen. All the students were in the class and the researcher prepared the media. When it was ready, the researcher asked the students to have a prayer. But the leader could not do it in English, so the researcher helped him to do it. And thn he sid “Attention please, let’s have a pray shall we”</p> <p>After that, the researcher greeted them with saying “Assalamu’alaikum wr. wb, good morning, how are you guys” and they replied “I’m good”. Then, the researcher started the lesson and played one of Podcast on Spotify entitle “The Storm”. Some students were not really listen to the podcast, some even talked with their friends. It seemed that they could not really understand about listening test. Some of them even said “aku gak bisa listening, susah bisa di skip saja tidak?”. Then, the researcher explained about the material, so they could understand.</p>
	Second Meeting (May 6th, 2024)	<p>The researcher asked the students to pray, after that the researcher greeted them “Assalamu’alaikum wr. wb, good morning, how are you everybody?, hari ini kita akan melanjutkan materi kita, ada yang masih ingat apa yang kita pelajari kemarin?” Some students said randomly. The researcher guided them and said</p>

		<p>“yesterday we have learned about how to understand and answer listening test easily. Jadi kalian harus berlatih lagi dan lagi”. The students began active and could write vocabularies from the audio podcast.</p>
Cycle II	<p>First Meeting (May 13th, 2024)</p>	<p>The activity was almost the same in cycle I but in the first meeting in cycle II, the researcher gave them a quizz to recall their comprehension about the material of the Podcast on Spotify. After finished the quizz, the researcher gave them another audio podcast entitle “The Eclipse”. Almost all students listened to the audio podcast and consentrated. Some students could get more vocabularies than in the meeting before.</p>
	<p>Second Meeting (May 20th, 2024)</p>	<p>In the second meeting, the researcher asked them about the material before and could they comprehend the audio podcast better than before. After that the researcher said “mari kita lanjutkan materi kita dan masih sama seperti pertemuan sebelumnya, kita akan mendengarkan podcast di Spotify lagi, ada yang bosen tidak” and students replied “tidak bu, lanjut”. The students payed attention, they were silent while the audio podcast was playing. The students were very active especially when the researcher said that whoever active durig the learning process, they would get a reward. The researcher meant that students could be motivated more.</p>

DESCRIPTION OF SMA N 1 SEKAMPUNG

1. History of SMA N 1 Sekampung

SMA Negeri 1 Sekampung is located on the Sekampung Street, Hargomulyo Village, Kec. Sekampung, East Lampung Regency, with an A accreditation level. The establishment of this school cannot be separated from the results of the hard work and aspirations of the village community of Kec. Sekampung, especially the residents of the village of Hargomulyo who have contributed their energy, time, and thoughts so that what has been dreamed of for a long time can be realized. SMA Negeri 1 Sekampung was established and operated in 2004, while the inauguration was held on September 29, 2004 at the same time as the inauguration of high school principals throughout East Lampung. It stands on a land area of 14,175 m² and with the status of the letter already certified by the Lampung Provincial Government.

The building area at the time of its establishment was only 550 m² with the following building details:

- Principal's room 1 local
- Vice Principal's room 1 local
- Administration room 1 local
- Warehouse Room 1 local and
- Classroom 3 rooms

Without being equipped with electricity and water sources and other supporting facilities to support KBM activities, it is quite different from the current conditions where almost all infrastructure facilities are sufficient, be it buildings, practicum equipment, informatics and technology or other vital facilities such as electricity that has 40,000 VA and clean water sources.

SMA Negeri 1 Sekampung began accepting new student registrations in the 2004-2005 academic year, with the principal Mr. Drs. Suprpto, M.A. at that time the number of registrants in the first year reached 320 students, until now in 2024 it has 1074 students with the current principal Mr. Herman Gaharu, S.Pd. M.M. In a period of approximately 17 years, school facilities continued to be equipped, the construction of laboratories for physics, biology, chemistry, language, library, school fence, mosque, vehicle parking lot, computer laboratory room along with 60 computer units complete with desks, a television, along with DVDs, a set of sound systems, LCD projectors, connected to the internet network, so that both students and teachers can use these facilities.

2. Condition of Teachers and Official Employers at SMA N 1 Sekampung in the Academic Year of 2023/2024

No.	Nama	Sex
1	Adi Setiawan	Male
2	Agil Zainuri	Male
3	Agres Duta Linor	Male
4	Agus Wiyono	Male

5	Ajeng Umihani	Female
6	Amirudin Yusup	Male
7	Atika Agustiana	Female
8	Aulia Rosida	Female
9	Budi Rahayu	Male
10	Chandra Ari Rusadi	Male
11	Dearanny Gita Putri	Female
12	Dedi Setiawan	Male
13	Desi Triwulandari	Female
14	Desih Ambarwati	Female
15	Dewi Munawaroh	Female
16	Dewi Mustika	Female
17	Dini Saraswati	Female
18	Eka Septiyani	Female
19	Eni Sukartini	Female
20	Esy Kusnaedi	Female
21	Eva Setianingsih	Female
22	Fika Khoirunisa	Female
23	Fitriyani D	Female
24	Guretno	Male
25	Hadi Saputra	Male
26	Hendri Winata	Male
27	Herawati	Female
28	Herman Gaharu	Male
29	Iis Ambarwati	Female
30	Ikhwanudin	Male
31	Irfan Rizqi Pratama	Male
32	Irwan Budiana	Male
33	Jati Dewanto	Male
34	Joko Sugiarto	Male

35	Juwita Astuti	Female
36	Khoirul Syafrudin	Male
37	Kusminah	Female
38	Linda Listiyani	Female
39	Margono	Male
40	Marisa Melyana	Female
41	Maulana Yusuf	Male
42	Misi Paripih	Female
43	Mohamad Taufik Hidayat	Male
44	Mulyanah	Female
45	Nina Irama	Female
46	Nofiana	Female
47	Nova Nur Irawan	Male
48	Nur Wahid	Male
49	Nurlaili Hidayah	Female
50	Nurrohmah	Female
51	Pudjiono Sukoco	Male
52	Puja Indraningsih	Female
53	Randi Duintara	Male
54	Ratmini	Female
55	Reno Sumardi	Male
56	Rinawati	Female
57	Risa Safera	Female
58	Rizki Adi Pamungkas	Male
59	Sari Kartini	Female
60	Sarwono	Male
61	Seger	Male
62	Sugianto	Male
63	Suhardi	Male
64	Suharminto	Male

65	Sukatmi	Female
66	Sukiyem	Female
67	Sukri	Male
68	Sulaiman	Male
69	Sunarto	Male
70	Supriyanto	Male
71	Suwitarjo	Male
72	Tika Afriyanti	Female
73	Tri Pristianingsih	Female
74	Trisnaning Bekti	Female
75	Turgiarti	Female
76	Uswatun Khasanah	Female
77	Winda Mustika	Female
78	Wurianingsih	Female
79	Yamirah	Female

3. Students Quantity of SMA N 1 Sekampung, East Lampung in The Academic Year of 2023/2024

Class	Sex		Total
	Male	Female	
X	122	269	391
XI	143	258	401
XII	89	193	282
Total	354	720	1074

4. The Buildings of SMA N 1 Sekampung East Lampung in The Academic Year of 2023/2024

No.	Names of Building	Total
1	Classroom	32
2	Library	1
3	Headmaster Room	1
4	Vice Principle Room	1
5	Teachers Room	1
6	Staff Room	1
7	Counselor Room	1
8	Laboratory	4
9	Toilet	6
10	UKS Room	1
11	Student Council Room	1
12	Mosque	1
13	Kitchen	1
14	Canteen	7
15	Parking Area	4
16	Storage Room	1
17	Dance Room	1

5. Location Sketch of SMA N 1 Sekampung





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-4324/In.28/J/TL.01/09/2023
Lampiran :-
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Kepala Sekolah SMA N 1
SEKAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **EMILIA FATMA**
NPM : 2001050011
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : **THE USE OF PODCAST ON SPOTIFY TO IMPROVE
STUDENTS LISTENING COMPREHENSION AT THE
ELEVENTH GRADE**

untuk melakukan prasurvey di SMA N 1 SEKAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 04 September 2023
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



**PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 SEKAMPUNG
AKREDITASI A**



NPSN : 10806079

NSS : 301120403011

NIS : 300110

Alamat : Jl. Rivo Sekampung, Desa Hargomulyo Kec. Sekampung Kab. Lampung Timur Kode Pos 34182 Website sman1sekampung.sch.id

Nomor : 421.3/267/V.01/SMAN.1/2023
Perihal : Izin Prasurvey

Kepada
Yth. Ketua Jurusan
Fakultas Tarbiyah dan Keguruan
Institut Agama Islam Negeri Metro
Di-
Tempat

Dengan Hormat,
Berdasarkan Surat Nomor: B-4324/In.28/J/TL.01/09/2023 Tanggal 04 September 2023 Perihal
Permohonan Izin Melaksanakan Prasurvey atas nama mahasiswa :

Nama : EMILIA FATMA
NPM : 2001050011
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan

Bersama ini kami sampaikan bahwa mahasiswa tersebut diatas kami Izinkan untuk melaksanakan Prasurvey di sekolah kami.
Demikian Surat izin ini kami sampaikan untuk dapat dipergunakan sebagaimana mestinya.


 15 September 2023
 Kepala SMA Negeri 1 Sekampung
 Provinsi Lampung
 LAMPUNG TIMUR
HERMAN GAHARU, S.Pd, M.M.
 NIP. 19760522 200801 1 009



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-1987/In.28/D.1/TL.00/04/2024
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA N 1 SEKAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1986/In.28/D.1/TL.01/04/2024, tanggal 30 April 2024 atas nama saudara:

Nama : **EMILIA FATMA**
NPM : 2001050011
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMA N 1 SEKAMPUNG bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA N 1 SEKAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF PODCAST ON SPOTIFY TO IMPROVE STUDENTS LISTENING COMPREHENSION AT THE ELEVENTH GRADERS OF SMA N 1 SEKAMPUNG EAST LAMPUNG IN ACADEMIC YEAR OF 2023/2024".

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

Wassalamu'alaikum Wr. Wb.

Metro, 30 April 2024
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



**PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 SEKAMPUNG
AKREDITASI A**



NPSN : 10806079

NSS : 301120403011

NIS : 300110

Alamat : Jl. Raya Sekampung, Desa Hargomulyo Kec. Sekampung Kab. Lampung Timur Kode Pos 34182 Website : sman1sekampung.sch.id

Nomor : 421.3/241/V.01/SMAN.1/2024
Perihal : Izin Research

Kepada
Yth. Ketua Jurusan
Fakultas Tarbiyah dan Keguruan
Institut Agama Islam Negeri Metro
Di-
Tempat

Dengan Hormat,
Berdasarkan Surat Nomor: B-1986/In.28/D.1/TL.01/04/2024 Tanggal 30 April 2024 Perihal
Permohonan Izin Melaksanakan Prasurvey atas nama mahasiswa :

Nama : EMILIA FATMA
NPM : 2001050011
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan

Bersama ini kami sampaikan bahwa mahasiswa tersebut diatas kami Izinkan untuk
melaksanakan Research di sekolah kami.
Demikian Surat izin ini kami sampaikan untuk dapat dipergunakan sebagaimana mestinya.



Sekampung, 20 Mei 2024
Kepala SMA Negeri 1 Sekampung
Provinsi Lampung

HERMAN GAHARU, S.Pd. M.M.
NIP. 19760522 200801 1 009



KEMENTERIAN AGAMA
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 Telp. (0726) 41507, Faksimili (0725) 47296, Website: www.metroiau.ac.id/maif_sametro/metroiau.ac.id

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

Nama : Emilia Fatma
 NPM : 2001050011

Program Studi : TBI
 Semester : 7

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa / 5 - 9 - 2023	Ning Setio Wati, M.Pd	Bimbingan judul	<i>Emilia</i>
2.	Selasa / 12 - 9 - 2023	Ning Setio Wati, M.Pd	Mencari novelty penelitian	<i>Emilia</i>
3.	Rabu 6 - 12 - 2023	Ning Setio Wati, M.Pd	Perihal Pre-Survey dan BAB I.	<i>Emilia</i>
4.	Rabu 13 - 12 - 2023	Ning Setio Wati, M.Pd	Bimbingan BAB I.	<i>Emilia</i>

Mengetahui,
 Ketua Program Studi TBI

Dr. Much Debatun, M.Pd.B.I.
 NIP. 198803082015031006

Dosen Pembimbing

Ning Setio Wati, M.Pd.
 NIDN. 2001088702



KEMENTERIAN AGAMA
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 Telp. (0726) 41507, Faksimili (0725) 47296, Website: www.metroiain.ac.id, e-mail: iainmetro@metroiain.ac.id

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

Nama : Emilia Fatma
 NPM : 2001050011

Program Studi : TBI
 Semester : 8

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin 29-1-2024	Ning Setio Wati, M.Pd	Bimbingan BAB 1-3. Revisi BAB Membahas tentang variabel penelitian.	
2.	Selasa. 6-02-2024	Ning Setio Wati, M.Pd	Revisi BAB 3	
3.	Selasa 13-02-2024	Ning Setio Wati, M.Pd	ACC Seminar Proposal	

Mengetahui,
 Ketua Program Studi TBI



Dr. Much Djalilur, M.Pd.B.I.
 NPM 2015031006

Dosen Pembimbing

Ning Setio Wati, M.Pd.
 NIDN. 2001088702



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

Nama : Emilia Fatma
NPM : 2001050011

Program Studi : TBI
Semester :

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Senin 18 - 03 - 2024	Ning Setio Wati, M.Pd	Instrument Blueprint	
2	Senin 25 - 03 - 2024	Ning Setio Wati, M.Pd	Appendix	
3	Senin Kamis 28 - 03 - 2024	Ning Setio Wati, M.Pd	Acc Appendix	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Dainiatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Ning Setio Wati, M.Pd.
NIDN. 2001088702



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

Nama : Emilia Fatma
NPM : 2001050011

Program Studi : TBI
Semester :

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa / 21 - 05 - 2024	Ning Setio Wati, M.Pd	Bimbingan BAB 4-5	<i>Emilia</i>
2.	Senin / 27 - 05 - 2024	Ning Setio Wati, M.Pd	Revisi tentang discussion	<i>Emilia</i>
3.	Selasa / 28 - 05 - 2024	Ning Setio Wati, M.Pd	Revisi tentang conclusion	<i>Emilia</i>
4.	Jumat / 31 - 05 - 2024	Ning Setio Wati, M.Pd	ACC Munasqah	<i>Emilia</i>

Mengetahui,
Ketua Program Studi TBI



Dr. Much Deiniatur, M.Pd.B.I.
NIDN. 2001088702

Dosen Pembimbing

Ning Setio Wati, M.Pd
NIDN. 2001088702



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SURAT TUGAS

Nomor: B-1986/In.28/D.1/TL.01/04/2024

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


Nama : **EMILIA FATMA**
NPM : 2001050011
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA N 1 SEKAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF PODCAST ON SPOTIFY TO IMPROVE STUDENTS LISTENING COMPREHENSION AT THE ELEVENTH GRADERS OF SMA N 1 SEKAMPUNG EAST LAMPUNG IN ACADEMIC YEAR OF 2023/2024".
 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 : 30 April 2024

Mengetahui,
Pejabat Setempat


Isti Fatonah MA, M. Pd
NIP. 198401042009032001

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimil (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.ian@metrouniv.ac.id

Nomor : /In.28.1/J/TL.00//2024
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth,
Ning Setio Wati (Pembimbing 1)
(Pembimbing 2)

di-
Tempat
Assalamu'alaikum Wr. Wb.

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

Nama : **EMILIA FATMA**
NPM : 2001050011
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : **THE USE OF PODCAST ON SPOTIFY TO IMPROVE STUDENTS LISTENING COMPREHENSION AT THE ELEVENTH GRADERS OF SMA N 1 SEKAMPUNG EAST LAMPUNG IN ACADEMIC YEAR OF 2023/2024**

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,
Belum di proses,



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507, Faks (0725) 47296, Website: digilib.metrouniv.ac.id, pustaka.iaim@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-474/ln.28/SU.1/OT.01/06/2024**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : EMILIA FATMA
NPM : 2001050011
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 2001050011

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 03 Juni 2024
Kepala Perpustakaan



As'ad
Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP. 19750505 200112 1 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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 Telp. (0726) 41507; Faksimili (0725) 47296;
 Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Emilia Fatma
 NPM : 2001050011
 Prodi : Tadris Bahasa Inggris
 Judul Skripsi : THE USE OF PODCAST ON SPOTIFY TO IMPROVE STUDENTS LISTENING COMPREHENSION AT THE ELEVENTH GRADERS OF SMA N 1 SEKAMPUNG EAST LAMPUNG IN ACADEMIC YEAR OF 2023/2024

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, Juni 2024

Ketua Prodi TBI


Dr. Much Deiniatur, M.Pd.B.I.
 NIP. 198803082015031006

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by Turnitin Student



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CURRICULUM VITAE



Emilia Fatma, born in Tanjung Harapan, May 14, 2002, the writer is the only child of Nurkalim and Suranti. Emilia is her nickname, still 6 years old when she started her education at Ma'arif Kindergarten in 2007, after graduating in 2008, the writer continued her education at SDN 2 Hargomulyo precisely from 2008 to 2014.

Then the writer continued her education again at SMPN 2 Sekampung in 2014. The writer was known as a diligent and smart student while in junior high school because she was always ranked first and second. After graduating from junior high school in 2016, the writer continued to the next level, namely at SMAN 1 Sekampung. When stepping on the high school bench, the writer entered the favorite class, namely IPA 1. The writer also actively participated in extracurricular activities at school such as Science Olympiad and English Club. Being in the favorite class, the highest ranking of the writer was only at rank 5. After graduating from high school in 2020, the writer continued her higher education at the State Islamic Institute (IAIN) Metro majoring in English Education.