

**DEVELOPING THE STUDENT'S LISTENING COMPREHENSION
THROUGH VODCAST AT SMA NEGERI 3 GOWA**



A Thesis

*Submitted to the Faculty of Teacher Training and Education Muhammadiyah
University of Makassar in Partial Fulfillment of the Requirement for the Degree
of Sarjana Pendidikan*

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2024



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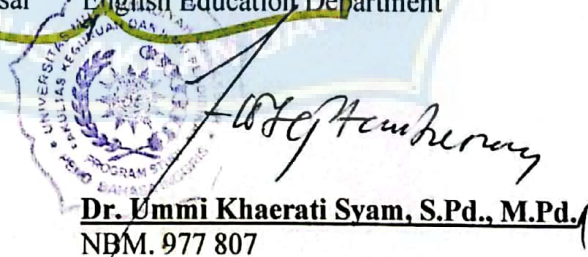
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ABSTRACT

ALYA AMANDA RAHMAN, 2024. *Developing the Student's Listening Comprehension Through Vodcast At SMA Negeri 3 Gowa.* English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar (Supervised by Ardiana amd Uyunnasirah Hambali).

This study aims to find out whether the use of vodcast can develop students' abilities by listening authentically. This study uses the method of pre-experiment pre-test - post-test design, and data collection based on tests. The sample of this study is 32 students in grade XI. The instrument used in this study is a listening test which amounts to 10 questions each in the pretest and posttest.

The research findings show that the application of podcast video media to develop students' comprehensive listening skills in terms of literal listening. Students' pre-test score in terms of literal listening (56.68) is different from the post-test (79). This shows that the mean score of students' post-test is higher than the pre-test. Therefore, the hypothesis H₀ is rejected and H_a is accepted. Based on the findings and discussion of this study, it is concluded that the use of podcast videos is effective to develop students' comprehensive listening skills in class XI SMA Negeri 3 Gowa.

Keywords : Vodcast, Listening Comprehension, English Language Learning.

ABSTRAK

ALYA AMANDA RAHMAN, 2024. *Mengembangkan Pemahaman Mendengarkan Siswa Melalui Vodcast Di SMA Negeri 3 Gowa.* Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar (Dibimbing oleh Ardiana dan Uyunnasirah Hambali).

Penelitian ini bertujuan untuk mengetahui apakah penggunaan vodcast dapat mengembangkan kemampuan siswa dengan mendengarkan otentik. Penelitian ini menggunakan metode pre-experiment pre-test - post-test design, dan pengumpulan data berdasarkan tes. Sampel penelitian ini adalah siswa kelas XI yang berjumlah 32 siswa. instrumen yang digunakan dalam penelitian ini adalah listening tes yang berjumlah masing-masing 10 butir soal pada pre-test dan post-test.

Temuan penelitian menunjukkan bahwa penerapan media video podcast untuk mengembangkan keterampilan mendengarkan siswa yang komprehensif dalam hal mendengarkan secara kritis. Skor pre-test siswa dalam hal mendengarkan kritis (56,68) berbeda dengan post-test (79). Hal ini menunjukkan bahwa rata-rata skor post-test siswa lebih tinggi dari pre-test. Oleh karena itu, hipotesis H₀ ditolak dan H_a diterima. Berdasarkan temuan dan pembahasan penelitian ini, disimpulkan bahwa penggunaan video podcast efektif untuk mengembangkan kemampuan mendengarkan siswa yang komprehensif di kelas XI SMA Negeri 3 Gowa.

Kata Kunci : Vodcast, Listening Comprehension, English Language Learning.

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The Researcher

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TABLE OF CONTENT

TITLE	i
LEMBAR PENGESAHAN	ii
APPROVAL SHEET	iii
COUNSELING SHEET	iv
SURAT PERNYATAAN	vii
SURAT PERJANJIAN	viii
ABSTRACT	ix
ABSTRAK	x
ACKNOLEDGEMENT	xi
TABLE OF CONTENT	xiii
LIST OF APPENDICES	xv
MOTTO AND DEDICATION	xvi
CHAPTER 1 INTRODUCTION	1
A. Background of the Research	1
B. The Problem of the Research	5
C. The Objective of the Research	5
D. Significance of the Research	6
E. Scope of the Research	6
CHAPTER II REVIEW OF RELATED LITERATURE	7
A. Previous Research Findings	7
B. Some Pertinent Ideas	10
C. Conceptual Framework	28
CHAPTER III RESEARCH METHOD	30
A. Research Design	30
B. Subject of the Study	30
C. Research Instrument	31
D. Procedur of Data Collection	31
E. Technique of Data Analysis	31
F. Data Analysis	33

CHAPTER IV FINDING AND DISCUSSION	36
A. Finding.....	36
B. Discussion	37
CHAPTER V CONCLUSION AND SUGGESTION	41
A. Conclusion.....	41
B. Suggestion	41
BIBLIOGRAPHY	43
APPENDICES	46
CURRICULUM VITAE.....	81



LIST OF APPENDICES

Appendix I : The result of students' score on organization in pre-test and post-test:

Appendix II : The students' mean score on pre-test and post-test

Appendix III : Pre Test

Appendix IV : Lesson Plan

Appendix V : Post Test

Appendix VI : Teaching Materials

Appendix VII : Documentation

Appendix VIII : Persuratan



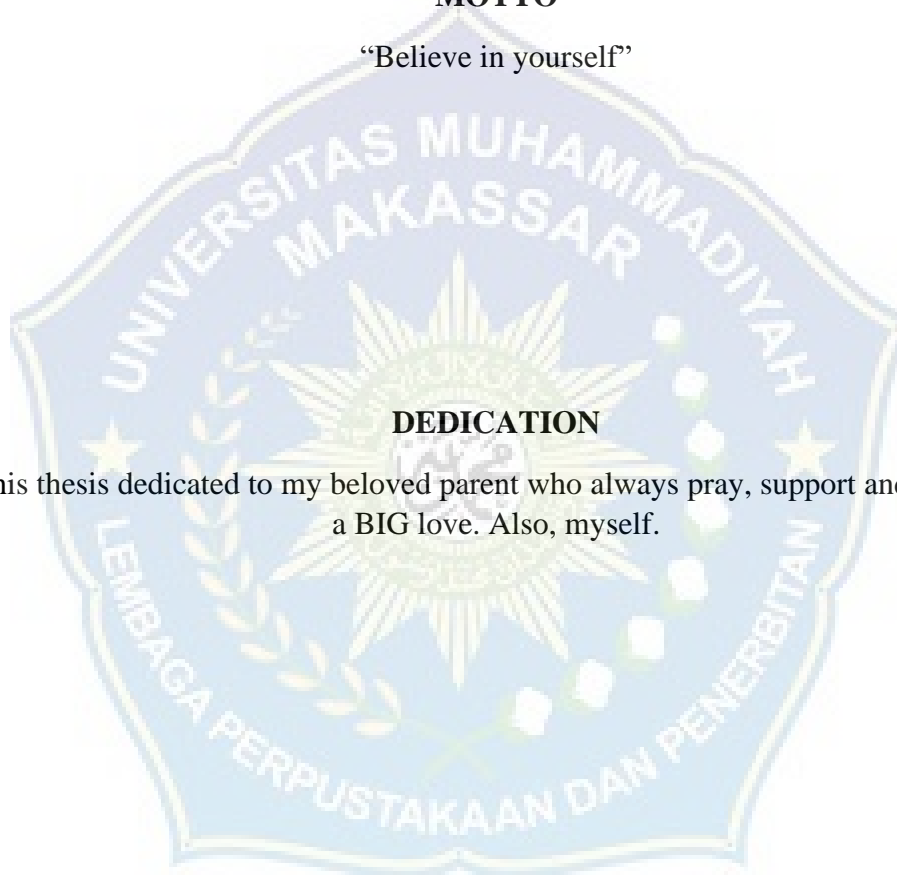
MOTTO AND DEDICATION

MOTTO

“Believe in yourself”

DEDICATION

This thesis dedicated to my beloved parent who always pray, support and give me a BIG love. Also, myself.



CHAPTER I

INTRODUCTION

A. Background of the Research

Listening is an activity of perceiving, processing, and interpreting a problem by involving one's senses. Listening is related and beneficial to listening and speaking, listening and reading, speaking and reading, and oral and written expressions. Listening is a conscious act done by a person and is a decision to listen with the heart. Simply put, listening can be done without listening, but listening cannot be done without listening.

Listening skill is one of the skills that must be possessed by everyone to achieve effective communication. Gilakjani and Ahmadi (2011) explained that listening plays a significant role in the lives of people. Learning listening will allow us to greatly improve the ability to communicate. People need to regularly and consistently hear different forms of English if they want to communicate properly and meaningfully. It means that people cannot learn language without hearing because listening provides language input. Similarly, Hien (2015) states listening as foreign language learning is important since it presents the language input. As an input skill, listening plays the important roles in students' language development. Furthermore, listening has the potential to develop students' pronunciation, words stress, and syntax acquisitions. It also contributes for language expertise and proficiency.

Listening means listening without chatting, without watching, or busy doing other work. Listening means willing to lower the ego, refrain from commenting on what is being said by the other person. Listening means not interrupting a conversation or rushing to express an opinion before being asked. Listening means listening with all your heart and sincere intention to help the other person to express what is on his mind. Ferrari (2012) Listening with full attention, without interrupting or rushing to offer your opinion, is crucial for effective communication and understanding

Snow (2010) Effective listening facilitates language learning and comprehension, which is critical for academic success. For high school students, this means better understanding of course material and improved ability to communicate in English, especially as they advance to higher education. The importance of learning to listen during high school so that students understand better and make it easier to learn English. Because when continuing school to the University level, students are also required to learn English for interests related to the major taken. In addition, learning to listen also develops the quality of communication skills with others. Listening makes it easier for us to understand the material presented by the teacher and makes it easier for us to communicate with speakers from abroad. And listening can enrich vocabulary so that in communicating the words used are more varied.

Gudykunst (2004) states Physical distractions, such as noise or an uncomfortable environment, can significantly disrupt a listener's ability to

focus on the speaker's message. But it turns out that the ability to hear is not easy in today's advanced world. Listeners are often unable to capture messages accurately due to four types of interference. Physical distractions are caused by the physical environment the listener is in. Psychological distractions occur in the listener's mind and prevent him from paying attention to the speaker's message. Physiological interference occurs because the listener's body feels sensations that prevent him from paying attention to the speaker's message. Semantic interference is caused because the listener is confused by the meaning of the words used by the speaker. The rapid development of technology has minimized social interaction in the real community. This also increases the prevalence of hoax news because the information absorbed is not complete which results in the emergence of miss understanding, miss conception, and even miss communication in the community, as a sign of the decreasing effectiveness of communication in the community.

Learning to listen should begin at the initial level of education. Based on the experience the researcher got when the researcher was in school, when the researcher was learning English, the listening material was never delivered by the teacher. Teachers only teach 2 aspects, namely reading and writing. There are several factors that must be met to support practical language learning, namely listening, speaking, reading, and writing. During Internship 3 and P2K the researcher also taught song lyrics material but the application of the material was less effective due to media limitations. At

that time, it was indeed in a pandemic and the presentation of material was less effective if it only sent material online. Likewise, when the researcher did internship 3 and went to school, the researcher didn't get a presentation about the listening material. The material presented is only reading and writing. And for the first time the researcher learned to listen the researcher got it while studying at a university majoring in English language education. Barrett (2017) Effective listening is a critical skill that should be nurtured from an early age, yet it is often neglected in educational settings. As evidenced by personal experiences in education, there is a tendency to prioritize reading and writing over listening and speaking skills. This imbalance in language instruction can leave students ill-prepared for real-world communication challenges.

Hasan, et al. (2019) argued that the employment of videos is preferable to audio-only instruction in teaching English because of the advantage of multiple input modalities. That is, videos can enhance learning and comprehension by attracting learners' attention to aural and visual inputs. To overcome these problems, especially at SMA NEGERI 3 GOWA, then researcher decided to use Vodcast in teaching listening to help learners to be more active in the learning process, and can also achieve students' listening comprehension. On the other hand, students can practice their listening by using the Vodcast. If the learner wants to find a podcast video, the application used is YouTube. Students can easily listen and watch video podcasts easily because they are easily accessible. In the podcast video there

is also a transcript available for each podcast video so Students can listen and also read transcripts at the same time. To Researcher, it is very helpful because we can hear the audio clearly and read transcripts as well. Yaacob et. al. (2021) findings revealed that YouTube and Video-Podcast produced a positive significant impact on students' listening comprehension ability. There was a statistically significant increase in listening comprehension scores from the pre-test and post-test. Four themes emerged from the observation data. This increased learner participation and understanding, developed team spirit and increased learner interest and motivation. They demonstrated their understanding of the story as they were able to clearly describe the characters and storyline through discussions with their peers. In addition, it also improved their collaboration and team spirit. Undoubtedly, it has also reduced their anxiety in listening and increased their interest and motivation to listen to English texts.

Based on the description above, the author conducted this research with the title "Developing Student Listening Comprehension Through Vodcast at SMA Negeri 3 Gowa".

B. The problem of the research

Is the use of Vodcast effective to develop the students' listening comprehension at SMA Negeri 3 Gowa?

C. The objective of the research

To find out whether the use of vodcast can develop students' abilities by listening to authentic.

D. Significance of the research

1. Practical significance

The results of the research are expected to give a practical effect on teachers and students of SMA Negeri 3 Gowa. The teachers will implement this material in teaching as an alternative source of material or instrumental function, particularly in English teaching. The students can be more motivated to practice their listening or motivational function.

Furthermore, for the readers, the results of the research can be helpful information, especially for the students and teachers of English. Hence, they can improve their listening comprehension by using Podcast Video in the teaching and learning process.

2. Theoretical significances

This research will provide understanding to students to develop their listening comprehension. This research can be a reference for researcher who want to do this topic.

E. Scope of the research

The scope of this research is limited to teaching and learning listening at SMA Negeri 3 Gowa. This research is focused on listening comprehension, namely literal listening. This refers to students' understanding of the purpose and response given. This research uses English Podcast videos. The type of video that researcher used in this study is a dialog video that discusses a topic.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous research findings

Some of these studies are related to the cases discussed in this study. Therefore, researchers cite several references that are in accordance with the cases discussed. The purpose of this section is to add insight, add information related to this research and add material to this research.

The use of video podcasts in English language learning has been done by several researchers. The related researchers are as follows:

Shahid and Ali (2017) found that, the current use of podcasts, as a new channel to input knowledge, has effectively been promoting listening comprehension which consequently has increased the acquisition of target language. The objective of the present study is to investigate the effects of video-podcasts integration on listening comprehension. The twelve-week quantitative study employed a quasi-experimental pre-test post-test design. Samples included in both the control and experimental groups were 120 English major male undergraduates from a University in Saudi Arabia. The Findings of ANCOVA analysis showed that the video-podcast group significantly outperformed the control group on the post-test. The findings imply that video-podcasts are useful resource for enhancing EFL learners' listening comprehension.

Javier (2021) findings Vodcasting is an effective tool to assist language learning under modular instruction. Vodcasting can motivate and

give confidence to students through the delivery of vodcasts with the teacher's good voice quality, use of familiar language and mastery of the subject matter. It improves listening, speaking and viewing skills among students as the teacher assists instruction through audio and video materials. The use of vodcasts in delivering lessons was found to be interesting and enjoyable for the students as it gave them the opportunity to learn at their own pace. Vodcasts engage students in learning lessons in English by providing material that is related and connected to their experiences.

Shahid and Ali (2017) revealed that the students had positive attitudes towards the use of video-podcasts in listening. However, no significant difference was found between the attitudes of the three experimental groups who received varied number of video-podcasts in their instructions.

Shahid and Ali (2017) found that, ANOVA analysis revealed an overall significant difference amongst the four groups. All the three experimental groups outperformed the control group. However, no significant difference was found between the control group and the 5 video-podcast group; and between 10 and 15 video-podcasts groups. The significant difference, however, was noted when the control group was compared to 10 and 15 video-podcast groups. Similarly, the difference between 5 and 10 video-podcast groups; and between 5 and 15 video-podcast groups was also significant. The findings imply that video-

podcasts are useful resource for enhancing EFL learners' listening comprehension. However, their appropriate length needs to be considered for the desired results.

Famarzi et. al. (2021) revealed that the learners perceive this experience as very positive and constructive. It is concluded that vodcasting technology is self-sustainable as it can change learners' learning habits, facilitate the monitoring process and assessment system, maximize cooperation among learners, and enhance the relationship between learners and instructors.

Famarzi et. al. (2019) found that, the results demonstrated a statistically significant increase in listening comprehension scores from pre-test to post-test. The magnitude of the difference was calculated by the Eta squared statistic which indicated a large effect size. It was concluded that the superior performance of the learners was contributed to the association of vodcastsing tasks. In addition, Pearson's Product-Moment Correlation was used which revealed a significant positive relationship between participants' engagement rate with Vodcasting Tasks and their test performance.

Based on the previous studies above, the researcher is interested in conducting this research by using English Podcast videos. The researcher wants to explain the effectiveness, perception, and learning experience of

students in using podcast media, and students' learning experience in using podcast media. These studies mostly have positive results.

Similarities with other researcher using English Video-Podcasts. The media to be used in this study is applied with, and the focus of the study is more on language learning. Then, the difference between my research and the researcher is the research method, the researcher will use pre experimental research. Researcher will only involve one class, then later will be given a pre-test and post-test without other learning media as a comparison, and this research will focus on developing students' listening comprehension. The researcher used an experimental method that uses a quantitative approach.

B. Some pertinent ideas

This section discusses about theoretical concept from the literature review related to the title of the research.

1. Concept of Listening

a. Definition of listening

Listening is an important language skill that is used to develop English language students in learning a second language. Listening is the ability to identifying and understanding meaning. It builds students' matches in their understanding of the language. In the other words, the power of listening ability leads us to capture the pure meaning of information. It can be concludes that listening skills are important to be mastered by students.

In Indonesia, classes are delivered in English as a foreign language from elementary school to university. Students are expected to have the basic skills in reading, speaking and listening in English. Listening is the most challenging of all. Therefore, Listening is an important aspect in communicate with others. Vasiljevic in nisa,izzah & hadi (2022) stated that listening is used by more than 45%in communication, which clearly demonstrates the importance of these skills in overall language skill. In recent years, when listening is not only related to comprehension but also to language learning, listening has been considered from another perspective.

According to H.G. Dance is a process the activity of listening to verbal symbols in full Attention, understanding, appreciation, and interpretation for obtain information, capture content or messages and understand the meaning of communication that has been conveyed by speak through speech or spoken language. (Tarigan, 2008: 31)

According to Devito (2013) listening activity can be interpreted as an active process of receiving stimuli (stimulus) in the ear (aural). Listening is an act that does not just happen without awareness but must be deliberately done. Listening demands energy and commitment especially in interpersonal communication. Therefore, it

needs to be clarified by distinguishing between hearing and listening activities.

The concept of 'hearing' is often confused with 'listening', even though listening can be conscious listening in general. The listening processes starts with conscious listening and is an important stage in the listening process. Therefore, because listening is complicated, it requires various components that will lead to understanding. According to Goh (2000) Identify this component as follows: a. Distinguish sounds. b. Criticize the word. c. Identify grammatical word groups. d. Identify the "pragmatic unit". e. Associate linguistic signals with paralinguistic signals (intonation and stress) and non-linguistic signals (signals and objects relevant to the situation) to construct meaning. f. Use knowledge of background and context to predict and confirm meaning g. Remember important words and ideas.

b. Stages of Listening

There are several stages in listening, including the stages of listening, understanding, interpreting, evaluating and responding, which are explained as follows:

1) Listening (Hearing)

This stage is the stage where you listen to something from the person who conveys the message and then process it to obtain new information content.

2) Stage of understanding (Understanding)

After getting information from the message conveyed by the speaker /resource person, the listener will feel curious, want to understand and understand the content of the information that has been obtained from what he has listened to.

3) Interpreting stage

Usually at this stage you will feel dissatisfied with what has been conveyed by the resource person who conveyed the message, then there will be a desire to interpret it in his own opinion which is considered to be able to complete the information that was previously obtained.

4) Evaluating (Evaluating)

Then after interpreting, they will usually evaluate or evaluate the resource person who conveys the message, whether it is good or not good and usually listeners who get information will argue about the weaknesses and strengths of the resource person.

5) Responding (Responding)

This stage is the last stage in listening, where people who listen will absorb the results of the information they see and then provide responses to the information they have received, the responses can be in the form of questions, comments and others.

c. Listening Comprehension

Listening comprehension is theoretically considered to be an active process in which the individual concentrates on selected aspects of aural input, forming meaning from the parts heard, and relating what is heard to existing knowledge. Cognitive psychology defines comprehension as information processing. Schemata are guiding structures in the comprehension process.

According to Underwood (1990: 15) there are several difficulties in Listening for learners, namely (1) Listeners cannot control the speed of speech of the person delivering the message, and they feel that the message conveyed has been lost before they can understand the contents of the message. By the time they can understand one message, the other message is lost. (2) Listeners do not have the opportunity to ask the speaker to repeat or clarify the message conveyed, for example when listening to the radio, watching TV, so listeners must be able to understand as it is (3) Limited vocabulary owned by listeners, (4) The listener's failure to recognize and understand the 'signs' sent by the speaker which causes the listener to misunderstand the content of the message he receives (5) Errors in interpreting the message received, so that the content of the message conveyed is received or interpreted differently by the listener (6) Unable to concentrate for various reasons, such as uninteresting topics, physical fatigue, noisy

environments and so on. (7) Concern about the difference between the way and material taught by the teacher and the material heard through audio devices or native English speakers.

The learners' problems in Listening Comprehension can cause the learners to have difficulties in mastering other skills in English. This is because if learners do not understand what they hear, they will not have a good ability in speaking to respond to what they hear.

In the application of Listening Comprehension learning in the classroom, classroom activities will be divided into three activities, namely pre-listening, while listening and post listening.

1) Pre Listening

Pre listening activities serve as preparation for listening. During pre listening, the teacher can set goals and or prepare in advance what material for listening, prepare linguistic or background knowledge needed and also determine top down (from the overall meaning) or from bottom up (which focuses on the listening process). in words and phrases). Thus, students know the type of listening they are listening to, as well as the purpose of what they are listening to.

2) While Listening

While listening is directly related to engagement with the text, learners during learning work on exercises during listening time. In the Top-Down strategy, learners are directed to try to

determine what is important and what is not important to understand. The teacher helps the learners to predict and understand what they hear. Then the teacher asks questions to the learners to focus the learners' attention on the elements of the text that are crucial for overall understanding.

3) Post listening

Post listening in the application of Top-Down and Bottom-Up strategies is the activity of the teacher asking questions and asking learners to answer these questions. Learners are also stimulated to speak and actively participate in doing the task. In addition, the teacher needs to encourage learners to respond to what they hear and open a discussion forum. Therefore, during the listening activity, learners can get an overview of the listening delivered and some vocabulary used.

d. Literal listening

Literal listening activity is the activity of listening to understanding that a person does to obtain information as it is. Literal comprehension requires a lower level of thinking skills than the three levels of thinking at the other level of comprehension. Rubin (1982:107). According to him, literal understanding shows the ability to obtain a low-level understanding by using only explicitly mentioned information. In this type of literal understanding, the

listener is only directed to general information that requires students to remember what is stated explicitly.

In line with the above opinion, Burns (1996:255) states that literal understanding is an understanding obtained by listening to what is stated directly the information conveyed by the speaker. Higher sequence comprehension is higher comprehension than literal comprehension. This type of understanding is generated through a higher thought process. Such as interpretation, analysis, and synthesis of information. In this understanding, the prediction of information is an important skill.

2. Media in teaching listening

a. The Definition of Media

The word media, plural of medium, is from the Latin word for middle and describes which is stand between the receiver and the source of the message. It is commonly used to describe ways to convey information and entertainment. The term multimedia often describes highly sophisticated technology, such as CD ROM and Internet web sites, which incorporate text, sound, vision and animation. In general, we understand technology to embrace things like radio, TV, video, telephone, fax machines and computers (Terry, 2000). In this modern era, the word media is very familiar to us in connection with the teaching and learning process. teaching and learning process.

The same sources also state that not all media involve technology of course. Books and newspapers do not conjure up images of technology, even though a lot of technology is used in their creation. It means that there are so many media that we have at our disposal from so many sources.

Media refers to any method of communication that conveys the information, or that allows for an interaction between a teacher and a student. According to Arsyad (2003:15), in teaching and learning activities using the media, the teaching was replaced by terms such as tool of view heard, teaching materials, communication of view heard, educational teaching aids of view, educational technology, teaching aids, and explanatory media. It can be concluded that many things can define the media itself in the context of learning process.

From the definitions above, we can understand that media is grown by the technology, and now we can also find it in many sources. Media is an important part in the learning process in the teaching and learning process. Media can determining the level of student interest in a lesson.

b. Kinds of Media in Teaching Listening

English teaching media are very important to help the students acquire new concepts of the language skills and language competences. The types of media for teaching listening can be quite

varied. Here are some media based on Siemens and Tittenberger (2009:14):

1) Blog

A blog is a basic web page with posts presented in reverse chronological order. Posts can be retrieved via an RSS reader (such as Google Reader), negating the need to visit the blog. Google uses its blog to communicate new products or offerings. CNN uses blogs as an alternative news source. NASA has a launch blog. Well known people like Dave Barry, Scott Adams (Dilbert), and Tom Peters use blogs as well. Even the president of Iran has a blog. Blogs figured prominently into the last American president election, providing candidates with another venue to connect with voters. The simplicity of blogs is deceptive. Blogging enables unique opportunities for educators to improve communication with (and between) learners, increase depth of learning through reflection, and enable the formation of diverse viewpoints and perspectives. Perhaps most importantly, they enable educators to connect with each other.

2) Wikis

Wikis or more broadly, collaborative writing on the web, have captured the interest of business leaders and academics. Well known, and increasingly referenced, is Wikipedia. A wiki is basically a simple web page that anyone can edit. At least

that's the standard description or what wikis were when first started. The openness of wikis has encountered the reality of human behavior (or more precisely - spam). Wikis are chaotic, informal knowledge spaces. Wikis enable individuals to create a collective resource. Whereas blogs enable individual voices, a wiki over-writes individuality. The messiness of wikis can be intimidating to newcomers. But wikis are not without governance or management. Wikipedia has extensive resources available on how to handle concerns arising from community conflict. Democracy and openness drive actions in this space.

3) Social Bookmarking

Social bookmarking is a way to store and organize bookmarks (favorites) on the web. Having bookmarks on the web means they are accessible from any computer with an internet connection and a browser.

4) Games, virtual worlds, and simulations

Virtual worlds and games are common topics discussion in educational conferences. Most educators have at minimum, indirect experience with games - whether through conversations with students, the activities of their children, or their own personal use of virtual games. Virtual games, such as World of War craft-generally involve the achievement of a certain goal, such as mastering a game level. Virtual worlds, in contrast, are

environments where individuals can interact with each other, but may not necessarily be focused on achieving a particular goal. Traditional video game systems (XBOX and PS3) now offer online gaming as well. Second Life has received considerable attention from educators over the last several years. SL provides an alternative learning experience to a traditional online course, as learners interact with peers and educators through avatars, explore course material (often in a more interactive manner than only reading text), and express personal learning through visual means. Simulations are particularly valuable as a learning tool in providing learners with a situated experience that is more cost effective than actually performing the task (such as flying). Simulations can be expensive to design and administer.

5) Video

The last decade has seen the web transition from a text-based medium to a multi-media platform with audio, video, and greater interactivity. For educators, this presents a great opportunity to add diversity and variety to courses. While video-taped lectures have been common on university campuses for decades, the increased bandwidth available to most computer users has opened the door for a new approach to extend lectures - enabling learners to view missed (or not fully understood) lectures at their convenience.

6) Podcasts

Podcasts is the distribution of audio online through RSS. Technology has developed to the point where an educator can record and distribute audio files with only a computer, a microphone, and internet access. Of particular potential in audio is the increased use of different audio tools for easy collaboration (such as Seesmic or Voice Thread). Podcasts is all the rage right now. This usually consist of an audio file, usually in MP3 format, which is downloaded to an iPod or MP3 player. Now, podcasts may go from 20 minutes to 2 hours, so this type of listening is recommended for advanced students. Most usually sound like pre-recorded radio shows, with interviews, discussions, or commentaries on recent events, and there are podcasts about any topic you can think of, from hobbies to popular TV shows, sports to technology. The selection process is similar to how you'd choose a video. Make sure it's appropriate for your students in terms of length, content, and level of difficulty. The added advantage of a podcasts is that it can be downloaded by your students and listened to for homework. Just provide the link for download and the worksheet or comprehension questions, and assign. Pick an interesting podcasts, and it'll be one assignment your students will be looking forward to.

a) Types of podcast

Podcasts also have many types that can be categorized according to their listeners. Although podcasts are one of the results of new media, podcasts do not involve their listeners interacting. Podcasts are one-way communication that can only provide information, unlike radio which gives listeners the opportunity to interact.

There are three types of podcasts, such as (Putra, 2018):

i. Podcast Interview

This type is the most common in podcast content. Podcast interview is a broadcast conducted between two broadcasters and discuss a particular topic. This type of podcast is usually conducted by one broadcaster and one guest star. The content of this podcast usually adjusts to the guest star who is invited during the broadcast. The recorded conversation also doesn't really need to be prepared, because the broadcaster will ask the guest star reflexively as if they are having a discussion. Many podcasters are working on this type of podcast, because they find it easy and can use a wider use a wider range of issues.

ii. Solo Podcast

This is one of the types of podcasts used by new podcasters. This type makes it easier for new podcasters to learn the process of building podcast content. By starting with this type of solo podcast, it is only done by one broadcaster. There is not much that a solo podcaster needs to prepare, it only requires a recording device and ideas that will be recorded to be uploaded in the podcast. The search for podcast content ideas is also made easy without compensating for the interlocutor in the broadcast. The ideas used often discuss the concerns of the podcast account owner, tell about opinions from personal experience, and discuss certain issues that are close to the podcaster's experience.

iii. Multi-Host Podcast

A type of podcast that is done dynamically because it is hosted by two broadcasters. Multi-Host podcasts also present a discussion on a topic with more preparation than an interview podcast. Both broadcasters express their respective opinions in terms of a predetermined theme. It is not uncommon for

Multi-Host Podcasts to also invite guest stars to express opinions.

b) Benefits and Pros of Podcasts

Podcasts have several benefits as well as advantages over other channels. Besides being accessible at any time, on Podcasts can also manage topics from audio shows that you want to listen to ranging from light topics, about education, music, discussions, and so on. Some other advantages of podcasts are:

- i. Large selection of topics, podcasts have a huge number of language topics used, ranging from the categories of comedy, music, movies, politics,.
- ii. Ads don't fade away. Unlike the radio that always inserts ads, podcasts do not have ads so listening to the content will feel more comfortable and focused.
- iii. Flexible and can be listened to anywhere, Podcasts can be listened to without time and place restrictions.

Podcasts can also be accessed when commuting to or from work, before going to bed, or when feeling bored.

In addition to the media mentioned above, the YouTube platform is also included as media. Youtube is a free and open video platform that allows users to create, upload and watch video content online. Youtube media is a User-

Generated Content (UGC) platform, so users have the freedom to upload various video content ranging from entertainment, tutorials, education, business, and many more. The presence of YouTube facilitates communication through audio-visual media to convey messages in communication (Boyet al., 2020).

3. Vodcast (Video Podcast)

a. The definition of vodcast

Podcast audio media is familiar to some people, starting with only Apple Broadcast users until now it can be accessed freely using online platforms. This media originating from America has revolutionized conventional broadcasts with the freedom of on demand. When enjoying a podcast broadcast, listeners no longer have to wait for the program they want to hear, just by looking for the broadcast topic, listeners can enjoy it right away. The first podcast idea came about during a meeting between Adam Curry and Dave Winer in early 2000. Then developed until 2004, Adam managed to write the iPodder program, which allowed him to automatically download internet radio broadcasts to his iPod. Podcasts arrived in 2005 but only began to attract listeners in 2007. At that time there were not many podcast uploaders that made many variations of podcasts according to their category (Watson, 2019).

Vodcasts are the podcasts with video content instead of audio (Dupugne, Milette & Grinfeder, 2009). In education, video podcasts have been used to record and transmit lectures, visits from guest speakers, explanations of how to solve problems, supplementary materials for a course, PowerPoint summaries and administrative tasks (Heilesen, 2010).

In retrospect, (Meng 2005) uses the term vodcasting to specify contents composed by video, and not merely by audio, which are generally reproduced by personal computers or in the presently disseminated MP4. In this case, the prefix “vod” comes from the expression Video on Demand and implies the video capture through a video camera.

Additionally, Vodcast sometimes called "video podcast" is a term used for the delivery of on-demand video clip content online via Atom or RSS attachments. The term is used to distinguish between podcasts that most often contain audio files and those referring to video distribution where the RSS feed is used as a non-linear TV channel to which consumers can subscribe using a PC, TV, set-top box, media center, or mobile multimedia device.

By the standards of American Association of School Libraries, the use of video podcasts develops in students the following matters:

- (1) Read, watch, and listen to the information in any format for gathering knowledge. Students would be qualified to evaluate the

video podcast and include it in their range of knowledge. (2) Collaboration with others to enlarge and deepen their knowledge. With the vodcast, the learning is more attractive for young people and it is easier to reach to more persons, being the action of sharing computer issues a type of divulgation of the knowledge very common among students (Bilbao, 2010).

C. Conceptual Framework

The conceptual framework underlying this research is presented in their following diagram

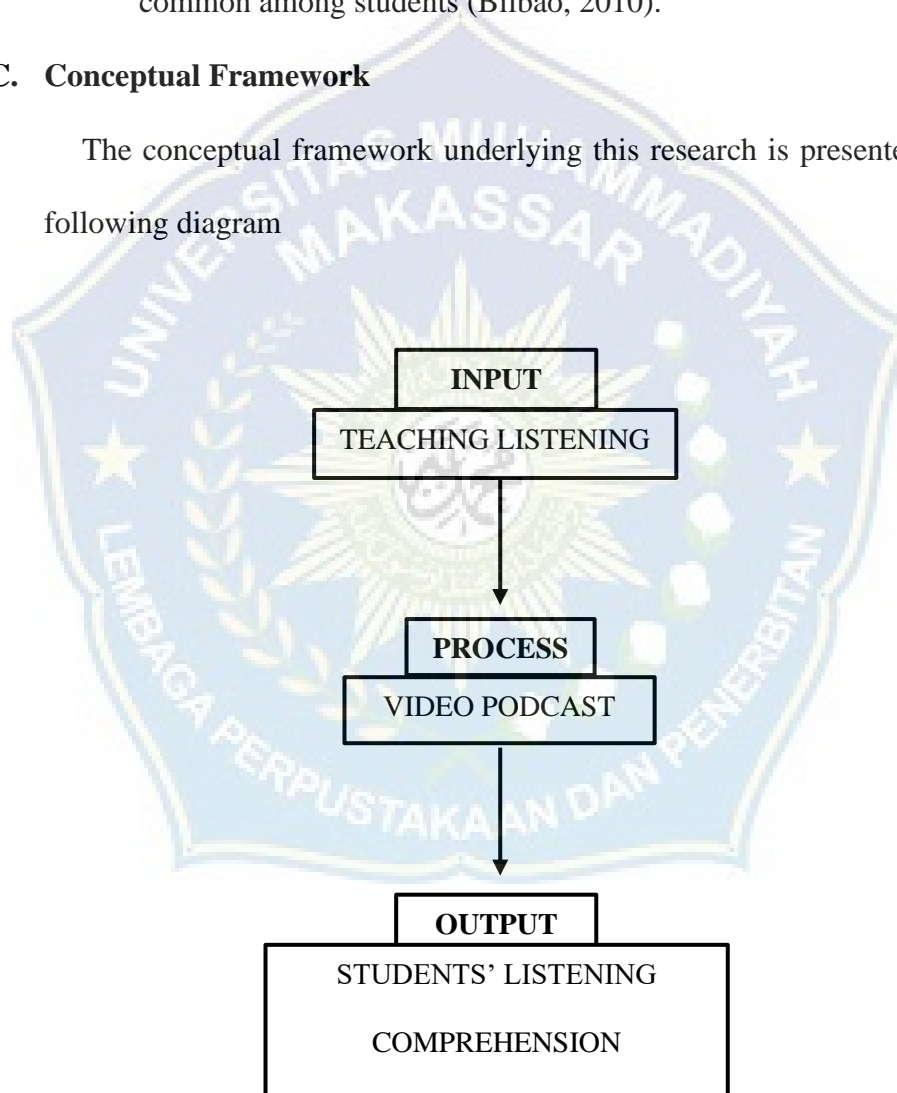
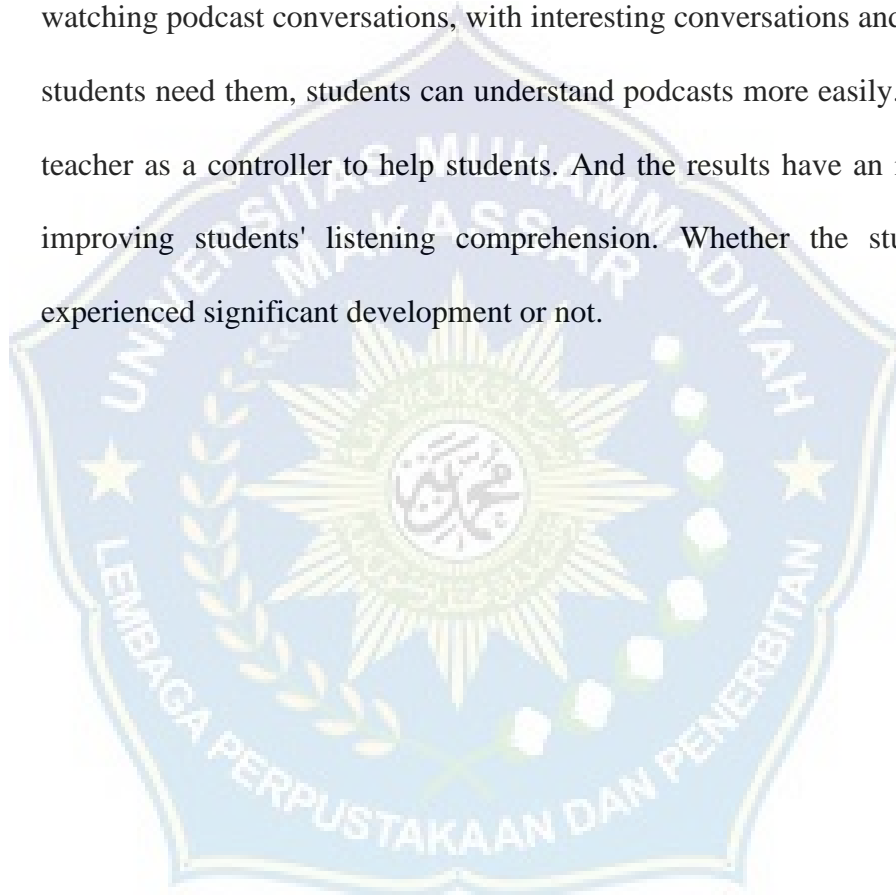


Figure 2.1 Conceptual Framework

In this study, the researcher uses English Video Podcast as a medium in the learning process and the output is student learning outcomes. In developing listening comprehension, to find out how students understand podcasts and conversations with English Video Podcasts. English Video Podcasts play a role for students who are interested in listening to and watching podcast conversations, with interesting conversations and scripts if students need them, students can understand podcasts more easily. Then the teacher as a controller to help students. And the results have an impact on improving students' listening comprehension. Whether the student has experienced significant development or not.



CHAPTER III

RESEARCH METHOD

A. Research design

In this study, researcher used a pre-experiment design. The researcher gathered information first before determining the sample. It was found that students at the school had used media in listening activities, so the researcher decided to use only one class, namely the experimental class. The design to be used is a one-group pretest-posttest design.

This design can be describe as follows :

O1 X O2

Information :

O1 : Pretest value (before being given treatment)

X : Apply experimental treatment

O2 : Posttest value (after given treatment)

B. Research Variable

1. Independent variable

Independent variable is a variable that affects or becomes causes of change or the appearance of dependent variables. Self-sufficient The variable in this study is the use of English Video Podcasts in the process of learning listening skills.

2. Dependent variable

In other dependent variables it is mentioned the same as the output variable. Dependent variables are variables that affect or become a result, because variables are free. Dependent variables in this study is an developing in students' Listening Comprehension.

C. Subject of the Study

1. Population

Population is all members of a group of people, animals, events, or objects that live together in a place in a planned manner to be the conclusion of the final results of a study. The population in this research were taken 332 students from class 11th grade at SMA Negeri 3 Gowa

2. Sample

According to Sugiyono, (2017: 81) the sample is part of the population which is the source of data in research, where the population is part of the number of characteristics possessed by the population. The sample in this study were 32 students from class 11th grade SMA Negeri 3 Gowa.

D. Research instrument

The research instrument used in data collection was a listening test. Test data was collected through pretest and posttest. The pretest was given to students at the first meeting or before class treatment time, while the posttest was given after treatment. The form of listening test used by researchers is a cloze test. Miyoko (2008: 59) states that the cloze test is a widely used listening device.

E. Data collection

Data collection technique was a strategic step in the research. When researcher conducted research, the researcher collected research data. The data collection method in the study used by researchers was to give a test.

Researcher gave two tests to students, namely pretest and posttest. The first test given to students was a pretest and the second test given to students was a posttest. The following are explanations of the pretest, treatment, and posttest.

1. Pre Test

The sample was given a pretest about listening, namely a listening comprehension test. This is to see students' previous listening comprehension skills.

2. Treatment

Researcher conducted treatment 6 times and Video Podcasts were given with an allocation of 90 minutes (2X45 minutes) per meeting. The procedure for providing treatment is as follows:

- a) Researcher provided a brief explanation of the Video Podcast.
- b) Researcher motivated students by linking to previous knowledge of the topic.
- c) Researcher provided several keywords needed to definition
- d) The researcher established context by providing information (place,time, number of speakers,) to help students build meaning.
- e) Researcher asked students to make predictions about come to listen to the material.
- f) Researchers distributed sheets consisting of several foreign words as a guide for students in understanding listening material.
- g) Researcher gave student worksheets
- h) Researcher asked students to listen to one Video Podcast

3. Post Test

After being given treatment, the researcher gave a post-test to students to get data on whether there was progress or improvement in listening skills after being given treatment, namely through the Video Podcast technique or not. The test given is the same as the test given in the pre-test.

F. Data analysis

The main analysis in this study was the analytic method. The steps to collect data for quantitative analysis are as follows:

1. Listening Test Assessment Rubric

criteria	score
Understands almost all the information, including minor details.	Excellent (4)
Understands most of the information with some minor errors.	Good (3)
Understands basic information but often misses important details	Fair (2)
Struggles to understand the information; many errors in details.	Poor (1)

(Bahman &Palmer, 1996)

2. Calculating the students' raw score

$$\text{Score} = \frac{\text{students' correct answer}}{\text{total number of item}} \times 10$$

3. Classifying the students score into seven levels as follows:

Classification	Score
Excellent	9.6 – 10
Very Good	8.6 – 9.5
Good	7.6 – 8.5
Fairly Good	6.6 – 7.5
Fair	5.6 – 6.5
Poor	3.6 – 5.5
Very Poor	0.0 – 3.5

(Depdikbud, 1985:8)

4. Calculating the mean score of the students by using the following formula :

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

\bar{X}_1 = Mean score

$\sum X$ = Sum of all score

N = Total number students (Gay, 1981: 298)

5. Computing the frequency and rate percentage of the students' score by using the following formula:

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

P = Percentage

F = Frequency

N = Total Number respondent

(Mason and Nirwana, 2003:134)

6. Finding standard deviation of the student pretest and posttest by applying the formula below

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

SD = Standard deviation

$\sum x_1$ = Sum of the score test

$\sum x_2$ = Square of the test

N_1 = The number of the student sample

1 = Consonant number (Gay, 1981:362)

7. Calculating the score different of the pre-test and post-test, the researcher used the following formula:

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

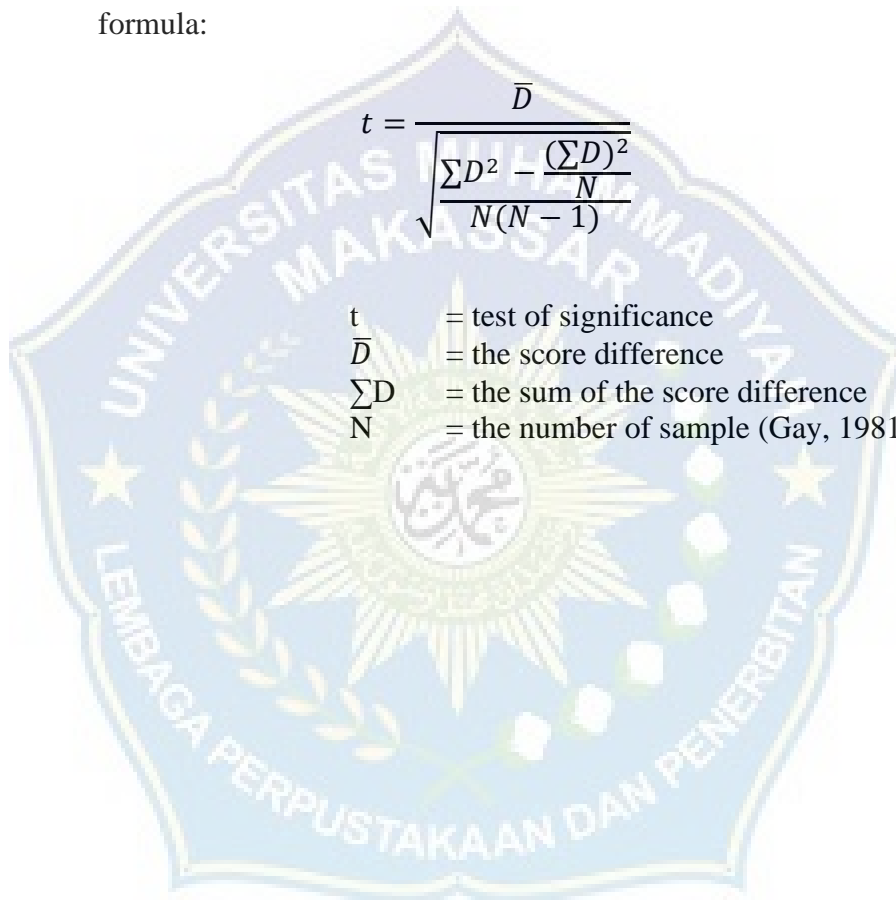
\bar{D} = The scoe difference
 $\sum D$ = The sum of the scores difference
 N = The number of sample (Gay, 1981:332)

8. Test Significance

To know wether the mean score of pretest is significantly differet from the writer calculated the t-test value by applying the following formula:

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

t = test of significance
 \bar{D} = the score difference
 $\sum D$ = the sum of the score difference
 N = the number of sample (Gay, 1981:403)



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of this study show a description of the research results through the students' average scores in the pre-test and post-test in developing comprehensive listening through vodcast. The findings obtained through writing and listening tests on eleventh grade students of SMA Negeri 3 Gowa are described as follows:

Table 4.1 The classification in pre-test and post-test

No	Classification	Score	Pre-test		Post-test	
			F	%	F	%
1	Excellent	90-100	0	0%	18	56%
2	Good	70-79	0	0%	14	44%
3	Fair	60-69	11	34%	0	0%
4	Poor	>-59	21	66%	0	0%
Total			32	100%	32	100%

Table 4.1 shows student achievement in pre-test and post-test. In the pre-test, none of the students can achieve excellent and good grades but most students achieve fair grades. On the other hand, the post-test table shows that there is a significant increase because 18 students achieved excellent grades and 14 of the students got good grades and none of the students obtained fair and poor grades. It means that the use of vodcasts was effective in comprehensively developing students' listening skills.

Table 4.2 The students' improvement in pre-test and post-test

Indicator	The students' score		Improvement (%)
	Pre-test	Post-test	
	56.68	79	39%

Table 4.2 shows that there is a significant increase in the percentage of students in literal listening is 39% after using video podcasts as a learning medium. The average score of students in the pre-test is 56.68 and post-test with an average score of 79.

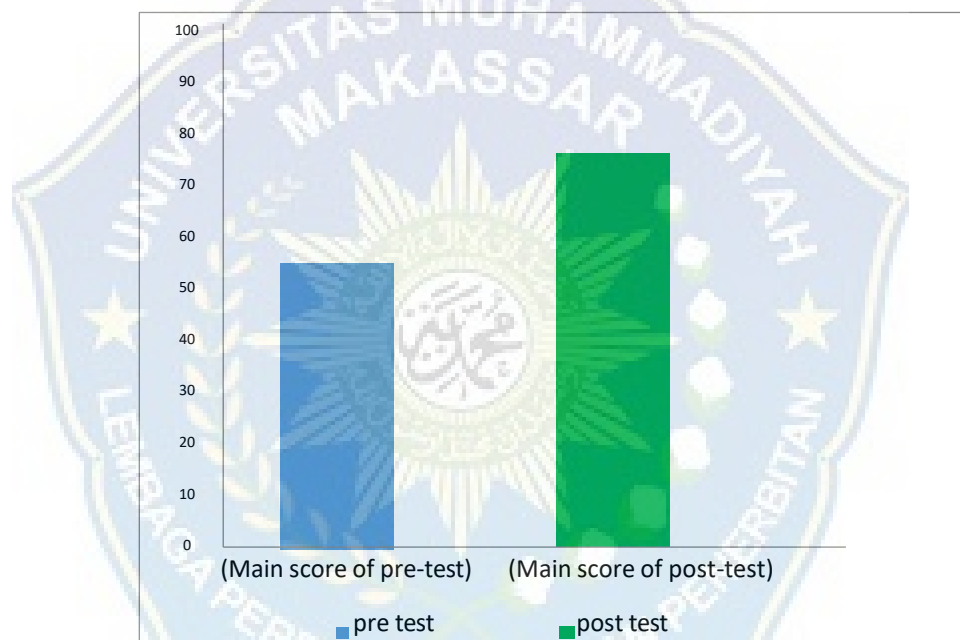


Figure 4.1 Graphic of the mean score of pre-test and post-test in

Figure 4.1 shows that there is an increase in students in literal listening to students through podcast videos from the pretest with an average score of 56.68 to the post-test with an average score of 79.

B. Discussion

The pre-test was conducted on July 18, 2024, which served as the initial assessment to gauge the students' listening comprehension skills before any

intervention was applied. Following the pre-test, the researcher administered the treatment on July 25, 2024, implementing the designed intervention aimed at enhancing the students' listening skills. Subsequently, the researcher provided the students with a post-test on August 1, 2024, to evaluate any changes in their performance after the treatment had been applied.

After completing the post-test, the researcher proceeded to analyze the collected data to determine the effectiveness of the treatment. The data analysis revealed a t-value of 5.19. To assess the statistical significance of this result, a significance level of 0.05 was utilized. By comparing the calculated t-value of 5.19 with the critical value from the t-table, which is 2.040 for a significance level of 0.05, it is clear that the t-counted value significantly exceeds the critical value.

This notable difference indicates that the observed effect is highly unlikely to have occurred by chance. Consequently, this comparison supports and accepts the research hypothesis, which proposed that the treatment would have a significant and positive impact. The findings unequivocally demonstrate that the treatment which is vodcast implemented by the researcher was exceptionally effective in improving students' listening comprehension skills. This conclusion highlights the substantial positive impact of the treatment and affirms its efficacy within the educational context that was investigated.

Based on the findings of the research, it can be concluded that using vodcast can improve students' ability to listen. A study by O'Bryan and Hegelheimer (2007) investigated the use of vodcast in foreign language learning and found that students who used vodcast showed significant improvements in listening skills compared to the control group. They concluded that vodcast is an effective tool to support language learning, especially in the aspect of listening skills. Yaacob et. al. (2021) findings revealed that YouTube and Video-Podcast produced a positive significant impact on students' listening comprehension ability. There was a statistically significant increase in listening comprehension scores from the pre-test and post-test. Four themes emerged from the observation data. This increased learner participation and understanding, developed team spirit and increased learner interest and motivation. Javier (2021) findings Vodcasting is an effective tool to assist language learning under modular instruction. Vodcasting can motivate and give confidence to students through the delivery of vodcasts with the teacher's good voice quality, use of familiar language and mastery of the subject matter. It improves listening, speaking and viewing skills among students as the teacher assists instruction through audio and video materials.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The results of this study show that the use of vodcast as a learning medium has a significant impact on improving students' listening skills comprehensively. In the pre-test stage, the average score achieved by students was only 56.68, and none of the students reached the category of very good or good scores; Most of them only get enough grades. This indicates that students' listening skills are initially at an inadequate level and require effective intervention to improve them.

However, after the implementation of vodcast as a learning aid, there was a very significant increase in students' listening skills. In the post-test stage, the average score increased to 79, with 18 students achieving excellent grades and 14 students achieving good grades. None of the students scored enough or less, indicating that all students experienced a noticeable improvement. This increase emphasizes that vodcast is effective as a learning medium in improving students' listening skills, making it a potential method to be adopted more widely in the context of language learning at SMA Negeri 3 Gowa and other institutions.

B. Suggestions

Based on the conclusion, the researcher proposes the following suggestion:

1. This implementation can significantly improve the literal listening skills of eleventh grade students at SMA Negeri 3 Gowa. Therefore, it is

highly recommended to be applied in teaching English writing in the classroom to improve students' achievement in listening.

2. English teachers should be more creative in choosing techniques or approaches in teaching writing. Thus, students will be more interested and motivated to learn English. This is the best way to fulfill the needs of education in implementing active learning in schools.
3. English teachers can apply this technique as one of the ways to improve students' listening skills. This is because the concept of this strategy is learning by doing. The students give the opportunity to experience the learning process themselves. This is the best way to provide meaningful education for students.
4. Researcher use video podcasts to improve students' listening skills, especially in literal listening, but other researchers can try to apply this media to improve students' skill.

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Appendix I

The result of students' score on organization in pre-test and post-test:

Sample	Pre-Test	Post-Test
S1	40	96
S2	52	100
S3	46	94
S4	46	90
S5	50	98
S6	48	100
S7	52	86
S8	52	84
S9	44	92
S10	44	96
S11	50	98
S12	36	90
S13	46	94
S14	38	98
S15	38	80
S16	46	92
S17	48	84
S18	46	90
S19	46	94
S20	42	94



S21	38	100
S22	42	100
S23	46	76
S24	48	90
S25	48	94
S26	50	80
S27	46	94
S28	54	100
S29	36	100
S30	48	100
S31	50	92
S32	42	94
Total	1458	2970

Appendix II

The students' mean score on pre-test and post-test

1. Mean score of the students pretest:

$$X_1 = \frac{\Sigma X}{N}$$

$$X_1 = \frac{729}{32} = 22.78$$

2. Mean score of the students posttest:

$$X_1 = \frac{\Sigma X}{N}$$

$$X_1 = \frac{1285}{32} = 40.156$$

The percentage of students pre-test dan post-test score using the formula bellow;

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

1. Persentase Pre-Test:

$$P = \frac{22.78}{32} \times 100 = 71.25\%$$

2. Persentase Post-Test:

$$P = \frac{40.156}{32} \times 100 = 126.75\%$$

Appendix III

Pre-Test

Dialogues / Conversation

Listen and answer the question below!

1. What is the topic of this podcast?
2. What does Luke mostly use his phone for?
3. What does Jack listen to while taking a shower?
4. Would Luke find it difficult to be without his phone for a day?
5. Are some of Luke's students addicted to their phones?
6. Does Jack think games are made to be addictive?
7. Does Jack think he is very addicted to his phone?
8. What does Luke think young people will be better at?
9. Does Luke think smartphone education is essential?
10. What does Jack hope students will be better at?

Appendix IV

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMA Negeri 3 Gowa
Mata Pelajaran	: Bahasa Inggris
kelas/ Semester	: XI/1
Pertemuan	: Pertama
Alokasi Waktu	: 2x45 menit

A. Standar Kompetensi : Listening

1. Memahami makna dalam wacana yang sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar :

- 1.1 Merespon makna dalam wacana yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan diterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur.

C. Indikator :

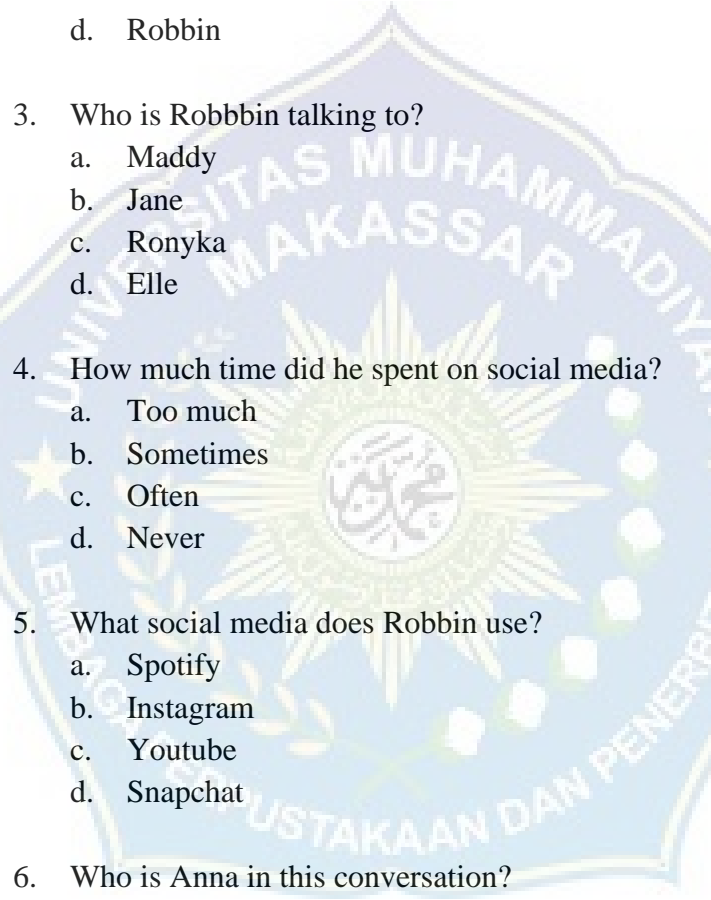
1. General understanding
2. Accuracy of answer

D. Tujuan Pembelajaran :

Siswa mampu mengidentifikasi general understanding and accuracy of answer dalam dialogue text, dan menjawab soal sesuai apa yang mereka dengarkan.

E. Materi Ajar :

1. What theme did he cover in the podcast?

- a. Sports
 - b. Social media
 - c. Hobbies
 - d. School
2. What the nama of the speaker on the podcast?
 - a. Mark
 - b. Andy
 - c. Peter
 - d. Robbin
 3. Who is Robbbin talking to?
 - a. Maddy
 - b. Jane
 - c. Ronyka
 - d. Elle
 4. How much time did he spent on social media?
 - a. Too much
 - b. Sometimes
 - c. Often
 - d. Never
 5. What social media does Robbin use?
 - a. Spotify
 - b. Instagram
 - c. Youtube
 - d. Snapchat
 6. Who is Anna in this conversation?
 - a. Robbins' son
 - b. Robbins' sister
 - c. Robbins' parents
 - d. Robbins' daughter
 7. What did Anna do that made her exam fail?
 - a. spending too much time chatting with friends
 - b. she is always traveling
 - c. she always skips class
 - d. she always sleeps in class
- 
- The image contains a large, semi-transparent watermark of the logo for Universitas Muhammadiyah Makassar. The logo is a shield-shaped emblem with a central sunburst and Arabic calligraphy. The text 'UNIVERSITAS MUHAMMADIYAH MAKASSAR' is written across the top, and 'LENGKAP KOLEKSI BUKU, PERBUKITAN, PERALATAN, PERLENGKAPAN, PERALATAN DAN PENERBITAN' is written along the bottom edge of the shield.

8. How often does Anna post photos on social media?
 - a. Every hour
 - b. Every day
 - c. Every night
 - d. Every minute

9. What Robbin is doing to reduce social media habits?
 - a. Setting the limit
 - b. Increase activities outside the home
 - c. Turn off social media notifications
 - d. Delete some apps

10. Here are the benefits of social media for students, except
 - a. can help learners to express themselves
 - b. share thoughts and ideas
 - c. improve communication skills
 - d. deceiving people with fake identities

F. Metode pembelajaran : Cloze Dictation

G. Langkah-Langkah Pembelajaran

Jenis kegiatan	Alokasi waktu
a. Kegiatan Awal <ul style="list-style-type: none"> • Motivasi and apersepsi • Guru membantu siswa untuk menyiapkan diri mereka dengan membantu membuat mereka mengerti mengenai topik yang akan mereka dengarkan. • Guru meminta siswa untuk membuat beberapa prediksi tentang apa yang akan mereka dengarkan 	15 menit

<p>b. Kegiatan Inti</p> <ul style="list-style-type: none"> • Guru menginstruksikan tentang video yang akan ditampilkan • Guru meminta masing-masing pasangan untuk mencatat pertanyaan dan jawaban pada video • Guru meminta siswa untuk role play terkait video yang telah disimak • Guru meminta siswa untuk menentukan accuracy of answer dalam teks dialog. • Guru meminta siswa untuk menjawab pertanyaan yang telah disediakan • Guru membantu siswa dalam proses pembelajaran. 	2x70 menit
<p>c. Kegiatan Akhir</p> <ul style="list-style-type: none"> • Guru memberikan kesempatan kepada siswa untuk bertanya • Menyimpulkan materi 	15 menit

H. Sumber/bahan/Alat Ajar:

- Internet
- Youtube channel Speaks english smartly
- Speaker
- Laptop

I. Penilaian :

Jenis penilaian : Penilaian proses dan penilaian hasil

Bentuk penilaian : individu dan tes akhir

Calculating the students' raw score

$$\text{Score} = \frac{\text{students' correct answer}}{\text{total number of item}} \times 10$$

Makassar, April 2024
Mahasiswa

Alya Amanda Rahman

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMA Negeri 3 Gowa
Mata Pelajaran	: Bahasa Inggris
kelas/ Semester	: XI/1
Pertemuan	: Kedua
Alokasi Waktu	: 2x45 menit

A. Standar Kompetensi : Listening

2. Memahami makna dalam wacana yang sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar :

- 2.1 Merespon makna dalam wacana yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan diterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur.

C. Indikator :

- Accuracy of answer

D. Tujuan Pembelajaran :

Siswa mampu mengidentifikasi general understanding and accuracy of answer dalam dialogue text, dan menjawab pertanyaan sesuai apa yang mereka dengarkan.

E. Materi Ajar :

Dialogues / Conversation

1. What is the relationship between Robbin and Ronika
 - a. Best friend
 - b. Family
 - c. Enemies
 - d. Couples

2. What do they cover in this podcast?
 - a. Family
 - b. Hobby
 - c. Habits
 - d. Jobs

3. Why Robbin looks worried?
 - a. He won the race.
 - b. He lost his job.
 - c. He met colleagues.
 - d. He went to church

4. When did he lose his job?
 - a. Tomorrow
 - b. Day after tomorrow
 - c. Last night
 - d. Today

5. How did Robbin lose his job?
 - a. The company is closed
 - b. He is not good at working
 - c. He was fired.
 - d. His company went bankrupt

6. What kind of advice did Ronika give him?
 - a. bought a new car
 - b. stay at home
 - c. squandered money
 - d. learning some new skills

7. What does Ronika do for a living?
 - a. Chef
 - b. Athlete
 - c. UI designer
 - d. Architech

8. When did Ronika start working?
 - a. past 2 months
 - b. past 4 months
 - c. past 6 months

- d. past 8 months
9. Here are the jobs Ronika suggested to Robbin, except...
- digital marketer
 - policeman
 - content creator
 - software developer
10. What is the name of the channel?
- Ted talks
 - Motivation to study
 - Motivation madness
 - Speaks english smartly

F. Metode pembelajaran : Cloze Dictation

G. Langkah-Langkah Pembelajaran

Jenis kegiatan	Alokasi waktu
<p>a. Kegiatan Awal</p> <ul style="list-style-type: none"> Motivasi and apersepsi Guru membantu siswa untuk menyiapkan diri mereka dengan membantu membuat mereka mengerti mengenai topik yang akan mereka dengarkan. Guru meminta siswa untuk membuat beberapa prediksi tentang apa yang akan mereka dengarkan 	15 menit
<p>b. Kegiatan Inti</p> <ul style="list-style-type: none"> Guru menginstruksikan tentang video yang akan ditampilkan Guru meminta masing-masing pasangan untuk mencatat pertanyaan dan jawaban pada video Guru meminta siswa untuk role play terkait video yang telah disimak Guru meminta siswa untuk menentukan accuracy of answer dalam teks dialog. Guru meminta siswa untuk menjawab pertanyaan yang telah disediakan Guru membantu siswa dalam proses pembelajaran. 	2x70 menit

<p>c. Kegiatan Akhir</p> <ul style="list-style-type: none"> • Guru memberikan kesempatan kepada siswa untuk bertanya • Menyimpulkan materi 	
--	--

H. Sumber/bahan/Alat Ajar:

- Internet
- Youtube channel Speaks english smartly
- Speaker
- Laptop

I. Penilaian :

Jenis penilaian : Penilaian proses dan penilaian hasil

Bentuk penilaian : individu dan tes akhir

Calculating the students' raw score

$$\text{Score} = \frac{\text{students' correct answer}}{\text{total number of item}} \times 10$$

Makassar, April 2024
Mahasiswa

Alya Amanda Rahman

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMA Negeri 3 Gowa
Mata Pelajaran	: Bahasa Inggris
kelas/ Semester	: XI/1
Pertemuan	: Keempat
Alokasi Waktu	: 2x45 menit

A. Standar Kompetensi : Listening

3. Memahami makna dalam wacana yang sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar :

- 3.1 Merespon makna dalam wacana yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan diterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur.

C. Indikator :

- Accuracy of answer

D. Tujuan Pembelajaran :

Siswa mampu mengidentifikasi general understanding and accuracy of answer dalam dialogue text, dan menjawab pertanyaan sesuai apa yang mereka dengarkan.

E. Materi Ajar :

Dialogues / Conversation

1. What theme did she cover in the podcast?
 - a. Love yourself
 - b. Meditation
 - c. The success of mindset
 - d. Habits

2. What the nama of the speaker on the podcast?
 - a. Aileen
 - b. Cory
 - c. Jessica
 - d. Alisha

3. When will the podcast broadcast?
 - a. Saturday, March 4
 - b. Sunday, March 5
 - c. Saturday, April 4
 - d. Sunday, April 5

4. What was the first topic of discussion that he covered?
 - a. Patience
 - b. Unwavering belief in yourself
 - c. Self-Forgiveness
 - d. Gratitude

5. Where will they make the short film?
 - a. Jakarta
 - b. America
 - c. China
 - d. Taiwan

6. Who is the woman who inspired the speaker in the podcast?
 - a. Marie Forleo
 - b. Oprah
 - c. Michelle Jackson
 - d. Victoria

7. What notes are written on his desk?
 - a. The success principle
 - b. The action is here
 - c. There is no try. There's only do
 - d. This baby is a successful baby

8. Whose podcast interviews does she listen to?
 - a. Joe Rogan and David Goggins
 - b. Bedros keuilian
 - c. Tony robbins with Tim ferriss

d. Daniel Levitin and Denzel Washington

9. How much percentage should you apply to be grateful if you want to be successful?

- a. 100%
- b. 70%
- c. 55%
- d. 30%

10. What is the name of the channel?

- a. Ted talk
- b. Motivation to study
- c. Motivation madness
- d. Leventaire Lifestyle

F. Metode pembelajaran : Cloze Dictation

G. Langkah-Langkah Pembelajaran

Jenis kegiatan	Alokasi waktu
<p>a. Kegiatan Awal</p> <ul style="list-style-type: none"> • Motivasi and apersepsi • Guru membantu siswa untuk menyiapkan diri mereka dengan membantu membuat mereka mengerti mengenai topik yang akan mereka dengarkan. • Guru meminta siswa untuk membuat beberapa prediksi tentang apa yang akan mereka dengarkan 	

<p>b.Kegiatan Inti</p> <ul style="list-style-type: none"> • Guru menginstruksikan tentang video yang akan ditampilkan • Guru menampilkan video yang akan disimak • Guru meminta siswa untuk mencatat vocabulary penting yang ada dalam podcast • Guru meminta siswa untuk menentukan accuracy of answer dalam teks dialog. • Guru meminta siswa untuk menjawab pertanyaan yang telah disediakan • Guru membantu siswa dalam proses pembelajaran. 	2x70 menit
<p>c. Kegiatan Akhir</p> <ul style="list-style-type: none"> • Guru memberikan kesempatan kepada siswa untuk bertanya • Menyimpulkan materi 	15 menit

H. Sumber/bahan/Alat Ajar:

- Internet
- Youtube channel Fearless Soul
- Speaker
- Laptop

I. Penilaian :

Jenis penilaian : Penilaian proses dan penilaian hasil

Bentuk penilaian : individu dan tes akhir

Calculating the students' raw score

$$\text{Score} = \frac{\text{students' correct answer}}{\text{total number of item}} \times 10$$

Makassar, April 2024

Mahasiswa

Alya Amanda Rahman

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMA Negeri 3 Gowa
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: XI/1
Pertemuan	: Ketiga
Alokasi Waktu	: 2x45 menit

A. Standar Kompetensi : Listening

4. Memahami makna dalam wacana yang sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar :

- 4.1 Merespon makna dalam wacana yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan diterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur.

C. Indikator :

- Accuracy of answer

D. Tujuan Pembelajaran :

Siswa mampu mengidentifikasi general understanding and accuracy of answer dalam dialogue text, dan menjawab pertanyaan sesuai apa yang mereka dengarkan.

E. Materi Ajar :

Dialogues / Conversation

1. What is the name of the speaker in the podcast?
 - a. BJ James
 - b. Miller khan
 - c. George Andrea
 - d. BJ Miller

2. What is the amount of voltage that occurs during that event?
 - a. 1100 volt
 - b. 10000 volt
 - c. 11000 volt
 - d. 1000 volt

3. What is he job now?
 - a. A doctor
 - b. A Nurse
 - c. A Teacher
 - d. Motivator

4. What disease did frank have during his life?
 - a. Advancing prostate cancer HIV
 - b. Kidney failure
 - c. Damaged nerves
 - d. Cancer bone

5. Where does he work?
 - a. Los Angeles
 - b. San Francisco
 - c. San Diego
 - d. New York

6. Where is the happiest moment according to BJ Miller
 - a. A school
 - b. A house

- c. A hospital
- d. A office

7. How long does he spend to work at the hospital?

- a. 20 years
- b. 10 years
- c. 30 years
- d. 15 years

8. When did he get the accident/crash?

- a. Before Christmas
- b. After Christmas
- c. Before thanksgiving
- d. After thanksgiving

9. What causes the accident?

- a. Climb a stopped train
- b. Car accident
- c. Got electric shock
- d. Fall of the cliff

10. Whose names mentioned in the video?

- a. Frank, John, and Adel
- b. Kate, Jane, and Frank
- c. Jane, Louis, Christ
- d. John, Adel, and Beth

F. Metode pembelajaran : Cloze Dictation

G. Langkah-Langkah Pembelajaran

Jenis kegiatan	Alokasi waktu
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<p>a. Kegiatan Awal</p> <ul style="list-style-type: none"> • Motivasi and apersepsi • Guru membantu siswa untuk menyiapkan diri mereka dengan membantu membuat mereka mengerti mengenai topik yang akan mereka dengarkan. • Guru meminta siswa untuk membuat beberapa prediksi tentang apa yang akan mereka dengarkan 	
<p>b. Kegiatan Inti</p> <ul style="list-style-type: none"> • Guru menginstruksikan tentang video yang akan ditampilkan • Guru menampilkan video yang akan disimak • Guru meminta siswa untuk mencatat vocabulary penting yang ada dalam podcast • Guru meminta siswa untuk menentukan accuracy of answer dalam teks dialog. • Guru meminta siswa untuk menjawab pertanyaan yang telah disediakan • Guru membantu siswa dalam proses pembelajaran. 	2x70 menit
<p>c. Kegiatan Akhir</p> <ul style="list-style-type: none"> • Guru memberikan kesempatan kepada siswa untuk bertanya • Menyimpulkan materi 	

H. Sumber/bahan/Alat Ajar:

- Internet
- Youtube channel Fearless Soul
- Speaker
- Laptop

I. Penilaian :

Jenis penilaian : Penilaian proses dan penilaian hasil

Bentuk penilaian : individu dan tes akhir

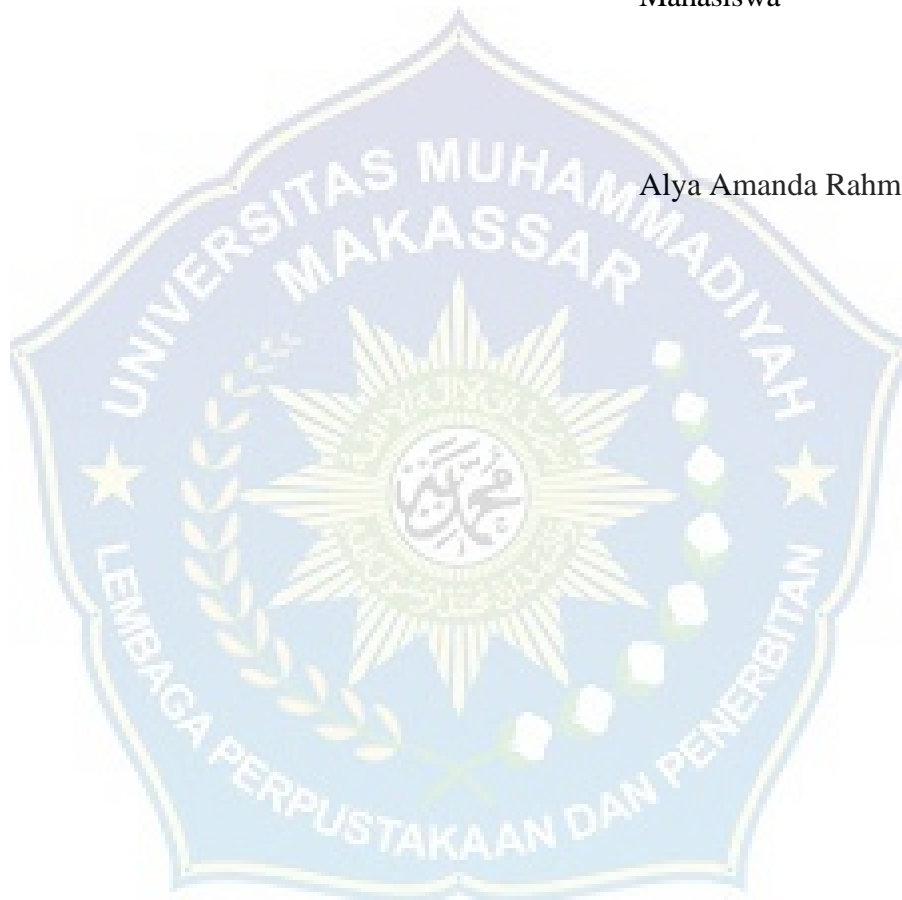
Calculating the students' raw score

$$\text{Score} = \frac{\text{students' correct answer}}{\text{total number of item}} \times 10$$

Makassar, April 2024

Mahasiswa

Alya Amanda Rahman



Appendix V

Post-Test

Dialogues / Conversation

Listen and answer the question below!

1. What is the topic of this podcast?
2. What was Luke's major at university?
3. What was unique about Jack's university?
4. Why did Jack choose to major in business?
5. When did Luke graduate?
6. When did Jack graduate?
7. What happens if you skip four classes at university in Korea?
8. Why was Luke's first week in Germany tough?
9. Which year was Jack's best year at university?
10. Why did Jack get media coverage when he graduated from university?

Nama: Griselda Calista Delia
Kuas: XI-3

1108,2024

1. university.

2. Luke's major is history

3. The unique thing is that Buddhist university are funded by Buddhism and must take subjects related to Buddhism and study them.

4. Because for Jack majoring in business was quite useful at that time and helped Jack in building his business.

5. Luke graduate at 2013

6. Jack graduate at 2016

7. If you miss four classes at a Korean university you will be declared a failure because the rules are very strict.

8. Luke's difficulty in the first week in Germany was that he always got lost while travelling and couldn't ask anyone because he didn't speak German fluently.

9. Jack's best year at university was his fourth year because he did the work

10. Because according to Jack it was very unusual for a foreigner at that time considering the entire graduates of his university.

Appendix VI Teaching Materials



If You Want To Know What It Takes To FIND and KEEP LOVE - WATCH THIS!

387 rb | | Bagikan | Remix | Terima k

Fearless Soul
3,7 jt subscriber **SUBSCRIBE**

Komentar 7,7 rb



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Komentar 82



Tambahkan komentar...

Part 1: Where and what we studied.

Listening questions:

1. What was Luke's major at university?
2. What was unique about Jack's university?
3. Why did Jack choose to major in business?

Answers on the worksheet (link in description)

Learn English Podcast Ep. 4: University

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Appendix VII
Documentation





Appendix VIII Persuratan



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

Alamat kantor: Jl.Sultan Alauddin NO.259 Makassar 90221 Tlp.(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 : Alya Amanda Rahman
Nim : 105351103317
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	8 %	10 %
2	Bab 2	24 %	25 %
3	Bab 3	9 %	10 %
4	Bab 4	5 %	10 %
5	Bab 5	3 %	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, 21 Agustus 2024
Mengetahui,
Kepala UPT- Perpustakaan dan Penerbitan,



M. H. M. I. P.
NPM. 904 591

Jl. Sultan Alauddin no 259 makassar 90222
Telepon (0411)866972,881 593,fax (0411)865 588
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MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
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Jalan Sultan Alauddin No. 259 Makassar
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Nomor : 16657/FKIP/A.4-II/VII/1446/2024
 Lampiran : 1 (Satu) Lembar
 Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
 Di -
 Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : Alya Amanda Rahman
 Stambuk : 105351103317
 Program Studi : Pendidikan Bahasa Inggris
 Tempat/ Tanggal Lahir : tokambang / 13-07-1999
 Alamat : btn aura permai blok k1 no.2 pallangga, Gowa

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: *Developing the Student's Listening Comprehension Through Vodcast At SMA Negeri 3 Gowa*

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

*Wassalamu Alaikum
 Warahmatullahi
 Wabarakatuh.*

Makassar, 6 Jumadal Ula 1441 H
 16 Juli 2024 M

Dekan



Erwin Akib, M.Pd., Ph.D.
 NBM. 860 934



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
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Nomor : 4629/05/C.4-VIII/VII/1445/2024

17 July 2024 M

Lamp : 1 (satu) Rangkap Proposal

11 Muharram 1446

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak / Ibu Kepala Sekolah

SMA Negeri 3 Gowa

di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 16657/FKIP/A.4.II/VII/1446/2024 tanggal 16 Juli 2024, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **ALYA AMANDA RAHMAN**

No. Stambuk : **10535 1103317**

Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**

Jurusan : **Pendidikan Bahasa Inggris**

Pekerjaan : **Mahasiswa**

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

"DEVELOPING THE STUDENT 'S LISTENING COMPREHENSION THROUGH VODCAST AT SMA NEGRI 3 GOWA"

Yang akan dilaksanakan dari tanggal 17 Juli 2024 s/d 17 Agustus 2024.

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

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,

Dr. Muh. Arief Muhsin, M.Pd.
NBM 1127761



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : <http://simap-new.sulselprov.go.id> Email : ptsp@sulselprov.go.id
Makassar 90231

Nomor	: 18882/S.01/PTSP/2024	Kepada Yth.
Lampiran	: -	Kepala Dinas Pendidikan Prov. Sulawesi Selatan
Perihal	: <u>izin penelitian</u>	

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 4629/05/C.4-VIII/VII/1445/2024 tanggal 17 Juli 2024 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama	: ALYA AMANDA RAHMAN
Nomor Pokok	: 105351103317
Program Studi	: Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	: Mahasiswa (S1)
Alamat	: Jl. Sit Alauddin No. 259 Makassar

PROVINSI SULAWESI SELATAN

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" DEVELOPING THE STUDENTS' LISTENING COMPREHENSION THROUGH VODCAST AT SMA NEGERI 3 GOWA "

Yang akan dilaksanakan dari : Tgl. **17 Juli s/d 17 Agustus 2024**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 17 Juli 2024

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN



ASRUL SANI, S.H., M.Si.
Pangkat : PEMBINA TINGKAT I
Nip : 19750321 200312 1 008

Tembusan Yth
1. Ketua LP3M UNISMUH Makassar di Makassar;
2. *Pertinggal.*



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Email : proddig@unismuh.ac.id
Web : fg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Alya Amanda Rahman
NIM : 105351103317
Judul Penelitian : *Developing the Students' Listening Comprehension Through Vodcast At SMA Negeri 3 Gowa*
Tanggal Ujian Proposal : 14 Juni 2024
Tempat/Lokasi Penelitian : SMA NEGERI 3 GOWA

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Senin, 15 juli 2024	Permohonan izin penelitian	Wiwin Setyawati, S.Pd.	
2	Selasa, 16 juli 2024	Pelaksanaan penelitian	Wiwin Setyawati, S.Pd.	
3	Kamis, 18 juli 2024	Pelaksanaan penelitian	Wiwin Setyawati, S.Pd.	
4	Selasa, 22 juli 2024	Pelaksanaan penelitian	Wiwin Setyawati, S.Pd.	
5	Kamis, 25 juli 2024	Pelaksanaan penelitian	Wiwin Setyawati, S.Pd.	



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6	Selasa, 29 Juli 2024	Pelaksanaan penelitian	Wiwin Setyawati, S.Pd.	
7	Kamis, 1 Agustus 2024	Pelaksanaan penelitian	Wiwin Setyawati, S.Pd.	
8	Senin, 5 Agustus 2024	Penandatanganan keterangan selesai penelitian	Dra. Fauziah, M.M.	

Makassar, 16 Juli 2024

Mengetahui,

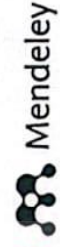
Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977807

Dra. Fauziah, M.M.
NIP. 196405101988121001



Pimpinan/Kepala Sekolah/Instansi





**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 3 GOWA**

Jln. Bontonompo Kel Tamallayang Kec. Bontonompo Kab. Gowa Kode Pos 92153

SURAT KETERANGAN PENELITIAN

Nomor : 070/ 295-UPT.SMAN. 3 /GOWA/DISDIK

Yang bertanda tangan dibawah ini, Kepala SMA Negeri 3 Gowa Kabupaten Gowa menerangkan bahwa :

NAMA : **ALYA AMANDA RAHMAN**
 Nomor Pokok : 105351103317
 Program Study : Pendidikan Bahasa Inggris
 Pekerjaan/Lembaga : Mahasiswa (S1) / Universitas Muhammadiyah Makassar (UNISMUH)
 Alamat : Jl. Slt Alauddin No. 259 Makassar


Telah melakukan penelitian di SMA Negeri 3 Gowa Kab. Gowa dalam rangka penyusunan Skripsi pada tanggal 17 Juli s/d 17 Agustus 2024 dengan judul :

**” DEVELOPING THE STUDENTS’ LISTENING COMPREHENSION THROUGH
VODCAST AT SMA NEGERI 3 GOWA ”**

Demikian Surat Keterangan Penelitian ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Bontonompo, 05 Agustus 2024

Kepala UPT SMA Negeri 3 Gowa


DRA. FAUZIAH M.M.
 Pangkat : Pembina Tk.I
 NIP.196604221998032005

BerAKHLAK
 Berprestasi Pelayanan Akuritas Komitmen
 Harmonis Loyal Adaptif Kolaborasi

**# bangga
melayani
bangsa**

Sipakatau

**Sisik
Sulsel**



**MAJELIS DIKELITBANG PP MUHAMMADIYAH
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LETTER OF ACCEPTANCE

0919/BG-FKIP/LOA/B/VIII/1446/2024

Dear ALYA AMANDA RAHMAN

It is our pleasure to inform you that, after reviewing your paper:
DEVELOPING STUDENTS' LISTENING COMPREHENSION USING
VODCAST AT SMA NEGERI 3 GOWA

The manuscript ID: 1582

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

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Makassar, 24 August 2024 M
20 Shafar 1446 H

**Head of English Education Department
Faculty of Teacher Training and Education**



Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



PROGRAM STUDI
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TERAKREDITASI UNGGUL
LEMBAGA AKREDITASI MANDIRI



CURRICULUM VITAE



The researcher, Alya Amanda Rahman was born on 13th of July, 1999 in Tokambang, South Sulawesi. She is the first child, her father is Mr. Abdul Rahman and her mother is Mrs. Rosnidar. She started study at SD 155 Centre Tanah Beru in 2005 and graduated in 2011. In 2011 she continued her study in SMP Negeri 32 Bulukumba and graduated in 2014, and then she continued her study in SMA Negeri 3 Bulukumba and graduated in 2017. In the same year, she accepted as a student in English Department Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis with the title Developing the Student's Listening Comprehension Through Vodcast At SMA Negeri 3 Gowa.