

IMPROVING STUDENTS' LISTENING SKILL THROUGH PODCASTS

(A Classroom Action Research at the Eighth Grade Students of SMP Negeri 1 Makassar)



A THESIS

Submitted to the Faculty of Teacher Training and Education Muhammadiyah

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Degree of Education in English Department

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MUHAMMADIYAH UNIVERSITY OF MAKASSAR

2022




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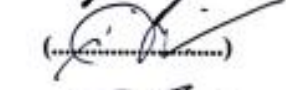
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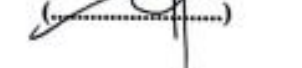












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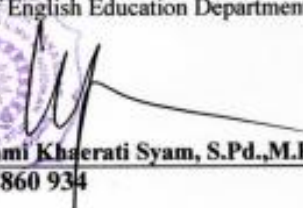
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Day / Date	Chapter	Note	Sign
Monday 14/02/22	I II IV	Background of the students' literacy ability in SMP/MS/MI - conceptual framework grammar in simple past display - remove formulas Bibliography.	
Tuesday 01/03/22	V	Index - discuss - conclude → see notes on your files.	

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Tuesday 08/03/2022	V	Conclusion (see notes) Bibliography	

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AYU VIVIYANI ASTUTI

MOTTO

“ If you have the chance to make people happy, just do it. Sometimes people are struggling silently. Maybe, your act of kindness can make their day.”

DEDICATION

I dedicated this thesis to my mother, my sister and my best friend, zul. They are all my human diary. Thank you for everything.

ABSTRACT

AYU VIVIYANI ASTUTI 2022. *Improving Students' Listening Skill through Podcast at the eighth grade students of SMP Negeri 1 Makassar* under the thesis of English Department, Faculty of Training Teachers and Eduation, Muhammadiyah University of Makassar. Supervised by Ummi Khaerati Syam and Herlina Daddi.

The aims of this research was to describe and find out; (1) The implementation of the podcasts in improving students' listening skill; (2) The improvement of students listening skill through podcasts. The subject of this research were 20 students at eighth grade of SMP Negeri 1 Makassar in academic year 2021/2022.

The method that used in this research was Classroom Action Reserach (CAR). This study was conducted following Kemmis and McTaggart action research procedures : planning, acting, observing, and reflecting. This research carried out in two cycles. The cycle consisted 8 meetings. Most of the students got the good scores. The score of Minumum Mastery Criterion (KKM) was 75. In the first listening test there was 4 students who got points of over 75, that is 20%. In the second listening test there was 6 students who got points over 75, the presentage is 45%. It was increased by 10%. Afterwards, in the third listening test there was 16 students got points over 75. Next, there was improvement 45% for the second listening test, 80% from the first listening test to the third test. The class condition during teaching learning process was good and also got the positive response from the English teacher and students towards the action. To sum up, listening English podcasts can improve students' listening skill.

Keywords : Listening and English Podcasts.

ABSTRAK

AYU VIVIYANI ASTUTI 2022. *Improving Students' Listening Skill through Podcast at the eighth grade students of SMP Negeri 1 Makassar.* Skripsi dibawah naungan Fakultas Keguruan dan Ilmu Pendidikan, Jurusan Pendidikan Bahasa Inggris. Universitas Muhammadiyah Makassar. Dibimbing oleh Ummi Khaerati Syam and Herlina Daddi.

Tujuan dari penelitian ini adalah untuk mendeskripsikan proses peningkatan keterampilan mendengarkan siswa melalui podcast. Subjek penelitian ini adalah 20 siswa kelas VIII SMP Negeri 1 Makassar tahun pelajaran 2021/2022.

Metode yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas (PTK). Penelitian ini dilakukan dengan mengikuti prosedur penelitian tindakan Kemmis dan McTaggart: perencanaan, tindakan, observasi, dan refleksi. Penelitian ini dilaksanakan dalam dua siklus. Siklus ini terdiri dari 8 pertemuan. Sebagian besar siswa mendapat nilai bagus. Nilai Kriteria Ketuntasan Minimum (KKM) adalah 75. Pada tes listening pertama ada 4 siswa yang mendapat poin di atas 75, yaitu 20%. Pada tes listening kedua ada 6 siswa yang mendapat poin di atas 75, persentasenya 45%. Itu meningkat sebesar 10%. Kemudian pada tes listening ketiga ada 16 siswa yang mendapat poin di atas 75. Selanjutnya terjadi peningkatan sebesar 45% untuk tes listening kedua, 80% dari tes listening pertama ke tes ketiga. Kondisi kelas selama proses belajar mengajar cukup baik dan juga mendapat respon positif dari guru bahasa Inggris dan siswa terhadap tindakan tersebut. Sebagai penutup, mendengarkan podcast bahasa Inggris dapat meningkatkan keterampilan mendengarkan siswa.

Kata Kunci : Mendengarkan dan Podcast Bahasa Inggris.

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The thesis is a partial fulfillment of the requirements to get the degree of sarjana pendidikan at English Education Department, Faculty of Teacher Training and Education Muhammadiyah University of Makassar.

The researcher is fully aware that this thesis can not be finished without other people’s help. Therefore, in this opportunity the researcher would like to express her deep gratitude to the following people :

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Makassar, January 2022

The Writer

Ayu Viviyani Astuti

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CHAPTER I

INTRODUCTION

A. Background

Listening is the foremost critical thing for dialect learning at an early organize. Miranti (2016:105) states that listening is a skill acquired and mastered by learners for the first time, and the other skills follow afterward. Therefore, listening becomes the most important because it is the first stage of learning and teaching English. Listening involves identifying the sounds of speech and processing them into words and sentences. Listening is considered an important ability that has to be mastered and it is also important to be mastered for its benefit in building good communication. In building good communication with others, individuals have to understand the meaning of the messages conveyed by their partners when they have a conversation. In comprehending the message conveyed by others, the listening ability is needed. Hidayat (2013, p.21-22) cities in Kirwan (2009) quotes Lauren's statement (2000) that "It is impossible not to communicate". Without listening ability, communication is impossible.

Based on the national educational system in Indonesia, English language teaching has been stipulated in the syllabus (Curriculum) at Junior High level - Senior High level. In general, as stated in Syllabus (Curriculum Revision 2016), "English language competence at Senior High Level that students can communicate in three kinds of text, interpersonal, transactional and functional in written and spoken context." (Ministry of Education and Culture, 2016).

According to The Ministry of Education and Culture (2017), that stated about the number of students at SMA / SMK / MA who failed in the National Examination (UN) increased by 7,6% become 52,57% in 2017 compared to 44,97% in 2016. English is one of a subject that occurred a lowering achievement in the National Examination (UN) especially in the listening section. The data showed that students' ability in English is still poor.

Many factors influence students' low achievement or learning achievement. The first factor is that schools rarely hold listening classes, even if they are only done two or three times a month. This can make students unfamiliar with listening to themselves as well as listening to native English speakers. Students also had problems with the length and speed of listening. Furthermore, students can not write what they are listening to correctly. Finally, listening input by the teacher is still imperfect (as quoted in Sabouri, 2016, p. 127).

Based on the description above, to overcome this problem, the teacher needs to know English learning media in the listening class and the teacher must think carefully about how the activity can be successful and also create interesting content. There are many kinds of media in teaching listening. A podcast is a medium that can improve listening skills.

According to Constantine (2007), Podcast was first recognized in 2004, and it is defined as an internet audio blog or internet audio publishing. Audio recordings are designed to be downloaded and listened to on a portable mp3 player or a computer. Podcasts are sent online automatically via a website, so they are different from other audio. Podcasts offer a 'real-life listening' resource that all foreign

language listeners can enjoy. The importance of using Podcasts is that all students can benefit from listening globally even if they only listen for three or five minutes a day.

Listening ability of students in SMP Negeri 1 Makassar was lack because the listening class seldom conducted there, just once in the semester. This can make students unfamiliar with listening in native speaker. Students also had problems in understanding the message in the audio because the lack of vocabularies. The students' listening score could achieve the target of Minimum Mastery Criterion, *Kriteria Ketuntasan Minimal (KKM)* of English (75.0) or above. It is considered successful if 75% of the students with individual score in listening achieve at least the same as or above 75.0.

Based on the problems above, the researcher decides to conduct a classroom action research under the title "Improving Students' Listening Skill through Podcasts at SMP Negeri 1 Makassar".

B. The Problems of the Research

Based on the research background, the formulation of the problems are:

1. How is the implementation of podcast in improving students' listening skill?
2. How is the improvement of students' listening skills through podcasts?

C. Objective of the Research

Based on the research background, the objectives are to be known by students:

1. The implementation of podcasts in improving students' listening skill.
2. The improvement of students' listening skill through podcasts.

D. Significance of the Research

The results of this research are expected to be useful information for many people, such as:

1. For the students

The process of this research would be useful for students' to improving the students' listening ability because podcasts were useful in activating students' background knowledge and developing students' mastery in the listening.

2. For the teacher

For teacher by doing this research, the researcher hoped that the output of the study would be useful to contribution of developing english teaching especially in teaching listening.

3. For the school

For school by doing this research, it provides some knowledge in teaching English.

4. For the researcher

This study is expected to be a reference for those who want to conduct research on improving students' listening ability through the use of podcast.

E. Scope of the Research

In order to simplify the research, there must be limitation of the problem more accurately, precisely and correctly. Therefore, the researcher need to limit on this study as follows : The research focus on improving students' listening through podcast in terms of understanding the main idea and the message of text which is given.

CHAPTER II REVIEW OF RELATED LITERATURE

A. Previous Research

In this research, there are some previous researches which related to this, they are as follows:

1. After conducting research *Improving Listening Skill Using Podcasts for English Department Students of UPY in the academic year of (2015/2016)*, Wiyanah (2015) has proved that using podcasts to improve listening skill. The objective of this study is to identify some steps that are going to be implemented in teaching listening using podcasts to listening skills of English Department students of UPY and to describe the improvement of students' listening ability using podcasts in their learning.
2. Dewi (2013), she has researched *Improving The Listening Skill through The Use of Podcast for the Tenth Grade of Hotel Accomodation Department of SMK Negeri 4 Yogyakarta in the Academic Year of (2013/2014)*, the study showed that the use of podcasts combined with the three-phase of listening processes proved to be effective to improve the students' listening skill. The students made a good improvement in some aspects of listening skills. They became interested in the English lesson and they felt that the English lesson did not make them bored.
3. Permatasari (2013) "*Improving Students' Listening Skills through Podcasts at Smp BOPKRI 1, Yogyakarta Grade VIII Class A In The Academic Year of (2013/2014)*". In her research, she concludes that by using podcasts, the

students were familiar with English sounds and spelling; the students were more enthusiastic in doing listening activities; the students' vocabulary mastery was improved. And she has proved that using podcasts can improve listening skills.

The similarity from three previous research above with this research is the media that researchers use in the classroom is a podcast. The teacher use and apply podcast in teaching and learning process.

The difference between this research with the three previous research above is from the problem statement. The first previous research discussed some steps that are going to be implemented in teaching listening using podcasts to improve the students' listening skills. The second previous research discusses the use of podcasts combine with the three-phase listening processes prove to be effective to improve the students' listening skill, and the third previous research discusses using podcast can make the students familiar with English sounds, can make students more enthusiastic in doing listening activities, and can increase the students' vocabulary.

B. Some Partinent Ideas

1. The Concept of Listening

Here are the concept of listening :

a. Definition of Listening

Listening is one of the most important language skills. Listening is the part in communication, through listening we can share our ideas with other people. Listening is the most frequently used language skill in everyday life.

- a. According to Loren (2017:3), Listening is the mastery of a person's first language skill and has a very important role.
- b. According to Hamouda (2013), Listening is the ability to recognize and understand what others are telling.
- c. Gilakjani and Ahmadi (2011) stated that listening includes listening for thoughts, feelings, and intentions and this needs active involvement, effort, and practice.
- d. Howatt and Dankin in Fan Yagang (2010) Listening is the ability to identify and understand what others are saying. This involves understanding the speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning.
- e. Rost (2009) stated that listening is an active and important mental ability. It aids us to understand the world around us and is one of the necessary elements in creating successful communication.
- f. Tarigan (2008:31) stated that listening is a process of listening to verbal symbols with caring, understanding, appreciation, and interpretation to obtain information, capturing the content of the message, and understand the meaning of the communication submitted by the speaker of the speech or spoken language.
- g. According to Helgesen and Brown (2007: 3): 1) Listening is active purposeful processing of making sense of what we hear. 2) Listening is the mental process of constructing meaning from spoken input.

- h. Rivers in Basyuni (2006: 8) stated that listening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall of the voice, and from this material we create significance.
- i. Brown (2006:4) stated that listening is a complex activity, and we can help the student comprehend what they hear by activating their prior knowledge.
- j. According to Carter and Nunan (2001), The term listening is used in language teaching to refer to a complex process that allows the listeners to understand spoken language. This theory explains that listening is not only recognizing the sound but also getting the meaning of words.
- k. According to Cameron (2001), Listening is the receptive use of language, and since the goal is to make sense of the speech, the focus is on the meaning rather than language. From the definition, the researcher concludes that listening is a complex process, an active interpretation process that listeners match what they hear with what they already know.

Based on some of the definition above, it can be concluded that listening is an ability to understand what other people are saying to get an information through media. Basically, “hear” is not the same when we are “listen”. Hearing means a sense that helps you receive sounds waves and noise by ears, the power of perceiving sounds. Besides, listening is when you receive the sound waves and understanding it by paying full attention to the words and sentences of the speaker.

b. Definition of Listening Skill

Listening skills are the key to all effective communication. Messages are easily misunderstood without the ability to listen. As a result, communication is lost and senders become disappointed or annoyed. There are some definition of listening skill :

- a) Vishwanath (2013) stated that listening skill is key to receiving messages effectively. It is a combination of hearing what another person says and psychological involvement with the person who is talking.
- b) Johnson and Hampleman (2016) stated that listening skill is the communication process, whereas to differentiate words from recognizing other words.
- c) Walberg (2004) stated that listening skills are very important to learn because they enable students to understand and to get an information, and to achieve success in communicating with others.

Based on some of the definitions above, it can be concluded that listening is one of the abilities of every human being that can be seen directly, but not everyone in the world can listen to English unless they are native speakers or their first language is English. In many language learning activities, both inside and outside language classes, listening skill is the ability to understand the information provided by the speaker and show interest in the topics covered. It can also include providing speaker feedback, such as asking pertinent questions. Therefore, the speaker understands the intended message.

c. Process of Listening

According to Tyagi (2013) the process of listening divided into five stages: hearing, learning, recalling, judging and answering.

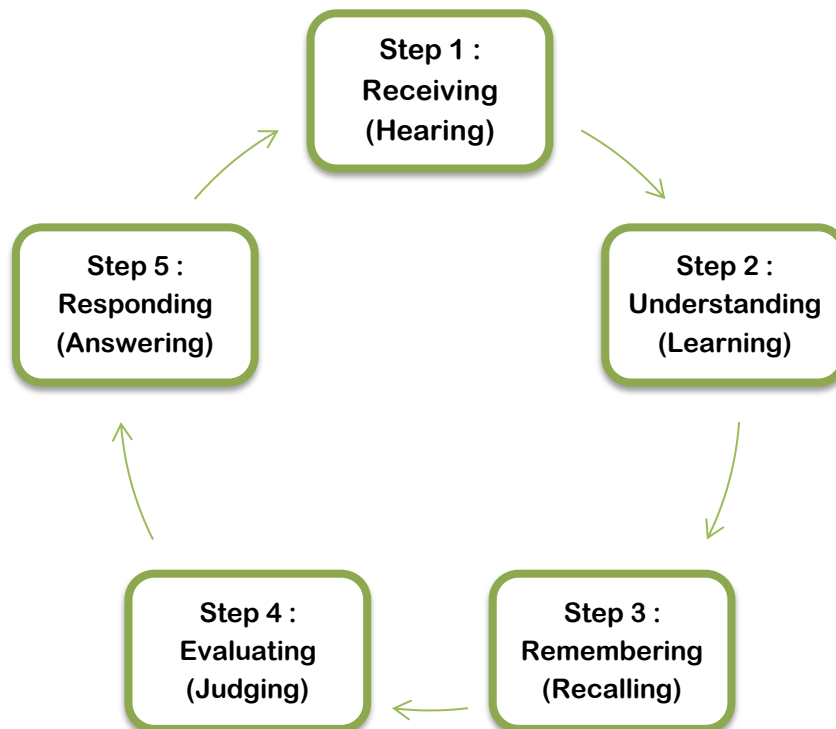


Figure 2.1. The Process of Listening by Tyagi 2013

- a. Receiving (Hearing) ; Response caused by sound waves stimulating the ear's sensory receptors. Receiving refers to *hear* and *listen*. *Hear* it is about the process we receive the raw stimulus. Afterwards, *listen* is the process where we need to focus on the specific information, also in that process you might need to obscure the other sound, because you have to point out the things that are important.
- b. Understanding (Learning) ; For successful interpersonal communication, students must understand the intended meaning and the context assumed by

native speakers. This process is related to interpretation, students will focus on how to find the main idea or message they have heard. Therefore, to improve their listening skills, they need to analyze the meaning of the context.

- c. Remembering (Recalling) ; Remembering means that a person not only receives and interprets a message or information, but also stores it in his memory. In this process, students will memorize message or information.
- d. Evaluating (Judging) ; In this step, the listener needs to prove what they have received. Based on this step we will know whether students really understand what they are getting.
- e. Responding (Answering) ; In the last step, the students will show if they get the message or information.

d. Aspect and Elements of Listening

Buck (2001) says that there are five main components in listening: input to the listener, applying language knowledge, using world knowledge, the context of communication, and constructing representations of mental meaning. Moran (2005) says that there are several aspects of listening such as understanding the essence, making conclusions using situational knowledge and background, understanding the omitted consonants, allowing for presentation, and achieving meaningful achievements.

Furthermore, listening comprehension covers five aspects that must be mastered by students are the main ideas, context, decomposition, intonation, and stress (Field, 2009). Richards & Schmidt (2010) say that listening comprehension

activities usually handle several listening functions, including recognition (focus on several aspects of the code itself); orientation (ascertaining important facts about the text, such as participants, situation or context, general topics, emotional tone, and genre); understanding main ideas; understanding; and recall of details.

Based on the above definition, it can be concluded that listening comprehension consists of making conclusions, meanings, main ideas, and orientations.

e. Teaching Listening

According to Brown (2000) teaching is an activity to help someone learn how to do something, guide, give directions, provide knowledge, and provide understanding. Listening has also been considered from a further range of perspectives in recent years. And it is examined concerning understanding as well as with language learning. Teaching listening requires more on the part of the teacher than the students. One of the main principles of teaching listening should be "Language material intended for use in listening comprehension practice should not be presented visually first." Good listening lessons must go beyond the main task of listening to itself with related activities before and after listening. It can be concluded that teaching listening must go beyond understanding than taking action.

There are several principles of teaching listening skills that teachers should know (Brown H. , 2007). First, listening should receive primary attention in the early stages of ESL instruction. To learn English, students must be familiar with the listening process. Second, listening should maximize the use of material that is

relevant to the students' real lives. This can make the students know how important material. Third, listening must maximize the use of authentic language, because the students are difficult to understand if the teacher uses difficult words. Fourth, listening should vary the material in terms of age, dialect, accent, topic, speed, noise, level, and genre of the speaker. The purpose of this principle is that students are interested in the material given at each meeting. Fifth, the teacher always ask the students to listen to the purpose of listening and ask them to show their understanding in an assignment. It can practice their listening skills. Sixth, the language material that will be used for listening comprehension training should not be presented visually first. Students should be familiar with the audio first. We can conclude that teaching listening means conveying some material by providing an understanding of the language system. It also involves how we apply knowledge of these language system to understand or convey meaning and how we apply specific skills to understand and convey meaning. It must be practice again and again therefore we become more capable to the listening and eventually master it.

f. Listening Assessment and Testing Technique

In listening to assessment techniques and testing in the teaching and learning process, there are several ways of assessing assignments and techniques in listening testing. Rost and Brown (2007, p. 19) outlines some listening assessment and testing techniques. They are as follows:

- 1) Discrete-item tests

- a) Multiple choice questions are presented after taking the listening test (answers are scored right or wrong)
 - b) Presented questions in true-false format (responses scored right or wrong)
 - c) Open questions are presented after the presentation of the listening text (questions scored on a scale or correctness and completeness)
 - d) Produce standardized test scores (e.g., TOEFL or TOIEC)
- 2) Integrative tests
- a) Open summary of the listening text (scored in scales of accuracy and inclusion of facts and ideas)
 - b) Close summarizing of a text (scored on correct omlentions of blanks)
 - c) Dictation, partial or complete (score based on supplying the correct missing words)
- 3) Communicative tests
- a) A communicative task in a written way that involves listening (judged on the success of completing a task, such as writing a complaint letter after going to a description of the problem).
- 4) Interview tests
- a) Face-to-face performance with the teacher or other students (assessed based on a list of items, such as appropriate responses to questions, use of appropriate clarifying questions).

- b) Extended oral interview (scoring is keyed to a scale of native like behaviors, such as the Foreign Service Institute scale).
- 5) Self-assessment
- a) Students assess themselves based on the criteria given, using a questionnaire.
 - b) Students provide a holistic assessment of their abilities using oral or written journal entries.
- 6) Portfolio assessment
- a) Students are observed and evaluated regularly during the course on behavior in assignments and other class activities.
 - b) The portfolio can include one or all types of objective and subjective actions above.

2. Media in Teaching English

Media refers to any method of communication that conveys information, or that allows interaction between teachers and students. According to Arsyad (2003:15), in teaching and learning activities that use media, teaching is replaced with terms such as hearing and teaching materials, hearing communication, educational teaching, educational technology. It can be concluded that many things can define the media itself in the context of the learning process. The definition above, we know that media grows with technology, and now we can find

it in many sources. Media is an important thing in the teaching and learning process. This can regulate the level of student interest with a lesson.

A. Kinds of Media in Teaching Listening

Media teaching English is very important to help students acquire new concepts of language skills and language competencies. Baidawi (2016:57) says that in teaching English as foreign language, the use of media is necessary for several reasons. The availability of media in the classroom will affect the enthusiasm of students' learning where the selection of the right media is available to improve students' speaking skills. The following are three types of language teaching media.

a. Visual Media

Sujana and Rivai (2009:57) cited in Baidawi (2016: 58) visual aid in visual instructional concept is every picture, model, object, or other tools that provide real visual experiences to the students. Visual aids aim at a) introduce, form, enrich, and clarify understanding or abstract concept to the students b) develop desired behavior and c) support more sustainable students activities.

There are four types of visual media. They are print media, realia, overhead transparency and LCD projector.

1). Print Media

The manufacturing process is through the printing process. These media include English textbooks, magazines, newspapers, journals, bulletins, and dictionaries. The use of these media in teaching English is necessary and

meaningful because it can help students to gain more knowledge and information through reading widely, and provide more enjoyment from various sources of facts. The media are in the form of photographs, graphics, pictures, maps, models, games, puzzles, wall charts, comic scripts, flashcards or cue cards, brochures, posters, etc.

2). Realia

Spratt (2008: 120) cited in Baidawi (2016:58) realia are real objects which can be brought into the classroom as teaching media. There many kinds of realia. Some of them are as follows: Big calendar, puzzle or game, a menu of the restaurant, big map or globe and hand-puppet.

3). Overhead transparency (OHT)

The uses of these media enable a teacher to write or describe or explain something to the students. In English learning, these media can be used to present video and pictures.

4). LCD projector

b. Audio Media

Audio media is instructional media that have the function to help students learning through produced voice. Audio media are the media of which the contents are recorded and can be heard. Further, Sadiman et.al (2014: 49) said that the messages to be delivered are poured into verbal and non-verbal. These media include radio, tape recorder, audio compact disc, MP3, MP4, etc.

c. Audio-visual Media

Audio-visual is the media that can be seen and heard such as television and films. Audio visual presents a complete communicative situation. Students can be easy to understand the facial expression, gestures, physical background displayed and learning to be closer to real-life situations. This media includes movies, TV programs recorded both picture and voice on video CDs.

The researcher concludes that media is a tool to convey the material in the teaching and learning process. Therefore, the teacher must choose appropriate media for their students therefore learning becomes fun and easy to understand. Resesarcher will choose audio media in teaching listening skills. Podcasts are one type of audio media. The researcher hopes that through this media students can improve their listening skills easily.

3. Podcasts

a. Definition of Podcast

Podcast is a term inspired by the Apple Computer Corporation's iPod, a portable digital audio player that allows users to download music from their computer directly to the device for later listening. The term is no longer specifically related to the iPod but refers to any software and hardware combination that permits automatic downloading of audio files (most commonly in MP3 format) for listening at the user's convenience. the program, made available on the internet for downloading to a personal audio player.

Podcasts are audio or visual content that is automatically delivered over a network via a free subscription. Once subscribed, podcasts can be regularly

distributed over the internet or within your school's network and access your ipod or handphone, or any portable MP3 player, laptop, or desktop computer. Podcasts were originally audio-only but may now contain still images, video, and chapters identifying major sections or ideas, Rajic (2013: 90). It is supported by Stanley (2006, p. 1) cited in Sani (2016: 166) stating that podcasts are the distribution of audio or video files, such as radio programs or music videos, over the internet, using either RSS (Really Simple Syndication). Therefore, a podcast is audio that has text and is connected to the internet that can be accessed easily.

According to Deal (2007:2), Podcasting is a means of publishing audio and video content on the web as a series of episodes with a common theme. These episodes are accompanied by a file called a —feed that allows listeners to subscribe to the series and receive new episodes automatically. Moreover, Pathan (2012: 33) as cited in Miranty (2016:106) states the use of Podcast also gives students the opportunity to enhance language learning by bringing in the real world. Digitized speech and video, offered by the use of the computer, can also be highly effective for increasing this important language skill, listening skill.

Based on the above definition, the researcher concludes that the podcast is a mixture of the words “iPod” and “broadcast” and produces an audio or video file released in an episode. It can automatically be downloaded from a computer or other audio/video, and then can be listened by our audio/video devices that learners can listen over and over to any material that is of interest to them.



Figure 2.2 The logo used by Apple to Represent Podcasting



Figure 2.3 An RSS Feed Icon

b. Types of Podcasts

Corbett (2018) divided podcast into some types:

1) The Interview Podcast

They will invite or interview a different guest each week on their show. Usually interview talk about stories, experience, opinions, advice or expertise about some topic. Examples of the interview podcast are: The Art of Manliness, Duct Marketing with John Jantsch.

2) The Solo Podcast

This is the usual or common type of podcast that is often used by people who have expertise in a certain area or already have their personal brand and want to share their point of view to their audience. Examples of the solo podcast are: Lore, Slate's The Gist.

3) The Panel Show

This type of podcast consists of host and a number of guests. They often invite experts or someone who relate with the topic that they bring. Example of this type of podcast is Slate's Political Gabfest.

4) Non-Fiction Story telling Podcast

This type of podcast is where the host will tell a non-fiction story based on the real life. Usually they pick the story from the audience before the show is started or it might be when the show is starting. Examples of this type of podcast are: Brains On, Work in Progress, Startup.

5) Fiction Storytelling Podcast

This style is more audio cinema than audio book and often requires music, production, and potentially voice-over artist, for example: We're Alive: A "Zombie" Story of Survival, Snow White.

6) Repurposed content

This type of podcast is the repurpose or re-uploads types of podcast from a TV show, so that people could catch up on later. Examples of this podcast are: The Moth, Wait, Wait, Don't Tell Me.

7) Hybrid Podcast

This is like the mishmash or the combination of the previous podcasts. On some episode there might be a discussion between the host and the co-host, and it ends up with an interview or for the next episode they might show a solo presenter and dish out their expertise and include an appearance from one of the listener. Example of this type of podcast is: Slate's The Gist

c. Podcasts as Language Learning Materials

Aguilar (2007) suggests that podcast resources available for language learning can be categorized into two groups: the first consists of authentic content provided by native speakers or advanced learners, not intended to teach the language, and for refer to the subject. The second group consists of language courses or teaching content specifically designed for language learning. The latter are classified into two subgroups: materials designed for a known audience, such as materials provided by teachers, institutions or students themselves for use with their classes (which may include oral feedback, oral quizzes, vocabulary items and audio recordings of texts) and support materials designed for independent learners who are not enrolled in certain courses delivered as free podcasts.

d. The Steps of Using Podcast

According to Fox (2008) several steps can be applied in teaching English using podcasts for ESL students. The steps for using podcasts are as follows:

- 1) Listening for pleasure.
- 2) Listening with a pre-prepared teacher glossary would help to make the show accessible to lower levels.
- 3) Listening to a short chunk. Most of the podcasts are divided into more or less independent sections, which can be listened to on their own. This makes the task more manageable for lower levels.
- 4) Listening with a transcript (prepared by the teacher).
- 5) Using chunks as a dictation exercise. This is a useful exercise that many teachers reject as old-fashioned but can highlight and practice grammatical.

e. The Advantages of Podcasts

Podcasts are an innovative part of online learning and can serve a number of purposes: to increase the range and list of English listening practice materials available to students to use in a variety of ways, to provide increased connectivity between the various elements of the course, to increase the scope of discussion activities, etc. Online podcasts have provided language teachers with a wealth of materials to teach listening skills. An added advantage of podcasts is that they can be downloaded by your students and listened to for homework. Just provide a link to download and a worksheet or comprehension question, and set it. Pick an interesting podcast, and it will be one of the

assignments to your students are looking forward to. Constantine in his journal (2007) discusses podcast topics at several levels and addresses questions about the advantages of podcasts, selecting the most useful ones, and discussing how to maximize learning from them.

The advantages of podcasts are:

- 1) Learners can get the benefit globally, even if they only listen to five minutes or seven minutes in a day.
- 2) Students will be introduced to a new language.
- 3) Intermediate level learners have a need for authentic texts and to be exposed to a variety of voices.

Podcasts are not just for listening. Often there is a transcript provided along with worksheets. A number of websites interact with the students and ask them to write in with questions or comments. Podcasts may also accommodate a wide variety of learning strategies for students while some students learn most effectively by taking notes during a lecture and reviewing these in their own study time, others learn more effectively by active listening, without taking notes (Boulos, Maramba & Wheeler, 2006). It makes them have better skills than the students who do not listen through podcasts. According to Constantine's journal (2007), one innovative usage of podcasts is to have a student listen to podcasts and read along with its transcript. Then the student will make a recording of the material on a cassette tape and turn it into the teacher along with a written journal. The teacher then listens to the student's

recording and gives appropriate feedback to the student. This type of activity helps the students to develop fluency in reading, improve pronunciation, to acquire new vocabulary words, and perfect listening skills. In conclusion, podcasts have some benefits. First, the podcasts provide materials that are interesting for the students because the podcasts are produced by native speakers of English. The students can learn from the podcasts how to use the language in real life. Next, the podcasts are easy to download and they can be saved on a personal computer for later listening. The last, the podcasts are easy to find because there are so many resources for podcasts.

f. Podcasts in the Teaching of English

Podcasts are audio files available on the internet. It is a combination of two words broadcasting (a term used for television and radio transmissions and iPod (a popular portable media MP3 player developed by Apple Computer Inc.) (Anna: 2010). Podcasts have been compared to radio broadcasting because it usually has a single producer (or group of people producing it) and the audio transmission is sent to lots of listeners. What is different from podcasts is that, unlike radio, the person listening does not have to listen to it at the time of broadcasting. Instead of a radio transmitter, podcasts are stored on the web as digital sound file and this sound file can then be transferred to a computer or any digital devices, such as an iPod or MP3 player. The listeners can then choose when they listen. Podcasts are not fundamentally different from spoken text on cassettes or CDs.

Teachers have always record programmers from the radio or the internet onto a cassette or a CD. With podcasts, it is even easier. You subscribe to podcasts and each time an update (a new installment or a new program) is available it is automatically downloaded to your computer. If you think it fits you can keep it, or you just delete it. So you do not have to be at home or program your recorder, everything is done automatically.

C. Conceptual Framawork

According to Brown (2001) listening is a improtant skill through which language learners internalize linguistic information without which they can not produce language. In the listening process, students not only hear the speakers' voice, but they also need to know the context and understand the spakers' purpose.

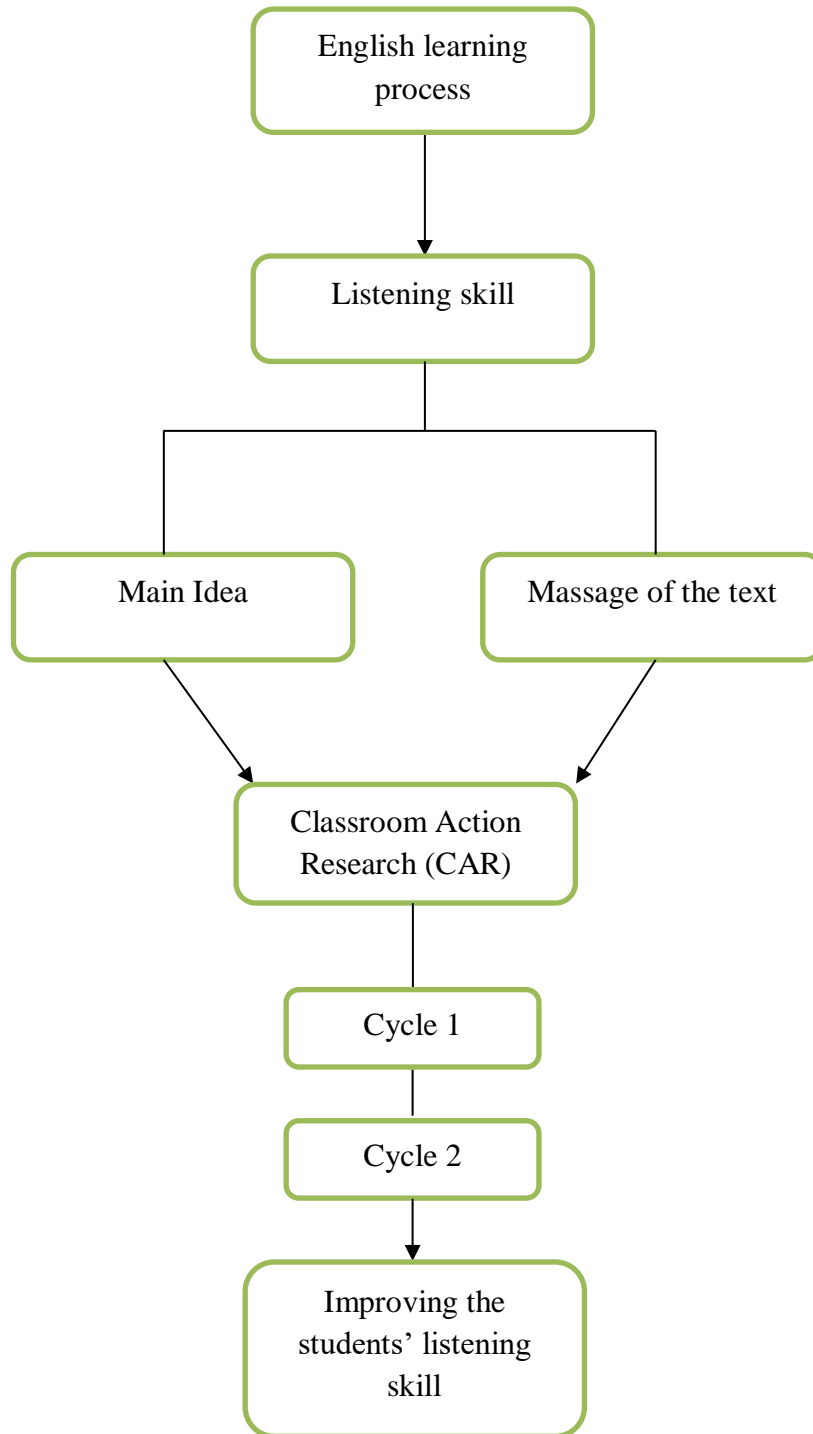
Listening is receive language through the ear. Listening inviolves identifying speech sounds and processing them into words and sentences. Listening is considere an important skill that must be mastered and also important to be useful in building good communication. In building good communication with others, individuals must understand the mening of the massage conveyed by their partner when they have a conversation.

Teachers need to help students become an active listening. Teaching listening means transferring material by providing an understanding of the language system. It should be done continously therefore the students are familir with the material. The process of teaching listening in junior high school

must be in accordance with the objectives . In addition, the process must be equipped with the right material, so the teaching and learning process becomes interesting.

Based on my experience in internship, many students have difficulties in knowing what they are listening to. They only hear what people have to say while some of the do something else during the teaching process in the subject of listening. Regarding this problem, efforts need to be implement to help the students more comfortable in listening comprehension. Therefore, the researcher choose the Podcasts to solve the problem. The use of Podcasts will solve the student's listening problem and their listening skill.

Seeing this situation, the researcher tries to improve students' listening skills through podcasts. Podcasts are audio programs on the web that are easy to find and download on the internet. Sometimes audio comes with a transcript, which can help students understand what they hear. Using listening section is expected to improve students' listening skills.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research conducted by apply Classroom Action Research (CAR) in which the researcher would act on the procedures of the study, namely: planning, implementing of plan, observing the action, reflecting the result of the action. Classroom Action Research was different from quantitative and qualitative research, but have characteristics of both.

Phillips & Carr, (2010) Classroom action research is very familiar with English teacher, especially professional or certified teachers. In practice, the teacher functioned as a researcher because it involved teachers in the classroom, not only by expert from outside the classroom.

Kemmis, (2000) as cited in Hopkins, (2008: 48) Action reserach is a form of self reflection inverstigation carried out by participants in social situations (including education) to improve rationality and justice a) their own social or educationa; practice, b) their understanding about these practices, and c) the situations which they are practiced. Empowerment was most rational when it was carried out by participants collaboratively, although often by individuals, and sometimes in colaboration with outsiders.

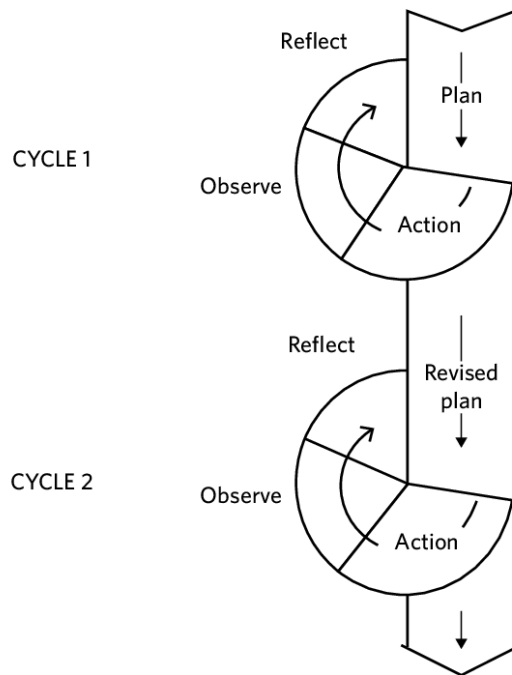


Figure 3.1. The Cycle of Action Research

(Simple Action Research Model based on Kemmis and Mc Taggart)

This research was an action research. The aim was to find and implement some actions to improve the listening skills of grade VIII, class VIII-2 students of SMP Negeri 1 Makassar. The research procedure adapted from a model proposed by Kemmis and Mc Taggart in Burns (1999:32) that action research occurred through a dynamic and complementary process, which consisted of four essential steps: planning, action, observation, and reflection. The researcher and the other research team members collaboratively found obstacles and weaknesses of the listening learning process, identified some problems, and plan and implement the propose actions. After that, the researcher and other research team members made an evaluation, reflection and discussion that relate to the actions implement.

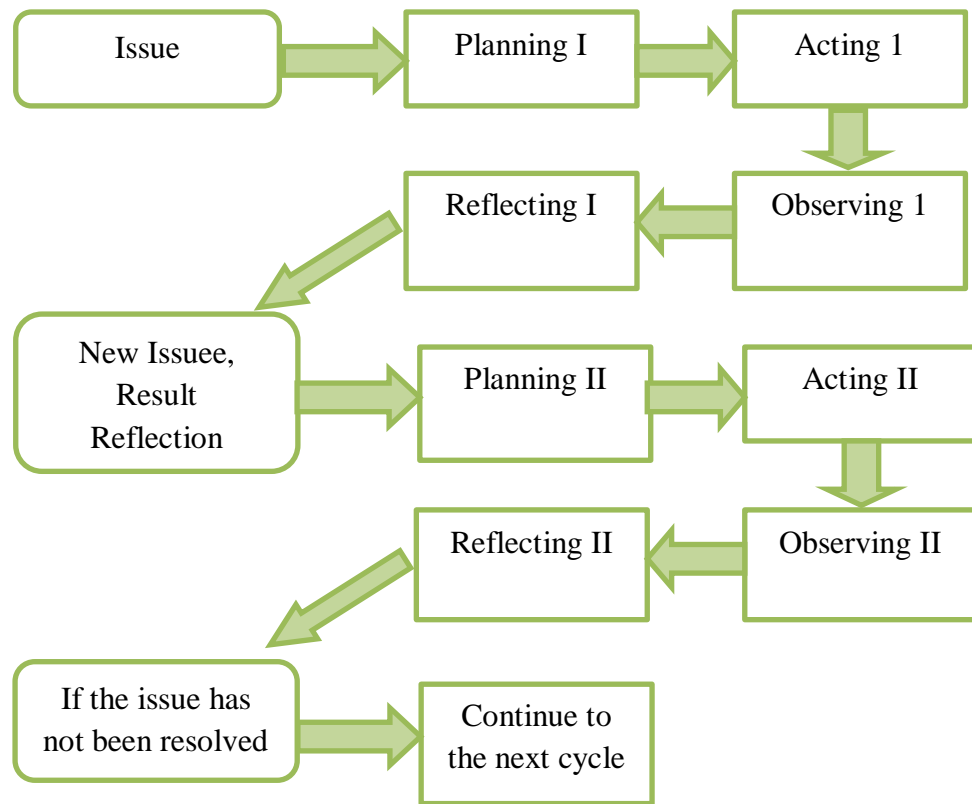


Figure 3.2. The Research Action Research Designed Adapted from Kemmis and Mc Taggart

B. Population and Sample

1. Population

The researcher defined the population before collecting the sample, including the description of the member to be included. Population is all members of a well-defined class of people, events, or objects (Ary et al 2010:148). This research conducted in SMP Negeri 1 Makassar. The population of this research was the second grade students of SMP Negeri 1 Makassar academic year 2020/2021.

2. Sample

According to Creswell (2012: 142), sample is a subgroup of the target population that the researcher plans to study for the purpose of making generalization about the target population. The research used purposive sampling technique because there was no need to choose randomly the individual to be a sample. The researcher took the VIII-2 class of SMP Negeri 1 Makassar academic year 2021/2022 as a respondent. It consisted of 20 students, so the total sample was 20 students.

C. Instrument of Research

There were numbers of instrument that researchers used in conducted a research, such as : test, interview sheet, observation sheet, and documentation. Furthermore te detail of instrument were present on the following table :

1. Test

a. Diagnostic Test

Diagnostic test is a test that help the teacher and reseracher identify problems that they have. The test was given before the researcher use podcast in learning process.

b. Listening Test

The listening test in a form of fill in the blank thas as objective assessment which repondents were to hear the correct words from the podcasts (audio). This test given after the researcher apply diagnostic test.

D. Data Collection

Data is the result of an investigation that provides all the numbers and facts as material to build information (Arikunto, 2006). The term data was referred by Fraenkel & Walen (1993) as a type of information obtained by researchers on research subjects.

In this research, the data were qualitative and quantitative as the supported data. In qualitative research, source of primary data were the actions and the words, and additional data like the written data, document, picture, or statistical data. The qualitative data obtained by interviewed the students and teacher, observed during the teaching-learning process and the implementation of the action in the field.

The quantitative data were in the form of students' listening scores. The scores were collected through the listening assessments which conducted twice in this study. The first test conducted to know the students' listening proficiency, the second test conducted to know whether there was significant improvement of students' listening skill or not after applied to the podcast activity.

E. Data Analysis

The data collected in the form of qualitative and quantitative data. The quantitative data referred to the empirical research which data in the numbers form where as the qualitative data described the condition, situation, and response of the students during teaching learning process. In this research, the researcher used qualitative data (experience-based) and quantitative data (number based). The qualitative data consisted of observation within the physical activity in the

classroom and interviewed to be present for the teacher and several students. On the other side, the quantitative data used diagnostic tests.

The quantitative data analyzed by computing the score of listening test. The data collected from diagnostic tests. The data calculated through means that consisted of the average score of students' ability in listening tests. The sums of total score were divided by the number of the students.

The mean of the students' score for each cycle that obtained using the application of the following formula:

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

\bar{x} = Mean of the students' score

$\sum x$ = Total score of the students

N = The number of the students

Next category the number of the students who has competent in listening, the application of formula:

$$P = \frac{R}{T} \times 100\%$$

P = The class presentage

R = The total of the students who passed the KKM

T = The total number of the students

After mean of students' score increased, the researcher analyzed the scores improvement in listening from tests score in cycle 1 and cycle 2 with this formula :

$$P = \frac{y_1 - y}{y} \times 100\%$$

P : Percentage of student' improvement

y : Test 1 result

y_1 : Test 2

$$P = \frac{y_2 - y}{y} \times 100\%$$

P : Percentage of student' improvement

y : Test 1 result

y_2 : Test 3

F. Criteria of Action Success

The criterion of success were set up to determine whether the action in the research was successfully completed or not. The criteria of success were decided as follows:

- The students' listening score could achieve the target of Minimum Mastery Criterion, *Kriteria Ketuntasan Minimal (KKM)* of English (75.0) or above. It considered successful if 75% of the students with individual score in listening achieve at least the same as or above 75.00.

G. Procedure of The Research

1. Cycle 1

In the first cycle, it consisted of planning, action, and observation planning. Planning is the arrangement for doing something. In planning, it was considered everything which was related to the action that was done and it also prepared everything that was needed in teaching and learning process.

a. Planning

Planning should be based on the problem identified. Below were the thing had been prepared.

1. The lesson plan.
2. The material for teaching listening.
3. The instrument for collected data such observation sheet and interview sheet.
4. Prepared the facilities and media that was used while teaching.
5. Prepared the assignment needed for the students.

b. Action

Action is the process of doing things. It was the implementation of planning the researcher should be flexible and welcome to the situation that changed in school. Thus, the action should be dynamic, need

immediately decision for what were done and completed simple evaluation.

The teacher applied the podcasts media in listening learning process. In this case, the recorded of podcast contained the listening material. Then, after listening process of podcast just had done, teacher gave the question section for the students about the material in podcast that they heard. In this section, teacher made the students involved in learning process, and participated actively in the class. Then, the researcher recorded this activity by using phone.

c. Observation

In this step, the researcher observed and wrote students' activities during teaching and learning process. Observation was aimed to recorded the process and got the information of action during teaching and learning process, such as the students' attitude, behavior, and even obstacles that happen. It was done by interviewed and observation. Observation was done carefully by the researcher, because it collected as the data which was used as basic reflection. In this case, the researcher observed the students' listening ability and the problem or obstacles that found by the researcher while listened the material from the podcast.

d. Reflection

Reflection was the evaluation of the action which had been done. The teacher should make it as the feedback of the running of the cycle.

Through doing the reflection, the researcher reflected on everything done and made conclusion as a whole. The conclusion concerned with the process and the result. Whatever the weakness or the strength found was listed on that, the writer could evaluate what needed to be evaluated and improved. It was very helpful for the researcher to considered what activities should be revised and should be maintained in the next cycle. Therefore, it was expected that the result in the next cycle would be better than the previous one.

2. Cycle 2

Cycle II was conducted based on the result of reflection in cycle I. In this cycle, the researcher aimed to got the significant improvement of the students' listening skill.

a. Planning

The researcher planned the implementation of lesson plan that related to the cycle I that has been evaluated and developed for the action of cycle II.

b. Action

In this section, the researcher did the action based on the reflection that has been evaluated and revised. There were some activities in action, they were :

1. Giving the opportunity to the students for listening to the sound resource (podcast).
2. Repeating the podcast and asked the students to listen carefully.

3. Asking the students to fill the missing words test on the text.
4. Asking the students to tell about the point of the story what they heard.

c. Observation

Observation aimed to found the information that used to be evaluated and the basic reflection. Therefore, the observation should be done carefully. Observation was conducted with observed the listening learning process during the treatment in ordered to knew the effectiveness of the podcast as learning media in listening and also whether the media being applied was able to improve the students' ability in listening skill.

d. Reflection

In this step, the researcher took general evaluation to knew whether the students got progress in score based on the observation and documentation. It was expected that the students got the better listening.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

1. The Implementation of Podcasts in Improving Students' Listening Skill

In implementing the English podcast, the researcher should ensure the supportive room such as English lab for improving listening skill. Therefore the students could concentrate to the material and focused in listening to English podcasts. In my case, luckily the situation in the class was quite good because the schedule was not divided by the other class that was the effect of the new normal era. Despite all, the students were interested in learning material and very enthusiastic.

After that, English teaching media were very important to help the students acquire new concepts of language skills and competences. The availability of media influenced students' interest and improved students' ability in listening. In the researcher's experience, she used the speaker and laptop as a tool to facilitate the English Podcast for the students.

Podcast as learning media has many kinds of topics that made the students not bored with the listening English process. The teacher could choose the topic based on the students' ability. The use of English podcast can improve the students' ability in listening skill by adapting the material with the students' needs, interests, and etc. It can be started from beginner level to intermediate. The teacher could create some fun activity by using podcast for the students. In this case, after the researcher did the diagnostic test, the researcher gave the explanation

about the material and played podcast and then, students were listened the podcast together. The researcher asked the students to discussed the material in groups. Then, the researcher asked the students to completed the task. The task form was fill in the blank that related to the podcast. The last activities was the students and the researcher review the listening material that has been discussed. Furthermore, the reseacher gave the task, she also gave the quiz to increase students' vocabularies. The quiz related to the material that would be given to the students.

The students enjoyed to take part the English lesson with simplify the help of English podcast as the media. It was proved by students' improving scores from diagnostic to the test of cycle I until the test of cycle II. After acquired the target research that minimal 75% who passed the KKM, the researcher determined to stop the cycle because it already succeeded.

Based on the result of the evaluation that has been done by the researcher, it can be concluded that the implementation of Classroom Action Research (CAR) to teach listening by using podcast was suitable with the planning that had been criticized with researcher and the teacher. In this case, the action was planned as good as possible, therefore the learning activities could be achieved well. From all the calculation above, the diagram Improvement of Students' Score in the Percentage and The Total Students that Passed the Minimum Mastery Criterion in the Diagnostic Test until Test of Cycle II could be seen from the diagram below :

Chart 4.1.

The Improvement of Students' Score Percentage

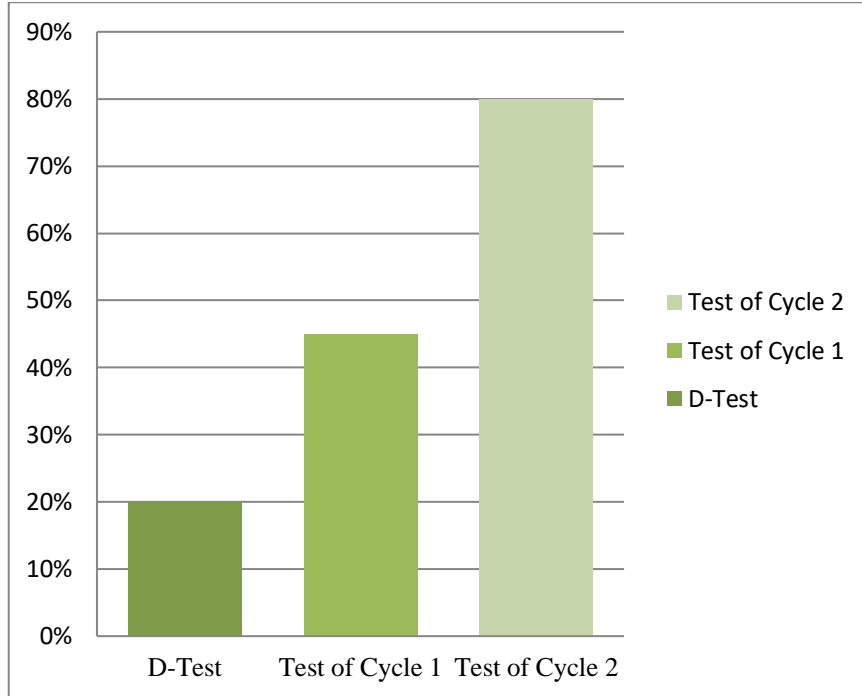
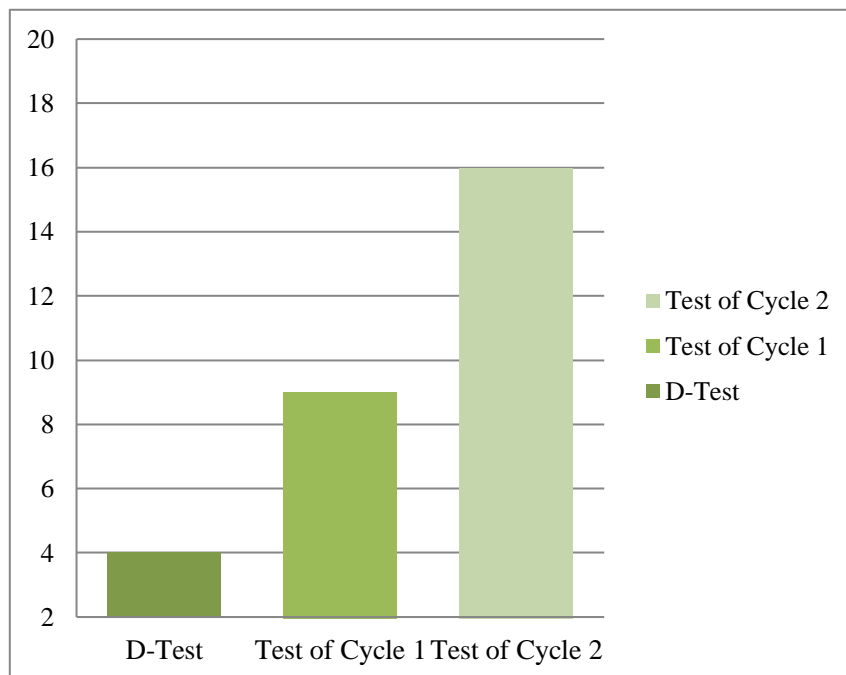


Chart 4.2.

Total Students that Passed the Minimum Mastery Criterion in the Diagnostic Test, Test of Cycle 1, and Test of Cycle 2



2. The Improvement of Students' Listening Skill through Podcasts

a. The Result of Students' Achievement

The diagnostic test had been done before implementing the Classroom Action Research (CAR). It was conducted on 24th November 2021. It was start from 09:30 A.M – 11:00 A.M. The purpose of the test was to determine the ability of students before giving the treatment. In the diagnostic test, the lowest score was 10, in the cycle I test the lowest score was 35. In the cycle II test the lowest score was 65. The comparison of the students' score in the listening tests can be seen in this table below:

Table 4.1. The Result of the Students' Score

Names of the Test	Diagnostic Test	Cycle I	Cycle II
Lowest Test	10	35	65
Higest	100	100	100
\bar{x}	45,25	68,25	78,75
N	20	20	20

\bar{x} = Mean

N = Number of the students

Based on the result of diagnostic test showed that the mean of the test was 45.25. There were only 4 students or 20% who got the score of the Minimum Mastery Criterion (KKM). Whereas, the 16 others were under the criteria. The

lowest score was 10. The result of the data from cycle I showed that the test had 50,83% improvement from the test. There were 9 students who passed the KKM. Afterwards, the 11 others were under the KKM. The lowest score was 35. The result of the data from the cycle II had 82,87% improvement from the diagnostic test. In the second cycle, there were 16 students who passed the KKM. However, there were 5 students who did not pass the KKM. The improvement in this cycle was achieve the target of Minimum Mastery Criterion, Kriteria Ketuntasan Minimal (KKM) of action research of CAR which minimum 75% students passed the KKM could be achieved. From the result of this cycle, the researcher ended this research and would not continue to the next cycle.

B. Discussion

1. The implementation of podcast was successful in improving students' listening skill. Based on the result of the vealuation that has been done by the researcher , it can be concluded that the implementation of Classroom Action Research (CAR) to teach listening by using podcast was suitable with the planning that had been critized with the reseacrher and the teacher. In this case, the acton was planned as good as possible, therefore the learning activities could be achieved well. This research already done by Wiyanah (2015) The objective of this study is to identify some steps that are going to be implemented in teaching listening using podcasts to listening skills of English Department students of UPY and to describe the

improvement of students' listening ability using podcasts in their learning. And reinforced by these thesis that it was proved that podcast still made the students attracted and helpful for them. The podcast as learning media have many varieties of topic that made the studnets were not bored with the listening process. The teacher could choose the topic based on the students' ability. Therefore, the students and the teachers were easy in uding the podcast as learning media in the class.

2. The improvement of students' listening skill through podcast was increase from the data. Based on the result of diagnostic test showed that the mean of the test was 45.25. There were only 4 students or 20% who got the score of the criteria of minimum completeness (KKM). Meanwhile, the 16 others were under the criterion. The lowest score was 10. The result of the data from the cycle I showed that the test had 50,83% improvement from the test. There were 9 students who passed the KKM. Afterwards, the 11 others were under the criterion. The lowest score was 35. The result of the data from the cycle II had 82,87% improvement from the diagnostic test. In the second cycle, there were 16 students who passed the KKM. However, there were students who did not pass the KKM, that was 5 students. The improvement in this cycle was match with the criteria of action research of CAR in which minimum 75% students passed the KKM. The result at the end of cycle II was satisfied, the students' ability in listening skill was improved by using podcasts as learning media in listening at SMP Negeri 1 Makassar, also the students' interest and enthusiastic was increased.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter discussed the conclusions and the suggestions as well. A detailed explanation of each point presented below.

A. Conclusions

The researcher concluded as follows:

1. The implementation of podcasts was successful in improving the students' listening skill. The students and the teacher were easy in using the podcasts as learning media in the class. It could be assumed that the implementation of Classroom Action Research to teach listening by using podcasts was appropriate with the planning that had been discussed by the researcher and the teacher.
2. The improvement of students' listening skill through podcast was increase. Based on the result of diagnostic test showed that the mean of the test was 45.25. The result of the data from the cycle I showed that the test had 50,83% improvement from the test. There were 9 students who passed the KKM. In the second cycle, there were 16 students who passed the KKM. The result at the end of cycle II was satisfied, the students' ability in listening skill was improved by using podcasts as learning media in listening at SMP Negeri 1 Makassar.

B. Suggestions

Based on the conclusion of the study, some suggestions will be directed toward the English teacher, and other researcher.

1. To English Teacher

The English teacher can use the podcast as media in listening learning process. Because based on the result of the research, the use of English podcast as learning media in listening skill can improve the students' ability in listening skill. It also can support the teaching-learning process so that the students will be more interested in learning English. Besides, it is necessary for the English teacher to implement various kinds of media in learning English.

2. To the Other Researcher

This study is mainly intended to describe how podcasts were implemented to improve the listening skill of VIII-2 class, students of SMP Negeri 1 Makassar. The other researchers may followed this study in different context in order to find more actions to improve the students' listening skill. This study may be used as one of the resources before the researchers do an action research related to the improving students' listening skill.

C. Implication

Implications are drawn from research findings. The research came with a finding that there is an improvement on students' listening skill by implementing

podcasts. Moreover this research implies that the implementation of podcasts is needed in listening class.

Considered the conclusion draw above, it assumed that the using of podcasts was capable to promote the improvement of students' listening skill which can be seen from the progress of students' score after the used of podcasts. Therefore, it was highly recommended for the English teacher to used the podcasts in listening class. In addition, it was found that the students were more interested and motivated to learn listening subject by using podcasts. Hence proved, podcasts can be worth to used as media to help students in improving listening skill.

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APPENDICES:

Appendix 1 Lesson Plan Cycle I

Appendix 2 Lesson Plan Cycle II

Appendix 3 Instrument of the Research – Diagnostic Test

Appendix 4 Instrument of the Research – Test of Cycle I

Appendix 5 Instrument of the Research – Test of Cycle II

Appendix 6 The Result of Students' Listening Test

Appendix 7 Surat Keterangan Bebas Plagiat Skripsi

Appendix 8 Surat Penelitian dari LP3M

Appendix 9 Kartu Kontrol Penelitian

Appendix 10 Surat Telah Selesai Meneliti

Appendix 11 LoA (Letter of Acceptance)

Appendix 12 Research Documentation

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMP Negeri 1 Makassar
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/II (Genap)
Tahun Ajaran	: 2021/2022
Materi Pokok	: Sing song
Aspek	: Mendengarkan
Alokasi Waktu	: 2x40 menit

A. Kompetensi Inti

- KI 1 : Menunjukkan perilaku yang berterima dalam lingkungan personal, sosial budaya, akademik, dan profesi.
- KI 2 : Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pendek dan sederhana.
- KI 3 : Berkomunikasi secara interpersonal, transaksional, dan fungsional tentang diri sendiri, keluarga, serta orang, binatang, dan benda, konkret dan imajinatif, yang terdekat dengan kehidupan dan kegiatan peserta didik sehari-hari di rumah, sekolah, dan masyarakat.
- KI 4 : Menyusun teks lisan dan tulis, pendek dan sederhana dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lencer.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.13 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs.	3.13.1 Menggali fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs. 3.13.2 Menyebutkan pesan moral dalam lagu dan menghargai lagu sebagai karya Seni sesuai konteks.

	3.13.3 Merespon lagu dan memahami pesan moral lagu serta menghargai lagu sebagai karya Seni sesuai konteks.
4.13 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs.	4.13.1 Menulis makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs.

C. Tujuan Pembelajaran

1. Pertemuan Pertama

Melalui kegiatan pembelajaran menggunakan model Discovery Learning yang dipadukan dengan metode *mind mapping*, teknik ATM, dan pendekatan saintifik yang menuntun peserta didik untuk mengamati (membaca) permasalahan, menuliskan penyelesaian dan mempresentasikan hasilnya di depan kelas, selama dan setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat :

- a. Mengidentifikasi fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja.
- b. Menyebutkan ungkapan yang mengandung informasi dan nilai moral terkait topik dari lagu.
- c. Menggali fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs.
- d. Menyebutkan pesan moral dalam lagu dan menghargai lagu sebagai karya Seni sesuai konteks.
- e. Merespon lagu dan memahami pesan moral lagu serta menghargai lagu sebagai karya Seni sesuai konteks.

Dengan rasa ingin tahu, tanggung jawab, disiplin selama proses pembelajaran, bersikap jujur, santun, percaya diri dan pantang menyerah, serta memiliki sikap responsif (berpikir kritis) dan pro-aktif (kreatif), serta mampu berkomunikasi dan bekerjasama dengan baik.

2. Pertemuan Kedua

Melalui kegiatan pembelajaran menggunakan model Discovery Learning yang dipadukan dengan metode *mind mapping*, teknik ATM, dan pendekatan saintifik yang menuntun peserta didik untuk mengamati (membaca) permasalahan, menuliskan penyelesaian dan mempresentasikan

hasilnya di depan kelas, Selama dan setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat :

- a. Mengidentifikasi fungsi sosial dan unsur kebahasaan lirik lagu yang mengandung keteladanan.
- b. Menulis makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs.

Dengan rasa ingin tahu, tanggung jawab, disiplin selama proses pembelajaran, bersikap jujur, santun, percaya diri dan pantang menyerah, serta memiliki sikap responsif (berpikir kritis) dan pro-aktif (kreatif), serta mampu berkomunikasi dan bekerjasama dengan baik

D. Materi Pembelajaran

1. Materi pembelajaran regular

a. Fakta:

- Adanya nilai moral dalam sebuah lirik lagu dalam topiknya

b. Konsep

- Menjelaskan nilai moral dari sebuah lirik lagu
- Menjelaskan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja

c. Prinsip

- Menganalisis fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja
- Menganalisis informasi nilai moral dalam lirik lagu

d. Prosedur

- Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs

2. Materi pembelajaran remedial

- Menyusun teks prosedur, lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

3. Materi pembelajaran pengayaan

- Menyalin dan menyusun lirik lagu dengan memperhatikan fungsi sosial dan unsur kebahasaan

E. Metode Pembelajaran

1. Pendekatan : Scientific Learning
2. Model Pembelajaran : Discovery Learning (Pembelajaran Penemuan)
3. Metode : Ceramah, Diskusi, dan Penugasan

F. Media/alat, Bahan, dan Sumber Belajar

1. Media/alat, Bahan Pembelajaran

- a. Media LCD projector,
- b. Laptop,

- c. Bahan Tayang
- d. *Worksheet* atau lembar kerja (siswa)

2. Sumber Belajar:

- a. Kementerian Pendidikan dan Kebudayaan. 2016. *Buku Guru Mata Pelajaran Bahasa Inggris kelas. VIII* Jakarta: Kementerian Pendidikan dan Kebudayaan.
- b. Kementerian Pendidikan dan Kebudayaan. 2016. *Buku siswa Mata Pelajaran Bahasa Inggris kelas. VIII* Jakarta: Kementerian Pendidikan dan Kebudayaan
- c. Buku teks *pelajaran* yang relevan

Appendix 1

LESSON PLAN

(CYCLE I)

A. Identity :

Subject : English
School : SMP Negeri 1 Makassar
Class : VIII-2
Aspect/Skill : Listening Skill
Time : 2 x 40 Minutes

B. Standard Competence

English communication at beginner level

C. Basic Competence

1. Responding to the meaning of material accurately, fluently, and acceptable in simple short functional spoken of context daily life-day.
2. Expresses the moral in podcasts material using the variety of oral language in different contexts daily life-days.

D. Indicators

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

E. Objectives

1. Students are able to find the information from the podcast.
2. Students are able to identify specific information from the podcast.
3. Students are able to complete the words on a sheet of exercises to complete the content

F. Learning Strategy

Memorizing, and focusing to the sound resource.

G. Source/MediaSource

Source : Dictionary and podcasts English (audio)

Media : Loudspeaker and smart phone.

H. Material

Listen to the podcast and fill in the blanks with correct answer.

The Very Hungry Dragon

Once, there was a very **hungry** dragon. She was called Grella. Every day, Grella ate five meals. For breakfast she had ten bananas, five eggs and three slices of toast. For her eleven o'clock snack she had twenty chocolate biscuits and three cups of tea. For lunch she had twenty bowls of soup and thirty loaves of bread. After lunch, she was very tired, so she slept for an hour, and when she woke up she had some pickles. Finally, for supper she had a roast pig with honey. This was all good. Grella was a dragon, and dragons are always hungry. But it was strange, because Grella never ate jewels. 'I don't understand!' said Grella's mother. 'Soup and pickles and pig are all **good**, but you need jewels! Jewels are very **important**.'

But Grella hated jewels. They were **hard**, and they tasted of nothing. At every meal, her mother gave her a plate of jewels, but she never ate them. Sometimes, her mother made her eat them, but she spat them out later. So her mother tried changing how the jewels looked. She made them look like vegetables. But Grella smelled them and knew they were not the right food, and threw them on the floor. One day, Grella's mother got **angry**.

'Grella, if you don't eat your jewels, then you can't eat anything else.' She took away the bananas, and the eggs, and the bread and the biscuits and the pickles. She filled every cupboard with fresh jewels, and for every meal the family only had jewels. 'Now, eat your dinner, Grella.' Grella looked at the plate of green jewels in front of her. 'I won't.' She flew to her room and shut the door.

For a few days, she stayed in her room. Her mother left plates of jewels outside her door but she ignored them. She thought that her mother would get very worried and bring her toast, but this did not happen. For several days, Grella stayed in her room and got more and more **hungry**. Finally, she could not stop herself. One night, she went into the kitchen. She picked up a jewel and looked at it. It just looked so strange. But all the other dragons in the world ate them... Grella ate the jewel. It tasted **horrible**! 'Eugh!' she said. But she felt less hungry, so she ate another, and then another.

By the next morning, Grella had eaten all the jewels in the house. Her mother was very **happy**. 'Wonderful, just wonderful! Wait here, Grella. I will go and get some more jewels for breakfast. Her mother brought three bowls of jewels

back with her. She said she **stole** them from a king's castle. It was enough for a whole family for a week. But when Grella's mother wasn't there, Grella ate all of the jewels herself. 'Grella!' said her mother. 'You didn't eat all those jewels, did you?' 'I did,' said Grella. 'And I want more. Where's dessert?' 'Those were all the jewels I got!' said her mother. 'Look, I can go and make some toast if you want.'

But Grella could only think about eating jewels. She needed more, and she needed them now. Grella ran to the window and jumped out, flying away. 'Grella, where are you going?!' shouted her mother. 'It's a school day!' But Grella didn't hear her. She flew through the air, and **far** away, she smelled jewels. She followed the smell, flying over the mountains where they lived. Finally, she found a road. On the road, there was a cart with some people.

And the cart was full of jewels. Grella's family had taught her to be a good dragon. She knew that it was bad to kill people, because then they would come and kill dragons. But she just wanted to have some fun. She flew down and took the roof off the cart. The people with the cart saw her and ran away. Grella laughed, and picked up the cart in her hand. She emptied it into her mouth, eating all of the jewels in one go. Grella understood now. Her mother had been right. Jewels were **amazing**. They made her feel **wonderful** inside, like there was a party inside her stomach.

Grella flew off to find more food. Grella flew **around** for a whole week, stealing all kinds of jewels. People soon found out about her. Young dragons thought she was **amazing**, so they started stealing jewels like her. Of course, the adult dragons thought she was very **bad**. Grella was giving them a bad reputation, and doing very **dangerous** things. Anyway, she should really be in school!

Finally, after eating so many jewels, Grella grew **fat** and **heavy**, so she flew home to sleep. But her mother wanted to speak with her. 'Grella, I can't believe you did that!' 'I thought you wanted me to eat jewels?' 'I— I— Not like this! I was so worried about you, and now everyone is talking about our family and saying bad things. It was very bad of you!' Grella's mother shouted at her, but Grella ignored her. She felt very tired, and she could not stop herself from closing her eyes...

When she woke up, it was night. She had no idea how long she had slept, but she was sure it had been a very long time. She knew this because she was very hungry, so it was time to go and eat some jewels. Grella went to the kitchen and opened the fridge. No jewels there. So she went and opened the cupboards. No jewels there. She looked in the freezer. No jewels there! She looked in the whole house, but she could not find a jewel anywhere!

But she did find something in her brother's room. Under his bed he had lots of food: pickles and biscuits and chocolate and bread and all sorts of soup. Grella pulled the food out, took it to the kitchen and looked at it. They were not beautiful like jewels. They smelled **strange**. Some were hard, but some were really soft. They had all sorts of different colours. Slowly, she picked up a chocolate biscuit and ate it.

Oh, it tasted so good! Grella started to eat. Several hours later, her parents woke up and came into the kitchen. Almost all the food was gone! Grella lay down on the floor and looked very happy. 'Oh, my daughter!' said her mother. 'My daughter is back!' She went and hugged Grella, and the young dragon felt a bit sick.

'I don't understand you!' she said. 'First you want me to eat jewels, then you shout at me for it, and now you're happy that I'm eating other food!' 'I know, I know. I'm sorry. I was wrong.' She started crying, and hugged Grella again. Mothers were so strange! 'My food!' said Grella's brother. 'Grella, that was my food!' 'Don't worry,' said their mother, drying her eyes. 'From now on, we will have all kinds of food in this house. There will be jewels for dragons who want them, and other food for dragons who want that.'

And so everything was normal again. Every day, Grella ate five meals. For breakfast she had ten bananas, five eggs, and three slices of toast. For her eleven o'clock snack she had twenty chocolate biscuits and three cups of tea. For lunch she had twenty bowls of soup and thirty loaves of bread. After lunch, she was very tired, so she slept for an hour, and when she woke up she had some pickles. Finally, for supper she had a roast pig with honey. Oh, and sometimes she even ate a jewel.

THE END

I. Learning Media

1. Discussion
2. Assignment

J. Teaching and Learning Activity

Opening Activity Apperception

1. Praying
2. Checking an attendance list
3. Drawing up the students' learning

Core Activity

Exploration

1. Teacher gives the explanation about podcast English as media and the opportunity to the students to listen and understand it.

Elaboration

1. The teacher gives opportunity to the students to listen to the podcast English.
2. The teacher asks about the difficult words
3. The teacher asks to the students about the story
4. The teacher asks about the students' understanding of the story
5. The teacher orders the students to fill the missing words test on the text

Confirmation

- By doing these activities, it is hoped the students can improve their skill in listening skill and their comprehension and also their soft skill such as active, creative.

Closing Activity

1. Review again the material learned.
2. Ask the students about their experiences of podcasts as media in their learning activity.
3. Close the meeting.

K. Assessment

Form : Missing word

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

Aspect : Listening skill

Instructional scoring :

1. The questions are 20 questions
2. The correct answer gets 5 points

3. Totally maximal score is 100 points

4. Patterns of scoring :

$$\text{Students' score} = \frac{\text{The correct answers}}{\text{The amount of questions}} \times 100$$

5. The explanation of scoring :

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

Makassar, Januari 2022

Known by,

English Teacher

Researcher

Musdalifah, S.Pd.

Ayu Viviyani Astuti

Appendix 2

LESSON PLAN

(CYCLE II)

L. Identity :

Subject : English
School : SMP Negeri 1 Makassar
Class : VIII-2
Aspect/Skill : Listening Skill
Time : 2 x 40 Minutes

M. Standard Competence

English communication at beginner level

N. Basic Competence

3. Responding to the meaning of material accurately, fluently, and acceptable in simple short functional spoken of context daily life-day.
4. Expresses the moral in podcasts material using the variety of oral language in different contexts daily life-days.

O. Indicators

4. Listening to certain information from the podcasts material.
5. Identify specific information from the podcast.
6. Complete the missing words on the sheet of exercises to compliment the content of podcast.

P. Objectives

4. Students are able to find the information from the podcast.
5. Students are able to identify specific information from the podcast.
6. Students are able to complete the words on a sheet of exercises to complete the content

Q. Learning Strategy

Memorizing, and focusing to the sound resource.

R. Source/MediaSource

Source : Dictionary and podcasts English (audio)

Media : Loudspeaker, smart phone (teacher belong), and script listening.

S. Material

Listen to the podcast and fill in the blanks with correct answer.

Strange Friends

Once there was a cat and a mouse. Usually, cats eat mice, and mice run away from cats, but this cat and this mouse liked each other very much. They liked each other so much that they lived together. They made a nice little house in the city. Everyone called them the “Strange Friends”. ‘We must think of winter,’ said the cat. ‘In winter, it will be **cold**, and there will be **little** food. We should save something for winter, so that we are not hungry. After all, you are a mouse, and if you look for food in winter, a cat will eat you.’ The mouse agreed with the cat. So they bought a pot of **fat**, but they did not know where to put it. ‘We can keep it in the house,’ the cat said. ‘No, no,’ said the mouse. ‘If we see it in the house, we will want to eat it. Let us put it in the church, under the **big** table. Nobody will steal from the church. And if we cannot see it, we will not want to eat it. We will not eat it until we really need it.’

So they put the pot of fat under the big table in the church, and they continued their **happy** life together. But the cat was a selfish animal. A few weeks later, she had a **strong** desire for the fat. She imagined how it would taste, and she got very **hungry**. The cat said to the mouse, ‘Dear mouse, I have to ask you something. My cousin has had a **beautiful** son. He is white with brown parts. My cousin wants me to be the godmother, so I must go to the christening. Will that bother you? You will have to look after the house alone.’ ‘Of course not!’ said the mouse. ‘Go, and if you find any nice food or drink, bring some for me. At christenings the wine is very **sweet** and **delicious**. Bring me some christening wine.’

However, the cat was lying. She had no cousin, and nobody had asked her to be a godmother. She went to the church, went under the table, and opened the pot of fat. She licked the top of the fat off. Then she walked on the roofs of the city. She looked for other food and drink, but did not see any. So she lay down in the sun. When she thought of the pot of fat, she licked her lips, and she came home only in the evening. ‘I’m sure you’ve had a **lovely** day,’ said the mouse. ‘How was the christening?’ ‘It went very well,’ said the cat. ‘What did they name the child?’ ‘Top off,’ said the cat. ‘Top off!’ said the mouse. ‘That is a very strange name. Is it common in your family?’ ‘It is not a strange name,’ said the cat. ‘You have a godchild, yes? He is called Big Nose. That is just as **strange** a name.’

A week later, the cat felt a desire to lick the fat again. She said to the mouse, ‘You must help me. Once again, I have been asked to be godmother. This child has a white ring around its neck, and it is very **pretty**. I cannot say no. Will you look after the house alone, so that I can go?’ The mouse said yes, but again, the cat went through the city to the church. This time, she ate half the pot of fat. ‘It tastes much better when you are **alone**,’ she said to herself. When she went home, the mouse asked, ‘What did they name this child?’ ‘Half-done,’ said the cat. ‘Half-done! Is that true? I have never heard of that name. I don’t think it’s in the name books!’

A few days later, the cat desired the fat again. ‘**Good** things go in threes,’ said the cat. ‘I have been asked to be godmother again. This child is black, but it has white hands. This is a very strange thing. Will you look after the house, so that I can go?’ ‘Top off! Half-done!’ said the mouse. ‘They are such strange names. They make me think.’ ‘You sit at home,’ said the cat. ‘Oh, you have so many ideas, because you do not go out in the day. You sit at home and look after the house.’ While the cat was gone, the mouse cleaned the house. It made the house very **nice** and **clean**. While the mouse cleaned, the cat ate the whole pot of fat. ‘It is good to finish food,’ said the cat. She was so full that she did not return home until nighttime. The mouse asked what they had named the third child. ‘You will not like it,’ said the cat. ‘He is called All-gone.’ ‘All-gone!’ said the mouse. ‘That is the strangest name of all. I have never read that name, and I have never heard that name. What does it mean?’ The mouse was very confused, and went to sleep.

After that, nobody asked the cat to be godmother. When winter came, they didn’t have any more food. So the mouse said, ‘It is a good thing we have that pot of fat. Let us go to the church, and **enjoy** our food.’ ‘Yes,’ said the cat to herself. ‘Or you could lick the air. You would enjoy it as much.’ When they arrived at the church, the pot of fat was there, but it was **empty**. ‘Oh no!’ said the mouse. ‘I see what has happened. I thought we were friends! But you ate all the fat when you were “going to christenings”. First Top off, then Half-done, then—’ ‘Do not finish,’ said the cat. The names were making her think of the fat, and she was getting very hungry. ‘If you say one more word, I will—’ But it was too **late**. ‘All-gone!’ said the mouse. She said the words, and the cat jumped on her and ate her. Because that is the world. Cats eat mice, and cats get fat.

THE END

T. Learning Media

3. Discussion
4. Assignment

U. Teaching and Learning Activity

Opening Activity Apperception

4. Praying
5. Checking an attendance list
6. Drawing up the students' learning

Core Activity

Exploration

2. Teacher gives the explanation about podcast English as media and the opportunity to the students to listen and understand it.

Elaboration

6. The teacher gives opportunity to the students to listen to the podcast English.
7. The teacher asks about the difficult words
8. The teacher asks to the students about the story
9. The teacher asks about the students' understanding of the story
10. The teacher orders the students to fill the missing words test on the text

Confirmation

- By doing these activities, it is hoped the students can improve their skill in listening skill and their comprehension and also their soft skill such as active, creative.

Closing Activity

4. Review again the material learned.
5. Ask the students about their experiences of podcasts as media in their learning activity.
6. Close the meeting.

V. Assessment

Form : Missing word

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

Aspect : Listening skill

Instructional scoring :

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

$$\text{Students' score} = \frac{\text{The correct answers}}{\text{The amount of questions}} \times 100$$

5. The explanation of scoring :

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

Makassar, Januari 2022

Known by,

English Teacher

Researcher

Musdalifah, S.Pd.

Ayu Viviyani Astuti

Appendix 3

RESEARCH INSTRUMENT

Item : Diagnostic Test

Name :

Class :

Date :

Listen to the podcast and fill in the blanks with correct answer.

The Lion and the Mouse

In the Great Forest there was a mouse called Gentle. Gentle was a very mouse. He lived in a tree. All the other animals in the forest hated him. They said that he was weak and silly. All he wanted was a friend. One day, Gentle was walking through the forest and talking to himself. ‘Who will be friends with a mouse like me? I am not ... like the other mice. I am not funny like the foxes. I am not quick like the birds. And I am not ... like the lion.’

There was one lion who lived in the Great Forest. The lion was called Crush. Everyone was scared of Crush the lion. Gentle looked up. Of all animals to meet, he saw Crush was in front of him. He was lying a few metres ahead. But the lion was sleeping. Gentle should have run away. Crush the lion was very strong, and very But Gentle wanted to stop being so weak. None of the other mice went near Crush. If he went near him, he could tell the other mice. They would think he was strong. They would want to be his friend!

Carefully, Gentle climbed onto Crush and looked at him. He had , round ears. He had lots of hair, and a big tail. Gentle thought that the lion looked amazing. He climbed onto his back, and then his tail, because he wanted to look at the tail more. But then Crush woke up! ‘Aha, there is a mouse on my back!’. He took Gentle in his hand. Crush had caught Gentle, and Gentle could not leave. Crush looked very ‘Please don’t eat me!’ said Gentle. ‘I am only a small, silly mouse’. ‘You are very indeed! You walked onto me, the great lion of the forest. Usually I have to catch my own lunch! But today, my lunch comes walking up to me. Yum yum!’

Gentle didn’t know what to do. The lion looked so hungry. If he was a smarter mouse, he would tell him jokes. If Crush thought he was , maybe he

would let him live. But Gentle wasn't funny. He could not think of one single joke. But maybe there was another way. 'If you let me live, I will help you in the future'. Crush laughed. 'You are so small and weak!' he said. 'How could you help me?'. 'I will! Believe me. One day you will need my help'. Crush laughed and laughed and laughed. He laughed so much that he had to hold his stomach. Gentle jumped out of his hand and ran away. He ran until he was far, away from the lion. Gentle was very to escape Crush. He told the other mice what happened. He thought they might think he was strong now, or But the other mice didn't him. They said he made the story up. Gentle was still sad, and he still had no friends.

A few days later, two men came into the forest. They wanted to catch a lion. So they put up a trap. The trap was made of some ropes. When the lion walked into the rope trap, he would be caught. And that is what happened. Crush walked into the ropes, and was caught. He couldn't move. The lion shouted and cried. 'Help! Help!' he shouted. But nobody came to help him. Gentle was sleeping at the time. He woke up from his sleep and heard the lion shouting. He went and saw Crush caught in the ropes. 'Oh no, it is you!' said Crush. 'I need help. You won't be able to help me. You are just a mouse!'

Gentle thought for a while. He should run away. He knew that it was dangerous to go near Crush. And Crush was saying things about him. But he had escaped last time, hadn't he? He would show the lion that he was a clever mouse. Gentle climbed onto the ropes. There was one rope. He started to bite it. 'What are you doing?' said Crush. Gentle continued biting the rope. Finally, the rope broke. Crush was able to move out of the trap. He was !. 'I don't believe it,' said Crush. 'You did help me. You are small, and you are certainly not strong. But you are smart'. 'I am not!' said Gentle. 'All the other mice say I'm silly. The foxes at me, and the birds fly away when I come near.' 'You are smart. But you are smart in a way to them. You saved my life. What can I give you?'. 'You don't have to give me anything,' said Gentle. Then he thought. 'Well, maybe there is one thing... . 'What is it?' said Crush. 'I can cut off some of my hair, because you it so much. I can kill your enemies for you. I can tell the other mice that you are smart and strong and funny. If they laugh at you, I will eat them'. 'No, no. I don't want any of that'. 'What do you want? What shall I do?'. 'Will you be my friend?'

-THE END -

The Answers of the Diagnostic Test

- | | |
|--------------|---------------|
| 1. Small | 11. Far |
| 2. Sad | 12. Lucky |
| 3. Alone | 13. Clever |
| 4. Smart | 14. Believe |
| 5. Strong | 15. Weak |
| 6. Dangerous | 16. Unkind |
| 7. Big | 17. Free |
| 8. Hungry | 18. Laugh |
| 9. Silly | 19. Different |
| 10. Funny | 20. Like |

Appendix 4

RESEARCH INSTRUMENT

Item : Test of Cycle I

Name :

Class :

Date :

Listen to the podcast and fill in the blanks with correct answer.

The Rabbit and the Tortoise

In the Great Forest, everyone knew a rabbit called Speedy. Speedy was very fast. He ran every day. He could run from one side of the forest to the other in less than an hour. None of the other animals could run faster than him. So Crush the lion could never him, although he tried to. Because Speedy was the fastest in the forest, he thought he was better than everyone else. He thought that everybody loved him, because they always said how he was.

Actually, the other animals didn't like Speedy very much. The mice didn't like him, because they thought he was stupid. The foxes didn't like him, because he didn't listen to their jokes. The birds didn't like him, because he was quicker than them. Crush the lion didn't him, because Speedy teased him. Speedy away from him, shouting, 'Haha! You can't catch me!' There was a tortoise who lived Speedy. She was called Steady. Steady could only walk very slowly. She did not go from one part of the forest to the other, like Speedy did. Instead, she walked the same way every day. She visited all the other animals, and talked to them. The other animals all loved Steady. She was very , and as well. All the other animals in the Great Forest learned from her. Except Speedy. Speedy the rabbit could never stay still long enough to listen to Steady. When Steady started talking to him, Speedy got bored, and ran away.

One day, Steady was talking to Crush the lion and Gentle the mouse. The lion and the mouse were great friends now. 'We must do something about Speedy,' said Gentle. 'He thinks he is the best in all the forest. He is to you, and all the other animals.' 'Yes,' said Crush. 'He always calls me slow and stupid!' Steady thought for a while, and then spoke. 'I have an idea. I will challenge Speedy to a race.' Gentle and Crush didn't Speedy would definitely win against Steady in

a race. But Steady smiled, and said, 'You must trust me.' As I said before, Speedy never listened to what Steady said. So Gentle the mouse went and spoke to Speedy for her. It was , because Speedy was always running around. But when Gentle said the word "race", Speedy started listening. 'Steady wants to race me? That will be so funny! Yeah, let's do it.' Then he ran off.

So the next day, all the animals in the forest came together. They had all heard about the race. They all knew that Speedy would win. But really, they wanted Steady to win, so that Speedy would stop saying how great he was. 'We don't have to do this, you know,' said Speedy to Steady. 'It's clear that I will' Steady just smiled. 'We will see.' Crush called out the start of the race: 'Ready, set, go!' Speedy started running. He quickly moved far ahead of Steady. Steady walked him. She walked and steady, but not very fast. 'Come on, Steady!' called Speedy. 'Are you even trying?' She would never win walking so slow and steady.

But the other animals were shouting, 'Come on, Steady! You can do it!' This made Speedy Steady was going to It was obvious! So Speedy kept on running. He ran past all the other animals. The race was very long. It went across the whole forest and then back again. So after running for a long time, Speedy was alone. It was very quiet in the forest. He reached the end of the forest, and then turned 'It is such a nice day,' Speedy said. 'I have plenty of time. Steady will take hours to get here. Why don't I have a rest?' So Speedy lay down on the path and fell asleep.

A few hours later, Speedy woke up. He heard something from the other side of the forest. It was the other animals shouting, 'Come on, Steady!' 'That's strange,' said Speedy. So he ran back along the path, as fast as he could. At the other side of the forest, Steady was near the finish line. She was about to win the race! 'No!' shouted Speedy. 'How did you get in front of me?' He ran after Steady, but Steady crossed the finish line before him. All the other animals shouted, 'Hooray! Hooray! Steady wins! Speedy loses!' 'I don't understand!' cried Speedy. 'How did I lose?' Everyone else was talking about Steady, and saying how great she was. Speedy felt Gentle came up to Speedy and said, 'Do you see now? Slow and steady wins the race. And Steady won the race.' Speedy didn't want to it. But it was true. Steady came up to Speedy and smiled. 'Don't worry, Speedy. I can you how to be slow and steady.' 'Please!' said Speedy. 'I want to be the slowest and the steadiest in all the forest!'

- THE END -

The Answers of Test of Cycle I

- | | |
|---------------|-------------|
| 1. Catch | 11. Win |
| 2. Fast | 12. Behind |
| 3. Like | 13. Slow |
| 4. Run | 14. Angry |
| 5. Near | 15. Lose |
| 6. Kind | 16. Around |
| 7. Smart | 17. Quickly |
| 8. Unkind | 18. Awful |
| 9. Understand | 19. Believe |
| 10. Difficult | 20. Teach |

Appendix 5

RESEARCH INSTRUMENT

Item : Test of Cycle II

Name :

Class :

Date :

Listen to the podcast and fill in the blanks with correct answer.

The Elephant and the Hare

Once there was a group of elephants. They were going to their family, and they wanted to them honey. So they went and collected honey, and started walking. On the road, they came across a hare. The hare wanted to go across a river, but the water was too ‘Oh, Mr. Elephant,’ said the hare. ‘You look very Can you carry me across the water?’ The elephant said, ‘Yes, of course. You can on my back.’ So the hare sat on the elephant’s back and they went across the river. The hare sniffed and smelled the honey. It smelled so good! The elephant was carrying two bags of honey. Slowly, the hare went down and ate one of the bags. When she finished, she said, ‘Mr. Elephant, I am quite bored up here. Can you give me a stone to with?’ So the elephant gave her a stone. She put the stone in the now bag of honey. Then she ate from the second bag of honey.

When she finished, she said, ‘Mr. Elephant, I dropped my stone. Could you give me another stone? I want to it at the birds. So the elephant gave her another stone. Then she asked for another, and another. Finally, she filled up both bags with stones. ‘Well, Mr. Elephant,’ said the hare, ‘I will be going now. Goodbye!’ And the hare jumped off the elephant’s back and ran away. When the elephants arrived, they saw that the bags were full of stones. ‘Oh no!’ cried the elephant. ‘That hare stole my honey! I must her!’ So the elephant ran after the hare. The hare saw too late that the elephant was coming, and he took her tail and pulled on it He ripped off the skin of the hare’s tail, but the hare ran away. ‘Not so fast!’ cried the elephant. ‘I will get you!’

As the hare ran, she saw some farmers. She said, ‘Hey, you farmers! Do you see that elephant over there? You should run away, because he is running after you.

So the farmers ran away. When the elephant saw them running, he thought that they were running after the hare. Finally, he caught up to them. 'Hey, you farmers. Have you seen a hare with a skinned tail here?' The farmers said, 'She went that way.' So the elephant ran after the hare. Next, the hare saw some women cooking outside. 'Hey you, women who are cooking! Do you see that elephant over there? You should run away, because he is running after you. So the women ran their houses. The elephant caught up to them and said, 'Hey you, l..... women. Have you seen a hare with a skinned tail around here?' The women answered, 'She over there.' The hare ran until she saw some antelopes who were eating grass. She said, 'Hey, you antelopes. Do you see that elephant over there? You should run away, because he is running after you.'

The antelopes ran far away, but the elephant finally caught up to them. He said, 'Hey, you antelopes. Have you seen a hare with a skinned tail around here?' So the antelopes showed him where the hare went. Finally, the hare came to a group of hares. She said, 'Hey, other hares. Do you see that elephant over there? You should all rip the skin off your tails, because he is looking for a hare without skin on its tail.' So all the hares ripped the skin off their tails. The elephant caught up to them and said, 'Hey, you hares. Have you seen a hare with a skinned tail around here?' The hares said, 'Don't you see that all our tails are skinned?' And they all showed their tails to the elephant. The elephant did not what to do. He could not the hare who the honey, because all the hares looked the same. The hare had played a trick on him! So in the end, the elephant did not catch the hare. And from that day onwards, he helped a hare again.

THE END

The Answers of Test Cycle II

- | | |
|----------|-------------|
| 1. Visit | 11. Hard |
| 2. Bring | 12. Around |
| 3. Deep | 13. Inside |
| 4. Big | 14. Lovely |
| 5. Jump | 15. Ran |
| 6. Play | 16. Quickly |

7. Empty

8. Give

9. Throw

10. Catch

17. Know

18. Find

19. Stole

20. Never

Appendix 6

The Result of Students' Listening Test

No.	Students' Name	Score in Test 1	Score in Test 2	Score in Test 3
1.	A. Carisha Fitriyani	75	90	100
2.	Achmad Ali Naufal	70	95	90
3.	Alyssa Hersa Anggraeny Putri	50	75	80
4.	Amira Mubarakah Sahrudin Malik	65	80	100
5.	Andi Luthfiah Umaymah	100	100	100
6.	Andi Rafi Anggarda Arman	35	60	75
7.	Annisa Nur Zahrani	100	100	100
8.	Annisya Nurul Aulia. A	80	95	100
9.	Bagas Hartanta Fijratul. M	10	45	75
10.	Cira Nashita Faizzah Syam	35	60	80
11.	Fathir Adistyono	10	35	65
12.	Hilman Damar Prasetya	25	50	75
13.	Lalita Aulia Kirania	15	50	60
14.	Lolita Yolanda Kira. R	10	40	75
15.	Mochamad Nadif Yusuf	45	70	85
16.	Muh. Ikhsan	15	40	70
17.	Muh. Alif Anwar	15	50	45
18.	Muh. Arifino Abdillah	60	80	95
19.	Muh. Dzul Jalali Ikram M.	45	70	90
20.	Mohammad Resky Wiradhika.A	45	80	95
Total Score		905	1.365	1.655
Mean		45,25	68,25	82,75
Min Score		10	35	45
Max Score		100	100	100



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN**

Alamat Kantor: Jl. Sultan Alauddin No.259 Makassar 90221 Telp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

**UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:**

Nama : Ayu Viviyani Astuti
NIM : 105351115716
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	3 %	10 %
2	Bab 2	5 %	25 %
3	Bab 3	8 %	10 %
4	Bab 4	6 %	10 %
5	Bab 5	0 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 5 April 2022
Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,


Nursinah, S.Hum.,M.I.P.
NBM. 964 591



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 E-mail :p.jumummb@plba.com



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 5026/05/C.4-VIII/XI/43/2021
Lamp : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian

13 Rabiul Akhir 1443 H
18 November 2021 M

Kepada Yth.

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala UPT P2T BKPMMD Prov. Sul-Sel

di –

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 7616/FKIP/A.4-II/XI/1443/2021 tanggal 16 November 2021, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **AYU VIVIYANI ASTUTI**

No. Stambuk : **10535 1115716**

Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**

Jurusan : **Pendidikan Bahasa Inggris**

Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"Improving Students' Listening skill through Podcasts"

Yang akan dilaksanakan dari tanggal 24 November 2021 s/d 24 Januari 2022.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua IP3M,

Dr. Ir. Abubakar Idhan, MP.
NBM 101 7716



PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN
UPT SPF SMP NEGERI 1 MAKASSAR
Jl. Baji Areng No. 17 Makassar, Telp. 04118911846 Kode pos 90134
NSS : 20116006001 P / NPSN : 40313125
Email : smgn1mks@yahoo.co.id. Website : www.smgn1makassar.sch.id



SURAT KETERANGAN MELAKUKAN PENELITIAN

Nomor : 422 / 033 / UPT SPF SMPN.01/I/2022

Berdasarkan Surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Nomor : 23500/S.01/PTSP/2021 tentang izin melakukan Penelitian pada SMP Negeri 1 Makassar, maka sehubungan dengan hal tersebut, kepada mahasiswa yang namanya di bawah ini :

Nama : AYU VIVIYANI ASTUTI
NIM : 105351115716
Program Studi : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswa (S1)
Alamat : Jl. Sultan Alauddin No. 259 Makassar

Benar telah melakukan penelitian di UPT SPF SMP Negeri 1 Makassar mulai tanggal 24 November 2021 s.d 12 Januari 2022. dalam rangka *penyusunan Skripsi* dengan judul :

" IMPROVING STUDENTS' LISTENING SKILL THROUGH PODCASTS"

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk digunakan seperlunya.

Makassar, 13 Januari 2022
Kepala UPT SPF SMPN. 01

Dr. Saab Ramli, S.Pd. M.Pd.
Pangkat : Pembina Tk. I
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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Ayu Viviyani Astuti
NIM : 105351115716
Judul Penelitian : *Improving Students' Listening Skill through Podcasts*
Tanggal Ujian Proposal : 2 Juni 2021
Tempat/Lokasi Penelitian : SMP Negeri 1 Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Jum'at, 19-11-2021	Permintaan izin penelitian kepada kepala sekolah/wakil kepala sekolah	Dr. Suait Ramli, S.Pd., M.Pd.	
2	Senin, 24-11-2021	Perkenalan ke kelas	Musdalifah, S.Pd.	
3	Rabu, 24-11-2021	Pelaksanaan penelitian (Pre-test)	Mudalifah, S.Pd.	
4	Senin, 29-11-2021	Treatment	Musdalifah, S.Pd.	
5	Rabu, 01-12-2021	Treatment	Musdalifah, S.Pd.	
6	Senin, 06-12-2021	Treatment	Musdalifah, S.Pd.	
7	Rabu, 15-12-2021	Pelaksanaan penelitian (Post test 1)	Musdalifah, S.Pd.	
8	Senin, 20-12-2021	Treatment	Musdalifah, S.Pd.	



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9	Rabu, 22-12-2021	Treatment	Musdalifah, S.Pd.
10	Senin, 03-01-2022	Treatment	Musdalifah, S.Pd.
11.	Rabu, 05-01-2022	Treatment	Musdalifah, S.Pd.
12.	Senin, 10-01-2022	Treatment	Musdalifah, S.Pd.
13.	Rabu, 12-01-2022	Pelaksanaan penelitian (Post test 2)	Musdalifah, S.Pd.
14.	Kamis 13-01-2022	Penandatanganan surat izin telah selesai meneliti	Dr. Suaib Ramli, S.Pd., M.Pd.

Makassar, 13 Januari 2021

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar


Dr. Umi Khaerati Syam, S.Pd., M.Pd
NBM: 97 807


Pimpinan Kepala Sekolah/Instansi



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CURRICULUM VITAE



This researcher, Ayu Viviyani Astuti was born on November 15, 1997. She started her education at SD Negeri Minasaupa blok D and graduated in 2009. Then she took further education at SMP Negeri 13 Makassar and graduated in 2013. Afterward, she continued her education at SMA Negeri 3 Makassar and graduated in 2016. In 2016, she enrolled as a student in English Department of Teacher Training and Education Faculty of Universitas Muhammadiyah Makassar. At the end of her study, she was able to complete her thesis entitled *Improving Students' Listening Skill through Podcasts (A Classroom Action Research at the Eighth Grade of SMP Negeri 1 Makassar)*.