PERPUSTAKAAN STAIN JURAI SIWO METRO

AN UNDERGRADUATE THESIS

THE INFLUENCE OF USING PODCAST AS MEDIA TOWARD THE STUDENTS' LISTENING COMPREHENSION AT THE SECOND SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM AT STAIN JURAI SIWO METRO

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THE INFLUENCE OF USING PODCAST AS MEDIA

TOWARD THE STUDENTS' LISTENING COMPREHENSION

AT THE SECOND SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM

AT STAIN JURAI SIWO METRO

Presented as a Partial Fulfillment of the Requirement
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Program

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ABSTRACT

THE INFLUENCE OF USING PODCAST AS MEDIA TOWARD THE STUDENTS' LISTENING COMPREHENSION AT THE SECOND SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM AT STAIN JURAI SIWO METRO

By: Tri Puji Astuti

One of the language skills that should be learned by English learners is listening. Listening comprehension is the ability of the listener to receive the message that they have heard. By listening, students can get the information and expand the knowledge. Podcast as media will help the students to improve their English vocabulary, pronunciation, and grammar on their listening comprehension. The aim of this research is investigating the influence of using podcast as media toward the students' listening comprehension at the second semester of English Education Study Program at STAIN Jurai Siwo Metro.

This research is quantitative research conducted at the second semester of English Education study program at STAIN Jurai Siwo Metro that involves of 33 students as the samples. The technique sampling was cluster-sampling technique. In collecting the data, the writer used test and documentation. To analyze the data, the writer used t-test to get the data of the students' listening comprehension through questions which consisted of 10 multiple choice.

The findings result shows that, there is an increase score from pre-test to post-test. The average of pre-test is 60 and post-test 92 and indicates that $t_{observed} = 9,106$ is higher than $t_{table} = 1,690$ in level of significant 5% and 2,440 in level of significant 1%. Therefore, it can be concluded that Ha is accepted and Ho is rejected. It means that podcast as media influence toward the students' listening comprehension at the second semester of English Education Study Program at STAIN Jurai Siwo Metro.

Key words: Podcast and Listening Comprehension

ABSTRAK

PENGARUH PENGGUNAAN *PODCAST* SEBAGAI MEDIA

TERHADAP KECAKAPAN MENYIMAK MAHASISWA SEMESTER DUA

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS STAIN JURAI SIWO METRO

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Salah satu kecakapan bahasa yang harus dipelajari oleh pembelajar bahasa Inggris adalah menyimak. Kecakapan menyimak adalah kemampuan dari pendengar untuk menerima pesan yang telah mereka dengarkan. Dengan menyimak, para mahasiswa bisa mendapatkan informasi dan memperluas pengetahuan. *Podcast* sebagai media akan membantu para mahasiswa untuk meningkatkan kosa kata, pengucapan, dan tatabahasa pada kecakapan menyimak mereka. Tujuan penelitian ini adalah untuk meneliti pengaruh penggunaan *podcast* sebagai media terhadap kecakapan menyimak mahasiswa semester dua Program Studi Pendidikan Bahasa Inggris (PBI) di STAIN Jurai Siwo Metro.

Penelitian ini merupakan penelitian kuantitatif yang telah dilakukan pada semester dua Program Studi Pendidikan Bahasa Inggris (PBI) di STAIN Jurai Siwo Metro yang terdiri dari 33 mahasiswa sebagai sampelnya. Teknik sampling yang digunakan adalah *cluster-sampling*. Dalam pengumpulan data, penulis menggunakan tes dan dokumentasi. Untuk mengolah data, penulis menggunakan t-test untuk memperoleh data pemahaman mendengar siswa melalui pertanyaan yang berjumlah 10 soal pilihan ganda.

Hasil penelitian ini menunjukkan adanya pertambahan nilai dari pre-test ke post-test. Rata-rata pre-test yaitu sebesar 60 dan post-test yaitu 92 menunjukan bahwa $t_{observed} = 9.106$ lebih tinggi daripada $t_{table} = 1,690$ di level signifikan 5% dan 2,440 di level signifikan 1%. Oleh karena itu dapat disimpulkan bahwa Ha diterima dan Ho ditolak. Hal ini berarti bahwa *podcast* sebagai media berpengaruh terhadap kecakapan menyimak mahasiswa semester dua Program Studi Pendidikan Bahasa Inggris (PBI) di STAIN Jurai Siwo Metro.

Key words: Podcast and Pemahaman Mendengar

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Assalamu'alaikumWr. Wb.

We have given guidance and enough improvement to the undergraduate thesis which is written by:

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

Wassalamu'alaikumWr. Wb.

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RATIFICATION PAGE
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An undergraduated thesis entitlted:

"The Influence of Using Podcast as Media Toward the Students' Listening Comprehension at The Second Semester of English Education Study Program At STAIN Jurai Siwo Metro" written by Tri Puji Astuti, Student Number 1177427, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah Department on Monday, August 24th, 2015 at 01.00- 03.00 p.m.

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STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

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The writer,



TRI PUJI ASTUTI
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MOTTO

....إِنَّ مَايُغَيِّرُواحَتَّىمبِقَوْمَايُغَيِّرُلاالله بِأَنْفُسِهِمْ.

Allah does not change a people's lot unless they change what is in their hearts.
(QS. Ar Ra'd 13:11)

Education is the most powerful weapon which you can use to change the world.

(Nelson Mandela)

Courage is what it takes to stand up and speak, courage is also what it takes to sit down and listen. **(Winston Churchill)**

DEDICATION PAGE

This Undergraduate Thesis is dedicated to:

The lord of anything in the world Allah SWT

&

I highly dedicate this undergraduate thesis to

my beloved parents Mr. Sumadi and Mrs. Sukarmi,

my lovely sisters Pur Waningsih and Dwi Lestari,

and my little cute niece, And my best friends

"Brows Group" and Sri Stiyani, also all of my friends,

I really love them.

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Praise is only to Allah SWT, the Lord of the Universe, the inspiration of my life, that I can finally accomplish this undergraduate thesis entitled "the influence of using podcast as media toward the students' listening comprehension at the second semester of English Education Study Program at STAIN Jurai Siwo Metro". The undergraduate thesis is written as a partial fulfillment of in STAIN Jurai Siwo Metro.

First of all, the deepest gratitude would be addressed to my beloved parents, Sumadi and Sukarmi for their endless love, for understanding and supporting me to finish the undergraduate thesis, and always pray for me to be a successful person someday (amen).

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With limitation of ability of the writer, still many mistakes in writing and presentation items. Therefore, the writer apologize hopefully this thesis can be benefit to all of us properly.

Metro, August 2015

The writer,

Tri Puji Astuti

St.N 1177427

TABLE OF CONTENTS

COVER i
ABSTRACT iii
NOTA DINAS v
APPROVAL PAGE vi
RATIFICATION PAGE vii
STATEMENT OF RESEARCH ORIGINALITY viii
MOTTO ix
DEDICATION PAGE x
ACKNOWLEDGEMENT xi
TABLE OF CONTENTS xii
LIST OF TABLES xiv
LIST OF ILLUSTRATION xv
ABBREVIATION xvi
GLOSSARY xvii

CHAPTER I INTRODUCTION 1
A. Background of Study 1
B. Problem Identification 5
C. Problem Limitation 5
D. Problem Formulation 5
E. Objectives and Benefits of the Study 6

CHAPTER II REVIEW OF THE RELATED THEORIES 7
A. Theoretical Review 7
1. Listening Comprehension 7
a. Concept of Listening Comprehension 7
b. Types of Reading 8
c. Process of Listening 9
d. Principles of Listening Comprehension 10
e. Teaching and Learning Listening in the Classroom ... 12
2. Podcast as Media 12
a. Concept of Podcast as Media 12
b. Podcast to Support Teaching and Learning Process .. 14
c. Podcast to Improve Listening Comprehension 15
d. Podcast as Language Learning Materials 16
e. Advantages for Using Podcast 17
f. Disadvantages for Using Podcast 19

B. Theoretical Framework and Paradigm 19
1. Theoretical Framework 19
2. Paradigm 20
C. Hypotheses Formulation 21

CHAPTER III RESEARCH METHOD 23
A. Research Design 23
B. Population and Sampling Technique 24
C. The Operational Definition of Variables 25
D. Data Collection Method 28
E. Research Instrument 29
F. Data Analysis Technique 31

CHAPTER IV RESULT OF THE RESEARCH 33
A. Description Of Data 33
1. Research Setting 33
2. Research Data 36
B. Hypothesis Testing 47
C. Interpretations 52
D. Limitations 53

CHAPTER V CONCLUSIONS AND SUGGESTIONS 55
A. Conclusions 55
B. Suggestions 55

BIBLIOGRAPHY
LIST OF APPENDIXES
CURRICULUM VITAE

LIST OF TABLES

1. The Data of the Students' Listening 1 Score 3
2. The Pre-test Score of Students' Listening in Experimental Class 36
3. Frequency Distribution of the Pre-test Score in Experimental Class 38
4. The Pre-test Score of Students' Listening in Control Class 39
5. Frequency Distribution of the Pre-test Score in Control Class 41
6. The Post-test Score of Students' Listening in Experimental Class 42
7. Frequency Distribution of the Post-test Score in Experimental Class ... 44
8. The Post-test Score of Students' Listening in Control Class 45
9. Frequency Distribution of the Post-test Score in Control Class 47
10. The Differences between the Result of Pre-test and Post-test Score 48
11. Critical Value of t_{table} 51
12. Interpolation 51

LIST OF ILLUSTRATION

1. The Paradigm of Using Podcast as Media and Students' Listening Comprehension 20

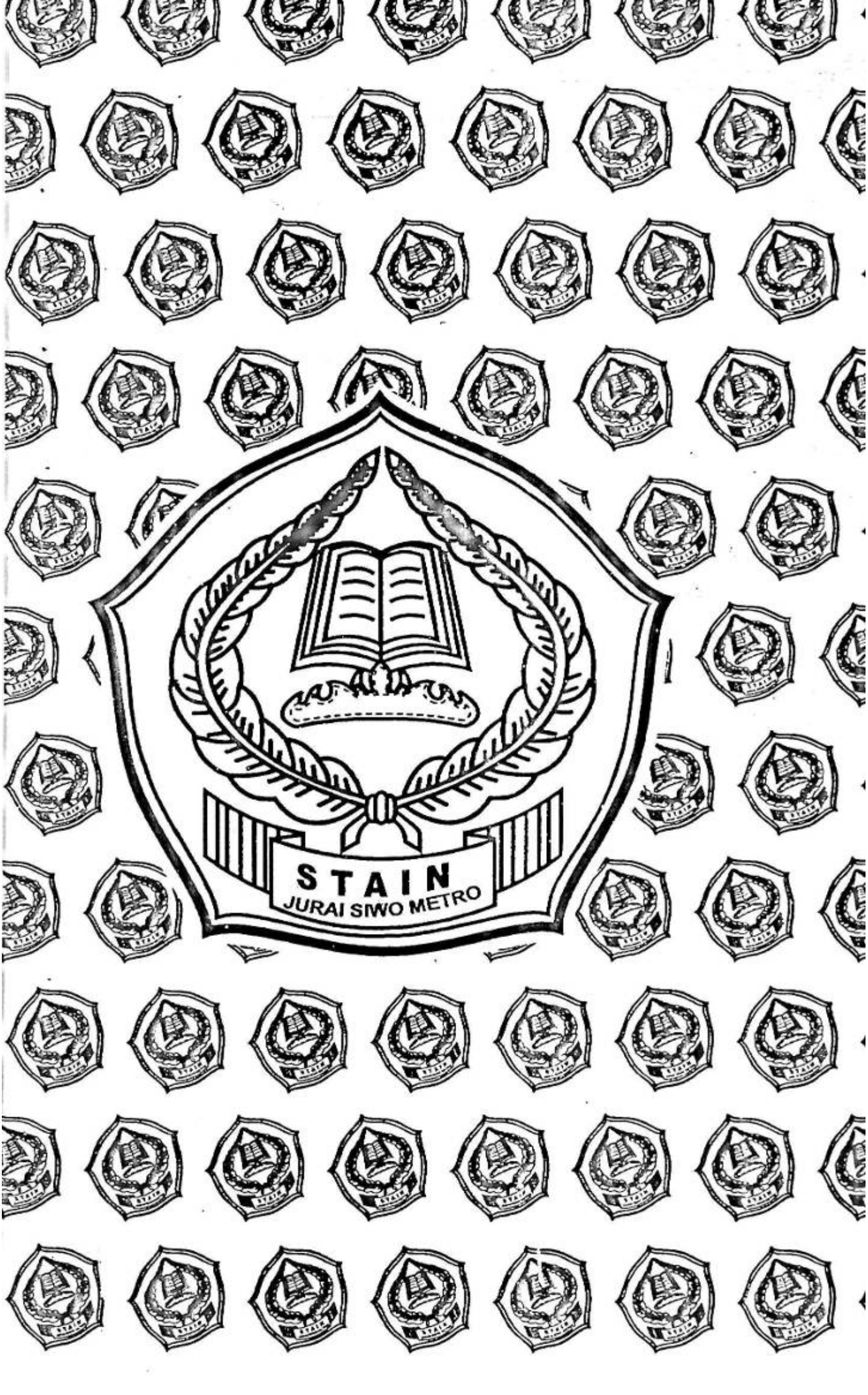
2. The Average of Pre-test and Post-test Score 49

ABBREVIATION

YKIL	: Yayasan Kesejahteraan Islam Lampung
PAI	: Islamic Education Study Program
PBA	: Arabic Education Study Program
PBI	: English Education Study Program
PGMI	: Islamic Elementary School Education Study Program
PGRA	: Islamic kindergarten Education Study Program
ESy	: Syari'ah Economy
AS	: Ahwal Syakhsiyyah
PBS	: Syari'ah Banking
HESy	: Low of Syari'ah Economy
KPI	: Islamic Broadcasting Communication
BSA	: Arabic Literature
Ha	: Alternative Hypothesis
Ho	: Null Hypothesis

GLOSSARY

Podcast	:	An audio file that downloads from the Internet.
Transactional Listening	:	One way listening-typically associated with the transfer of information.
Interactional Listening	:	Two way listening-typically associated with maintaining social relation.
Listening Comprehension	:	The ability of the listener to receive the message from the listening record that they have heard.
Bottom-up Processes	:	The processes the listener uses to assemble the message piece-by-piece from the speech stream, going from the parts to the whole.
Top-down Processes	:	The processes listener in going from the whole-their prior knowledge and their content and theoretical schemata-to the parts.
Quantitative Research	:	A research which explaining phenomena by collecting numerical data that will analyze by using mathematically based on methods (in particular statistics).
Experimental Designs	:	To known as 'the scientific method' due to their popularity in scientific research where they originated.
Cluster Sampling	:	A surveying whole clusters of the population decide through a defined random sampling strategy.


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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language as the tool of communication has an important role to reveal an intention to someone else. Language is a means of communication that use to transfer information, ideas, and feelings from one person to another. Therefore, English can be used to communicate, interact, negotiate with others, and it is a set of rule by human as a tool of their communication in their routines.

English is an international language, therefore English is the language that is very important and is needed to communicate with people in the world who are nationally and internationally, no one will be able to communicate internationally without using English. We need to communicate among the societies from different countries. As a result, the mastering of English is something that is very essential for everybody who wants to increase his or her knowledge and communication that is why English is very important language.

English is also use as a foreign language in Indonesia. Therefore, learning English is very important for us. Especially, English is one of lessons in Indonesian formal education, from elementary school until senior high school. English also becomes one of the education study programs in a

university. Besides that, the government also decides English as one of important lessons that is test in the national examination. Consequently, every formal level education in Indonesia provides English teaching.

In learning language, there are some basic skills that the students have to master. One of these basic skills is listening. Listening is one of the most important communication skills that we can acquire. The importance of listening is even clearer when we consider how we use it in our personal and professional lives. Listening helps the students build and maintain relationship. It can even help the students determine whether the person we are talking to is being deceitful. We highlight how you can become a better listener by listening critically and using verbal and nonverbal communication effectively.

Listening is the active process of accept, build of meaning, answer to speak and write massages. It means the ability to preserve information, as well as to respond empathically and appreciatively to speak and write messages. As you can see, listening involves more than simply hearing. Notably, listening is an active process involving the construction and retention of and reaction to meanings we assign to information.

A podcast is an audio file that downloads from the Internet. After the students download it, they can listen to it on their computer or on an MP3/portable music player (for example, an iPod or iRiver).[1] Moreover, one

[1] http://WEB/ESL Podcast Blog » What is ESL Podcast .html. Accessed: 18 January 2015.

way to attract the students' attention in learning English especially for listening is using English Podcast as a media.

In the area of language teaching, applications for listening have become increasingly popular, and 'podcasting' in particular appeals to language learners. Podcasts can provide additional up to date and authentic listening practice both inside and outside the classroom.

In fact, the writer found some problems that was indicated on the students' listening comprehension at the first semester of English Education Study Program at STAIN Jurai Siwo Metro in the Academic Year of 2014/2015, as follows: firstly, the students' listening comprehension is still low. Secondly, many students are low score in listening comprehension. Thirdly, the media and teaching technique are less interesting. Fourthly, the students are less interested in joining listening class. Lastly, most of the students faced the difficulties to comprehend the listening record.

Based on the problems above that were supported by the data and it was conducted on January 6, 2015. The writer got the data of listening 1 from semester score, as follows:

Table 1

The Data of the Students' Listening 1 Score at Class A

No.	Score	Frequency	Categories	Percentage
1.	75-88	3	High	7%
2.	63-74	11	Average	24%
3.	51-62	31	low	69%
Total		**45**		**100%**

Source : Mr. Uslih, S.Pd.I, The listening 1 lecturer of STAIN Jurai Siwo Metro.

Based on the pre-survey, the writer got listening score data from the listening teacher. We can see that from 45 students, there are 3 students (7%) who passed with the highest score is 88, and there are 31 students (69%) who failed with lowest grade is 51 in listening test. From explanation above, it can be concluded that the students' listening comprehension is categorized into low category.

The description above shows that the students low score in listening subject. In line with the problems above, the writer will use the media to improve the students' listening comprehension. The teaching activities must be planned well in such a way that learning will become interesting, it will be able do by using podcast. The podcast on this site will help the students to improve their English vocabulary, pronunciation, and grammar on their listening skills.

Based on the statement above, the writer assumes that the students' listening comprehension can be improved by using podcast as media at the second semester of English Education Study Program at STAIN Jurai Siwo Metro in the Academic Year of 2014/2015.

B. Problem Identification

Referring to the background above, the problems can be identified as follows:

1. The students' listening comprehension at the first semester of English Education Study Program at STAIN Jurai Siwo Metro in the Academic Year of 2014/2015 is still low.
2. Many students are low score in listening comprehension.
3. The media and teaching technique are less interesting.
4. The students are less interested in joining listening class.
5. Most of the students faced the difficulties to comprehend the listening record.

C. Problem Limitation

From the problems identification above the writer focus on the students' listening comprehension at the second semester of English Education Study Program at STAIN Jurai Siwo Metro in the Academic Year of 2014/2015.

D. Problem Formulation

Based on problems identification above, the writer formulated the problem in this research as follows "is there any positive and significant influence of using podcast as media toward listening comprehension at the

second semester of English Education Study Program at STAIN Jurai Siwo Metro in the Academic Year of 2014/2015?"

E. Objectives and Benefits of the Study

1. Objectives of the study

The objective of this research is to find out whether there is an influence of using podcast as media toward the students' listening comprehension.

2. Benefits of the study

a. For the Student

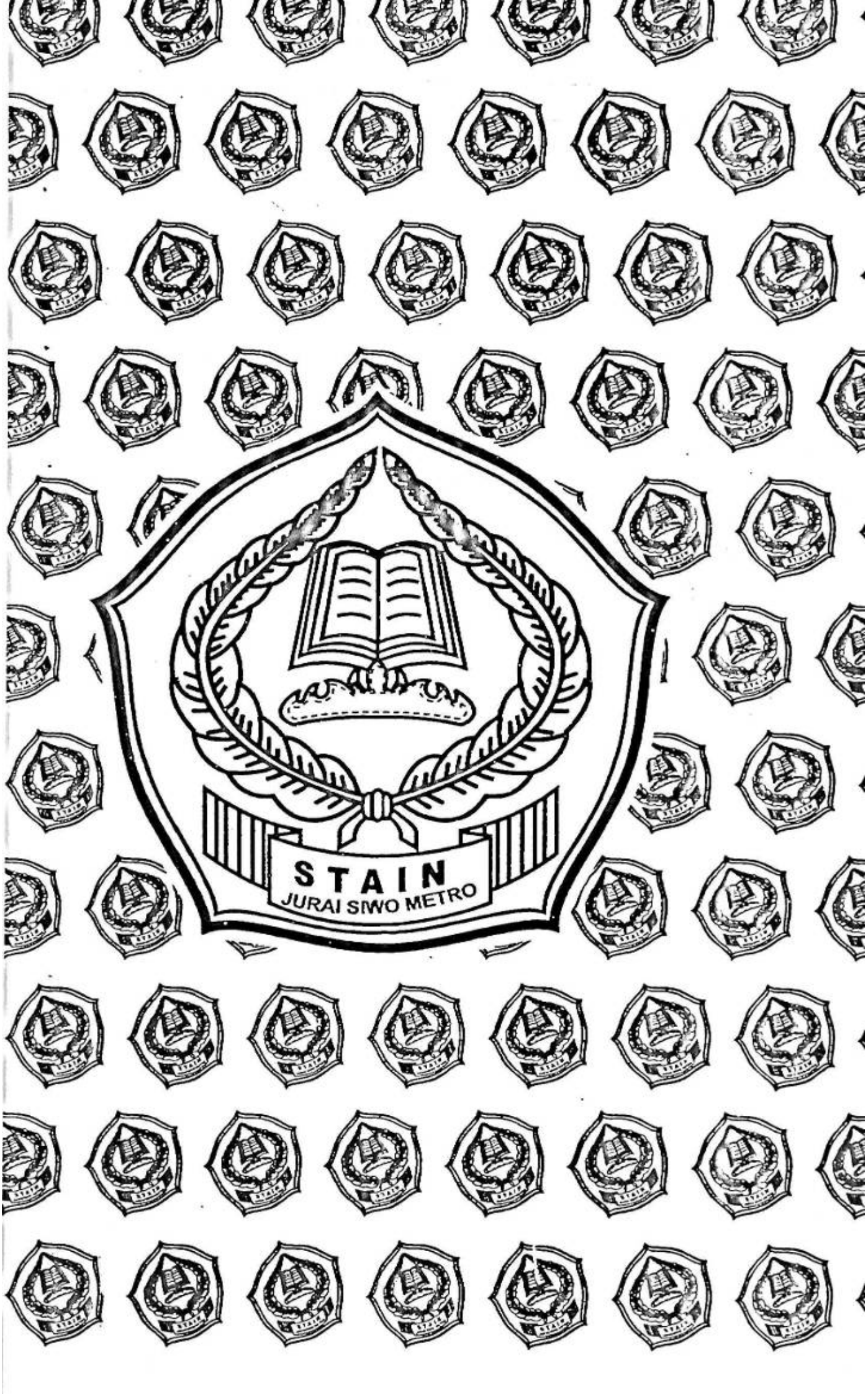
The writer hopes that this research can help the students to solve their problems in listening comprehension by using podcast as media in teaching English in the class.

b. For the Lecturer

This study is hopefully will be able to make the lecture more innovative in using media in listening teaching to solve the problems that are faced by the students.

c. For the Principle of STAIN Jurai Siwo Metro

It is hopefully can be a positive contribution to the teaching listening in English study program.


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listening process a listener understands and translates the message addressed to him into meaning in his mind.[5]

According to David, listening comprehension is an extremely important skill because adults spend nearly half of their communication time on listening.[6]

Brown states the meaning of listening comprehension as a psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain.[7]

Anderson and Lynch assert that the main point of listening skill is the listeners' comprehension. Listeners' comprehension is their ability to understand the message that has received.[8]

From the some explanation above, the writer concluded that listening comprehension is the ability of the listener to receive the message from the listening record that they have heard.

b. Types of Listening

We can distinguish the types of listening, here are the follows:

1) One way listening-typically associated with the transfer of information (transactional listening)
2) Two way listening-typically associated with maintaining social relation (interactional listening)

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[5]F.Byrne, *Principle of language learning and teaching*. Prentice Hall inc, New Jersey, 1980

[6]David, J. Mendelshon, & Joan Rubin. *A Guide for the Teaching of Second Language Listening*. Inc USA: Dominie Press, 1995. P.132

[7]Brown, H. Douglas. *Teaching by Principles*,.P.249

[8]A.Anderson, & T. Lynch.*Listening*. Oxford: Oxford University Press, ,1988. P.9

One way listening can be seen in the extensive use of monologues in older listening materials. Two way listening can occur in our every day interaction.

According to Richards, we can be classified the type of the listening by a number of variables. They are the purpose of listening, the role of listener, and the type of being listened.[9]

c. Process of Listening

As asserted by Nation and Jonathan, the process of listening are:

1) Bottom-up Processes

These are the processes the listener uses to assemble the message piece-by-piece from the speech stream, going from the parts to the whole. Bottom-up processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive.

2) Top-down Processes

Top-down processes involve the listener in going from the whole-their prior knowledge and their content and theoretical schemata-to the parts. In other word, the listener uses what they know of the context of communication to predict what the

[9] Jack, C. Richards & Willy, A. Renandya. *Methodology and Language Teaching: An Anthology of Current Practice.* New York: Cambridge University Press, 2002. P. 239

message will contain, and uses parts of the message to confirm, correct or add to this. The key process here is inferencing.[10] When we put these two types of processing together, we see listening not as a single skill, but as a variety of sub-skills.

d. Principles of Listening Comprehension

M. Celce-Murcia suggests that a set of principles for teaching listening in the second language classroom:

1) **Increase the amount of listening time in the second language class.** Make listening the primary channel for learning new material in the classroom. Input must be interesting, comprehensible, supported by extra linguistics material, and keyed to the language lesson.
2) **Use listening before other activities.** At beginning and low-intermediate levels, have students listen to material before they are required to speak, read, or write about it.
3) **Include both global and selective listening.** Global listening encourages students to get the gist, main idea, topic, situation, or setting. Selective listening points student attention to details of form and encourages accuracy.
4) **Activate top-level skills.** Give advance organizers, script activators, or discussions which call up students' background knowledge. Do this before students listen. Encourage top-down processing at every proficiency level.
5) **Work towards automaticity in processing.** Include exercises which build both recognition and retention of the material. Use familiar material in novel combinations. Encourage over learning through focus on selected formal features. Practice bottom-up processing at every proficiency level.
6) **Develop conscious listening strategies.** Raise students' awareness of text features and of their own comprehension processes. Encourage them to notice how their processing operations interact with the text. Promote flexibility in the many strategies they can use to understand the language. Practice interactive listening, so that they can use their bottom-

[10]I.S.P nation, and Jonathan Newton, *Teaching ESL / EFL Listening and Speaking*. New York: Routledge 270 Madison Ave, 2009. P.30

up and their top-down processes to check one against the other.[11]

According to Brown, types of classroom listening comprehension can be identifies as follows:

1) Reactive
   Reactive listening can play in an interactive classroom is in brief choral or individual drills that focus on pronunciation.
2) Intensive
   Techniques whose only purpose is to focus on components (phonemes, words, intonation, discourse markers, etc.) of discourse may be considered to be intensive as opposed to extensive in their requirement that students single out certain elements of spoken language. They include the bottom-up skills that are important at all levels of proficiency.
3) Responsive
   A significant proportion of classroom listening activity consist of short stretches of teacher language designed to elicit immediate responses.
4) Selective
   The purpose of such performance is not to look for global or general meanings, necessarily, but to be able to find important information in a field of potentially distracting information. Selective listening differs from intensive listening in that the discourse is in relatively long lengths.
5) Extensive
   This sort of performance aims to develop a top-down, global understanding of spoken language. Extensive listening may require the student to invoke other interactive skills (e.g. note-king and/or discussion) for full comprehension.
6) Interactive
   Finally, there is listening performance that can include all five of the above types as learners activity participate in discussions, debates, conversations, role-plays, other pair and group work.[12]

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[11] Celce-Murcia, M. *Teaching English as a Second or Foreign Language*, Third Edition. United States: Heinle & Heinle. P.89

[12] Brown, H. Douglas. *Teaching by Principles*,.P. 255-258

e. Teaching and Learning Listening in the Classroom

Vandergrift & Christine pointed out that Listening activities in many language classrooms tend to focus on the outcome of listening; listeners are asked to record or repeat the details they have heard, or to explain the meaning of a passage they have heard. In short, many of the listening activities do little more than test how well they can listen.[13]

2. Podcast as Media

a. Concept of Podcast as Media

Ashley Deal stated that podcasting is a means of publishing audio and video content on the web as a series of episodes with a common theme. These episodes are accompanied by a file called a "feed" that allows listeners to subscribe to the series and receive new episodes automatically.[14]

According to Fall, a podcast is a digital media file that is sent over the internet. This file can be played on computers or mobile devices such as MP3 players or mobile phones. Podcast allows syndication feed, which send digital files to the user automatically every new content uploaded to the site. Podcasts can be likened to

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[13]Vandergrift, Larry & Christine C.M. Goh. *Teaching and learning,*. P. 4

[14] Deal, Ashley. "Teaching With Technology". *Podcast: A Teaching with Technology White Paper.* 4 June 2007. P. 2

e. Teaching and Learning Listening in the Classroom

Vandergrift & Christine pointed out that Listening activities in many language classrooms tend to focus on the outcome of listening; listeners are asked to record or repeat the details they have heard, or to explain the meaning of a passage they have heard. In short, many of the listening activities do little more than test how well they can listen.[13]

2. Podcast as Media

a. Concept of Podcast as Media

Ashley Deal stated that podcasting is a means of publishing audio and video content on the web as a series of episodes with a common theme. These episodes are accompanied by a file called a "feed" that allows listeners to subscribe to the series and receive new episodes automatically.[14]

According to Fall, a podcast is a digital media file that is sent over the internet. This file can be played on computers or mobile devices such as MP3 players or mobile phones. Podcast allows syndication feed, which send digital files to the user automatically every new content uploaded to the site. Podcasts can be likened to

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[13]Vandergrift, Larry & Christine C.M. Goh. *Teaching and learning,*. P. 4

[14] Deal, Ashley. "Teaching With Technology". *Podcast: A Teaching with Technology White Paper.* 4 June 2007. P. 2

radio online posted on the Web, the receiver can determine what will she listen to and when.[15]

Gillian Stewart explains that a podcast is simply an audio program that is usually distributed on the internet and can be downloaded from a website or a school server and listened to on a computer or a portable MP3 player.[16] In other words, a 'podcast' is simply request media file that can be automatically downloaded from the web to a computer or portable media player, such as an iPod, for listening offline.[17]

A podcast is a digital media file that is sent over the internet. This file can be played on computers or mobile devices such as MP3 players or mobile phones. Podcast allows syndication feeds, which send digital files to the user automatically every new content uploaded to the site. Podcasts can be likened to radio online posted on the web, the receiver can determine what will she listen to and when.[18]

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[15] Fall. *Podcast Creation Guide* 2005. P. 5

[16] Stewart, Gillian. "Using Podcast In The Classroom." *I Teach Quality Learning Teaching Induction & Early Professional Development.* BELB Induction/EPD Team, October 2010. P. 2

[17] Barry, Tim & Grant Abt. "A Strategy for Using Podcasts for Teaching and Learning in the Biosciences". *Podcasting Exercise Physiology – Enhancing the student experience: Podcasting strategy.* Available from: http://www.bioscience.heacademy.ac.uk/resources/projects/barry.aspx. Accessed: 1 March 2015.

[18] Forrest W. Parkay and Beverly Hardcastle Stanford. *Menjadi Seorang Guru Edisi Kedelapan.* Wasi Dewanto. Becoming a Teacher Eighth Edition. Jakarta: PT Indeks. 2011. Jilid 2. P. 192

b. Podcast to Support Teaching and Learning Process

Podcasting has the potential to support and promote a wide range of alternative teaching and learning approaches across all stages of the curriculum in a wide range of contexts and in different locations both within and away from school.

i) *Teachers might use podcasting to*:
   a) ensure that curriculum activities take cognizance of this emerging and increasingly utilized pupil friendly technology,
   b) promote personalized and independent learning which are important features of the revised Northern Ireland Curriculum,
   c) create audio material for learning 'on demand', anytime/anywhere, e.g. lessons and instructions for homework and exam revision which students and their parents can access in their own time,
   d) engage and motivate students, e.g. challenge students to progress beyond written work and PowerPoint to present and submit podcasts which do not entail the same complexity as digital video,
   e) promote creativity in the classroom, e.g. invite students to create a podcast to meet a real need such as an element of coursework or a survey,
   f) supplement existing text resources and audio methodologies such as CDs to support the development of oral and aural literacy skills across the curriculum, e.g. getting students to listen to podcasts to help them develop their critical faculties,
   g) provide additional tailored content linked directly to class activities within the context of the different curriculum areas, e.g. audio explanations by the teacher of key scientific concepts to complement text book material and support students' comprehension,
   h) create differentiated materials that can be matched to the abilities, needs and motivation of different students, e.g.
      (1) audio extension activities for Gifted and Talented students
      (2) audio support materials for SEN students, including sight impaired students, e.g. an instructional activity for a science experiment recorded by the teacher or classroom

assistant to help break down the learning into more 'manageable chunks'

i) Share:
   (1) Experiences of teaching their subject with other teachers
   (2) News or media stories related to their area of learning with students and colleagues

2) *Pupils might use podcasting:* to plan, prepare, record and broadcast their work to a wider audience both within and beyond school. By producing a podcast for public consumption, they will often be inspired and motivated to not only be their most creative but also to use and develop a wide range of skills including:
   a) Thought showering
   b) Team work
   c) Story boarding
   d) Script writing
   e) Rehearsing
   f) Time keeping
   g) Drafting and editing
   h) Accuracy and presentation
   i) Uploading podcasts to the school intranet/website/internet
   j) Receiving and responding to feedback from others to their podcasts.[19]

c. Podcasts to Improve Listening Comprehension

Podcasts offer a 'real-life listening' source that allows all second language listeners to benefit from it. Constantine (2007) explained the importance of using podcasts in the listening class: Even at the beginning levels, learners can benefit from global listening even if they only listen from three to five minutes a day. Beginning students will be exposed to the new language . . . The intermediate learner has a need for authentic texts and to be

[19] Stewart, Gillian. "Using Podcast In The Classroom." *I Teach Quality,*. P. 6-7.

exposed to a variety of voices. By the time learners reach the advanced stage, they must be able to learn from listening.[20]

McMinn (2008) also pointed out that language instructors are able to help learners to practice a foreign language outside the classroom by encouraging them to use podcasts to improve their language skills. Teachers sometimes use the same materials to enhance listeners' performance over and over; in contrast, podcasts can present fresh ideas and motivation.[21]

Based on the definition above, the writer can conclude that using podcasts in a language class helps learners to understand the content and to improve their proficiency and their listening comprehension.

d. Podcasts as Language Learning Materials

You can use podcasting to find interesting and up to date resources for your classes, to encourage learners to listen to audio materials on topics they are interested in, and you can even make your own podcasts, or ask your class to make some.[22]

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[20] Constantine, P. Podcasts: Another source for listening input. *The Internet TESL Journal.* 2007. Available from: http://iteslj.org/Techniques/Constantine-PodcastListening.html. Accessed: 23 January 2015.

[21] McMinn, S. W. J.. Podcasting possibilities: Increasing time and motivation in the language learning classroom. 2008. Available from: http://www.eife-l.org/publications /proceedings/ilf08/contributions/improving-quality-of-learning-with-technologies/McMinn.pdf. Accessed: 24 January 2015.

[22] http://dots.ecml.at/.P. 2

Rosell-Aguilar (2007) suggested that the podcast resources so far made available for language learning can be categorized into two main groups: the first consisting of authentic content provided by native speakers or advanced learners, not intended to teach language and referring to subjects such as news, football, or radio programming. The second group is comprised of language courses or teaching content specifically designed for language learning. The latter are classified into two subgroups: materials designed for a known audience. such as: the materials provided by teachers, institutions or students themselves for use with their classes (which may include audio recordings of texts, oral quizzes, oral feedback, and vocabulary items) and supporting materials designed for independent learners not enrolled on a particular course that are delivered as public podcasts.[23]

e. Advantages for Using Podcast

Listening activities using podcasts can have great effects as an authentic resource geared specifically toward each level, and teachers should encourage learners to use podcasts outside of the classroom on their iPods or cell phones or by downloading directly from the Internet.

[23]Rosell-Aguilar, F. Top of the Pods - In search of a podcasting "podagogy" for language learning. *Computer Assisted Language Learning, 20*(5), 471–492. 2007. Available from: http://dx.doi.org/10.1080/09588220701746047. Accesed: 7 April 2015.

As Boulos, Maramba & Wheeler suggested Podcast may also accommodate a wide variety of learning strategies for students. While some students learn most effectively by taking notes during a lecture and reviewing these in their own study time, others learn more effectively by active listening, without taking notes.[24]

All the students identified the same benefits to podcasting technology:

1) The ability to access course content on a twenty-four-hour basis,
2) The chance to take their learning mobile so that listening can be done on the bus, at the gym, or on a walk between classes,
3) The creativity factor when making podcasts: they can present the content in a way that they choose,
4) The ease of access: podcasts can be easily downloaded from the Internet for free.[25]

Moreover, podcasts are an important tool to use in the class to enhance listening comprehension because they are easy to use in the classroom and encourage long-term learning outside of class as well.

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[24] Boulos, M. N. K., Maramba, I. & Wheeler, S. (2006). Wikis, blogs and podcasts: A new generation of web-based tools for virtual collaborative clinical practice and education. BMC Medical Education. Available From: http://www.biomedcentral.com/1472-6920/6/41. Accessed: 18 January 2015.

[25] Windham, Carie. *Confessions of a Podcast Junkie.* Educause Review, May/June 2007. P. 68

f. Disadvantages for Using Podcast

Palmer & Devitt states that Podcast has also been argued to lead to passive learning with students focusing on the audio facility rather than actively engaging with the lecture content.[26]

B. Theoretical Framework and Paradigm

1. Theoretical Framework

Creswell has described the theoretical framework of a study as dependent on the research's worldview and culminating in a selection of a qualitative or quantitative paradigm.[27] A research must have a theoretical framework as a concept for basic in research. There are two variable in this research. There are independent variable (X) and dependent variable (Y). The independent variable (X) is podcast and the dependent variable (Y) is listening Comprehension.

The writer thinks that if podcast media can influence in students' listening comprehension, so the lecture can use podcast as a media in teaching listening. By using podcast, the students make their listening be more enjoyable and attractive. They can find out the correct answer and know the meaning of the recording. The most important of using podcast is accessible for the students, so the students can learn listening

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[26] Scutter, Sheila, Ieva Stupans, Tim Sawyer and Sharron King. *How do students use podcasts to support learning?*. Australasian Journal of Educational Technology. 2010, 26(2), 180-191

[27] Tonette, S.Rocco& Tim, Hatcher. *The Handbook of Scholarly Writing and Publishing.* San Francisco: Jossey-Bass, 2011. P.119

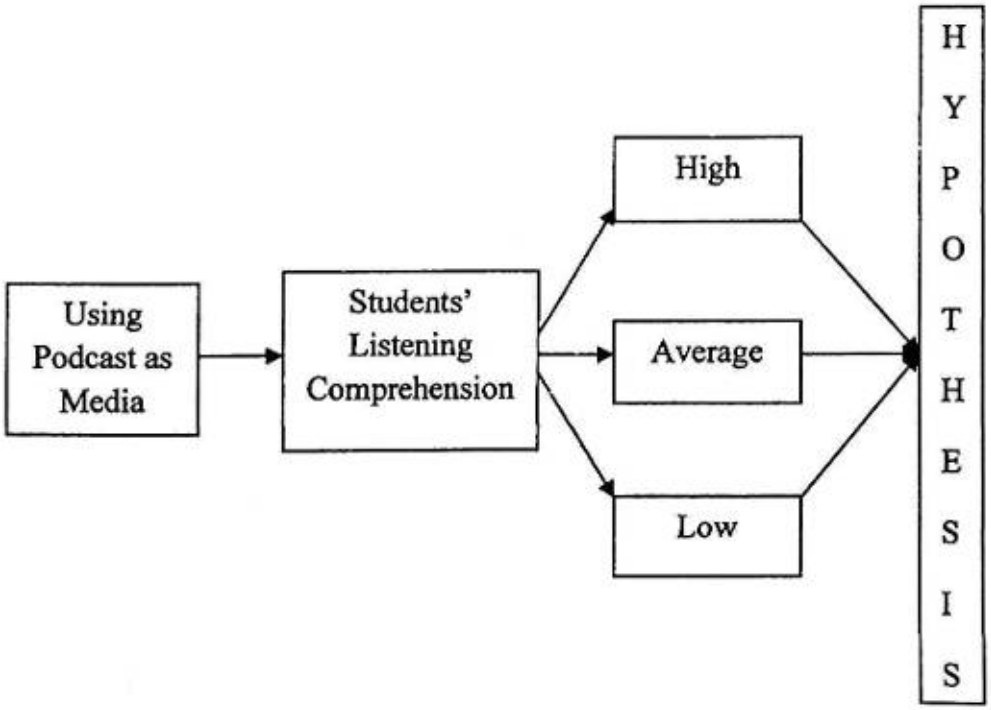
everywhere. Therefore, they can comprehend the information from the recording well.

2. Paradigm

According to Sugiyon, paradigm is the pattern of correlated the variables.[28] It means that the pattern shows the relationship between the variables in the research. Based on the theoretical framework above the writer describes the paradigm as following:

Figure 1

The Paradigm of Using Podcast as Media and Students' Listening Comprehension at the Second Semester of English Education Study Program at STAIN Jurai Siwo Metro



[28]Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D.* Bandung: Alfabeta. 2011. P. 42

Theoretical framework in this research is if podcast influence high, the grade students' listening comprehension will be high too. If podcast influences low, the grade of students' listening comprehension will be low too. So, there is a positive and significant influence of using podcast as media toward the students' listening comprehension.

C. Hypotheses Formulation

Donald Ary, et.al state that a hypothesis should be presented in the form of a concise declarative statement. A complete and concisely stated hypothesis makes clear what the researcher needs to do to test it. It also provides the framework for presenting the findings of the study.[29]

The writer used in experiment in order to compared the group. Based on the statement above, it can be understood that hypothesis may be precisely defined as a tentative proposition suggested as a solution to a problem or as an explanation of some phenomena's.



The formulation of the hypothesis as follows:

1. Alternative Hypothesis (Ha)

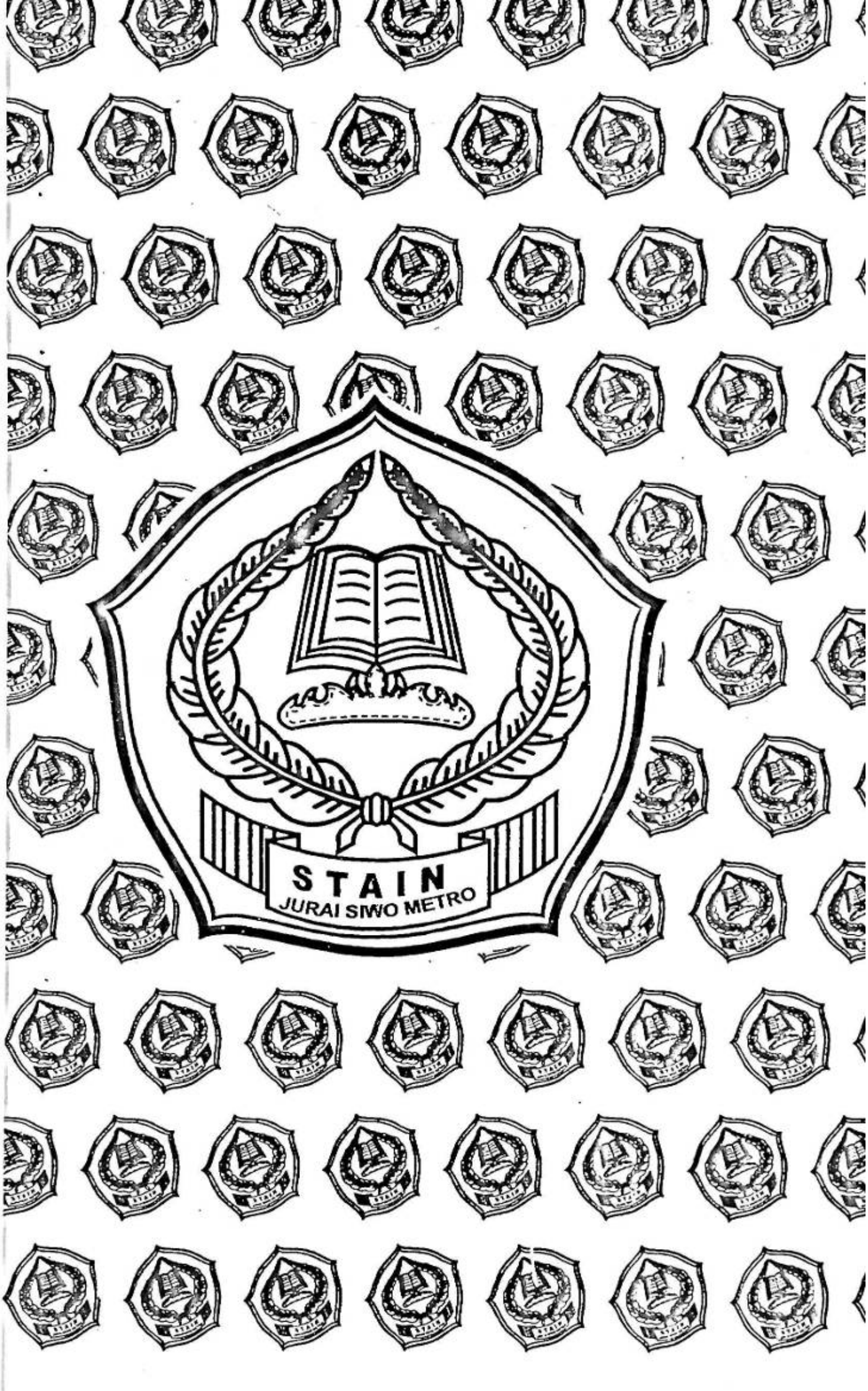
   Ha : There is a positive and significant influence of using podcast as media toward students' listening comprehension at the Second Semester of English Education Study Program at STAIN Jurai Siwo Metro.

[29]Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, Asghar Razavieh, *Introduction to Research in Education.* 8th Edition. USA: Wadsworth, 2010. P. 90.

2. Null Hypothesis (Ho)

Ho : There is no positive and significant influence of using podcast as media toward students' listening comprehension at the second semester of English Education Study Program at STAIN Jurai Siwo Metro.

The research hypothesis is there is a positive and significant influence of using podcast as media toward students' listening comprehension at the second semester of English Education Study Program at STAIN Jurai Siwo Metro.


STAIN
JURAI SIWO METRO

CHAPTER III

RESEARCH METHOD

A. Research Design

The research is a quantitative research which explaining phenomena by collecting numerical data that will analyze by using mathematically based on methods (in particular statistics)[30]. In addition, Bambang Setiadi states that research in teaching foreign language has a very important role to improve the outcome of the process of learning the language.[31] It means that the researcher involve herself in the teaching learning process.

The writer will use the quantitative research in the form of experimental design. According to Daniel, experimental designs are known as 'the scientific method' due to their popularity in scientific research where they originated.[32]

This research involves two variables; there are independent and dependent variable. The independent variable is podcast (X) and dependent variable is the students' listening comprehension (Y). The writer will conduct the research in the second semester of English Education Study Program at STAIN Jurai Siwo Metro.

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[30]Muijs, Daniel. *Doing Quantitative Research in Education.* London: Sage Publication, New Delhi: Thousand Oaks. 2004.P.1

[31]Setiadi, Bambang. *Metode Penelitian Untuk Pengajaran Bahasa Asing.*Yogyakarta: GrahaIlmu. 2006. P.1

[32]Muijs, Daniel. *Doing Quantitative Research,*. P. 1

The research will focus in whether there is any positive and significant influence of podcast toward students' listening comprehension at the second semester of English Education Study Program at STAIN Jurai Siwo Metro. So, the writer will use experimental design.

B. Population and Sampling Technique

1. Population Technique

Daniel Muijs defines the population is the group that want to generalize your discover.[33] Besides that, John W. Creswell stated that a population is a group of individuals who have the same typical.[34]

The entire group of people or set of objects, including those not in the study.[35] Moreover, the population of this research will be the students at the second semester of English Education Study Program at STAIN Jurai Siwo Metro, which is consist of 164 students.

2. Sampling Technique

Prof. Dr. Samy Tayie explains that a sample is a subset of the population that is taken to be representative of the entire population.[36] Similarly, John W. Creswell describes a sample is a subgroup of the target population which the researcher plans to study for generalizing

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[33]Muijs, Daniel. *Doing Quantitative Research,*. P. 37

[34]Creswell, John W. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 4 Ed.* Lincoln: Pearson. 2012. P. 142

[35]Anderson, Garry. *Fundamental of Educational Research.* London: Falmer Press, 2005. P. 262

[36] Tayie, Prof. Dr. Samy. *Research Method and Writing Research Proposal.* Cairo: CAPSCU. 2005. P. 32

about the target population. In an ideal situation, you can select a sample of individuals who are representative of the entire population.[37]

In this case, the writer will use cluster-sampling technique. Cluster sampling involves surveying whole clusters of the population decide through a defined random sampling strategy.[38]

In this research, the writer will take two classes, consist of experimental class and control class, and decide class A consist of 33 students and class C consist of 33 students.

C. The Operational Definition Variables

John W. Creswell stated that a variable is a feature or attribute of things that (a) researchers can measure or observe and (b) varies among things studied.[39] There are two variables in this research, consist of using podcast as media and students' listening comprehension. The operational definition of variables in this research as follows:

1. Independent Variables

An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. The arrows show how the independent variable influences the dependent variable through the intervening variable.[40] In this research, independent variable is podcast as media. The implementation of podcast as media

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[37] Creswell, John W. *Educational Research,*.P. 142

[38] O'Leary, Zina. *The Essential Guide to Doing Research.* London: SAGE Publications. 2004. P. 108

[39] Creswell, John W. *Educational Research,*. P. 112

[40] *Ibid.*,P. 116

in the class, for the first meeting the writer will ask the students to download listening file record by link address in the internet with the question listening comprehension. Moreover, the writer will ask the students to practice listening file out of class and answer the questions. Then, the material of the listening file will be discussed in second meeting. Furthermore, writer will measure podcast as media by using questioner with the likert scale. The writer will give the questioner sheet to the students to know the influence of podcast on the students' learning in listening class. To measure the questioner the writer will convert the result of the students' questioner sheets.

Some indicators indicate the students to be able to master podcast as follows:

a. The students are interesting in learning class.
b. The students are more practice in listening process.
c. The students are creative and active in learning process.

By this measurement, the writer will know the user performance in applying podcast as media to learn listening comprehension activity at the second semester of English Education Study Program at STAIN Jurai Siwo Metro.

2. Dependent Variables

A dependent variable is an attribute or characteristic that is dependent or influenced by the independent variable. You may find

in the class, for the first meeting the writer will ask the students to download listening file record by link address in the internet with the question listening comprehension. Moreover, the writer will ask the students to practice listening file out of class and answer the questions. Then, the material of the listening file will be discussed in second meeting. Furthermore, writer will measure podcast as media by using questioner with the likert scale. The writer will give the questioner sheet to the students to know the influence of podcast on the students' learning in listening class. To measure the questioner the writer will convert the result of the students' questioner sheets.

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2. Dependent Variables

A dependent variable is an attribute or characteristic that is dependent or or influenced by the independent variable. You may find

them labeled in the literature as the outcome, effect, criterion, or consequence variables.[41] Dependent Variable in this research is the students' listening comprehension that the students' comprehension is to listen and understand words, sentences, or phrase. It will be conducted by the scores achieve from the test. The test will be used to measure the students' listening comprehension after and before giving the treatment of podcast as media in learning process.

Moreover, based on the explanation above that is indicator a good category in listening comprehension are:

a. The students can hear the questions carefully.
b. The students can identify the purposes and the meaning of the record.
c. The students can answer some questions about the information of the text.

This variable will be measured by giving pretest and posttest. Pretest and posttest instruments consist of 10 questions in form of multiple choices. Question with the range score 0 – 100. When the students can answer the entire question correctly they will get 100 score, and when the students cannot answer the entire question correctly they will get 0 score. The alternatives provides include *a, b, c,* and *d.* The time to the test is 45 minutes.

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[41] *Ibid.*, P. 115

D. Data Collection Method

The writer will use some methods to obtain the accurate data in the English Education Study Program at STAIN Jurai Siwo Metro. In collecting the data, the writer will use the method such as:

1. Test

Test is a way that is use to measure a person ability or knowledge in a given domain.[42] In this research, the writer will use the test to know the students' English ability especially listening comprehension. Both the experimental group and control group will be given the pre-test and post-test.

a. Pre-test

To know whether podcast influence in students' listening comprehension. In this case, pre-test will be given by the writer before the treatment. From the result, the writer will know the result of listening before giving the treatment.

b. Post-test

After the writer know the result of students in listening comprehension. And the writer will treat the students in teaching process in listening by using podcast as media, the writer will give the students final test, and it is the post-test. Post-test is used to know how significant podcast influences the students' listening comprehension.

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[42] Brown, Doughlas H. *Teaching by Principles,*. P. 384

2. Documentation

In this research the instruments use for documentation method are books. The writer will use the documentation method to collect the data about the students' listening comprehension result of the second semester of English Education Study Program at STAIN Jurai Siwo Metro.

Then, the writer will select this data to elect an appropriate database on focus and objective of the study. Furthermore, the documentation will elect in order to get the physical condition at STAIN Jurai Siwo Metro and the students' listening comprehension result.

E. Research Instrument

David Colton defines an instrument is a mechanism for measuring, which is used to gather and record information for assessment, decision making, and ultimately understanding.[43] Its mean that, the instrument is the tool for assessment based on the theory which use to measuring phenomena.

The research instrument in this research held the test, which will explain as follows:

1. Instrument Blueprint

Instrument in this research is design and adjusted with the indicators that will decide. Moreover, the writer will use pre-test and

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[43] Colton, David & Robert W. Covert. *Designing and Constructing Intrument for Social Research and Evaluation.* San Francisco: Jossey, Bass, 2007. P. 5

post-test instrument for the experimental class and the control class. The pre-test and post-test instrument will be used in this research are in the form of multiple choice.

2. Instrument Calibration

Instrument calibration is the scale of measurement that will use to decide the instrument standard. The researcher used the objective test multiple choice A, B, C, and D, it consist of a 10 items. Question with the range score 0 – 100. When the students can answer the entire question correctly they will get 100 score, and when the students cannot answer the entire question correctly they will get 0 score. Then the highest score is 100 and the lowest one is 0.

In scoring system students' result of the test, the researcher used Arikunto's formula as follows:

$$\text{Score} = \frac{\text{The correct answer}}{\text{Total of questions}} \times 100\%$$

a. Validity

Validity is the degree to which all of the evidence points to the intended interpretation of test scores for the proposed purpose.[44] Constructing validity is a slightly more complex issue relating to the internal structure of an instrument and the concept it is

[44]Creswell, John W. *Educational Research,*. P. 159

measuring.[45] It means that the logical validity will use for the instruments evaluation that shows the instrument condition that will fulfill the valid requisite based on the logical result.

b. Reliability

Reliability means that scores from an instrument are stable and consistent. Scores should be nearly the same when researchers administer the instrument multiple times at different times. In addition, scores need to be consistent. When an individual answers certain questions one way, the individual should consistently answer closely related questions in the same way.[46]

Therefore, the reliability will show that it is able to measure the instruments consistently and stable indication for the specified period.

F. Data analysis Technique

To investigate whether there is the influence of using podcast as media toward the students' listening comprehension at the second semester of English Education Study Program at STAIN Jurai Siwo Metro. To know the significance of influence podcast toward the students' listening comprehension at the second semester students' of English Education Study

[45]Muijs, Daniel. *Doing Quantitative* ,.P.1
[46]Creswell, John W. *Educational Research*,. P. 159

Program at STAIN Jurai Siwo Metro, the writer will use the formulation of t-test. According to Donal Ary the formulation of t-test is as follows:[47]

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where

t = t ratio.

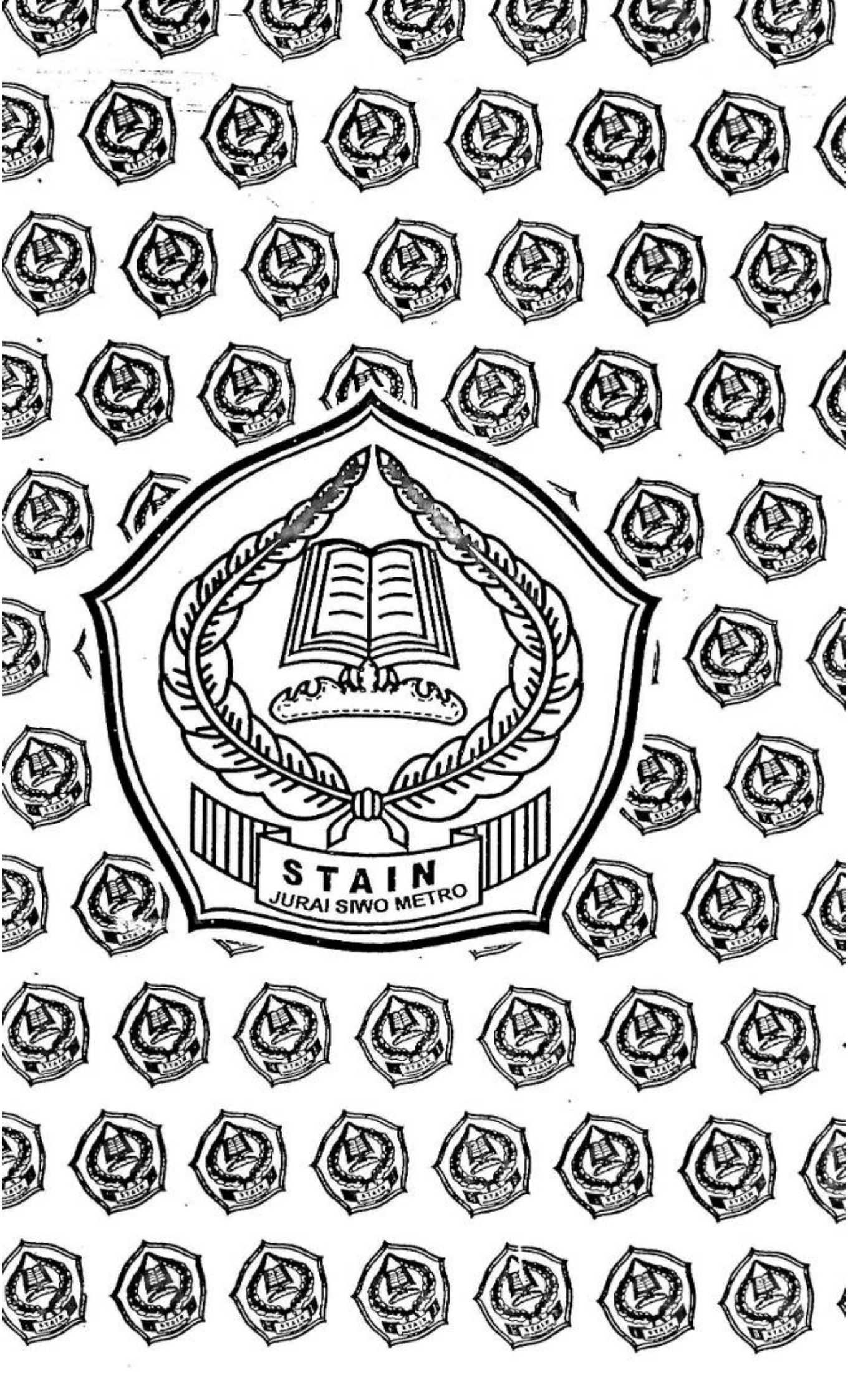
$\overline{D}$ = Average difference.

D = (difference), difference between pre-test and post-test score.

D^2 = Square of D

N = Total of participant

[47] Donald Ary, *Op.Cit.*p:177


STAIN
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CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

1. Research Setting

a. A Brief History of the Establishment of STAIN Jurai Siwo Metro

STAIN Jurai Siwo Metro is only one of the State Islamic Collage in Metro. The existence of STAIN began from the request of Metro society, which joined in Yayasan Kesejahteraan Islam Lampung (YKIL) to establish Tarbiyah and Syari'ah Faculty in Metro in 1967.

STAIN Jurai Siwo Metro was establish on April 23-25, 1997 based on giving a Decree of President RI No.11 on March 21, 1997. It was about the Changing and Ratifying Faculties outside central institute to be Sekolah Tinggi Agama Islam Negeri (STAIN). STAIN Jurai Siwo Metro is located in Jl. K.H. Dewantara Street 15A Iring Mulyo East Metro, Metro city.

STAIN Jurai Siwo Metro has three faculties, Tarbiyah, Syari'ah & Islamic Economy, and Islamic Announcement & Communication. Tarbiyah Faculty has five study programs, they are: Islamic Education Study Program (PAI), Arabic Education Study Program (PBA), English Education Study Program (PBI),

Islamic Elementary School Education Study Program (PGMI), and Islamic kindergarten Education Study Program (PGRA). Besides that, Syari'ah faculty has four study programs, they are: Syari'ah Economy (ESy), Ahwal Syakhsiyyah (AS), Syari'ah Banking (PBS), and Law of Syari'ah Economy (HESy). Furthermore, Islamic Announcement & Communication faculty has two study programs, they are: Islamic Broadcasting Communication (KPI) and Arabic Literature (BSA)

At the central of Islamic studies, STAIN Jurai Siwo is founded to graduate students who have quality in improving Islamic religious science and general science. It is illustration in its motto "always preaching truth".

b. Profile of English Education Study Program

English Education study program (PBI) strata 1 (S1) in STAIN Jurai Siwo Metro was established in 2007. It included Tarbiyah Department in STAIN Jurai Siwo Metro. Historically, Strata 1 (S1) of English Education Study Program came from Diploma 3 (D3) English Education that was opened in 2002 based on the Decree No:DJ.1/220.C/2007 on May 28, 2007.

In implementing education, English Education Study Program stands on its vision, as follows: the establishment of professional students in the English education who can integrate the Islamic

values and academic dimensions. So the students have a high bargaining.

Furthermore, the vision than is enlarged in some missions, as follows:

1) Developing the students' privacy through knowledge, reinforcement, and actualization toward religious, national and civil life in the Islamic culture values.
2) Building and developing an atmosphere of the academic which is humanist, democratic and modern.
3) Growing the professionalism ethic through theoretical knowledge basic.
4) Providing qualified education service to produce the candidate of educator which is smart and skillful who have good attitude.
5) And applying integrated educational system which is able to give a significant input to development of education.

Those are the vision and missions which include all of the students in English education study program in Stain Jurai Siwo Metro. Furthermore, based on the vision and missions above, it is formulated be three purposes of English education study program, as follows:

1) To prepare the students not only to be English teacher who can actualize the society benefits values, science, technology, and art but also be able to be agents of change in the society.

2) To prepare the students be professional English teachers which can imply, develop and enlarge English education with spirit of English-Islamic.

In line with the above statement, English study program always tries to develop the quality in the teaching and learning process. Indeed, it will be a dynamic, open, and polite relationship among the stakeholders in PBI STAIN Jurai Siwo Metro.

2. Research Data

a. The Result of Pre-Test in Experimental and Control Class

The purpose of pre-test is to know the students' ability in listening comprehension before giving the treatment. The student has given the questions that must be answer individually. The writer gave the students 10 items of multiple choice questions. The result of pre-test can be shown in the following:

1) The Result of Pre-test in Experimental Class

Table 2

The Pre-test Score of Students' Listening in Experimental Class

No	Initial Students	The Score of Pre-test
1	AA	60
2	AL	60
3	AIR	80
4	AAN	50
5	AO	70
6	AAD	50

7	BJS	50
8	DY	60
9	DMM	60
10	DW	80
11	DPA	40
12	EW	50
13	EK	50
14	EL	80
15	FY	40
16	FR	40
17	GSK	50
18	HP	80
19	HES	50
20	IO	80
21	ITT	50
22	IN	80
23	JR	60
24	KO	50
25	LNP	50
26	LDR	80
27	MN	60
28	MH	60
29	MSF	50
30	NAH	80
31	NFS	60
32	NiS	70
33	OAP	50
Total		***1980***
The Higher Score (H)		***80***
The Lowest Score (L)		***40***
Average		***60***

Taken on May, 27th 2015

From the data above, it can be found that the highest score was 80 and the lowest score was 40. Based on the data, the writer then measured the class interval by using the formula according to Arikunto, as follows:

$$IR = \frac{t-r}{N}$$

Note :

IR = Class Interval

(t) The Highest Score = 80

(r) The Lowest Score = 40

(N) Total of Categories = 3

$$IR = \frac{The\ Highest\ Score - The\ Lowest\ Score}{Total\ of\ Categories}$$

$$IR = \frac{80-40}{3}$$

$$= \frac{40}{3}$$

= 13,33 (13)

The total of class interval of this result pre-test research was 13. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

Table 3
Frequency Distribution of the Pre-test Score in Experimental Class

No	Class Interval	Frequency	Category	Percentage
1.	40-52	20	Low	60%
2.	53-65	8	Average	24%
3.	66-80	5	High	16%
Total		**33**		**100%**

Based on the table frequency distribution above, it can be inferred that 33 students as the research sample can be divided:

a) For the class interval of 40-52, there were 20 students or 60% who are included in the low category.
b) For the class interval of 53-65, there were 8 students or 24% who are included in the average category.
c) For the class interval of 66-80, there were 5 students or 16% who are included in the high category.

From the table above, it can be seen that most of the students got score 40-52 there were 20 students or 60%. And based on the score, the pre-test is categorized into the low category.

2) The Result of Pre-test in Control Class

Table 4
The Pre-test Score of Students' Listening in Control Class

No	Initial Students	The Score of Pre-test
1	AI	70
2	APP	70
3	AK	60
4	BI	90
5	CIW	90
6	DL	70
7	DNF	60
8	DPS	60
9	ED	70
10	FNL	90
11	GAS	50
12	IM	50
13	IF	70

14	LL	70
15	MSP	60
16	MTS	80
17	MH	90
18	MU	80
19	NES	90
20	NRW	50
21	NH	90
22	NF	50
23	OM	50
24	RM	90
25	RAN	90
26	RH	90
27	RDO	70
28	SNR	60
29	SP	60
30	TMI	90
31	TH	50
32	WN	60
33	YP	80
Total		***2350***
The Higher Score (H)		***90***
The Lowest Score (L)		***50***
Avcrage		***71***

Taken on May, 27th 2015

Based on the above, the writer then measured the class interval as follows:

$$IR = \frac{t-r}{N}$$

Note :

IR = Class Interval

(t) The Highest Score = 80

(r) The Lowest Score = 40

(N) Total of Categories = 3

$$IR = \frac{The\ Highest\ Score - The\ Lowest\ Score}{Total\ of\ Categories}$$

$$IR = \frac{80-40}{3}$$

$$= \frac{40}{3}$$

= 13,33 (13)

After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

Table 5
Frequency Distribution of the Pre-test Score in Control Class

No	Class Interval	Frequency	Category	Percentage
1.	50-62	13	Low	40%
2.	63-75	7	Average	20%
3.	76-90	13	High	40%
Total		**33**		**100%**

Based on the table frequency distribution above, it can be inferred that 13 students got high score. Therefore, it could be said that the students' listening comprehension of control class in pre-test is higher than the students' of experimental class.

b. The Result of Post-test in Experimental and Control class

Post-test was employed in the last program of this research after giving some treatments and exercises to experimental and control class in certain period of time. The test was the same type

as pre-test but in the different title and it is more developed. The result of students' post-test can be identified as follows:

1) The Result of Post-test in Experimental Class

Table 6
The Post-teet Score of Students' Listening in Experimental Class

No	Initial Students	The Score of Post-test
1	AA	100
2	AL	60
3	AIR	100
4	AAN	50
5	AO	70
6	AAD	100
7	BJS	100
8	DY	100
9	DMM	100
10	DW	80
11	DPA	100
12	EW	100
13	EK	100
14	EL	100
15	FY	60
16	FR	100
17	GSK	100
18	HP	100
19	HES	100
20	IO	100
21	ITT	100
22	IN	100
23	JR	100
24	KO	100
25	LNP	100
26	LDR	100
27	MN	90
28	MH	100
29	MSF	100

30	NAH	100
31	NFS	90
32	NIS	50
33	OAP	100
Total		***3050***
The Higher Score (H)		***100***
The Lowest Score (L)		***50***
Average		***92***

Taken on June, 12th 2015

From the data above, it can be found that the highest score was 100 and the lowest score was 50. Based on the data, the writer then measured the class interval by using the formula according to Arikunto, as follows:

$$IR \equiv \frac{t-r}{N}$$

Note :

IR = Class Interval

(t) The Highest Score = 100

(r) The Lowest Score = 50

(N) Total of Categories = 3

$$IR = \frac{The\ Highest\ Score - The\ Lowest\ Score}{Total\ of\ Categories}$$

$$IR = \frac{100-50}{3}$$

$$= \frac{50}{3}$$

= 16,66 (17)

The total of class interval of this result pre-test research was 17. After knowing the class interval, the data taken from

interval above was put on the table of frequency distribution, as follows:

Table 7
Frequency Distribution of the Post-test Score in Experimental Class

No	Class Interval	Frequency	Category	Percentage
1.	50-66	4	Low	12%
2.	67-83	2	Average	6%
3.	84-100	27	High	82%
Total		**33**		**100%**

Based on the table frequency distribution above, it can be inferred that 33 students as the research sample can be divided:

a) For the class interval of 50-66, there were 4 students or 12% who are included in the low category.
b) For the class interval of 67-83, there were 2 students or 6% who are included in the average category.
c) For the class interval of 84-100, there were 27 students or 82% who are included in the high category.

From the table above, it can be seen that most of the students got score 84-100 there were 27 students or 82%. And based on the score, the post-test is categorized into the high category. Therefore, it can be inferred that the students' listening comprehension in post-test was improved.

2) The Result of Post-test in Control Class

Table 8
The Post-test Score of Students' Listening in Control Class

No	Initial Students	The Score of Post-test
1	AI	80
2	APP	90
3	AK	90
4	BI	80
5	CIW	80
6	DL	60
7	DNF	60
8	DPS	80
9	ED	80
10	FNL	80
11	GAS	90
12	IM	70
13	IF	100
14	LL	90
15	MSP	90
16	MTS	100
17	MH	100
18	MU	100
19	NES	100
20	NRW	70
21	NH	90
22	NF	100
23	OM	60
24	RM	90
25	RAN	100
26	RH	100
27	RDO	100
28	SNR	100
29	SP	90
30	TMI	90
31	TH	100
32	WN	100
33	YP	90
Total		***2900***
The Higher Score (H)		***100***

The Lowest Score (L)	*60*
Average	*88*

Taken on June, 12th 2015

Based on the above, the writer then measured the class interval as follows:

$$IR = \frac{t-r}{N}$$

Note :

IR = Class Interval

(t) The Highest Score = 100

(r) The Lowest Score = 60

(N) Total of Categories = 3

$$IR = \frac{The\ Highest\ Score - The\ Lowest\ Score}{Total\ of\ Categories}$$

$$IR = \frac{100-60}{3}$$

$$= \frac{40}{3}$$

= 13,33 (13)

After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

Table 9
Frequency Distribution of the Post-test Score in Control Class

No	Class Interval	Frequency	Category	Percentage
1.	60-72	5	Low	15%
2.	73-85	6	Average	18%
3.	86-100	22	High	67%
Total		**33**		**100%**

Based on the table frequency distribution above, it can be inferred that 22 students got high score. Therefore, it could be said that the students' listening comprehension of experimental class in post-test is higher than the students' of control class.

B. Hypothesis Testing

After applying the test, the writer analyzed the data by using analysis of t_{test} in order to prove whether there is the influence of using podcast as media toward the students' listening comprehension at the second semester of English Education Study Program at STAIN Jurai Siwo Metro, as follows:

1. Preparing the table in order to prove whether any differences between the result of pre-test and post-test of experimental class at the second semester of English Education Study Program at STAIN Jurai Siwo Metro.

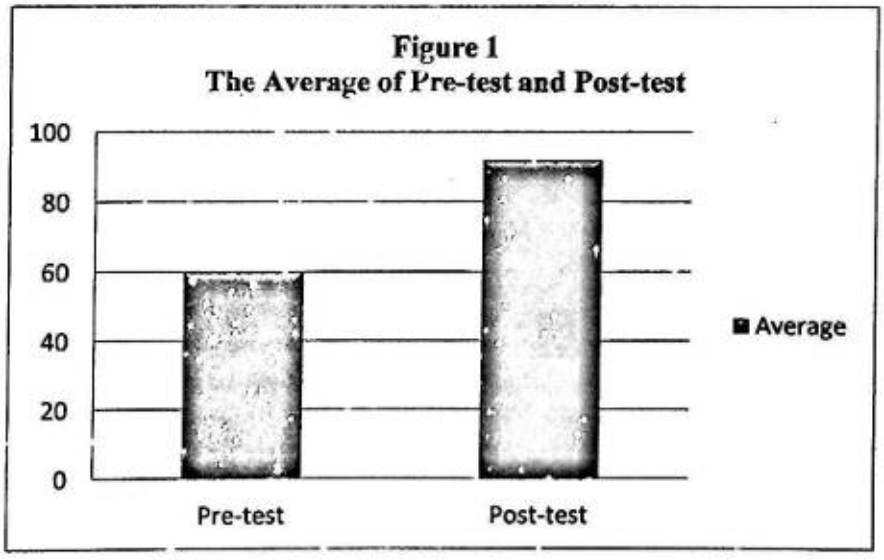
Table 10

The Differences between the Result of Pre-test and Post-test Score Students' Listening comprehension at the second semester of English Education Study Program at STAIN Jurai Siwo Metro

No	Experimental Class				
	Initial Students	Pre-test	Post-test	D	D^2
1	AA	60	100	40	1600
2	AL	60	60	0	0
3	AIR	80	100	20	400
4	AAN	50	50	0	0
5	AO	70	70	0	0
6	AAD	50	100	50	2500
7	BJS	50	100	50	2500
8	DY	60	100	40	1600
9	DMM	60	100	40	1600
10	DW	80	80	0	0
11	DPA	40	100	60	3600
12	EW	50	100	50	2500
13	EK	50	100	50	2500
14	EL	80	100	20	400
15	FY	40	60	20	400
16	FR	40	100	60	3600
17	GSK	50	100	50	2500
18	HP	80	100	20	400
19	HES	50	100	50	2500
20	IO	80	100	20	400
21	ITT	50	100	50	2500
22	IN	80	100	20	400
23	JR	60	100	40	1600

24	KO	50	100	50	2500
25	LNP	50	100	50	2500
26	LDR	80	100	20	400
27	MN	60	90	30	900
28	MH	60	100	40	1600
29	MSF	50	100	50	2500
30	NAH	80	100	20	400
31	NFS	60	90	30	900
32	NIS	70	50	-20	400
33	OAP	50	100	50	2500
AVERAGE		***60***	***92***		
TOTAL				***∑D 1070***	***∑D² 48100***
$\overline{D}$				***32,42***	

The average of D = (1070:33) = 32,42



2. Putting the data above into the formula of t-test in order to get "$t_{observed}$"

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{32,42}{\sqrt{\frac{48100 - \frac{(1070)^2}{33}}{33(33-1)}}}$$

$$t = \frac{32,42}{\sqrt{\frac{48100 - (1144900 : 33)}{33 \times 32}}}$$

$$t = \frac{32,42}{\sqrt{\frac{48100 - 34693,93939}{1056}}}$$

$$t = \frac{32,42}{\sqrt{\frac{13406,06061}{1056}}}$$

$$t = \frac{32,42}{\sqrt{12,69513315}}$$

$$t = \frac{32,42}{3,56} = 9,106$$

Moreover, after putting the data above into formulation t-test, the writer got $t_{observed}$ is 9,106.

To know the critical value of t-test (t_{table}), the writer firstly counted df, *df* is degree of freedom. The formulation of *df* = N-1. N is the number of research population:

df = N-1

= 33-1

= 32

After considering the *t-test* by using the formula of *df* 32, because 32 higher than 30 and lower than 40, so it done by interpolation and it can be found that:

Table 11

Critical Value of t_{table}

Level of Significant	5%	1%
df 30	1,697	2,457
df 40	1,684	2,423

Table 12

Interpolation

Interpolation	5%	1%
= $\frac{df\ 30+df40}{2}$	= $\frac{1,697+1,684}{2}$	= $\frac{2,457+2,423}{2}$
	= 1,690	2,440

To know the critical value of t-test (t_{table}), the writer firstly counted df, *df* is degree of freedom. The formulation of *df* = N-1. N is the number of research population:

df = N-1

= 33-1

= 32

After considering the *t-test* by using the formula of *df* 32, because 32 higher than 30 and lower than 40, so it done by interpolation and it can be found that:

Table 11

Critical Value of t_{table}

Level of Significant	5%	1%
df 30	1,697	2,457
df 40	1,684	2,423

Table 12

Interpolation

Interpolation	5%	1%
= $\frac{df\ 30+df40}{2}$	= $\frac{1,697+1,684}{2}$	= $\frac{2,457+2,423}{2}$
	= 1,690	2,440

a. The critical value of t-test (t_{table}) for the 5 % level is 1,690

b. The critical value of t-test (t_{table}) for the 1 % level is 2,440

From all the data analysis above, it can be found that:

1) "$t_{observed}$" = 9,106

2) "t_{table}" = 5% (1,690) and 1% (2,440)

Its mean that "$t_{observed}$" is higher than "t_{table}". Therefore, it can be inferred that alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. So, it can be conclude that there is a positive and significant influence using podcast as media toward students' listening comprehension at the second semester of English Education Study Program at STAIN Jurai Siwo Metro.

C. Interpretation

1. Interpretation of "$t_{observed}$"

In this research, all of the tests had done individually by the students. Its benefit is to know the influence using podcast as media toward the students' listening comprehension from the result of those test, there was different score of students. It can be seen from the result of the students' pre-test and post-test.

a. If $t_{observed} > t_{table}$, Ha is accepted and Ho is rejected.

b. If $t_{observed} < t_{table}$, Ha is rejected and Ho is accepted.

2. Statistical Significance

The writer has formulated the Alternative Hypothesis (Ha) such as: "There is a positive and significant influence of using podcast as media toward the students' listening comprehension at the second semester of English Education Study Program at STAIN Jurai Siwo Metro."

Finally, the data showed that "$t_{observed}$ is 9,106" is higher than "t_{table}" is 1,690 in level of significant 5% and 2,440 in level of significant 1%. Therefore, it can be inferred that Ha is accepted and Ho is rejected. It means that there is a positive and significant influence of using podcast as media toward the students' listening comprehension at the second semester of English Education Study Program at STAIN Jurai Siwo Metro.

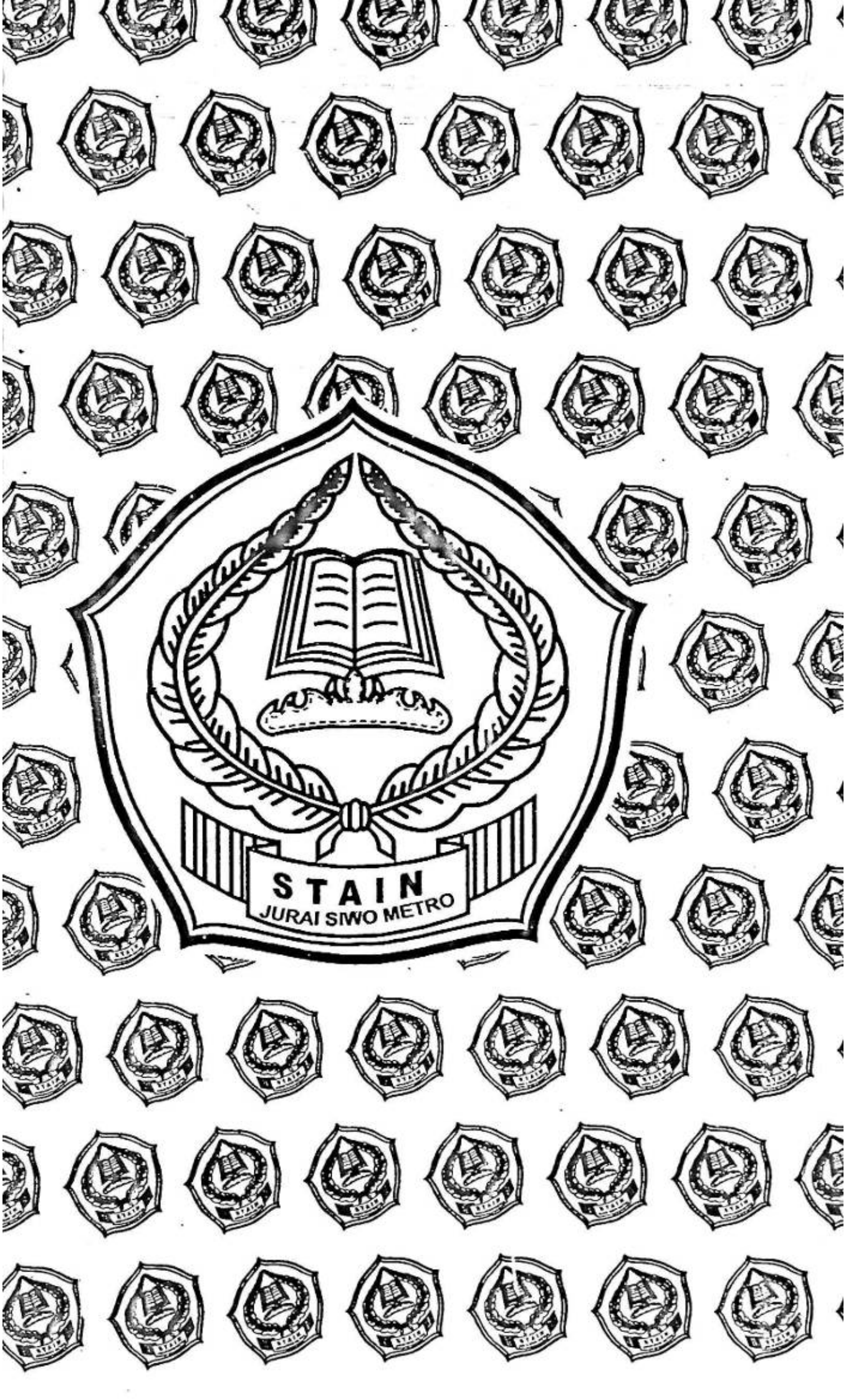
In addition, Podcast as media influences positively toward the students' listening comprehension means that if Podcast as media is used sustainable it will give positive influence toward the students' listening comprehension.

Moreover, Podcast as media influences significantly toward the students' listening comprehension means that if the students' score post-test achieved the passing grade.

D. Limitations

This research was conducted at the State Islamic Collage (STAIN) of Jurai Siwo Metro on May 27th, 2015. The subject of the research was 33

students at the second semester of English Education Study Program at STAIN Jurai Siwo Metro. The choice media was podcast as a media. The result of this research did not discuss all of the problems that faced by the students. The instruments were suitable with the subject that learnt by the students.


STAIN
JURAI SIWO METRO

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the research, the writer conclude, as follows:

1. Using podcast as media was enhancing the students' listening comprehension. Based on the result of the research, students made improvement on their listening score after podcast as media was implemented as the media for teaching listening. It was supported by the increase of their result from pre-test and post-test score. In the pre-test result show that 5 students (16%) got the high score and in the post-test result show that 27 students (82%) got the high score. Therefore, it can be inferred that the students' listening comprehension was improved.
2. The use of podcast as media was enhancing the students' learning activities. It can be seen from: the improvement of students' activities on worksheets. There was increasing score post-test higher than score pre-test.
3. The influence of using podcast as media for teaching listening was effective to enhance listening comprehension for the students at the second semester of English Education Study Program at STAIN Jurai Siwo Metro. The students have positives response toward the using podcast as media assessment in questionnaire about podcast. Besides,

the using podcast as media can enrich the students' English vocabulary, pronunciation, and grammar on their listening comprehension.

B. Suggestions

1. For the Student

   The students are suggested to increase their listening comprehension by using podcast as media in teaching English in the class.

2. For the Lecturer

   The writer is suggested the lectures using podcast as media in listening teaching to make the English Listening Process more Interesting.

3. For the Principle of STAIN Jurai Siwo Metro

   The writer is suggested this research can be a positive contribution to the teaching listening in English study program.

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CURRICULUM VITAE



The writer was born in Bumi Nabung Ilir, Central Lampung, on August 16, 1993. She is the last daughter of happy family of Mr. Sumadi and Mrs. Sukarmi. She lives in grandmother's house at Pekalongan to finish her study.

She began her study at Elementary School 04 Bumi Nabung Ilir, on 1999-2005. She took her Junior High School at SMPN 01 Bumi Nabung Ilir, on 2005-2008. And then, In period of 2008-2011 she continued her study at Senior High School 01 Rumbia.

After she graduated from Senior High School, she chose STAIN Jurai Siwo Metro to get her dream coming true. She desired to be an English teacher. So that, she chose English Educational Study Program at STAIN Jurai Siwo Metro on 2011/2012 up to now.

PERPUSTAKAAN STAIN JURAI SIWO METRO