

**THE EFFECTIVENESS OF PODCAST ON STUDENTS'  
LISTENING SKILL IN STUDENTS' LANGUAGE PROGRAM**

**THESIS**

By:

**Nur Faradilla Huwaida**

**NIM. 19180019**



**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK  
IBRAHIM MALANG**

**2024**

**THE EFFECTIVENESS OF PODCAST ON STUDENTS' LISTENING  
SKILL IN STUDENTS' LANGUAGE PROGRAM**

**THESIS**

*Submitted to the Faculty of Education and Teacher Training in Partial  
Fulfillment of The Requirement of the Degree of English Language  
Teaching (S.Pd) in English Education Department*

**By**

Nur Faradilla Huwaida

NIM. 19180019

**Advisor**

Wahyu Indah Mala Rohmana, M.Pd.

NIP. 19921030 2019032 017



**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM  
MALANG  
2024**

## APPROVAL SHEET

### THE EFFECTIVENESS OF PODCAST ON STUDENTS' LISTENING SKILL IN STUDENTS' LANGUAGE PROGRAM

THESIS

By:

Nur Faradilla Huwaida

19180019

Has been approved by the advisor for further approval by the board of examiners

Advisor,



**Wahyu Indah Mala Rohmana, M.Pd.**

NIP. 19921030 2019032 017

Acknowledged by:

Head of English Education Department,



**Prof. Dr. H. Langgeng Budianto, M.Pd.**

NIP. 19711014 2003121 001

# LEGITIMATION SHEET

## LEGITIMATION SHEET

### THE EFFECTIVENESS OF PODCAST ON STUDENTS' LISTENING SKILLS IN STUDENTS' LANGUAGE PROGRAM

THESIS

By:

Nur Faradilla Huwaida (19180019)

Has defended in front of the board of examiners on the date of (June 27<sup>th</sup>, 2024)  
and declared PASS

Accepted as the Degree of English Language Teaching (S.Pd) requirement in the  
English Education Department, Faculty of Education, and Teacher Training.

The Board of Examiners,

Signature

1. Dian Arsitades Wiranegara, M.Pd

Chairman

NIDT. 1980123020180201126

2. Wahyu Indah Mala Rohmana, M.Pd

Secretary/

NIP. 19921030 2019032 017

Advisor

3. Prof. Dr Hj. Like Raskova Octaberlina, M.Ed

Main Examiner

NIP. 197410252008012015

Approved by

Dean of Education and Teacher Training Faculty

Maulana Farid Ibrahim, Malang State Islamic University



Prof. Dr. H. Nur Ali, M.Pd

NIP. 19650403 199803 1 002



## **APPROVAL**

This is to certify that the thesis of Nur Faradilla Huwaida has been approved by the advisor for further approval by the board of examiners.

Malang, June 12<sup>nd</sup> 2024

Advisor,



**Wahyu Indah Mala Rohmana, M.Pd.**

NIP. 19711014 2003121 001

## DECLARATION OF AUTHORSHIP

### DECLARATION OF AUTHORSHIP

Bismillahirrahmanirrahim,

Here with, I:

Name : Nur Faradilla Huwaida

Student ID Number : 19180019

Department : English Education

Address : Dinari, C.2/223 RT.01/RW.02, Ds. Tebalo, Kecamatan  
Manyar, Kabupaten Gresik, Provinsi Jawa Timur,  
Indonesia, 61151

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Malang, June 12<sup>nd</sup> 2024

Researcher



**Nur Faradilla Huwaida**

NIM. 19180019

## **MOTTO**

“If we believe in possibilities and hope, even when the unexpected happens we won’t lose our way, but discover a new one.”

- Kim Namjoon -



## **THESIS DEDICATION**

I dedicate this thesis to my beloved family, my father Su'udi, and my mother Umu Habibah, who always support me in any condition, and give all their love and prayers to me; my older brother Moh. Syarifuddin Hakim, and my younger brother M. Fauzul Adhim, who always support me and give their enthusiasm and encouragement to be able to complete this thesis; all my friends who have encouraged me; and last but not least is myself who has struggled to complete this thesis.

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The researcher realizes that this thesis still has many shortcomings due to the limited abilities and knowledge possessed by the researcher. Therefore, the researcher apologizes and is willing to accept suggestions and criticism from various parties to make this thesis better and provide benefits for further research, may Allah SWT always bestow His grace on all of us.

Malang, June 12<sup>nd</sup> 2024

A handwritten signature in black ink, appearing to read 'Nur', with a long, sweeping flourish extending to the right.

Nur Faradilla Huwaida

## LATIN-ARABIC TRANSLITERATE GUIDELINES

The writing of Arabic-Latin in this thesis uses transliterate guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia No. 158 of 1987 and No. 0543b/U/1987 which can be described as follows:

### A. Alphabet

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	<u>h</u>	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	'	ء	=	'
ذ	=	z	غ	=	g	ي	=	y
ر	=	r	ف	=	f			

### B. Long Vowels

Long (a) vowel = â

Long (i) vowel = î

Long (u) vowel = û

### C. Diphthong Vowels

او = aw

اي = ay

او = û

اي = î

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## ABSTRACT

Huwaida, Nur Faradilla (2024) The Effectiveness of Podcast on Students Listening Skills in Students' Language Program. Thesis, English Education Department. Faculty of Education and Teacher Training. Maulana Malik Ibrahim State Islamic University of Malang.

Advisor: Wahyu Indah Mala Rohmana, M.Pd

**Keywords:** Podcast, Listening, Language Program

Listening is one of the important skills in everyday life, especially in communication. Listening is also very important in the English learning process, but there are still many students who think listening is a difficult skill to learn. Therefore, teachers must have innovation and creation in teaching listening by using media that attract students' interest in learning listening. One of the media that can be used is podcasts. Podcasts can attract students' interest in learning listening because they provide a variety of interesting topics and are very easy to access anywhere and anytime. The purpose of this study is to determine whether the use of podcasts is effective in improving students' listening skills in students' Language Program. This study uses a quantitative method with a pre-experimental one-group pre-test post-test design. The sample used in this study was XI grade of Language Program containing 28 students. The data collection techniques used in this study were tests and observations. The researcher used SPSS 25 to analyze the data. The results of this study show that podcasts are effective in improving the listening skills of students' Language Program. The average student pre-test score is 54.42 while the average student post-test score is 84.57, this shows a significant difference in students' listening skills. Furthermore, for hypothesis testing using paired sample t-test, and shows the result that  $0.000 < 0.05$  where  $H_0$  is accepted and  $H_a$  is rejected. Therefore, it can be concluded that there is a significant difference between the students' pre-test and post-test results.

## ABSTRAK

Huwaida, Nur Faradilla (2024) Efektifitas Podcast Terhadap Keterampilan Mendengar Siswa Pada Siswa Jurusan Bahasa. Skripsi, Jurusan Pendidikan Bahasa Inggris. Fakultas Tarbiyah dan Ilmu Keguruan. Universitas Islam Negeri Maulana Maulana Malik Ibrahim Malang.  
Pembimbing: Wahyu Indah Mala Rohmana, M.Pd.

**Kata Kunci:** Podcast, Mendengar, Program Bahasa

Mendengarkan merupakan salah satu keterampilan yang penting dalam kehidupan sehari-hari terutama dalam berkomunikasi. Mendengarkan juga sangat penting dalam proses pembelajaran Bahasa Inggris, namun masih banyak siswa yang menganggap mendengarkan adalah keterampilan yang sulit untuk dipelajari. Oleh karena itu, guru harus mempunyai inovasi dan kreasi dalam mengajarkan listening dengan menggunakan media yang menarik minat siswa dalam belajar listening. Salah satu media yang dapat digunakan adalah podcast. Podcast dapat menarik minat siswa dalam belajar listening karena menyediakan berbagai topik yang menarik dan sangat mudah diakses dimanapun dan kapanpun. Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan podcast efektif dalam meningkatkan kemampuan mendengar siswa pada siswa jurusan Bahasa. Penelitian ini menggunakan metode kuantitatif dengan desain pre-experimental one group pre-test post-test. Sample yang digunakan dalam penelitian ini adalah siswa kelas XI Bahasa yang berjumlah 28 siswa. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah tes dan observasi. Peneliti menggunakan SPSS 25 untuk menganalisis data. Hasil dari penelitian ini menunjukkan bahwa podcast efektif digunakan dalam meningkatkan keterampilan mendengar siswa jurusan Bahasa. Rata-rata skor pre-test siswa sebesar 54,42 sedangkan rata-rata skor post-test siswa sebesar 84,57, hal ini menunjukkan adanya perbedaan yang signifikan pada keterampilan mendengar siswa. Selanjutnya, untuk uji hipotesis menggunakan paired sample t-test dan menunjukkan hasil bahwa  $0.000 < 0.05$  dimana  $H_0$  diterima dan  $H_1$  ditolak. Oleh karena itu, dapat disimpulkan bahwa terdapat perbedaan yang signifikan antara hasil pre-test dan post-test siswa.

## الملخص

هویدا، نور فرادیل (2024) فعالية البودكاست على مهارات الاستماع لدى الطلاب في برنامج اللغة أطروحة، قسم تعليم اللغة الإنجليزية. كلية التربية وتدريب المعلمين. جامعة مولانا مالك إبراهيم الإسلامية الحكومية في مالانج.

مستشار: واهيو إنداه مالا رحمانا، ماجستير.

**الكلمات المفتاحية:** بودكاست، استماع، برنامج لغوي

الاستماع هو أحد المهارات المهمة في الحياة اليومية، وخاصة في التواصل. كما أن الاستماع مهم جداً في عملية تعلم اللغة الإنجليزية، ولكن لا يزال هناك العديد من الطلاب الذين يعتقدون أن الاستماع مهارة صعبة التعلم. لذلك، يجب على المعلمين الابتكار والإبداع في تدريس الاستماع باستخدام الوسائط التي تجذب اهتمام الطلاب لتعلم الاستماع. إحدى الوسائط التي يمكن استخدامها هي البودكاست. يمكن أن تجذب المدونات الصوتية اهتمام الطلاب في تعلم الاستماع لأنها توفر مجموعة متنوعة من الموضوعات الشيقة ويسهل الوصول إليها في أي مكان وزمان. الغرض من هذه الدراسة هو تحديد ما إذا كان استخدام البودكاست فعالاً في تحسين مهارات الاستماع لدى الطلاب في تخصص اللغة. وتستخدم هذه الدراسة أسلوباً كمياً مع تصميم ما قبل الاختبار التجريبي للمجموعة الواحدة قبل الاختبار وبعده. وكانت العينة المستخدمة في هذه الدراسة من طلاب الصف الحادي عشر في مادة اللغة والبالغ عددهم 28 طالباً. وكانت تقنيات جمع البيانات المستخدمة لتحليل البيانات. أظهرت SPSS 25 في هذه الدراسة هي الاختبارات والملاحظات. واستخدم الباحث برنامج نتائج هذه الدراسة أن المدونات الصوتية فعالة في تحسين مهارات الاستماع لدى طلبة تخصص اللغة. بلغ متوسط درجة الطالب قبل الاختبار 54,42 بينما بلغ متوسط درجة الطالب بعد الاختبار 84,57، وهذا يدل على وجود فرق كبير في مهارات الاستماع لدى الطلاب. وعلاوة على ذلك، بالنسبة لاختبار الفرضية باستخدام  $H_0$  ورفض  $H_a$  وتظهر النتيجة أن  $0.000 < 0.05$  حيث تم قبول  $t$ -test اختبار العينة المزدوجة، وعليه. يمكن استنتاج أن هناك فرقاً معنوياً بين نتائج الاختبار القبلي والاختبار البعدي لدى الطلاب

## CHAPTER I

### INTRODUCTION

This chapter presents the background of the study, research question, object of the study, significance of the study, limitations of the study, and the definition of key terms.

#### 1.1 Background of the Study

We already know that science and technology have developed rapidly throughout the world, which has a great influence on Several aspects of life, including the social, cultural, educational, and economic. The existence of technology has brought a new era of world development. Technological advances make humans live in a digital era, all of which cannot escape the use of internet technology. This makes it easy for us to access information easily and quickly. We can also easily communicate with other people from various countries with easy and fast access.

According to Lubis (2021), the development of technology in human life is also explained in Islam through several words of Allah in the Qur'an, one of which is found in Surah Ar-Rahman, verse 33:

يَمْعَسِرَ الْجِنَّ وَالْإِنْسَ إِنِ اسْتَطَعْتُمْ أَنْ تَنْفُذُوا مِنْ أَقْطَارِ السَّمَاوَاتِ

وَالْأَرْضِ فَانْفُذُوا لَا تَنْفُذُونَ إِلَّا بِسُلْطَانٍ

*“O company of jinn and mankind, if you are able to pass beyond the regions of the heavens and the earth, then pass. You will not pass except by authority (from Allah).” (Surah Ar-Rahman; 55-33)*

The verse explains that humans can go to outer space if they use adequate science and technology. The development of technology and science can be utilized by humans to produce inventions and create tools that humans can use in every aspect of their lives. With technology, humans can create innovations that can simplify their daily work (Maritsa et al., 2021). Indonesia needs to prepare the next generation to compete in the global market as a result of the advancement of science and technology, which has an impact on all aspects of human life. Therefore, everyone should prepare themselves for the globalization period, especially in the field of communication. English has a very important role in communicating both orally and in writing. According to Johan Wolfgang Von, those who do not know other languages do not realize this review. It means that foreign language education is very important to learn in addition to the mother tongue and national language (Shobikah, 2017).

According to Rao (2019), English plays a very important role in education around the world and has become a necessity, as most higher education books are written in English. English is the only language used to store information in the form of journals, printed and electronic books, so students, professors, and researchers from all over the world use it as the main educational media. In Indonesia, English is a subject taught from elementary school to college, where four skills are taught: reading, writing, listening, and speaking. Since communication between students and teachers during the



learning process will undoubtedly require listening, listening is one of the skills that students should be proficient in. Listening plays an important role in communication. According to Guo & Wills (2005), communication is how people get most of their education, information, understanding of the world and human affairs, ideas, and sense of values.

However, when viewed in the classroom learning process, several problems can be found that can hinder the learning process. Based on research by Darti & Asmawati (2017), it has been found that lack of vocabulary, poor command of grammar, accent, mispronounced words, lack of concentration, speed of speech, anxiety, noise, inability to use listening techniques, and poor recording quality are problems found in the learning process. In addition, based on an interview conducted by the XI grade English teacher at MAN Kota Batu, several problems were found in the learning process, such as students being less interested in learning listening. This is because students think that learning listening is very difficult because of the limited vocabulary they know. In addition, students quickly feel bored and sleepy during the learning process. Therefore, innovation is needed in teaching listening by using interesting media by utilizing technology that has developed. According to Suhardiana (2019), it is difficult to deny the role of technology in teaching English in the digital era, where everything is governed by the Internet. Teaching media such as videos, podcasts, e-learning worksheets, applications, and websites, as well as other technological devices, are very useful.

Podcasts are one of the tools that can be an innovation in the teaching of listening. Podcasts are currently very popular among teenagers. They are

interested in listening to podcasts because the topics discussed are very diverse, ranging from hobbies, daily activities, current news, food recipes, and others. According to Jati et al. (2021), a podcast is audio data that may be listened to online using electronic mobile devices such as laptops, cellphones, or tablets. The audio data is often in mp3 format. It can also be downloaded from the Internet. Podcasts can also be easily accessed online via the internet or a particular website. There have been many discussions about podcasts as a learning media in the learning process.

Some previous studies that have discussed podcasts as a learning media in teaching listening are research by Rahayuningsih et al. (2021), this study discusses about the use of audio podcasts as portable media for listening learning in VIII grade of Junior High School students. This study shows the results that podcasts are effective in improving students' listening skills because podcasts can make students feel comfortable while listening, and students can also repeat back sentences that are missed or not heard. Students can enjoy listening because podcasts are easy to apply. Next is research conducted by Fadhilatun Nisa et al. (2022) and Maulid (2022), the study also discussed the use of podcasts to improve the listening skills of students in VII grade and XI grade of IPA 5. The results of the study showed that podcasts were effectively used to improve students' listening skills. The last is research conducted by Saragih et al. (2022), this study discusses the use of podcasts to improve students' listening skills in XI grade of MIA. The results showed that podcasts can improve students' listening skills. Podcasts can also attract and increase students' motivation to listen.

The researcher used these previous studies mentioned as references for this study. The difference between previous research and this study is the subject of research conducted in Language Program. Therefore, the researcher wants to examine the use of podcast in teaching listening. This research will be conducted under the title “The Effectiveness of Podcast on Students’ Listening Skills in Students’ Language Program”

## **1.2 Research Question**

Based on the background above, the research questions are formulated as follows:

- Is the use of podcast effective on students’ listening skills in students’ Language Program?

## **1.3 Objective of the Study**

From the identification of the problem above, the objectives of this study are:

- To find out whether podcast is effective or not on students' listening skills in students’ Language Program.

## **1.4 Significance of the Study**

The results of this study are expected to contribute to the following:

1. Theoretical significance.

Theoretically, this study is expected to be used as a reference for innovative teaching media in language teaching, especially teaching listening.

## 2. Practical significance.

### a. Students.

Podcast is expected to be a media that students can use while learning listening.

### b. Teachers

The results of this study can help teachers to consider using podcast as a media for learning listening.

### c. Further researches

The results of this study will help in finding references for further research.

## **1.5 Limitations of the Study**

This study focuses on the effectiveness of podcast in promoting students' listening skills in the XI grade students' Language Program of MAN Kota Batu.

## **1.6 Definition of Term**

### 1. Listening Skill.

Listening skill is the process of listening and capturing the intent of the speaker so that there is a process of understanding the meaning or information conveyed by the speaker.

### 2. Podcast.

Podcasts are audio or video that we can find on the various Web sites available where we can subscribe, listen to, or watch through portable digital media such as an Apple iPod or via a computer. Podcasts can be video or

MP3 audio that can be found on a variety of websites, and we can download them if we want to listen to them. Podcasts present a wide range of interesting discussion topics to listen to around day-to-day activities, hobbies, the latest news, and more.

### 3. Language Program.

One of the senior high school programs is the Language Program, where students can further explore and improve their skills if they have a greater interest or ability, particularly in the areas of language and literature.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter concerns some theories from literature that will strengthen the study. It consists of several main variables, such as the definition of listening skill, types of listening, process of listening, definition of podcast, the importance of listening skill, types of podcasts, the advantages and disadvantages of podcast, The English We Speak podcast, and previous study.

#### **2.1 Listening Skill**

##### **2.1.1 Definition of Listening Skill**

One of the first linguistic skills that humans need is listening skill. Traditionally the term "listening" is used to describe the difficult process of perception and understanding of sounding speech, while "hearing" can also be viewed as an acoustic sense of speech (Zhdanov & Baklanov 2020). Because hearing a sound is a skill that facilitates students' effective communication with one another, listening is the foundation of learning (Mohammad, 2018). Listening can also be defined as the process of identifying and understanding what speakers are saying so that listeners can later reproduce the sound of what they heard (Hamouda, 2013).

Furthermore, Rost (2011) defines listening as a process where a person receives what is said by the speaker, and builds meaning for themselves by getting involved, using their imagination, and empathetically responding to it. Hearing is a physical ability, whereas

listening is a skill. Listening is not the same as hearing. Since listening is about comprehending meaning, we can constantly hear things without actually listening to them. Listening is different from hearing because listening is much more complex because listeners actively pay attention and try to understand and interpret what they hear, whereas in hearing, listeners only receive information and store it in some kind of medium-term memory (Ristanti et al., 2016).

In addition, based on Brown in Bozorgian (2012), the fundamental skill of acquiring a language is listening, yet it is rarely explored and comprehended. Most individuals believe it is simple to develop this talent. Despite being the least learned, listening skills are the most frequently used. Through listening, people will understand each other's intentions and also make it easier for us to share our thoughts with others. As a result, listening is one of the most crucial communication skills.

### **2.1.2 The Importance of Listening**

One of the most crucial English language skills is listening. According to Renukadevi (2014), it has been proven through studies on language skills that when communicating, speaking contributes 30% of language proficiency, listening contributes 40%, reading contributes 15%, and writing contributes 10%. When evaluated from the perspective of having the highest proportion of involvement in the informational exchange in effective communication, listening should be seen as the precursor of language. Because listening involves so many

interconnected sub-skills, including receiving, interpreting, remembering, assessing, and responding, it is regarded by learners as being more challenging than other skills in language.

According to Shariyevna (2020), listening is important in both daily life and educational ones. This is to ensure people may continue to actively communicate in daily life, which depends on listening. As Gou and Wills state, "It is the medium through which people gain a large proportion of their education, their information, their understanding of the world and human affairs, their ideas, sense of values". It means that humans get various information about everything in this world through listening.

### **2.1.3 Types of Listening**

In actual life, there are many kinds of various types of listening:

- 1) Listening to announcements at airports and stations.
- 2) Listening to the radio.
- 3) Taking part in conferences, seminars, or discussions.

Different types of listening are required for different situations. For example, students can develop their listening skills and receive helpful feedback in a classroom setting by using extensive and intensive listening as a combination. In addition, according to Hussaeni et al. (2020), there are different types and functions of listening:

- 1) Intensive

Paying strong attention to the perception of linguistic components from a wider range of languages, such as phonemes,



words, intonation, and discourse markers, is a key component of intensive listening.

2) Responsive

Responsive listening is listening in a relatively short form and the response given is also equally short, such as greeting, question, comprehension check, command, etc.

3) Selective

To "scan" for specific information, selective listening involves analyzing a sequence of discourses, such as a brief monologue or short story, for a short period.

4) Extensive

A universal, top-down comprehension of spoken language is being developed through extensive listening. The length of time spent listening to a conversation and achieving message or comprehension goals is considered extensive performance.

In addition, according to Latupono & Nikijuluw (2022), there are various kinds of listening, sometimes known as sub-skills. Three sub-skills are used in language classrooms:

a) Listen to the point

Students should listen to something in this section to obtain a general understanding of what the speaker is saying rather than to hear every word in detail. Instead, they should concentrate on the main idea of the subject being discussed. For example, students listen to a summary of today's news on the radio.

b) Listen to specific information

Students listen to something in this section because they need to find specific words. Students have previously been informed of their intended findings. When listening, students have the option of ignoring unimportant words and concentrating solely on the words they're looking for. Consider listening to weather reports in the news to learn about the weather in a particular area of the city or nation.

c) Listen in detail

It means that students listen carefully, focusing on every word and attempting to take in as much information as possible. For example, a student listening to a teacher's statement, or more specifically, when students listen to English, will face many difficulties when listening to it.

#### **2.1.4 Process of Listening**

According to Nation & Newton (2008), the top-down and bottom-up listening processes are the two categories of the listening process:

1) Bottom-up process

The listener uses a bottom-up process to piece together the messages of the speech stream one at a time, from the part to the whole. This process involves the perception and parsing of speech streams at an increasingly large level starting with auditory-

phonetic, phonemic, lexical, syllable, semantic, syntactic, propositional, interpretive, and pragmatic.

## 2) Top-down process

Listeners move from their prior knowledge, content, and rhetorical schemes to their parts in the top-down process; in other words, they forecast what the message will contain using their understanding of the communication context and utilize the parts to confirm, correct, or add to their prediction. Here, inference is the main method.

In addition, according to Tyagi (2013), the listening process is divided into five: hearing, understanding, remembering, evaluating, and responding.

### 1) Hearing

Hearing is referred to as a physiological response brought on by sound waves that activate the sensory receptors in the ear. You must listen to hear, but you do not listen to hear (the perception needed to listen depends on attention). Sound waves are perceived by hearing. The brain blocks out stimuli and concentrates solely on one particular person. The most important requirement for effective listening is this perception, which is referred to as attention.

### 2) Understanding

The understanding stage helps understand the symbols that have been seen and heard; the meaning of the stimuli that have been perceived must be analyzed. Symbolic stimuli are words and sounds

such as applause and sights such as blue uniforms that have symbolic meaning. The meaning attached to symbols is a function of association in the past and the context in which the symbols appear. The listener must understand the intended meaning and context the sender assumes to create successful interpersonal communication.

### 3) Remembering

Remembering is an important step in the listening process because it demonstrates that a person has taken in, processed, and stored the data in their memory. When listening, memory and attention are both selective and may not match what was initially seen or heard.

### 4) Evaluating

At this level, only attentive listeners participate. Active listeners will evaluate the available material, separate facts from views, and assess the message for any bias or prejudice. Effective listeners won't begin this action too soon because it demands stopping listening to the current communication and turning your attention to the incoming message, which stops the listening process.

### 5) Responding

At this level, the speaker is unable to identify whether a message has been received, thus the receiver must finish the process with verbal and nonverbal feedback. This level is the only open way where the sender can determine the level of success in conveying the message.

## **2.2 Podcast**

### **2.2.1 Definition of Podcast**

The term podcast is an acronym for iPod Broadcasting, referring to Steve Jobs' 2001 introduction of the Apple iPod as the original platform for podcast dissemination. Following the invention of podcasts by internet entrepreneur and former MTV presenter Adam Curry, they started to be actively used in 2004. Curry helped create the software program iPodder, which made it easier to send audio files to digital music players. Unlike conventional radio, podcasts do not broadcast linearly as they are an on-demand voice broadcasting platform (Zellatifanny, 2020).

The term podcast tends to be synonymous with audio-formatted material. As defined in the Oxford dictionary "a digital audio file made available on the internet for downloading to a computer or portable media player, typically available as a series, new installments of which can be received by subscribers automatically" (Fadhilatun Nisa et al., 2022). According to Phillips (2017), podcasts are online-posted digital audio recordings that are produced and shared with others. Another definition of a podcast is a web-based audio program that is typically updated frequently. Podcasts can be automatically uploaded to computers with the help of RRS (Really Simple Syndication) podcatching software. Podcasts can cover a variety of topics, music, and videos. Usually, podcasts have a duration that lasts for a few minutes to an hour or more (Jain & Hashmi, 2013).

Furthermore, according to Fachriza (2020), one kind of material that can be distributed online via an internet connection is a podcast. Podcast is also defined as a process of capturing audio, songs, news, or speeches and then posting them to a web or blog in the form of digital sound using version 2.0 software. Students can access several audio recording materials through podcasts via an internet connection, download the file, and save it to their computer or other device. In addition, according to Yaman (2016), podcasts usually consist of audio or video content that has been specifically produced or modified for educational purposes. Because podcasts have a contribution to the development of students' English language skills, podcasts can be accessed or downloaded through several official websites such as the BBC and others.

Moreover, podcasts include a variety of content that can be used as teaching tools, including music, jokes, stories, poems, or even specific language qualities like pronunciation, vocabulary, and grammar. Listeners do not need to visit every website to get new podcast episodes, they can find tons of podcasts in the iTunes store (Harahap, 2020). We can listen to podcasts anywhere and anytime, podcasts can be listened to while engaging in other activities, or allow listeners to do many things, for example on the go, while working, writing, and so on. Based on the statement above, it can be concluded that podcasts are recorded files in the form of audio and video which are then uploaded through an online platform and can be accessed

through various websites. In addition, podcasts can also be downloaded and stored on computers, gadgets, or other devices.

### **2.2.2 Types of Podcasts**

Currently, podcasts are top-rated and provide many choices. Different types of podcasts differentiate one from the other. According to Panday (2009), There are three types of podcasts: public, personal, and professional (corporate or educational). Podcasts can also be grouped based on content format: basic, enhanced, and video podcasts.

#### 1) Public podcast

Public podcasts are public podcasts that are easy to use and understand. To spread information to the world, you can create a public podcast. You can also subscribe to different public podcasts.

#### 2) Personal podcast

Personal podcasts are more diverse than public podcasts. You can share your experiences with family and friends through a private podcast by recording special events such as parties, birthdays, anniversaries, and wedding ceremonies. You can also make it available for others to enjoy. Personal podcasts are shared through audio formats, but you can also create video formats by recording videos of your memorable activities and sharing them with others.

#### 3) Professional podcast

A corporate podcast or an educational podcast are examples of professional podcasts. Podcasts can be used for educational

purposes if you are working in an Educational Institution. You can create podcasts at various levels, such as classes, instructors, departments, and institutes. If you want to make a class podcast, you can ask students to share their knowledge through the podcast, for example, by recording their events or experiences or whatever they want to share in class. Class podcasts can disseminate additional information not covered in class, such as helpful tips, assignment help, project guides, motivational quotes, feedback, etc.

In academics, podcasts have opened a pathway to spreading knowledge around the world among laureates and budding learners. According to Rajpal et al. (2011), podcast in academic includes:

a) Teacher podcasts

Podcasts made by teachers are designed to provide students with the most recent resources and creative lectures in the form of episodes. Each episode is thoughtfully made to keep students interested in the most recent facts.

b) Student podcasts

Student podcasts are podcasts that are created as a kind of digital lecture. Through these podcasts, students get a new dimension to their subjects.

Meanwhile, according to Jalali & El Bialy (2019), there are two types of podcasts used in education:



a) Audio podcast

Audio podcasts are podcasts that contain audio files (MP3). These podcasts are easy to download at any internet speed as they have the smallest file size and are the easiest way to spread the message to listeners. For novice teachers, audio podcasting is the greatest way to get started because it is quick and easy to learn.

b) Video podcast

Video podcasts are podcast in the form of video. Although podcast videos can be uploaded because of their format, the large file size can be a problem for uploading and downloading.

### **2.2.3 The Advantages of Podcast**

The advantages of using podcasts as a method to help students learn to listen are that they are automatically and easily accessible, portable, always available, and consumers can control their use. Based on Tarmawan et al. (2021), there are some benefits of using podcasts in learning:

1) A creative source of information

Standard teaching formats in learning emphasize conventional learning methods. However, not all teachers have the ability to regain their student's attention after they drift off for a while. Podcasts come with lots of information, are well made, fast-paced, can be entertaining, and can capture students' attention and

imagination. This does not mean the teacher must make his podcast in learning. They can use free podcasts from a variety of websites, including Soundcloud, Google Music, Spotify, iTunes, etc.

2) Increase understanding

Podcasts can be used as educational media to increase listening comprehension. There are several cases, even more than three, that explain that many students can learn more effectively by listening than through reading. It can encourage discussion process, creative thinking, and open communication between students and teachers.

3) As a tool to learn foreign languages

Podcasts offer the benefit of improving foreign languages as a learning tool. English language learning is a common theme in podcasts. Students can learn the accurate and contextual meanings of foreign words through listening to them.

4) Can stimulate the ability to think creatively

By providing podcast information regarding creative thinking and incorporating it into a project, podcasts can encourage critical thinking, creative thinking skills, and artist talent.

In addition, podcasts can be utilized to extend class time, give review exercises, record student progress, and much more while teaching listening. According to Rajic (2013), podcasts can be a tool in teaching listening because they provide:

a) The opportunity for students to listen to the lecture several times.

- b) Students have the option to pause the podcast, "rewind" to a previous section, and then restart.
- c) Students will have taken notes before the class and will be prepared to engage in the in-class activity rather than concentrating on notes they took in class.
- d) Supplement to traditional class notes.
- e) Portability/multitasking.
- f) Students can review the material at home and fill in the missing points in their notes.
- g) Students can listen to the material while doing other tasks such as exercising or walking between classes.
- h) Can facilitate online students (distance education) who learn listening by listening to podcasts.

#### **2.2.4 The Disadvantages of Podcast**

Podcasts are a new breakthrough for teachers to teach English. Besides having advantages, podcasts also have disadvantages for teachers and students. According to Galuh & Romadhon (2019), the use of podcasts must be connected to internet data is one of the disadvantages for teachers and students in using podcasts. Teachers must ensure that schools and students have internet access because not all schools and students have internet access, even in Indonesia itself internet access is still very limited and unstable and content creation is complicated. Teachers have to create content that suits their students' level and have to upload their content with internet data.

### **2.3 Language Program**

One of the senior high school programs is the Language Program, where students can further explore and improve their skills if they have a greater interest or ability, particularly in the areas of language and literature. Language Program have been around since the 90s. Language program are often referred to as LCS (Language and Culture Science) or LES (Language Education Science) majors. The material taught in the Language Program is of course about language and also related to social culture. There are several specialization subjects taught in the Language Program, the first is Indonesian language and literature, and the second is foreign languages including English, German, Japanese, French, Arabic, and Mandarin. In the Language Program, students not only study foreign languages but also anthropology, which is the study of human culture.

### **2.4 Previous Study**

First, according to research by Rahayuningsih et al. (2021) , this research talked about teaching listening through podcasts. This research aims to introduce and apply the use of audio podcasts as a portable media for learning. The subjects of this study were students of SMP 181 Jakarta, and the sample used was 25 grade 8 students. A descriptive qualitative methodology was employed in this study. Data was collected by observation, literature reviews, Internet searches, and interviews. The researcher used a pre-test and post-test during observation to determine the results of significant differences before and after using the podcast. The results of this study indicate that students can

relisten to lines they missed or misheard, using podcasts to teach listening can help students feel more comfortable. Additionally, podcasts make it simpler for instructors to instruct students online without using offline procedures. Using podcasts is also very effective in helping students develop their listening abilities.

Second, Fadhilatun Nisa et al. (2022), this study demonstrated how podcasts can help students become more proficient listeners. The purpose of this study is to ascertain whether podcasts can improve students' listening skills. This study included quantitative techniques and a pre-experimental research design. The pre-test and post-test were the instruments utilized in this study to gather data. The subjects of this study were VII grade of SMP Muhammadiyah 35 Jakarta and used one of the classes as the sample. The data from the study were tested using the t-test. The analyses' findings indicate that students' average value is 89.4. Because  $T_0$  is more significant than  $T_t$  in statistical computations, the results show that  $(t\text{-observation}) > t(t\text{-table})$  for 17.986, with a significant level of 5% (0.05) and a  $T_t$  value of 1.721. The alternative hypothesis ( $H_a$ ) is accepted whereas the null hypothesis is refuted. Therefore, it can be concluded that podcasts in this study are an effective media for improving listening skills.

Third, Maulid (2022), this research discusses the effectiveness of the use of daily activity podcasts in improving students' listening skills at SMAN 2 Luwu. This study aims to determine the effectiveness of the use of podcasts in improving students' listening skills at SMAN 2 Luwu. This study used a pre-experiment methodology using a pre-test-post-test design for one group. The

sampling technique in this study was using a purposive sample. The sample of this study was XI grade of IPA 5 with a total of 14 students. Pre-tests and post-tests served as the research instruments in this study. The statistics showed that the average score on the pre-test was 36.07, whereas the average score on the post-test was 79.29. In this study, the null hypothesis ( $t_0$ ) is rejected and the researcher's hypothesis ( $t_t$ ) is accepted with a significant value of 0.000 and alpha 0.05 ( $0.000 < 0.05$ ). It can be concluded that students' listening abilities can be effectively enhanced via podcasts.

Fourth, Saragih et al. (2022), this study discusses about the use of podcasts in improving listening skills in senior high school. This research aims to ascertain how podcasts, particularly for high school students, might enhance students' listening abilities. This study used the qualitative method, collecting data through interviews and questionnaires. XI grade of MIA 1 SMA Asisi Siantar Private subjects were the focus of this study. The study's findings suggest that students' learning processes are impacted by podcasts, especially listening skills. Podcast also can attract and motivate students to listen. However, this study has similarities with previous research that examines the use of podcasts to improve listening skills, but the lack found by this research is in the research subject and the podcast used in the learning process. The difference between the previous study and this study is the subject of the research conducted in the Language Program. Therefore, researcher want to examine whether the use of podcast is effective in teaching listening in Language Program.

## 2.5 Research Hypothesis

According to Abdullah (2015), hypothesis is a temporary answer to be tested through research. In this study, researcher formulated two hypotheses as follows:

1. Null Hypothesis ( $H_0$ )

The use of podcasts is not effective in improving students' listening skills in students' Language Program.

2. Alternative Hypothesis ( $H_a$ )

The use of podcasts is effective in improving students' listening skills in students' Language Program.

**CHAPTER III**  
**RESEARCH METHOD**

This chapter provides a description of the research methodology. The methodology contains the research design, subject of the research, research instrument, data collection technique, and data analysis.

**3.1 Research Design**

This research used quantitative methods. One way to test objective hypotheses is through quantitative research, which looks at the relationship between variables. In turn, these variables can be measured using instruments, and statistical techniques can be used to interpret numbered data (Creswell, 2014). The type of research used in this study is experimental research, namely to determine a variable's cause and effect. According to Creswell in Singh (2006), experimental research describes and analyzes what will happen under controlled conditions. A pre-experimental design one-group pre-test post-test design that compares the condition before and after treatment was used to collect data.

*Table 3. 1 One Group Pre-test Post-test Design*

<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
O <sub>1</sub>	X	O <sub>2</sub>

Where:

O<sub>1</sub> : Pre-test

X : Treatment



O<sub>2</sub> : Post-test

### 3.2 Research Time and Place

This study was carried out at MAN Kota Batu which is located on Jalan Patimura No.25, Temas, Batu District, Batu City, East Java, Postal Code 65315.

This research was carried out during the even semester of the 2023/2024 school year. This study was designed to determine the effectiveness of podcasts as learning media for students' Language Program.

*Table 3. 2 Schedule of the Research*

No.	Activity	Date
1.	Observation	21 <sup>st</sup> March 2024
2.	Pre-Test	8 <sup>th</sup> May 2024
3.	Treatment	8 <sup>th</sup> – 22 <sup>nd</sup> May 2024
4.	Post-Test	22 <sup>nd</sup> May 2024

### 3.3 Subject of the Research

The population is the entire subject of the study and includes people, things, animals, plants, symptoms, test results, or events as a source of data for a study that has specified features (Hasnunidah, 2017). The population of this study is the XI grade students of MAN Kota Batu. The research sample was selected through the use of purposive sampling. According to Sugiyono (2019), purposive sampling involves specific considerations or special selection in its methodology. Therefore, the researcher chose the XI grade student's Language Program as a sample. The number of students in the Language Program is 28

students. The students in Language Program represented the study's gap, which is why the researcher selected those students as a sample.

### **3.4 Research Instrument**

A research instrument is a tool used to measure social and natural phenomena (Sugiyono, 2019). The instrument consists of a series of tests that serve as a tool to collect the data needed by the researcher. The instrument used in this study is a test. The tests used were pre-test and post-test to determine student knowledge before and after treatment. Pre-test is a test conducted to determine student knowledge before being given treatment. While the post-test is a test conducted after being given treatment. The test is given in the form of a written test with a total of 20 questions. The details of the 20 items are 5 multiple choices, then 15 filling in the blanks.

### **3.5 Validity and Reliability**

#### **3.5.1 Validity**

Validity testing needs to be done before conducting research. An indicator of an instrument's levels of relevance is called validity. When an instrument's validity is high, it is said to be valid; when its validity is low, it is said to be less valid (Arikunto, 2010). Three different types of validity were used in this study: content, construct, and item validity.

##### **a. Content Validity**

Content validity refers to the test instrument used to measure whether it is by the subject matter that has been taught. According to Hendryadi (2017), content validity is estimated by testing the

feasibility and relationship of the content of the test through rational analysis by a competent panel or through expert judgment (judgment experts). By including a sufficient and representative set of items that demonstrate the idea, content validity guarantees that the measure is genuine. The content validity increases with the degree to which the scale items accurately represent the topic or general idea being measured.

*Table 3. 3 Core Competence and Basic Competence*

<b>Core Competence</b>	<b>Basic Competence</b>
<p>3. Understand, apply, analyze factual, conceptual, procedural knowledge based on curiosity about science, technology, art, culture, and humanities with insights into humanity, nationality, statehood, and civilization related to the causes of phenomena and events, and apply procedural knowledge in specific fields of study according to their talents and interests to solve problems.</p>	<p>3.8 Distinguish social functions, text structures, and linguistic elements of several oral and written explanation texts by giving and asking for information related to the natural or social phenomena covered in other subjects in class XI, according to the context of use.</p>

b. Construct Validity

Construct validity relates to the extent to which the instrument measures concepts, behaviors, ideas, or qualities (Surucu & Maslakci, 2020). That is the ability to distinguish participants with and without the behavior or quality being measured. Sugiyono (2019) argues that expert opinion (judgment experts) can be used to test the construct's validity.

c. Item Validity

To determine whether the instrument was valid or not, a tryout was conducted for XI grade of MIPA 5 as non-sample participants. The researcher calculated the results using SPSS 25 using the product moment correlation technique. The question items are valid if  $r_{\text{count}} > r_{\text{table}}$ . The significance level used was 5%. The product-moment correlation formula is as follows:

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Where:

$r_{xy}$  = Correlation coefficient

N = Number of samples

X = Independent variable

Y = Dependent variable

Table 3. 4 Validity Testing

Item Number	r-item	r-table	Result
1	0,409	0,3809	Valid
2	0,570	0,3809	Valid
3	0,603	0,3809	Valid
4	0,570	0,3809	Valid
5	0,389	0,3809	Valid
6	-0,163	0,3809	Invalid
7	0,049	0,3809	Invalid
8	-0,018	0,3809	Invalid
9	0,647	0,3809	Valid
10	0,647	0,3809	Valid
11	-0,018	0,3809	Invalid
12	-0,064	0,3809	Invalid
13	0,693	0,3809	Valid
14	0,693	0,3809	Valid
15	0,808	0,3809	Valid
16	0,647	0,3809	Valid
17	-0,137	0,3809	Invalid
18	0,182	0,3809	Invalid
19	0,450	0,3809	Valid
20	0,966	0,3809	Valid
21	0,328	0,3809	Invalid
22	-0,005	0,3809	Invalid
23	0,409	0,3809	Valid
24	-0,032	0,3809	Invalid
25	0,073	0,3809	Invalid
26	0,381	0,3809	Valid
27	0,767	0,3809	Valid
28	-0,075	0,3809	Invalid
29	0,693	0,3809	Valid
30	-0,133	0,3809	Invalid
31	0,159	0,3809	Invalid
32	0,966	0,3809	Valid
33	0,966	0,3809	Valid
34	0,966	0,3809	Valid
35	0,966	0,3809	Valid
36	0,966	0,3809	Valid
37	0,440	0,3809	Valid
38	0,795	0,3809	Valid
39	0,966	0,3809	Valid
40	0,966	0,3809	Valid
41	-0,005	0,3809	Invalid
42	0,005	0,3809	Invalid
43	0,395	0,3809	Valid
44	-0,115	0,3809	Invalid

45	0,423	0,3809	Valid
46	0,647	0,3809	Valid
47	0,966	0,3809	Valid
48	0,808	0,3809	Valid
49	0,706	0,3809	Valid
50	0,966	0,3809	Valid
51	0,618	0,3809	Valid
52	0,966	0,3809	Valid
53	0,693	0,3809	Valid
54	0,864	0,3809	Valid
55	0,966	0,3809	Valid
56	0,693	0,3809	Valid
57	0,693	0,3809	Valid
58	0,430	0,3809	Valid
59	0,966	0,3809	Valid
60	0,864	0,3809	Valid

Based on the validity test conducted above, it can be seen that a question is said to be valid if  $r_{count} > r_{table}$ . After conducting the validity test, there are 17 invalid questions, namely question numbers 6, 7, 8, 11, 12, 17, 18, 21, 22, 24, 25, 28, 30, 31, 41, 42, and 44. While, valid questions are numbers 1, 2, 3, 4, 5, 9, 10, 13, 14, 15, 16, 19, 20, 23, 26, 27, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 43, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, and 60.

### 3.5.2 Reliability

An instrument's level of accuracy is its level of reliability. If an instrument consistently produces the same measurement findings when something is measured over a period of time, it is said to be reliable. When the same object is measured using the instrument again, it is said to be dependable since the results will be consistent (Agung & Yuesti, 2017). To calculate reliability, the researcher used SPSS 25 using the

Alpha Cronbach formula, and the results of the reliability calculation will be assessed using the Alpha Cronbach formula criteria. There are two types of reliability calculations, namely scale reliability and test reliability.

a. Scale Reliability

$$r_{ii} = \frac{k}{k-1} \left[ 1 - \frac{\sum S_i^2}{S_t^2} \right]$$

Where:

$R_{tt}$  = Alpha Cronbach reliability coefficient

$K$  = Number of question items

$\sum St^2$  = Total variance score of each item

$St^2$  = Total variance

**Value of r count > r table 5%, means the item is accepted.**

b. Test Reliability

The researcher calculate reliability using KudrRichardson formula 20 (KR-20). The following is the KR-20 formula:

$$RTT : \left( \frac{k}{k-1} \right) \left( \frac{V_t \sum pq}{V_t} \right)$$

Where:

**$Rtt$**  = Test reliability

**$k$**  = Number of valid items

$v_t$  = Varian total

$p$  = Proportion of subjects who answered the question correctly

$q$  = Proportion of subjects who answered the question correctly

$\sum pq$  = Number of multiplication results between p and q

**Value of r count > r table 5%, means the item is accepted.**

According to Riduwan (2019), the value of Cronbach's Alpha can be interpreted as follows:

*Table 3. 5 Cronbach's Alpha Interpretation*

<b>Coefficient Internal</b>	<b>Coefficient Level</b>
0,00 – 0,120	Low Reliable
0,21 – 0,40	Rather Reliable
0,41 – 0,60	Quite Reliable
0,61 – 0,80	Reliable
0,81 – 1,00	Very Reliable

To find out whether the test is reliable, the researcher used SPSS 25, the following are the results of the reliability test:

*Table 3. 6 Reliability Result*

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.973	42

Based on table 3.5, it can be seen that the reliability value is 0.973. Therefore, it can be interpreted that the question items are reliable and have a very reliable correlation level following the interpretation of the correlation coefficient value.



### **3.6 Data Collection Technique**

Pre-test and post-test were the types of data used in this study. The purpose of this is to assess students' listening skills. This is how the data collection technique is explained:

#### **3.6.1 Test**

The tests used in this study aim to determine the number of possible changes, differences, or improvements from the pre-test to the post-test. The following describes data collection techniques:

1. Pre-test.

The pre-test is given to students before students get treatment which aims to measure the extent of students' listening skills before being given treatment. The pre-test is given to students in the form of written questions with as many as 20 items consisting of 5 multiple-choice choices and 15 filling in the blanks then students answer questions based on the provided audio.

2. Treatment

Treatment was given to students after conducting a pre-test. Treatment was conducted twice per class meeting during the study. In the first treatment, students were given a video podcast from TED (Technology, Entertainment, and Design) related to the material, namely explanation text. After that, students were instructed to watch and listen carefully and understand the content conveyed by the speaker in the video, then students were asked to discuss the video that had been shown and answer some questions that had been

provided by the researcher. In the second treatment, students were instructed again to watch and listen carefully to the video podcast that had been given with a different topic, then students answered questions as done in the first treatment. Below are the details of the treatment activities:

*Table 3. 7 Detail Activities of Treatments*

<b>Meeting</b>	<b>Teacher's Activity</b>	<b>Student's Activity</b>
1	<ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Ask students about the example of an explanation text.</li> <li>• Playing the video podcast from TED related to the material with the title “Why is the world warming up?” and repeated once or a few times.</li> <li>• Ask students to take notes about the vocabulary they did not know before.</li> <li>• Divide students into groups.</li> <li>• Ask students to identify the general structure related to the podcast that has been given and discuss it with their groups.</li> <li>• Give feedback to the students.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to the teacher.</li> <li>• Answer the questions given by the teacher.</li> <li>• Listen and pay attention to what the speaker says in the podcast.</li> <li>• Discuss the answers with their group.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Brainstorming.</li> <li>• Ask the students if they still remembered the material from the previous meeting.</li> <li>• Introducing and teaching language features of explanation text.</li> <li>• Playing the video podcast from TED related to the material with the title “Where does all the carbon we release go?” and “Why is 1,5 degrees such a big</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to the teacher.</li> <li>• Answer the questions given by the teacher.</li> <li>• Listen to the teacher.</li> <li>• Listen and pay attention to what the speaker says in the podcast.</li> <li>• Answer the questions given by the teacher.</li> </ul>

	<p>deal?" then repeated once or a few times.</p> <ul style="list-style-type: none"> <li>• Give the questions related to the first podcast such as: <ol style="list-style-type: none"> <li>1. What happens when carbon is stored in fossilized trees and marine life for millions of years?</li> <li>2. What events cause the release of carbon?</li> <li>3. How can we stop global warming?</li> </ol> </li> <li>• Ask students to identify the language features related to the second podcast.</li> <li>• Give feedback to the students.</li> </ul>	
--	---	--

### 3. Post-test.

The post-test was given to students after being given the treatment to measure the extent of student's listening skills, which was intended to evaluate whether there were differences in the results after being given the treatment using video podcast in XI grade of Language Program of MAN Kota Batu. The post-test given to students is the same as the pre-test, which is in the form of written questions totaling 20 items consisting of 5 multiple choices and 15 filling in the blanks. Students answered the questions based on the audio that had been given.

### 3.7 Data Analysis

Research requires data analysis since without it, field data collection's raw data is worthless. For this study, quantitative data were gathered from the students' pre-test and post-test results.

1. Scoring pre-test and post-test
2. Collect scores into a table format

*Table 3. 8 Students Score*

Initial Students' Name	Experimental Class	
	Y1	Y2
SUM ( $\Sigma$ )		

Y1: Score of Pre-test

Y2: Score of Post-test

3. Determine the group mean, standard deviation, and standard error with the formula below:
  - a. Mean

$$M = \frac{\Sigma FX}{N}$$

Where:

M = Mean

F = Frequency

$\Sigma$  = Sum

X = Score

b. Standard deviation

$$SD = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n-1}}$$

Where:

SD = Standard deviation

$\sum D$  = The square deviation sum of the experimental group

N = the total number of respondents

c. Standard error

$$SEM = \frac{SD}{\sqrt{N-1}}$$

Where:

SEM = Standard error of the mean

SD = Standard deviation

N = Number of cases

1 = Constant number

4. Normality Test.

The normality test is a method for determining if the data are in a normal distribution or are drawn from a population that is normally distributed (Nuryadi et al., 2017). The one-sample Shapiro-Wilk was used for the normality test because the sample was less than 50. The normality test was conducted using the SPSS 25 program. Data is considered normal

if  $p \geq \alpha$ , and  $\alpha$  is a significant level of 0.05, while data is considered abnormal if  $p \leq \alpha$ .

#### 5. T-test.

According to (Gay et al., 2012), the researcher used a procedure called hypothesis testing to compare study outcomes to their initial expectations before reaching a judgment. Hypotheses are temporary answers to research problems whose truth is still being tested empirically. To ascertain if the hypothesis is accepted or rejected, hypothesis testing is utilized. This study used a paired sample t-test by using SPSS 25.

### **3.8 Research Procedure**

The research procedure contains a series of processes carried out in the research. The following is a research procedure used by researcher in conducting research:

#### 1. Developing Research Proposal

The first stage taken by the researcher is the preparation of a proposal. After that, the proposal was submitted to the Faculty of Tarbiyah and Teaching Sciences (FITK) State Islamic University of Maulana Malik Ibrahim Malang. This proposal contains a research plan that will be carried out.

#### 2. License

The next stage is to apply for a research permit to the faculty to be submitted to the school or research location.

### 3. Preparing Research

The researcher must prepare in advance the instruments and tools or supporting factors that will be used in the research.

### 4. Taking Action in the Field

The next stage is the implementation of research. The researcher directly went to the field to conduct research through a series of studies that had been designed by giving pre-tests, treatment, and post-tests. From these activities, the researcher obtained data which will then be processed and conclusions drawn.

### 5. Research Implementation

#### a. Data Collection

At this stage, the researcher conducted data collection, including:

1. Observation.
2. Giving pre-test.
3. Giving treatment by implementing podcasts.
4. Giving post-test.

#### b. Data Identification

At this stage, data in the form of pre-tests and post-tests were collected and then analyzed.

### 6. Final Stage

At this stage, the researcher explains the results of the study in detail. Then the researcher concludes the results of the study so that it can be read and understood by the reader. The study's results can serve as references for further research.

**CHAPTER VI**  
**RESEARCH FINDINGS AND DISCUSSION**

This chapter provides the research findings and discussion including the data analysis, normality test, and hypothesis test.

**4.1 Research Findings**

In this section researcher present an analysis of the pre-test and post-test results, a comparison of pre-test and post-test, the result of validity testing, the result of reliability testing, normality testing, and t-test.

**4.1.1 Data Analysis of Pre-test**

Pre-test activities were carried out on May 8, 2024, involving 28 students as samples in one class. In this section, students are asked to do pre-test questions totaling 20 questions consisting of 5 multiple-choice and 15 filling in the blanks. The pre-test activity aims to see students' listening skills before using video podcasts. The results of the student pre-test are presented in the following table:

*Table 4. 1 Students' Score of Pre-test*

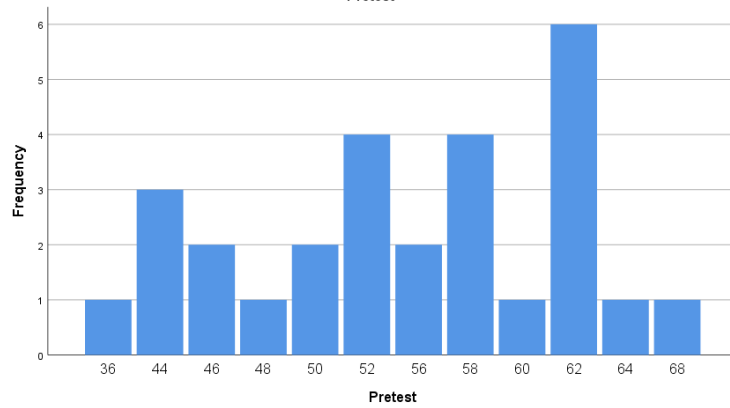
No.	Initial Name	Score
1.	AF	64
2.	AA	68
3.	AA	62
4.	AAF	58
5.	AIR	48
6.	AFF	56
7.	AR	44
8.	CZ	44
9.	GA	50
10.	HAA	56



11.	HA	60
12.	IAU	36
13.	JG	62
14.	NAM	62
15.	NNS	62
16.	MB	46
17.	MBFS	50
18.	MDMP	52
19.	MRA	52
20.	MRR	46
21.	MZB	58
22.	QZ	62
23.	RAA	52
24.	RARH	52
25.	RNG	44
26.	WMNS	58
27.	WF	58
28.	ZNM	62
$\Sigma$		1524
Average Score		54,42857

The table above is the pre-test result for XI grade of Language Program of MAN Kota Batu. It can be seen from the table that the lowest score of students' pre-tests is 36 while the highest score is 68. The average obtained is 54.428. The results of the pre-test were analyzed using descriptive analysis with the help of SPSS 25. The researcher also used a histogram graph to clarify the pre-test scores available below.

Figure 4. 1 Histogram of Pre-test



The histogram graph above shows the students' pre-test scores from lowest to highest. It can be seen in the scores between 36-44 there are 4 students, in scores between 46-48 there are 3 students, in scores between 50-52 there are 6 students, in scores between 58-60 there are 5 students, scores between 62-64 there are 7 students, and score 68 there is 1 student. The following is presented descriptive data from the calculation of the pre-test score:

Table 4. 2 Descriptive Statistics of Pre-test

Descriptive Statistics									
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Pretest	28	32	36	68	1524	54.43	1.463	7.743	59.958
Valid N (listwise)	28								

Table 4.2 contains a summary of descriptive statistical data information on pre-test scores. With a minimum score of 36 and a maximum score of 68, the combined pre-test and post-test scores are 1524. In contrast, the standard deviation is 7.74 and the mean score is

54.43. Because the standard deviation number is less than the mean, it is evident from the above statistics that the pre-test has good data quality.

#### 4.1.2 Data Analysis of Post-test

The post-test was conducted on May 22, 2024, involving 28 students as samples in one class. In this activity, the researcher asked students to do post-test questions totaling 20 questions consisting of 5 multiple-choice and 15 filling in the blanks. The post-test activity aims to see students' listening skills after being treated using video podcasts. The following table provides the results of students' post-test:

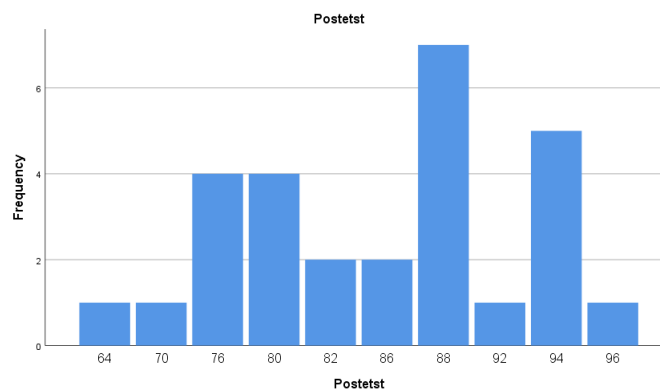
*Table 4. 3 Students' Scores of Post-test*

No.	Initial Name	Score
1.	AF	82
2.	AA	88
3.	AA	92
4.	AAF	82
5.	AIR	76
6.	AFF	86
7.	AR	86
8.	CZ	64
9.	GA	80
10.	HAA	80
11.	HA	94
12.	IAU	76
13.	JG	88
14.	NAM	94
15.	NNS	80
16.	MB	76
17.	MBFS	94
18.	MDMP	88
19.	MRA	88
20.	MRR	70
21.	MZB	94
22.	QZ	94

23.	RAA	88
24.	RARH	88
25.	RNG	76
26.	WMNS	88
27.	WF	80
28.	ZNM	96
$\Sigma$		2368
Average Score		84,57143

Table 4.3 shows the post-test results for XI grade of Language Program of MAN Kota Batu. The table shows the maximum score of 96 and the lowest score of 64 for the students' post-tests. The resultant average was 84.57. With the help of SPSS 25, a descriptive analysis was carried out on the post-test results. The researcher also used a histogram graph to clarify the pre-test scores available below.

*Figure 4. 2 Histogram of Post-test*



Based on the histogram above, the frequency distribution of students' post-test scores can be seen from lowest to highest. It can be seen in the scores between 64-70 there are 2 students, in scores between 76-80 there are 8 students, in scores between 82-86 there are 4 students, in scores between 88-92 there are 8 students, score between 94-96 there

are 6 students, and score 96 is 1 student. Below is presented descriptive data from the calculation of post-test scores by using SPSS 25:

*Table 4. 4 Descriptive Statistics of Post-test*

<b>Descriptive Statistics</b>									
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Posttest	28	32	64	96	2368	84.57	1.518	8.034	64.550
Valid N (listwise)	28								

Based on table 4.4 shows the results of students' post-tests in the form of descriptive statistics. The total student post-test score is 2368 with a minimum score of 64 and a maximum score of 96. While the average is 84.57. for standard deviation is 8.03. From the data above, it can be concluded that the post-test has good data quality because the standard deviation value is smaller than the mean.

#### **4.1.3 Students' Achievement in Listening Skills Before and After Using Podcast**

*Table 4. 5 Result Pre-test and Post-test*

No.	Initial Name	Difference		Description
		Pre-Test	Post-Test	
1.	AF	64	82	Increase
2.	AA	68	88	Increase
3.	AA	62	92	Increase
4.	AAF	58	82	Increase
5.	AIR	48	76	Increase
6.	AFF	56	86	Increase
7.	AR	44	86	Increase
8.	CZ	44	64	Increase
9.	GA	50	80	Increase
10.	HAA	56	80	Increase
11.	HA	60	94	Increase

12.	IAU	36	76	Increase
13.	JG	62	88	Increase
14.	NAM	62	94	Increase
15.	NNS	62	80	Increase
16.	MB	46	76	Increase
17.	MBFS	50	94	Increase
18.	MDMP	52	88	Increase
19.	MRA	52	88	Increase
20.	MRR	46	70	Increase
21.	MZB	58	94	Increase
22.	QZ	62	94	Increase
23.	RAA	52	88	Increase
24.	RARH	52	88	Increase
25.	RNG	44	76	Increase
26.	WMNS	58	88	Increase
27.	WF	58	80	Increase
28.	ZNM	62	96	Increase
Average		54,428537	84,57314	Increase

Table 4.5 shows the scores of pre-test and post-test results of the XI grade of Language Program. The pre-test was conducted before the treatment using a podcast, while the post-test was conducted after the treatment. After the researcher gets the score of the pre-test and post-test results then compares the test results. It can be seen, that the pre-test average for the students is 54.42, and the post-test average is 84.57. Consequently, it can be said that using podcasts has improved students' listening skills.

#### 4.1.4 The Result of Normality Testing

To determine if the data has a normal distribution or not, a normality test was carried out. The normality test used in this study is Shapiro-Wilk because the number of samples used is less than 50. Researcher use SPSS 25 to test data normality. The criteria in the

Shapiro-Wilk test is if  $p \geq \alpha$  and  $\alpha$  is a significant level of 0.05 then the data is normally distributed. Below are the results of the normality test:

*Table 4. 6 Result of Normality Test*

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.142	28	.156	.953	28	.232
Posttest	.165	28	.049	.933	28	.072

a. Lilliefors Significance Correction

The pre-test results show that the data is 0.232 greater than 0.05, and the post-test results show that the data is 0.072 greater than 0.05, indicating that the data is normally distributed, according to the table of the normality test that has been presented.

#### **4.1.5 The Result of T-Test and Hypothesis Testing**

After conducting the normality test, the final stage is hypothesis testing using a paired sample t-test. This test aims to determine whether there is a significant difference between the average pre-test and post-test. The hypothesis in this study is as follows:

- If Sig. (2-tailed)  $> 0.05$ , then the null hypothesis ( $H_0$ ) is accepted and the alternative hypothesis ( $H_a$ ) is rejected. This means that there is no significant difference in students' listening skills before and after being treated using podcasts.
- If Sig. (2-tailed)  $< 0.05$ , then the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. This means that

there is a significant difference in students' listening skills before and after being treated using podcasts.

In this study, the hypothesis was tested using a paired sample t-test using SPSS 25. The results of the paired sample t-test are presented in the following table:

*Table 4. 7 Result of Paired Sample T-test*

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-30.14286	7.05384	1.33305	-32.87805	-27.40766	-22.612	27	.000

If the significance value is less than 0.05, the null hypothesis is rejected, which means there is a significant difference. But if the significance value is greater than 0.05, then the null hypothesis is accepted. Based on the table above, it can be seen that the 2-tailed value is 0.000, this means that there is a significant difference between the pre-test and post-test results. Therefore, it can be concluded that the use of podcasts is effective on students' listening skills.

## 4.2 Discussion

This study was conducted at MAN Kota Batu, Malang. This study used a quantitative approach by using a pre-experimental research method. The sample of this study is XI grade of students' Language Program. The number of students in XI grade of Language Program consists of 28 students. The



researcher used pre-tests and post-tests to assess the effectiveness of podcasts on students' listening skills.

Before the research was conducted, the researcher tested the validity and reliability of the instrument. The validity and reliability tests aim to determine whether the pre-test and post-test instruments to be used are valid and reliable. Validity and reliability tests were carried out in another class, namely in class XI MIPA 5 which numbered 27 students. The test to be tested for validity amounted to 60 items. The question items were tested for validity and reliability using SPSS 25. After the validity was done, it was found that there were 43 valid questions and 17 invalid questions. Furthermore, the reliability test using the KR20 formula with a result of 0.973, it is known that the data is included in the "very reliable" category. It means that the data is reliable.

After conducting validity and reliability tests, the researcher gave a pre-test and post-test to XI grade of students in Language Program. The pre-test was given before treatment using podcasts, and the post-test was given to students after treatment using podcasts. The purpose of the pre-test is to determine the listening skills of students before being given treatment, while the purpose of the post-test is to determine the listening skills of students after being given treatment. The pre-test and post-test given to students are 20 items consisting of 5 multiple choices and 15 filling in the blanks. The pre-test and post-test were given to XI grade of students in Language Program consisting of 28 students.

The treatment was given to the students of XI grade of Language Program for two meetings. In the first meeting, students were given explanation text material. Then the researcher provided podcasts in the form of videos from TED (Technology, Entertainment, and Design). Podcasts are presented in the form of videos available on the YouTube platform. The researcher asked students to listen and understand the contents of the podcast presented. After that, students were divided into several groups and asked to answer questions that had been presented by the researcher related to the podcast video that had been presented.

Similar to the first meeting, in the second meeting, students continued the same material, namely the explanation text. The researcher presented podcasts in the form of videos from TED (Technology, Entertainment, and Design) with different topics. Students are asked to listen and understand the contents of the podcasts that have been presented. After that, students and teachers discussed the podcast video that had been given by answering various questions given by the researcher.

After the treatment was given, the researcher gave a post-test to students to measure whether there was an improvement in students' listening skills after being given treatment. Previously, a pre-test was conducted to measure students' listening skills before being given treatment and the results showed that the average student pre-test score was 54.42, while the average student post-test score was 84.57. It can be seen that there is a difference in pre-test and post-test scores before and after being given treatment.

The next stage is analyzing the data. The pre-test and post-test results that have been obtained are then analyzed using the normality test and t-test. Normality test is conducted to determine whether the data is normally distributed or not. The normality test was conducted using SPSS 25. Data is considered normal if  $p \geq \alpha$ , and  $\alpha$  is a significant level of 0.05. The normality test result for pre-test data is 0.232 greater than 0.05 and post-test data is 0.072 greater than 0.05. Therefore, it can be said that the pre-test and post-test data are normally distributed.

After conducting the normality test, the t-test was conducted. The t-test was conducted using paired sample t-test which aims to see if there is a significant difference between the average pre-test and post-test. The results of the t-test show that the significant value between the pre-test and post-test is 0.000 which is lower than 0.05. This shows that the null hypothesis is rejected because the significance is smaller than 0.05. This shows that the null hypothesis is rejected because the significance is smaller than 0.05 or indicates that there is a rejection of the Null Hypothesis ( $H_0$ ) and acceptance of the Alternative Hypothesis ( $H_a$ ). Therefore, it can be concluded that there is a significant difference between the pre-test and post-test which indicates that the podcast is effective in improving students' listening skills.

Based on the explanation above, it can be concluded that podcasts are effectively used to improve the listening skills of XI grade of students in Language Program. There is a significant difference in the listening skills of XI grade of students in Language Program after being given treatment using podcasts. This proves that it is the same as previous research, where classes

from other program were sampled in previous studies and showed the results that podcasts are effective in improving students' listening skills. The above findings are reinforced Maulid (2022) which said that there is a significant difference in student scores before and after treatment. It means that podcasts are effectively used to improve students' listening skills where the sample of this research is XI grade of IPA 5 students. Podcasts provide positive results in improving students' listening skills and making it easier for teachers to teach listening. This research is also in line with research conducted by Fadhilatun Nisa et al. (2022) where the sample of this study was VII grade junior high school students. This study showed the results that podcasts are effectively used as media to improve students' listening skills. Podcasts have a significant impact on students' listening skills.

In the learning process, the researcher found that students in XI grade of Language Program felt interested when listening using podcasts. This is because podcasts offer a variety of interesting content that suits students' interests and abilities. According to Santiana (2024), students can hone their listening skills through podcasts as they can listen to a variety of accents, intonations, and speeds of speech in different situations. Podcasts also offer a variety of interesting content such as news, stories, interviews, sports, business, science, art, and other topics. Therefore, the enthusiasm of students is getting higher in learning listening because they are interested in the media used so that they enjoy learning. Similarly, research conducted by Saragih et al. (2022) showed the results that podcasts are one of the tools that can attract and motivate students to listen. Podcasts make students more motivated and eager

to listen because they contain positive meanings about school lessons, things related to humans, and about learning motivation.

Furthermore, the researcher found that during the learning process, podcasts can train the motor skills of students in XI grade of students' Language Program because when students learn using podcasts, students will automatically select the information they hear and focus on what they hear. Podcasts can also improve students' understanding and improve their imagination. According to Tarmawan et al., (2021), podcast is a tool that can be used to improve student understanding. There are several cases that explain that many students learn more effectively by listening than reading. This can encourage discussion, creative thinking, and open communication between students and teachers. Podcast can also engage students' imaginations as they provide information on creative thinking incorporated into a project. Podcasts can encourage critical thinking, critical thinking skills, and artist talent.

In addition, podcasts are very easy to use by students in XI grade of Language Program to learn listening because podcasts are media that can be accessed easily. Students can access podcasts on various available online platforms and can listen to them anywhere and anytime. According to Rajic (2013), students can listen to the podcast several times, press the pause button, and then repeat the part that is not clearly heard. Students can also listen to podcasts while doing other tasks and can facilitate online students (distance education) who learn by listening to podcasts. The above findings are in line with research by Rahayuningsih et al. (2021) who said that podcasts help students feel comfortable when listening to questions. They can repeat listening

to sentences that were missed or inaudible. Podcasts can also make it easier for teachers to teach students online.

Therefore, it can be concluded that the use of podcasts as learning media is effective for improving the listening skills of XI grade of students' Language Program. In addition, podcasts are an efficient media for teachers and students that can be used in learning. Podcasts can attract students to listen because they provide a variety of interesting topics which students can choose according to the topics they are interested in and according to their abilities. Podcasts are also an accessible learning media as they are available on various online platforms and can be listened to anytime and anywhere.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter provides conclusions that have been drawn based on the data and conversation. In addition, suggestions were also provided in this chapter and directed to teachers, students, and future researchers.

#### **5.1 Conclusion**

The research analysis covered in the preceding chapter indicated that there was a substantial difference between the XI grade of students' Language Program' pre-test and post-test results. It can be seen from the paired sample t-test with a result of 0.000, which means that the significant value is lower or less than 0.05. If this happens, then the Null Hypothesis ( $H_0$ ) is rejected and the Alternative Hypothesis ( $H_a$ ) is accepted.

Therefore, it can be concluded that podcast is effective for improving students' listening skills in students' Language Program. Podcast is also an effective media to be used in learning English, especially listening skills. The use of podcast as learning media can attract students because it provides a variety of interesting topics so that it can increase student motivation in learning listening. In addition, podcasts can also support student learning and can be accessed anywhere and anytime.

#### **5.2 Suggestion**

##### **1. English teacher**

It is recommended for English teachers to use podcasts as a media in the English learning process. This media can attract students' enthusiasm

for learning English because it provides a variety of interesting topics. In addition, this media is very easy to access through websites, YouTube, Spotify, and others so that teachers can assign students to explore podcasts either at school or at home to improve students' listening skills.

## 2. Students

Students are advised to be more enthusiastic in learning English, especially listening skills. Students should practice listening skills a lot by using podcasts because they are very easy to access and listen to anywhere and anytime.

## 3. Further researcher

Future researchers can use this research as a reference. It is recommended for future researchers to use podcasts as English learning media in other skill areas such as speaking and others.



## REFERENCES

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# APPENDICES

## Appendix I Survey Permit



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
[http:// fitk.uin-malang.ac.id](http://fitk.uin-malang.ac.id). email : [fitk@uin\\_malang.ac.id](mailto:fitk@uin_malang.ac.id)

Nomor : 1091/Un.03.1/TL.00.1/03/2024  
Sifat : Penting  
Lampiran : -  
Hal : **Izin Survey**

21 Maret 2024

Kepada

Yth. Kepala MAN Kota Batu  
di  
Batu

**Assalamu'alaikum Wr. Wb.**

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:


Nama : Nur Faradilla Huwaida  
NIM : 19180019  
Tahun Akademik : Genap - 2023/2024  
Judul Proposal : **The Effectiveness of Podcast on Students' Listening Skills in Students' Language Program**

Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

**Wassalamu'alaikum Wr. Wb.**

an. Dekan,  
Wakil Dekan Bidang Akademi

  
Dr. Muhammad Walid, MA  
NIP. 19730823 200003 1 002

Tembusan :

1. Ketua Program Studi TBI
2. Arsip

## Appendix II Research Permit



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
FAKULTAS ILMU TARBİYAH DAN KEGURUAN  
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
http://fitk.uin-malang.ac.id. email: fitk@uin-malang.ac.id

Nomor : 1477/Un.03.1/TL.00.1/04/2024  
Sifat : Penting  
Lampiran : -  
Hal : Izin Penelitian

29 April 2024

Kepada

Yth. Kepala MAN 1 Kota Batu  
di  
Batu

**Assalamu'alaikum Wr. Wb.**

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Nur Faradilla Huwaida  
NIM : 19180019  
Jurusan : Tadris Bahasa Inggris (TBI)  
Semester - Tahun Akademik : Genap - 2023/2024  
Judul Skripsi : **The Effectiveness of Podcast on Student's Listening Skills in Student's Language Program**  
Lama Penelitian : Mei 2024 sampai dengan Juli 2024 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

**Wassalamu'alaikum Wr. Wb.**



An Dekan,  
Wakil Dekan Bidang Akademik

Dr. Muhammad Walid, MA  
NIP. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

### Appendix III Validation Sheet

#### Validation Sheet English Listening Test

#### “The Effectiveness of Podcast on Students’ Listening Skill in Students’ Language Program”

Validator : Wahyu Indah Mala Rohmana, M.Pd.  
 NIP : 19921030 2019032 017  
 Expertise :  
 Instance : Maulana Malik Ibrahim State Islamic University of Malang  
 Validation Date :

#### A. Introduction

This validation sheet aims to get an assessment from the validator (Mr./Mrs.) of the research instruments that have been prepared. Every feedback and suggestions given are very important for researchers to improve the quality of the instrument. Thank you for your willingness to become a validator in this study.

#### B. Guidance

- In this section, assess by ticking (√) with the following criteria to the columns below:
  - Very Poor
  - Poor
  - Average
  - Good
  - Excellent
- Suggestions and comments from the validator (Mr./Mrs.) can be given in the suggestion and comments column provided.

#### C. Validation Sheet

No	Aspect	Score				
		1	2	3	4	5
1.	The suitability of instrument indicators with indicators of achievement of basic competencies.  Basic Competencies Indicators: 3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya.					√



2.	Research instruments use good and correct language and punctuation.					✓
3.	The questions that are made do not cause double interpretation or misunderstanding.					✓
4.	The research instrument is well constructed.				✓	
5.	The question that is made do not cause double interpretation or misunderstanding.					✓
6.	The research instrument is communicative and easy to understand.					✓
7.	Research instruments can help the researcher to find out students' listening skills.				✓	

D. Suggestion and Comment

.....  
.....  
.....  
.....  
.....

E. Conclusion

Based on the validation sheet above, it can be concluded that the instrument that has been made is:

**Please cross out (abed) the answer that doesn't match the conclusion you gave.**

1. The instrument can be used without revision.
2. The instrument can be used with slight revision.
3. The instrument can be used with many revisions.
4. The instrument cannot be used.

Malang, May 02, 2024  
Validator,



Wahyu Indah Mala Rohmana, M.Pd

19921030 2019032 017

*Appendix IV Grids of Instrument Test*

<b>No</b>	<b>Basic Competencies</b>	<b>Scope of Material</b>	<b>Indicator</b>	<b>Type of Question</b>	<b>Number of Question</b>
1.	3.8 Distinguish social functions, text structures, and linguistic elements of several oral and written explanation texts by giving and asking for information related to the natural or social phenomena covered in other subjects in class XI, according to the context of use.	Explanation Text	<ol style="list-style-type: none"> <li>1. Students can capture specific information in the explanation text.</li> <li>2. Students can identify the aspects of an explanation text.</li> </ol>	Multiple choice	1-5
			<ol style="list-style-type: none"> <li>1. Students can fill in the blanks in the explanation text.</li> </ol>	Fill in the blank	1-15

*Appendix V Try-Out Test*

*Part 1*

**Instructions: Listen and answer the question correctly!**

**A. Listen to the audio carefully and choose the correct answer based on the audio given!**

1. The recording explains about?
  - a. The effects of earthquake
  - b. The cause of earthquake
  - c. The types of earthquakes
  - d. The meaning of earthquake
2. Earthquake happens because?
  - a. The change of tectonic plates
  - b. Sudden movements of the ocean floor
  - c. The movement of tectonic plates
  - d. Sudden change of the ocean floor
3. Seismic waves cause other geological phenomena, such as...
  - a. Landslides and floods
  - b. Tsunamis and tornado
  - c. Floods and tornado
  - d. Landslides and tsunamis
4. Earthquakes can range in intensity from?
  - a. Very mild
  - b. Extremely strong
  - c. Extremely long
  - d. Very mild and extremely strong
5. Why earthquakes can be very dangerous?
  - a. Cause serious damage to buildings and infrastructure, and can also cause loss of life
  - b. Cause the plates suddenly slip
  - c. Cause other geological phenomena
  - d. Cause the ground to shake or vibrate

**B. Listen to the audio carefully and fill in the blanks based on the audio given!**

**Why is the Sky Blue?**

Have you ever (1) ..... up at the sky and (2) ..... why it looks blue? The light that comes from the sun looks white, but it actually (3) ..... all the colors of the rainbow. We can see that when we use (4) ..... to (5) ..... white light into the full (6) ..... of colors. Every color of light has a different wavelength. Red light has the (7) ....., slowest wavelength of (8) ....., and violet has the (9) ....., fastest wavelength. The air in the Earth's atmosphere is (10) ..... of gases, mostly nitrogen and oxygen. These gases are made of (11)..... molecules (12) ..... far apart from each other. The short wavelength of blue and violet light means that blue and violet light are more likely (13) ..... the air molecules and be scattered (14) ..... the sky. But wait - if blue and violet light are scattered in the sky, why doesn't the sky look purple? One: there is less violet light than blue light in (15) ....., and two: our eyes are more sensitive to blue light than violet light, causing the sky to look blue to us.

*Part 2*

**Instructions: Listen and answer the question correctly!**

**A. Listen to the audio carefully and choose the correct answer based on the audio given!**

1. What is the concept of a water circle?
  - a. The sun heating the earth's water surface and causing the water surface to evaporate
  - b. The water vapor experiences condensation and becomes condensed vapor
  - c. Water that descends from the sky through several processes until the rain occurs
  - d. Includes water from lakes, rivers, and oceans
2. The recording explains about?
  - a. The meaning of rain
  - b. The effects of rain
  - c. The process of rain
  - d. The types of rain
3. Condensed vapor is formed from droplets, what happens when the temperature is higher?
  - a. The droplets become heavier and unstoppable
  - b. The droplets gather, condensed, and formed into clouds
  - c. The droplets will drop as snow
  - d. The droplets to fall so that there is rain
4. A phenomenon that is often seen in hot, dry desert regions is called?
  - a. Water circle
  - b. Snow
  - c. Rain
  - d. Virga
5. We understand from the recording that rain is?
  - a. The Primary source of fresh water for most areas of the world
  - b. Providing unsuitable conditions for diverse ecosystems
  - c. The primary source of fresh water for small areas of the world
  - d. Water that descends from the sky without going through several processes

**B. Listen to the audio carefully and fill in the blanks based on the audio given!**

**Tsunami**

A tsunami is natural is a natural phenomenon consisting of a series of waves generated when water in a lake or the sea is rapidly (1) ..... on a massive scale. A tsunami is (2) ..... wave or series of waves. Tsunami is a Japanese word. “Tsu” means (3) ..... “Nami” means wave. A tsunami can occur in any ocean. But most tsunamis occur in the Pacific Ocean. Tsunamis are caused by sudden movements of the ocean floor. Underwater earthquakes, (4) ....., or volcanic eruptions can cause these movements. Tsunami occurs when major (5) ..... under the ocean floor (6) ....., The displaced rock (7) ..... water above it like (8) ..... producing powerful water waves at the ocean (9) ....., The ocean waves (10) ..... from the vicinity of the earthquake source and move across the ocean until they reach the (11) ....., where their height increases as they reach the (12) ....., the part of the earth crust that (13) ....., or rises, from the ocean floor up to the land. A tsunami (14) ..... with disastrous effects such as severe flooding, loss of lives due to (15) ....., and damage to property.

*Part 3*

**A. Listen to the audio carefully and choose the correct answer based on the audio given!**

1. The recording explains about?
  - a. The meaning of snow
  - b. The effects of snow
  - c. The process of snow
  - d. The types of snow
2. Snow begins from?
  - a. Clouds
  - b. Water
  - c. Rain
  - d. sleet
3. What is precipitation?
  - a. Sleet that falls from the sky
  - b. Tiny water droplets that have evaporated into a gas, risen up into the sky, and condensed back into water
  - c. Water that falls from the sky
  - d. Temperatures are warm enough, water falls as rain
4. We understand from the recording that freezing rain is caused by?
  - a. Temperatures are warm enough
  - b. The layer of cold air is thicker
  - c. Temperatures are freezing
  - d. Tiny water droplets that have evaporated
5. What makes the snow soft and fluffy instead of hard and icy?
  - a. Snow contains a lot of water
  - b. Snow contains a lot of ice pellets
  - c. Snow contains a lot of air
  - d. Snow contains a lot of gas

**B. Listen to the audio carefully and fill in the blanks based on the audio given!**

**How Does Lightning Work?**

Can lightning strike the same place twice? Let's (1) ..... what makes it happen in the first place. Lightning is electricity, and electricity (2) ..... tiny particles. Some particles have a positive charge and some have a negative charge. The two (3) ..... charges pull towards each other like the north and south ends of magnets. Usually, electric charges are (4) ..... but the turbulent winds of a storm caused electric charges to (5) ..... within the cloud. Most lightning occurs within the cloud itself, but we're (6) ..... about the lightning between clouds and the ground. Lightning starts with negative charges moving from the clouds (7) ..... the ground. (8) ..... call it a stepped leader. Meanwhile, an upward leader forms as positive charges move up from the ground usually from (9) ..... when a stepped leader and an upward leader meet, it makes (10) ..... for a much larger and brighter electric current to (11) ..... into the cloud. This is what we see in the sky as lightning. It happened so (12) ..... that lightning seems to travel from the cloud to the ground. When in fact the opposite is true. So, can lightning strike the same place twice? Absolutely. For example, Toronto CN Tower is (13) ..... by lightning around 75 times each year. In fact, in August 2011 the tower was (14) ..... a record-breaking 52 times in 84 minutes. But don't worry the tower was built to (15) ..... it. So, it's a safe place to be if lightning strikes once twice, or even 52 times.



## Appendix VI Students Answer Sheet

### Pre-Test

Listening Test

Name : Ahmad Anam

Class : XI Bahasa

68

**Instructions: Listen and answer the question correctly!**

**A. Listen to the audio carefully and choose the correct answer based on the audio given!**

- 5 x 2 = 10
- The recording explains about?
    - The effects of earthquake
    - The cause of earthquake
    - The types of earthquakes
    - The meaning of earthquake
  - Earthquake happens because?
    - The change of tectonic plates
    - Sudden movements of the ocean floor
    - The movement of tectonic plates
    - Sudden change of the ocean floor
  - Seismic waves cause other geological phenomena, such as...
    - Landslides and floods
    - Tsunamis and tornado
    - Floods and tornado
    - Landslides and tsunamis
  - Earthquakes can range in intensity from?
    - Very mild
    - Extremely strong
    - Extremely long
    - Very mild and extremely strong
  - Why earthquakes can be very dangerous?
    - Cause serious damage to buildings and infrastructure, and can also cause loss of life
    - Cause the plates suddenly slip
    - Cause other geological phenomena
    - Cause the ground to shake or vibrate

B. Listen to the audio carefully and fill in the blanks based on the audio given!

### How Does Lightning Work?

Can lightning strike the same place twice? Let's (1) *figure out* what makes it happen in the first place. Lightning is electricity, and electricity (2) *involves* tiny particles. Some particles have a positive charge and some have a negative charge. The two (3) *opposite* charges pull towards each other like the north and south ends of magnets. Usually, electric charges are (4) *fairly*... but the turbulent winds of a storm caused electric charges to (5) *separate* within the cloud. Most lightning occurs within the cloud itself, but we're (6) *concerned* about the lightning between clouds and the ground.

Lightning starts with negative charges moving from the clouds (7) *towards* the ground. (8) *Scientists* call it a stepped leader. Meanwhile, an upward leader forms as positive charges move up from the ground usually from (9) *tall object*. When a stepped leader and an upward leader meet, it makes (10) *a path* for a much larger and brighter electric current to (11) *shoot*... into the cloud. This is what we see in the sky as lightning. It happened so (12) *quickly* that lightning seems to travel from the cloud to the ground.

When in fact the opposite is true. So, can lightning strike the same place twice? Absolutely. For example, Toronto CN Tower is (13) *struck*.. by lightning around 75 times each year. In fact, in August 2011 the tower was (14) *shooked* a record-breaking 52 times in 84 minutes. But don't worry the tower was built to (15) *withstand* it. So, it's a safe place to be if lightning strikes once twice, or even 52 times.

$$\begin{array}{r} 8 \times 6 = 48 \\ \quad 10 \\ \hline 68 \end{array}$$

## Post-Test

Listening Test

Name : Tia Awwal N1

Class : 11 133

94

**Instructions: Listen and answer the question correctly!**

**A. Listen to the audio carefully and choose the correct answer based on the audio given!**

- 5x2 = 10
- The recording explains about?
    - The effects of earthquake
    - The cause of earthquake
    - The types of earthquakes
    - The meaning of earthquake
  - Earthquake happens because?
    - The change of tectonic plates
    - Sudden movements of the ocean floor
    - The movement of tectonic plates
    - Sudden change of the ocean floor
  - Seismic waves cause other geological phenomena, such as...
    - Landslides and floods
    - Tsunamis and tornado
    - Floods and tornado
    - Landslides and tsunamis
  - Earthquakes can range in intensity from?
    - Very mild
    - Extremely strong
    - Extremely long
    - Very mild and extremely strong
  - Why earthquakes can be very dangerous?
    - Cause serious damage to buildings and infrastructure, and can also cause loss of life
    - Cause the plates suddenly slip
    - Cause other geological phenomena
    - Cause the ground to shake or vibrate

B. Listen to the audio carefully and fill in the blanks based on the audio given!

### How Does Lightning Work?

Can lightning strike the same place twice? Let's (1) <sup>figure out</sup> what makes it happen in the first place. Lightning is electricity, and electricity (2) <sup>waves</sup> tiny particles. Some particles have a positive charge and some have a negative charge. The two (3) <sup>opposite</sup> charges pull towards each other like the north and south ends of magnets. Usually, electric charges are (4) <sup>fairly</sup> but the turbulent winds of a storm caused electric charges to (5) <sup>separate</sup> within the cloud. Most lightning occurs within the cloud itself, but we're (6) <sup>concerned</sup> about the lightning between clouds and the ground.

Lightning starts with negative charges moving from the clouds (7) <sup>towards</sup> the ground. (8) <sup>Scientists</sup> call it a stepped leader. Meanwhile, an upward leader forms as positive charges move up from the ground usually from (9) <sup>top</sup> when a stepped leader and an upward leader meet, it makes (10) <sup>a path</sup> for a much larger and brighter electric current to (11) <sup>shoot</sup> into the cloud. This is what we see in the sky as lightning. It happened so (12) <sup>quickly</sup> that lightning seems to travel from the cloud to the ground.

When in fact the opposite is true. So, can lightning strike the same place twice? Absolutely. For example, Toronto CN Tower is (13) <sup>struck</sup> by lightning around 75 times each year. In fact, in August 2011 the tower was (14) <sup>struck</sup> a record-breaking 52 times in 84 minutes. But don't worry the tower was built to (15) <sup>withstand</sup> it. So, it's a safe place to be if lightning strikes once twice, or even 52 times.

$$\begin{array}{r} 14 \times 6 = 84 \\ \quad 10 \quad + \\ \hline \quad 94 \end{array}$$

*Appendix VII Letter of Completion Research*



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KOTA BATU**  
**MADRASAH ALIYAH NEGERI**  
Jalan Patimura Nomor 25 Kota Batu 65315  
Telepon (0341) 5103302  
E-mail : man.kotabatu@yahoo.com Website : www.mankotabatu.sch.id

**SURAT KETERANGAN**  
Nomor: B-310/Ma.13.36.01/PP.00.6/05/2024

Yang bertanda tangan dibawah ini:

Nama : Drs. Farhadi, M.Si.  
NIP : 196703231996031001  
Pangkat/ Gol : PembinaTk.1/IVb  
Jabatan : Kepala MAN Kota Batu

Menerangkan :

Nama : Nur Faradilla Huwalda  
NPM : 19180019  
Program Studi : S.1 Tadris Bahasa Inggris  
Universitas : Universitas Islam Negeri Maulana Malik Ibrahim Malang

Bahwa yang bersangkutan telah melakukan penelitian untuk penyusunan Skripsi dengan judul:

**"The Effectiveness of Podcast on Students' Listening Skills in Students' Language Program".**

di MAN Kota Batu pada Rabu 08 Mei 2024 s.d 31 Mei 2024.

Demikian surat ini dibuat dengan sebenarnya dan dapat digunakan sebagaimana mestinya.

Batu, 31 Mei 2024  
Kepala  
  
Farhadi



*Appendix VIII Documentation*



**Validation Testing**



**Pre-Test**



**Treatment 1**



**Treatment 2**









**Post-Test**

Appendix IX Evidence of Guidance Consultation

Buku Kepenasehatan Akademik Jurusan Tadris Bahasa Inggris (TBI)

F. KONSULTASI PROPOSAL SKRIPSI  
Konsultasi dan Bimbingan Proposal Skripsi\*

Tanggal	Bab/Materi Konsultasi	Saran/Rekomendasi/Catatan	Paraf
02/11 2022	Menyetorkan judul proposal skripsi	- Mencari gap dalam penelitian - Referensi jurnal : scopus, publish or perish. - Membuat matriks - Judul → tidak menyjok pd tempat	
03/01 2023	Menyetorkan judul proposal skripsi yg baru	- The effectiveness → to increase - Perlakuan sebelum diberi podcast (soal sama) - Harus di try out, di kelas yg beda - Gap = bisa subject	
05/01 2023	Menyetorkan BAB I	- Kalau bisa jangan ada kutipan di dalam kutipan. - Referensi : huruf depan besar, selanjutnya kecil - Antar paragraf harus berkesinambungan.	
12/09 2023	Menyetorkan BAB I-III	- Antar paragraf harus menggunakan conjunction. - Referensi = 15 thn terakhir. - Mencari jurnal scopus, sinta - Mencari kelemahan penelitian sebelumnya.	
19/08 2023	Menyetorkan BAB I-III	- Judul diperbaiki - Mengganti metode penelitian - Mencari gap yg kuat	
06/09 2023	Menyetorkan BAB I-III	- Menambahi keyterm - Kisi-kisi ditaruh di appendix	

Malang, 02 Oktober 2023.....  
Dosen Wali/Pembimbing,



NIP. 199210102019032017


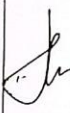


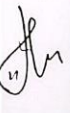

Catatan:  
Lembar konsultasi dan bimbingan Proposal Skripsi yang sudah memperoleh persetujuan/tanda tangan Dosen Wali/Pembimbing sah digunakan sebagai lampiran dalam Proposal dan dapat difotocopy.

## Appendix X Thesis Consultation Logbook


Buku Kepenasehatan Akademik Jurusan Tadris Bahasa Inggris (TBI)

### G. KONSULTASI DAN BIMBINGAN SKRIPSI

#### Konsultasi dan Bimbingan Skripsi

Tanggal	Bab/Materi Konsultasi	Saran/Rekomendasi/Catatan	Paraf
20/03 2024	Revisi skripsi	Merevisi judul	
01/05 2024	Menyetorkan instrumen Penelitian	Membuat item soal yg banyak untuk tryout di kelas selain sample	
02/05 2024	Validasi instrumen Penelitian	segera melakukan penelitian	
04/06 2024	Menyetorkan bab 1-5	Menambahkan prosedur penelitian dan prosedur pada treatment	
07/06 2024	menyetorkan revisi bab 1-5	Discussion pada bab 5 diperbanyak lagi pembahasannya	
12/06 2024	menyetorkan revisi bab 5	ACC skripsi	

Malang, 12 Juni 2024.....  
Dosen Pembimbing,

  
Mala R  
NIP. 199210402019032017



## *Appendix XI Curriculum Vitae*

Nama Lengkap : Nur Faradilla Huwaida  
Tempat, Tanggal Lahir : Gresik, 12 Desember 2000  
Jenis Kelamin : Perempuan  
Agama : Islam  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Perguruan Tinggi : UIN Malang  
Alamat Rumah : Dinari, C.2/223 RT.01/RW.02, Ds. Tebalo  
Kecamatan Manyar, Kabupaten Gresik, Provinsi  
Jawa Timur, Indonesia, 61151  
No. Hp / Telp : 081217123656  
Alamat Email : [nurfaradillah456@gmail.com](mailto:nurfaradillah456@gmail.com)



### **Riwayat Pendidikan**

1. 2005-2007 TK 'Aisyiyah Bustanul Athfal 12 Pantenan
2. 2007-2013 MI Muhammadiyah 1 Pantenan
3. 2013-2016 SMP Muhammadiyah 12 Paciran
4. 2016-2019 MA Al-Ishlah Sendang Agung Paciran
5. 2019-2024 UIN Maulana Malik Ibrahim Malang

Malang, June 12<sup>nd</sup> 2024

Mahasiswa

Nur Faradilla Huwaida