THE EFFECTIVENESS OF PODCAST AS A NEW MEDIA TO IMPROVE STUDENTS' LISTENING SKILL

(A Pre-Experimental Study at the Twelve Grade of SMA Negeri 7 Bulukumba)

A THESIS

Submitted to the Faculty of Teachers Training and Education
Universitas Muhammadiyah Makassar in Partial Fulfillment of the Requirement
for Degree of Bachelor of Education in English Department

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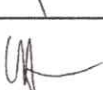NBM: 860 934   NBM: 977 807

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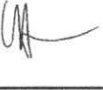
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Akhmad Hidayat

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DEDICATION

A Thesis for My Beloved Family

Especially for Father,

My Beloved Mother,

My Big Brother,

ALSO,

For My Own Self

I Deserve this Billion Times

ABSTRACT

Akhmad Hidayat. 2020. *The Effectiveness of Podcast as a New Media to Improve Students' Listening Skill* (A Pre-Experimental Study at the Twelve Grade of SMA Negeri 7 Bulukumba in Academic Year of 2020/2021). English Education Department, Faculty of Teachers Training and Education, Universitas Muhammadiyah Makassar. A thesis guided by Ummi Khaerati Syam and Sujariati.

The objective of this research was to find out whether the use of effectiveness of podcast to improve listening skill as a teaching media.

The method of this research was pre-experimental and pre-test and post-test as an instrument of the research. The population of the research was the eleventh grade of SMAN 7 Bulukumba that consisted of 490 students. The number of samples was 20 students. The data collection consisted of pre-test, treatment and post-test. Forms of pre-test and post-test were multiple choice, true/false, and fill the blank test on Google Classroom.

The findings of the research showed that the students' mean score of pre-test before treatment was 43.50. While after treatment, the mean score of post-test was 70.75. Therefore, the significant between pre-test and post-test was 62.64%. In order that, the researcher assumed that using selective listening in a test could improve students' listening skill.

Keywords: Podcast, Listening Teaching Technique, Selective Listening

ABSTRAK

Akhmad Hidayat. 2020. Efektifitas Podcast Sebagai Media Baru untuk Meningkatkan Keterampilan Mendengar Siswa (Studi Pra Eksperimen di Kelas Dua Belas SMA Negeri 7 Bulukumba Tahun Ajaran 2020/2021). Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Skripsi dibimbing oleh Ummi Khaerati Syam dan Sujariati.

Tujuan dari penelitian ini adalah untuk mengetahui apakah keefektifan penggunaan podcast untuk meningkatkan keterampilan menyimak sebagai media pembelajaran.

Metode penelitian ini adalah pre-eksperimental dan pre-test dan post-test sebagai instrumen penelitian. Populasi penelitian ini adalah siswa kelas XI SMAN 7 Bulukumba yang berjumlah 490 siswa. Jumlah sampel sebanyak 20 siswa. Pengumpulan data terdiri dari pre-test, treatment dan post-test. Bentuk pre-test dan post-test adalah pilihan ganda, benar / salah, dan tes kosong di Google Classroom.

Hasil penelitian menunjukkan bahwa nilai rata-rata pre-test siswa sebelum perlakuan adalah 43,50. Sedangkan setelah perlakuan, nilai rata-rata post-test adalah 70,75. Oleh karena itu, signifikansi antara pre-test dan post-test adalah 62,64%. Oleh karena itu, peneliti berasumsi bahwa dengan menggunakan metode selektif mendengarkan dalam sebuah tes dapat meningkatkan keterampilan menyimak siswa.

Kata Kunci: Podcast, Teknik Mengajar Menyimak, Mendengarkan Selektif

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In the name of Allah, The Most Gracious, The Most Merciful

First, let us praise our praise be to Allah SWT who has blessed and empowered me to accomplish this thesis and Shalawat & Salam are addressed to the final chosen religious messenger, the Prophet Muhammad SAW as his followers in this world.

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CHAPTER I

INTRODUCTION

This chapter sets out background of the study, research question, objective of research, significance of research, and scope of research.

A. Background

There are four key abilities in English that language learners have to master in order to develop language mastery; reading, listening, speaking and writing. Listening is seen as a responsive skill in which people need the ability to communicate in a language. Listening is one of the hardest to master and that has an important role for communication. So, it is very important for us as a non-native English to learn it. In fact, many schools in Indonesia use Bahasa Indonesia as language instruction in classroom for English class and authentic resources for English language teaching are not fully utilized yet by the English teachers.

Listening is a significant portion of foreign language learning cycle, and it has additionally been characterized as a functioning cycle during which audience members build importance from oral information (Bentley and Bacon, 1996). Listening skill grew quicker than the other three abilities and could influence perusing reading and writing abilities in learning a new language (Scarcella and Oxford, 1992; Vandergrift, 1997). As per Feyten (1991), in every day correspondence, individuals apportion 45% of time in listening, 30% on talking, 16% on reading, and just 9% on writing. The listening skill was a standard of language as well as securing second language expertise

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(Vandergrift, 1997). Listening comprehension implies the way toward understanding discourse in a second or foreign language. It was the perception through the ears of information and stimuli received (Richards, Platt, and Platt, 1992). For foreign language learners, if they do not comprehend what individuals want to say, it can easily create uncertainty and misunderstanding. In Lu's (2007) study, the outcome represented that 93.8% of the understudies considered the listening skill was a higher priority than the other three abilities.

This unfortunate situation has contributed a lot to the poor listening activities of Indonesian students. In addition, Huang (2004) claims that another challenge faced by students in learning English may be restricted comprehension of classroom instruction or lessons and materials. Although students barely have an opportunity to practice their English in the Indonesian context, teachers are not committed to applying an effective approach and using authentic listening tools.

There are several challenges in teaching and learning listening at school based on the previous observation and experiences of the researcher. First of all, most students have no desire to learn English. Second, even though students are majoring in English, students do not use English as the main language in the classroom. The third problem is lesson time. Most of students spends less time to learn listening. And here's the biggest problem, listening cannot be underestimated. In perfecting listening requires a lot of practice and time. Then the fourth is about the teacher. The teacher always uses the conventional method that was boring in teaching English. The teacher also usually taught English by

using Bahasa, so the students could not practice their listening at the time. Moreover, if the teacher plays an audio sometimes teacher chose the difficult conversation or the speaker speaks too fast which is make the students confused.

Among the problems that the researcher faced in learning listening in the class, we have to solve the problems. In teaching, the researcher focuses on whether the media is successful and relevant. There are many media and teaching methods that we can use in listening English. In this case, the researcher choose podcast as a media to practice listening. Furthermore, the researcher had experience with this media when 5th semester. As the result, podcast succeed to get his attention because it's easily to listen anywhere, anytime.

Podcasts is a groundbreaking mobile technology for transmitting audio files or series that can be downloaded and played on mobile devices as one of the genuine resources for teaching listening. Two technologies, "iPod" and "Broadcast" were used to derive the word "Podcast". The Podcast provides flexibility for listeners to pick and listen to their favorite show. Constantine (2007) found out that Podcasts is a publication of internet audio intended for downloading and listening to a transportable computer such as tabs, tablet and laptop. In addition, in terms of its content, podcasts have distinctive features and vary from other audios. The audio content offers an authentic listening source that allows all listeners to benefit from it.

Constantine (2007) described the usage of Podcasts in the EFL classroom in terms of the frequency of their use, even at the initial stages, all

foreign language learners can only benefit from Podcast by listening to it six minutes a day. Furthermore a study by Edirisingha, Rizzi, Nie and Rothwell (2007) stated that the podcast was effective in promoting student preparation for evaluated work, offering substantial portfolio and presentation advice. Accordingly, Rizzi Rothwell, Nie and Edirisingha (2007) and Beheler (2007) have also shown that podcasts enhance learners' ability to listen.

Previously, several researchers use podcast as a media to their researches. One of them is Qurrota A'yun, conducted a research in 2018 with the tittle "The Effect of Using Podcast on Students' Listening Skill". On their research used quasi-experimental which is using 2 classes, one class as an experimental class and the other one as a control class. By using podcast as in their study, they find that the listening capacity of students is enhanced. This shows that using a podcast is really useful. They only focused on enhancing the listening capacity of students in their research by only answering certain questions based on the audio podcast.

The gap of this study from another study is researcher used selective listening. The researcher gave different type of worksheet such as, multiple choice, fill the blank, and true/false. In addition, by conducting this research, it may help students' writing skill, strengthen vocabulary skill.

B. Research Question

Based on the background of the study above, the formulated research problems as follows: Whether or not the podcast as a media effective in improving students' listening skills?

C. Objective of Research

The objective of this research is to find out the effectiveness of podcast to improve listening skill as a teaching media.

D. Significance of Research

Through this study, the writer hopes that this thesis is useful to the students who are interested in improving their listening ability by using podcast and the result of research could contribute some inputs to language instructors who teach English courses or at schools to improve the success of the teaching-learning process. This technique could be practiced to improve their students' hearing ability in listening to the English language.

E. Scope of the Research

The researcher limits this study by all the considerations only focused on selective listening technique.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Previous Related Literature

1. Abdulrahman T., Basamala N., & Widodo M. R. (2018), "THE IMPACT OF PODCASTS ON EFL STUDENTS' LISTENING COMPREHENSION". This study aims to examine the listening comprehension of students through the use of EFL classroom podcast. For this study, 60 high school students in Indonesia were taken as a sample with a distribution of 30 students in the experiment class and 30 students in the control class. The samples were taken using random cluster sampling. In this analysis, the quasi-experimental approach with post-test control group was applied. Furthermore the study group was given a survey questionnaire to investigate their understanding of the use of podcast training in teaching listening. Findings have shown that the post-test score varies substantially between two groups, favoring the experimental group. Data analysis using one-way ANOVA revealed a significance value (sig. 0.010) lower than < 0.05, which perceived Podcast to have a substantial effect on the listening comprehension of students. In addition, the questionnaire outcome showed that students have a positive attitude towards the use of podcast in classroom listening. Students perceived that podcasts presented them with an authentic content, engaging activities such as listening exercises and practical assignments, so they felt more inspired to learn English. This study indicated that teachers should use podcast

as a technology-based learning method in teaching listening considering its effectiveness.

2. Ramli (2018), "THE USE OF PODCAST TO IMPROVE STUDENTS' LISTENING AND SPEAKING SKILLS FOR EFL LEARNERS". This research attempted to explore the use of the podcast in improving listening and speaking skills of students. In this age of information, technology has made an important contribution to education. It is generally referred to as Edu technology. Podcast is one of the interactive media used to facilitate the classroom learning process in the development of listening and speaking skills. This research reviewed some previous research and established Podcast teaching instruction. The outcome of the observation revealed that both students and teachers are influenced by future achievements in the use of technology. Students are moderately engaged in sharpening their English achievement; listening to and learning about encounters with technology. Different training and an exciting learning experience were received. In addition, teachers were also challenged to be able to integrate technology resources (such as podcasts) to carry out innovative teaching in the classroom setting. Podcast provided tremendous topics and activities that enhance their awareness and improve their English skills for educational purposes, both teachers and students.

3. NamazianDost. I., Bohloulzadeh G., & Rahmatollahi R. (2017), "THE EFFECTS OF USING PODCAST ON LISTENING COMPREHENSION AMONG IRANIAN PRE-INTERMEDIATE EFL LEARNERS". The goal of

the present study was to explore the effects of the use of podcast among Iranian pre-intermediate EFL learners on listening understanding. A homogeneity test (Oxford Fast Placement Test) was administered among 90 students at the pre-intermediate level of the Poyesh Language Institute to meet the objectives of the study and eventually 60 participants were chosen. They were then split non-randomly into two subgroups, namely control groups and experimental groups. A validated teacher-made listening comprehension test was given to students before starting the treatment as a pre-test to measure the listening comprehension of the participants at the beginning of the course. The experimental group then received the treatment, which learned listening comprehension by using podcasts, while the control group was taught using conventional listening training methods without multimedia source listening. The two groups were administered the same teacher-made listening test as the post-test after 20 sessions of treatment. Paired and Independent Samples t-test analyzed the results. The results showed that the experimental group performed better than the control group significantly. The study groups usually outperformed the control groups. The findings indicate that podcasts can be used to improve listening skills among Iranian EFL learners in English classes.

4. Qasim N. A. & Fadda H. A. (2013). "FROM CALL TO MALL: THE EFFECTIVENESS OF PODCAST ON EFL HIGHER EDUCATION STUDENTS' LISTENING COMPREHENSION". The primary objective of this research was to decide whether podcasts influence the listening

understanding of Saudi participants. The results showed promising findings. This research therefore supports the belief that the use of podcasts will make a positive and important difference to the understanding of listening for EFL students in higher education. There is no doubt that podcasting is a powerful tool for teachers and students, since a mobile education tool increases the possibility of students being engaged and inspired as they understand the validity of their work and their autonomy in the contemporary environment. During the analysis it was observed that the collaborative environment enforced the abilities of team building and the sense of community of the learners and thus their enjoyment of the task. Finally, it was found that podcasting interacts favorably with greater numbers of students than conventional media. This research was performed solely to enhance listening abilities, but could be expanded to benefit other language abilities. The podcast episodes used in this study were created by the same participant groups as the podcasts used by the students; other kinds of podcast studies could use genuine podcasts in the higher education environment with advanced learners. This research is quantitative, and an additional dimension may lead to qualitative studies.

5. Brown G. (2008) "SELECTIVE LISTENING". The researcher's analysis shows that young L1 listeners in differently organized circumstances follow different strategies. In particular, when subjects are asked to listen under stressful conditions, nouns, particularly argument nouns, tend to be preferentially selected for attention. Even though this contrasts with more

extended details in prepositional phrases, less academically successful listeners appear to prefer information found in argument nouns. Even when the speaker has labelled the material with a modal aimed at conveying ambiguity, they often appear to choose a positive interpretation. The consequences for listeners of second languages are explored. Selective processing, concentrating on nouns, may lead to good results where, in the immediate context, the listener at least secures the necessary information, as in the case of speaker B in extract 1. Thus, selective listening based on the recognition of nouns in many contexts can be a very successful retrieval technique and is obviously a strong basic strategy in simple contexts.

B. Pertinent Ideas

Before the researcher talk further, I want to explain our variables include this research such as, the definition of listening and podcast.

1. Definition of Listening

There are many meanings that explain what is listening. Listening first is an intentional, purposeful method of making sense of what we hear (Helgsen, 2003, p.24). Rost (2001:279) notes that listening is a building process that implies spoken feedback. They also adds that listening within the language room is important because it provides the learner with feedback. Without understanding feedback at the right stage, any learning will simply not begin. Listening is thus fundamental to speaking. Listening is more complex than merely hearing. It is a 4-stage method: sensing and attending, understanding and interpreting, remembering, and responding. The stages

occur in sequence however we tend to or usually unaware of them. (Steinberg 2007).

Obviously listening influences other skills. Tomatis demonstrates that the consistency of both their spoken and written language production would be influenced by the level of the listening capacity of a person. He also believes that if learners are presented with the sounds of the target language before presenting them in written form, their understanding and language learning will reflect the ease with which they integrate those sounds.

2. **Component of Listening**

The first is, hearing is the physical aspect of body receiving sounds. Hearing is only the first part of listening. The second, understanding is where brain process the words that we hear and derives meaning from them in context of entire conversation. Not only develop understanding of what we are hearing, information is communicated to you at this stage. Once you understand what you are hearing, the third is responding. In a discussion, answering indicates that you have understood what was said and that you understand the speaker's meaning. Responding may include deciding to act on the data you have understood and maybe responding with your opinion or comments.

3. **Definition of Listening Comprehension**

Listening comprehension is the processes involved in understanding and making sense of spoken language. These involve the comprehension of speech sounds, the meaning of individual words, and/or the grammar of

sentences in which they are used. Understanding is the method called structure building by Sanders and Gernsbacher (2004), linking language to concepts in one's memory and to references in the real world in a way that seeks to find coherence and relevance. The basic units of reason and understanding are ideas, not words, and are thought to be the product of neutral activity within the brain as such (Gallese and Lakoff, 2005).

Via presentation cues, the speaker expresses his or her own distinctions between experience given and new. In English, presentation metrics are both linguistic as well as paralinguistic. The paralinguistic signs are mainly intonational. The main stress or prominence (increased duration, loudness, and/or pitch) within an intonational unit falls on the word that is the focus of the new information. Although all English words receive some stress according to the language's simple phonological-lexical laws, the prominent word receives even greater stress, typically indicated by lengthening the vowel sound. For eg, the stressed syllables (often whole words) are podcast in the following extract, while the prominent words are both od cast and underlined in each intonation unit to signify greater volume and lengthening.

Comprehension is intricately tied to memory, so it is important to consider what the listener actually takes away from a listening experience. While attending to speech over a period of several intonation units, the listener has to store a mental representation of the discourse and continuously update the representation with new information. The listener's representation of a comprehended text is stored as sets of interrelated propositions (Singer, 2007).

Propositions can be seen in memory as units that are used both for encoding and retrieving detailed information.

4. **Listening Skills**

Listening is an important component of oral communication, or the interactive process in which the individual, through a verbal and non-verbal component, takes the roles of speaker and listener.

Listening is an essential part of the process of communication. Students spend much of their school day listening, and by listening, much of what students know is acquired. Without giving it much thought, it is a term used every day. Listening, however is a vital mental capacity, one of the main ways we understand and participate in the world around us (Rost, 1994) as he quoted: "Listening is considered to be a part of oracy, a capacity to formulate Thought verbally and to communicate with others, so it is the skill that underlines all verbal communication" (P7).

It is proposed that listening can be performed in a narrow and restricted manner, or that it can be done in a way that enriches communication (Goodith, 2001), as stated: "Listening is not merely not talking...it means taking a vigorous human interest in what is being told us. You can listen like blank mall or like a splendid auditorium where every sounds comes back fuller and richer" (Miller, Goodith, 2001, 48).

Listening is the capacity, by knowing the dialect, pronunciation, syntax, terminology and understanding the meaning, to recognise and comprehend what the speaker is saying. Rost well explains these sub-

components of listening as he draws a specific list of components to master when dealing with this ability:

a. To distinguish between sounds

b. Recognizing words

c. The recognition of stressed words and word sorting

d. Identifying functions (such as apologizing) in conversations

e. In order to create meaning, linguistic signs are related to paralinguistic signs (intonation and stress) and to non-linguistic signs (gestures and specific objects in the situation)

f. To foresee and then validate significance by using background information and meaning

g. Recalling key words, topics and ideas.

h. Give the speaker sufficient input

i. Reformulate what was said by the speaker.

5. Selective Listening

Conventional wisdom says that the goal of listening is to fully understand what someone is saying. In practice, people don't always fully listen. People make choices when listening. They apply filters. They half-hear to get an overall sense of what's being said.

In order to achieve understanding, selective listening is a listening strategy that filters and summarizes. Selective listening, with a highlighter, is like a pupil. They usually use a highlighter to concentrate on key ideas in a

textbook while students prepare for an exam. They may skim over text that does not seem to be important, but concentrate on text that gets to the point.

The method of selective listening consists basically of listening only to those characteristics at a time. We don't try to hear everything; in fact, we attempt to hear only a restricted number of things. If more filters through to our consciousness (and it certainly will), well and good; but selective listening means just what it implies, namely, selecting certain features and listening concentratedly for and to them (Nida, 2015).

In order to "scan" for such details, selective processing spans of conversation like brief monologues for several minutes. The goal of such a production is not simply to look for global or general meanings, but to be able to interpret contextual information in the context of longer stretches of spoken language (such as guidance from a teacher in the classroom, news items on TV or radio, or stories). Selective listening testing exercises could require students to listen to names, numbers, a grammatical group, instructions (in a map exercise), or certain facts and events, for example (Brown H. D., 2010, p. 120). A variety of approaches that involve selective listening have been used.

1) Listening Cloze

Listening to cloze activities (sometimes referred to as cloze dictations or partial dictations) includes listening to a narrative, monologue, dialogue and reading the written text concurrently in which chosen terms or phrases have been omitted. Most commonly, the Cloze procedure is only

associated with reading. The test consists of a passage in its generic form in which every nth word (usually every seventh word) is omitted and the test-taker is asked to include an acceptable word. In a listening cloze task, test-taker see a copy of the passage they are to listen to and fill in the blanks with the words or phrases they hear. Normally, an exact word scoring system can be used to listen to cloze assignments, in which you recognize only the real word or expression that was said as a valid answer and regard all relevant words as false. Such rigor is warranted; the purpose is to evaluate listening comprehension, not grammatical or lexical expectations, after all. (Brown H. D., 2010, p. 126)

2) Information Transfer

Selective listening may also be assessed by means of a knowledge transmission strategy in which aurally processed information must be passed to a visual representation, such as marking a diagram, defining an entity in an image, completing a form, or displaying routes on a chart. Simple image-cued objects are sometimes effective rubrics for evaluating certain selected information at the lower end of the scale of linguistic complexity. The preceding example illustrates the need for test takers to concentrate solely on the relevant information. The goal of this assignment is to test prepositions and prepositional location phrases.

Using selective listening for answering listening test is a good technique. But, selective listening for every day used is just a bad habit or rude behavior. Selective listening is not as precise as fully paying attention

to everything that is said. Despite these disadvantages, it's widely practiced (Anna Mar, 2013). While the ill effects of selective listening are ,easy to see it may be much more difficult to realize that you are selectively listening at the moment it happens. To realize that you are listening selectively, you must first "unlock" your attention from what you are listening to with conscious effort and transfer the sketchpad to another auditory input (Dr. Gasaway, 2018).

6. Learning Media

A. Definition of Learning Media

Media education is an instrument of general teaching and learning. In order to facilitate the learning process, everything that can be used to enhance the thoughts, feelings, worries and talents or abilities of learners. This constraint is rather broad and requires a comprehensive comprehension of the source, environment, human beings, and the teaching/training methods used.

Meanwhile, the dissemination of content / learning resources such as books, movies, videos and so on is a physical medium of learning media, according to Briggs (1977). Then it was discovered that learning is a way of printing and point-of-view touch media, including hardware technologies, according to the National Education Association (1969).

B. Types of Learning Media

There are many kinds of media for learning, including:

1) Visual Media: graphs, diagrams, charts, charts, posters, cartoons, comics.

2) Audial media: radio, tape recorders, podcast, language labs

3) Projected still media: slides; over-head projector (OHP)

4) Projected motion media: movies, television, video (VCD, DVD, VTR)

Essentially, that determines the learning outcomes instead of learning media itself. The effectiveness of using educational media in the learning process to enhance learning outcomes depends on (1) the quality of the message, (2) how the message is explained, and (3) the characteristics of the recipient of the message. Thus to take three variables into account in selecting and using the media. Maximum outcomes can be obtained when all three variables can be delivered in the medium of the learning course.

C. Purpose of Learning Media

There are several goals using instructional media, such as:

1. Facilitate the teaching-learning process

2. Improve the efficiency of the teaching-learning

3. Maintaining relevance to the goals of learning

4. Help students concentrate

No doubt that all the media is important for learning. If there are educators who do not use the media to this day, there is only one thing that needs to change perceptions. When choosing educational media, it is necessary to respond to each person's desires, circumstances and conditions. The best means, in other words, is the media. It is up to the teacher to determine the educational media how they can produce it correctly viewed from the content, description of the message and characteristics of the

student. The researcher chooses podcast as a teaching and learning medium in this case.

7. Definition of Podcast

Podcast is described as a digital multimedia file made available on the internet for downloading to a portable media player, device, etc. The word podcast was derived by combining the terms iPod and broadcast, according to Chan, Lee and McLoughlin (2007). Podcasts may be either plain audio podcasts, video podcasts or enhanced podcasts, such as videos, PowerPoint, slideshows, etc. The most popular source is audio podcasts, according to Dennett et al. (2008), since they are free and simpler to create than video podcasts.

Sloan (2005) describes podcasting as one of the most creative ways of internet broadcasting and can also be used to automatically transfer digital audio content to mobile phones.

In non-English-speaking contexts, Gromik (2008) argues that podcasting gives learners "full access to authentic resources." (Putman & Kingsley, 2009, p. 101) clarified that the podcast was from conventional audio broadcasting and made into a radio show-like multimedia medium. To sum up, the podcast is the name of a multimedia archive of a radio show or other related service posted on websites as MP3 files that are typically uploaded at regular intervals by a single provider or any other entity that can be downloaded onto various digital devices such as laptops, gadgets and personal computers and can be heard either online or off-line at any time.

In addition, podcasts offer a 'real-life listening' source that all foreign language listeners are allowed to benefit from it. Constantine (2007) clarified the importance of using podcasts from the beginner to the advanced level in the foreign language class. Beginners are able to benefit from general listening and new language exposure. Students are able to access genuine intermediate-level materials and are introduced to a number of voices by being able to pick podcast materials based on their own advance-level criteria.

Internet technologies offer opportunities for contact between learners, learners and target language speakers, and between learners and teachers, which would otherwise be difficult or impossible to do in the classroom or in self-access. The internet also tends to promote power over contact between learners. Initially a medium for sharing content, news and entertainment, podcasting was soon established by educators who rightly recognized the value for teaching and learning that it could provide. Hasan & Hoon found in their study that podcasts encouraged students to learn English and develop their language skills, especially listening. Listening might prove to be motivational for those students who don't like reading. This unique listening element is properly offered in podcasting that teaches by talk rather than text. Podcasts are especially useful for intensive listening practice, in order to encourage students to listen and to give them the ability to listen to native English speakers. Podcasts can be used explicitly in the classroom by EFL teachers when completing any associated activities in the teacher-monitored classroom, primarily to save time. The podcast will be used to help students

adapt the content for their ability to listen. By using multimedia devices, students are able to access a wide range of sources, whether visual, auditory, or audio-visual. In addition, learners can download native voice as the basis of listening/dictation materials by using multimedia. Podcast will enhance the listening capacity of students as it delivers authentic and contextual materials to students. It can enhance the awareness of learners in multimedia activity, so students can share their podcast through the internet as well. When learners make a classroom podcast, they not only master the target language in an innovative manner, they also learn 21 centuries of communication skills. Rosell-Aguilar (2007) indicated that the available podcast tools for language learning so far can be divided into two major groups: the first is comprised of genuine material produced by native speakers or experienced learners, not intended to teach language, and applies to subjects such as news, sports, or radio programming. The second classification consists of language classes or instructional materials primarily meant for language learning. The above are classified into two subgroups: materials intended for a recognized audience, such as materials supplied to their classrooms by instructors, institutions or students themselves (which can contain audio recordings of texts, oral quizzes, oral feedback, and vocabulary items) and supporting materials intended for individual learners who are not enrolled in a particular course supplied with vocabulary.

It is possible to classify four forms of podcast as appropriate for implementation in the EFL classroom, namely ESL, native English, test

preparation (IELTS and TOEFL) and student production. ESL podcasts are those updated by offering audio lessons or subjects, such as 'giving instructions' or English idioms, to teach English as a second language. Native English podcasts are not meant for pedagogical purposes, but they provide fluent speakers with an authentic context for language learning. An option intended for universities that require their non-native speakers to pass an English test such as IELTS or TOEFL is the use of podcasts for test preparation. Podcasts created by students vary in that they depend on students to build them as part of a task. (McMinn, 2008).

The auditory dimension of podcasting, e.g., intonation or vocal expression, conveys a message directly to the listener's heart and brain. The personal touch can contribute to a podcast message, including the expression of emotions, emotions and tonal variations, in a way that cannot be accomplished with a textual message (Panday, 2009). Podcasts benefit learners both with their spontaneity (Zarina, 2009) and their applicability to intensive and extensive listening tasks (Sze, 2006). Furthermore, the authenticity and type of materials available in this format effectively bridges the gap between formal English and informal language, making them suited to extensive listening, motivating students' interest in listening to English inside and outside the classroom.

The podcasts are well-known and deemed to be part of language teaching and learning because it gets students closer to the target language and has the ability to change the language teaching and learning process. The

podcast introduced the mix of e-learning audio, video, text files that eliminated the use of language laboratories immediately, compact disk, DVD, radio cassette, typically used in the language classroom. Not only are students exposed to many language inputs, but they can also be stimulated into the target language because podcast has introduced the nature of the language in the classroom.

Currently, there are three types of podcasts:

1) A basic podcast contains only audio and is the easiest to create and listen to

2) An enhanced podcast has both audio and slides (like a narrated PowerPoint presentation on the Web)

3) A vodcast (or video podcast) contains video and audio and is the most difficult to create and view.

Here's the categories of podcast in Spotify:

1) Stories

2) True Crime

3) News & Politics

4) Comedy

5) Sport & Recreation

6) Society & Culture

7) Educational

8) Lifestyle & Health

9) Business & Technology

10) Arts & Entertainment

11) Music

12) Game

C. Conceptual Framework

In the previous section, the concepts of using podcast as a medium to improve the listening skills of the students were explored. The conceptual framework can be explained in detail in this section.

The conceptual framework could be described as follows:

Figure 2.1 Conceptual Framework

INPUT

Teaching material about Listening

PROCESS
Teaching Listening using podcast as a new media

The students recount the text every session

The Students summarized the podcast

OUTPUT

The students' improvement in listening

Improving listening skills and students' technique to answering different worksheet
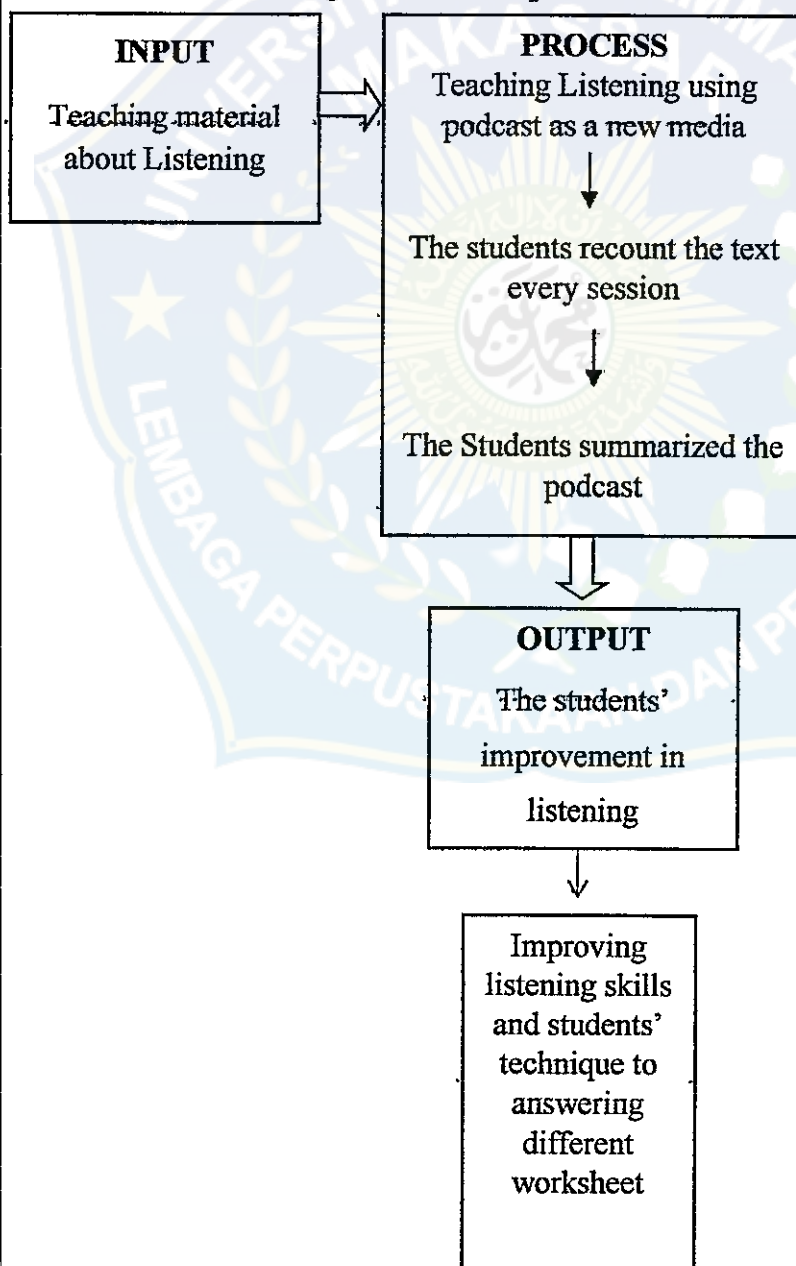
D. Hypothesis

A hypothesis is a statement of the research assumption about the relationship between two variables that the researcher plans to test within the framework of the researcher study (Kumar, 1993:9). The hypothesis of this study was prepared as an approximation answer the research problem stated previously. In this case the alternative hypothesis (H1) as read follow:

"The effectiveness of podcast can improve students' listening skills" While, the null hypothesis (H0) of this research is:

"There is no effect teaching listening using podcast"
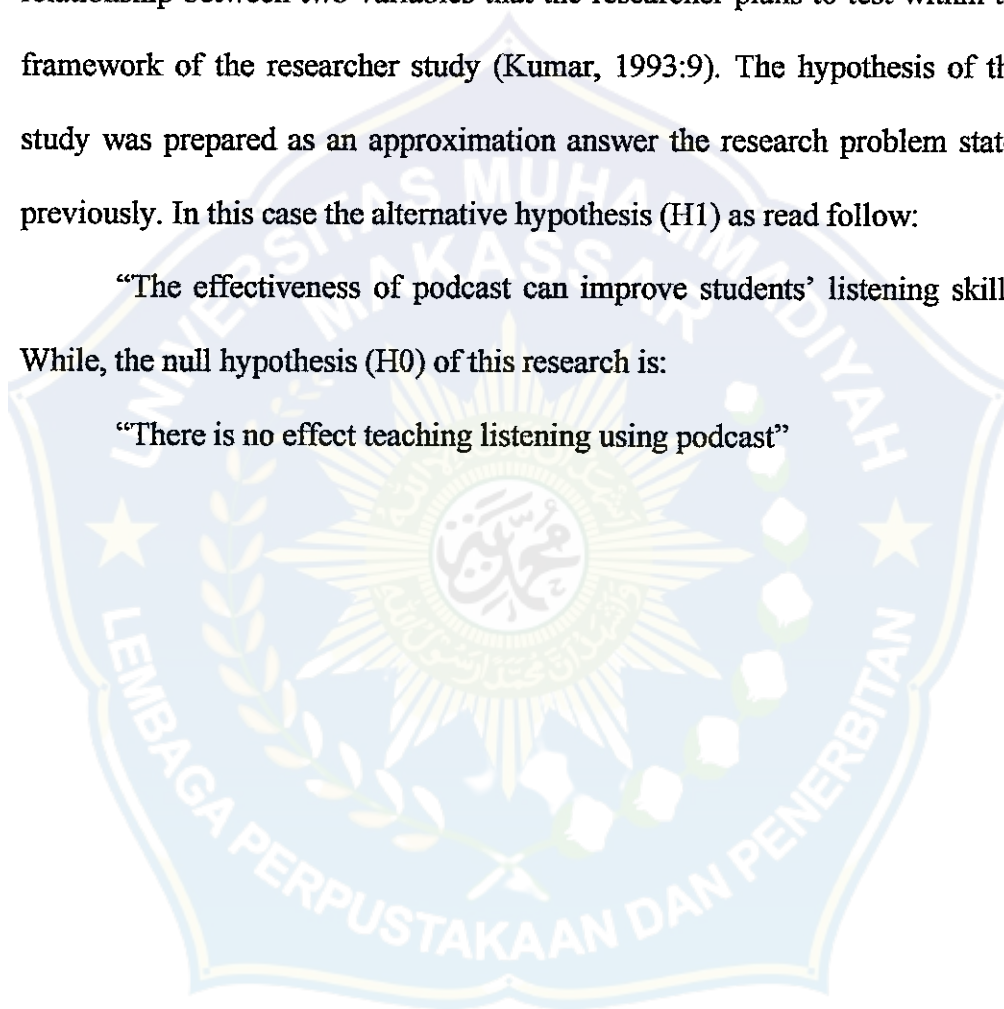
CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher chose experimental method. The experimental method is the only method of research that can truly test hypotheses concerning cause and effect relationship. It is represented the most valid approach to the solution of educational problems, both practical and theoretical, and to the advancement of education as a science. In an experimental study, the researchers manipulated at least one independent variable, controlled over relevant variables, and observed the effect on one or more dependent variable. The researcher determined "who get what," which group of subjects gets which treatment. This manipulation of the independent variable was the one characteristic that differentiates all experimental research from the other methods of research (Gay, 1992: 298).

The experimental research design is classified into pre-experimental design, true experimental, and quasi-experimental. Pre-experimental research do not have random assignment of subjects to groups or other strategies to control extraneous variables. True-experimental research use randomization and provides maximum control of extraneous variables. Whether quasi-experimental research lack randomization but employ other strategies to provide some control over extraneous variables (Ary, 2002: 302). In this research, the researcher used pre-experimental research with *one group pre-test post-test design*. Pre-experiment research involved only one group which was

pretested, exposed to treatment, and post tested. The success of the treatment was determined by comparing the pretest and the posttest score.

The researcher gave treatment to the student. Before and after treatment, students will be tested using (pre-test and post-test). These tests chose as they were available. To know the improvement of students' listening ability, the scores of pre-test and post-test were compared. If the result of the post-test after the treatment was higher than the pre-test, it means that the treatment can improve the students' listening ability.

The research design used can be described as follows:

O1------- X ------- O2

Where:

O1 : Pretest

X   : Treatment

O2 : Posttest

(Gay, 2012: 265)

B. Population and Sample

1. Population

The population in social science research refers to all of your potential participants; think of it as the whole group of people in which you are interested" (Schreiber & Asber-self, 2011). The population of this study will conduct in SMAN 7 Bulukumba. It narrowed as sample of 2020/2021 academic year. There are 18 classes and the total number of all students is 490 students. The researcher chose class XII.

2. Sample

A sample is a small subgroup chosen from the larger population (Bordens & Abbott, 2011). The sample of participants for your study is part of the population, and all possess some characteristic or characteristics that make them members of the sample group (Schreiber & Asber-self, 2011). For the sample of the study, the writer took random one class in order to get the data. Researcher took 20 students from the class XII MIA.3.

C. Indicator & Research Variables

1. Indicator

Indicator in this research is the use of podcast as a media in teaching and learning. Constantine (2007) explained the use of Podcasts in the EFL classroom, even at the beginning levels, all foreign language learners can benefit from Podcast by only listen it six minutes a day. Furthermore, a research was conducted by Edirisingha, Rizzi, Nie and Rothwell (2007) reported that podcast is successful in supporting students' preparation for assessed work, providing significant advice on portfolio and presentations.

2. Variables

This research, which uses podcast as teaching media in improving students listening, has two variables. Those variables are:

1) The Independent Variable

Independent variable is variable that influences because of change or emergence the dependent variable. The independent variable in this research is the use of podcast in learning listening.

2) The Dependent Variable

Dependent variable is variable that was affected or that became the result because of the existence of the independent variable. The dependent variable in this research is the students' listening which is indicated by students' score.

D. Instrument of the Study

The instrument of this study is listening tests and the test worked on Goggle Classroom. The listening test itself is an audio podcast downloaded on the website https://realenglishconversations.com/. The test divided by three parts and each part have different types of worksheet such as, multiple choice, fill the blank, and true/false. The students will practice their selective listening. Listening test used to measure the ability of students' listening before and after the treatment.

E. Technique of Data Collection

1. Pretest

It is the first method of gathering data is used by the writer. For the first meeting, the pretest given before the treatment is done to measure the initial ability of the student. The students given the questions sheet at first, and then allowed to read the question for a couple of minutes before they listen to the recording to find the correct answers.

2. Treatment

For second meeting until fourth, researcher gave treatment. First treatment researcher explained selective listening and gave students a narrative podcast and multiple choice. Second treatment researcher explained listening cloze, how to answer fill the blank and gave a narrative podcast and fill a blank test. For the last treatment researcher gave a podcast and true/false test.

3. Posttest

By the end of the treatment, the posttest given to measure the impacts of the treatments toward the students. The students given the questions sheets at first, and then allowed to read the questions for a couple of minutes before they listen to the recording to find the correct answer.

F. Technique of Data Analysis

The data from the test arranged from the highest until the lowest one and the data from pre-test and post-test analyzed to find out the improvement of students' listening skills. To compare the result of the data from pre-test and post-test, the researcher will be used The Repeated Measures T-Test and the data will be calculated using SPSS (Statistical Package for Social Science) Version 12.0 for Windows.

Calculating the mean score, computing the percentage of improvement, and testing the hypothesis of significance.

Table 3.1 Rubric score of listening

Excellent 100-90	Excellent at identifying the main idea, general, and specific information. Accurately infers implied information. No problems at recognizing vocabulary and expressions.
Very Good 89-90	Very good at identifying the main idea, general, and specific information. Accurately infers implied information. No problems at recognizing vocabulary and expressions.
Good 79-70	Good at identifying the main idea, general, and specific information. Accurately infers implied information. No problems at recognizing vocabulary and expressions.
Fair 69-60	Still able at identifying the main idea, general, and specific information. Accurately infers implied information. No problems at recognizing vocabulary and expressions.
Unsatisfactory 59 or fewer	Unable at identifying the main idea, general, and specific information. Accurately infers implied information. No problems at recognizing vocabulary and expressions.

(Luis Villalobos, 2010)

Classifying the students' score using the following scales:

Table 3.2 The Measurement Scale

No	Score	Classification
1	96-100	Excellent
2	86-95	Very Good
3	76-85	Good
4	66-75	Fairly Good
5	56-65	Fair
6	46-55	Poor
7	0-45	Very Poor

a) Finding out the mean score of the students' answer by using the following formula:

$$\bar{X} = \frac{\Sigma x}{N}$$

Where:

X : Mean score
Σx : The total score
N : The total number of students

(Gay, 1990)

b) Calculating the percentage of the students' score:

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

Where:
  P : Percentage
  F : Frequency
  N : The total number of students

(La Passa cited in Mukarrama 2015:275)

Table 3.3 Performance of Comparison

No	Performance of comparison	Hypothesis
1	t-test value > t-table value	Accepted
2	t-test value < t-table value	Rejected

Where:

If t-test is bigger than t-table, the difference is significant.
If t-test is smaller than t-table, the difference is not significant.

(Gay, 1981)

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the findings of the research and the discussion of the findings. The findings were written systematically in the line with the problem statement as previously stated in the introduction section while the discussion deals with the further description and interpretation of the findings.

A. Findings

The findings that the researcher reported in this chapter based on the data analysis collected by using pre-test and post-test (before and after treatment) about students' score in pre-test and post-test and the rate percentage of the students' score.

1. Student's Score in Pre-Test and Post-test

A pre-test was performed to find out the data on the ability of the students in listening test before the treatment was given. The test outcome demonstrated the achievement of the students in listening before the treatment. 85 was the highest score and 15 was the lowest score. The average (X) was 43.50.

The post-test was also conducted in order to find out the data on the students' ability to listen after the treatment was given. The highest rating was 100 and 40 was the lowest. The mean (X) was 70.75. So the improvement percentage can be seen in the following table:

Table 4.1 Improvement Percentage of Pre-Test and Post-Test Score

Variable	Mean Score		Improvement (%)
	Pre-test	Post-test	
Listening podcast	43.50	70.75	62.64%

The table showed that there was an improvement as many as 62.64% in listening test.

2. **The Rate Percentage of the Students' Score**

The rate percentages of the students' pre-test scores were presented in the following table.

Table 4.2 The Rate Percentage of Pre-test and Post-test Score

No	Classification	Pre-test		Post-test	
		F	%	F	%
1	Excellent (96-100)	0	0 %	1	5 %
2	Very Good (86-95)	0	0 %	2	10 %
3	Good (76-85)	1	5 %	1	5 %
4	Fairly Good (66- 75)	1	5 %	11	55 %
5.	Fair (56-65)	1	5 %	1	5 %
6	Poor (46-55)	8	40 %	2	10 %
7	Very Poor (0-45)	9	45 %	2	10 %
	Total	20	100%	20	100%

The table 4.2 showed that in the pre-test, which was done before treatment, which 1 students (5%) who belonged to 'good' category, 1 students (5%) belonged to 'fairly good' category, 1 students (5%) who belonged to 'fair' category, 8 students (40%) who belonged to 'poor' category and 9 students (45%) belonged to 'very poor' category.

While in the post-test that done after the treatment, from 20 students, there was 1 student (5%) who belonged to 'excellent' category, 2 students (10%) belonged to 'very good' category, 5 students (5%) who belonged to 'good' category, 11 students (55%) who belonged to 'fairly good' category, 1

1 student (5%) who belonged to 'fair' category, 2 students (10%) who belonged to 'poor' category and 2 students (10%) who belonged to 'very poor' category. Based on the result, it can be concluded that the rate percentage in the post-test was higher than the rate percentage of pre-test.

Chart 4.1 The Mean Score of Pre-test and Post-test
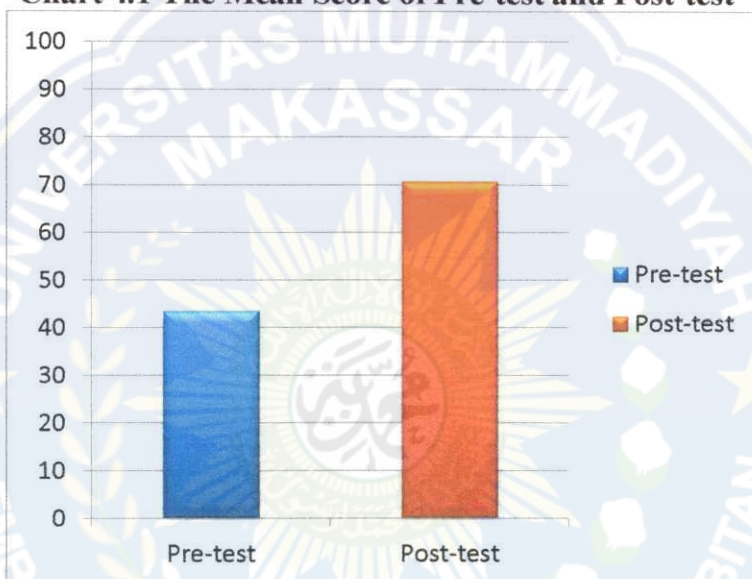
The chart showed the significantly different of mean score of pre-test and post-test. Before the treatment, the researcher conducted pre-test, the mean score was 43.50. After the treatment, the mean score was 70.75. It means that the progress happened after the selective listening applied in teaching listening.

As the conclusion, it was relatively fair to state that the selective technique in teaching listening at the class XII MIA.3 SMAN 7 Bulukumba can improve students' listening skills.

B. Discussion

In this section, the researcher discussed and compared the result of this research with some previous researches that also used podcast in teaching listening.

Based on the previous observation and experiences of the researcher in teaching and learning listening are lesson time and used different type of resources in teaching. In this study, researcher introduced podcast as a new media and the using of selective listening.

Here are some previous researchers that also used podcast in teaching listening. Abdulrahman T., Basamala N., & Widodo M. R. in 2018 with title The Impact of Podcasts on EFL Students' Listening Comprehension was used quasi-experimental research. They observed that the experimental class received a higher score than the control class in mean, median, mode, and minimum and maximum score. Most students have found that their listening abilities strengthened after listening to the podcast. In addition, this study showed that students in the experimental class were extremely inspired to study English using podcast due to podcast features such as different ELT classroom events.

A'yun in 2018 conducted a research The Effect of Podcast on Students' Listening Skill. Quasi-experimental was used for her studies. The results of her study found that using podcast had a substantial influence on the listening capacity of the students. It could be defined from the experimental class's post-

test mean score, which was higher than the regulated class's mean score. Where in both of their pre-test score were almost same.

NamazianDost. I., Bohloulzadeh G., & Rahmatollahi R. conducted a research in 2017 with title The Effects of Using Podcast on Listening Comprehension Among Iranian Pre-Intermediate EFL Learners. The purpose of their study was to explore the effects of using podcast on listening comprehension among Iranian pre-intermediate EFL learners. To fulfill the objectives of the study a Homogeneity test (Oxford Quick Placement Test). After 20 sessions of treatment, the two groups were administered the same teacher-made listening test as post-test. The findings showed that the experimental group significantly performed better than the control group. Generally, the experimental groups outperformed the control groups. The results suggest that podcasts can be used in English classes to develop listening ability EFL learners.

In 1992 Lewkowicz J. conducted a research Testing Listening Comprehension Using Listening Summary Cloze. In this study researcher focus on using listening cloze which is one of the selective listening technique. The subjects of this study are the second year at university and the end of final year of students at university in China. The test was carried out in two steps. Students were asked to take notes of the lecture they heard during the first level. They got some feedback in the lesson on the basic points they could pay attention to and were given two minutes to tidy up their notes at the end of the instruction. Until after the note taking processes were finished, they were not permitted to

see the description. The students were given the description in the second and asked to use their notes to finish it. In all cases, they were authorized to use a word or expression to complete the omission and were told that the same phrases used in the lectures were not allowed to be used. They found that summary cloze was listening, which proves an equally accurate test. It may have a positive impact on teaching in circumstances where the aim is to strengthen the willingness of students to note and listen, and it has the added benefits of being a good evaluation tool.

To sum up, it is suggested and encouraged to use selective listening based on the findings of some previous studies and this study listening podcast, but the teacher can do more to build simple, innovative and modified teaching.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter covered some conclusion and suggestion.

A. Conclusion

In this study, the researcher conducted to show whether or not the practice of using podcast in teaching listening and the use of selective listening would influence the listening capacity of students at twelve grade SMAN 7 Bulukumba. The researcher eventually concluded the analysis with the positive outcome after conducting certain procedures from the beginning to the end, such as observing, evaluating the test plan, gathering the data, analyzing the data and others. On the basis of the study results, it could be determined that the mean post-test score was higher than the mean pre-test score (70.75 > 43.50). This meant that H0 had been refused and H1 had been accepted. Thus, it can be considered that using podcast has given significant effect on students' listening skill.

B. Suggestion

This study had shown the efficacy of using podcast on the listening capacity of students. The researcher therefore proposed this study to certain parties, such as professors, students, and other scientists. In teaching English, especially teaching English listening, teachers are required to be more imaginative, inventive and up-to-date. This study may be one of their options in preferring effective listening teaching strategies. Then for students are supposed to be more enthusiastic and involved in learning English, especially in listening.

They should continue to use the podcast at home to enhance their listening by downloading the English material on the internet and then listening to it whenever and wherever the internet expands these days in particular. Next, for the other researchers, they are expected to observe and reexamine this research which has shortcomings. Furthermore this study will also help students respond to the listening test by using selective listening and can be built to see the influence of using podcast on improving other language skills such as reading, speaking, and writing.
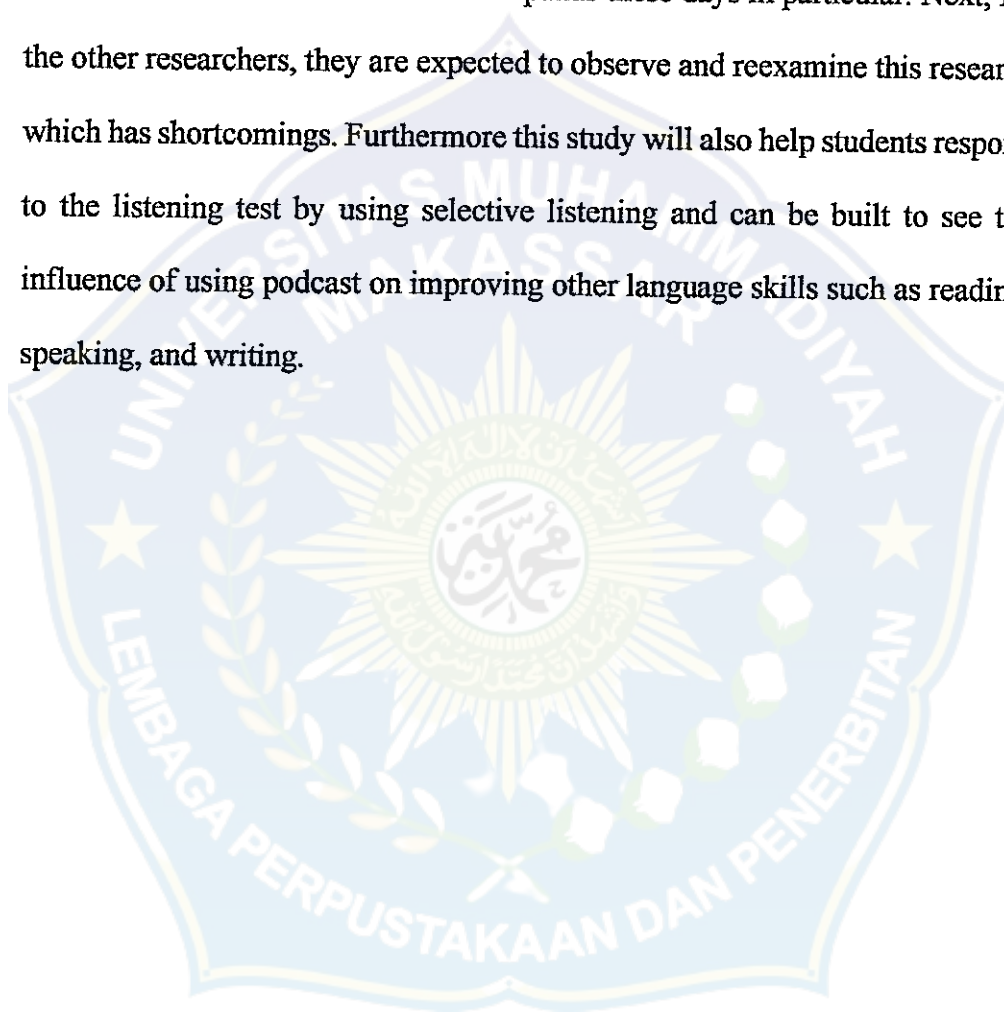
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APPENDICES

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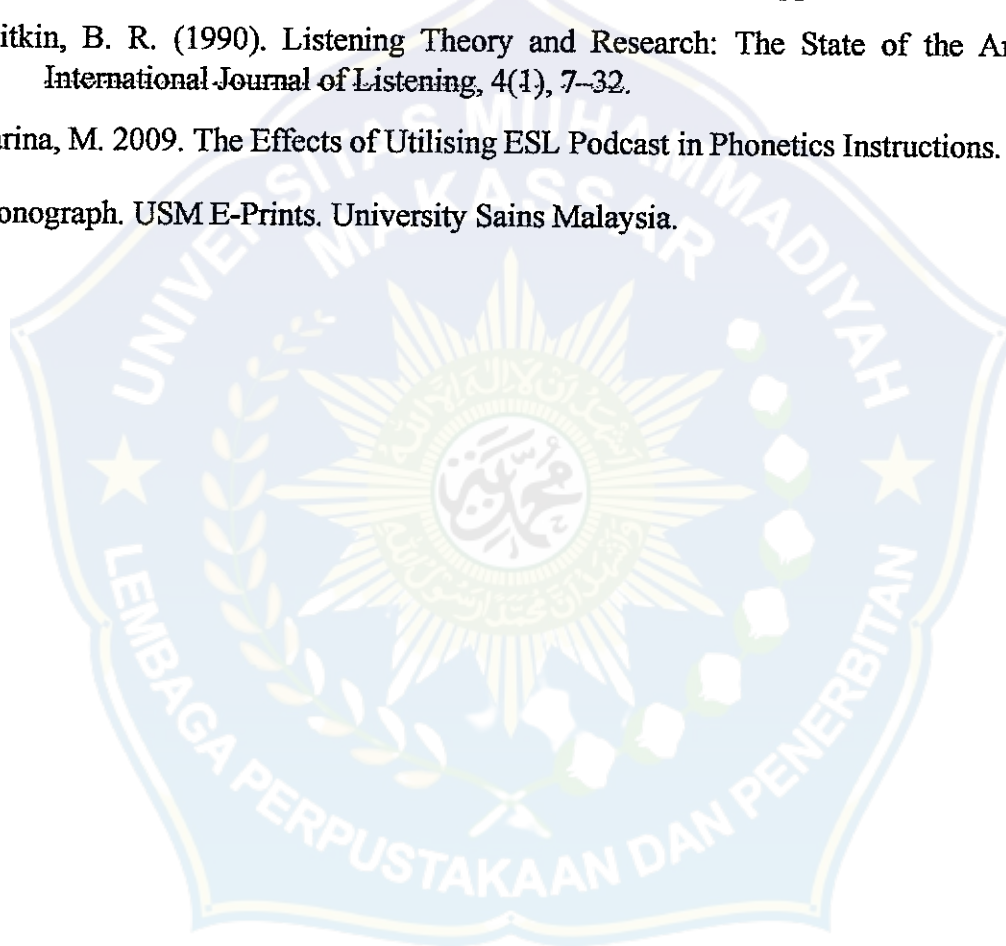
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THE EFFECTIVENESS OF PODCAST AS A NEW MEDIA TO IMPROVE STUDENTS'LISTENING SKILL

From author/researcher

AKHMAD HIDAYAT

ID: 10535655015

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English Education Department,

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

RENCANA PEMBELAJARAN

(RPP)

Satuan Pendidikan	: SMA
Materi Pembelajaran	: BAHASA INGGRIS
Kelas/Semester	: XII/1
Materi Pokok	: Podcast
Skill	: Listening
Alokasi Waktu	: 3 x 90 menit

A. KOMPETENSI INTI (KI)

KI. Menghayati dan mengamalkan ajaran agama yang dianutnya

K2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

K3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

K4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
1.2 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
3.12 Menyebutkan fungsi sosial dan kebahassaan dalam percakapan

C. INDIKATOR

    1.1.1   Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar bahasa Inggris

    1.2.1   Menyapa guru dan teman dengan santun

    3.12.1 Mengidentifikasi fungsi sosial podcast secara lisan

    4.16.1 Menguasai tehnik *selective listening*

    4.16.2 Memahami cara menjawab pertanyaan *multiple choice, fill the blank,* dan *true/false*

D. TUJUAN PEMBELAJARAN

    Setelah mengikuti serangkaian pembelajaran, peserta didik :

    1.1.1   Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar bahasa Inggris dengan tepat dan berterima

    1.2.1   Menyapa guru dan teman dengan santun dalam setiap komunikasi interpersonal pembelajaran dengan tepat dan berterima

    3.12.1 Mampu menguasai tehnik menjawab soal listening menggunakan *selective listening*

    3.12.2 Mengidentifikasi pembahasan utama dalam podcast

E. MATERI PEMBELAJARAN

    Podcast Bahasa Inggris dalam bentuk percakapan yang berjudul "Driving License", "Medusa", "Sir Galahad", dan "Yes Indeed"

F. METODE PEMBELAJARAN

Pendekatan   : Daring

G. MEDIA PEMBELAJARAN

    Media: Handphone/Laptop/PC, Internet, Google Classrom, Conversational Podcast by Amy and Curtis, See U in History / Mythology, All Ears English Podcast

H. SUMBER BELAJAR

    Internet

I. LANGKAH LANGKAH PEMBELAJARAN

Pertemuan ke-	Langkah-Langkah Kegiatan	Alokasi waktu
Pertemuan I	**Pendahuluan** • Guru memberi salam dan menyapa peserta didik. • Pendidik menyampaikan tema dan tujuan serta menjelaskan manfaat pembelajaran yang akan dilaksanakan di *WhatsApp*. • Pendidik menyampaikan pada siswa akan diadakan latihan *Listening* pada *Google Form* yang menggunakan soal *multiple choice*. • Peserta didik mengisi absen yang berada di *Google Classroom*	
	Kegiatan Inti **Observasi** • Peserta didik memahami materi Selective Listening yang dijelaskan pada grup *chat WhatsApp* kelas. **Menanya** • Menanya tentang *selective listening* **Exploration** • Mengakses audio podcast yang sudah tersedia di *Google Form* yang berjudul *The Story of Medusa* oleh *Mythology and Fiction Explained*. • Pendidik memberikan latihan	
	Penutup • Pendidik dan peserta didik menyimpulkan tentang materi yang sudah dipelajari • Pendidik menyampaikan rencana kegiatan berikutnya	
Pertemuan II	**Pendahuluan** • Guru memberi salam dan menyapa peserta didik. • Pendidik menyampaikan tema dan tujuan serta menjelaskan manfaat pembelajaran yang akan dilaksanakan di *WhatsApp*. • Pendidik menyampaikan pada siswa akan diadakan latihan *Listening* pada *Google Form* yang menggunakan soal *fill the blank*. • Peserta didik mengisi absen yang berada di *Google Classroom*	

	Kegiatan Inti **Observasi** • Peserta didik memahami materi **Menanya** • Menanya tentang *selective listening* **Exploration** • Mengakses audio podcast yang sudah tersedia di *Google Form* yang berjudul *Sir Galahad: The Perfect Knight Son of Lancelot* oleh *See U History / Mythology.* • Pendidik memberikan latihan	
	Penutup • Pendidik dan peserta didik menyimpulkan tentang materi yang sudah dipelajari • Pendidik menyampaikan rencana kegiatan berikutnya	
Pertemuan III	**Pendahuluan** • Guru memberi salam dan menyapa peserta didik. • Pendidik menyampaikan tema dan tujuan serta menjelaskan manfaat pembelajaran yang akan dilaksanakan di *WhatsApp.* • Pendidik menyampaikan pada siswa akan diadakan latihan *Listening* pada *Google Form* yang menggunakan soal *true/false.* • Peserta didik mengisi absen yang berada di *Google Form.*	
	Kegiatan Inti **Observasi** • Peserta didik memahami materi **Menanya** • Menanya tentang *selective listening* **Exploration** • Mengakses audio podcast yang sudah tersedia di *Google Form* yang berjudul *Yes Indeed* • Pendidik memberikan latihan	
	Penutup • Pendidik dan peserta didik menyimpulkan tentang materi yang sudah dipelajari • Pendidik memberikan tugas kepada peserta didik	

J. Penilian
  1. Pengetahuan
     Tehnik Penilian: Tes tulis
     Bentuk Instrumen: *Google Form*

Bulukumba,   2020

Guru Mata Pelajaran   Mahasiswa Peneliti

Mardiana, S.Pd   Akhmad Hidayat
Nip.   Nim. 10535655015

Mengetahui,
Kepala Sekolah

Drs. Balitung, M.Si
NIP. 196311101990031026

Driving license.

PART 1

Curtis: We're going to talk about driving in Canada and North America. And it all starts with getting your **learner's license**, right Amy?

Amy: Yeah, definitely. In order to be on the road **behind the wheel** of a **vehicle**, you've got to have a license. And the first thing that you do is you, actually… at least in Canada, we do things in a very specific way. We have something called **a graduated licensing program.** I'm sure that the United States does it differently. But you pick up this book and it has all the **rules of the road**.

Curtis: Yeah, you have to study it because you have to write a **written test** or something like that.

Amy: Yeah, it's been a long time. Right, Curtis?

Curtis: It's been a very long time for me, yeah.

Amy: So, yeah, **you have to go in.** There's a test that makes sure that, obviously, you've studied the book, you know about the rules of making a **right-hand turn**, for example, when you need to **yield**, when you need to stop. **All of those sort of things**.

Curtis: **Parallel parking.**

Amy: **Yup**. And then if you pass the test, they give you a license, which you're able to drive a vehicle under the supervision of someone who has a proper license.

Curtis: **Right.**

Amy: Anyway, we have in Canada, there's a phase where after you've had your training with whoever is teaching you. You come back and you get another license which has restrictions for **a year or so** until you pass your **final exam** and you're able to drive without all of the rules.

Curtis: Is that your **novice license**?

Amy: Yeah, we call it the novice license period or something. I'm not sure of the exact terminology. So, who taught you how to drive?

Curtis: I had a driving instructor. So, I learned from a driving school and I learned in the **wintertime**.

Amy: So, your parents didn't want to teach you.

Curtis: I think they were a little bit scared.

Amy: For me, my grandpa **actually** taught me. Because of course he was **retired** and he had time. And he had a small car that he could take me out and we would drive around. I think we had to do 30 hours, **or something like that**, of practice before I was able to take my first driving test.

Curtis: Right.

Amy: So that was really good. It was nice spending time with him and, of course, he was patient and I didn't have to learn from a professional.

Curtis: Probably didn't take you very long, too. You learn things really quickly, don't you?

Amy: It took me time. It was… I mean, it takes a long time when you're learning how to drive initially. **There's a lot of things** that are happening all at the same time and it's difficult to process all of that information. It takes practice before

you start being able to observe things confidently and feel comfortable. So, yeah, I definitely was nervous when I took my test.

Curtis: **So,** after you go through all the exams and you reach that exciting point of getting your official license. What does it feel like when you're **on the road** for the first time? Is it exciting? Were you excited?

Amy: I think I was excited that I had passed the test and that I didn't have to worry about any of these extra rules that, **you know**, might affect me not being—we call it a class 5 driver, that's like a normal driver's license. So, I think for me that's more what it was about. But driving and being able to have a car sure gives you a lot of freedom.

PART 2

Amy: What's the bus system like? Is it good?

Curtis: No, it's not very good. It's ...

Amy: Like it's okay. You know, it's safe. Everything, you know, the bus routes go all over the city and they arrive at a certain time at the bus stops. But the ...

Curtis: But the timing and the schedules. It's not very good.

Amy: There's a lot of waiting. So, by having your own car and a driver's license, what does it help you to do?

Curtis: It helps you to be able to get to work on time. It helps you to be able to get from point A to point B quicker.

Amy: Yeah, yeah. Without having to be restricted to a certain schedule, you know, that a bus has, for example. And I know for us, we really enjoy taking road trips.

Curtis: Oh, yeah.

Amy: So, what are road trips?

Curtis: Like little vacations, I guess you could say. But you drive a certain distance, like two or three hours.

Amy: Sometimes further, like some people go on road trips that are like, you know, you could go on a road trip to California, for example, and maybe it's 30 hours, but ...

Curtis: Yeah, you can go across the country.

Amy: You wouldn't do that in day. You'd take breaks. But the point is that you're travelling via a car. You know, it's not like you're taking a bus or a plane or something. You're able to stop whenever you see something cool.

Curtis: Yeah, you get to see a lot more scenery and things like that, so it can be fun in that
way too.

Amy: Yeah, definitely. Now, one part about driving and actually I remember it was during a road trip. Have you ever got a ticket?

Curtis: Yes.

Amy: We've both had tickets.

Curtis: Yeah, speeding tickets. This is where, you know, you're going faster than the posted speed limit.

Amy: Yeah, there's like a special speed limit and it changes depending on whether you're in the city or on the highway or something like that.

Curtis: You're only allowed to go a certain speed. And if you go over that and there's a

police officer waiting, he will pull you over and he will give you a ticket with a very hefty fine if you're going really, really fast.

Amy: Yeah. Exactly. And I remember for me, this was actually the thing that motivated me to finally get rid of that novice driver's license. I got my first speeding ticket when I had that license and the rules are actually if you get a fine during that period, and they have time to process it, like it takes a few weeks for them to process it. But if they process that fine and realize that you don't have your class 5 license, they'll actually take it away for a certain period of time, like you lose your license. So anyway, I went in to go pay my ticket and the lady at the counter explained this to me. And she's like, "so I would suggest you walk over there and book your road test before you lose your licence." And luckily, I was able to do that. And I got my license and everything was fine.

PART 3

Amy: What about you? What have you been pulled over for?
Curtis: I've been pulled over for tailgating an ambulance.
Amy: Oh, my God. I didn't think that was the story he was going to pick.
Curtis: No, this is a very, very bad thing to do. I don't recommend you doing this.
Amy: Okay. What's tailgating?
Curtis: Tailgating is following somebody too close. So usually you have to leave a car length in between the car in front of you and your car. And I at that point ...
Amy: Had a very, very bad habit of driving way too close.
Curtis: Right. And in between--or I was in between the emergency ambulance vehicle in front of me and a police car behind me. But I didn't know it was a police car because it didn't have the lights.
Amy: Oh, it was a ghost car.
Curtis: It was a ghost car.
Amy: Sneaky.
Curtis: Or an unmarked car. Yeah.
Amy: Right. An unmarked car.
Curtis: And right away, he turned on his lights that were on his dashboard and the front of his car and his siren. And he was mad.
Amy: He was.
Curtis: But I got lucky on that one too. Even though he was mad, he didn't give me a ticket.
Amy: Yeah. Sometimes they let you off. They--like they let you off the hook or I don't know. They give you, what is it? A warning?
Curtis: A warning.
Amy: Yeah, they give you a warning. Don't do it again. Oh, yeah. It's a written warning. And it goes on record that you've been warned about this. But they don't actually give you a fine.
Curtis: Yeah. He kept track of it for sure.
Amy: Yeah. I had last year actually. It had been a really long time since I had got a ticket. And we have like I believe most countries in the world are starting to implement traffic laws associated with talking on your cellphone, talking or texting on your cellphone.
Curtis: Right.
Amy: And Curtis and I, we had a delivery business for years and years and years. And

most of the communication was done through text messaging and stuff like that. And we were distracted drivers and fortunately had nothing happen to us, although I don't recommend it and would never do it again. But we definitely, you know, had a lot of text messages and sending messages while we were driving. So, I don't know if it was like karma or something like that, but of course I never got caught all the years that we were doing deliveries and stuff. Never got caught texting and driving or being on my phone while I was driving. But this one day I was late, I was coming from just the next town over from where we live. I had just finished with some friends out at the lake. And I was late and I called Curtis to let him know, hey, can you get this stuff ready. We're going to go down to someone else's house and I'm running behind. And I couldn't find my Bluetooth. And that's the hands free device.

Curtis: Right. It goes in your ear.

Amy: So, you don't have to touch your cellphone. You can just make a phone call and, you know, it's really, really good. And I always have it. I use it every single day during my delivery shift. Whenever I'm in my car. I never, ever talk on my cellphone. And I didn't have it. So I picked up the phone because it was kind of like a side road and I didn't think it was going to be a big deal. And sure enough this sneaky cop comes flying up the road and he saw me. And I thought, oh, no, I was on my phone, he caught me. And he kept driving. And then all of a sudden a minute or two later here he was behind me, lights on. And I got a ticket. So anyway, moral of the story – don't drive distracted, even if it's not a law in your country. It's very, very dangerous.

PART 1

LISTEN CAREFULLY THE AUDIO AND CROSSED THE CORRECT ANSWER!

1. What did Amy and Curtis were talking about?

A. How to drive

B. Driving license

C. Road trips

D. Parallel parking

2. Which country does Amy from?

A. United States

B. United Kingdom

C. Canada

D. Mexico

3. Who taught Curtis to drive?

A. Driving instructor

B. His parents

C. His friends

D. His granpa

4. Who taught Amy to drive?

A. Driving instructor

B. His parents

C. His friends

D. His granpa

5. How long did Amy practicing before she was able to take her driving test?

A. 3 hours

B. 13 hours

C. 23 hours

D. 30 hours

PART 2

FILL THE BLANK ACCORDING TO THE AUDIO!

6. "but the timing and the _____. It's not very good

7. ".... Without having to be restricted to a _____ schedule, you know ...."

8. "yeah, ___ ___ ___ _____ the country"

9. " .... One part about driving and actually I remember it was during a _____, ..."

10. " you're going _____ than the posted speed limit"

11. " you're only _____ to go a certain speed ....."

12. " yeah, there's like a _____ speed limit ....."

13. ".... He will give you a ticket with a very hefty ___ if you're going really fast"

14. "..... The thing that motivated me to finally get rid of that _____ driver's license."

15. " So anyway, I went ___ ___ ___ ___ my ticket and the lady at the counter explained this to me.... "

PART 3

FOR FOLLOWING QUESTIONS, CIRCLE "T" FOR TRUE, "F" FOR FALSE

16. Curtis pulled over by the police for speeding. T   F

17. Tailgating is following somebody to close. T   F

18. The police car didn't have the lights. T   F

19. The police give Curtis a ticket. T   F

20. Amy get caught by the police for using cellphone. T   F

The answer

1. B

2. C

3. A

4. D

5. D

6. Timing

7. Certain

8. You can go across

9. Road trip

10. Faster

11. Allowed

12. Special

13. Fine

14. Novice

15. In to go pay

16. False

17. True

18. True

19. False

20. True

TEACHINGS' SCHEDULE

No	Day, Date	Time Allocated	Activity
1	Tuesday, 28 July 2020	90 Minutes	Pre-test
2	Tuesday, 4 August 2020	90 Minutes	Treatment
3	Tuesday, 11 August 2020	90 Minutes	Treatment
4	Tuesday, 18 August 2020	90 Minutes	Treatment & Post-test

SCORE OF PRE-TEST

No	Code	Score
1	S-01	50
2	S-02	45
3	S-03	45
4	S-04	35
5	S-05	50
6	S-06	35
7	S-07	35
8	S-08	45
9	S-09	40
10	S-10	25
11	S-11	20
12	S-12	15
13	S-13	70
14	S-14	35
15	S-15	60
16	S-16	55
17	S-17	55
18	S-18	85
19	S-29	25
20	S-20	45
	Total	**870**
	Mean	**43.5**

SCORE OF POST-TEST

No	Code	Score
1	S-01	70
2	S-02	55
3	S-03	75
4	S-04	75
5	S-05	70
6	S-06	45
7	S-07	90
8	S-08	95
9	S-09	75
10	S-10	100
11	S-11	75
12	S-12	70
13	S-13	50
14	S-14	65
15	S-15	75
16	S-16	70
17	S-17	40
18	S-18	80
19	S-29	70
20	S-20	70
Total		**1415**
Mean		**70.75**

RATE PERCENTAGE OF STUDENTS' SCORE

A. The Rate Percentage of Pre-test Score

No	Classification	Pre-test	
		F	%
1	Excellent (96-100)	0	0 %
2	Very Good (86-95)	0	0 %
3	Good (76-85)	1	5 %
4	Fairly Good (66- 75)	1	5 %
5.	Fair (56-65)	1	5 %
6	Poor (46-55)	8	40 %
7	Very Poor (0-45)	9	45 %
	Total	20	100%

Calculate the frequency and the rate percentage using the following formula:

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

G. For 'good' Category

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

$$P = \frac{1}{20} \times 100\%$$

$$P = 0.05 \times 100\%$$

$$P = 5\%$$

H. For 'fairly good' Category

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

$$P = \frac{1}{20} \times 100\%$$

$$P = 0.05 \times 100\%$$

$$P = 5\%$$

I. For 'fair' Category

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

$$P = \frac{1}{20} \times 100\%$$

$$P = 0.05 \times 100\%$$

$$P = 5\%$$

J. For 'poor' Category

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

$$P = \frac{8}{20} \times 100\%$$

$$P = 0.4 \times 100\%$$

$$P = 40\%$$

K. For 'very poor' Category

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

$$P = \frac{9}{20} \times 100\%$$

$$P = 0.45 \times 100\%$$

$$P = 45\%$$

B. The Rate Percentage of Post-test Score

No	Classification	Post-test	
		F	%
1	Excellent (96-100)	1	5 %
2	Very Good (86-95)	2	10 %
3	Good (76-85)	1	5 %
4	Fairly Good (66- 75)	11	55 %
5.	Fair (56-65)	1	5 %
6	Poor (46-55)	2	10 %
7	Very Poor (0-45)	2	10 %
	Total	**20**	**100%**

Calculate the frequency and the rate percentage using the following formula:

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

1. For 'excellent' Category

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

   $P = \frac{1}{20} \times 100\%$

   $P = 0.05 \times 100\%$

   $P = 5\%$

2. For 'very good' Category

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

   $P = \frac{2}{20} \times 100\%$

   $P = 0.1 \times 100\%$

   $P = 10\%$

3. For 'good' Category

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

   $P = \frac{1}{20} \times 100\%$

$P = 0.05 \times 100\%$

$P = 5\%$

4. For 'fairly good' Category

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

   $P = \frac{11}{20} \times 100\%$

   $P = 0.55 \times 100\%$

   $P = 55\%$

5. For 'fair' Category

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

   $P = \frac{1}{20} \times 100\%$

   $P = 0.05 \times 100\%$

   $P = 5\%$

6. For **'poor'** Category

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

$$P = \frac{2}{20} \times 100\%$$

$$P = 0.1 \times 100\%$$

$$P = 10\%$$

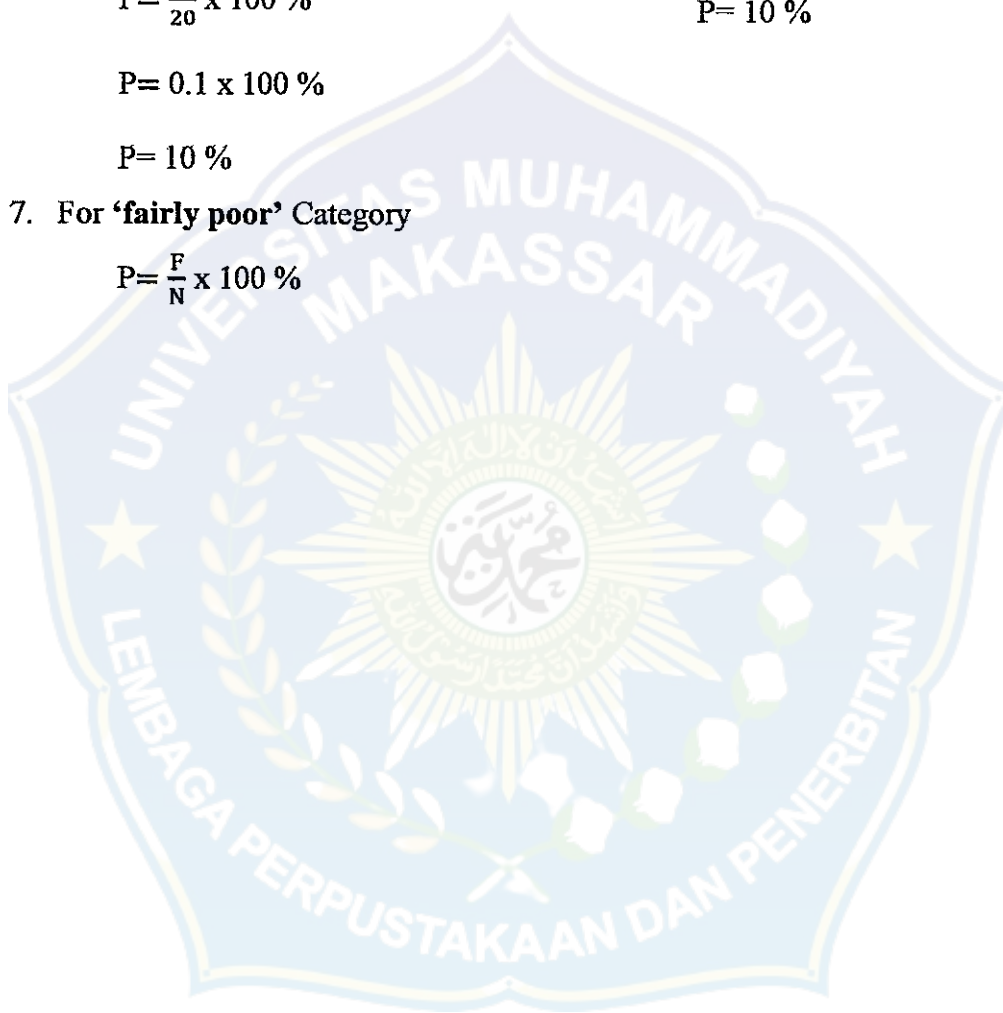7. For **'fairly poor'** Category

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

$$P = \frac{2}{20} \times 100\%$$

$$P = 0.1 \times 100\%$$

$$P = 10\%$$

MEAN SCORE

A. Mean Score

1. Mean Score of Pre-test

$$\bar{X} = \frac{\Sigma x1}{N}$$

$$\bar{\bar{X}} = \frac{870}{20}$$

$$\bar{X} = 43.50$$

2. Mean Score of Post-test

$$\bar{X} = \frac{\Sigma x2}{N}$$

$$\bar{X} = \frac{1415}{20}$$

$$\bar{X} = 70.75$$

DOCUMENTATION

Pre-test & Post-test

LISTENING TEST

LISTENING TEST

Fill All The Answer Accoring To the Audio!

BEBERAPA HAL YANG PERLU DIPERHATIKAN DALAM MENGERJAKAN SOAL!

1. Tetap jalankan protokol kesehatan apabila dikerjakan dirumah teman atau tempat umum seperti warkop, cafe
2. Soal berikut dapat dikerjakan menggunakan smartphone, laptop, komputer
3. Siapkan data seluler atau wifi sebelum mengerjakan soal.
4. Menyediakan headset jika perlu
5. Sebelum mengerjakan soal sebaiknya mengunduh/mendownload ketiga audio pada link dibawah ini.
   AUDIO 1 - https://drive.google.com/file/d/10niQa4cy6Zq9KQerLM8GzLzV_sxjf1_i_/view?usp=sharing
   AUDIO 2 - https://drive.google.com/file/d/10pv9Rzrt_gk8kVtZeAuI8pZ_LK/H2eVS5/view?usp=sharing
   AUDIO 3 - https://drive.google.com/file/d/10H4grrGqIzZeGOdN0ufuLUR2-XPiM7e5W/view?usp=sharing

6. Jika ada pertanyaan atau audio tidak dapat terunduh/terdownload silakan bertanya di group WhatsApp
7. SELAMAT MENGERJAKAN

FULL NAME *

Teks jawaban singkat

LISTENING TEST

1. What did Amy and Curtis were talking about? *

   A. How to drive

   B. Driving license

   C. Road trips

   D. Parallel parking

2. Which country does Amy from?

   A. United States

   B. United Kingdom

   C. Canada

   D. Mexico

3. Who taught Curtis to drive?

   A. Driving instructor

   B. His parents

   C. His friends

   D. His grandpa

4. Who taught Amy to drive?

LISTENING TEST

LISTENING TEST PART 2

Listen Carefully the audio down below and fill the blank!
https://drive.google.com/file/d/10zn9RcrLgsBkrlQeAsY8pZ_LkJH2ariTG/view?usp=sharing

6. but the timing and the _____. It's not very good

Teks jawaban singkat

7. "... Without having to be restricted to a ____ schedule, you know ..."

Teks jawaban singkat

8. "yeah, you can go _____ the country"

Teks jawaban singkat

9. "... One part about driving and actually I remember it was during a ___ trip. ..."

Teks jawaban singkat

10. "you're going ____ than the posted speed limit"

Teks jawaban singkat

LISTENING TEST

LISTENING TEST PART 3

FOR THE FOLLOWING PART CHOOSE THE ANSWER IF THE STATEMENT TRUE OR FALSE.

https://drive.google.com/file/d/13h4gm5a1sGx2Da43eNyLh52s9R4r7s5H/view?usp=sharing

16. Curtis pulled over by the police for speeding.

○ True

○ False

17. Tailgating is following somebody to close.

○ True

○ False

18. The police car didn't have the lights.

○ True

○ False

19. The police give Curtis a ticket.

○ True

○ False

Wawasan

Rata-rata	Median	Rentang
43,5 / 100 poin	45 / 100 poin	15 - 85 poin

Distribusi poin total
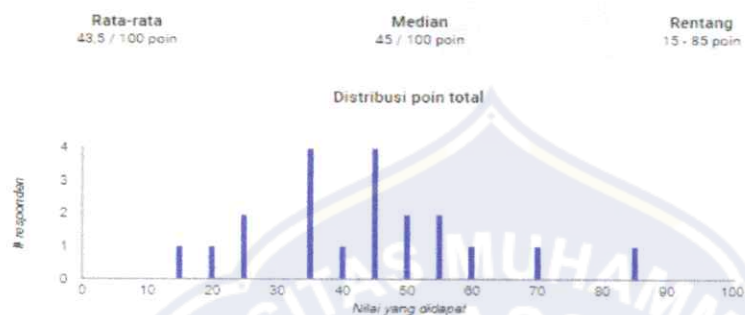
Pertanyaan yang sering terlewatkan

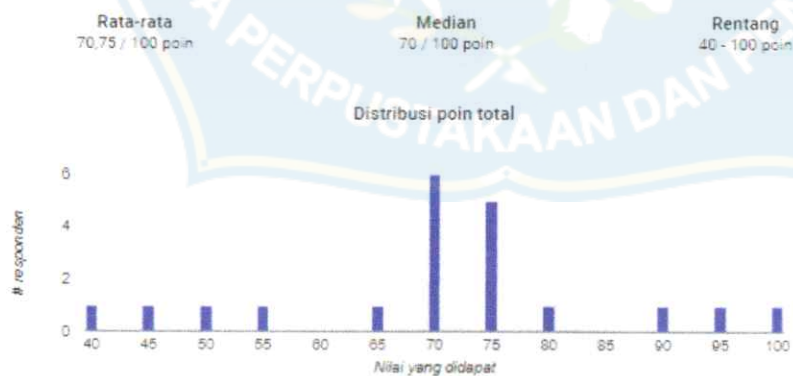| Pertanyaan	Jawaban yang benar
2. Which country does Amy from?	9 / 20
10. " you're going _____ than the posted speed limit"	4 / 9
11. " you're only _____ to go a certain speed. ....."	1 / 8
14. "..... The thing that motivated me to finally get rid of that ___ driver's license."	2 / 6

Wawasan

Rata-rata	Median	Rentang
70,75 / 100 poin	70 / 100 poin	40 - 100 poin

Distribusi poin total

Pertanyaan yang sering terlewatkan

Pertanyaan	Jawaban yang benar
4. Who taught Amy to drive?	8 / 20
11. " you're only _____ to go a certain speed. ....."	7 / 17

Treatment

Podcast & Selective Listening

Dengan kemudahan akses internet seperti sekarang bukanlah menjadi alasan mengakses konten konten yang dapat meningkatkan pembelajaran siswa, salah satunya yaitu media podcast.

Podcast adalah siaran non-streaming yang awalnya disampaikan melalui audio. Sekarang podcast tidak hanya berbentuk audio tapi berbentuk video, contoh besarnya seperti podcast Deddy Corbuzier di kanal Youtube-nya.

Seperti kita ketahui bersama salah satu skill yang paling sulit di kuasai yaitu listening. Listening yang baik membutuhkan waktu latihan yang sangat lama dan podcast lah menjadi salah satu media yang dapat membantu para siswa. Podcast dapat diakses di aplikasi Spotify, Apple Music, Noice, dll. Atau secara gratis di Google dan Youtube. Podcast pula memiliki berbagai banyak macam pilihan genre.

Pertemuan kita kali ini dan kedepannya kita akan latihan menjawab soal litening dengan menggunakan tehnik selective listening.

Selective Listening yaitu suatu tehnik memilah apa yang ingin didengarkan. Dalam menjawab pertanyaan listening terkadang kita tidak perlu mengetahui semua informasi dikatakan speaker-nya. Yaitu dengan membaca terlebih dahulu soalnya, oleh karena itu siswa dapat fokus menjawab soal dan mengabaikan informasi yang tidak ada hubungannya dari soal.

Cara menjawab pertanyaan listening:

- Sorot kata kunci. Kata kunci dalam pertanyaan akan membantu menjawab pertanyaan dengan benar. Kata kunci dalam opsi berbeda adalah kata kunci yang membedakan makna di antara pilihan.
- Jangan menulis jawaban pertama yang kamu dengar. Ingatlah bahwa pertanyaan kadang akan mencoba menipu.
- Jangan menghabiskan terlalu banyak waktu untuk satu pertanyaan. Jika tidak mendapatkan jawabannya atau tidak yakin, tebak dan lanjutkan.
- Practice makes perfect

Untuk pertemuan pertemuan pertama ini siswa akan menjawab latihan soal multiple choice menggunakan tehnik di atas.

Add class comment

LATIHAN LISTENING 1

Berikut merupakan podcast narrative story

Downloadlah terlebih dahulu audio berikut:

https://drive.google.com/file/d/1TAInuT1p-6lZ4WUh0fvyln3puVT9vhFTA2/view?usp=sharing

* Wajib

NAME *

Jawaban Anda

Which temple of God/Goddess Medusa decided to become priestess?

○ Poseidone
○ Athena
○ Zeus
○ Hades

What made Athena jealous to Medusa?

○ Her beauty
○ Her ability
○ Her body

LATIHAN SOAL 2

Berikut merupakan soal true/false
Sebelum mendengarkan audio, bacalah terlebih dahulu soalnya!

https://drive.google.com/file/d/1pNdZ6Vna0PFFu-FcyVtzHerPGSBsPk/view?usp=sharing

* Wajib

Name *

Jawaban Anda

Lancelot is the father of Galahad

○ True
○ False

Galahad grew not as good as his father

○ True
○ False

Merlin had prophesied Galahad to find Holy Grail

SOAL LATIHAN 3

Berikut merupakan soal fill the blank
Sebelum mendengarkan audio, bacalah terlebih dahulu soalnya:

https://drive.google.com/file/d/1SVlzov-34zo0SFma-LBmvkEcwHspC24Vr/view?usp=drivesdk

* Wajib

Name *

Jawaban Anda

"Do you have _____ hobbies?"

Jawaban Anda

"Well, I do like _____ things"

Jawaban Anda

"I collect _____ from all over the world"

Jawaban Anda

UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp 866972 Fax (0411)865588 Makassar 90221 E-mail :lp3munismuh@plasa.com

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

r : 799/05/C.4-VIII/VII/41/2020   22 Dzulqa'dah 1441 H

: 1 (satu) Rangkap Proposal   13 July 2020 M

: Permohonan Izin Penelitian

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala UPT P2T BKPMD Prov. Sul-Sel

di –

       Makassar

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 1861/FKIP/A.4-II/VII/1441/2020 tanggal 13 Juli 2020, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama	:	**AKHMAD HIDAYAT**
No. Stambuk	:	10535 655015
Fakultas	:	**Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan	:	**Pendidikan Bahasa Inggris**
Pekerjaan	:	**Mahasiswa**

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

"The Effectiveness of Podcast as a New Media to Improve Students' Listening Skill"

Yang akan dilaksanakan dari tanggal 18 Juli 2020 s/d 18 September 2020.

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.

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

                Ketua LP3M,

                Dr.Ir. Abubakar Idhan,MP.

                NBM 101 7716

07-20

SURAT KETERANGAN PENELITIAN

NO. 043/421.3/UPT.SMA 07/MN/VIII/DISDIK

Berdasarkan Surat dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu DPMPTSP) Nomor: 3861/S.01/PTSP/2020 Tanggal 20 Juli 2020 dengan perihal: Izin Penelitian, maka Kepala SMA Negeri 7 Bulukumba Kab. Bulukumba Propinsi Sulawesi Selatan menerangkan bahwa:

N a m a   : **AKHMAD HIDAYAT**

Nomor Pokok   : 10525 655015

Program Study : Pend. Bahasa Inggris

Alamat   : Jl. Slt Alauddin No. 259, Makassar

Yang tersebut diatas benar telah melaksanakan penelitian di SMA Negeri 7 Bulukumba dalam rangka Penulisan Karya Tulis Ilmiah (SKRIPSI) dengan judul: **"THE EFFECTIVENESS OF PODCAST AS A NEW MEDIA TO IMPROVE STUDENTS LISTENING SKILL".** *yang berlangsung pada tanggal 20 Juli s/d 18 September 2020.*

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Bulukumba, 24 Agustus 2020

Kepala UPT SMAN 7 Bulukumba,

Drs. BALITUNG, M.Si

NIP 196311101990031026

بِسْــــمِ اللّٰـهِ الرَّحْمـٰنِ الرَّحِيــــمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : **Akhmad Hidayat**

NIM : **10535655015**

Judul Penelitian : *"THE EFFECTIVENESS OF PODCAST AS A NEW MEDIA TO IMPROVE STUDENT'S LISTENING SKILL"*

Tanggal Ujian Proposal : **11 March 2020**

Tempat/Lokasi Penelitian : **SMAN 7 Bulukumba**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1			Mardiana S.Pd	
2			Mardiana S.Pd	
3			Mardiana S.Pd	
4			Mardiana S.Pd	
5				
6				
7				
8				
9				
10				

Bulukumba , 24 agustus 2020

Mengetahui,

Ketua Jurusan

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

Pimpinan/Kepala sekolah,

Drs Balibong, M.Si

CURRICULUM VITAE

The researcher has complete name Akhmad Hidayat. His families and friends always call him Yayat. He was born on September 25 1997 in Bulukumba. He is the Second child from her beloved parents Mr. Ishak and Mrs. Hasnawati. He has one brother, Agung Hamdani.

The researcher graduated from SDN 217 Lembang Lohe in 2009. In 2012, he graduated from SMPN 09 Bulukumba, while in 2015 he graduated from SMAN 7 Bulukumba. He continued his study in Universitas Muhammadiyah Makassar majoring English Education program S-1 degree without lived with his parents. He lived alone in a boarding house while study.

The researcher likes traveling, listen to music and watching football. In the future, the researcher hopes that he will become a teacher/lecturer as his dream after graduate in Universitas Muhammadiyah Makassar.

E-mail: akhmadhidayat@bg.unismuhmakassar.ac.id