

**THE EFFECT OF USING PODCASTS ON EFL STUDENT'S LISTENING
COMPREHENSION IN SENIOR HIGH SCHOOL**

SKRIPSI

Submitted in Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

English Education Program

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Dengan ini menyatakan bahwa skripsi saya yang berjudul **"The Effect of Using Podcasts on EFL Student's Listening Comprehension in Senior High School"**. Adalah benar bersifat asli (original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhamamdiyah Sumatera Utara

Demikian pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.

YANG MENYATAKAN,



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ABSTRACT

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The objective of this study was to determine the significant effect of Podcast Media on the listening comprehension of XI-IPA 3 students. The population in this study was class XI IPA with a total population of 93 students. The data collection method in this research is a pre-experimental quantitative method. In accordance with the objectives of this research, it can be said that the use of podcast media has a significant influence on improving students' listening skills, as shown by t-test analysis, findings and discussion. The results of the Paired Sample T-test sample were $0.000 < 0.5$, which means that there is a significant effect of podcast media on students' listening comprehension. The magnitude of this influence can be seen from the average pre-test and pre-test scores which increased from 46.20 to 56.77. So there is a significant influence on students' listening comprehension by using podcasts.

Keyword : *Podcasts, Listening Comprehension*

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Medan, September 2023

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CHAPTER I

INTRODUCTION

A. Background of the Study

The four abilities of listening, speaking, reading, and writing constitute the foundation of English teaching and learning and are necessary for effective communication (Nan, 2018). When students' listening abilities are still inadequate they cannot comprehend the information and learning objectives are not met, hence improving listening skills is necessary for effective learning. According to (Metruk, 2018), listening is one of the four skills that students need to have the most.

In relation to this topic, the ability to listen effectively is a multifaceted, engaged, and deliberate process in which individuals actively analyze, interpret, and construct meaning in order to comprehend, grasp, and verbally respond. This skill encompasses the capacity to discern sounds, acquire knowledge, comprehend grammatical structures, recognize stress and intonation patterns, and interpret various linguistic and non-linguistic cues (Rahman & Salija, 2018). In general, it can be asserted that individuals possess the ability to evaluate and absorb the significance of auditory information, and afterwards articulate a verbal response to facilitate effective communication. This underscores the need to improve one's listening abilities. The acquisition of listening skills enables individuals to enhance their communication proficiency (Azar & Nasiri, 2014; Jayusman & Shavab, 2020). In order to effectively and meaningfully engage in communication, individuals should expose themselves to regular exposure to various forms of the English language (Hanifa, 2018). The

development of listening skills holds significant importance in the realm of language instruction and acquisition. The development of speaking skills is considered a fundamental aspect in the language acquisition process.

The significance of including listening activities into foreign language acquisition lies in its ability to provide learners with exposure to language input. Listening skills are a crucial component in the language development of kids, as highlighted (Vu & Shah.,2016 and Nakanishi et al. 2019). When engaged in the act of listening, individuals have the capacity to acquire and reproduce verbal expressions, such as words or sentences, that they have perceived. Nevertheless, the act of hearing is a complex cognitive activity. The act of listening encompasses the ability to discern distinctions between sounds, comprehend and grasp vocabulary and grammar, interpret intonation and meaning, synthesize multiple elements simultaneously, and adapt to the socio-cultural context inherent in the utterances being perceived (Hanifa, 2018).

Consequently, in order to facilitate students' hearing comprehension, it is imperative to utilise efficacious tactics and methodologies in the instruction of listening skills (Han, 2021; Wong et al., 2021). In order to address the challenges and obstacles faced by senior high school students in the process of developing listening skills, a number of English scholars and education experts have undertaken a comprehensive examination of the most efficacious approaches, methods, and techniques that can assist students in enhancing their listening abilities (Feng & Liu, 2021; Jia & Hew, 2021; Wakamoto & Rose, 2021). Teachers should actively explore the character and

method of listening comprehension and study the speculation and methodology of listening comprehension to boost listening teaching outcomes and make students acknowledge that listening comprehension is the crucial side of English learning.

Hence, the utilization of captivating media is of utmost importance in facilitating the learning process and mitigating the challenges encountered by students in their educational journey (Haristiani & Rifa'i, 2020; Kamelia, 2019; Samat & Aziz, 2020). The contemporary media platforms available today predominantly rely on technology. The growing accessibility of technology and the rapid pace of technological advancements have significantly influenced the evolution and broadening of students' learning styles and tactics (Sarker et al., 2019; Yavuz et al., 2021). The emergence of this phenomenon has drawn the attention of young and innovative scholars who are keen on harnessing the potential of technology in the realm of teaching listening skills. The technology of podcasting is very recent and continues to gain popularity as an educational approach, offering learners the opportunity to study at their convenience and in any location.

The use of various new media is growing increasingly adapting to the needs of audiences, like podcasts that give ease people finding content appropriate (Ummah.,2020). The existence of podcasts is not only for entertainment on comedy topics but also becomes a source of information for the relevant community on various other topics, which are packaged in the forms of interviews, learning media, preaching media, etc. Access to podcasts is currently also very easy because it can be accessed

from various platforms that are provided to be the people's choice, including Spotify, YouTube, Anchor, Google Podcasts, and Apple Podcasts (Cin& Utami, 2020). On the YouTube platform is one platform that provides podcast content, its users can also freely choose channels.

Based on observations at SMAN 2 Perbaungan, researcher found several problems at the school, firstly there was a lack of adequate facilities to support the learning process in listening and there was no language lab and earphones which caused students to have difficulty listening. Second, teachers tend to provide material and prioritize students in learning to read, write and speak which makes students less able to practice listening. Furthermore, students feel bored in learning to listen because the teacher is still focused on the old learning model namely students just listen to the teacher's voice and answer questions correctly. The low motivation of students in learning listening material is due to the lack of students interest in listening.

The researcher offers Podcasts from “teacher luke” as an effort to overcome the problems that exist in the school because the existence of podcasts was increase the level of understanding and improve students' imagination abilities, students was automatically select information and focus on something that the speaker is talking about (Metruk, 2018).

Based on the background above, the researcher is interested in conducting research entitled "The Effect of Using Podcasts on EFL Student's Listening Comprehension". This study aims to determine whether podcasts affect students' listening comprehension.

B. Identification of Problem

The problems of this research are identified as the following:

1. Lack of students interest in listening
2. The teacher use conventional method in teaching listening
3. Teachers still use learning models that make students feel bored
4. The low motivation of students in listening

C. Scope and Limitation

The scope of this study was be focused on listening comprehension and the limitation of this study is using Podcasts from “Teacher Luke” via youtube on student's listening comprehension.

D. Formulation of the problem

The problem of this research was formulated as the following :

1. Is there any effect of using podcasts on EFL students listening comprehension?

E. Objective of the study

1. To investigate the effect of using podcasts on the EFL student's listening comprehension

F. Significant of the study

1. Theoretically

The objective of this study is to assess students' listening comprehension skills through the use of podcast media. Students will be exposed to various English podcasts and their test results will be analyzed. The ultimate goal is to

enhance students' listening comprehension abilities through the incorporation of podcasts as a learning tool.

2. Practically

For researcher this study contributes valuable insights into enhancing students' listening skills through the utilization of podcast media. Furthermore, this research can serve as a valuable reference for future investigations in this area. The findings of this research project may serve as a catalyst for other students within the English Department to embark on comparable research endeavors.

Researcher this study offers valuable insights into enhancing students' listening skills through the utilization of podcast media. The findings of this research can serve as a valuable reference for future investigations in this area. Students may find it beneficial to engage in activities aimed at enhancing their listening comprehension skills. This research has the potential to enhance readers' understanding of the advancements in listening comprehension achieved via the utilization of podcasts

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

This research necessitates the formulation of a theoretical framework to explicate the concepts under investigation. It is imperative to establish clear definitions of these topics in order to ensure a comprehensive understanding by the reader, supported by credible and authoritative sources. In order to achieve a lucid identification of concepts, the researcher elucidates many theories that are pertinent to the field of inquiry.

1. Listening

a. The Definition of Listening

In the context of human language development, listening emerges as the initial capacity in our lives. During early childhood or infancy, our ability to perceive and comprehend auditory stimuli is limited to sounds and spoken language present in our immediate surroundings. Once our listening proficiency improves, we can generate words, phrases, and even sentences.

Listening is a cognitive activity that involves attentively perceiving and comprehending spoken symbols, while also demonstrating appreciation for the content, message, and intended meaning provided by the speaker through the use of spoken language (Yavuz et al., 2021).

The concept of listening is intricate and challenging to examine. The complexity of providing a concise and expeditious description of listening is highlighted by Hichem (2013). Furthermore, within the realm of pedagogy, the concept of listening encompasses several aspects such as speech recognition, speech perception, speech understanding, and spoken language understanding (Huei-Chun, 1998).

Based on the aforementioned description, listening is not a singular process but rather a multifaceted one. This complexity arises from the fact that active listeners are required to integrate or align the information they hear with their existing knowledge. Hence, the process necessitates a substantial amount of energy and intense focus, thereby requiring comprehensive fulfillment of all relevant components in order to achieve optimal effectiveness.

1. Listening Comprehension

The ability to comprehend spoken language is essential for both successful conversation and the acquisition of knowledge. The significance of listening comprehension in oral communication lies in its ability to determine the trajectory of the conversation during the entirety of the communication process. The process involves providing vocal or nonverbal responses in accordance with the communicated message, hence facilitating the ongoing and adaptive nature of communication (Deregözü, 2021).

The process of listening comprehension is widely recognized as a multifaceted and engaging endeavor, wherein individuals engage in a dynamic process of

constructing meaning. According to Hamouda (2013), individuals who are listening are able to comprehend spoken information by several means, such as recognizing different auditory stimuli, drawing upon their existing vocabulary and knowledge of grammar.

The cognitive process of listening comprehension is characterized by the need for both top-down and bottom-up processing in order to effectively decode speech and generate meaning in a simultaneous manner. Various factors influence it, such as working memory, word discrimination, language knowledge, and metacognitive awareness (Cross, 2018). Listening comprehension encompasses more than mere auditory perception. According to Masoumeh (2016), when receiving the message, individuals should possess the ability to construct meaning inside their cognitive processes, as this is considered a crucial component in achieving effective communication. Based on the aforementioned definitions, it can be inferred that listening comprehension is a multifaceted process that requires students to employ their linguistic knowledge, encompassing vocabulary, phonetics, grammar, and contextual understanding, in order to grasp spoken language.

a. Process of Listening Comprehension

According to Brown (Toyib et al., 2012), the study examines the process of comprehension in listening. The listening process is a dynamic and interactive cognitive process wherein verbal language is transformed into meaningful understanding within the mind. In order to engage in effective listening learning, it is essential to possess a comprehensive understanding of the underlying mechanisms

involved in the process of listening. Listening comprehension involves two distinct processes: bottom-up and top-down processes. Both of these procedures entail a substantial amount of comprehension of verbal information and I approach each phase of understanding in listening from my own perspective.

1. The bottom-up process.

The term "lexical comprehension" pertains to the application of information regarding sound, word semantics, and grammar in order to provide a comprehension of the meaning of spoken language. It is anticipated that those who are listening will initially identify the auditory patterns of words, and then, accurately comprehend the intended message of the speaker by assembling the previously recognized words into coherent units of meaning. This procedure involves the amalgamation of various sets of features. The process of dividing phonemes into syllables is a fundamental aspect of linguistic analysis. The process of transforming a word into a clause involves converting the word into a grammatical unit that expresses a complete thought. Similarly, the conversion of a clause into a sentence highlights the importance of its grammatical structure. (Field, 1999) is a citation that refers to a specific academic source.

2. The top-down process

The process in question pertains to the utilization of prior knowledge and contextual understanding in order to comprehend information. In order to acquire comprehension individuals extract specific information from their existing knowledge base. According to Toyib et al. (2012), individuals engage in the process of predicting meaning by

utilizing contextual cues and integrating them with their existing background knowledge.

3. Media

According to Magdalena (2021) Media, as an integral component inside the system, serves the purpose of facilitating non-verbal communication. As an essential component of the system, it is imperative that media be present or utilized in every instructional session. It has been suggested that the absence of a particular component can lead to suboptimal results, hence emphasizing the importance of its presence in achieving optimal outcomes. According to Miftah (2013), The term "media" in a restricted meaning refers to the resources and tools utilized inside an educational institution. In a comprehensive sense, media refers to the optimal usage of various components, systems, and learning resources in order to attain specific educational objectives.

Media encompass various channels employed by individuals to transmit ideas, hence facilitating their reception by the intended audience. The term "media" encompasses both conventional methods of giving instruction, such as teachers, chalkboards, textbooks, and print materials, as well as more contemporary instructional media like computers, CD-ROMs, interactive videos, and multimedia systems. As to the research conducted by Baidawi (2016).

Based on the insights provided by the aforementioned experts, the researcher arrives at the conclusion that the media serves as a medium or mechanism employed by individuals to communicate a particular message.

a. Learning Media

The optimal utilization of learning media in the learning process has emerged as a more effective and efficient means of supporting the achievement of learning objectives. Furthermore, the utilization of learning media has been found to enhance students' motivation to learn, which aligns with the assertions made by Sanaky (2009) regarding the advantages of instructional media. These benefits include:

- a) The incorporation of learning media makes the learning process more captivating, thereby fostering student motivation to engage in learning activities.
- b) Learning materials are elucidated through the use of instructional media, facilitating students' comprehension of the subject matter and enabling them to achieve the learning objectives.
- c) The integration of instructional media introduces greater diversity into the learning process. The instructional delivery methods encompass more than just vocal communication, which serves to prevent students from becoming easily bored and enhances their learning outcomes in a more effective and efficient manner.
- d) Additionally, students engage in various learning activities, such as observation, hands-on practice, and demonstration while listening to the teacher's presentation. The utilization of media with concluding elements has the potential to enhance the experience nature of the classroom environment and facilitate increased levels of student engagement in the learning process.

b. Podcasts

The emergence of technological advancements has given rise to a novel pedagogical strategy for the instruction of listening skills. One of the emerging trends in media consumption is the phenomenon known as "podcasting," a term derived from the combination of the words "iPod" and "Broadcasting." This form of digital audio content distribution has gained significant traction in recent times. The term "podcast" refers to a digital audio or video file that is made available for download or streaming on the internet. The term "podcasting" was initially introduced in 2004, referring to the dissemination of audio content through online platforms.

According to Ismat (2013), the act of listening to speeches delivered by non-native speakers has the potential to enhance students' listening comprehension skills. She further stated that pupils experience uneasiness, anxiety, difficulties, and a feeling of powerlessness when they encounter native speakers who appear to be speaking like extraterrestrial beings. Moreover, pupils may not be sufficiently motivated if the listening materials are too easy for them to comprehend. The correlation between the development of listening skills and motivation is intricately linked to the process of acquiring a second language. Hence, the utilization of a podcast delivered by a non-native speaker can serve as a catalyst for students to enhance their listening abilities.

Podcasts are integral to innovative online learning and can fulfill multiple objectives. They can augment the repertoire of English language listening practice materials accessible to students, enabling them to utilize them in diverse ways. Additionally, podcasts can foster greater interconnectedness among various component

of a course and expand opportunities for engagement and participation. The web podcasts have provided the language instructor with a plethora of resources for facilitating the development of listening proficiency. Constantine (2007) conducts a comprehensive analysis of podcasts, exploring several aspects such as their advantages, the selection of the most advantageous podcasts, and strategies for optimizing learning outcomes from podcast consumption.

Numerous online platforms engage with students by soliciting their inquiries or feedback through written submissions. One novel application of podcasts involves engaging learners in a dual modality approach, wherein they simultaneously listen to a podcast while reading its corresponding transcript (Constantine, 2007). Subsequently, the student has the option to create an audio recording of the content on a cassette tape and subsequently present it to the teacher in conjunction with a written log. The instructor attentively evaluates the student's recording and provides constructive feedback accordingly. Engaging in this particular exercise facilitates the enhancement of students' proficiency in auditory comprehension, textual interpretation, verbal expression, and phonetic articulation, while also facilitating the acquisition of novel lexical items.

Since the year 2005, there have been notable and swift advancements in the field of podcasting, which is a novel technique utilized for the dissemination of audio programs through the Internet (Selingo, 2006). According to Balas (2005), as indicated by the title of a journal paper published in November 2005, blogging has become outdated, whereas podcasting has gained popularity. The original purpose of podcasts

Based on the aforementioned definition, it is evident that contemporary technological advancements have facilitated the utilization of the internet as a valuable repository of educational resources. The podcast is considered to be an educational resource available on the internet. This study aims to explore the effectiveness of utilizing podcasts for enhancing listening abilities. Podcasts exhibit a wide range of difficulty levels, making them easily accessible and adaptable for segmentation. This versatility stems from the diverse content offered by podcasts, which facilitates the identification and selection of appropriate learning resources, particularly for individuals studying foreign languages.

a. Classification of Podcasts

was to serve as a medium for the dissemination of information and provision of entertainment. In due course, educators recognized the significant potential that technology possesses in the realm of teaching and learning (Adams, 2006).

Based on the aforementioned definition, it is evident that contemporary technological advancements have facilitated the utilization of the internet as a valuable repository of educational resources. The podcast is considered to be an educational resource available on the internet. This study aims to explore the effectiveness of utilizing podcasts for enhancing listening abilities. Podcasts exhibit a wide range of difficulty levels, making them easily accessible and adaptable for segmentation. This versatility stems from the diverse content offered by podcasts, which facilitates the identification and selection of appropriate learning resources, particularly for individuals studying foreign languages.

a. Classification of Podcasts

In his study, Leonard (2017) discerned the existence of seven distinct forms or categories of podcasts.

1. Individual Interview

The prevalent style of podcasting involves a multitude of podcasts that employ this structure to provide captivating and informative information for their listeners. These podcasts often consist of frequent interviews that are afterwards published. Some examples of one-on-one interview podcasts are "The Tim Ferris Show" and "WTF with Marc Maron."

2. The present discourse pertains to the concept of solo commentary.

In this particular genre of podcast, the ability to spontaneously deliver a monologue for an extended duration necessitates a unique set of skills. Additionally, certain podcasts employ a question-and-answer format. The pre-submitted questions were read, followed by a discussion of the answers with the listener. Two prominent instances of solo commentary podcasts include "Ask Science Mike," which follows a question-and-answer style, and "Dan Carlin's Hardcore History."

3. A panel refers to a gathering of individuals, typically experts or professionals, who engage in a structured conversation, such as a guest interview or discussion.

The podcast in question, as indicated by its title, is categorized as a panel podcast, necessitating the participation of multiple individuals. It is possible for all of them to be in the same room, however this is not a certainty. The experience is enjoyable since it involves actively engaging in a dialogue among individuals who hold

strong opinions, particularly when there is a high level of enthusiasm and intensity among the panel participants. Two examples of panel podcasts are "The Beancast" and "Slate's Mom and Dad are Fighting."

4. The Art of Nonfiction Narrative Storytelling

This podcast offers a diverse range of narrative styles, including storytelling, nonfiction narratives, and creative nonfiction, within a vast and expansive context. The majority of podcasts belonging to this category typically have a duration of approximately 20 to 25 minutes every episode. In order to generate the final 20-25 minute segment, it is probable that a team including of reporters and producers has recorded approximately three to four hours of audio material. Instances of nonfiction narrative storytelling can be observed in various media productions such as This American Life, Serial, Radio lab, and Criminal, among others.

5. The Art of Fictional Narrative

The podcast medium is often utilized for the dissemination of fictional narratives, with writers commonly opting to release their works in serialized podcast formats. Welcome to Night Vale and Story Nory are notable examples of fictional storytelling podcasts.

6. The hybrid approach involves amalgamating many components from diverse forms to produce their podcast. . The two aforementioned instances employ monologue or solo commentary as an initial approach in their podcast, afterwards transitioning to an interview or panel discussion format.

7. The podcast in question has been repurposed in order to disseminate its material to a broader audience, encompassing sermons, seminars, workshops, and similar platforms. Numerous established radio programs and live events have transitioned into the realm of podcasting. Two examples of repurposed podcasts are "The TED Radio Hour" and "Prairie Home Companion".

Corbett (2018) classified podcasts into various categories, one of which is the Interview Podcast.

1. Each week, a different guest was invited or interviewed on their show.

Typically, interviews involve discussions pertaining to narratives, personal encounters, viewpoints, guidance, or specialized knowledge concerning a given subject matter. Two interview podcasts that can be cited as examples are "The Art of Manliness" and "Duct Marketing with John Jantsch."

2. The Phenomenon of Solo Podcasting

This particular podcast format is commonly employed by individuals possessing specialized knowledge in a specific field or those who have established their personal brand and seek to disseminate their perspectives to their listeners. Two examples of solo podcasts are Lore and The Gist, produced by Slate.

3. The topic of discussion is the panel show.

This particular form of podcast comprises a primary host and other participants. Frequently, individuals with expertise or a connection to the subject matter are

extended invitations by the organizers. One instance of this genre of podcast is the Political Gabfest produced by Slate.

4. A Podcast Focusing on Non-Fiction Storytelling

This particular podcast genre entails the host narrating a non-fictional account rooted in real-life events. Typically, the selection of the story from the audience occurs either prior to the commencement of the show or at the onset of the performance. Some instances of this kind of podcast include Brains On, Work in Progress, and Startup.

5. The subject of this podcast is fiction storytelling.

This particular form exhibits characteristics more akin to audio cinema rather than a traditional audiobook, frequently necessitating the inclusion of music, production elements, and potential voice-over artists. A notable example that exemplifies this style is "We're Alive: A 'Zombie' Story of Survival."

4. Repurposed content refers to the practice of re-uploading or repackaging podcast episodes formerly shown on a television show, allowing individuals to conveniently access and catch up on missed episodes at a later time. Two examples of podcasts that fall under this category are "The Moth" and "Wait, Wait, Don't Tell Me."

5. The concept of a hybrid podcast refers to a type of audio content that combines elements of traditional podcasting with other forms of media or interactive features .

6. The co-host, culminating in an interview. Alternatively, subsequent episodes may showcase a sole presenter who imparts their specialized knowledge, occasionally incorporating input from a listener. One instance of this genre of podcast is *The Gist*, produced by Slate.

- b. The Benefits of Podcasts

The utilization of podcasting within educational settings has emerged as a prominent and contemporary pedagogical practice. An increasing number of educational institutions are choosing to incorporate podcasting as a pedagogical tool inside the classroom setting. This approach is favored due to its ability to foster learning through innovative methods and facilitate enhanced communication channels. Upon further examination, an analysis of podcasting indicates the subsequent benefits:

1. Podcasts, serving as a viable substitute for radio and television, encompass audio recordings. Podcasts frequently serve as a substitute for traditional radio broadcasts and, in certain instances, even compete with television programming, particularly with the emergence of video podcasts. One distinguishing characteristic of podcasts, in contrast to radio broadcasts, is the absence of commercials. The subjects addressed in a podcast exhibit variability.
2. Podcasts possess an inherent appeal due to its capacity to engage listeners in profound and focused dialogues, while simultaneously fostering interactivity through the inclusion of discussions between two podcast hosts.

Podcasts encompass a diverse range of subject matters, serving as a platform

for the dissemination of information and knowledge. Podcasts in the United States are often favored due to their extensive and diverse range of informational content. From the realm of politics, science, children's literature, psychology, and parenting, to the domain of popular culture encompassing music and films. The podcast engages in discourse that not only imparts broad knowledge but also offers diverse viewpoints. The podcaster presents compelling ideas that foster open-mindedness and facilitate learning among listeners.

3. Numerous educational websites recommend that students incorporate the use of train stimulants, such as listening to podcasts, as a means to enhance their understanding of subject matter. This term pertains to the concept of the 'brain gym'. Due to the absence of visual stimuli in podcasts, our cognitive processes tend to prioritize auditory perception in the retrieval of information.

4. The audio content is conveniently accessible and can be enjoyed at any given time and location. Podcasts predominantly exist in an auditory format, although some instances of video podcasts can be found. The inclusion of a pre-installed podcast application, similar to the one found on the iPhone, enhances the convenience of accessing and listening to podcasts. Furthermore, the availability of a podcast application specifically designed for the Android operating system further expands the accessibility of podcasts on mobile devices. Hence, podcasts can be accessed without charge, offering the flexibility to be consumed at any location and time. Furthermore, it is worth

noting that the podcast in question is devoid of any form of advertising, so allowing listeners to engage with the discussion topics without experiencing any form of distraction.

5. Podcasts have the potential to enhance the reading and listening proficiencies of children. The practice of concurrently engaging in podcast listening and transcript reading being evaluated as a means to enhance reading accuracy among elementary school-aged pupils. This phenomenon occurs due to the fact that this particular practice serves as a stimulus for the cognitive processes involved in decoding, which are essential components of both reading and listening comprehension. In the context of junior high and high school education, the act of engaging with podcasts has the potential to enhance students' interest in listening.

c. There are some drawbacks associated with podcasts

1. In contrast to popular online platforms such as YouTube and podcasts, the utilization of these platforms requires the installation of device-specific software. At times, there exists software that offers comprehensive and functional new tariff options.

2. In order to access podcasts, it is necessary to have an internet connection. Therefore, it is important to ensure that one has an adequate amount of bandwidth available. However, it is possible to bypass this issue and achieve cost savings by storing or downloading music for future listening.

3. The limited availability of software that facilitates podcasting capabilities

can be attributed to the relative novelty of the podcasting phenomena. However, it is anticipated that there will be a future increase in tandem with the expanding number of listeners.

d. The utilization of podcasts for the purpose of enhancing listening comprehension in educational settings.

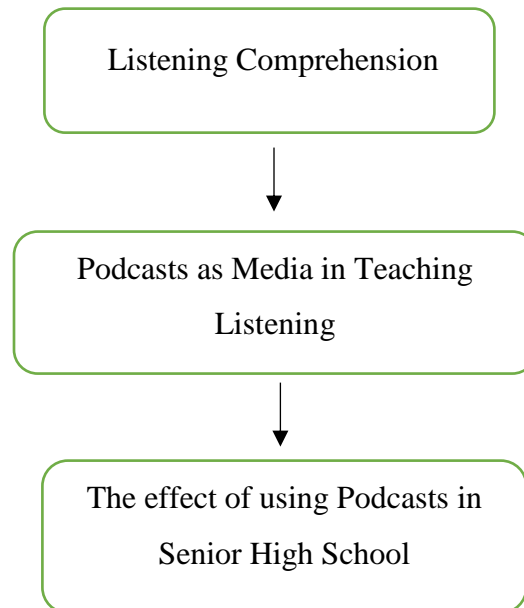
Lestari (2021) When incorporating podcast media into the classroom, educators have the option to utilize podcasts created by someone other than themselves. The learning objectives must be aligned with the required adjustments. Audio-visual podcast media encompasses both auditory and visual elements, allowing individuals to comprehend the transmitted material more effectively.

The process of integrating podcasts into the classroom involves several phases. Firstly, it is important to create a conducive and quiet learning environment. This setting promotes optimal engagement and attentiveness among students. Secondly, students should direct their attention towards the content presented by the speaker. By doing so, students may grasp the fundamental concepts and principles being conveyed, hence enhancing their learning experience.

B. Conceptual Framework

Podcasts can facilitate independent student learning. By providing students with regular feedback and direction on the usage of podcasts, they can improve their listening skills (Saeedakhtaret al.,2021). As such, effective methods of instruction are essential for improving students' abilities in listening with comprehension. It is

believed that by using this strategy, the impact on student's understanding was be quantified. Researchers need a teaching technique, such as the use of Podcasts, to improve students' listening comprehension.



C. Previous Related Study

This study pertains to Tri Yuci Ayundini. In the academic year of 2019, I conducted my thesis at the Tarbiyah and Teacher Training Faculty of the State Islamic University of North Sumatera. The research conducted is titled "Enhancing Students' Listening Proficiency through the Utilization of Fairy Tales at MTs Islamiyah Medan." The objective of this study was to enhance students' listening proficiency through the utilization of fairy tales. The study consisted of four meetings, with the initial meeting involving a pretest, interview, and short observation conducted by the researcher. The researcher employed many tests to gather data, including a pre-test, cycle I (post-test),

and cycle II (post-test II). During the pre-test, the researcher provided the students with a fairy tale video devoid of visual imagery. Subsequently, in cycle I, the researcher presented the same video accompanied by visual media. Finally, in cycle II, the researcher introduced other videos incorporating visual media. The objective of this study was to enhance various videos using visual media. In contrast to my research entitled "The Effect of Using Podcasts on EFL Student's Listening Comprehension in Senior High School" which was carried out at SMAN 2 Perbaungan school using a quantitative research method that used a Pre-experimental design. By first giving a Pretest before treatment using Podcasts, after that showing video Podcasts from Teacher Luke to class XI IPA 3 students, then giving a Pretest to see student scores, which aims to see the effect of using Podcasts on students' Listening Comprehension.

This study pertains to the work of Veronica Mustika Heni Permatasari, whose contact number is 08202244050. In the academic year of 2013, my thesis, conducted at the Language and Art Faculty of Yogyakarta State University, focused on the research topic titled "Enhancing the Listening Skills of Grade VIII, Class A Students at SMP BOPKRI 1, Yogyakarta through the Use of Podcasts in the Academic Year of 2012/2013." The study examines strategies to enhance the listening comprehension skills of eighth-grade students at SMP BOPKRI 1 through the use of podcasts. The data analysis revealed an enhancement in pupils' listening abilities as a result of utilizing the podcast. The researcher selects a single class, specifically Class VIII A, which comprises a randomly chosen group of 27 students. The researchers conduct two rounds. The potential enhancement of students' listening skills through the utilization

of podcasts is a significant aspect to consider. Consequently, the pupils demonstrated the ability to provide accurate responses and exhibit proper spelling in their answers. In contrast to my research entitled "The Effect of Using Podcasts on EFL Student's Listening Comprehension in Senior High School" which was carried out at SMAN 2 Perbaungan School used a quantitative research method that used a Pre-experimental design. By first giving a Pretest before treatment using Podcasts, after showing video podcast from Teacher Luke to class XI IPA 3 students, then giving a pretest to see student scores, which aims to see the effect of using Podcasts on students' Listening Comprehension.

This study concerns Fitratun Nisa, an academic affiliated with the State Islamic University of North Sumatra. This study centres on the subject of improving the listening abilities of eleventh-grade students at SMK Trittech Informatika Medan through the utilisation of podcasts within the academic year of 2018/2019. The aim of this study was to improve the listening skills of grade XI students at SMK Trittech Information Medan in the academic year of 2013/2014 by including the use of podcasts. The current investigation was classified as action research. The research was carried out in two iterations, with each iteration comprising of two distinct stages. The main objective of this study involved examining a cohort consisting of 42 students who were currently enrolled in the eighth grade at MTS Islamitah Gunting Saga. Throughout the duration of this study, the approach utilised encompassed the utilisation of both qualitative and quantitative data analysis methodologies. The utilisation of podcasts as a tool for enhancing listening skills has proven to be helpful, as seen by the improved

listening abilities of students who have incorporated English podcasts into their learning process. In contrast to the aforementioned study named "The Effect of Utilising Podcasts on the Listening Comprehension of English as a Foreign Language (EFL) Students in Senior High School," conducted at SMAN 2 Perbaungan, this research employed a quantitative research approach, specifically utilising a Pre-experimental design. The study employed a pretest-posttest design to examine the impact of utilising Podcasts on the listening comprehension of students in class XI IPA 3. Prior to the intervention, a pretest was administered to assess the students' initial listening comprehension abilities. Subsequently, video Podcasts featuring Teacher Luke were presented to the students. Following the intervention, a posttest was conducted to evaluate any changes in the students' listening comprehension scores. The primary objective of this study was to investigate the influence of Podcasts on students' listening comprehension skills.

D. Hypothesis

Hypothesis is a temporary prediction, a temporary thesis that must be confirmed via scientific study. The following is a statement of the study's hypothesis:

- 1) Ho: Using Podcasts cannot improve listening quality understanding of class XI IPA SMAN 2 Perbaungan for the academic year 2023/2024
- 2) Ha: Using Podcasts can improve the listening understanding of class XI students of SMAN 2 Podcasts for the academic year 2023/2024

CHAPTER III

METHOD OF RESEARCH

A. Location of Research

This research was conducted at SMAN 2 Perbaungan in the even semester of the academic year 2023/2024 on Jl.Cempaka No.25 Perbaungan, Simpang Tiga Pekan, Serdang Bedagai, Sumatera Utara. The researcher chose this school as the research location because the researcher had made initial observations of the students at the school and found that students had difficulty listening. Where in learning to listen the teacher still focuses on the old learning model, namely students only listen to the teacher's voice and answer questions correctly, so students feel bored. This causes low student motivation in learning listening material due to a lack of student interest in listening. The researcher intends to help them achieve listening comprehension by using Podcasts.

B. Population and Sample

1. Population

The population is the entire group of people, events, or things to investigate. Meanwhile, the population group is the set of all elements in the population where the sample was taken (Sekaran,2011).The population of this research was taken XI-IPA students of SMAN 2 Perbaungan in the academic year 2023/2024.

Table 3.1 Population

CLASS	STUDENTS
XI-IPA1	33
XI-IPA2	30
XI-IPA3	30
Total	93

2. Sample

Sugiyono (2018:131) states that the sample is part of the number and characteristics possessed by the population. Part of the population selected for the data source is called a sample, the conditions that must be met include that the sample must be taken from that part of the population. Sampling from research using the Total Sampling technique.

The research sample was conducted in class XI IPA 2 SMAN 2 Perbaungan as the experimental group. Thus, the total number of research samples is 30 students.

Tabel 3.2 Sample

School	Class	Total Students
SMAN2 Perbaungan	XI-IPA3	30

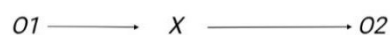
C. Research Design

The researcher conducted the research utilizing a pre-experimental design known as a one-group pre-test post-test design. The designation of this design as pre-experimental is justified due to its frequent classification as a "quasi-experimental" method. The current design does not meet the criteria of a true experiment. According to Sugiyono (2014: 109), the pre-experimental design is a research design that involves

a single group or class being administered pre and post-tests. This study employed a one-group pretest and posttest design, which involved the examination of a single group without the inclusion of a control or comparison group.

It aims to get accurate data o the research objectives and to determine the effect of using podcasts on students' listening comprehension. The design research pattern is one group pretest and posttest design according to (Sugiyono,2013:111), as follows:

Description:



O1 =learning outcomes of experimental class before treatment

X =treatment with using video podcasts

O2 =learning outcomes of experimental class after treatment

The paradigm of this research design is to have a pretest before being given treatment so that the results of the treatment can be known more accurately because they can be compared to conditions before treatment.

D. Instrument of the Research

The researcher collected the data for this study using a single method. The instrument of research is a test for students, and the test uses multiple-choice. The researcher gathered data by providing a pre-test and post-test, during the data collection method.

E. Technique of Collecting Data

In collecting data the researcher use two test namely pre-test and post-test.

1. Pre-test

As stated by (Creswell, 2009), the pre-test is a test for the research sample before treatment is given to them. The researcher was give the pre-test to the experimental class to determine the students' basic listening comprehension before using the Podcasts method is given. The pre-test consists of ten multiple-choice questions that come from the "TOEFL Exercise Listening Section".

2. Post-test

After receiving treatment with the Podcast, a post-test was be given. The effect of applying Podcasts on students' listening ability was determined by how many scores students obtained on a post-test designed to assess their new knowledge. Repeating what Creswell mentioned, the post-test evaluates some of the traits or attributes of the trial participants after receiving the treatment. The post-test consisted of ten multiple-choice questions with several questions where students had to answer different questions from the pre-test questions. This question is taken from the "TOEFL Exercise Listening Section".

In detail, the steps of data collection according to (Creswell, 2009) are as follows:

1. Give a pre-test in the pre-experimental class by giving students multiple choices.
2. Give treatment to the pre-experimental class by applying a video podcast from "Teacher Luke".

3. Giving a post-test to in the pre-experimental class by giving students multiple choice.
4. Collect students answer sheets.

F. Technique of Analyzing Data

In this study, the researcher utilised the Paired Samples t-test to analyse significant differences in writing technique text scores among students prior to and following treatment. Furthermore, the Independent Sample t-test is instructed by audio-mediated instruction in order to analyse significant score disparities across students, while kids are instructed using a conventional approach.

During the testing phase, the researcher employed IBM SPSS 20 to assess the validity of the data. SPSS, which stands for Statistical Product and Services Solution, is a software tool used for data processing across a range of applications, such as company operations, internal research, and academic research (Junaidi, 2010). The primary objective of this process is to ascertain the congruence between the outcomes of a given measurement and the entity being measured. The data analysis methodology refers to a systematic approach employed to organise and manipulate data in order to effectively portray the information derived from conducted research. Upon completion of the data collection process, the acquired data underwent analysis through the utilisation of the subsequent procedure:

- 1) Reading the students answer
- 2) Identifying the students answer
- 3) Scoring the students answer

a) Validity Test

According to Sugiono (2021:178), A validity test is employed to assess the degree to which a measuring instrument accurately measures the intended construct. Validity is a quantitative assessment that signifies the degree of validity of a measuring tool. A validity study was conducted in order to assess the validity and reliability of the items. In the event of the presence of invalid research instrument question items, it becomes necessary to determine the appropriate course of action, namely whether to discard/replace or update them. The determination can be made by examining the coefficients of validity and reliability. The following are the steps for utilising SPSS:

1. Make a total score of each variable (Score calculation table).
2. Click Analyze -> Correlate -> Bivariate (Image/SPSS Output).
3. Enter all variable x items into Variables.
4. Check Pearson's list; Two Tailed ; Flags.
5. Click OK

b) Test of Hypothesis

The technique used in testing the hypothesis is the paired sample t-test. According to Prabawati (2016: 247), Paired Sample The T-Test is a different test of two paired samples. Paired samples are the same subject but experience different

treatments. This different test is used to analyze the pre-post or research model before and after. The t-test was carried out to test the significance of the difference in average class effect. The test is used to determine the effect independent variable (free) to the dependent variable (bound). Test it used to determine the effect of using Audio on students' reading skills. The conditions are carried out to see the significance value (sig), namely)

- 1) If the significance value (Sig) < a (0.05) then H_a is accepted. There is influence of the independent variable (X) on the variable bound (Y)
- 2) If the significance value (Sig) > a (0.05) then H_0 is rejected. No there is the influence of the independent variable (X) on the dependent variable (Y).

CHAPTER IV

A. FINDING

1. Listening Comprehension of Students Using Audio Media

Results of The Pre-Test Listening Comprehension in Class XI-IPA3

The following is the score of the listening result test for class XI-IPA 3 students through audio media before being given treatment (Pre-test).

Table 4.1 : The total score of Pre-Test in class XI-IPA 3

No	Nama Siswa	Skor
1	AG	60
2	ADS	20
3	AK	64
4	AM	60
5	BAR	20
6	BSR	36
7	CS	56
8	Dsy	32
9	DS	48
10	EM	60
11	FR	44
12	FOS	40
13	JFB	48
14	KI	40
15	L	60
16	MAP	45
17	MRZ	44
18	MA	40
19	N	52
20	OR	44
21	VAT	44
22	SS	40
23	SA	44
24	SMS	45
25	UM	48
26	UL	52
27	WK	52

28	WD	44
29	ZK	60
30	Za	44

From the table above, as a comparison of the results of the pretest or prior to treatment in class XI-IPA 3, there were 24 students who scored below 60, 5 students scored 60, 1 students scored 64.

2. Listening Comprehension of Students Using Podcasts Media

The following is the listening result test scores of class XI-IPA 3 students through the Podcasts media after being given treatment (Post-test).

Table 4.2 : The total score of Post-Test in class XII-IPA 3

No	Nama Siswa	Skor
1	AG	77.18
2	ADS	40.86
3	AK	81.72
4	AM	77.18
5	BAR	36.32
6	BSR	72.64
7	CS	72.64
8	Dsy	54.48
9	DS	63.56
10	EM	72.64
11	FR	59.02
12	FOS	59.02
13	JFB	68.1
14	KI	59.02
15	L	77.18
16	MAP	59.02
17	MRZ	63.56
18	MA	49.94
19	N	72.64
20	OR	59.02

21	VAT	63.56
22	SS	63.56
23	SA	59.02
24	SMS	54.48
25	UM	63.56
26	UL	68.1
27	WK	63.56
28	WD	54.48
29	ZK	81.72
30	Za	59.02

From the table above, as a comparison of the results of the pretest or prior to treatment in class XI-IPA 3, there were 13 students who scored below 60, 6 students scored 63.56, 3 students scored 68.1, 4 students scored 72.64, 2 students scored 77.18, 2 students scored 81.72.

3. Pre-Test and Post-Test Results of Listening Ability at Class XI-IPA 3

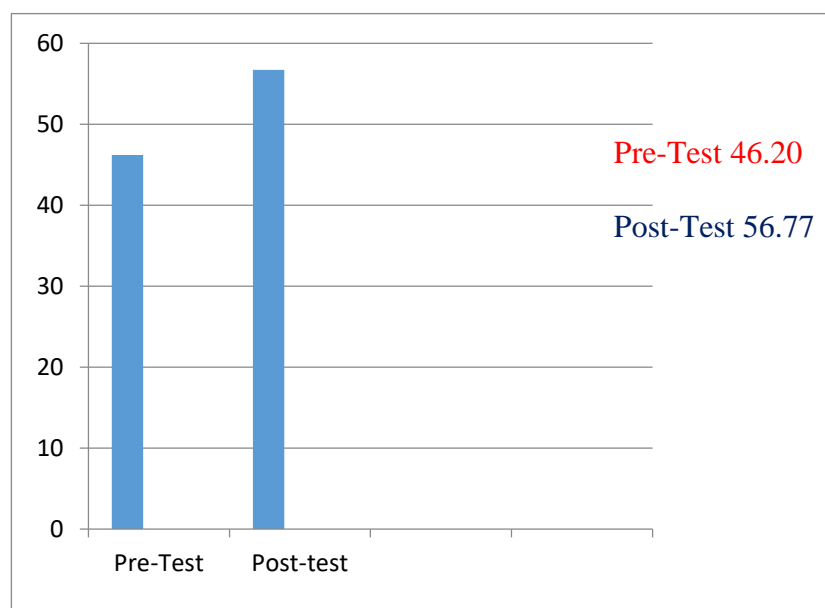
The following is the score of the student learning outcomes in class XI-IPA 3 through audio media (before being given treatment) and through Podcast media (after being given treatment).

4.3 The mean score of pre-test and post-test Listening comprehension of class XI-IPA 3 students.

XI-IPA 3	Pre-test	Post-test	Range
	46,20	56,77	10,57

Table 4.3 above shows that the mean score in pretest is 46,20 which is classified as poor classification and the mean score posttest is 56,77 which is classified as fair classification. The range between pre-test and post-test was 10.

Chart 4.1 : The mean score of pre-test and post-test Listening comprehension of class XI-IPA 3 students.



4. Validity Test

A research instrument is said to be valid if it can disclose data variables to measure the level of validity of the questions correctly. In this study, the instrument was declared valid if the count value obtained was greater than r_{table} that is 0.361. The r_{table} value is obtained from the r value distribution table with 5% significance with $N = 30$.

Acquisition of the validity test totaling 30 is the item multiple choice on the test sheet. This test sheet has been tested on 30 students class XII-IPA 2 SMAN 2 Perbaungan Then as for the results of the validity test which is carried out based on the results of the validity test output using in the IBM SPSS Statistics 20 application, it can be seen that there are 25 valid pre-test questions and 5 invalid pre-test questions. While

in the post test questions there are 22 valid questions and 8 invalid questions of the valid questions, 22 questions were selected to be used as questions in the research pre-test and 25 questions were selected to be used as question in post-test.

a. Test results of the validity of the pre-test questions

4.4 Table of results of the pre-test question validity

NO SOAL	R HITUNG (Person Correlation)	Nilai Sig	KESIMPULAN
1	0,407	0,019	Valid
2	0,636	0,000	Valid
3	0,485	0,004	Valid
4	0,529	0,002	Valid
5	0,427	0,013	Valid
6	0,217	0,225	Tidak Valid
7	0,468	0,006	Valid
8	0,547	0,001	Valid
9	0,514	0,002	Valid
10	0,489	0,004	Valid
11	0,529	0,002	Valid
12	0,579	0,000	Valid
13	0,412	0,017	Valid
14	0,395	0,023	Valid
15	0,522	0,002	Valid
16	0,541	0,001	Valid
17	0,515	0,002	Valid
18	0,394	0,023	Valid
19	0,593	0,000	Valid
20	0,235	0,188	Tidak Valid
21	0,483	0,004	Valid
22	0,419	0,015	Valid
23	0,483	0,004	Valid
24	0,399	0,021	Valid
25	0,451	0,008	Valid
26	0,007	0,969	Tidak Valid
27	0,493	0,004	Valid
28	0,233	0,192	Tidak Valid
29	0,394	0,023	Valid
30	0,205	0,252	Tidak Valid

From the table above there are 5 invalid questions including question numbers 6,20,26,28,and 30.

b. Test results of the validity of the post-test questions

4.5 Table of results of the post-test question validity

NO SOAL	R HITUNG (Person Correlation)	Nilai Sig	KESIMPULAN
1	0,516	0,002	Valid
2	0,339	0,054	Tidak Valid
3	0,453	0,008	Valid
4	0,480	0,005	Valid
5	0,391	0,024	Valid
6	0,422	0,014	Valid
7	0,450	0,009	Valid
8	0,460	0,007	Valid
9	0,255	0,151	Tidak Valid
10	0,545	0,001	Valid
11	0,508	0,003	Valid
12	0,122	0,500	Tidak Valid
13	0,460	0,007	Valid
14	0,377	0,030	Valid
15	0,293	0,097	Tidak Valid
16	0,398	0,022	Valid
17	0,457	0,008	Valid
18	0,432	0,012	Valid
19	0,433	0,012	Valid
20	0,426	0,013	Valid
21	0,449	0,009	Valid
22	0,410	0,018	Valid
23	0,388	0,025	Valid
24	0,498	0,003	Valid
25	0,177	0,324	Tidak Valid
26	0,158	0,380	Tidak Valid
27	0,119	0,510	Tidak Valid
28	0,527	0,002	Valid
29	0,480	0,005	Valid
30	0,099	0,585	Tidak Valid

From the table above there are 8 invalid questions including question numbers 2,9,12,15,25,26,27,and 30.

5. Data Descriptive Statistics

4.6 table Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	30	20,00	64,00	46,2000	10,73955
PostTest	30	81,72	8172,00	5677,7240	2038,26547
Valid N (listwise)	30				

There are a total of 30 students in the XI-IPA 3 class. Pre-Test mean scores for the pre-test class is 46.20, with a minimum grade of 20 and a maximum grade of 64. The post-test class mean score is 46.200, with a minimum grade of 81.72 and a maximum grade of 8172.00. It's clear from this that the grade has improved after learning process is using podcasts.

5. Paired Sample T-test

The paired sample T-test is a statistical technique employed to evaluate hypotheses in scenarios where the data under examination are not independent, as elucidated by Nuryadi et al. (2017). The Paired Sample T-test is a statistical technique that is utilized to compare the mean values of two paired samples and ascertain the presence of a significant difference between them. In order to evaluate the potential difference in the mean scores between the two sets of paired samples, the researcher performed a paired sample t-test on the data collected from the Class Pre-Test and the

subsequent Class Post-Test. The examination is conducted utilising the SPSS 20.0 software package.

Table 4.7
Paired Samples Test
Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre_Test - Post_Test	-13,50000	8,52481	1,55641	-16,68322	-10,31678	-8,674	29	,000

The significance level (2-tailed) of $0.000 < 0.05$ suggests that there is a statistically significant difference in the average student scores between the Pre-Test Class and Post-Test Class, as indicated by the result of pair 1 and the significance level (2-tailed) of $0.000 < 0.5$. Hence, it can be inferred that the impact of media podcasts on students' listening comprehension outcomes is influenced by the analysis of output pair 1.

6. Hypothesis

Table 4.8
Hypothesis of student Pre-test and Post-test

Variable	Pre-test	Post-test
		46.20

The Hypothesis was needed to find out whether hypothesis has effect or not effect. If the result of post-test was lower than pre-test value, the null hypothesis (H_0)

was not effect, and if the result of post-test was higher than pretest value, the alternative hypothesis (H_a) was be effect. In order to find out the degree of freedom (df), the researcher used the following formula:

$$df = N$$

$$df = 30$$

For the level significance (p) = 0.05 and $df = 30$, the value of pre-test 46.20. The result post-test 56.77. It show that post-test value is higher than pre-test ($56.77 > 46.20$). The calculating shows that post-test value higher than pre-test.

B. Discussion

The objective of this study is to determine the extent to which students' listening abilities have been enhanced through the utilization of podcasts. The findings of the conducted research indicate a notable impact of incorporating podcast media on the listening comprehension skills of students in class XI-IPA 3 at SMAN 2 Perbaungan. This conclusion is based on the analysis of data, which reveals a statistically significant result (sig. 2-tailed) for the paired sample t-test, with a value of $0.000 < 0.5$. According to Nuryadi et al. (2017), when the significance results for a paired sample t-test are below the threshold of 0.05, it is inferred that variable X has an influence on variable Y. Conversely, if the significance value exceeds 0.05, it is inferred that variable X does not have a significant effect on variable Y. Hence, it may be inferred that media podcasts exert an influence on the development of listening comprehension skills. The disparity between the mean score prior to and subsequent to the Class XI-IPA 3 examination indicates a rise in the average score from 46.20 to 56.77. In other terms

one might assert that the utilization of the podcasts media model yields a substantial enhancement in students' listening comprehension. The alternative hypothesis is supported, whereas the null hypothesis is unequivocally supported, due to a significant rise in the mean value of student learning outcomes as indicated by the paired sample t-test results.

The results of this study align with the outcomes of a previous inquiry titled. The objective of this study was to gather empirical evidence to establish whether the utilization of podcasts has a substantial impact on the listening proficiency of eighth-grade pupils at MTs Yaspina. The research employed a quantitative approach, utilizing a quasi-experimental design. The participants in this study consisted of 26 students from the experimental class, designated as 8.1, and 27 students from the controlled class, designated as 8.3. The selection of those samples was conducted by the utilization of purposive sampling. The findings indicated that the mean score on the post-test for the experimental class was higher than that of the control class, specifically ($80.92 > 76.44$). The posttest mean score of the experimental class and the controlled class exhibited a significant difference (A'yun, 2018).

In addition, certain investigations additionally investigate The primary objective of this study is to enhance the listening skills of students enrolled in Private Senior High Schools in Ciputat by utilizing the medium of Podcasts. The primary focus of this study was on pre-experimental research design, specifically utilizing a one group pretest-posttest design. The study's participants consisted of tenth-grade students from a Private Senior High School in Ciputat throughout the 2022/2023 academic year. The

researchers employed the purposive sampling technique to select a single class as the sample for the study, which comprised 31 students. The mean value of students' listening abilities exhibited a significant rise of 41.37%, rising from an initial score of 58.45 in the pre-test to a final score of 82.71 in the post-test. The study's findings, obtained through the use of the Wilcoxon Signed Ranks Test and analyzed using SPSS v.22, indicate a significant result with a p-value of 0.000, which is less than the predetermined significance level of 0.05. Therefore, the research hypothesis is deemed to be valid. This implies that the utilization of learning methodologies incorporating podcasts has a substantial impact on the development of listening skills among students attending Private Senior High School in Ciputat.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the study's objective, it can be asserted that the utilisation of podcasts has led to a notable enhancement in students' listening comprehension. This conclusion is supported by the analysis of paired sample t-tests, as indicated by the research's data analysis, findings, and comments. The paired sample t-test results indicate a statistically significant difference between the two samples, with a p-value of 0.000, which is less than the conventional significance level of 0.5. This suggests that the use of podcasts has a significant impact on students' listening comprehension. The size of this effect is apparent when considering the mean score of the pre-test (46.20) and the post-test (56.77). It can be posited that the utilisation of podcasts as a medium leads to a notable enhancement in listening comprehension. This implies that the null hypothesis is rejected in favour of the alternative hypothesis.

B. Suggestion

To make it easier to conduct further research, the researcher proposes performing a comprehensive examination of the merits and constraints associated with podcasts as a medium for communication. There is a need for researchers to allocate greater attention to the level of student engagement during learning activities, particularly in terms of their participation in asking questions and seeking clarification on concepts that are not fully comprehended. This study aims to assess the extent to

which students possess a comprehensive understanding of the learning material. Additional research could explore additional characteristics that were not examined in this study, which have the potential to enhance students' listening comprehension skills. Furthermore, it is advisable for future investigations to devote particular attention to the utilization of video podcasts in educational contexts. Ensure that the video is designed in a manner that facilitates comprehension for students and effectively captures their attention, hence fostering their interest in seeing and engaging with the material for educational purposes. Subsequent investigations may consider employing alternative media platforms as a means to captivate students' interest. In light of the aforementioned conclusions, the subsequent recommendations are put forth:

1. Some students exhibit passivity during the learning process, potentially due to a lack of engagement with previously presented material. Hence, it is imperative for students to engage actively in the educational endeavor and cultivate a receptive mindset, devoid of hesitancy or timidity, in order to inquire and articulate their perspectives.
2. Media podcasts have the potential to enhance English teachers' ability to cultivate listening skills in their students. The importance of fostering cooperation and interaction between professors and students during the learning process should be acknowledged in order to create a more conducive learning environment and enhance students' comprehension of the subject matter.

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APPENDIX 1 Lesson Plan

LESSON PLAN

School : SMA Negri2 Perbaungan
Subjects : English
Class/Semester : XI IPA 3/1
Aspects/Skills : Listening
Time Allocation : 2 JP
School Year : 2022/2023

A. The objective of the study

Provide students with tests through multiple-choice questions and find out students' listening skills before doing treatment using multiple-choice podcasts.

B. Learning Steps

Activity	Learning Step	Time
Introduction	1. Students began the activity by praying 2. Checking the attendance of students 3. The teacher asks about the state of the students	15
Core Activity	4. Students are given a pre-test using mp3 audio 5. Collect student answer sheets 6. Randomly divide answer sheets to students 7. Check multiple-choice questions	70
Closing	8. The class closed by praying together 9. The teacher closed the material with Salam.	5
		90 minutes

LESSON PLAN

School : SMA Negri 2 Perbaungan
Subjects : English
Class/Semester : XI IPA 3/1
Aspects/Skills : Listening
Time Allocation : 2 JP
School Year : 2022/2023

A. Learning Objective

Offering video podcasts as an instructional medium for students to engage with can enhance their interest in learning by mitigating monotony. Following the watching of video podcasts, students can effectively summarize the content discussed in their own words.

B. Learning Steps

Activity	Learning Step	Time
Introduction	<ol style="list-style-type: none">1. Students began the activity by praying2. Checking the attendance of students3. The teacher asks about the state of the students	10
Core Activity	<ol style="list-style-type: none">4. The teacher teaches by showing a video podcast and then explaining it5. Students listen and focus on watching videos about Opinions and Thoughts6. Students collect information and retell the conclusion of video podcasts	60

Closing	<p>9. The teacher concludes the material that has been studied.</p> <p>10. The teacher gave a brief and clear review of the material.</p> <p>11. The teacher closed the material with Salam.</p>	20
		90 minutes

LESSON PLAN

School : SMA Negri 2 Perbaungan
Subjects : English
Class/Semester : XI IPA 3/1
Aspects/Skills : Listening
Time Allocation : 2 JP
School Year : 2022/2023

A. The objective of the study

To find out whether podcasts can improve students' listening comprehension

B. Learning Steps

Activity	Learning Step	Time
Introduction	1. Students began the activity by praying 2. Checking the attendance of students 3. The teacher asks about the state of the students	15
Core Activity	4. Students are given a multiple-choice 5. Collect student answer sheets 6. Randomly divide answer sheets to students 7. Check multiple-choice questions	70
Closing	8. The class closed by praying together 9. The teacher closed the material with Salam.	5
		90 minutes

Appendix 2

Exercise Pre-Test

1. Woman : That book is on reserve so you can take it out of the library you can use it here for 2

hours though or you can wait until an hour before closing and check it out until the library opens at 8:00 in the morning

Man : Okay I'll come back tonight

What does the man imply?

- a. He was not use the book
- b. He was use the book in the library for two hours
- c. He was check the book out before closing
- d. He was reserve the book

2. Woman : Do you know where I can get a soda?

Man : Isn't there a machine downstairs

What does the man imply?

- a. The woman cannot get a soda
 - b. He was go downstairs to get the woman a soda
 - c. The woman should go downstairs to get a soda
 - d. He does not know where to get a soda
3. Man : Why do you have to take TOEFL I thought If you graduated from an American high school you didn't have to take it
- Woman : I thought so too but the universities where I applied required a score even with an American diploma

What do we know about women?

- a. She thought she had applied to the right school
 - b. She attends an American university now
 - c. She does not have to take the TOEFL
 - d. She graduated from an American high school
4. Woman : How long did it take you to register I was in line for 2 hours
- Man : You are lucky

What did the man mean ?

- a. The woman was in line for a long time

- b. The man was in line longer than the woman
- c. The man registered quickly
- d. The woman did not register

5. Woman : If I were you I would take a plane instead of a bus it was take you forever to get there

Man : But flying makes me so nervous

What is the man prefer to do?

- a. He prefers staying at home because he doesn't like to travel
- b. He prefers taking a plane because the bus is too slow
- c. He prefers taking a bus because the plane makes him nervous
- d. He prefers traveling with the woman

6. Man : Her name is baker we don't have a reservation but we have time to wait

Woman : Waiting for, it shouldn't be more than 10 minutes Mr baker was call you when we have a table

Where does this conversation most likely take place?

- a. On a reservation
- b. At a party
- c. At a restaurant
- d. In a bakery

7. Woman : Do you think that Bob is serious about Sally

Man : Well I know this I've never seen him go out so often with the same person

What conclusion does the man want us to draw from his statement?

- a. Sally is serious about bob.
- b. Bob is serious about sally.
- c. Sally is not serious about bob.
- d. Bob is not serious about sally

8. Woman : Whereas European nations have traditionally employed metric units such as meters and grams the united states has employed English units such as feet and pounds

Man : Both systems are now in use in the us though

What are these people most probably discussing?

- a. Weights and measurements
- b. Political systems
- c. Employment
- d. Money

9. Woman : Jane told me that she was going to quit her job I'll certainly be

sorry to see her go

Man : Oh she always says that I wouldn't buy her a going away present if I
were you

What does the man think about Jane

- a. She was go away.
- b. She was be sorry.
- c. She was not quit her job.
- d. She was not buy him a present.

10. Man : I wonder what happened to betty Thompson I don't see her anywhere

Woman : I don't know she told me that you would be here at the play tonight

What do we learn about betty from this conversation?

- a. She does not like plays
- b. She went to see the play with the man and woman
- c. She had not planned to attend the play
- d. She was not at the play

11. Man : The dinner special is roast turkey with mashed potatoes and gravy and
apple pie for dessert

Woman : That doesn't sound good to me

What does the woman mean?

- a. She doesn't like to listen to turkeys
- b. She thinks the dinner sounds special
- c. She especially likes the roast turkey
- d. She'd prefer a different dinner

12. Man : How much of a tip should I leave?

Woman : What dollars plenty the service wasn't very good

Where does the conversation probably take place?

- a. In a bank
- b. At a service room
- c. In a restaurant
- d. In a beauty salon

13. Men : What did you think of professor martin's lecture on the migratory habits of wales

Women : I couldn't keep my eyes open

What does the women mean?

- a. Her eyes hurt
- b. The class was boring
- c. She thought the lecture was great
- d. She didn't want to watch professor martin

14. Woman : Did you have to wait at the airport for a long time?
Man : No, the plane landed right on schedule

What does the men mean?

- a. He did not look at the right schedule
- b. The plane landed in the right place
- c. The plane arrived on time
- d. He had to wait for the plane to land

15. Man : Did you go dancing with someone else last night?

Woman : I was not feeling well to sledding go out

- a. She felt good enough to go out
- b. She went out to get some medicine
- c. She felt like dancing, so she went out with everyone
- d. She stayed home because she was sick

18. Man : Did your friend finishing a paper for history class

Woman : Steve couldn't finish it and Paul didn't

What does the woman mean?

- a. Steve wanted to finish his paper, and so did Paul
- b. Both Steve's and Paul's papers were incomplete
- c. Steve and Paul were busy doing their term papers
- d. When Steve wasn't able to finish his paper, Paul couldn't help

17. Man : I'm so bored at staff meetings

Woman : So let's not discuss the meeting that took place during this time

What does the woman mean?

- a. This was a very long staff meeting
- b. This was the only staff meeting in a long time
- c. The meeting lasted only until one o'clock
- d. The one staff meeting should've lasted longer

18. Man : Is it a good sale did you buy a lot the price can't be lower

Woman : The price couldn't be lower

What does the woman say that the sale?

- a. The prices were great!
- b. The prices were too high
- c. She didn't buy much because of the prices
- d. The prices could have been lower

19. Man : Did any of you get injured in the accident?

Woman : We couldn't luckier

What does the woman imply?

- a. They were not very lucky
- b. No one was hurt
- c. The accident was unfortunate
- d. She wanted to have better lucky

20. Man : Don't bring up the topic we discussed last night while jeff is here. He doesn't agree with the decision at all.

Woman : I'd like hear his point of view. The subject isn't closed yet.

Man : You'll be sorry

What does the man mean about Jeff?

- a. He is studying
- b. He hasn't made up his mind
- c. He is very much against the issue that the man promotes
- d. He isn't aware of what the man and woman are discussing

21. Woman : Why don't you take the bus to work? The driving is rushing out and the traffic is terrible

Man : I would, but I'm afraid that there won't be any seats left for the time the bus comes to my stop

Why does Johan not want to go by bus?

- a. Johan takes the bus to work
- b. Johan wants Cinta to go with him
- c. Cinta prefers driving in the rush hour
- d. Johan has to stand on the bus if he takes it to work

22. Man : We went to Bandung yesterday. We spent our time shopping

Woman : So, what do you think about Bandung?

Man : "..."

What is the man best responses?

- a. I think it is beautiful
- b. I think Bandung Is a beautiful capital
- c. I think it is beautiful view
- d. I think it is not interesting

23. Man : ..., but I have to take care my mom. She has been hospitalized for week.

- a. It's sound interesting
- b. Thank you
- c. I don't care about it
- d. I am sorry to hear that

24. Man : It's boring. We've got to do something

Woman : What about watching film?

Man : Wow, cool!

- a. It's a pity
- b. Let's watch it
- c. You are wrong
- d. I am deeply sorry to hear that

25. Man : Don't bring up the topic we discussed last night while jeff is here. He doesn't agree with the decision at all.

Woman : I'd like hear his point of view. The subject isn't closed yet.

Man : You'll be sorry

What does the man mean about Jeff?

- a. He is studying
- b. He hasn't made up his mind
- c. He is very much against the issue that the man promotes
- d. He isn't aware of what the man and woman are discussing

Appendix 3

Exercise Post-Test

1. Woman : How did you learn to play the violin so well
Man : Little by little, step-by-step and finally you can do it

Woman : well that's true but I'm lazy to keep practicing every day

Question what do we know about the man ?

- a. He is a music teacher
- b. He is good at playing the piano
- c. He practices a lot
- d. He is very good

2. Some people say friends are always honest with each other. Do you agree ?

- a. Asking for opinion
- b. Giving an opinion
- c. Agreeing an opinion
- d. Disagreeing an opinion
- e. Asking for suggestion

3. I completely agree, friends need to be completely honest

- a. Agreeing an opinion
- b. Asking for opinion
- c. Giving an opinion
- d. Disagreeing an opinion
- e. Asking for suggestion

4. Man : Do you know what's wrong with Mandy? she look upset

Woman : She failed her math test again

Man : Ohh poor mandy she must be very depressed about it

Woman : She serious and she says she hates math.

What do we know about Mandy ?

- a. She did something wrong
 - b. She lost her hat
 - c. She is unhappy about the test result
 - d. She's happy about the test result
5. Man : Who could that be?
 Woman : It could be the delivery boy from the Pizza house
 Man : You ordered pizza ? it's almost dinner time
 Woman : Yeah I'm too tired to cook tonight
 Question why did the woman order pizza
- a. She likes pizza
 - b. She is very hungry
 - c. She doesn't want to cook
 - d. She is want to cooking
6. Man : Look at this note from the landlord
 Woman : What ? we can't afford another \$20 a month
 What are the speakers talking about ?
- a. A salary cut
 - b. A rent increase
 - c. A vacation trip
 - d. A real estate bargain
7. Man : What do you feel after the first half of the concert, are you enjoying it?
 Woman : Oh sure, I am really amazed don't you think the music
 What does the woman mean ?
- a. She doesn't like it
 - b. She doesn't like the musi
 - c. She likes the concert
 - d. She dislike the music
8. Man : What did you do over the weekend?
 Woman : I went camping with a few of my friends
 Man : that must've been fun ,where did you go camping ?
 Woman : We went to Misty Lake and set up a camp nearby that place was really
 made in heaven
 Man : Really ? Maybe I should take my family there next time
 What did the woman do on the weekend

- a. Went camping
- b. Went to the park
- c. Had dinner with friends
- d. Attended a concert

9. Woman : Hey I didn't see you at the party last night, what's wrong?

Man : Yeah, I feel my final exam so my dad grounded me

Woman : No way, you're the party king

What happened to the man ?

- a. He was not allowed to parties
- b. He missed his final exam
- c. He went to the party with his dad
- d. He will go to the party with his friends

10. Man : How's my wife ?

Woman : Congratulations ! Your wife to a beautiful daughter

Man : Say good, doctor can I see my wife now?

Woman : She's a bit tired and stressed but don't worry she'll be in good hands

What does the doctor mean ?

- a. She was take a good care of the woman
- b. The woman has beautiful hands
- c. The husband is not allowed to look after his wife
- d. She takes a good care

11. Man : Was you be able to get back from running all your errands by 4 o'clock

Woman : I'll be back as quickly as I can

What does the woman say that she'll do ?

- a. She'll call back quickly
- b. She'll definitely be back by 4:00
- c. She'll give it back by 4:00
- d. She'll try to return fast

12. Man : Was Steve able to get into the house ?

Woman : I left the door unlocked for him

What does the woman assumes ?

- a. He locked the door
- b. He tried unsuccessfully to get into the house
- c. He was able to open the door
- d. He left the house without locking the door

13. Man : How was your laptop ?
Woman : I think I should find a new one
What does the woman mean ?
a. She cannot think of anything
b. Her laptop is new
c. She still can use her laptop
d. Her laptop cannot be fixed
14. Man : I spilled something on my coat
Woman : You must have a clean at the laundry
What does the woman suggest the man do ?
a. Clean the coat immediately by himself
b. Ask the laundry to clean the coat
c. Let the woman clean the coat
d. Both of them was clean the coat
15. Man : Is there any cream for the coffee ?
Woman : There's milk but we are out of cream
What does the woman mean ?
a. The cream has turned sour
b. There isn't any cream
c. The milk is fresher than the cream
d. She has to go to the store to buy some cream
16. Pass the salt please
a. Sure
b. Would you like a sandwich?
c. I don't like salt
d. Oh no
17. Woman : How soon was you be leaving
Man : I'm on my way now
What does the man mean
a. He is leaving now
b. He has to go out of his way
c. He was not leaving soon
d. He was do it his own way
18. Woman : How are you feeling today ?
Man : I'm really feeling rather sick

How is the man feeling ?

- a. He's not feeling very well
- b. He'd rather sick of working
- c. He's feeling better today than yesterday
- d. He'd really rather not answer the question

19. Man : Our neighbor is going to have another barbecue party

Woman : I don't think I'll be able to stand the noise of the party

What does the woman mean ?

- a. She stands in the party
- b. She was attend the party
- c. She feels disturbed with the party
- d. She hurts her nose in the party

20. Man : I'd like to take a trip down the coast this weekend

Woman : Me too

What does the woman mean ?

- a. The trip would cost too much
- b. She doesn't think that a trip would be a good idea
- c. She would like to take two trip rather than one.
- d. She would also like to take a trip

21. Man : I can't figure out how Brende knew how to fix the car

Woman : She used to work in a repair shop.

What does the woman say about Brende?

- a. She didn't know what to do
- b. She used an auto repair manual
- c. She wishes she still had her old job
- d. She has experience as a mechanic

22. Pass the salt please

- a. Sure
- b. Would you like a sandwich?
- c. I don't like salt
- d. Oh no

Appendix 4

Results of the validity of the pre-test questions

NO	R Count (Person Correlation)	Value Sig	Conclusion
1	0,407	0,019	Valid
2	0,636	0,000	Valid
3	0,485	0,004	Valid
4	0,529	0,002	Valid
5	0,427	0,013	Valid
6	0,217	0,225	Tidak Valid
7	0,468	0,006	Valid
8	0,547	0,001	Valid
9	0,514	0,002	Valid
10	0,489	0,004	Valid
11	0,529	0,002	Valid
12	0,579	0,000	Valid
13	0,412	0,017	Valid
14	0,395	0,023	Valid
15	0,522	0,002	Valid
16	0,541	0,001	Valid
17	0,515	0,002	Valid
18	0,394	0,023	Valid
19	0,593	0,000	Valid
20	0,235	0,188	Tidak Valid
21	0,483	0,004	Valid
22	0,419	0,015	Valid
23	0,483	0,004	Valid
24	0,399	0,021	Valid
25	0,451	0,008	Valid
26	0,007	0,969	Tidak Valid
27	0,493	0,004	Valid
28	0,233	0,192	Tidak Valid
29	0,394	0,023	Valid
30	0,205	0,252	Tidak Valid

Because the number of items is 30, the Rtable is 0.361.

Use the 5% significance level

Reliability test provisions

Rcount > 0.361 Rtable

Appendix 5

Results of the validity of the post-test questions

Number	R Count (Person Correlation)	Value Sig	Conclusion
1	0,516	0,002	Valid
2	0,339	0,054	Tidak Valid
3	0,453	0,008	Valid
4	0,480	0,005	Valid
5	0,391	0,024	Valid
6	0,422	0,014	Valid
7	0,450	0,009	Valid
8	0,460	0,007	Valid
9	0,255	0,151	Tidak Valid
10	0,545	0,001	Valid
11	0,508	0,003	Valid
12	0,122	0,500	Tidak Valid
13	0,460	0,007	Valid
14	0,377	0,030	Valid
15	0,293	0,097	Tidak Valid
16	0,398	0,022	Valid
17	0,457	0,008	Valid
18	0,432	0,012	Valid
19	0,433	0,012	Valid
20	0,426	0,013	Valid
21	0,449	0,009	Valid
22	0,410	0,018	Valid
23	0,388	0,025	Valid
24	0,498	0,003	Valid
25	0,177	0,324	Tidak Valid
26	0,158	0,380	Tidak Valid
27	0,119	0,510	Tidak Valid
28	0,527	0,002	Valid
29	0,480	0,005	Valid
30	0,099	0,585	Tidak Valid

Because the number of items is 30, the Rtable is 0.361.

Use the 5% significance level

Reliability test provisions

Appendix 6

DISTRIBUSI NILAI r_{tabel} SIGNIFIKANSI 5% dan 1%

N	The Level of Significance		N	The Level of Significance	
	5%	1%		5%	1%
3	0.997	0.999	38	0.320	0.413
4	0.950	0.990	39	0.316	0.408
5	0.878	0.959	40	0.312	0.403
6	0.811	0.917	41	0.308	0.398
7	0.754	0.874	42	0.304	0.393
8	0.707	0.834	43	0.301	0.389
9	0.666	0.798	44	0.297	0.384
10	0.632	0.765	45	0.294	0.380
11	0.602	0.735	46	0.291	0.376
12	0.576	0.708	47	0.288	0.372
13	0.553	0.684	48	0.284	0.368
14	0.532	0.661	49	0.281	0.364
15	0.514	0.641	50	0.279	0.361
16	0.497	0.623	55	0.266	0.345
17	0.482	0.606	60	0.254	0.330
18	0.468	0.590	65	0.244	0.317
19	0.456	0.575	70	0.235	0.306
20	0.444	0.561	75	0.227	0.296
21	0.433	0.549	80	0.220	0.286
22	0.432	0.537	85	0.213	0.278
23	0.413	0.526	90	0.207	0.267
24	0.404	0.515	95	0.202	0.263
25	0.396	0.505	100	0.195	0.256
26	0.388	0.496	125	0.176	0.230
27	0.381	0.487	150	0.159	0.210
28	0.374	0.478	175	0.148	0.194
29	0.367	0.470	200	0.138	0.181
30	0.361	0.463	300	0.113	0.148
31	0.355	0.456	400	0.098	0.128
32	0.349	0.449	500	0.088	0.115
33	0.344	0.442	600	0.080	0.105
34	0.339	0.436	700	0.074	0.097
35	0.334	0.430	800	0.070	0.091
36	0.329	0.424	900	0.065	0.086
37	0.325	0.418	1000	0.062	0.081

Appendix 7

Pre-Test class XI-IPA 3

No	Name	Score
1	AG	60
2	ADS	20
3	AK	64
4	AM	60
5	BAR	20
6	BSR	36
7	CS	56
8	DSY	32
9	DS	48
10	EM	60
11	FR	44
12	FOS	40
13	JFB	48
14	KI	40
15	L	60
16	MAP	45
17	MRZ	44
18	MA	40
19	N	52
20	OR	44
21	VAT	44
22	SS	40
23	SA	44
24	SMS	45
25	UM	48
26	UL	52
27	WK	52
28	WD	44
29	ZK	60
30	Za	44

Appendix 8

Post-Test

No	Name	Score
1	AG	77.18
2	ADS	40.86
3	AK	81.72
4	AM	77.18
5	BAR	36.32
6	BSR	72.64
7	CS	72.64
8	DSY	54.48
9	DS	63.56
10	EM	72.64
11	FR	59.02
12	FOS	59.02
13	JFB	68.1
14	KI	59.02
15	L	77.18
16	MAP	59.02
17	MRZ	63.56
18	MA	49.94
19	N	72.64
20	OR	59.02
21	VAT	63.56
22	SS	63.56
23	SA	59.02
24	SMS	54.48
25	UM	63.56
26	UL	68.1
27	WK	63.56
28	WD	54.48
29	ZK	81.72
30	Za	59.02

Appendix 9

Pre-test

Andien Khairunisyah

XI IPA¹

Pre-Test

1. a. He will not use the book
 b. He will use the book in the library for two hours
 c. He will check the book out before closing
 d. He will reserve the book
2. a. The woman cannot get a soda
 b. He will go downstairs to get the woman a soda
 c. The woman should go downstairs to get a soda
 d. He does not know where to get a soda
3. a. She thought she had applied to the right school
 b. She attends an american university now
 c. She does not have to take the toefl
 d. She graduated from an american high school
4. a. The woman was in line for a long time
 b. The man was in line longer than the woman
 c. The man registered quickly
 d. The woman did not register
5. a. He prefers staying at home because he doesn't like to travel
 b. He prefers taking a plane because the bus is too slow
 c. He prefers taking a bus because the plane makes him nervous
 d. He prefers traveling with the woman
6. a. On a reservation
 b. At a party
 c. At a party
 d. In a bakery
7. a. Sally is serious about bob.
 b. Bob is serious about sally.
 c. Sally is not serious about bob.
 d. Bob is not serious about sally
8. a. Weights and measurements
 b. Political systems
 c. Employment
 d. Money
9. a. She will go away
 b. She will be sorry
 c. She will not quit her job
 d. She will not buy him a present
10. a. She does not like plays
 b. She went to see the play with the man and woman

20

Sarah Alika
XI IPA^B

55

Pre-Test

1. a. He will not use the book
 b. He will use the book in the library for two hours
 c. He will check the book out before closing
 d. He will reserve the book
2. a. The woman cannot get a soda
 b. He will go downstairs to get the woman a soda
 c. The woman should go downstairs to get a soda
 d. He does not know where to get a soda
3. a. She thought she had applied to the right school
 b. She attends an american university now
 c. She does not have to take the toefl
 d. She graduated from an american high school
4. a. The woman was in line for a long time
 b. The man was in line longer than the woman
 c. The man registered quickly
 d. The woman did not register
5. a. He prefers staying at home because he doesn't like to travel
 b. He prefers taking a plane because the bus is too slow
 c. He prefers taking a bus because the plane makes him nervous
 d. He prefers traveling with the woman
6. a. On a reservation
 b. At a party
 c. At a party
 d. In a bakery
7. a. Sally is serious about bob.
 b. Bob is serious about sally.
 c. Sally is not serious about bob.
 d. Bob is not serious about sally
8. a. Weights and measurements
 b. Political systems
 c. Employment
 d. Money
9. a. She will go away
 b. She will be sorry
 c. She will not quit her job
 d. She will not buy him a present
10. a. She does not like plays
 b. She went to see the play with the man and woman

Nama ZOYA

XI - Mia³

50

Pre-Test

- ~~X~~ a. He will not use the book
b. He will use the book in the library for two hours
c. He will check the book out before closing
~~X~~ d. He will reserve the book
- ~~2~~ a. The woman cannot get a soda
b. He will go downstairs to get the woman a soda
~~X~~ c. The woman should go downstairs to get a soda
d. He does not know where to get a soda
- ~~3~~ a. She thought she had applied to the right school
~~X~~ b. She attends an american university now
c. She does not have to take the toefl
d. She graduated from an american high school
- ~~4~~ a. The woman was in line for a long time
~~X~~ b. The man was in line longer than the woman
c. The man registered quickly
d. The woman did not register
- ~~5~~ a. He prefers staying at home because he doesn't like to travel
b. He prefers taking a plane because the bus is too slow
~~X~~ c. He prefers taking a bus because the plane makes him nervous
d. He prefers traveling with the woman
- ~~6~~ a. On a reservation
~~X~~ b. At a party
c. At a party
d. In a bakery
- ~~7~~ a. Sally is serious about bob.
~~X~~ b. Bob is serious about sally.
c. Sally is not serious about bob.
d. Bob is not serious about sally
- ~~8~~ a. Weights and measurements
b. Political systems
c. Employment
d. Money
- ~~9~~ a. She will go away
~~X~~ b. She will be sorry
~~X~~ c. She will not quit her job
d. She will not buy him a present
- ~~10~~ a. She does not like plays
b. She went to see the play with the man and woman

Appendix-12

Post-test

Ardien Khairunisyah
XI IPA³

Post-Test

1. a. He is a music teacher b. He is good at playing the piano	X He practice a lot d. He is very good
2. X Asking for opinion b. Giving an opinion	c. Agreeing an opinion d. Disagreeing an opinion
3. X Agreeing an opinion b. Asking for opinion	c. Giving an opinion d. Disagreeing an opinion
4. a. She did something wrong b. She lost her hat c. She is unhappy about the test result X She's happy about the test result	
5. a. She likes pizza b. She is very hungry	X She doesn't want to cook d. She want to cook
6. a. A salary cut X A rent increase	c. A vacation trip d. A real estate bargain
7. a. She doesn't like it b. She doesn't like the music	X She likes the concert d. She dislike the music
8. X Went camping b. Went to the park	c. Had dinner with friends d. Attended a concert
9. X He was not allowed to parties b. He missed his final exam	c. He went to party with his dad d. He went to party with his mom
10. X She will take a good care of the woman b. The woman has beautiful hands c. The husband is not allowed to look after his wife d. The woman is not allowed	
X a. She'll call back quickly b. She'll definitely be back by 4:00 c. She'll give it back by 4:00 d. She'll try to return fast	
12. a. He locked the door b. He tried unsuccessfully to get into the house	

81, 72.

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Sarah Alike

XI IPA³

Post-Test

1. ~~a. He is a music teacher~~
~~b. He is good at playing the piano~~
 2. ~~a. Asking for opinion~~
~~b. Giving an opinion~~
 3. ~~a. Agreeing an opinion~~
~~b. Asking for opinion~~
 4. ~~a. She did something wrong~~
~~b. She lost her hat~~
~~c. She is unhappy about the test result~~
~~d. She's happy about the test result~~
 5. ~~a. She likes pizza~~
~~b. She is very hungry~~
 6. ~~a. A salary cut~~
~~b. A rent increase~~
 7. ~~a. She doesn't like it~~
~~b. She doesn't like the music~~
 8. ~~a. Went camping~~
~~b. Went to the park~~
 9. ~~a. He was not allowed to parties~~
~~b. He missed his final exam~~
 10. ~~a. She will take a good care of the woman~~
~~b. The woman has beautiful hands~~
~~c. The husband is not allowed to look after his wife~~
~~d. The woman is not allowed~~
- ~~a. He practice a lot~~
~~d. He is very good~~
 - c. Agreeing an opinion
d. Disagreeing an opinion
 - c. Giving an opinion
d. Disagreeing an opinion
- ~~a. She doesn't want to cook~~
~~d. She want to cook~~
 - c. A vacation trip
d. A real estate bargain
 - c. She likes the concert
~~d. She dislike the music~~
 - c. Had dinner with friends
d. Attended a concert
 - c. He went to party with his dad
d. He went to party with his mom
- ~~a. She'll call back quickly~~
~~b. She'll definitely be back by 4:00~~
~~c. She'll give it back by 4:00~~
~~d. She'll try to return fast~~
 - ~~a. He locked the door~~
~~b. He tried unsuccessfully to get into the house~~

59,02

Nama LOYA

XI - Mia³

Post-Test

1. ~~a. He is a music teacher~~
b. He is good at playing the piano
 2. ~~a. Asking for opinion~~
b. Giving an opinion
 3. ~~a. Agreeing an opinion~~
b. Asking for opinion
 4. a. She did something wrong
b. She lost her hat
~~c. She is unhappy about the test result~~
d. She's happy about the test result
 5. a. She likes pizza
b. She is very hungry
 6. ~~a. A salary cut~~
~~b. A rent increase~~
 7. ~~a. She doesn't like it~~
b. She doesn't like the music
 8. ~~a. Went camping~~
~~b. Went to the park~~
 9. ~~a. He was not allowed to parties~~
b. He missed his final exam
 10. ~~a. She will take a good care of the woman~~
b. The woman has beautiful hands
c. The husband is not allowed to look after his wife
d. The woman is not allowed
 11. a. She'll call back quickly
b. She'll definitely be back by 4:00
c. She'll give it back by 4:00
~~d. She'll try to return fast~~
 12. a. He locked the door
b. He tried unsuccessfully to get into the house
- ~~c. He practice a lot~~
~~d. He is very good~~

 c. Agreeing an opinion
 d. Disagreeing an opinion

 c. Giving an opinion
 d. Disagreeing an opinion

~~c. She doesn't want to cook~~
~~d. She want to cook~~

 c. A vacation trip
 d. A real estate bargain

 c. She likes the concert
~~d. She dislike the music~~

 c. Had dinner with friends
 d. Attended a concert

 c. He went to party with his dad
~~d. He went to party with his mom~~

59,02

Appendix 10

Documentation of Research





MAJELIS PENDIDIKAN TINGGI
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Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Bunga Laras Hati
NPM : 1902050088
Prog. Studi : Pendidikan Bahasa Inggris
IPK : 3.61

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Effect of Using Podcasts on EFL Student's Listening Comprehension	
	An Analysis of students' speaking anxiety at the 5th and 7th semester of university students'	
	The Analysis on English Translated Collocation of Novel " The Selection" by Kiera Cass	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 07 Maret 2023
Hormat Pemohon,

Bunga Laras Hati

Keterangan:

- Dibuat rangkap 3 :- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



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Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Bunga Laras Hati
NPM : 1902050088
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Effect of Using Podcasts on EFL Student's Listening Comprehension

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

Imelda Darmayanti Manurung, S.S., M.Hum.

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 07 Maret 2023
Hormat Pemohon,

Bunga Laras Hati

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan



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Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Bunga Laras Hati

NPM : 1902050088

Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Effect of Using Podcasts on EFL Student's Listening Comprehension.	9/23/23 [Signature]

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Imelda Darmayanti Manurung, S.S., M.Hum.

Medan, 07 Maret 2023
Hormat Pemohon,

Bunga Laras Hati

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 1336 /II.3/UMSU-02/F/2023
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini .:

Nama : **Bunga Laras Hati**
N P M : 1902050088
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **The Effect of Using Podcasts on EFL Student's Listening Comprehension.**

Pembimbing : **Imelda Darmayanti Manurung, S.S., M.Hum.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa kadaluwarsa tanggal : **15 Maret 2024**

Medan 27 Sya'ban 1444 H
15 Maret 2023 M




Dra. Hj. Syamsulrniata, MPd.
NIDN : 0004066701

Dibuat rangkap 5 (lima) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing Materi dan Teknis
4. Pembimbing Riset
5. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR





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 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama : Bunga Laras Hati
 NPM : 1902050088
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Effect of Using Podcast on EFL Student's Listening Comprehension.

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
15/2/23	Ch. I. Background - identification of problem, scope etc - problem of research	P.
28/2/23	Ch. II. literature review - main review	P.
7/3/23	Ch. III. framework	P.
18/3/23	Ch. IV. Methodology of R. - research design	P.
1/4/23	Ch. V. Instrument of research	P.
4/4/23	Ch. VI. table of survey data	P.
10/5/23	- References - instrument	P.
22/5/23	- acc	P.

Diketahui oleh:
Ketua Prodi *[Signature]*

[Signature]

(Pirman Ginting, S.Pd., M.Hum.)

Medan, 23 Mei 2023

Dosen Pembimbing

[Signature]

(Imelda Darmayanti Manurung, S.S., M.Hum.)



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BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Rabu Tanggal 31 Bulan Mei Tahun 2023 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Bunga Laras Hati
N.P.M : 1902050088
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Using Podcasts EFL Student's Listening Comprehension

No	Masukan dan Saran
Judul	Kurang spesifik apa yang mau dibahas. 'Marah too general'
Bab I	Kurang membangun argumen
Bab II	Sudah cukup jelas
Bab III	Tahapan penelitian belum tergambar jelas
Lainnya	Harus di perbaiki tentang data yang masih general
Kesimpulan	[] Disetujui [] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Dr. Cut Novita Srikandi, SS, M.Hum)

Dosen Pembimbing

(Imelda Darmayanti manurung, SS, M.Hum)

Ketua

(Pirman Ginting, S.Pd., M.Hum)

Panitia Pelaksana

Sekretaris

(Rita Harisma, S.Pd., M.Hum)



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Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Rabu Tanggal 31 Bulan Mei Tahun 2023 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Bunga Laras Hati
N.P.M : 1902050088
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Using Podcasts EFL Student's Listening Comprehension

No	Masukan dan Saran
Judul	Kurang spesifik apa yang mau dibahas. 'Marah too general'
Bab I	Kurang membangun argumen
Bab II	Sudah cukup jelas
Bab III	Tahapan penelitian belum tergambar jelas
Lainnya	Harus di perbaiki tentang data yang masih general
Kesimpulan	[] Disetujui [] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Dr. Cut Novita Srikandi, SS, M.Hum)

Dosen Pembimbing

(Imelda Darmayanti manurung, SS, M.Hum)

Ketua

(Pirman Ginting, S.Pd., M.Hum)

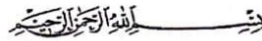
Panitia Pelaksana

Sekretaris

(Rita Harisma, S.Pd., M.Hum)



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LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama : Bunga Laras Hati
NPM : 1902050088
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Using Podcasts on EFL Student's Listening
Comprehension in Senior High School

Pada hari Rabu tanggal 31, bulan Mei tahun 2023 sudah layak menjadi proposal skripsi.

Medan, Mei 2023

Disetujui oleh:


Dosen Pembahas

Dosen Pembimbing


(Dr. Cut Novita Srikandi, S.S., M.Hum.)


(Imelda Darmayanti Manurung, S.S., M.Hum.)

Diketahui oleh
Ketua Program Studi,


Pirman Ginting, S.Pd., M.Hum.



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1813/SK/BAN-PT/IAA KP/PT/USU/2022
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Nomor : 2764 /II.3/UMSU-02/F/2023
 Lamp : ---

Medan, 8 Muharram 1445 H
 26 Juli 2023 M

Hal : Izin Riset

**Kepada : Yth. Bapak/Ibu Kepala
 SMA Negeri 2 Perbaungan
 Di
 Tempat.**

Bismillahirrahmanurrahim
 Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : **Bunga Laras Hati**
 N P M : 1902050088
 Program Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : **The Effect of Using Podcasts on EFL Student's Listening Comprehension in Senior High School.**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya Amin.



Wassalam
 Dekan



Dra. Hj. Syamsuurnita, MPd.
 NIDN : 0004066701

****Pentingal**





PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SMA NEGERI 2 PERBAUNGAN

Jl. Duku Melati II Kecamatan Perbaungan, Kab. Serdang Bedagai Kode Pos 20986
Email : smandu_perbaungan@ymail.com Website : sman2perbaungan.sch.id Telp .

Nomor : 421.3 / 119 / SMAN2.P /IX/ 2023

Lamp :-

Hal : Izin Riset

Kepada yth,

Bapak/Ibu Dekan Fakultas Keguruan dan Ilmu Pendidikan

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

Di -

Tempat

Berdasarkan surat dari Universitas Muhammadiyah Sumatera Utara Nomor : 2764/II.3/UMSU-02/F/2023 Tanggal 26 Juli 2023, perihal : Izin Riset, dengan ini kami dari SMA Negeri 2 Perbaungan memberikan izin kepada :

Nama : BUNGA LARAS HATI
N P M : 1902050088
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : "The Effect Of Using Podcast on EFL Student's Listening Comprehension in Senior High School".

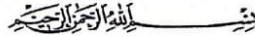
Dan Riset ini telah di laksanakan pada tanggal. 09 Agustus s/d 09 September 2023.

Demikian surat keterangan ini dibuat dengan sebenarnya, untuk dapat dipergunakan sebagaimana mestinya.





MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Bunga Laras Hati
NPM : 1902050088
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Using Podcasts on EFL Student's Listening Comprehension in Senior High School

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
10/7 ²³	Revisi di 1, 2, 3	
18/7 ²³	Instrument of research	
31/7 ²³	Lesson plan	
4/8 ²³	Data of pre-test	
22/8 ²³	Data of post test	
31/8 ²³	Analisis data tes	
8/9 ²³	desain data, abstract	
14/9 ²³	referensi, conclusion & sug. ke	

Medan, 14 September 2023

Diketahui oleh:
Ketua Prodi

(Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Imelda Darmayanti Manurung, S.S., M.Hum.)



Bunga Laras Hati

Saya lulusan Universitas Muhammadiyah Sumatera Utara, saya individu yang memiliki motivasi, integritas dan semangat tinggi untuk berkerja. Saya suka berinteraksi dan mudah beradaptasi dengan lingkungan baru, memiliki kemauan untuk terus belajar memperbaiki diri, bertanggung jawab, mampu bekerja sama dalam tim dan individu. Sudah komitmen saya untuk memberikan yang terbaik.

DATA PRIBADI

Tempat Lahir : Pergulaan
Tanggal Lahir : 15 Desember 2001
Jenis Kelamin : Perempuan
Agama : Islam
Status : Belum Menikah
Tinggi Badan : 163 cm
Berat Badan : 63 kg

KONTAK

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 Pergulaan Dusun 3A,
Kec. SeiRampah, Kab. Serdang
Bedagai, Prov. Sumatera Utara.

KEMAMPUAN

- Microsoft Word
- Microsoft Excel
- Microsoft PowerPoint
- Mengoperasikan Komputer
- Bahasa Indonesia
- Bahasa Inggris
- Komunikasi yang baik
- Kerja sama tim

RIWAYAT PENDIDIKAN

Universitas Muhammadiyah Sumatera Utara
Pendidikan Bahasa Inggris | IPK 3.60 | 2019 - 2023

SMK Teladan Sei Rampah
Teknik Komputer dan Jaringan | 2016 - 2019

SMPN 2 Sei Rampah
2013 - 2016

SDN 104305 Pergulaan
2007 - 2013

PENGALAMAN MAGANG

SMAN 1 Perbaungan
SMPN 1 Perbaungan
MA Muhammadiyah 01 Medan

PENGALAMAN KERJA

Fresh Graduate