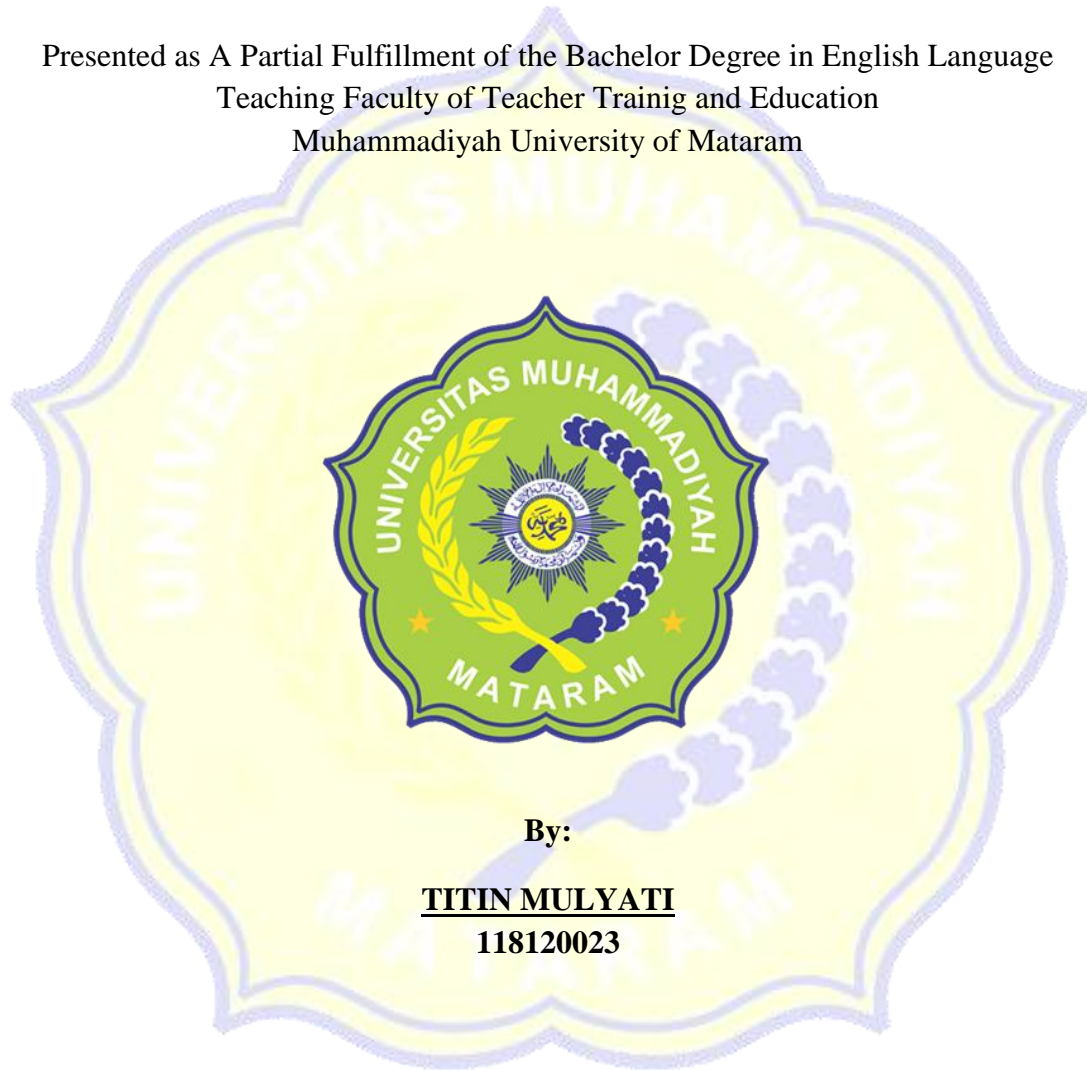


A THESIS

**THE USE OF PODCASTS TO ENHANCE LISTENING SKILL AT THE
EIGHTH GRADE OF SMP NEGERI 2 LABUAPI IN ACADEMIC YEAR
2021/2022**

Presented as A Partial Fulfillment of the Bachelor Degree in English Language
Teaching Faculty of Teacher Trainig and Education
Muhammadiyah University of Mataram



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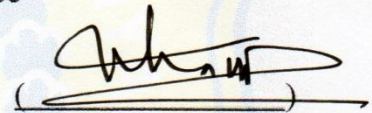
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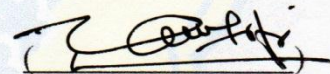
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Mataram, 6th June 2022
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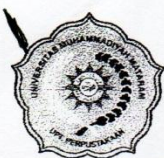
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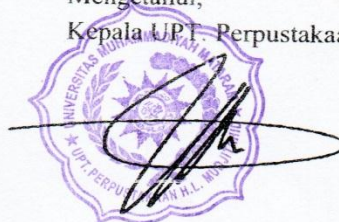
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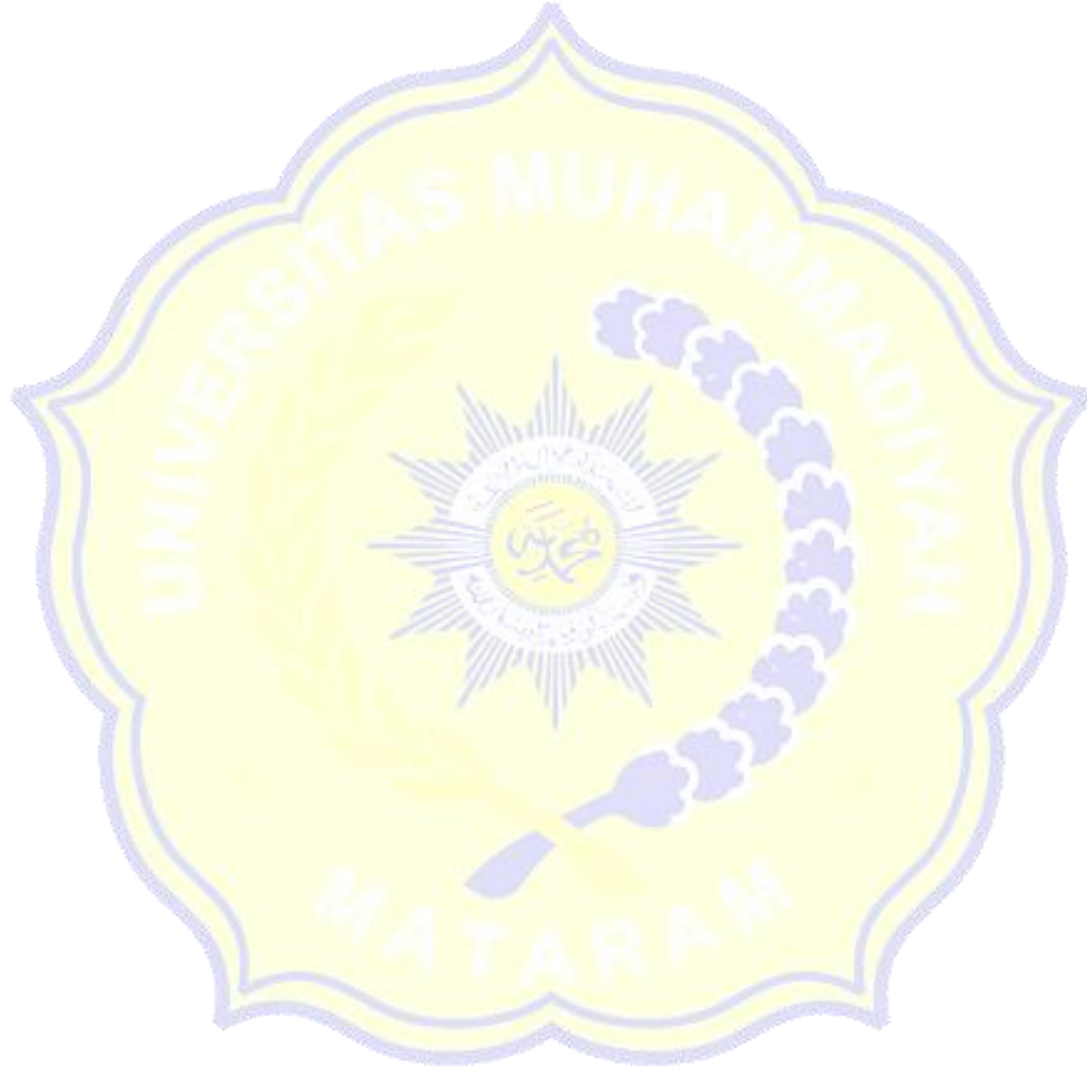


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MOTTO

“Believe in yourself and all that you are. Know that there is something inside you that is greater than any obstacle”

-Christian D. Larson-



DEDICATION

This thesis is dedicated to:

1. My beloved parents Muhsin and Raodah always give their love, support, and prayer for me so i can be here. Thank you for always being my hero.
2. For my brother Satria, my little brother Farhan and my sister in law Atun Jumratun.
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Finally, the researcher realize that this thesis is a far from perfect because there is nothing perfect in this word. Therefore, any suggestion and criticism for better of this thesis. The researcher prays that all who helped get blessing from Allah SWT.



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ABSTRACT

One definite aspect of the teaching and learning process is the selection of the right media to enhance listening skills, which is also one of the reasons for using this learning media. One way to enhance students listening skills is with podcasts. Based on the explanation above, the researchers purposes is find out the students enhance in listening skill by using Podcasts. The methodology in this research is quantitaive experimental. And the findings that the students competence especially in listening skill can enhance by using the podcasts. Based on the results and discussion, we can see that students who are taught using Podcasts has enhance listening skills. Before the treatment was given that students score of the experimental class students on the pre-test is 51,2333 and after the treatment was given the students score in the post-test is 65,1667, it means the use Podcasts has enhance because in the paired test table the score table was Sig. (2 tailed) 0.000 < 0.05 or Alternative Hypothesis (Ha) is accepted. Then the students who were not taught using the Podcasts in the control class got a pre-test score 52,4000 of and a post-test score of 53,8333. Then the post-test result from the experimental class was 65, 1667 which was higher than the post-test from the control class, which was 53,8333, meaning that students who were taught using the Podcasts had a significant difference, because the Independent Test table scores Sig. (2 tailed) 0.000 < 0.05 or Alternative Hypothesis (Ha) is accepted.

Keywords: Podcasts, Listening Skill

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ABSTRAK

Salah satu aspek yang pasti dari proses belajar mengajar adalah pemilihan media yang tepat untuk meningkatkan keterampilan menyimak, yang juga menjadi salah satu alasan penggunaan media pembelajaran ini. Salah satu cara untuk meningkatkan keterampilan mendengarkan siswa adalah dengan podcast. Berdasarkan penjelasan di atas, tujuan peneliti adalah untuk mengetahui peningkatan keterampilan mendengarkan siswa dengan menggunakan Podcast. Metodologi dalam penelitian ini adalah kuantitatif eksperimental. Dan temuan bahwa kompetensi siswa khususnya dalam keterampilan mendengarkan dapat ditingkatkan dengan menggunakan podcast. Berdasarkan hasil dan pembahasan, kita dapat melihat bahwa siswa yang diajar menggunakan Podcast memiliki peningkatan keterampilan mendengarkan. Sebelum diberikan perlakuan nilai siswa kelas eksperimen pada pre-test adalah 51,2333 dan setelah diberikan perlakuan nilai siswa pada post-test adalah 65,1667, artinya penggunaan Podcast mengalami peningkatan karena dalam tabel tes berpasangan tabel skor adalah Sig. (2 tailed) $0,000 < 0,05$ atau Hipotesis Alternatif (H_a) diterima. Kemudian siswa yang tidak diajar menggunakan Podcast di kelas kontrol mendapat nilai pre-test 52,4000 dan nilai post-test 53,8333. Kemudian hasil post-test dari kelas eksperimen adalah 65,1667 lebih tinggi dari post-test dari kelas kontrol, yaitu 53,8333, artinya siswa yang diajar menggunakan Podcast memiliki perbedaan yang signifikan, karena Independent Skor tabel tes Sig. (2 tailed) $0,000 < 0,05$ atau Hipotesis Alternatif (H_a) diterima.

Kata kunci: Podcast, Keterampilan Mendengarkan

TABLE OF CONTENTS

COVER	i
APPROVAL SHEET	ii
ACCEPTANCE	iii
DECLARATION.....	iv
PLAGIAREISM SHEET.....	v
PUBLICATION APPROVAL	vi
MOTTO	vii
DEDICATION.....	viii
ACKNOWLEDGEMENT	ix
ABSTRACT.....	xi
ABSTRAK	xii
TABLE OF CONTENTS.....	xiii
CHAPTER I INTRODUCTION.....	1
1.1 Background of the Problem	1
1.2 Statement of the Problem	5
1.3 Objective of the Problem	5
1.4 Signification of the Study	5
1.5 Scope of the Study	7
CHAPTER II LITERATURE REVIEW	8
2.1 Previous Studies	8
2.2 literature Review	10

2.2.1 Definition of Listening.....	10
2.2.2 Definisition of Listening Skill.....	11
2.2.3 Type of Litening.....	12
2.2.4 Kind of Listening	13
2.2.6 Process of Listening	15
2.2.7 Teaching Listening.....	17
2.2.8 Media in Teaching Listening	17
2.2.9 Podcasts.....	20
2.3 Theoretical Framework	25
2.4 Hypothesis.....	26
CHAPTER III RESEARCH METHOD	27
3.1 Research Design.....	27
3.2 Research Location	28
3.3 Variables of Study.....	28
3.4 Population and Sample.....	28
3.5 Method of Collecting Data.....	29
3.6 Research Instrument.....	30
3.7 Data Analysis Method.....	31
CHAPTER IV FINDING AND DISCUSSION	35
4.1 Findings	35
4.2 Discussion	42
CHAPTER V CONCLUSION AND SUGGESTION	41
5.1 Conclusion	47

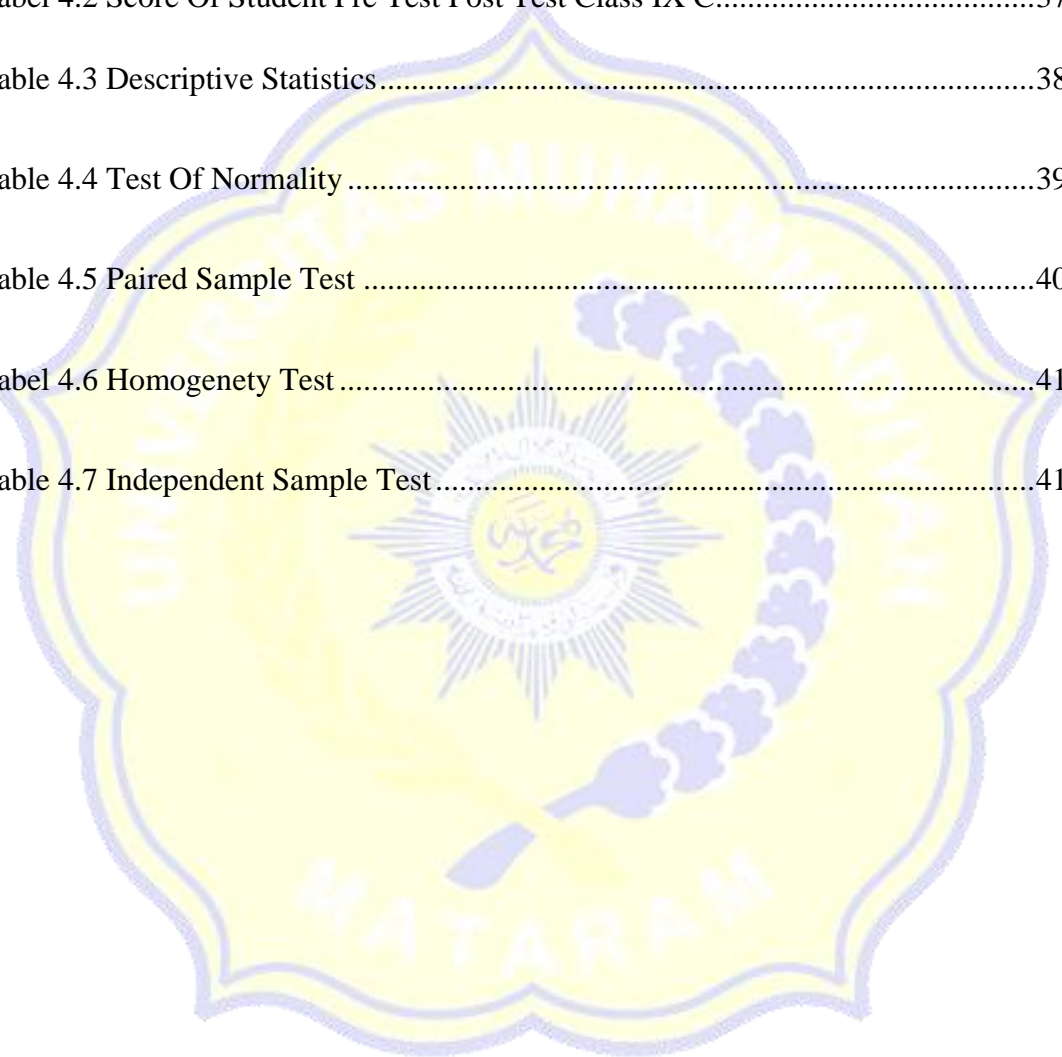
5.2 Suggestion.....48

BIBLIOGRAPHY.....



LIST OF TABLES

Table 3.1 Population	31
Table 4.1 Score Of Students Pre Test Post Test Experiment Class VIII A	35
Tabel 4.2 Score Of Student Pre Test Post Test Class IX C.....	37
Table 4.3 Descriptive Statistics.....	38
Table 4.4 Test Of Normality	39
Table 4.5 Paired Sample Test	40
Tabel 4.6 Homogenety Test	41
Table 4.7 Independent Sample Test.....	41



CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Listening is one of the important skills in coaching and learning English because talking with out listening first is impossible Saputra (2014). According to Nation & Newton, listening gives the learner information from which they develop their knowledge by using language Fachriza (2020). Listening is one of the English language skills is the receptive skill which is the most common communication activity in daily life M. Prasetyo et al (2014). It is an active activity that involves receiving, understanding, and perceiving a message from a conversation. The significance of English listening Richards (1990, 2008) emphasizes the importance of listening in language learning, stating that it provides the input necessary for language acquisition and enables learners to engage in spoken communication. Students must therefore receive pertinent and meaningful input through listening in order to display intelligible meaning. This will enable them to fully comprehend the material being stated as well as learn how to articulate it in the proper speaking circumstances. Prasetyo, M. D., and Vianty (2011). Therefore, so one can reveal comprehensible which means, students need to get relevant and significant enter from listening, so that they gether not most effective a full understanding of the massage being spoken

however additionally the model to talk them in the in precise speaking contexts M.D. Prasetyo & Vianty (2011). Not a few students still can not apprehend or even do not recognize words or sentences spoken in English verbally by using their interlocutors. This indicates competencies Listening in English are still lacking and their vocabulary very restricted Dewi Kurniawati (2016). To overcome the problems above, the application of multimedia can be one solution because it has several advantages to improve students' listening skills. To support the improvement of listening, innovative and effective media are needed, one of which is Radio Broadcasting.

Radio is typically thought of as a vocal communication medium used to transmit data from one location to another. Meanwhile, broadcasting is a way to simultaneously interact with several recipients across a communication network (a sign, a message, or content that includes audio or video programming). D'Ecclesia (2013) claims that radio is a sort of discourse that uses music and words to inform and entertain the people. Radio creates its "image" through a variety of variables, including its tune, its programming, its hosts, its jingles, its theme music, its podcasts, and so on Wahyuni (2017). This study will make radio broadcasting material mandatory for listening and learning, with a particular emphasis on podcasts.

In software version 2.0, the podcasting process is recording audio, such as music, news, or speeches, and then uploading these as digital sound to a website or blog Fachriza (2020). The term "podcast" was derived from two technologies

used in media players, “iPod”, and “Broadcast” Sangkala et al (2015). Songs, jokes, stories, poems, and numerous language-specific aspects like pronunciation, vocabulary, and grammar that can be used as teaching aids will all be included in the curriculum. According to Rajpal et al. (2011), a "podcast" is a type of standard digital audio and video broadcast that can be downloaded and played on smartphones like iPhones and iPods. Podcasts have two files audio (MP3) and video (MP4). Through podcasting, educators can experiment with new teaching methods, become Techno-Teachers, and upgrade their classrooms to Smart Classrooms. The learning process is being revolutionized by this digital knowledge file Mambrisau (2020). Using podcasts as a medium, teachers can support students in building confidence and fun learning situations.

Many previous studies applied Podcast. A study done by Rahayuningsih et al (2021). Teaching Listening Ability Through Podcast For 8th Grade Students at Smp 181 Jakarta, Podcast Impacts on Students’ Listening Skill: A Case Study Based on Students’ Perceptions (Amumpuni, 2016; Angouti, 2019; Atmowardoyo & Salija, 2018; Gumilang, 2019; Hilmatunisa et al., 2018; Huriyah & Contessa, 2020, 2021; Ismail, Syofianis, 2016; Latif, 2015; Mambrisau, 2020; Mayangsari & Tiara, 2019; Melati et al., 2020; Miranty & Rachmawati, 2016; Of & Literacy, 2016; Rachmiati et al., 2021; Seprima Uciari Ningsih, 2018; Syarifudin, 2020; Toyib et al., 2013). Based on the results of research from several previous researchers, there are several advantages of using these Podcasts as follows; (1) Students' pronunciation of English has significant improvement. Some words in

English that were previously always mispronounced, after post-test, this almost didn't happen again, (2) Students who were previously unfamiliar with discussion are now more accustomed to expressing their ideas or opinions in front of others, (3) Students also seem more confident when they have to speak English they can use correct pronunciation, (4) The use of podcasts also improves students listening skills, because they listen to podcasts more often, students listening skills also get better Riyani & Sari (2020).

Based on the description of the advantages of using podcasts above and based on the student's problem at SMP 2 Labuapi, for example, listening classes are rarely held there, only two or three times a month. It makes students unfamiliar with listening to themselves and also unfamiliar with listening to native English speakers. The students then also had problems with spelling words. They cannot write down what they hear properly. The last problem is the listening input given by the teacher is not perfect. Then the researcher was interested to contact the research about The Use of Podcasts to Enhance Student listening skills. The result of the research is expected to be used to solve some problems found in teaching and learning problems in the listening class.

1.2 Statement of Problem

Statement of the problem from the background of the problem above, the problem be formulated as follows:

“Does the use of podcasts in teaching enhance students listening skills at SMPN 2 Labuapi in the academic year 2021\2022?”

1.3 The objective of the Study

The objectives of this research is:

“To find out whether the use of Podcasts in teaching can enhance or not the student listening skills at the SMPN 2 Labuapi in the academic year 2021/2022”

1.4 The signification of the Study

The significance of the research are:

The result of the study is expected to be beneficial both theoretically and practically elaborated in the following section.

1. Theoretically

It is intended that the study's findings would serve as a benchmark for English listening learning theory, particularly in the context of using podcasts to improve students' listening abilities.

2. Practically

a. To the Research

Information regarding learning English and research experiences in the field of education are available from this study.

b. To the Professor

The study's findings should aid teachers in their efforts to teach listening. Teachers can employ this method for listening teaching after they are aware of how well using podcasts has an impact on students' listening abilities.

a. To the School

The result of the research can be used to solve some problems found in teaching and learning problems in the class listening

b. Other Researchers

This research can inspire other researchers to conduct other research studies in the same area.

c. To school

The study's findings can be applied to address various issues with classroom listening instruction and learning. Other Researchers

d. To other research

Other researchers may be motivated to carry out similar research after reading this study.

1.5 Scope of the Study

The subject of this study is eighth grade student of SMP 2 Labuapi, who use Podcasts as a media to enhance students listening skill.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this part, the researcher explains the relevant study, literature review, and

2.1 Preview of Study

This study is related to this research as follows;

Rahayuningsih et al. (2021) taught listening skills to eighth-grade students at SMP 181 Jakarta in their initial study. Understanding and reacting to what we hear are the goals of listening. To achieve the best results, teachers must be able to use media that can support and inspire students in the process of hearing learning. This research intends to apply audio podcast media in the process of teaching English to the 8th grade students at SMP 181 Jakarta. The goal of this research is to introduce the usage of audio podcasts as a portable media for listening learning. Data was gathered through interviews, observations, literary analysis, and the internet using qualitative descriptive approaches. Additionally, the authors performed pre-tests and post-tests during observation to gather data from noteworthy differences before and after using audio podcasts. The research's conclusions include: 1) Podcasts can make students feel at ease while they listen to questions, which is a benefit of teaching listening through audio content. Sentences that were missed or weren't heard can be repeated by the students. Audio podcasts are particularly helpful in enhancing students' listening abilities for the eighth graders at SMP 181 Jakarta. 2) Audio podcasts make it simple for

teachers to teach students online without an offline method. The author makes pupils appreciate and pleased to listen through the audio podcast. due to the ease with which audio podcasts can be utilized by students.

Audio podcasts are used in the second study by Abdulrahman et al (2018) to teach listening comprehension. The purpose of this study was to present audio podcasts as portable learning tools for listening. The traditional approach to teaching listening may need to be changed, according to this medium. This study was carried out at SMAN 1 Tanggetada during the 2016–2017 academic year. This study used a mixed methodology using a quasi-experimental design with pre- and posttests. There were two groups created: an experimental group and a control group. While a control group received instruction using the traditional method, the experimental group received instruction through audio podcast. The results were evaluated both within and between groups using a T-test, and interviews were used to describe the students' motivation. The study's conclusions demonstrated that using podcasts to teach listening comprehension was a successful method. The interview's findings revealed that the majority of students are drawn to audio podcast content. Due to its accessibility at all times and locations, the media can encourage students to listen more.

Third researcher Hilmatunisa et al (2018) the effectiveness of podcasts in instructing SMAN 2 Kota Serang students in selective listening. The first step in learning is listening. According to Nation and Newton (2012: 37), listening is the early stages of language development in a person's first language and is the natural antecedent to speaking. The study's goal is to determine how using podcasts can help students learn to listen. The researcher used a quantitative approach and actual experimental data collection to meet the research's goal. In the study, cluster random sampling was used. In order to collect the data for analysis, the researcher enrolled in both a control and an experimental class. The calculation revealed that it was homogeneous and regularly distributed. It was calculated as 0.33 2.01 based on the outcome of the mean difference significant (independent) test. The opposing theory was acknowledged. It may be said that the use of podcasts in the tenth grade of SMAN 2 Kota Serang had an impact on the way listening was taught.

2.2 Literature Review

2.2.1 Definition of Listening

The term "listening" is derived from the verb "to listen," which yields three words, according to the Marriam Webster Online Dictionary (2022): the meaning of listening "1) Pay attention to sound, 2) Hear anything carefully, and 3) Be on

the lookout for the anticipated sound. According to Deveci (2018), listening is the activity of taking in and reacting to verbal and nonverbal cues.

According to Brown (2004), listening occurs when a pupil responds orally or in writing and demonstrates proper or improper auditory processing. The students must listen actively while thinking in order to become better listeners. Many language-learning practices, both inside and outside of the language classroom, require listening. The development of other language abilities will start with the improvement in listening.

According to Underwood (1989:1), attempting is "the behavior of paying attention and trying to make sense of what we hear." This suggests that learning foreign languages and understanding them begin with listening.

By using their existing knowledge, we can assist students understand what they hear. According to Brown (2006), listening is a complex action. The next section will look at another approach teachers can use.

2.2.2 Definition of Listening Skill

According to Herbert J. Walberg (2014), effective listening skills are crucial for learning since they help students gain knowledge and understanding as well as succeed in interpersonal communication.

"Listening competence is an active, purposeful process of making sense of what we hear," according to Nunan (2003:24). It implies that we must analyze the significance of what we hear, making listening a proactive talent.

According to Tarigan (2008: 31), the ability to listen or pay attention might be understood as having listening abilities. To gain information, understand the communication that has been made through speech or spoken language, and capture the substance or message, one must listen to verbal symbols with full attention, understanding, appreciation, and interpretation.

2.2.3 Type of Listening

The following are the types of listening, according Brown (2001: 255):

1. Reactive

Little meaningful processing is necessary. The listener's function cannot be reduced to that of a basic tape recorder. Individual pronunciation drills are the only way reactive listening may be used in a class that is participatory.

2. Intensive

It requires pupils to identify particular spoken language components, such as phonemes, words, intonation, discourse indicators, etc. It comprises the bottom-up abilities that are crucial at all proficiency levels.

3. Responsive

Short teacher language stretches meant to elicit immediate answers make up a sizable percentage of listening activities in the classroom.

4. Selective

Its objective is not always to search for broad or generic meanings, but rather

5. Comprehensive

Its goal is to create an all-encompassing, top-down understanding of spoken language.

2.2.4 Kinds of Listening

Harmer (2002: 129) divided listening into two categories. It entails Intensive listening and extensive listening.

a. Extensive listening

It happens when a teacher empowers kids to decide for themselves what they listen to using their own resources for enjoyment and language development (Harmer, 1998). The numerous types of extensive listening materials can be accessed in a variety of sources, including audiobooks, radio, television, and other media. All of the aforementioned sources have a propensity to approach unscripted interactions like interviews and discussions.

b. Intensive listening

The listening exercise used in the classroom is called intensive listening. The teacher typically uses disks, videotapes, or tapes. Hammer said that active listening takes place when a teacher or guest enters the classroom to converse with the kids.

Four instances of attentive listening are as follows:

1. Reading Aloud

Teachers can either ask a student in the class to act out the dialogues for them or they can read the written text aloud.

2. Story Telling.

The teacher tells a story and asks the students to guess what it means, describe the characters, and so on.

3. Interviews

The visitor or a native speaker may be invited by the teacher to interview the student. We can use the teacher as a subject for the interview. Because the live interview, in which the students may ask questions and actually

listen to the responses they have requested, is the most engaging listening activity.

4. Conversation.

The instructor can role-play a narrative or have a live dialogue.

2.2.5 Process of Listening

It indicates that the hearer can construct the meaning of the input when the speaker creates sound as an input. The six stages of listening, according to Nunan (2001: 23), include hearing, paying attention, understanding, remembering, evaluating, and responding.

a. Hearing

Hearing is the perception of sound waves; you must hear to listen, but you do not need to listen to hear. It is referred to as the physical response brought on by sound waves stimulating the sensory receptors of the ear (perception necessary for listening depends on attention).

b. Paying Attention

It alludes to a choice that our brain prioritizes. Only a small number of stimuli are allowed to enter focus by the brain during screening.

c. Understanding

In order to comprehend the symbols we have seen and heard, we must first examine the significance of the stimulus that we have been exposed to.

d. Remembering

Remembering is a crucial step in the listening process since it shows that a person has not only heard and understood a message but also stored it in their memory. Our memory is selective when we listen, and what is remembered may be very different from what was initially seen or heard.

e. Evaluating

At this point in listening, only attentive listeners are involved. The effective listener ensures that he or she doesn't start this activity too soon because doing so before a message is finished requires that we no longer hear and pay attention to the incoming message, which causes the listening process to end. At this point, the active listener weighs the evidence, separates fact from opinion, and determines whether or not there is bias or prejudice in a message.

f. Responding

Since the speaker has no other way to know if a message has been heard, this stage turns becomes the only overt method by which the sender may

determine the level of success in sending the message. It requires the receiver to complete the process by vocal and/or nonverbal response.

2.2.6 Teaching Listening

Teaching involves "guiding and assisting learning, enabling and creating conditions for learning," according to Brown (2000: 7). teaches pupils about how a teacher interacts with them and fosters a positive teaching and learning environment so that they feel at ease and like studying. Designing and choosing materials and assignments is a part of teaching listening. Teachers must employ proven methods, resources, and activities to help pupils develop their listening skills (M. Prasetyo et al., 2014).

According to Rahayuningsih et al (2021), a successful teaching and learning process depends on a number of elements, such as the presence of complete teaching facilities, engaging media, and a positive school climate. Teachers must select the best strategies and teaching tools to meet their objectives in order to help students comprehend how to learn English. Effective contemporary teaching strategies for listening encompass everything from interactive sporting events to multimedia materials. Students will be more motivated to learn and experience less strain when participating in tasks in the studying technique if the media is engaging. The teacher must first prepare a number of items before using the media, including teaching materials.

2.2.7 Media in Teaching Listening

The Latin word "medius," which meaning "middle," "intermediary," or "introduction," is where the word "media" originates. Arabic for a middleman in the media or someone who delivers messages from the source to the recipient. All formats employed for the process of disseminating information are referred to as media by the Association for Education and Communication Technology (AECT). While the Education Association (NEA) describes it as a manipulable object that can also be seen, heard, read, or discussed in addition to the tools that are utilized correctly in learning activities, teaching can have an impact on how well instructional programs work.

It is more acceptable for teachers to employ technology in the current technological era rather than adopting conventional methods that could be tedious. We can give kids the chance to listen to quality English input by using electronic listening devices. "One of the hallmarks of teaching media is that the medium includes and delivers messages or information to the recipient, namely the student," according to Arsyad (2011: 81). Some media are referred to as interactive media because they can uncover messages and responses. Teaching materials, or the increasingly popular multimedia, are very notable and beneficial in education. The use of multimedia in the classroom can increase student engagement, explore students' minds and skills, encourage them to learn more, pique their interest in listening, increase class productivity, and produce more satisfying teaching result.

The four basic skills of listening, reading, writing, and speaking can be practiced more often and are both enhanced by using multimedia teaching methods (such as animation, PowerPoint, and textual content).

Erben, Ban, and Castaneda (2008) state that four e-tools for listening facilitation can be utilized to enhance students' listening skills. They are audio blogs, video literacy libraries, podcasts, and vodcasts.

Function and advantages of learning media, according to Oktaviani (2019), include:

1. Learning media can overcome students' lack of experience.
2. Learning media can be used outside of the classroom. Students may learn about an object in class, but they may not personally experience many things about it. All of these artifacts can be shown to students by using the right medium.
3. Educational technology enables direct engagement between students and their environment.
4. Media encourages consistent observation
5. True, concrete, and realistic basic conceptions can be transmitted through media.
6. Media spark interest and a demand for the novel.
7. The media encourages and motivates kids to learn.

8. Media offers a wonderful experience that is integral and comprehensive from concrete to abstract.

2.2.8 Podcasts

1. Definition of Podcasts

In software version 2.0 Fachriza (2020), the podcasting process is the act of recording audio, such as music, news, or speeches, and then uploading it as digital sound to a website or blog. The words "iPod" and "Broadcast," two media player technologies, were combined to create the term "podcast," according to Sangkala et al (2015). The term "podcasts" first originated in 2004 to describe the online publication of audio content. Podcasts are audio recordings that may be downloaded and played on mobile devices including smartphones, laptops, and MP3 or MP4 players. Songs, jokes, stories, poems, and numerous language-specific aspects like pronunciation, vocabulary, and grammar that can be used as teaching aids will all be included in the curriculum. Podcasts are standard digital audio and video broadcasts that may be downloaded and played on mobile devices, such as iPhones and iPods, according to Rajpal et al. (2011)

Rudel (2007) suggested that there are four different types of podcasts that are delivered to students: (a) traditional course content, such as lectures; (b) additional content that provides enhanced, specific material; (c) extra content that is not

weighted toward the grade; and (d) content produced by students, peers, or instructors.

2. Podcast in Teaching Listening Skill

According to Mambrisau (2020), podcasting gives teachers the chance to experiment with new teaching methods, become techno-teachers, and transform their classrooms into smart spaces. The learning process is being revolutionized by this digital knowledge base. Teachers can assist students in developing confidence and having fun while studying by using podcasts as a medium. Podcasts are audio or video resources created by native speakers that are publicly accessible on the Internet and can be downloaded and reused as part of an innovative approach to teaching foreign languages. Teachers can encourage their students to choose to listen to the input by using the podcast as a new tool for foreign language learners.

Observed Stanley (2005) As an alternate method of delivering high-quality "radio" information that can be listened to anytime, wherever, and as many times as the listener desires, podcasting has recently gained popularity. Even podcasts can be listened to while eating breakfast, doing housework, waiting for the bus, driving, etc. The public has been very interested in podcasts for listening to news, science, and sharing repeatable biology. Because podcasts are downloaded as soon as possible, they can be listened to more than once. It so has an inherent benefit. Additionally, listeners have the option to choose and download a topic that appeals to them.

As one of the reliable tools for training listeners, According to Constantine (2007), a podcast is a collection of internet audio that is created with the intention of being downloaded and listened to on mobile devices such tablets, smartphones, and laptops. When it comes to content, podcasts are different from other audio. Each listener is given access to genuine listening sources, which enables them to take use of the audio content. Sloan (2005) asserts that podcasts are a cutting-edge method of automatically delivering digital audio content broadcast over the internet to mobile phones. Regarding the use of podcasts in the context of in-class language instruction, various points of view have been put out.

According to McGarr (2009), podcasting has primarily been used as an educational technology in higher education settings for one of three typical purposes: substitute/course casting (e.g., a recorded and distributed lecture or tutorial), supplemental podcasting (e.g., additional recordings shared to help deepen learning about specific content), and creative podcasting (e.g., student-created content to develop an understanding of specific concepts).

3. Kinds of Podcast in the Teaching Learning Process

According to Miranty & Rachmawati (2016), you can use a variety of podcasts with your students, including:

1. Authentic podcasts

Even podcasts that are not intended for ELT students can provide a wealth of listening material.

4. Podcasts for teachers

These podcasts, which are frequently created by teachers for their classes, are usually intended to aid students in learning by providing audio content that is unique or has a regional character.

5. student podcasts

students can listen to these, which were produced by students but frequently with instructor assistance, to learn about different cultures and to learn about the interests and lives of students from around the world.

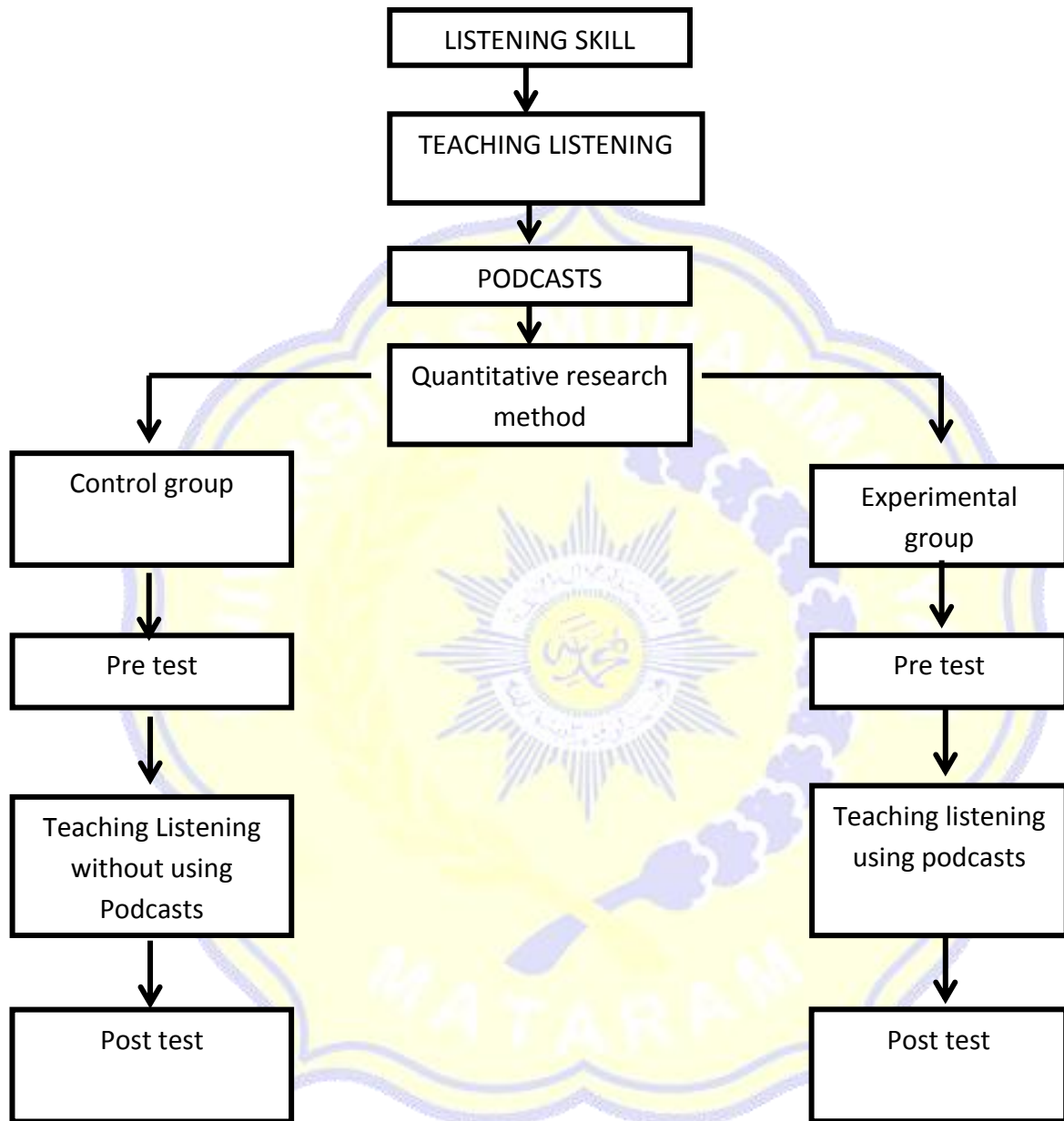
4. The Advantage of Podcasts

The accessibility, variety, freedom of choice, regular updates, relevancy, and mobility of podcasts are all benefits. Podcasts are global and multipurpose due to their free download to any device and subsequent use. This cutting-edge tool enables the educational process to address speech activities like listening, speaking, and writing as well as the development of different kinds of skills, including the ability to listen to speech in a foreign language, work with new

vocabulary, predict information, make inferences, and perform tasks based on what was heard.

A wealth of resources for teaching listening skills have become available to language teachers with the rise of podcasts on the internet. Podcasts can range in length from two to three minutes to an hour. Through an RSS subscription, English teachers can subscribe to podcasts (Really Simple Subscription). Lu (2007) used a four-week study to demonstrate yet another advantage of podcasts. The study looked at how a Taiwanese learner who had never encountered authentic English could improve their speaking and listening skills in an EFL context by listening to podcasts in both UK and US English. The participant was required to transcribe the podcasts, to recognize vocabulary and grammar in context, and at the conclusion of each week, an English-language discussion of the subjects was held. According to the study, using podcasts in this way for listening lessons has a favorable effect, and the participant felt more confident about his ability to understand English as a whole.

2.3 Theoretical Framework



2.4 Hypothesis

A hypothesis is any claim that must be supported by evidence before being accepted. Basri (2015). The purpose of the study is to determine whether listening to podcasts can improve listening skills. The following is the formulation of the research's hypothesis:

1. An alternative hypothesis is that using podcasts to teach listening skills to eighth-graders in SMPN 2 Labuapi is effective (H_a).
2. An alternative hypothesis is that using podcasts to teach listening skills to eighth-graders in SMPN 2 Labuapi is ineffective (H_o).

CHAPTER III

RESEARCH METHOD

This chapter will describe various features of the research method including research design, research location, variable of study, population and sample, method of collecting data, research instrument and data analysis method.

3.1 Research Design

The research methodology provides a thorough explanation of the content, methodology, and research techniques, Hamilton & Clare (2003:12). The quantitative research methodology was employed in this study. A method for testing objective hypotheses by looking at the relationship between variables is quantitative research. To enable statistical analysis of numbered data, these variables can be measured, often using instruments. Creswell (2017: 72). In quantitative research, data are gathered in order to quantify information and statistically analyze it in order to confirm or deny "alternative knowledge assertions." Creswell (2003:153). A quantitative research approach emphasizes objective phenomena and is studied quantitatively, according to E Bahruddin and Asep Saepul Hamdi in their book. Aisah et al (2017). In order to determine whether or whether students' listening skills would be improved by the usage of podcasts in the eighth grade at SMP Negeri 2 Labuapi during the academic year 2021–2022, this study employed an experimental design. The control class and the experimental class are the two classes used in this study. As

a result, for the control and experiment classes, the researcher used several items and tasks that were given different treatments.

3.2 Research Location

This researcher will be carried out students of Eighth Grade at SMP Negeri 2 Labuapi in Academic Year 2021/2022. Jl. K.H. Ahmad Dahlan, Perampuan, Kec. Labuapi, Kabupaten Lombok Barat, Nusa Tenggara Barat.

3.3 Variable of Study

The independent variable and the dependent variable were the two variables in this study.

2.1.1.1

the independent variable (X)

An independent variable is a variable that affects the dependent variable or causes it to change or emerge. The use of podcasts in the process of learning the skill of listening is an independent variable in this study.

3. Dependent Variable (Y)

A dependent variable is one that an independent variable affects or causes to happen. The improvement of the students' listening skills is the dependent variable in this study.

3.4 Population and Sample

1. Population

According to Sugiyono (2016: 117), population is a general phrase that refers to things with particular features or characteristics that researchers decide to investigate and draw conclusions about. All eighth-graders from classes VIII A, VIII B, and VIII C of SMPN 2 Labuapi make up the population of this study. The writer employs cluster sampling as the sampling method.

Table 3.1 Population

No	Class	Number Of Student
1.	VIII A	30
2.	VIII B	31
3.	VIII C	30
Total Students		91 Students

2. Sample

A researcher should determine the sample after determining the population since a sample is any collection of people chosen to represent a population. Schmidt & Richard (2002:465)

With a total of 60 students as the sample from the total population, the researcher selected two classes as the sample from three classes using cluster sampling. These students are from classes VIII A and VIII C, where

VIII A students are in the experiment class (with treatment) and VIII C students are in the control class (without treatment).

3.5 Method of Collecting Data

Giving a test as a pre-test is the first step in conducting research. Before starting the experiment, a pre-test was given to see how well the students knew and performed on other listening material. There are 20 questions on this test, divided into two categories:

- a. Multiple choice, there are 5 items and each item is given a score of 2 so that the total score of this type is 10,
- b. Filling the gaps, completing 15 questions and each item being scored 6 the total score of this type is 90.

The second is giving treatment. The research's method of operation is called treatment. There are two groups: the control group and the experimental group. In the experimental group, students are taught how to listen through podcasts, whereas in the control group, they are not given any treatment and are instead taught using teaching strategies.

At the end of the course of treatment, a final post-test was given to see how well the students had learned the other listening materials. The test comprises of 20 questions of two different categories.

- a. Multiple choice, there are 5 items and each item is given a score of 2 so that the total score of this type is 10.
- b. Fill in the gap, complete 15 questions, and each item is given a score of 6 so the total score is 90.

3.6 Research Instrument

Research instruments are "tools or facilities used by researchers in data collection so that work is easier and the findings are better, in the sense that they are more accurate, complete, and systematic so that they are easier to process," according to Arikunto (2013: 203). Measuring data is essential for research projects. Research instruments are the common name for measuring devices used in research.

In the application of podcasts, the researcher uses test (pretest and posttest), documentation, video podcasts, transcript podcasts, and test (pretest and posttest).

A test can be described as a tool for assessing a person's aptitude, knowledge, or performance in a specific field, according to Brown (2004: 3). An evaluation guide that includes the following is required to gauge kids' listening abilities:

1. Each instruction is rightly given a score = 6
2. False answer score = 0
3. Maximum score = 18
4. Maximum value = 100

The researcher processed each student's individual score using this procedure after obtaining their genuine score and maximum score;

$$\text{Students score} = \frac{\text{students final score}}{\text{students maximum score}} \times 100$$

3.7 Data Analysis Method

The process of data analysis must be carried out after data collection. The pre-test and post-test data will be evaluated utilizing the data analysis approach of normality test, paired test, and independent T-Test with SPSS 25 program. The results from the pre-test and post-test were analyzed by the researcher using SPSS 25.00. The independent T-Test, paired test, homogeneity test, and normality test will be used to determine whether using podcasts will be.

3.7.1 Normality test

- a. To determine if the research data are regularly distributed or not, a normality test is conducted.
- b. Before to doing a parametric statistical analysis, standard data are a must.
- c. The Kolmogorov-Smirnov test and the Sharpie-will test are two common normality tests used in parametric statistics.

In the Kolmogorov-Smirnov test and Shapiro-Wilk test, the data must be regularly distributed (symmetrical) if the sig. value is more than 0.05, according to Singgih Santoso (2014: 191).

3.7.2 Paired T-Test

- a. Test To find out if the average of two samples in pairs differs, apply the paired sample t-test.
- b. The paired sample t-test needs data with a normal distribution.
- c. The paired sample t-test does not require it for homogenous variant data.
- d. The problem statement in this study is addressed using the paired sample t-test.
- e. To address the problem's formulation, a paired t-test is performed on the pre-test experimental class data and the post-test experimental class data, followed by the pre-test control class data and the control class post-test data.

3.7.3 Homogeneity Test

- a. The homogeneity test seeks to establish the homogeneity or heterogeneity of a data variation of two or more groups.
- b. One prerequisite for the independent sample t-test is homogenous data.
- c. The homogeneity test is employed by the researcher to ascertain whether or not the post-test data from the experiment class and the post-test data from the control class are homogeneous.

The following are the fundamental principles for making decisions in the homogeneity test, Joko Widiyanto (2010: 51):

2. It is said that the variance of two or more population data groups is different if the significance value (sig) 0.05. (not homogeneous)
3. If the significance value (sig) is greater than 0.05, the variance of

3.7.4 Independent test

To ascertain whether there are variations in the average of two unpaired samples, the independent test is utilized.

- a. Data that are homogeneous and regularly distributed are prerequisites for the independent sample t-test.
- b. In this study, the independent sample test is employed to address the problem formulation.
- c. The independent sample t-test was run on the post-test results from the experiment class and the post-test results from the control class in order to address the problem's formulation.