USING PODCAST THROUGH STUDENT TEAMS ACHIEVEMENT DIVISION (STAD) TO TEACH LISTENING OF RECOUNT TEXT

THESIS

Submitted in Partial Fulfillment of the Requirement for Bachelor Degree of Education in English Language Education

WALISONGO

By

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DEDICATION

This research is done because of many supports and motivations. I dedicate this thesis to :

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MOTTO

"Barangsiapa menempuh jalan untuk mendapatkan ilmu, Allah akan memudahkan baginya

jalan menuju surga"

(HR. Ibnu Majah)

ABSTRACT

TITLE : USING PODCAST THROUGH STUDENT TEAMS ACHIEVEMENT DIVISION (STAD) TO TEACH LISTENING OF RECOUNT TEXT

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The gap of this research was the use of podcast through STAD to teach listening of recount text, some previous research used podcast but still used traditional technique namely, lecturing. This research is conducted on the basis of the researcher's observation some students feel that listening or hearing the sounds then putting them into mind is difficult to do. And the problem concerns with the crowded teaching situation, the preparation has some difficulties in downloading the material. It means that they have any problems while doing teach listening use podcast. This study is aimed at explaining whether using podcast through STAD to teach listening of recount text is effective to improve the students' achievement. The method used in this research was quasi-experimental and the design was quantitative. The population of 90 students. This study was first-grade students of MAN 1 Pekalongan. In this research, the researcher used two classes; X-A as the experimental and X-B as the control group. The experimental class was taught using podcast through STAD to teach listening of recount text and the control was not. In collecting the data, the researcher conducted a try out test which was divided into pre-test and post-test. The data collected were analyzed using t-test. According to the result of statistical calcuation, it could be seen that the average score of the experimental class was 82.17 and the average score of control class was 75.83. Furthemore, it was obtained that t_{count} is higher than t_{table} (9.262 >2.001). So, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It can be concluded that use podcast through STAD to teach listening of recount text is significantly effective. This result can help a teacher to provide a better technique in teaching recount text and help students to increase their learning interest, and also to improve their achievement.

Keywords: Listening skill, Podcast, Recount text, Student teams achievement division

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Finally, the writer will happily accept constructive criticism in order to makethis thesis better and she hopes this research can be helpful for everyone who needs additional reading related to the topic of this research.

Semarang, September 2022

The writer

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CHAPTER I

This chapter present about background of the research, research question objectives of the research and pedagogical of the research.

A. Background of the Research

To develop language mastery, there are four basic skills that language learners have to master they are, listening, reading, speaking and writing. These four skills are used to assess someone's mastery of any language including English. Those skills are divided into two major skills they are, receptive skill and productive skill. Listening and reading are identified as the receptive skill while speaking and writing are identified as the productive skill. In language learning, sometimes those skills are integrated in an activity because an activity commonly needs more than one skill. For example, when learners are in a dialog activity, they do not only speak but they also listen. However, the learners need to acquire these four skills though they are generally just dominant in a certain skill.

The first skill that learners should acquire is listening because it is determined to be the most basic of the four major skills of language development.[1] Listening is considered as the most basic skill because it is firstly used by learners when they begin to learn a language, especially spoken language. In addition, unconsciously, listening is much more used in classroom than other skills.[2] Listening is used far more than any other single language skill on average with 9 percent of our time in writing, 16 percent in reading, 30 percent in speaking, and 45 percent in listening.[3] This statement proves that listening has the high frequency to be used in classroom. Therefore, the learners should master listening skill which becomes the important thing in supporting their learning. Additionally, learners learn by communication in classroom, and listening is one key of an effective

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[1]Yvonne Gold, Teaching Listening? Why Not?, *Elementary English*, 52, 1975, p. 422.
[2]Paul T. Rankin, The Importance of Listening Ability, *The English Journal*, 17, 1928, p. 623.
[3]Edyth W. Hadley, Techniques in Teaching High School Students to Listen, *The English Journal*, 40, 1951, p. 369.

communication. Therefore, listening has an important role in supporting learning. When learners do listening process, they try to accept and translate the spoken messages on their minds. If students can receive the messages well, they will have a good communication. Then, they can learn effectively.

Although many researches explained that listening has a role important in learning should be taught, there is still a lot of students who are poor in listening.[4] Based on the researcher's observation in several Senior High Schools, some students feel that listening or hearing the sounds then putting them into mind is difficult to do. It means that they have any problems while doing listening. There are five problems concluded by the researcher after doing the observation. The first, the students cannot interpret well spoken English words, phrases and sentences. It is bacause the ability to understand a spoken foreign language is quite different from the ability to understand the written foreign language.[5] However, to know the meaning of words, phrases and sentences is the essential step in understanding the message. Moreover, this problem will be a major obstacle for students in listening if it is not immediately addressed.

The second, they do not have any background knowledge about the English audio content. This means about the authentic material. However, it is important for students to know the background knowledge of the English audio which will be heard to support their understanding. Thus, to help the students, the teacher is responsible to give the students background knowledge about the English audio with the instruction. In instruction, face-to-face listening situation including direction, conversation and discussion occurs.[6] And in this situation, the students will seek the guidance and sharing experience from the teacher about the audio. However, if the students know why they are listening, they will more lean to listen

[4]Hal D. Funk and Gary D. Funk, Guidelines for Developing Listening Skills, *The Reading Teacher*, 42, 1989, p. 660.

[5]Edna Lue Furness, Techniques for the Teaching of Listening, *The Modern Language Journal*, 36, 1952, p. 124.

[6]Virginia A. Woodward, Young Children Initiate Their Own Listening Experiences, *Young Children*, 21, 1965, p. 10

effectively.[7] The third, they feel difficult to recognize the different accent. A lot of varieties in accent also can cause a problem for students in listening as long as they are not given much exposure to the different accents. For EFL, English is not the dominant language and they have very few opportunities to hear the real language from the native speakers.[8]

The forth, they revealed that it is so hard to identify spoken English words and sentences in high speed. It happens bacause when the speech is too fast, there will be much elision of sounds. Therefore the students cannot get and understand well what they hear. It is in line with Virginia's statement that children have different ways in responding the sounds. There are children who know well all of sounds and there are children who are not aware all of sounds, so they hear nothing.[9] The last, they are less motivated to do listening. Some of them feel that listening is a boring activity and they also feel that it is not an interesting activity. On the other hand, Hadley said that a student must be physically comfortable in order to give his full attention in listening activity and the teacher should build the interest of her students up and relates the listening subject matter to their interests and experiences.[10] Thus, the students will not be bored and uninterested in listening activity.

Accordance with the problems above, the researcher also found the same problems occuring at the school MAN 1 Pekalongan which will be used as the place of her research. Based on the interview which done by the researcher to the students of MAN 1 Pekalongan, especially to first-grade students while doing PPKT, it was known that most of first-grade students of MAN 1 Pekalongan considered that listening is difficult. Most of them cannot develop their listening skill because of those problems. Thus, their English mastery does not increase. Furthermore, the listening media in MAN 1 Pekalongan is limited and the teachers also lack

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[7]Robyn Campbell, The Power of the Listening Ear, *The English Journal*, 100, 2011, p. 67.
[8]Belilew Molla Gebre & Girma Gezahegn Tadesse, The Role of Listening Strategy Instruction in Advancing Students' Listening Achievement and Strategy Use, *International Journal of Foreign Language Teaching & Research*, 3, 2015, p. 14.
[9]Virginia A. Woodward, Young Children Initiate Their Own Listening Experiences, *Young Children*, 21, 1965, p. 10
[10]Edyth W. Hadley, Techniques in Teaching High School Students to Listen, *The English Journal*, 40, 1951, p. 369.

of techniques in teaching listening. for instance, in English listening the teacher always uses GTM (grammar translation method) which is inappropriate to be used in listening instruction.

Therefore, the research is concerned with motivating teaching strategies that can improve students' listening skills. The strategy proposed here includes the use of the Student Teams-Achievement Division (STAD) using podcast media. Podcasts are used as a source of material to complement STAD.

Podcasts are audio or video media files that are regularly released over the Internet and can be downloaded via web syndication. Meanwhile, Beare mentioned that podcasts are very interesting for English language learners because they provide a means for students to gain access to "authentic" listening resources on almost any subject that interests them.

The use of Podcast materials is expected to increase student motivation while STAD will help students practice listening strategies modeled by lecturers. STAD allows students to work together with their classmates to understand spoken texts. By studying in STAD groups, students can practice together with their teammates on how to listen effectively, such as how to get to the heart of main ideas and detailed information. Since individual contributions make a huge difference to team success, students are encouraged to help each other and share listening skills. Learning with the STAD is able to create active, innovative, creative, and fun learning for student. Such learning will be able to arouse enthusiasm for student to learn so that it will affect the achievement of optimal student learning outcomes. There are several factors that make this model able to create a pleasant learning atmosphere for students. These factors are the character of STAD as a learning model that demands cooperation, student-centered learning (Student-Centered), and an award for the best team.

To mull or consider the problems of listening and the previous studies above, the researcher determined to examine the using of podcast on students' listening skill. Living in technology era, it is more suitable that teachers take advantage the technologies in listening instruction than the old things which may be monotonous. Using podcast in listening instruction is one of techniques which involve technologies.

Some previous research proved that Podcast is effective to be applied in teaching listening. According to the research under the tittle *"The Implementation of Podcast in Teaching Listening at the First Semester Students of IKIP PGRI Madiun"* by Rengganis Siwi Amumpuni, This research aimed to describe the process, the problems and solutions of the implementation of Podcast in teaching listening. This main characteristic turns podcast into an interesting tool for education in general and also specifically for foreign language. In this research there are some problem of the teaching listening by using podcast. The problem concerns with the crowded teaching situation, the preparation has some difficulties in downloading the material, and still use traditional technique namely, lecturing. Meanwhile, in this research the writer tries to use Podcast throught STAD to help students more creative, enjoy, and active in teach listening especially recount text.

The researcher chooses to use podcast because she believes that podcast is an appropriate e-tool which can be used to be a good technique in improving learners' listening skill in listening instruction. Based on the descriptions and conditions which were described above, this investigation will be continued to be conducted under the title of ***"Using Podcast Through Student Teams Achievement Division (STAD) To Teach Listening Of Recount Text"***.

B. Research Question

Is there any significant effect of using podcast through students teams achievement division (STAD) to teach listening of recount text?

C. Objective of the Research

The research which will determine whether there is any significance of using podcast through STAD to teach listening of recount text at the school in MAN 1 Pekalongan or not.

D. Pedagogical Significance

The result of this study is hoped will gives some positive contribution to the English learning process and benefit for teachers, students, school and other researcher.

1. Teachers

    The result of this research is expected to be useful for teachers in their teaching listening. When the teachers know that the effect of using podcast on students' listening skill is good, they can use this technique for listening instruction. This technique is hoped can be starting step for English teacher

to create a new innovation of English teaching.

2. Students

    The result of this research is expected to give benefit for the students in improving their listening skill. The use of podcast is an interesting alternative for student. It hopefully can motivate them in improving their listening skill by using podcast. The researcher hopes the student be more attractive, interested and enthusiasm through learning activity. Especially in listening.

3. Researcher

    For the researcher, the result of this research is expected to help them by giving information and reference for their research and they also can reexamine and develop this research deeper.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains research information relating to listening skill and podcast such as definition of listening skill, characteristic of a good listener, teaching listening, e-tools for teaching listening, definition of podcast, benefit of using podcast to listening, procedures of using podcast in teaching listening, definition of STAD, Implementation of Using Podcast Through STAD to Teach Listening of Recount Text, definition of recount text, and previous related research.

A. **Listening Skill**

1. **Definition of Listening Skill**

Listening is one of four skills that has to be mastered in enhancing language mastery. It is determined to be a major component in language learning.[1] In other words, listening becomes the most important skill in mastering a language. For language learners, listening is a key to learn in classroom.[2] When they are listening to the teacher in the class, they are also learning automatically. Therefore, when they cannot listen well, they will lose an opportunity to learn and it will be a hard obstacle for language learners in developing their language mastery. In other words, to listen and to put what had been heard into mind becomes a fundamental thing for students' learning.[3]

Additionally it is proposed that the term of listening relates to four activities, they are:[4] 1) sensing – taking in messages verbally and nonverbally, 2) interpreting – understanding the messages, 3) evaluating – distinguishing between fact and opinion, than agreeing the speaker or not, and 4) responding – reacting to the messages by using verbal and nonverbal cues. However, to be a good listener, those activites should be involved in the listening process.

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[1]H. Douglas Brown, *Teaching by Principles: An Interactive approach to Language Pedagogy.* (San Fransisco: Longman, 2007), p. 299.

[2]Lyn Dawes, *The Essential Speaking and Listening: Talk for Learning at Key Stage 2.* (New York: Routledge, 2008), p 41.

[32]Lyn Dawes, *The Essential Speaking and Listening: Talk for Learning at Key Stage 2.* (New York: Routledge, 2008), p 42.

[4]Carine M. Feytend, The Power of Listening Ability: An Overlooked Dimension in Language Acquisition, *The Modern Language Journal*, 75, 1991, p. 175.

On the other hand, listening has a role as an important part in the classroom as it does elsewhere. It takes more part in the classroom than any other skills. More than 40 percent of time which spent in communication activities in classroom is devoted to listening and it proves that listening activities take high frequency in the classroom.[5] It is because the students learn everything in the classroom by listening. Therefore, in large scale, the amount and character of students' learning are determined by the efficiency of classroom listening.[6] In other words, listening has an important role to support the students in learning. When the stduents can listen well, they will learn effectively. As the opposite, when the students cannot listen well, they will feel difficult to learn effectively.

In the daily life, Rankin explained that we spend about forty-five percent of our time each day in listening, thirty percent in speaking, sixteen percent in reading, and nine percent in writing.[7] It means that listening also takes the highest frequency outside the classroom acitivity. In addition, based on the facts above, everyone especially language learners should be able to listen and improve their listening well, therefore they can communicate and learn inside and outside the classroom effectively. There are some profits which will be got and received by those who are good in listening. For the students, the effect of having a good listening flows beyond the simple ability to follow direction in learning in the classroom.[8] When the students are competent enough in listenig skill, they will be capable enough to do any activites which involved other skills except listening. For example, when the students can listen to the teachers' direction well, they will give the response to what they listened such as speaking to answer the teacher's question, and reading or writing based on the teacher's

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[5]David H. Russell, A Conspectus of Recent Research on Listening Abilities, *Elementary English,* 41, 1964, p. 262.

[6]Annabel E. Fawcett, Training in Listening, *Elementary English*, 43, 1966, p. 473.

[7]Joseph Mersand, Why Teach Listening?, *The English Journal*, 40, 1951, p. 261.

[8]Robyn Campbell, The Power of the Listening Ear, *The English Journal*, 100, 2011, p. 69.

command. Therefore, listening is a skill which has to be acquired by the students firstly before any other skill in learning.

However, listening is not as easy as it is thought. It is a complecated skill which involved some processes. Listening is a skill that is not effective if it is learned by accident.[9] It must be provided in the instruction or the direct teaching which will give the students listening inputs and train them to be a good listener. People do not know instinctually how to listen for information, instruction, and critical understanding, because listening is a complex skill. Listening differs from only hearing. It includes a wider meaning and achieved through different ways and means".[10] In other words, listening does not only have one purpose but it has some purposes with the different ways to reach. When someone is listening for a purpose, he or she should do the appropriate ways for that purpose.

Listening defined by Erben is "an active process where in learners focus on certain features of the input and construct meaning in spoken language".[11] On the other hand, hearing can be defined as a process of accepting sounds without any attention or focus. This difference between listening and hearing can prove that listening is more complicated than hearing. In listening activites, language learners are not only gotten to hear the spoken language, but they are also gotten to understand and comprehend it. It is because listening is the process by which spoken language is converted to meaning in the mind.[12]

The importance of listening in communication has long been recognized. Although listening is seldom taught in the schools, researchers and educators have been aware that more time is spent in listening than in other components of the communication process and that most school instruction occurs in a

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[9]Eva A. Moore, Listening is a Skill, *The English Journal,* 42, 1953, p. 379.
[10]Nixon Ken Lanpher, Listening Skills - An Analysis, *ru-journal of Peoples Development,* 2, 2014, p. 331.
[11]Tony Erben and Team, *Teaching English Language Learners through Technology.* (New York: Routledge, 2008), p. 142.
[12]Deborah Burnett Strorther, On Listening, *The Phi Delta Kappan*, 68, 1987, p. 625.

speaking-listening context.[13] A skill of communicating effectively must be taught and trained, and the listening is an act which has large part of this skill.[14] Besides relating to speaking, listening is also relating to reading and writing. It has been known among language teachers and language learners that listening and reading are categorised as receptive skills while speaking and writing are categorised as productive skills. Because of listening and reading are receptive skills, automatically they have similarity in any case. Lundsteen mentions four features that reading and listening have in common: 1) the act of receiving, 2) analogous features, 3) vocabulary, and 4) certain skills of thinking and understanding.[15] In spite of the fact that listening and reading are receptive skills which have some similarity, listening has more important role than reading. One learn to listen before to read. Some parents introduced written language to their children by letting them listen to stories that thay read. The children start to know the connection between what they hear and what they see on the story book and to get an understanding of stories when they are read. It is accordance with some researchers who think that the ability to listen may

influence the ability to read.[16]

2. Characteristic of a good listener

To be a good listener is one of important things in communication. In classroom, a student who has good listening will communicate to the teacher or other students well. In addition, the student with good listening can interpret, understand, and comprehend the message of learning material well whether from the teacher or from the audio speaker. Before detecting the characteristic of good listening, we should know the characteristic of poor listening. According to Wolvin there are some characteristics of poor listening in classroom context described by Nichols (1948). They are: (1) condemning a speaker's subject as uninteresting; (2) criticizing the speaker's delivery rather than focusing on the

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[13]Thomas G. Devine, Listening, *Review of Educational Research*, 37, 1967, p. 152.
[14]Robyn Campbell, The Power of the Listening Ear, *The English Journal*, 100, 2011, p. 66.
[15] Deborah Burnett Strorther, On Listening, *The Phi Delta Kappan*, 68, 1987, p. 625.
[16] Deborah Burnett Strorther, On Listening, *The Phi Delta Kappan*, 68, 1987, p. 625.

message; (3) preparing an answer to a point or question before comprehending it; (4) listening only for facts; (5) wasting the advantage of thought speed over speech speed; (6) tolerating or creating distractions; (7) faking attention; (8) permitting personal prejudices to interfere; (9) avoiding difficult material; and

(10) attempting to take outline notes even when the message isn't structured to be outlined.[17] Those are the characteristics of poor listening which should be avoided to be a good listener in classroom. However, the characteristics of good listening actually are the opponent of poor listening characteristics.

Additionally, there are some characteristics which may be included to be characteristics of good listening in classroom. They are:[18] (1) concentration on the verbal sounds relating to main ideas or points; (2) attention to whole sound of speaker, (3) understanding of communication symbols; (4) restating the message to enhance the understanding; and (5) questioning/clarifying the unclear message. In addition, it also can be named as a good listener when the listener is listening, he or she is also considering these four things. They are:

(1) what kind of situation, (2) what is the listener's plan for listening, (3) what are the important words and units of meaning, and (4) does the message make sense.[19] However, good listeners are they who make exact and suitable responses to what is heard.[20] The made responses are based on the necessity of listening. When the listeners try to get the points of the message, they have to pay attention to the whole spoken language, when they get the unclear message, they can ask to clarify the message, and the others.

3. Teaching Listening

Listening is not a new subject in language development history. Firstly, one communicated to others orally, then he learned to communicate in written

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[17]Andrew D. Wolvin, Listening and Human Communication in the 21st Century. (Oxford: Wiley-Blackwell, 2010), p. 9.

[18]University of Missouri, *Attributes of Good Listening*, p. 2-3.

[19]Rengganis Siwi Amumpuni, The Implementation of Podcast in Teaching Listening at the First Semester Students of IKIP PGRI Madiun, *Jurnal Edutama*, 3, 2019, p. 63.

[20]Rebecca Brent and Patricia Anderson, Developing Children's Classroom Listening Strategies, *The Reading Teacher*, 47, 1993, p. 123.

form.[21] Unfortunately, listening which has an important role in communication has recently received so little attention.[22] In several schools, listening is rarely taught where in listening is a key for students in learning. It means that when the students are not taught listening and they cannot listen to the teacher or the others well, they will not communicate and learn effectively. Based on this fact, the teacher has to arouse and revive the students' listening from the prone position by teaching and training them the listening.

The need of teaching listening is clear because the students learn everything by listening.[23] When the students are listening, they are also trying to receive and interpret the message as the process of learning. Therefore, listening should be provided in the direct teaching or the instruction. In addition, listening should be taught because the spoken language becomes powerful mediator of communication. On the other hand, in teaching listening the teachers should give the impression to their students about the need of what they listen to.[24] It aims in order the students will be able to retain what will be heard most clearly and completely.

Furthermore, the teacher should teach listening to the students based on the needed purposes. By teaching the students to listen based on their purposes, the teachers can avoid what they do not want for their children. For instance, the teacher should give the clear instruction in listening exercises, thus the students do not need to think critically about what is outside the instruction. If the teacher does not give the instruction, it can be bad even worse for the students if they are too busy formulating their critical mind, then they may miss what was said by the speaker or audio speaker.

Listening is not a simple thing but it is a complex process depending on what we listen to and why we listen to it. Strorther cited from Andrew Wolvin

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[21]Joseph Mersand, Why Teach Listening?, *The English Journal*, 40, 1951, p. 261.

[22]James I. Brown, How Teachable Is Listening?, *Educational Research Bulletin*, 33, 1954, p. 93.

[23]Joseph Mersand, Why Teach Listening?, *The English Journal*, 40, 1951, p. 263.

[24]Joseph Mersand, Why Teach Listening?, *The English Journal*, 40, 1951, p. 261-262.

and Carolyn Coakley that there are five different kinds of listening purposes.[25] Those five kinds are explained on the table below.

Table 3.1. Types of Listening Purpose

Types of Listening Purpose					
Types	Appreciative	Discriminative	Comprehensive	Therapeutic	Critical
Purpose	Listening for enjoyment or for gaining a sensory impression	Listening for developing sensitivity to arguments and language then for distinguishing Fact from opinion	Listening for understanding a message	listening for serving as a sounding board, without evaluating or judging the message	Listening for evaluating then accepting or rejecting a message
Example	Listen to Short stories and poems Listen to bird's song Listen to a reading theatre	Listen to phonemic activities Listento rhyming words and songs •Listento tongue twisters	•Listen to informational books •Listen to directions •Listen to the teacher's lecture •Listen to oral reports	•Listen to music •Listen rhythmical sound patterns	•Listen to informational books •Listen to directions •Listen to the teacher's lecture

Distinctively, a listener uses different kinds of listening skill when they listen to different objects and purposes. In conclusion, to make listening becomes more meaningful, the listener should determine definite purposes and pick one of listening skills which will be applied.[26] However, explaining that listening has varieties of purposes to students is one of teachers' efforts in order their students use the time wisely in listening.[27]

Additionally, besides explaining the purposes of listening to students, the teacher also should inform the students the strategies in listening. it aims to engage the students in organized and effective listening. Those listening strategies as follow:[28]

[25] Deborah Burnett Strorther, On Listening, *The Phi Delta Kappan*, 68, 1987,p.625-626.
[26] Deborah Burnett Strorther, On Listening, *The Phi Delta Kappan*, 68, 1987,p.626.
[27] Deborah Burnett Strorther, On Listening, *The Phi Delta Kappan*, 68, 1987,p. 627.
[28] Deborah Burnett Strorther, On Listening, *The Phi Delta Kappan*, 68, 1987,p. 628

a. imagery (makinga picture in your mind),

b. categorization (classifying information),

c. seeking more information (asking questions),

d. organization (discovering the message plan),

e. jotting down important information (note-taking), and

directing one's attention (getting clues from the speaker).

However, it proves that the students who got listening instruction will receive good improvement in listening ability, meanwhile those who do not get the instruction do not.[29] it is because in listening instruction, the students are trained to listen well and they are also allowed to take part in many listening activities which can benefit for their listening skill.

2. E-tools for Teaching Listening

In this technology era, it is more suitable that teachers take advantage the technologies in teaching listening rather than use the traditional things which may be monotonous. Through the use of listening-facilitative e-tools, we can provide learners with an opportunity to listen to extensive English input. Ultimately, listening is an active process wherein learners focus on certain features of the input and construct meaning; in other words, through active listening ELLs can begin to unpack and understand how the language of English is used in a classroom.[30]

According to Erben, Ban, and Castaneda, there are four listening-facilitative e-tools which can be used to improve students' listening skill.[31] They are: The first is Podcast. It is an audio digital file which can be found on the internet. It can be listened on computer, MP3 player, or mobile phone. The prefix pod comes from the expression "play on demand" while both words pod and cast come from the word 'iPod' and 'broadcast'. People can subscribe, download, and listen to existing podcasts or listen to online podcasts. In addition, they also can create podcasts of their own. The important point is that podcasts provide

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[29] Annabel E. Fawcett, Training in Listening, *Elementary English*, 43, 1966, p.476.

[30] Tony Erben and Team, *Teaching English Language Learners through Technology.* (New York: Routledge, 2008), p. 142.

[31] Tony Erben and Team, *Teaching English Language Learners through Technology.* (New York: Routledge, 2008), p. 142-145

English language learners with unlimited opportunities to listen to authentic language including English used in a variety of ways. Podcasts designed for language learning include conversations, vocabulary, culture, grammar tips, idioms, etc.

The second is Vodcast. It is same as podcast, but podcast is about audio while vodcast contains the video. However, podcast today consists of both audio and video. Vod is an acronym for "video on demand." The vodcast is comparable to the podcast, in the manner that it is posted on the internet and can be played back either on a mobile device or on a personal computer. This benefit is especially significant for the ELL students because they can connect visuals to the audio. Besides the obvious, listening to news vodcasts allows ELLs to become familiar with the genre of reporting and the specialized ways in which language is used within this genre.

The third is Audioblog. It composes of audio file technology and blog. Audio files online can be posted and shared by the user to an audience. The entries of audioblog are classified based on the time and the date then they are kept as an audio portfolio. Audioblog is an exact place to share opinions and ideas for students. The teacher can apply audioblog in teaching listening. For instance, when a teacher would like to conduct a debate with her students in class, in preparation for the debate, the teacher can asked her students to practice stating and defending their opinion using an audioblog.

The forth is Video listening libraries. Short video clips are provided, uploaded and posted in this E-tool. The viewers can rate the videos which are classified in most popular and most viewed category by using a star system. All of these video libraries have a search capability. When the user enters a topic such as "earthquake", several videos about the earthquake will appear. Unfortunately, it sometimes can contain inappropriate material. Thus, the teachers have to direct the students to previously screened videos or use a webquest to guide students to view particular videos and not others.

B. Podcast

1. Definition of Podcast

As mentioned above that a podcast is a digital file that is created and posted on the internet. The term of podcast appeared in 2004 as the publishing of audio materials via the internet.[32] Podcast involved the audio recordings which can be downloaded and listened to on portable MP3 player, laptop or smartphone. It provides audio materials online by downloading content automatically and this way make the podcast different from others.

Khe Foon Hew concluded from several references that there are three characteristics of podcast. They are: [33]

a. It uses file-based downloads as opposed to streaming. The latter refers to playing the media as it downloads, whereas podcast files are downloaded in their entirety before they are played.

b. Podcasts can be syndicated and used with the Really Simple Syndication (RSS) and Atom technology that allow their contents to be automatically downloaded or pushed to the user. Although subscribing to a feed such as RSS is the most convenient way to receive podcast, many podcasts can also be downloaded manually from the Internet if the user chooses to.

c. The podcast content is consumed on the user's personal computers or portable devices. Examples of portable devices include dedicated MP3 players such as iPods, mobile phones, and personal digital assistants (PDAs) that have MP3 playback capabilities.

Regarding to the nature of podcast content delivered to students, Rüdel suggested four types. They are:[34] 1) traditional course content such as archives

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[32]Galina Kavaliauskienė and Lilija Anusienė, English for Specific Purposes: Podcasts for Listening Skills, *Santalka Filologija Edukologija*, 17, 2009, p. 28.

[33]Khe Foon Hew, Use of Audio Podcast in K-12 and Higher Education: A Review of Research Topics and Methodologies, *Educational Technology Research and Development*, 57, 2009, p. 33. 13-01-2017

[34]Cornelia Rüdel, A work in progress : Literature survey on mobile learning and podcasts in education, *School of Education*, 2006, p. 37. 22-03-18

of lectures delivered face-to-face, 2) additional course content which enhances learning by providing material that is relevant to the course, 3) supplemental course content not crucial to passing examinations, and 4) podcasts containing content from students for the lecturer or other students. Additionally, Ng'ambi and Lombe classified the first three types as the lecturer-generated podcasts, while the last as the student generated podcast.[35]

On the other hand, Rüdel also divided the learning activities done with the podcast into three types. These are:[36]

a. Just listening. Discussions, talks, acted scenes, interviews, natural sounds material from which people can study and learn even while they do everything such as pumping the child, washing the car etc.

b. Listening and looking. This activity requires the learners to use their eyes as well as their ears. They have to look at the printed material as long as the audio-tape turns on.

c. Listening, looking and doing. This activity not only requires the students' eyes and ears, but also their action. The students are asked to listen to the audio, look at the printed material and do some practical work or exercises based on the audio in a time.

Completely, Rüdel concluded from several sources five types of audio podcast format. They are: [37]

a. The talk, or radio lesson

This is a simple and common used format in podcats. It is presented by someone skilled in both teaching methods and microphone performance techniques which are refers to as a radio class or a radio lesson. However, teaching on radio requires the speaker to have 'presence' – a sense of being there with the listener talking directly to him, because radio teacher

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[35]Dick Ng'ambi and Annette Lombe, Using Podcasting to Facilitate Student Learning: A Constructivist Perspective, *Journal of Educational Technology & Society,* 15, 2012, p. 182. 13-01-2017.

[36]Cornelia Rüdel, A work in progress : Literature survey on mobile learning and podcasts in education, *School of Education*, 2006, p. 37. 22-03-18

[37]Cornelia Rüdel, A work in progress : Literature survey on mobile learning and podcasts in education, *School of Education*, 2006, p. 37-38.22-03-1

must show concern, understanding and support for the learner by means of the voice only.

b. The dialogue

The dialogue is about two speakers. It gives the listener greater variation than one speaker. Therefore, it is considered as the maintainer of students' interest in the radio lesson."

c. The interview

sometimes, podcast provides some information in an interview. Some experts or specialists in certain fields are invited to participate in the podcast programmes.

d. The discussion

The discussion is closely related to the interview. It involves some persons becoming a moderator and some participants.

e. The dramatization

The radio drama has been a popular format for several years. It is popular because it contains all the elements that attract much people with a good story, interesting dialogues, sound effects and music, and well-developed characters to heighten the performance."

2. The advantages of Using Podcast to Listening

Based on the researches on podcasting pedagogy, podcast appears as a tool that makes learners easy in developing English language skills. Podcast gives some opportunities to practice listening inside and outside classroom. It has been shown that podcasts could help learning not only in speaking and listening, but also in other language skills and areas such as pronunciation, lexicon, and grammar. It also provides opportunities for EFL teachers to make simpler learning a language and find a solution for the traditional teaching and learning methods difficulties.[38]

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[38]Somayeh Naseri and Khalil Motallebzadeh, Podcast: A Factor to Improve Iranian EFL Learner' Self-Regulation Ability and Use of Technology, *Journal of Educational Technology & Society.* 19, 2016, p. 329. 13-01-2017

Additionally, using podcast for teaching listening in classroom also gives some benefits for teachers and students. For teachers, they can teach the students thriftily by using podcast. It is because podcast is an internet audio which can be downloaded and stored only what the teachers want and need rather than buying full CD of lessons that may have only a few portions that are useful as supplements to the lesson.[39] And for students, podcast can provide them opportunities to learn English and to improve their listening easily. Although it is possible to use audio cassette or CDs to convey the spoken words, the ubiquitous nature of the World Wide Web makes it more convenient and easy for some students to access the podcast files in mp3 format, rather than having to ship or mail students the cassette tapes or CDs.[40]

Podcasting is not for everyone. However, individuals with sufficient skills or those whose institutions offer enough support services must still remember that podcasting should be part of a holistic pedagogical strategy. On the other hand, given the evidence that students feel podcast to be one of many resources available to them, podcasting may make a great deal of sense in some cases.[41]

3. Procedures of Using Podcast in Teaching Listening

Podcast can be applied in teaching listening in classroom. In classroom, listening consists of three phases they are, pre-listening, whilst-listening, and post-listening. In pre-listening, the students are engaged in some preliminary activities for listening practice such as reexplaining the prior knowledge, recognising hard vocabularies, predicting question in listening practice, etc. On the other hand, in whilst-listening the students are engaged in listening practice itself which requires students'

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[39]Judy Lever-Duffy and Jean B. McDonald. *Teaching and Learning with Technology*. (Boston: Pearson, 2003), p. 291.

[40]Khe Foon Hew, Use of Audio Podcast in K-12 and Higher Education: A Review of Research Topics and Methodologies, *Educational Technology Research and Development*, 57, 2009, p. 335. 13-01-2017

[41]Matthew Roberts, Adventures in Podcasting, *Political Science and Politics*. 41, 2008, p. 591.13-01-2017

comprehension. The last, in post-listening the students are engaged in some reactions to comprehension such as giving opinion about the topic, etc.

Additionally, the teacher can use some techniques in teaching listening through those three phases, one of them is by using podcast. The first is pre-listening. Before teaching listening by using podcast, the teacher came into the class, greeted the students, and called their name for the attendance. Then, the teacher activated the students' prior knowledge and related it to the new material which will be learned. Then, the teacher gave the students listening task paper. She helped the students to know key vocabulary and guided them to predict the information in the listening task.[42] Additionally, in this phase, the teacher explained to the students how to listen to podcast audio and what they should do while listen to podcast audio.[43] However, this is the most important activity in this phase.

The second is whilst-listening. In this phase, the teacher gave the audio podcast to the students for the treatment.[44] The teacher played the audio podcast which had been downloaded on her mobile phone or her laptop by using audio speaker in order the students can listen the audio clearly. Then, the teacher got the students to listen to audio podcast about the audio podcast together. When the students were listening to the audio podcast, the students started to do and answer the listening task on the given paper. Next, the teacher asked the students to make groups and they were gotten to discuss the audio podcast had been listened with their group.[45] In the next activity, the teacher asked some students as the delegate from their group to state their understanding about the audio podcast that they had

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[42]Rif'atun Nazhiroh, "*The Effect of English Captioned Video on Students' Listening Comprehension of the Eleventh Grade Students of SMAN 4 Tangerang Selatan",* (Jakarta: Jakarta Islamic State University, 2017), published on Repository UIN Jakarta, p. 19.

[43]Rengganis Siwi Amumpuni, The Implementation of Podcast in Teaching Listening at the First Semester Students of IKIP PGRI Madiun, *Jurnal Edutama*, 3, 2019, p. 66

[44]Mohammad Davoudi and Mojtaba Rezaei, Using Podcasts to Improve Second Language Comprehension in Iranian Language Classrooms, *Journal of Studies in Education,* 6, 2016, p.31.

[45]Rengganis Siwi Amumpuni, The Implementation of Podcast in Teaching Listening at the First Semester Students of IKIP PGRI Madiun, *Jurnal Edutama*, 3, 2019, p. 63.

listened to.[46] After that, the students are asked to write their understanding of the audio in a paragraph as the summary of their comprehension. In addition, the students are asked to complete the listening task by answering some questions related to the material. On the other hand, sometimes the students were asked to listen to audio podcast and to answer the questions based on the audio while they were listening. The audio had been downloaded by the teacher before teaching in the class. The teacher chose a short podcast according to the content she was teaching and downloaded to her mobile phone. When teaching listening in the class, the teacher used portable audio speaker having loud sound and played the downloaded audio for the students. In addition, the attention of this main activity is students' comprehension of the audio podcast.

The third is post-listening. In this phase, the students are allowed to give their opinion or their understanding. In addition, the teacher review the listening material that has been done and discussed. However, this phase relates to teacher's feedbacks and students' responses to the material.[47] Finally, the teacher gave the students a task for homework whether reading the following material or doing some exercises.

C. Student Teams Achievement Division (STAD)

One of the cooperative learning is STAD (Student Teams Achievement Division). STAD type cooperative learning developed by Robert Slavin and his friends at Johns Hopkin University is the simplest cooperative learning and is cooperative learning that is suitable for use by teachers who are just starting to use cooperative learning. The STAD type cooperative learning model is a cooperative learning approach that emphasizes activities and interactions between students to motivate each other and help each other in mastering the subject matter in order to achieve maximum achievement. Teachers using STAD present new academic information to students each week using verbal or text presentations.

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[46]Islam Namazian Dost, Ghassem Bohloulzadeh and Rezvan Rahmatollahi, The Effects of Using Podcast on Listening Comprehension among Iranian Pre-intermediate EFL Learners, *International Journal of Applied Linguistics & English Literature,* 6, 2017, p.63.

[47]Rif'atun Nazhiroh, "*The Effect of English Captioned Video on Students' Listening Comprehension of the Eleventh Grade Students of SMAN 4 Tangerang Selatan",* (Jakarta: Jakarta Islamic State University, 2017), p. 19.

STAD is one of the simplest cooperative learning methods and is very good for novice teachers when it comes to implementing cooperative learning. STAD consists of five main components, namely class presentations, team building, quizzes, individual progress scores, and team recognition. STAD is a cooperative learning model that triggers students to work together to learn 19 BRILLIANT: Journal of Research and Conceptual Volume 1 Number 1, November 2016 so that they encourage and help each other in mastering the expected competencies and raise awareness that learning is important, meaningful and fun. This model is also very adaptable and has been used in Mathematics, Natural Sciences, Social Studies, English, engineering, and many other subjects, from the elementary school to college level.

STAD consists of five main components, namely class presentations, groups (teams), tests (quizzes), individual improvement scores, and team recognition.

STAD's Student Teams Achievement Division strategy is more concerned with attitude rather than techniques and principles, namely the attitude of participation in order to develop cognitive and affective potential. The advantages of this system, among others:

a. Students are better able to hear, accept and respect and accept the mistakes of others.

b. Students are able to identify their feelings as well as the feelings of others.

c. Students can accept experiences and be understood by others.

d. Students are able to convince themselves to others by helping others and convince themselves to understand and understand each other.

e. Able to develop the potential of individuals who are effective and efficient, creative, responsible, able to actualize and optimize themselves to the changes that occur.

Steps The steps of learning with this method are:

The steps of learning with this method are:

a. Form a heterogeneous group of 4 members.

b. Teachers deliver material.

c. Teachers give assignments to students to be done by group members. Members who already understand can explain to all existing members until all members understand.

d. The teacher gives quizzes/questions to all students. At the time of answering the quiz should not help each other.

e. The teacher gives an evaluation.

f. Conclusion.

D. Recount Text

Recount text is a piece of text that retells past events, which is usually told in order in which they happened. The social function of Recount text is to retell events forthe purpose of informing and entertaining. Events are usually arranged in a temporal sequence. Interpersonal meanings occur scattered throughout a text., if the are there atall. Recount are used is most subjects to show memory of a series of events as in account of a science excursion, everyday life in another time of culture. Personal letterto friends are often recounts of experience.[48]

There are three generic structures for constructing a written recount; orientation, events, and re-orientation. Orientation is information on the context of the recount. Events are paragraph which contain records of the events in temporal sequence. Then re-orientation is a closure of the text.[49] It shows that orientation paragraph has functionto lead the readers to the context. It is continued by sequence of events, which tells thecontext of the text. Then it is concluded in re-orientation.

The language features of recount text are; they use of nouns and pronouns to identify people, animals or things which are involved in the text. Then, use action verbto refer to the events like; went, helped, saw, etc. as a mark of past event, recount text is using past tense to retell the events for example; Jack was here, I wanted to go to thebeach etc. the use of conjunction and time connectives to sequence the events.

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[48] Anderson, Text Types in English 1&2, (South Yarra: Mcmillan Education, 1997), p.1.

[49] Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sidney: GerdStabler, 1994).
P.194.

For example; and, but, then, after, before, next, etc. the other language feature of recount text is the use of adverbs and adverbial phrases to indicate place and time like; we sleptat my uncle's home, we were so carefully, etc. last, use of the adjective to describe the noun like; beautiful, soft, black, etc.[50]

Here is the example of recount text.

On Mother's Day

Lead Paragraph that provides orientation	On Sunday it was Mother's Day. I woke up at 07.00. I wanted to make breakfast for mom. I wanted her to have breakfast in bed. I got a present for mom and wrapped it up. I put a bow on it. Then I went to the kitchen and made two pieces of toast. I put somebutter and jam. I also made a cup of tea. Then I put everything on atray.
Recounting What Happened	Then I bought the breakfast to mom's bed. I said "Happy Mother'sDay, Mommy". She said, "Thank you so much" Then my dad came and said, "You don't need to cook on Mother's Day". So, we went to Pizza Hut for dinner.

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[50] Allexander Mongot Jaya, English Revolution, (Jepara: Mawas Press,2008), p.6.

E. The Implementation of Using Podcast Through STAD to Teach Listening of Recount Text

At the beginning of its development, listening skills in foreign language learning were considered not as important as other abilities. In fact, most people think that having the ability to speak a foreign language means that you only need to have the ability to speak and write in that language. However, in the 1960s scholars began to see the importance of listening skills in foreign language teaching. Theories about the importance of listening skills grew in the 1980s, when Gillian Brown showed that developing listening and speaking skills was as important as reading and writing skills (literacy).

However, listening lessons in high school rely heavily on monotonous and non-innovative activities. It seems that listening strategy only refers to testing students' listening comprehension rather than teaching them how to listen effectively. Brown recommends educators take on the role of facilitators who offer guidance to students in creating an interesting and motivating lesson.

The strategy proposed here includes the use of Student Teams-Achievement Division (STAD) using podcast media. Podcasts are used as a source of material to complement STAD. Podcasts are audio or video media files that are regularly released over the Internet and can be downloaded via web syndication. Meanwhile, Beare mentioned that podcasts are very interesting for English language learners because they provide a means for students to gain access to "authentic" listening resources on almost any subject that interests them. The use of Podcast materials is expected to increase motivation while STAD will help students practice listening strategies modeled by teachers. STAD allows students to work together with their classmates to understand spoken texts.

By studying in STAD groups, students can practice together with their teammates on how to listen effectively, such as how to get to the heart of main ideas and detailed information. Since individual contributions make a big difference to the success of the team, students are encouraged to help each other and share listening skills.

The teacher gives an explanation and problem to students in the group and ensures that all group members can master the problem. Learning with the STAD model is able to create active, innovative, creative, and fun learning for students during the learning process.

Such learning will be able to arouse enthusiasm for students to learn to listen so that it will affect the achievement of optimal student learning outcomes. There are several factors that make this model able to create a pleasant learning atmosphere for students.

These factors are the character of STAD as a learning model that demands cooperation, student-centered learning (Student-Centered), and an award for the best team. STAD learning places great emphasis on collaboration in study groups. This will require students to help each other, motivate, and trust each other. Learning that emphasizes collaboration will provide opportunities for students to learn to share opinions, knowledge, and experiences, listen to the opinions of others, motivate each other and be active in learning activities. The form of cooperation in the STAD model is manifested in the formation of student learning teams. Teams consist of four or five students representing all sections of the class in terms of academic ability, gender, and ethnicity.

F. Previous Related Research

There are six previous related researches that can support this research. The first, Mei-Jen Audrey Shih and Jie-Chi Yang from National Central University, Taiwan, "A Study on Using Podcasts to Facilitate English Listening Comprehension". They analyzed the effect of using podcast on English listening comprehension. The participants of this research were two classes of about 100 students would be participating in the experiment.[51] The purpose of this research was similar to the purpose of the research conducted by the researcher. However, the research method used in this research was different

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[51] Mei-Jen Audrey Shih and Jie-Chi Yang, A Study on Using Podcasts to Facilitate English Listening Comprehension, *IEEE Xplore*, 2018, p. 1-

from the research method used by the researcher. In this research, the data were collected by using pre-test, post-test, and questionnaire for quantitative data, then observation, and semi-structured interview for qualitative data. On the other hand, the researcher only used quantitative method in her research.

The second, Islam Namazian Dost, Ghassem Bohloulzadeh and Rezvan Rahmatollahi, "The Effects of Using Podcast on Listening Comprehension among Iranian Pre-intermediate EFL Learners". In this research, they tried to explore the effects of using podcast on listening comprehension among Iranian pre-intermediate EFL learners. The 60 participants of this study were chosen non-randomly then they were divided into two groups namely, experimental and controlled group.[52] This research used quasi-experimental design which was similar to the research conducted by the researcher. On the other hand, there were two differences between this research and the research done by the researcher. First, this research used a placement test of Oxford Quick Placement Test (OQPT) to choose experimental and controlled group while the researcher's research did not used the placement test. Second, this research had twenty meetings for treatment session while the researcher's research only had five meetings because of time limitation.

The third, Syofianis, Marhamah and Lola Oktasari, "The Effect of Using Podcast Towards The Listening Comprehension of the Second Semester Students of English Study Program of Islamic University of Riau". They analyzed the impact of using podcast in English listening process on students' listening comprehension ability. The sample was chosen using purposive sampling that consists of 31 students of the second semester. The instrument which used was listening test by using TOEFL IBT.[53] To select the sample, this research used purposive sampling same as what the researcher did. However, the research method used in this research was different from the research conducted

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[52]Dost, *op. cit.*, p. 57.
[53]Syofianis, Marhamah and Lola Oktasari, The Effect of Using Podcast Towards The Listening Comprehension of the Second Semester Students of English Study Program of Islamic University of Riau, *Islamic University of Riau*, pp.5-7. 15-01-2019

by the researcher. This research used qualitative method while the researcher's research used quantitative method.

The forth, Galina Kavaliauskienė and Lilija Anusienė from Mykolas Romeris University, Lithuania, "English for Specific Purposes: Podcasts for Listening Skills". The participants of this study were the 1st year full-time students of two different specializations who studied English for Specific Purposes at the Faculty of Social Policy. However, this research had different purpose with the research conducted by the researcher. This research aimed to analyze the challenges which students face in listening to various authentic English podcasts and analyze the learners' self-evaluation data on various techniques of improving listening skills. In addition, this research also conducted the different research method from the research method used by the researcher namely, survey, students' self-evaluation of performance and students' reflection.[54]

The fifth, Rengganis Siwi Amumpuni from IKIP PGRI Madiun, *"The Implementation of Podcast in Teaching Listening at the First Semester Students of IKIP PGRI Madiun"*. This research aimed to describe the process, the problems and solutions of the implementation of Podcast in teaching listening.[55] The technique of sampling and the procedure of treatment used in this research were same as the the technique and the procedure conducted by the researcher. However, this research had different purpose with the research conducted by the researcher. In addition, the research method used in this research was also different from the research method used by the researcher. This research used qualitative method relating to collect the data, observation and interview while the researcher used quantitative method.

The sixth, Yunita Puspitasari from Universitas Negeri Malang, *"Implementing STAD with Podcast materials to Improve Students' Ability"*. To solve these problems a collaborative action research was conducted by implementing Student Teams Achievement Division (STAD) with podcast materials. The study was focused on describing how implementing STAD with podcast materials can improve students listening ability.

[54]Galina Kavaliauskienė and Lilija Anusienė, English for Specific Purposes: Podcasts for Listening Skills, *Santalka Filologija Edukologija*, 17, 2020, p. 29-33.

[55]Rengganis Siwi Amumpuni, The Implementation of Podcast in Teaching Listening at the First Semester Students of IKIP PGRI Madiun, *Jurnal Edutama*, 3, 2019, p. 63.

STAD is selected as the strategy since it can motivate students to encourage and help each other master the skill presented by the teacher. Also showed that the student were enthusiastic and active in the teaching and learning process which used podcast materials presented through STAD. Besides this is the simplest model of cooperative learning which is believed to be very effective meaningful and motivating. While podcast is chosen as a source of materials as it comes in various themes levels and it is free and easy to be segmented. This collaborative action research comprised two cycles each cycle consisted of four meetings. Three meetings were the implementation of the strategy and the last meeting was devoted for the achievement test. The subjects of the research were 12 students. In conducting this study the researcher and the collaborator worked together in planning implementing observing and reflecting during the implementation of STAD with podcast materials. They consisted of lists of students activities during the implementation of the strategy. Field notes were needed to record any phenomena emerged during the implementation of the strategy which could not be covered by the observation checklists. The findings of the study showed that in implementing STAD with podcast materials two main steps should be followed namely initiating and integrating. Initiating meant that googling and selecting of some podcast sites begun they were selected to meet the need of the students and the learning objectives worksheets were constructed to support the presentation of the podcast materials and the chosen podcast materials were segmented. Integrating was the step in which STAD was integrated with podcast materials. Here STAD with podcast materials employed three-phase technique i.e. Pre-listening Whilst-listening and Post-listening. In each phase important stages of STAD emerged. Pre-listening conveyed teach stage in which the teacher sets context brainstorms and prepares students for the coming podcasts materials. Whilst-listening includes team-study in which students worked in groups to finish the tasks in their listening worksheets while listening to the podcast materials and their segments. Post-listening consisted of test and team-recognition. The test was in the form of individual quiz and the recognition was done by giving certificates which were pasted on the class announcement board to groups of students.

The results of the study also revealed that implementing STAD with podcast materials can improve the students listening ability. The improvement was indicated by the increase of students average listening scores from 47.083 in preliminary study 56.81 in the first cycle and 67.38 in the second cycle. Besides the results of the study showed that the students were enthusiastic and active in the teaching and learning process using podcast materials presented through STAD. From the research findings it can be inferred that the strategy is not only effective in improving the students listening ability but also in enhancing their participation in the learning process. Therefore it is suggested that English teachers apply it since it is beneficial in terms of giving the students a motivating way in practicing their listening skill. Finally it is suggested that further researchers conduct similar action research in the teaching of listening of descriptive texts in the different level of education for example Senior High School. Moreover it is also suggested that future researcher conduct action research in the teaching of listening using different genres for instances report narrative recount or procedure texts.

G. Hypotheses

The hypothesis set for the recent study is a tentative answer of the research problem. It comprises alternate hypothesis (Ha) and mull hyphotesis (Ho). Alternative (Ha) as the hypothesis that states the relationship between experimental treatment that the researcher expects to emerge. On the other hand, the null hypothesis shows no relationship expect to emerge. So, in this particular investigation, the hypothesis can easily be formulated as follow:

- H_0 : Using podcast through STAD isn't significantly effective to teach listening of recount text for first grade students of Senior High School.
- H_a : Using podcast through STAD is significantly effective to teach listening of recount text for first grade students of Senior High School.

Based on the theory and rationale, the hypothesis of the research as follows:

"Using podcast through STAD is significantly effective to teach listening of recount text for first grade students at the school in MAN 1 Pekalongan.

H. Conceptual Framework

Listening media in one means to motivate students learning at MAN 1 Pekalongan, learning resource which is used by students only hand book and module. Furthermore, the listening media in MAN 1 Pekalongan is limited and the teachers also lack of techniques in teaching listening. for instance, in English listening the teacher always uses GTM (grammar translation method) which is inappropriate to be used in listening instruction.

Therefore, the research is concerned with motivating teaching strategies that can improve students' listening skills. The strategy proposed here includes the use of the Student Teams-Achievement Division (STAD) using podcast media. Podcasts are used as a source of material to complement STAD.

CONCEPTUAL FRAMEWORK

```
┌─────────────────────────────┐
│   TEACHING LISTENING OF     │
│       RECOUNT TEXT          │
└─────────────────────────────┘
              ⇩
┌─────────────────────────────┐
│         TREATMENT           │
└─────────────────────────────┘
              ⇩
┌─────────────────────────────┐
│   LACK OF TECHNIQUES IN     │
│     TEACHING LISTENING      │
└─────────────────────────────┘
              ⇩
┌─────────────────────────────┐
│   PROBLEM ON STUDENTS'      │
│      LISTENING SKILL        │
└─────────────────────────────┘
              ⇩
┌─────────────────────────────┐
│      USING PODCAST          │
│    THROUGH STAD TO          │
│   TEACH LISTENING OF        │
│      RECOUNT TEXT           │
└─────────────────────────────┘
              ⇩
┌─────────────────────────────┐
│   MOTIVATE STUDENTS TO      │
│   LEARN WHENEVER OR         │
│        WHEREVER             │
└─────────────────────────────┘
              ⇩
┌─────────────────────────────┐
│    IMPROVE STUDENTS'        │
│      LISTENING SKILL        │
└─────────────────────────────┘
```
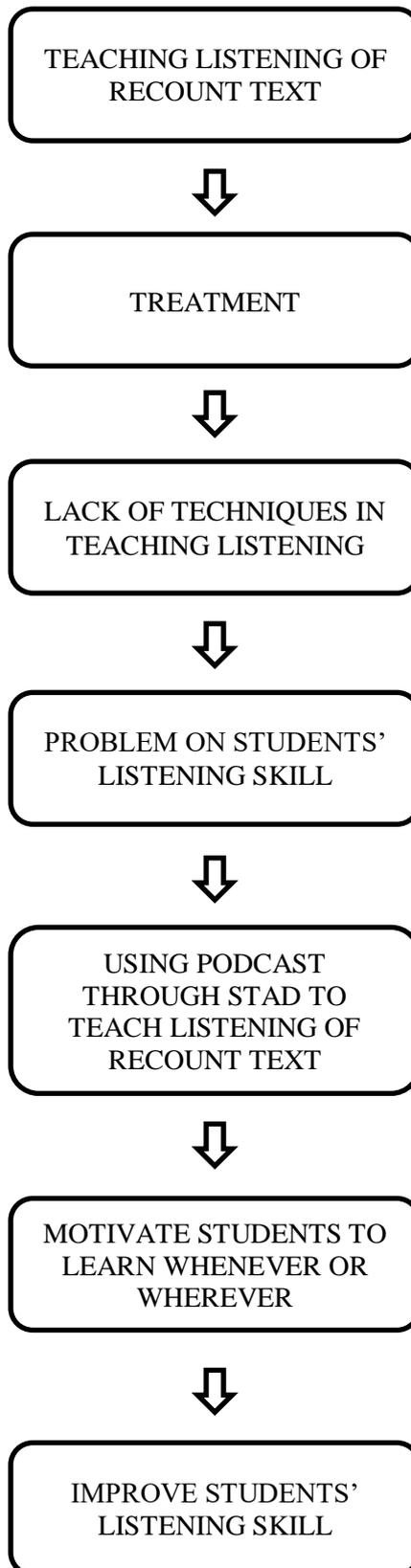
CHAPTER III
RESEARCH METHODOLOGY

The researcher would like to present the research method. It covers with the research design, setting and participants of the research, variable and indicators, instruments, method of collecting data, method of analyzing data

A. Research Design

The research used quantitative with experimental research as its design. Quantitative method according to Creswell is a method aiming to test objective theories by examining the effect of one variable to another variable.[1] In this research method, the empirical data are required and collected to examine the correlation between variables. The processes of collecting the data, analyzing the data, interpreting the result, and writing the results of a study are required in quantitative method.[2] The data are collected by the instruments then they are analyzed by the statistical procedures. The final report of this method consists of introduction, literature, methods, results, and discussion. Furthermore, the experimental research design according to Nunan aims to explore the strength of relationships between variables".[3] In this case, it is used to explore the strength of relationship between two variables of independent variable and dependent variable namely, "using podcast" as independent variable and "students' listening skill" as dependent variable.

In this research, the researcher uses one of the three types of experimental research designs which is appropriate for the research, namely quasi-experimental research design. Quasi-experimental research design is usually used to discover a causal relationship between two variables. In this case, quasi-experimental research design is used to find out the effect of using podcast as the variable one, on the students' listening skill as the variable two. It has both

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[1]John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. (California: Sage, 2009), p. 4.

[2]John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. (California: Sage, 2009), p. 4.

[3]David Nunan, *Research Methods in Language Learning*. (New York: Cambridge University Press, 1992), p. 24.

pre-tests and post-tests and experimental and controlled classes.[4] Additionally, in Quasi-experimental research design the participants are not selected randomly but they are selected based on the judgments.[5] In investigating the effect of using podcast on students' listening skill, two classes of first grades are chosen. The first class is selected as the experimental class which is taught by using podcast while the second class is selected as the controlled class which is taught by using podcast but different method. Because the objective of this research is to investigate the effect of using podcast on students' listening skill, the researcher decides to use the quantitative method and quasi experimental research as its design which suitable to the research. However, the researcher chooses this method and its design after identifying her problem and objective research.

1. **Settings and Participants of the Research**

   a. Settings

   The researcher conducted in class X at MAN 1 Pekalongan in the academic 2022/2023. There are two classes X A dan X B for the research. And some teachers. The research on April 6-11, 2022.

   b. Participants

   The participants of this research wasall of first-grade students of MAN 1 Pekalongan, namely class X A, X B, and X C.

   The first class is X A with 30 students as the experimental class , the second class is X B with 30 students as the controlled class, And the third class is X C with 30 students as the try out class. The researcher administers 30 items of listening test to both experimental and controlled classes as a pre-test.

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[4]David Nunan, *Research Methods in Language Learning*. (New York: Cambridge University Press, 1992), p. 24.

[5]John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. (California: Sage, 2009), p. 155.

[6]C.R. Kothari, *Research Methodology: Methods and Techniques*. (New Delhi: New Age International, 2004), p. 5

Then, the experimental class receives some treatments of teaching by using podcast while the controlled class does not. The last, whether experimental or controlled class will get post-test in the end of the research. A 30 items of listening test were administered to both experimental and controlled class to know the result of using podcast whether it has a good effect or not.

Table 3.2

List of Time of Study

No	Activity	Month/Week			
		April			
		1st	2nd	3rd	4th
1	Experimental Class				
	a. Pre- Test	✓			
	b. Treatment		✓		
	c. Post – Test			✓	
2.	Control Class				
	a. Pre- Test	✓			
	b. Treatment		✓		
	c. Post- Test			✓	

2. Variables and Indicators

a. Dependent Variable : Student's listening skill of Recount Text.

The indicators of the Dependent Variable are:

1) Student's ability to identify the social function of recount text.

2) Student's ability to identify the language features of recount text.

3) Student's ability to identify the meaning of words in listening podcast material of recount text.

4) Student's ability to identify information from listening podcast material of recount text.

b. Independent Variable : Using podcast through STAD to teach listening of recount text.

The indicators of the Independent Variable are :

1) Use podcast as learning media to support listening activities.

2) Use audio podcast in the STAD learning method strategy in order to increase student participation and understanding in a group disscussion which include collaboration between friends.

3) Students are grouped into small groups of 4-5 heterogeneously in terms of gender, ethnicity, religion, and academic ability. Students form small teams to motivate each other and help to achieve a maximum learning goal.

4) Guide the student's to predict the information in the audio podcast of a recount text.

5) Students in groups ensure that all group members can master the content of the recount text that has been heard through podcasts.

6) Guide the students to answer the individual quiz based on the audio podcast of a recount text. They can't help each other.

7) Compare the quiz scores with the previous average score. After knowing the results of the assessment, students are rewarded based on the increase in the value that has been achieved.

8) Scores are added up to get team scores, the best team gets an award.

3. Method of Collecting Data

In this research, the techniques which are used by the researcher to collect the data are the pre-test and the post-test.

The first is pre-test. It is a test which is given to the students in the beginning of the course. This test is given to both experimental class and controlled class before any treatment is given to experimental class. The purpose of this test is to know the students' achievement in listening skill.

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The second is post-test. It is a test which is given to the students in the end of the course. This test is also given to both experimental class and controlled class.

But this test is given to the students after the treatment is given to experimental class. The purpose of this test is to assess their progress and to get the information of students' achievement in listening skill after being given the treatments.

Furthermore, this research is conducted in 4 meetings. The first meeting is for the pre-test; the second until the third meeting is for the treatment; and the fourth meeting is for the post-test. For the first meeting in the experimental class, the researcher asked the students to do a pre-test. In the pre-test, the students were asked to listen to the audio podcast and answer some questions based the audio podcast. After the pre-test was done, the researcher and the students discussed the test done and she also taught briefly about simple past tense which became a part of recount text's characteristics.

Next, In the second meeting until the third meeting, the researcher taught the students by using podcast. She allowed the students to listen to the audio podcast about recount text.

After that, she reexplained what had been said by the audio and she informed the students about the recount text parts such as, generic structure, characteristic, and other things relating to recount text. Furthermore, the researcher asked the students to do listening exercise based on the audio podcast while they are listening.

The researcher also discussed the exercise with the students when the students finished it.

For the last meeting, the researcher asked the students to do the post-test which also involved the podcast. On the other hand, the controlled class was also given the same pre-test and post-test, but for the treatment, they are taught the the students using podcast but with discussion method.

B. Instruments

For the research Instrument, the researcher administers 30 test items from British council in order to have a homogenous sample. The test items are in multiple-choice. The source of audio file and questions is from British council learn english for teens. The best score for the test is 100. The participants whether experimental class or control class are given sixty minutes to complete the test. Then, to know samples' listening skill, the researcher also administers 30 test items of listening test in post-test. The students are given fifty minutes to complete the test which is in multiple-choice and filling in the blank form. The audio file is different from the audio files which were for pre-test and treatments. The instruments of pre-test and post-test can be seen at Appendix 6 and 7.

Furthermore, The pilot study is applied before the intended study or instrument (pre-test and post-test) is applied. It is planned as a small scale of the instrument aiming to test and investigate the aspects of the research design such as validity and reliability of the test. Additionally, pilot study has a function to reduce the errors and problems of the instrument because those errors and problems may make the instrument waste the effort, time, money etc. This study is used out of the experimental class and the controlled class. If the respondents can understand the given instruction, it can be concluded that instrument can be used as pre-test and post-test.

Additionally, the validity is also required. According to Hughes' statement in his book "*Testing for Language Teacher",* "the test is said to be valid when the test measures accurately what it is intended to measure".[7] Additionally, the validity as "a degree to which tbe researcher has measured what he has set out to measure".[8] It means that validity requires the test should measure the object which wants to be measured. To measure the validity of research instrument, the researcher uses construct validity.

[7]Arthur Hughes, *Testing for Language Teachers.* (Cambridge: Cambridge University Press, 2012), p. 22.

[8]Ranjit Kumar, *Research Methodology: A step-by-step Guide for Beginners*. (New Delhi: Sage, 2011), p. 166.

Pearson Product on Microsoft Excel will be used to measure the validity of the instrument.

To consider the validity of research instrument, r_{count} (validity score of each item) is compared with r_{table} (0.374). The research instrument can be considered as the valid instrument If r_{count} is higher than r_{table}. After the pre-test and post-test instruments' validity was analysed, the result showed that all thirty items was valid.

Furthermore, the reliability is also needed. Reliability test according to Brown, refers to a consistent and dependable test.[9] It means when teacher gives the same test to the same student or matched students on two different opportunities, the test should show same results. On the other hand, to analyse the reliability of research instrument, Cronbach's Alpha on Microsoft Excel is used. The result concluded that the instrument of pre-test and post-test was reliable because the Cronbach's Alpha score was greater than the significance level 0.05.

C. Method of Analyzing Data

After collecting the data, the next step must be done is analyzing the data. The obtained data will be calculated by using Microsoft Excel 2020. Next, all of the data would be analyzed by using Microsoft Excel 2020 with the significance level, 0.05.

There were three kinds of test that held in experimental research, they were instrument test, pre-request test and hypothesis test. So there could be three process of analyzing the data collected from test.

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[9]H. Douglas Brown, *Teaching by Principles: An Interactive approach to Language Pedagogy.* (San Fransisco: Longman, 2007), p. 447.

1. Try out test

Try-out test is used to ensure whether the reserch instrument used has been tested for its validity and reliability.

A. Validity

The validity was an important quality of any test. It was a condition in which a test can measure what was supposed the measure. This correlation was proposed by Karl Pearson. The validity of the calculation of an instrument can use the product moment correlation formula or also known as the Pearson Correlation.

The formula are :

$$r \frac{n\left(\sum XY\right) - \left(\sum X\right)\left(\sum Y\right)}{\sqrt{\left\{n\sum x^2 - \left(\sum X\right)2\right\}\left\{n\sum Y^2 - \left(\sum Y\right)2\right\}}}$$

Where :

r : Coefficient correlation

$\sum X$: item score number

$\sum Y$: total score number of item

N   : value number

B. Reliability

Reliability refers to consistency of test score. Besides having high quality, a good test should have high reliability too. Alpha formula is used to know reliability of test is K-R 21.

The formula are:

$$r_i = \frac{k}{(k-1)}\left\{1 - \frac{Mt(k - Mt)}{k\,s_t{}^2}\right\}$$

Where :

k   : Total items of instrument
Mt   : mean score total
s^2i : varians total

2. Pre-Requisite Test

The pre-requisite test is the test to know the legality of the population; it uses the normality and homogeneity test. Before the researcher determines the sample,the researcher conducted the homogeneity test by choosing 2 classes from MAN 1 Pekalongan. The data analysis carried out find out the homogenity of the population. The formula as follows:

    A.   Normality Test

Normality test is used to determine whether the sample used is from a normal population or not. In this research, the researcher used Chi Square to test the normality of the sample. The formula as follows :

$$X^2 = \sum_{i=1}^{k} \frac{(Oi - Ei)}{Ei}$$

In which :

X^2 = chi square

Oi = observed value (actual value)

Ei = expected value

    B.   Homogeneity Test

Homogeneity test is used to know whether experimental class and control class, that are taken from population have same variant or not. To know the homogeneity of data, researcher uses two variant similarity tests, are:

1) Calculate variants both class (experimental and control class), with the formula:

$$S_1^2 = \frac{\sum (x - \bar{x})^2}{n_1 - 1} \text{ and } S_2^2 = \frac{\sum (x - \bar{x})^2}{n_1 - 1}$$

Where :

S_1^2 : Variant of Experimental Class

S_2^2 : Variant of Control Class

$n1$: The number of students in the experimental class

n2 : The number of students in the contol class

2) Determine $Fcount = \frac{Biggest\ Variants}{Smallest\ Variants}$

Where :

Vb : biggest variance

Vk : smaller variance

The couple of hypothesis test are:

HO:σ1 ² = σ2 ² (homogeny variance)

Ha :σ1 ² ≠ σ2 ² (non homogeny variance)

3. **Hypothetical Test**

The hypotheses to be tested in the following research are :

$H_0\ \mu_2$ 1μ	:	There is no significant effect of Using podcast through STAD to teach listening of recount text.

$H_a\ \mu_2$ μ_1	:	There is a significant effect of Using podcast through STAD to teach listening of recount text.

The statistical hypothesis is : $H_0 : \mu A_1 = \mu A_2$

If the data analyzed as normal and homogeneous, the researcher used t-test to test the hypotheses. The formula as Follows :

$$t = \frac{X_1 - X_2}{s\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

To calculate the standard deviation :

$$S = \sqrt{\frac{(n_1-1)S1^2+(n_2-1)S2^2}{n_1+n_2-2}}$$

In which :

X_1 = the average score (the mean) of the experimental group

X_2 = the average score (the mean) of the control group

S = standard deviation

n_1 = the number of students in the first experimental group, and

n_2 = the number of students in the second experimental group

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter discusses the data that was collected during the experimental research. The first analysis focuses on the homogeneity of the sample; the second analysis represents the result of the pre-test and post-test that had done both in the experimental and control group.

A. Description of Research

To explain using podcast through student teams achievement division (STAD) to teach listening of recount text in the first grade of MAN 1 Pekalongan in the academic year 2022/2023, the research analyzed quantitative data. The researcher conducted this research on the 1st May – 22nd of May 2021. After conducting the research, the researcher got the data of research findings that are obtained by using the test both in the experimental and control class. The subjects of this research were divided into two classes; experimental class (X A) and the control class (X B) with the number of students in both classes are 30 students.

Before the activities were conducted, the researcher determines the materials and lesson plan of learning. Learning in the experimental class was conducted by using podcast through STAD. The teacher prepares the english podcast that has been browsing than uploaded it on Spotify. Then the students listened the podcast and understand the content about recount text. The teacher guided the students to make a heterogeneous small groups with various abilities, which work together and help the achievement of listening to recount texts through podcasts.

While in the control class teaching learning process was conducted by using podcast through disscussion. Students were given material using different method namely disscussion. Then teacher guided students to understand the material through the teacher's explanation. The students had to make a heterogeneous small groups with various abilities, which work together of listening to recount texts through podcasts.

The test was given to the students. The test was given before and after following the learning process that was provided by the researcher. After data were collected, the researcher analyzed them to prove the truth of hypothesis that had been formulated.

B. Data Analysis

1. The Data Analysis of Try out Test

   This discussion covers validity and realibility

   a. Validity

   The validity was an important quality of any test. It was a condition in which a test can measure what was supposed the measure.

Table 4.1

Validity Test

No Item	r count	r table	Validity
1	0.499	0.374	Valid
2	0.466	0.374	Valid
3	0.380	0.374	Valid
5	0.410	0.374	Valid
6	0.424	0.374	Valid
7	0.426	0.374	Valid
8	0.490	0.374	Valid
9	0.392	0.374	Valid
10	0.404	0.374	Valid
11	0.438	0.374	Valid
12	0.422	0.374	Valid
13	0.413	0.374	Valid
14	0.414	0.374	Valid
15	0.445	0.374	Valid
16	0.433	0.374	Valid
17	-0.389	0.374	Invalid
18	0.401	0.374	Valid
19	0.413	0.374	Valid
20	0.434	0.374	Valid

21	0.442	0.374	Valid
22	0.384	0.374	Valid
23	0.403	0.374	Valid
24	-0.345	0.374	Invalid
25	0.398	0.374	Valid
26	0.374	0.374	Valid
27	-0.323	0.374	Invalid
28	0.442	0.374	Valid
29	0.453	0.374	Valid
30	-0.323	0.374	Invalid
31	0.385	0.374	Valid
32	0.454	0.374	Valid
33	0.365	0.374	Invalid
34	0.408	0.374	Valid
35	0.414	0.374	Valid
Total of items valid			30
Total of items invalid			5

$$\text{Mt} = \frac{\textit{total score of whole students}}{\textit{total of students}}$$

$$= \frac{425}{30} = 14{,}16$$

$$P = \frac{\textit{Total students who get right answer on item number 1}}{\textit{total of students}}$$

$$= \frac{11}{30} = 0{,}367$$

$$q = 1 - p = 1 - 0{,}367 = 0{,}633$$

$$\text{St} = \sqrt{\frac{7586 - \frac{(425)}{30}}{30}} = 7{,}22$$

$$\text{Ypbi} = \frac{Mp - Mt}{St} \sqrt{\frac{p}{q}}$$

$$= \frac{18{,}90 - 14{,}16}{7{,}22} \sqrt{\frac{0{,}36}{0{,}63}}$$

$$= 0{,}499$$

From the result of computation above, the value of r_{count} was 0,499. It obtained that r_{table} for a 5% with N= 35 was 0,374. Because $r_{count} > r_{table}$, So the item number 1 is valid.

b. Reliability

Reliability refers to consistency of test score. Besides having high quality, a good test should have high reliability too. Alpha formula is used to know reliability of test is K-R 21.

The formula are:

$$r_i = \frac{k}{(k-1)}\left\{1 - \frac{Mt(k-Mt)}{k\,s_t^2}\right\}$$

$$r_i = \frac{30}{(30-1)}\left\{1 - \frac{14.16(35-14.16)}{35\ 8.465}\right\}$$

$$r_i = 0,868$$

From the result of computation above, it was found that ri was 0,868 with number of items (K) was 30 and significance level (a) was 5%. From the criteria mentioned above, 0,868 was categorized as high reliability. So, it can be concluded that reliability of the instrument was high reliability.

2. The Data Analysis of Pre-requisite Test

This discussion covers normality and homogenity

a. Normality Test

A nomality test is used to know whether the data is normally distributed or not. To find the distributed data is used normality test.

The criteria:

Ho accepted if $x_{count}^2 < x_{table}^2$

Ha rejected if $x_{count}^2 > x_{table}^2$

With a = 5% and Df = K-1

Table 4.2

The Normality result of Pre-requisite Test

Class	*X2* count	*X2* table	Criteria
X-C	10,74861	11,07	Normal
X-D	10,85663	11,07	Normal

Based on the analysis above, it can be seen that X2 count of both classes is lower than X2 table (X2 count < X2 table), so Ho accepted. The

conclusion is distribution data both classes are normal.

b. Homogenity Test

The homogenity test is used to know whether the class that is taken from the population is homogeneous or not.

Ho = $\sigma_1 = \sigma_1$

Ha = $\sigma_1 \neq \sigma_1$

Table 4.3

Homogeneity Result of Pre-Requisite Test

Class	Variance(S^2)	N	Df	F count	F table	Criteria
X-C	144,2816	30	29	1,22	1,86	homogeneous
X-D	96,09195	30	29			

According to the formula above, it is obtained that:

$$F = \frac{Vb}{Vk} = \frac{144,2816}{96,09195} = 1,22$$

Based on computation above it is obtained that F count is lower than F table. So, Ho accepted. It can be concluded that data from X-C and X-D have the same variance or homogeneous.

2. The Data Analysis of Pre- Tes and Post Test

The research was done to know the normality, homogenity, and T test of initial data in the experimental class and control class.

a. Analysis of Pre-Test

1) List of the experimental and control class

Table 4.4

List of pre-test score of experimental and control class

Experimental (X A)			Control (X B)		
No.	Kode	Nilai	No.	Kode	Nilai
1	A-1	75	1	B-1	25
2	A-2	80	2	B-2	35
3	A-3	65	3	B-3	45
4	A-4	55	4	B-4	50
5	A-5	75	5	B-5	55
6	A-6	70	6	B-6	65
7	A-7	60	7	B-7	45
8	A-8	70	8	B-8	35
9	A-9	85	9	B-9	50
10	A-10	80	10	B-10	65
11	A-11	80	11	B-11	40

12	A-12	75	12	B-12	55
13	A-13	75	13	B-13	60
14	A-14	70	14	B-14	45
15	A-15	85	15	B-15	50
16	A-16	75	16	B-16	40
17	A-17	55	17	B-17	55
18	A-18	90	18	B-18	60
19	A-19	80	19	B-19	55
20	A-20	85	20	B-20	45
21	A-21	90	21	B-21	65
22	A-22	80	22	B-22	50
23	A-23	85	23	B-23	65
24	A-24	75	24	B-24	60
25	A-25	70	25	B-25	40
26	A-26	70	26	B-26	55
27	A-27	55	27	B-27	65
28	A-28	80	28	B-28	55
29	A-29	90	29	B-29	60
30	A-30	95	30	B-30	55
SUM		2275	SUM		1545

2) The Normality of Pre-test of experimental class and control class

The normality test is used to know whether the data obtained is normally distributed or not. After gained the score of pre-test in control and experimental class, the researcher calculated the normality test of the data. The analysis of normality test in experimental class is as follow:

Ho: The data of normal distribution

Ha: The data of un normal distribution

Ho accepted if $x^2_{count} < x^2_{table}$

Ha rejected if $x^2_{count} > x^2_{table}$

First, the researcher analyzed the normality of the experimental class. The analysis of the experimental class is as follow:

Table 4.5

The result of Normality Pre-test of experimental class

No	Interval Class	Limit Class	Z_i	$P(Z_i)$	L/Pi	O_i	E_i	$\frac{(O_i - E_i)^2}{E_i}$
1	55-61	54.5	-2.077	0.018	0.061	4	1.856	2.476
2	62-68	61.5	-1.400	0.080	0.154	1	4.626	2.842
3	69-75	68.5	-0.722	0.234	0.247	11	7.410	1.738
4	76-82	75.5	-0.045	0.481	0.254	6	7.632	0.349
5	83-89	82.5	0.632	0.736	0.168	4	5.053	0.219

6	90-96	89.5	1.309	0.904	0.071	4	2.150	1.590
		96.5	1.987	0.976				
Sum						30		9.216

With α = 5 % dk = 6-1, obtained $x^2_{table} = 11,07$ and $x^2_{count} = 9.219$ $x^2_{count} < 9.261$ x^2_{table}. So, the distribution list was normal.

Secondly, the researcher analyzed the normality of the control class. The analysis of the control class is as follow:

Table 4.6

The result of Normality Pre-test of control class

No	Interval Class	Limit Class	Z_i	$P(Z_i)$	L	O_i	E_i	$\frac{(O_i - E_i)^2}{E_i}$
1	25-31	24.5	-2.66	0.003	0.020	1	0.603	0.260
2	32-28	31.5	-1.97	0.023	0.074	2	2.246	0.026
3	39-45	38.5	-1.28	0.098	0.176	7	5.281	0.559
4	46-52	45.5	-0.59	0.274	0.261	4	7.854	1.891
5	53-59	52.5	0.09	0.536	0.246	7	7.389	0.020
6	60-66	59.5	0.78	0.782	0.146	9	4.397	4.816
					0.929			
Sum						30		7.575

With α = 5 % dk = 6-1, obtained $x^2_{table} = 11.07$ and $x^2_{count} = 7.575$. $x^2_{count} < 7.575$ x^2_{table}. So, the distribution list was normal.

3) Homogenity Test of Pre-test

The homogenity test is used to know whether the group sample that was taken from the population is homogeneous or not.

Hypothesis

Ho = $\sigma 1 = \sigma 1$
Ha = $\sigma 1 \neq \sigma 1$

With criteria, Ho accepted if F $_{count}$ < F $_{table}$ with α = 5 % df = k-1

The statistic formula which is used to test the homogeneity of the sample is the F

test.The formula is as follow:

$$F = \frac{biggest\ variance}{smallest\ variance}$$

Based on the formula, it is obtained:

$$F = \frac{v^b}{v_k} = \frac{10593}{10352} = 0.97$$

Table 4.7

Homogenity Result of Pre-test in Experimental and Control Class

Class	S^2	N	Df	Fcount	Ftable	Criteria
Experimental	10.593	30	29	0.97	1.86	Homogeneous
Control	10.351	30	29			

From the calculation of variance in experimental class and control class, it is know the biggest variance is 10.593 and the smallest variance is 10.352 So $F = \frac{10.593}{10.351} = 0.97$

By using α = 5 % and dk numeration = n1-1 = 30-1=29, dk numeration = n1-1= 30-1 = 29. It was found F (0,05) = 1.86 since the F_{count}(0.97) < F_{table} (1.86). so, Ho is accepted. It means that both classes had similar variance and homogeneous.

b. Analysis of Post-test

It was done to answer the hypothesis of this research. The data used are the result of the post-test of both classes. The experimental class taught by using podcast with student team achievement division and the control class taught using podcast with disscussion. The post-test analysis contains the normality, homogenity test, and hypothesis test.

Table 4.8

List of Post-test Score of Experimental and Control Classes

Experimental (X A)			Control (X B)		
No.	Kode	Nilai	No.	Kode	Nilai
1	A-1	100	1	B-1	35
2	A-2	85	2	B-2	45
3	A-3	75	3	B-3	60
4	A-4	70	4	B-4	50
5	A-5	80	5	B-5	35
6	A-6	70	6	B-6	50
7	A-7	65	7	B-7	60
8	A-8	80	8	B-8	65
9	A-9	90	9	B-9	75
10	A-10	85	10	B-10	70
11	A-11	85	11	B-11	70

12	A-12	75	12	B-12	55
13	A-13	90	13	B-13	55
14	A-14	100	14	B-14	60
15	A-15	90	15	B-15	70
16	A-16	85	16	B-16	45
17	A-17	75	17	B-17	45
18	A-18	90	18	B-18	45
19	A-19	80	19	B-19	50
20	A-20	85	20	B-20	55
21	A-21	90	21	B-21	55
22	A-22	90	22	B-22	75
23	A-23	70	23	B-23	70
24	A-24	85	24	B-24	70
25	A-25	65	25	B-25	55
26	A-26	80	26	B-26	45
27	A-27	65	27	B-27	65
28	A-28	85	28	B-28	65
29	A-29	100	29	B-29	50
30	A-30	80	30	B-30	60
SUM		2465	SUM		1705

2) The Normality of Post-test of experimental class and control class

The normality test is used to know whether the data obtained is normally distributed or not. After gained the score of the post-test in control and experimental class, the researcher calculated the normality test of the data. The analysis of normality test in experimental class is as follow :

Ho: The data of normal distribution

Ha: The data of un normal distribution

Ho accepted if $x^2_{count} < x^2_{table}$

Ha rejected if $x^2_{count} > x^2_{table}$

First, the researcher analyzed the normality of the experimental class. The analysis of the experimental class is as follow:

Table 4.9
The result of Normality Post-test of experimental class

No	Class	Bc	Z_i	$P(Z_i)$	L	O_i	E_i	$\frac{(O_i - E_i)^2}{E_i}$
1	65-70	64.5	-1.803	0.035	0.081	6	2.448	5.148
2	71-76	70.5	-1.188	0.117	0.165	3	4.972	0.782
3	77-82	76.5	-0.573	0.283	0.233	5	6.999	0.570
4	83-88	82.5	0.040	0.516	0.227	7	6.830	0.004

5	89-94	88.5	0.655	0.744	0.154	6	4.621	0.411
6	95-100	94.5	1.270	0.898	0.072	3	2.167	0.319
				0.970				
	Jumlah					30		7.237

With α = 5 % dk = 6-1, obtained x^2_{table} = 11.07 and x^2_{count} = 7.237 $x^2_{count} < x^2_{table}$. So, the distribution list was normal.

Secondly, the researcher analyzed the normality of the control class.

The analysis of the control class is as follow:

Table 4.10

The result of Normality Post-test of Control Class

No	Class	Bc	Z_i	$P(Z_i)$	L	O_i	E_i	$\frac{(O_i - E_i)^2}{E_i}$
1	35-41	34.5	-2.033	0.021	0.059	2	1.772	0.0291
2	42-48	41.5	-1.404	0.801	0.138	5	4.167	0.1664
3	49-55	48.5	-0.775	0.219	0.222	9	6.800	0.8056
4	56-62	55.5	-0.146	0.441	0.243	4	7.303	1.4944
5	63-69	62.5	0.482	0.685	0.181	3	5.447	1.0993
6	70-76	69.5	1.110	0.866	0.092	7	2.770	6.4571
				0.959				
	Jumlah	30						10.05229

With α = 5 % dk = 6-1, obtained x^2_{table} = 11.07 and x^2_{count} = 10.05229 $x^2_{count} < x^2_{table}$. So, the distribution list was normal.

3) The homogenity of Post-test

The homogenity test is used to know whether the group sample that was taken from the population is homogeneous or not.

Hypothesis

Ho = σ1 = σ1
Ha = σ1 ≠ σ1

With criteria, Ho accepted if $F_{count} < F_{table}$ with α = 5 % df = k-1

The statistic formula which is used to test the homogeneity of the sample is the F test. The formula is as follow:

$$F = \frac{biggest\ variance}{smallest\ variance}$$

Based on the formula, it is obtained:

$$F = \frac{v^b}{v_k} = \frac{11179}{9972} = 1.120$$

Table 4.11

Homogenity Result of Post-test in Experimental and Control class

Class	Variance(S^2)	N	Df	F count	F table	Criteria
Experi	11.179	30	29	1.120	1.860	homogeneous
Control	9.972	30	29			

From the calculation of variance in experimental class and control class, it is know the biggest variance is 11.179 and the smallest variance is 9.972 So, $F \frac{11.179}{9.972} = 1.120$

By using $\alpha = 5$ % and dk numeration = n1-1 = 30-1=29, dk numeration = n_1-1= 30-1 = 29. It was found F $_{(0,05)}$ = 1.86 since the F $_{count}$ (1.12) < F $_{table}$ (1.86). so, Ho is accepted. It means that both classes had similar variance and homogeneous.

c. Hypothetical Test

1) The data Analysis of Hypothesis Test

a) Testing the similarity of the average of pre-test of the experimental and control class. This test was used to know whether there was a different average on the pre-test of the experimental and control class. The data which were used to test the hypothesis was the pre-test score both of classes.To test the difference in the average used t-test. So, the t-test formula:

$$t = \frac{X_1 - X_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad s = \sqrt{\frac{(n_1-1)\, s_1^2 + (n_2-1)\, s_2^2}{n_1 + n_2 - 2}}$$

Table 4.12

The result of computation T-test

Class	N	Average	Variance	Deviation Standard	ttable	tcount	Criteria
Experimental	30	82,16	124,97	11,17	2,001	9,262	Ha
Control	30	56,83	99,45	9,97			accepted

Based on the table above, it is obtained that:

$$t = \frac{X_1 - X_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \qquad s = \sqrt{\frac{(n_1 - 1)\, s_1^2 + (n_2 - 1)\, s_2^2}{n_1 + n_2 - 2}}$$

$$s = \sqrt{\frac{(n_1 - 1)\, s_1^2 + (n_2 - 1)\, s_2^2}{n_1 + n_2 - 2}}$$

$$s = \sqrt{\frac{(30 - 1)\, 11.17 + (30 - 1)\, 9.97}{30 + 30 - 2}}$$

$$= 112.21$$

So, the computation t-test:

$$t = \frac{X_1 - X_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \qquad t = \frac{82.16 - 56.83}{s\sqrt{\frac{1}{30} + \frac{1}{30}}} = 9.262$$

Ha was accepted if $t_{count} > t_{(1-\alpha)(n1+n2-2)}$. Based on the computation above, it was obtained that the average post-test of the experimental class who were taught by using podcast with STAD was 82.16 and standard deviation (S) was 9.97. While the average of post test of the control class who were taught using podcast with disscussion was 56.83 And standard deviation (S) was 11.17 with df 30+30-2= 58 By α = 5%, So, obtained Ttable = 2.001 from the result calculation t-test tcount = 9.262. It means that count (9.262) is higher than t table (2.001).

So, Ho is rejected and Ha is accepted it is significantly different between using podcast through STAD to teach listening of recount text and using podcast without STAD to teach listening of recount text. It can be said that using podcast through STAD to teach listening of recount text is effective.

C. Discussion of Research Findings

The description of data collected, using podcast using podcast through STAD to teach listening of recount text showed that the students were interested. It was supported by the frequency and rate percentage of the result of the students' score of pre-test and post-test. The students' score after giving podcast through STAD as media and method in teach english of recount text was better than before the treatment given to the students.

Based on the finding result, the students of MAN 1 Pekalongan score percentage in listening of recount text before using podcast through STAD were very low. It was showed in pre-test out of 30 students, both experimental and control class, none of them got excellent. The highest score for experimental class Student who got And 70 student

got the lowest score. There is also only 3 students of control class who got the highest score 55 and 4 students got the lowest score 5. It means the students got the problems in listening include content, organization, vocabularies, and mechanics. Students also difficult to develop their ideas, and the main problem is they feel boring in the listening class.

To solve the problem above, the use of media is important. One of media that can be used is podcast. Podcasts are audio or video media files that are regularly released over the Internet and can be downloaded via web syndication. Meanwhile, Beare mentioned that podcasts are very interesting for English language learners because they provide a means for students to gain access to "authentic" listening resources on almost any subject that interests them. They can motivate students to take a part in learning process. Especially in teaching listening.

From some reason above the researcher had applied using podcast through STAD to teach listening. After giving treatments, the student listening of recount text improved based on the analysis of students' ability. Student were given podcast as the media in the treatment because the researcher thought that podcast will help students to improve learners' listening skill in listening instruction. Students will easily understand the material, because students more enjoyed so students will also easily create their recount text. In this research, the researcher choose a STAD as the method to teach listening of recount text because the researcher thought that by podcast materials is expected to increase student motivation while STAD will help students practice listening strategies model by teachers. STAD allows students to work together with their classmates to understand spoken texts. By studying in STAD groups, students can practice together with their teammates on how to listen effectively, such as how to get to the heart of main ideas and detailed information. Since individual contributions make a huge difference to team success, students are encouraged to help each other and share listening skills.

The improvement was proved by students' score percentage in the post-test. The result of this research was obtained the average score of the experimental class was 82.16 which was higher than the result of control class was 75.83. The average score of the experimental class was 82.16 and the standard deviation (S) was 9.97. Teaching students' listening of recount text in experimental class by using podcast through STAD can make class condition alive during the process of giving the treatment. It is appropriate with the benefit of podcast for teachers and students. For teachers, they can teach the students thrifty by using podcast. It is because podcast is an internet audio which can be

downloaded and stored only what the teachers want and need rather than buying full CD of lessons that may have only a few portions that are useful as supplements to the lesson. And for students, podcast can provide them opportunities to learn English and to improve their listening easily. Although it is possible to use audio cassette or CDs to convey the spoken words, the ubiquitous nature of the World Wide Web makes it more convenient and easy for some students to access the podcast files in mp3 format, rather than having to ship or mail students the cassette tapes or CDs.

During the teach listening process, students were actively doing step by step of instruction to get information about the material. STAD allows students to work together with their classmates to understand spoken texts. By studying in STAD groups, students can practice together with their teammates on how to listen effectively, such as how to get to the heart of main ideas and detailed information. Learning with the STAD is able to create active, innovative, creative, and fun learning for student. Such learning will be able to arouse enthusiasm for student to learn so that it will affect the achievement of optimal student learning outcomes. There are several factors that make this model able to create a pleasant learning atmosphere for students. These factors are the character of STAD as a learning model that demands cooperation, student-centered learning (Student-Centered), and an award for the best team. The students' involvement was also high and they showed great attention and enthusiasm to the lesson. It can be seen on the average score of the experimental class which better than the control class. The average score of the control class was 56.83 and the standard deviation (S)was 9.97. Based on the result of calculation of t-test is obtained $t_{count} = 9.262$ and $t_{table} = 2.001$. It is showed that $t_{count} > t_{table}$ ($9.262 > 2.001$). So, Ha is accepted. It means using podcast through STAD to teach listening of recount text is significantly effective to improve students' achievement

CHAPTER V
CONCLUSION AND SUGGESTION

In the previous chapter, the researcher had discussed the introduction of the study, the review of related literature, the method of the research, the findings, and discussion. This final chapter presented the conclusion and suggestion were derived from analysis of the study and also the closing.

A. Conclusion

In the research, the research conducted experimental research. Based on the result of this research at MAN 1 Pekalongan in the academic year 2022/2023, it could be concluded that using podcast through STAD to teach listening of recount text is significantly effective. It proved by the result of the test. The result of the calculation using t-test showed that tcount = 9.262 and ttable = 2.001 with a= 5% if tcount > ttable with df = $n_1 + n_2 - 2$. It showed that tcount > ttable (9.262 >2.001). so H$_O$ is rejected and Ha is accepted. It means there is significant difference between the using podcast through STAD to teach listening of recount text X-A and who were taught using podcast through disscussion in class X-B. Teaching students' english skill of recount text in experimental class by using podcast with STAD can help students to learn by listening. It is appropriate with the advantages of podcast. It interests student attention through the use of video, graphics, and music. Because students today are so technologically advanced, tools that involve technology such as slide shows increase student involvement and interaction.

The average post-test score of the experimental class was 82.16 and the average post-test score of control class was 75.83. It means that the experimental class (X-A) was better than the control class (X-B). Using podcast through STAD to teach english recount text is significantly effective to improve students' listening skill.

B. Suggestion

Based on the conclusion above, here are some suggestions to the teacher, and researcher to gain an effective teaching listening process.

1. For the teachers

a. The teacher must be more creative to create an interesting and enjoyable teaching listening process. It means the teacher might choose variations media which appropriate in teaching listening to increase the students' listening skill.

b. English teacher can use open the podcast to help teachers to maintain the teaching listening process, from the preparation until the assessment step could be a reference as an affective way or strategy to teach students' listening skill.

2. For the students

a. The students must have the motivation to improve listening skill.

b. Students have to stay focus listening to the podcast.

c. Students can use their last activities as a source of learning, especially in listening to the podcast

3. For the headmaster

A media of podcast may be an alternative way in teaching listening skills especially in a genre such as a recount text which needs comprehension. Using podcast is a good innovation living in technology era. It can improve quality and productivity in listening skills by taking part in modifying the English teaching-learning curriculum that will be implemented in those institutions based on the basic competence started in the national curriculum. The headmaster has to support a good media that is done by the teacher.

4. For the other researcher

This study has added to the inventory of research concerning with effectiveness of using podcast through STAD to teach listening of recount text. But the weakness of this study is students can't do their task serously. The researcher had to give special treatment such as playback audio to listen carefully to some students to do the task. However, it is still possible to carry out further study using different focuses, method of study, and subjects. The result of this research is expected that can encourage other researcher to conduct further study dealing with using podcast in other skill areas as reading, writing or speaking.

C. Closing

Thus, this is served to the readers. The researcher realized that it is not perfect. Any suggestions and criticisms from the readers are hoped to make it perfect. The researcher hopes that it can be useful to the readers.

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APPENDICES

Appendix 1

Experimental Group

No.	Name	Sex	
1.	DAT	Male	A-1
2.	MB	Male	A-2
3.	MR	Male	A-3
4.	MA	Male	A-4
5.	NA	Female	A-5
6.	NP	Male	A-6
7.	NFD	Male	A-7
8.	TA	Female	A-8
9.	SZH	Female	A-9
10.	BAM	Male	A-10
11.	MLH	Male	A-11
12.	ME	Male	A-12
13.	PA	Female	A-13
14.	IFN	Female	A-14
15.	WM	Female	A-15
16.	SK	Female	A-16
17.	RM	Female	A-17
18.	AS	Female	A-18
19.	LFNL	Female	A-19
20.	ES	Female	A-20
21.	KS	Male	A-21
22.	FT	Male	A-22
23.	NA	Female	A-23
24.	SR	Female	A-24
25.	NA	Female	A-25
26.	SG	Female	A-26
27.	ZI	Female	A-27
28.	SI	Female	A-28
29.	BFR	Male	A-29
30.	SA	Female	A-30

CONTROL GROUP

No.	Name	Sex	Code
1.	AAD	Female	B-1
2.	AHR	Female	B-2
3.	AA	Female	B-3
4.	B	Female	B-4
5.	DF	Female	B-5
6.	DQA	Female	B-6
7.	DAA	Female	B-7
8.	FDK	Male	B-8
9.	FRP	Male	B-9
10.	FR	Female	B-10
11.	FMR	Male	B-11
12.	FA	Male	B-12
13.	GAI	Male	B-13
14.	IZ	Female	B-14
15.	LS	Female	B-15
16.	LNA	Female	B-16
17.	MAK	Male	B-17
18.	MZA	Male	B-18
19.	MAG	Male	B-19
20.	MFE	Male	B-20
21.	MHF	Male	B-21
22.	MR	Male	B-22
23.	NH	Male	B-23
24.	NAP	Female	B-24
25.	NN	Female	B-25
26.	NLA	Female	B-26
27.	NS	Female	B-27
28.	NZ	Female	B-28
29.	NAB	Female	B-29
30.	KHN	Female	B-30

Normality Test

Hypothesis

H_0 = The data have normal distribussion

H_a = The data have not normal distribussion

Hypothesis Test

$$X^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

Criteria

H_0 is accepted if $X^2{}_{count} < X^2{}_{table}$

Information

Bk = lower class limit -0,5 or upper class limit + 0

$$Z_i = \frac{Bk - X}{S}$$

$(Z_i) = Z_i$ score in the below of standard normal curve from O to Z

The large of area = $(Z_i) - (Z_2)$

E_i = the large of area x N

$O_i = f_i$

For a = 5%, with $dk = 6 - 1 = 5$ is got χ^2 table = 11.07

Normality Test of Pre-Requisite Test of Experimental Class

n	30
The Highest Score	100
The Lowest Score	60
Range Score	100-60 = 40
BK	1+ 3,3 log 25 = 5.8745
P	6.80909

Interval		
60	66	60-66
67	73	67-73
74	80	74-80
81	87	81-87
88	94	88-94
95	101	95-101

X	Fi	xi	fi.xi	xi-xbar	(xi-xbar)^2	fi.(xi-xbar)^2
60-66	2	63	126	-21.7	470.89	941.78
67-73	1	70	70	-14.7	216.09	216.09
74-80	7	77	539	-7.7	59.29	415.03
81-87	9	84	756	-0.7	0.49	4.41
88-94	4	91	364	6.3	39.69	158.76
95-101	7	98	686	13.3	176.89	1238.23
N	30		2541			2974.3

Average (xbar)	84.7	
Standart deviasi	9.957075	9.957075

Nilai Observasi		Batas Kelas		Z		Table Z		Pi	Ei	(Oi-Fi)^2/Ei
nilai praktek	fi	Bawah	atas	bawah	Atas	bawah	Atas	proporsi	nilai harapan	
60-66	3	59.5	66.5	-2.53086	-1.82785	0.0056891	0.033786	0.028097	0.842917	5.520128
67-73	0	66.5	73.5	-1.82785	-1.12483	0.0337863	0.130331	0.096545	2.896337	2.896337
74-80	7	73.5	80.5	-1.12483	-0.42181	0.1303309	0.336582	0.206251	6.187522	0.106686
81-87	9	80.5	87.5	-0.42181	0.281207	0.3365816	0.610724	0.274143	8.224278	0.073167
88-94	5	87.5	94.5	0.281207	0.984225	0.6107242	0.837498	0.226773	6.803199	0.477941
95-101	6	94.5	101.5	0.984225	1.687243	0.8374975	0.954222	0.116724	3.501724	1.782375
N	30									10.85663

$$X^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i} \quad = 10.656$$

DK	
k-1	5
Score Table X^2	11.07049769

Normality Test of Pre-Requisite Test of Control Class

		Interval	
30	37	30-37	
38	45	38-45	
46	53	46-53	
54	61	54-61	
62	69	62-69	
70	77	70-77	

n	30
max	75
min	30
range	45
k	5.874500141
p	7.660226219

X	Fi	Xi	fi.xi	xi-xbar	(xi-xbar)^2	fi.(xi-xbar)^2
30-37	2	33.5	67	-22.6667	513.777	1027.555
38-45	6	41.5	249	-14.6667	215.111	1290.666
46-53	2	49.5	99	-6.666	44.444	88.888
54-61	11	57.5	632.5	1.333	1.777	19.555
62-69	3	65.5	196.5	9.333	87.111	261.333
70-77	6	73.5	441	17.333	300.4444444	1802.666
n	30		1685			4490.666667

Average (xbar)	56.16667	
Standart deviasi	12.23474	12.23474

Nilai Observasi		BK		Z		Table Z		Pi	Ei	(Oi-Ei)^2/Ei
nilai praktek	Fi	Bawah	atas	bawah	Atas	bawah	atas	proporsi	nilai harapan	
30-37	2	29.5	37.5	-2.17959	-1.52571	0.01464	0.06354	0.0489	1.46691	0.193731
38-45	6	37.5	45.5	-1.52571	-0.87183	0.06354	0.19165	0.12811	3.84325	1.210322
46-53	2	45.5	53.5	-0.87183	-0.21796	0.19165	0.41373	0.22208	6.66244	3.26282
54-61	11	53.5	61.5	-0.21796	0.435917	0.41373	0.66855	0.25482	7.64463	1.472738
62-69	3	61.5	69.5	0.435917	1.089793	0.66855	0.8621	0.19355	5.80639	1.356404
70-77	6	69.5	77.5	1.089793	1.743669	0.8621	0.95939	0.09729	2.91881	3.252595
N	30									10.74861

$$X^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i} = 10.748$$

DK	
k-3	5
Score table X^2	11.07049769

Normality Pre Test of Experimental Class

n	30
max	95
min	55
range	40
k	5.875
p	6.809

INTERVAL		
55		61
62		68
69		75
76		82
83		89
90		96

X	Fi	Xi	fi.xi	xi-xbar	(xi-xbar)^2	fi.(xi-xbar)^2
55-61	4	58	232	-17.9667	322.801	1291.204444
62-68	1	65	65	-10.9667	120.268	120.2677778
69-75	11	72	792	-3.96667	15.7344	173.0788889
76-82	6	79	474	3.033333	9.20111	55.20666667
83-89	4	86	344	10.03333	100.668	402.6711111
90-96	4	93	372	17.03333	290.134	1160.537778
n	30		2279			3202.966667

Average (xbar)	75.96667	
Standar deviasi	10.33274	10.33274

Nilai Observasi		Bk		Z		Table Z		Ei	Pi	(Oi-Ei)^2/Ei
nilai praktek	fi	bawah	atas	bawah	Atas	Bawah	atas	proporsi	nilai harapan	
55-61	4	54.5	61.5	-2.07754	-1.4001	0.018875954	0.0807447	0.061869	1.856061	2.476466
62-68	1	61.5	68.5	-1.40008	-0.7226	0.080744662	0.2349561	0.154211	4.626342	2.842496
69-75	11	68.5	75.5	-0.72262	-0.0452	0.234956073	0.4819883	0.247032	7.410968	1.73812
76-82	6	75.5	82.5	-0.04516	0.63229	0.481988344	0.7364027	0.254414	7.63243	0.349146
83-89	4	82.5	89.5	0.632294	1.30975	0.736402691	0.9048602	0.168458	5.053725	0.219707
90-96	4	89.5	96.5	1.309752	1.98721	0.904860192	0.9765505	0.07169	2.150708	1.590118
N	30									9.216052

$$X^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i} = 9.216$$

Dk	
k-3	5
Score table	11.070498

Normality Pre Test of Control Class

N	30
Max	65
Min	25
range	40
K	5.874500141
P	6.809089972

interval	
25	31
32	38
39	45
46	52
53	59
60	66

X	Fi	xi	fi.xi	xi-xbar	(xi-xbar)^2	fi.(xi-xbar)^2
25-31	1	28	28	-23.5667	555.387778	555.3877778
32-38	2	35	70	-16.5667	274.454444	548.9088889
39-45	7	42	294	-9.56667	91.5211111	640.6477778
46-52	4	49	196	-2.56667	6.58777778	26.35111111
53-59	7	56	392	4.433333	19.6544444	137.5811111
60-66	9	63	567	11.43333	130.721111	1176.49
N	30		1547			3085.366667

Average (xbar)	51.56667	
Standar deviasi	10.14128	10.14128

Nilai Observasi		Bk		Z		Table Z		Pi	Ei	
nilai praktek	fi	Bawah	atas	bawah	Atas	bawah	atas	proporsi	nilai harapan	(Oi-Ei)^2/Ei
25-31	1	24.5	31.5	-2.669	-1.979	0.0038	0.0239	0.02012	0.6036	0.2603
32-38	2	31.5	38.5	-1.979	-1.288	0.02392	0.0988	0.07487	2.24604	0.027
39-45	7	38.5	45.5	-1.288	-0.598	0.09879	0.2748	0.17606	5.28168	0.559
46-52	4	45.5	52.5	-0.598	0.092	0.27485	0.5367	0.26182	7.85448	1.8915
53-59	7	52.5	59.5	0.092	0.7823	0.53666	0.783	0.24631	7.38934	0.0205
60-66	9	59.5	66.5	0.7823	1.4725	0.78298	0.9296	0.14659	4.39757	4.8168
N	30									7.5752

$$X^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i} = 7.5752$$

DK	
k-3	5
Score table	
X^2	11.0705

Normality Post Test of Experimental Class

n	30
max	100
min	65
range	35
k	5.874500141
p	5.957953726

Interval		
65	70	
71	76	
77	82	
83	88	
89	94	
95	100	

X	Fi	xi	fi.xi	xi-xbar	(xi-xbar)^2	fi.(xi-xbar)^2
65-70	6	67.5	405	-14.6	213.16	1278.96
71-76	3	73.5	220.5	-8.6	73.96	221.88
77-82	5	79.5	397.5	-2.6	6.76	33.8
83-88	7	85.5	598.5	3.4	11.56	80.92
89-94	6	91.5	549	9.4	88.36	530.16
95-100	3	97.5	292.5	15.4	237.16	711.48
n	30		2463			2857.2

Average (xbar)	82.1
Standar deviasi	9.759098

Nilai Observasi		Bk		Z		Table Z		Pi	Ei	(Oi-Ei)^2/Ei
nilai praktek	Fi	bawah	atas	bawah	Atas	bawah	atas	Proporsi	nilai harapan	
65-70	6	64.5	70.5	-1.8034	-1.1886	0.035659	0.11729	0.081633	2.44897883	5.1489834
71-76	3	70.5	76.5	-1.1886	-0.5738	0.117292	0.28304	0.165752	4.97255516	0.7824898
77-82	5	76.5	82.5	-0.5738	0.04099	0.283044	0.51635	0.233303	6.99910219	0.5709889
83-88	7	82.5	88.5	0.04099	0.6558	0.516347	0.74402	0.227676	6.83028045	0.0042172
89-94	6	88.5	94.5	0.6558	1.27061	0.744023	0.89807	0.154043	4.621293	0.4113206
95-100	3	94.5	100.5	1.27061	1.88542	0.898066	0.97031	0.072247	2.16741858	0.3198237
N	30									7.2378236

$$X^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i} = 7.237$$

DK	
k-3	5
Score table X^2	11.0705

Normality Post Test of Control Class

n	30
max	75
min	35
range	40
k	5.874500141
p	6.809089972

Interval	
35	41
42	48
49	55
56	62
63	69
70	76

X	Fi	Xi	fi.xi	xi-xbar	(xi-xbar)^2	fi.(xi-xbar)^2
35-41	2	38	76	-19.1333	366.0844444	732.1688889
42-48	5	45	225	-12.1333	147.2177778	736.0888889
49-55	9	52	468	-5.13333	26.35111111	237.16
56-62	4	59	236	1.866667	3.484444444	13.93777778
63-69	3	66	198	8.866667	78.61777778	235.8533333
70-76	7	73	511	15.86667	251.7511111	1762.257778
n	30		1714			3717.466667

Average (xbar)	57.13333
Standar deviasi	11.13174

nilai praktek	Fi	bawah	atas	bawah	Atas	bawah	atas	proporsi	nilai harapan	
35-41	2	34.5	41.5	-2.03323	-1.4044	0.021015	0.080101	0.059086	1.772581777	0.0291772
42-48	5	41.5	48.5	-1.40439	-0.7756	0.080101	0.219004	0.138903	4.167101774	0.1664753
49-55	9	48.5	55.5	-0.77556	-0.1467	0.219004	0.441674	0.222669	6.680075771	0.8056867
56-62	4	55.5	62.5	-0.14673	0.4821	0.441674	0.685134	0.243461	7.303825372	1.4944583
63-69	3	62.5	69.5	0.482105	1.1109	0.685134	0.866702	0.181568	5.44704262	1.0993154
70-76	7	69.5	76.5	1.110938	1.7398	0.866702	0.95905	0.092348	2.77043705	6.4571771
N	30									10.05229

$$X^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i} = 10.052$$

DK	
k-1	5
Score table X^2	11.070498

Homogeneity Test

The homogeneity test is used to know whether the group sample that was taken from the

population is homogeneous or not.

Hypothesis

$Ho = \sigma 1 = \sigma 1$
$Ha = \sigma 1 \neq \sigma 1$

With criteria, Ho accepted if $F_{count} < F_{table}$ with $\alpha = 5\%$ df = k-1
The statistic formula which is used to test the homogeneity of the

sample is the F test. The formula is as follow:

$$F = \frac{biggest\ variance}{smallest\ variance}$$

Homogeneity Test of Pre-requisite Test

	control	experiment
Standart Deviasi	12.01173	9.80265036
Fcount	1.225355138	
Dk	29	29
A	0.05	
Ftable	1.860811435	

no	A	B
1	30	65
2	45	80
3	45	85
4	50	85
5	55	90
6	60	95
7	45	75
8	35	80
9	55	60
10	65	65
11	40	75
12	55	85
13	60	95
14	75	85
15	70	75
16	40	80
17	55	90
18	60	95
19	55	85
20	45	90
21	75	100
22	70	85
23	65	80
24	60	95
25	50	90
26	55	100
27	75	85
28	70	85
29	65	90
30	60	85

F-Test Two-Sample for Variances

	Variable 1	Variable 2
Mean	56.1666667	84.33333333
Variance	144.281609	96.09195402
Observations	30	30
Df	29	29
F	1.50149522	
P(F<=f) one-tail	0.13976614	
F Critical one-tail	1.86081144	

According to the table above, It is obtained that :

$$F_{count} = \frac{v^b}{v_k} = \frac{120117}{98026} = 1.22535$$

With α = 5% and dk = 29 obtained $F_{table} = (0,05), (29) = 1.860$

Homogeinity Pre Test

no	control	experiment
1	25	75
2	35	80
3	45	65
4	50	55
5	55	75
6	65	70
7	45	60
8	35	70
9	50	85
10	65	80
11	40	80
12	55	75
13	60	75
14	45	70
15	50	85
16	40	75
17	55	55
18	60	90
19	55	80
20	45	85
21	65	90
22	50	80
23	65	85
24	60	75
25	40	70
26	55	70
27	65	55
28	55	80
29	60	90
30	55	95

	control	experiment
Standart Deviasi	10.35157826	10.5930469
Fcount	0.977204982	
Dk	29	29
A	0.05	
Ftable	1.860811435	

F-Test Two-Sample for Variances

	control	experiment
Mean	53	75.8333333
Variance	185.5172414	112.212644
Observations	30	30
Df	29	29
F	1.653265045	
P(F<=f) one-tail	0.090909253	
F Critical one-tail	1.860811435	

According to the table above, It is obtained that :

$$\text{F}_{count} = \frac{v^b}{v_k} = \frac{10351}{10593} = 0.9772$$

With α = 5% and dk = 29 obtained F_{table} = (0,05), (29) = 1.860

Homogeneity Post Test

no	control	experiment
1	35	100
2	45	85
3	60	75
4	50	70
5	35	80
6	50	70
7	60	65
8	65	80
9	75	90
10	70	85
11	70	85
12	55	75
13	55	90
14	60	100
15	70	90
16	45	85
17	45	75
18	45	90
19	50	80
20	55	85
21	55	90
22	75	90
23	70	70
24	70	85
25	55	65
26	45	80
27	65	65
28	65	85
29	50	100
30	60	80

	control	experiment
Standart Deviasi	11.17905472	9.972663786
Fcount	1.120969779	
Dk	29	29
A	0.05	
Ftable	1.860811435	

F-Test Two-Sample for Variances

	control	experiment
Mean	59.33333333	87.16666667
Variance	142.6436782	102.9022989
Observations	30	30
Df	29	29
F	1.386204971	
P(F<=f) one-tail	0.192188113	
F Critical one-tail	1.860811435	

According to the table above, It is obtained that :

$$F_{count} = \frac{v^b}{v_k} = \frac{11197}{99726} = 1.12096$$

With α = 5% and dk = 29 obtained $F_{table} = (0,05), (29) = 1.860$

Hypothetical Test

Hypothesis:

$H_0 = \mu_1 \leq \mu_2$

$H_1 = \mu_1 > \mu_2$

Hypothesis Test

If the data analyzed as normal and homogeneous, the researcher used t-test to test the hypotheses. The formula as Follows :

$$t = \frac{X_1 - X_2}{s\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

To calculate the standard deviation :

$$S = \sqrt{\frac{(n_1-1)S1^2 + (n_2-1)S2^2}{n_1 + n_2 - 2}}$$

	Control		Eksperiment				
	Score		Score				
	35		100				
	45		85				
	60		75				
	50		70				
	35		80				
	50		70				
	60		65				
	65		80				
	75		90				
	70		85				
	70		85				
	55		75				
	55		90				
	60		100				
	70		90				
	45		85				
	45		75				
	45		90				
	50		80				
	55		85				
	55		90				
	75		90				
	70		70				
	70		85				
	55		65				
	45		80				
	65		65				
	65		85				
	50		100				
	60		80				
n1	xbar1	n2	xbar2		sp2		t count
30	56.83333333	30	82.16666667		112.21264		9.262262177
	s1		s2		sp		t table
	9.972663786		11.17905472		10.593047		2.001717484

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Appendix 5

Validity and Realibility Try Out Test

no item							
1	**2**	**3**	**4**	**5**	**6**	**7**	
0	0	0	0	0	1	0	
0	0	0	0	0	0	0	
0	0	0	1	1	0	1	
0	0	0	0	0	0	0	
1	1	0	1	1	0	0	
1	1	1	0	0	1	1	
0	0	0	1	0	0	0	
1	1	1	1	0	1	1	
0	0	0	0	1	0	1	
0	1	1	1	0	0	0	
0	1	1	1	1	1	1	
0	0	0	0	0	0	0	
0	0	1	1	1	1	0	
0	0	0	0	0	0	0	
0	0	1	1	1	1	1	
1	1	1	1	1	1	1	
1	1	0	1	1	0	0	
1	1	0	0	0	0	1	
0	0	1	1	1	1	0	
1	1	0	0	0	0	0	
0	1	0	0	0	1	0	
0	0	1	1	0	0	1	
1	1	0	0	0	0	1	
1	1	1	1	0	1	1	
0	0	0	1	1	1	0	
0	0	0	0	0	0	1	
0	0	1	0	0	0	0	
1	1	1	1	1	1	0	
1	1	1	1	1	1	0	
0	1	0	0	0	0	0	

		V	MP	18.90909	17.533	17.30769	16.9375	17.9167	17.6923	18.5
		A	Mt	14.16667						
		L	P	0.367	0.500	0.433	0.533	0.400	0.433	0.400
		I	q	0.633	0.500	0.567	0.467	0.600	0.567	0.600
		D	p*q	0.232222	0.25	0.245556	0.24889	0.24	0.24556	0.24
		I	st	7.220726						
		T	r	0.499734	0.4663	0.380398	0.41023	0.42404	0.42698	0.49
		A	rtabel	0.374						
		S	kriteria	VALID	VALID	VALID	VALID	VALID	VALID	VALID
			varians	0.24023	0.2586	0.254023	0.25747	0.24828	0.25402	0.24828
			jumlah varians	8.465517						
reliabilitas			kr21	0.868472						
			keterangan	reliabel						

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8	9	10	11	12	13	14	15	16
1	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	1	1	0	1	1	1	0	0
0	0	0	0	0	0	1	0	1
1	0	1	0	1	0	0	0	0
1	1	0	1	0	0	1	1	1
0	1	0	0	0	1	0	0	0
1	0	1	1	1	1	1	1	1
0	1	0	1	0	1	0	1	1
1	1	0	0	0	0	0	1	0
1	0	0	1	0	1	0	0	1
0	0	0	0	0	0	1	0	1
1	1	0	1	0	1	0	1	1
0	0	0	0	0	0	0	0	0
1	1	1	0	1	0	1	1	1
0	0	0	1	0	1	1	0	0
1	1	1	0	1	1	1	0	1
0	1	0	1	0	1	0	1	0
0	0	1	1	1	1	1	0	1
1	0	0	0	0	0	0	0	1
1	0	0	1	1	0	1	0	1
1	1	1	1	1	0	0	0	0
1	1	0	1	0	0	1	1	1
0	1	0	1	0	1	0	1	0
1	0	0	0	1	0	0	0	0
1	1	0	1	0	0	1	0	1
0	0	0	1	0	0	0	1	0
1	1	1	0	1	1	0	0	0
0	0	0	0	0	0	1	1	1
1	0	1	0	1	0	0	1	0
17	14	9	14	11	12	13	12	15
289	196	81	196	121	144	169	144	225

16.6470	17.2857	19	17.428	18.0909	17.833	17.84615	18	17.333
0.567	0.467	0.300	0.467	0.367	0.400	0.433	0.400	0.500
0.433	0.533	0.700	0.533	0.633	0.600	0.567	0.600	0.500
0.2455	0.24888	0.21	0.248	0.232	0.24	0.24555	0.24	0.25
0.3928	0.40405	0.43820	0.42256	0.4135	0.41461	0.44560	0.43346	0.4385
VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID
0.25402	0.2574	0.21724	0.25747	0.24022	0.2482	0.25402	0.2482	0.25862

17	18	19	20	21	22	23	24	25
0	0	0	0	0	0	1	0	0
0	0	0	0	0	0	0	0	0
1	1	1	0	1	1	1	0	1
0	0	0	0	0	0	0	0	0
1	0	1	0	1	1	0	0	1
1	1	0	1	1	0	1	1	0
0	0	0	0	0	1	0	0	0
1	0	1	1	1	0	1	1	0
0	1	0	0	1	0	0	1	0
0	1	0	1	0	0	0	0	0
0	0	0	0	1	0	0	0	0
0	0	0	0	0	0	0	0	0
1	1	0	1	0	1	1	1	0
1	0	0	0	0	0	0	0	0
0	0	1	0	0	1	1	0	1
1	1	0	0	1	0	0	0	0
1	1	1	1	0	1	1	1	1
0	1	0	0	1	0	0	0	0
0	1	1	0	0	0	1	0	1
1	1	0	0	0	1	0	0	0
0	1	1	0	1	0	0	1	0
0	0	1	1	0	0	1	0	0
1	0	0	1	1	1	0	0	0
1	1	0	0	0	1	0	0	0
0	1	1	0	0	0	1	0	0
0	1	0	1	0	1	0	1	0
1	0	0	0	0	0	0	0	0
0	0	1	0	0	0	0	0	0
1	1	0	0	1	1	0	0	0
0	0	1	0	1	0	1	0	0
13	15	11	8	12	11	11	7	5
169	225	121	64	144	121	121	49	25

17.3846	17.066	18.090	19.375	18.083	17.818	18	21.142	20.6
0.433	0.500	0.367	0.267	0.400	0.367	0.367	0.233	0.167
0.567	0.500	0.633	0.733	0.600	0.633	0.633	0.767	0.833
0.245	0.25	0.232	0.195	0.24	0.232	0.232	0.178	0.1388
0.389	0.401	0.4135	0.434	0.442	0.384	0.403	0.532	0.398
INVALID	VALID	VALID	VALID	VALID	VALID	VALID	INVALID	VALID
0.2540	0.2586	0.2402	0.2022	0.2482	0.2402	0.2402	0.1850	0.143

26	27	28	29	30	31	32	33	34	35
1	0	0	0	0	0	1	0	1	0
0	0	0	0	0	0	0	0	0	0
1	0	0	1	0	1	0	0	1	0
0	0	0	0	1	0	0	0	0	0
1	0	1	1	0	1	0	0	0	0
1	0	0	1	1	0	1	1	0	0
0	0	0	0	0	1	0	0	0	0
0	1	1	0	1	1	1	1	1	1
1	0	1	1	0	1	0	1	1	1
0	1	0	0	0	0	1	0	0	0
0	0	1	0	1	0	0	0	0	1
0	0	0	0	0	0	0	0	0	1
0	1	0	0	1	1	0	1	0	1
0	0	0	0	0	0	0	0	0	0
1	1	0	1	1	1	1	0	1	1
0	1	1	0	1	0	0	0	0	0
1	1	0	1	1	0	1	0	1	1
1	1	0	0	0	1	1	1	1	0
1	0	1	0	0	0	1	0	0	1
1	0	0	0	1	0	0	1	1	0
1	0	1	0	0	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0
1	1	1	1	0	1	1	1	1	0
1	0	1	1	1	1	0	0	1	0
1	0	0	0	0	0	0	1	0	0
0	1	1	1	0	1	1	0	0	1
1	0	0	1	0	1	0	0	1	0
0	0	1	0	0	0	1	0	1	1
1	1	1	0	1	0	0	1	0	0
1	0	0	0	0	1	1	1	0	1
17	10	12	10	11	14	13	11	13	12
289	100	144	100	121	196	169	121	169	144
16.5294118	19.5	18.0833333	18.8	18.3636364	17.1428571	17.9230769	17.6363636	17.5384615	17.83333
0.567	0.333	0.400	0.333	0.367	0.467	0.433	0.367	0.433	0.400
0.433	0.667	0.600	0.667	0.633	0.533	0.567	0.633	0.567	0.600
0.24555556	0.22222222	0.24	0.22222222	0.23222222	0.24888889	0.24555556	0.23222222	0.24555556	0.24
0.37418706	0.52227934	0.44288411	0.45373017	0.44225677	0.3855528	0.45492452	0.36562022	0.40834522	0.414615
VALID	invalid	VALID	VALID	INVALID	VALID	VALID	INVALID	VALID	VALID
0.25402299	0.22988506	0.24827586	0.22988506	0.24022989	0.25747126	0.25402299	0.24022989	0.25402299	0.248276

INSTRUMENT OF PRE TEST

Name :
Class :

1. **Listen to Ella talking about some of the most memorable moments from study**

trip to the UK.
Do the preparation task first. Then listen to the audio and do the exercises.

1. The text above mainly discusses about……
   a. The writer's trip to UK
   b. The writer's first visit to UK
   c. The writer's impression about the UK family
   d. The writer's experiences of Chrismas holiday
   e. The writer's experiences of study trip to the UK

2. The purpose of the text is to……
   a. Tell past events
   b. Entertain readers
   c. Describe the countries
   d. Talk about Ella's life in UK
   e. Inform the readers about events of the day

3. What are generic structure of the text?
   a. Introduction, events, resolution
   b. Orientation, complication, re- orientation
   c. Orientation, sequence of events, re- orientation
   d. Evaluation, events, re- orientation
   e. Introduction, events, conclusion

4. Part of recount texts that contains information about who,what,where, and when the story happened is called…..
   a. Orientation
   b. Events
   c. Series
   d. Reorientation
   e. Part of story

5. The text above uses the language features are mostly written in…….
   a. Passive voice
   b. Direct speech
   c. Reported speech
   d. Simple present tense
   e. Simple past tense

6. An example of adverbs of time in the texts is…..
    a. Then
    b. In UK
    c. Two weeks ago
    d. From there
    e. Everyday

7. What did the writer's do during the chrismast holiday?
    a. Teach in a Chinese school
    b. Went to supermarket to buy food and drinks
    c. Cooking wih friends
    d. Visiting host families in New York
    e. Spending time reading books in the library

8. The correct example of using action verbs based on the story above is…..
    a. Go- went
    b. See- Saw
    c. Said- said
    d. Woke- woken
    e. Found- founded

9. Where Ella lives during study trip?
    a. New York
    b. Oxford
    c. UK
    d. Hong Kong
    e. Japan

10. What are Ella's daily activities with her friends while studying in UK…..
    a. Teaching in chinese school
    b. Go to library, study, and work at restaurant
    c. Writing the article and teach private lessons
    d. Go to supermarkets to buy food, drinks and desserts, cooked, and bake a cake
    e. Shopping for food, washing, and cooking together

11. I spent lots of time to **Encourage** them to speak in Cantonese. The underlined word has the same meaning as…….
    a. Support
    b. Drop
    c. Dispose
    d. Reinforce
    e. Hold

12. The life in in the UK is quite relaxing besides study because you can axplore more and do different activities at school or even some other ***extracurricular*** activities. The underlined word has the same meaning as…….
    a. Non formal activities in school
    b. Those activities that are outside of but usually complementing the regular

curriculum

 c. Educational curriculum

 d. Organization of curricular activities enables students to be active in the school

 e. An activity at school pursued in addition to the normal course of study

13. What makes Ella relax beside study trip in UK?

 a. Meet a new friends from different countries and family

 b. A new family treat like a family member

 c. Can explore more and do different activities at school or even some other extracurriculare activities

 d. The atmosphere is nice and friendly people

 e. School rules are unboand and very free

14. They ***Treat*** me like a family member, they took me out to eat, to play and to see all the different interesting culture of their region. The correct verb is……

 a. Treated

 b. Carry out

 c. Treats

 d. Treat

 e. Treating

15. The text is aimed to…..

 a. Show experience

 b. Persuade the readers to study in UK

 c. Tell the readers how to study in abroad

 d. Learn from writer

 e. Report them

2. The Text is for question number 21-25

Text 2

Meeting a Star On Saturday morning at 9:30. I was walking down Sunda Street, looking for a record store. Aman stopped me and asked me the way to the Hyatt Hotel. I wasn't sure exactly where it was, but I walked with him to the end of Sunda Street. He was very friendly, and his face looked so familiar. Then I remembered where the Hyatt was and told him how to get there. He thanked me and tried to give me something. I thought it was money. I said 'no' at first, but he really wanted me to have it, so I took it. I found the record store and listened to a few records. D' Masive had a new record that was number two in the top twenty. I decided to buy it.I looked in my bag for my wallet and found a piece of paper the man gave me. It was a photo. I was so surprised! He was a singer of D' Masive! (www.englishdirection.com)

16. Why was the writer surprised ? Because he……

a. found the stranger he met was a famous artist

b. lost his wallet at the end of Sunda Street

c. got a lot of money from the stranger

d. cannot go back to the Hyatt Hotel

17. What did the stranger do to express his gratitude? He gave … to the writer.

a. Money

b. Record

c. Photo

d. wallet

18. What is the main idea of the first paragraph?

a. I found a record store and listened to a few records

b. I was walking down to ind a record store

c. I decided to buy D'Masive new record

d. The stranger was a singer in D'Masive.

19. I <u>decided</u> to buy it. The underlined word means….

a. determined

b. disunity

c. divided

d. determination

20. An example of adverbs of time in the texts is…..

a. Tomorrow

b. Saturday morning at 9:30

c. Last year

d. Once upon a time

3. Check your understanding: Gap fill

Do this exercise while you listen. Complete the gaps with the correct word.

TEXT 3

I was in senior high school when at the first time I went to Bali ….(1). I went there with my teachers and my friends. It was a study tour. My teacher, my classmates, and I …..(2) in the same bus. We left our school at 8 a.m. The journey from Pati to Bali took a day. I was so … (3) because I had to sit along the journey. Actually, it was an ….. (4) journey because I … (5) all of my time with my friends, like playing games, laughing, and kidding.

1. …..   a. Temple   b. Market   c. Dancer   d. Island

2. …… a. Were   b. Was   c. Am   d. Same

3. …... a. Distinguished b. Exhausted   c. Disturbed   d. Envied

4. …… a. Spectacular   b. Enjoy   c. Enjoyable   d. memorizing

5. …..   a. Grew   b. Spent   c. Bought   d. Watched

TEXT 4

Bob and Greg were new to camping. They didn't know the rules. After they helped their dad put up the tent, they wanted to watch up TV. They took the TV out of their camping bag. When their dad knew the TV, he said, "Why did you bring that? There was no electricity!" That night it was cold. The boys didn't want to use their electric blanket. They remembered they didn't have any electricity. They slept only three hours because they were cold. When they got up in the morning, they wanted to wash in the cold lake water. And there were no any fresh milk or orange juice to drink. When the boys got home, they ran into the house. They turned on the television and sat under the electric blanket. "What are you and Bob doing?" their dad asked. "We're just happy to be home," the boys said.

26. From the text above, we know that …
a. Bob and Greg preferred camping to staying at home.
b. Bob and Greg preferred staying at home to camping.
c. Bob and Greg liked camping better than staying at home.
 d. Bob and Greg would rather camp at home than stay at home.

27. "After they helped their dad put up the tent, they wanted to watch up TV". The underlined word means…
a. Withdraw
 b. construct
 c. destroy
 d. delay

28. Their dad asked. "We're just happy to be home," the boys said. "Their" refers to…
a. dad
b. boy
c, Greg
d. Boy and Greg

4. Listen to the comparation of the text!

Text 5	Text 6
My family and I went to Jakarta two weeks ago. We visited many interesting places in Jakarta. We went to Monas. There were used an elevator to get to the top. We enjoyed the beauty of Jakarta from there. Then, we took a bus way to Taman Mini Indonesia Indah. We visited the museum of science and technology. We also watched a film in Keong Mas Theatre. After that, we went to Ancol. We saw people riding jet-sky. We rode a cable car there. Finally, we went home. We all felt tired but happy.	I am used to travelling by air but only on one occasion I felt frightened. After taking off, we flew low over the city. It slowly went high to the sky. But suddenly it turned round and flew back to the airport. An air-hostess told us to keep calm and to get off the plane quietly as soon as it landed. After we landed, the police searched the plane carefully. Everybody on board wa worried and we grew curious about what was happening. Later we learnt that there was a very important person on board. Earlier somebody told the police that there was a bomb on the plane. Fortunately, they didn't find a bomb and five hours later we were able to take off again.

29. According the texts above what is the similarity of the text?
a. They are tell about experiences during the holidays
b. The purpose of the two texts are to learn from them
c. There are one events in the text
d. There are four adverbs of time in the text

30. According the texts above what is the differences of the text?
a. Both exist orientation of the text
b. Using simple past tense
c. The purpose of the two texts are to tell about experiences during the holidays
d. The orientation of the text is shown by last sentences

INSTRUMENT OF POST TEST

Name :

Class :

1. **Listen to Ella talking about some of the most memorable moments from study trip to the UK.**
Do the preparation task first. Then listen to the audio and do the exercises.

1. The text above mainly discusses about……
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    c. The writer's impression about the UK family
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14. They ***Treat*** me like a family member, they took me out to eat, to play and to see all the different interesting culture of their region. The correct verb is……
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2. The Text is for question number 21-25
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a. Both exist orientation of the text
b. Using simple past tense
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d. The orientation of the text is shown by last sentences

TRY OUT TEST

Name :
Class :
Student Number :

 The following test is for question below!
1. The text is for question number 1-4
Text 1
One holiday, Sinta visited his aunt in a village. It was his first experience of traveling by train, but he enjoyed it. He arrived at the railway station at 3 p.m. His uncle's house was not far from the railways station, so he decided to go there by horse cart. Sinta stopped a horse cart. To his surprise, the rider was a woman. She was dark skinned and looked strong. Along the journey, they had a chit-chat. The rider told him about her life. She is a wife with three children. She was simple, but had a great dream. She wanted her children to be successful. As a mother, she was willing to work hard for her children's education. She never gave up. She believed that her hard work would be paid off. Sinta was amazed at the horse cart rider's story. What a great woman.

1. What is the text about?
A. A horse cart rider's hard work.
B. Sinta's experience on a train.
C. Sinta's travelling experience.
D. The life story of a horse cart rider.

2. What was the horse cart's rider like?
A. Honest
B. Generous
C. Kindhearted
D. Hard working

3. Why did Sinta take a great respect to the horse cart's rider?
A. She struggled for the success
B. She lived with her three children
C. She was simple, but had a great dream
D. She was the only woman who rode a horse card

"She never gave up."
4. What is the closest meaning of the bolded phrase?
A. Felt sorry
B. Surrendered
C. Complained
D. Fought against

2. The text is for question number 5-8
Text 2
I just returned from my holiday in my uncle's house in Malang. During the time, i visited many interesting places, such as Jatim Park 1 and 2, Museum Angkut, Batu Night Spectacular and Mount Bromo. However, the most memorable is my trip to mount

Bromo. However, the most memorable is my trip to Mount Bromo. It is the most exotic place i've ever seen. At that time i went with my uncle's family. We went there by car in middle of night and arrived at around 3:30 a.m. There were already many people there. They all wore thick jackets, gloves and beanies, so did we. It was so cold that we were going to freeze. Soon, we could adapt to the weather.

Later on we moved to Penanjakan Peak to see the sunrise. Later on we witnessed such a magnificent sunrise. Luckily, the weather was so fine that we all could see that shinning golden ball very clearly. Then, we walked up to the top of Mount Bromo. It was really hard because we had to walk through thick sand desert while it was rather cold. Arriving at the top, it was so amazing! Trust me, you should go there one day. What a wonderful place!
Overall my last holiday is the best moment of my life. I wash i have another chance to explore Malang City.

5. What is the next mainly about?
A. The writer's experience in Mount Bromo.
B. The writer's impression about the sunrise.
C. The writer's unforgettable holiday in Malang.
D. The writer's trip to climb a mount for the first time.

6. What is the main idea of the second paragraph?
A. The place was full of visitors.
B. The writer went to Bromo by car.
C. The writer arrived at her destination.
D. The weather at the moment was very cold.

7. From the text we know that…
A. the writer went Bromo with her cousin
B. the sky was cloudy when the morning broke
C. it is quite easy to pass through the sand
D. the writer wore a thick jacket and beanie

"They all wore thick jackets, gloves and beanies, so did we." (Paragraph 2)
8. What does the bolded word refer to?
A. The writer's uncle family
B. The visitors of Mount Bromo
C. The writer and her uncle's family
D. The people who the writer saw on her arrival.

3. The text is for question number 9-12
Text 3
Last week my friend and i were bored after two weeks of holidays, so we rode our bicycles to a beach, which is only five kilometers from where we live.

When we arrived at the beach, we were surprised to see only a few visitors there. After having a quick dip in the ocean, which was really cold, we realized why there were not many people there. it was also quite windy.

After we bought several hot chips at the take-away store nearby, we rode our bicycles down the beach for a while , on the hard, damp part of the sand. We had the behind us. Unwittingly, we were many miles down the beach.

Before we made the long trip back we decided to paddle our feet in the water for a while, and then sit down for a rest. While we were sitting on the beach, just chatting, we realized that all the way back we would be riding into the strong wind.

When we finally arrived home, we were both totally exhausted!

9. The text mainly tells us about….
A. the situation at the beach
B. the writer and his friend's reason to a beach
C. the writer and his friend's long holiday
D. the writer and his friend's vacation at a beach

10. At that time the beach was ….
A. quiet
B. sunny
C. crowded
D. very clean

11. From the text it can be concluded that ….
A. the water of the beach is quite warm
B. the beach is very close to the writer's house
C. the writer felt tired because of cycling hard
D. there was no food stall opened at the moment

12. People rarely went to the beach…. the water was very cold.
A. so
B. but
C. and
D. since

4. The text is for question number 13-16
Text 4
Last Sunday my family visited my parents friends, Mr. And Mrs. Syafrudin, in Padang because they have a new baby. We went there by car early morning because we planned to stop at Anai Valley Waterfall for a moment.
We passed Bukittinggi-Padang road which is very awesome. We enjoyed beautiful scenery along the road. We was so amazed when we saw the wonderful Anai Valley Waterfall. It is located beside the road. My father parked the car in the parking area and then we enjoyed the waterfall. The water is clear and fresh. Then, we ate delicious food in the restaurant nearby.

After that, we continued our trip Padang. We arrived at Mr. And Mrs. Syafrudin's house around 11 a.m. They welcomed us warmly. We visited the baby and then we had a chit-chat. We left their house at 2 p.m. We passed the same road and still enjoyed it. We arrived home at 5 p.m.

13. What is the writer's intention the write the text?
A. To share his/her experience.
B. To describe a wonderful waterfall.
C. To inform the way to go to Padang.
D. To tell the condition his/her parents' friends.

14. Why did the writer's family go to Padang?
A. To see Mr. Syafrudin's new family member.
B. To eat special food near the waterfall.
C. To enjoy Anai Valley Waterfall.
D. To see beautiful scenery during the trip.

15. How was the writer's family journey?
A. Quiet
B. Glorious
C. Delightful
D. Relaxed

16. The writer … his/her last holiday with his/her family.
A. spent
B. spend
C. would spend
D. was spending

INSTRUMENT OF PRE TEST

Name : Muhammad Ridho

Class : X IPS 1

1. Listen to Ella talking about some of the most memorable moments from study trip to the UK.

Do the preparation task first. Then listen to the audio and do the exercises.

1. The text above mainly discusses about......
a. The writer's trip to UK
b. The writer's first visit to UK
c. The writer's impression about the UK family
d. The writer's experiences of Chrismas holiday
e. The writer's experiences of study trip to the UK

2. The purpose of the text is to......
a. Tell past events
b. Entertain readers
c. Describe the countries
d. Talk about Ella's life in UK
e. Inform the readers about events of the day

3. What are generic structure of the text?
a. Introduction, events, resolution
b. Orientation, complication, re- orientation
c. Orientation, sequence of events, re- orientation
d. Evaluation, events, re- orientation
e. Introduction, events, conclusion

4. The text above uses the language features are mostly written in.......

Name : Rani lima Prodani

Class : X Ws 1

1. Listen to Ella talking about some of the most memorable moments from study trip to the UK.

Do the preparation task first. Then listen to the audio and do the exercises.

1. The text above mainly discusses about......

~~a. The writer's trip to UK~~

b. The writer's first visit to UK

c. The writer's impression about the UK family

~~d. The writer's experiences of Chrismas holiday~~

e. The writer's experiences of study trip to the UK

2. The purpose of the text is to......

a. Tell past events

b. Entertain readers

c. Describe the countries

~~d. Talk about Ella's life in UK~~

e. Inform the readers about events of the day

3. What are generic structure of the text?

a. Introduction, events, resolution

~~b. Orientation, complication, re- orientation~~

c. Orientation, sequence of events, re- orientation

d. Evaluation, events, re- orientation

e. Introduction, events, conclusion

4. The text above uses the language features are mostly written in.......

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LESSON PLANNING EXPERIMENTAL CLASS

Name of School   : MAN 1 Pekalongan

Class   : X

Subject   : English Language

Learning Theme   : Recount Text

Time Allocation   : 2x45 minutes (3 Meetings)

Year   : 2021/2022

A.   Core Competence

1.   Appreciate and live the teachings of the religion they adhere to.

2.   Appreciate and live honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment within the reach of association and existence.

3.   Understand and apply knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to visible phenomena and events

4.   Processing, presenting, and reasoning in the concrete realm (using, parsing, assembling , modify, and create) and abstract realms (writing, reading, counting, drawing, and composing) according to what is learned in school and other sources from the same point of view/theory.

B.   Basic Competence and indicator :

Basic Competence	Indicator
3.12 Distinguish social function, text structure and linguistic elements of several and oral written of recount text by stating and asking about activities, events, and events, short and simple, according to the context of their use.	3.12.1 Student identify the important information of Recount Text. 3.12.2 Student identify the meaning of words in Recount Text. 3.12.3 Student identify the social function of Recount Text.

4.13 Capture contextual meaning related to social function, text structure and linguistic elementof oral and written recount texts related to activities or events.	4.13.1 Student can answering the quiz about important information of recount text through podcast.
	4.13.2 Student can make a resume of recount text.

C. Learning Objectives

Through learning activities using the Student Team Achievement Division (STAD) learning model, students can:

1. After listening audio podacst the recount text about someone's experience from the podcast that has been presented, students can find the function/purpose of the recount text properly and correctly.

2. After listening audio podcast a recount text about someone's experience, students can identifying the meaning of words or sentences properly and correctly.

3. After discussions the recount texts by paying attention to social functions, text structure and linguistic elements, students are able to compose sentences randomly into a good and correct paragraph in the form of a recount about past activities properly and correctly.

4. After studying recount text by paying attention to social functions, text structure and linguistic elements, students are able to make and write recount texts about past activities according to the text structure of recount texts.

5. After studying expressions related to 'recount', students can communicate through dialogue or monologue telling about their vacation using good and correct pronunciation.

6. After studying the recount text by paying attention to social functions, text structure and linguistic elements, students are able to describe their personal experiences properly and correctly and confidently and politely.

D. Main Learning Materials

Short and simple recount texts about activities, experiences and events.

Social Function:

Retelling events or events that happened in the past, imitating, sharing experiences, etc.

Text Structure:

Orientation	Last year was the best experinces I've ever got. I was the first winner of singing competition.
Events	I love singing since I was kid. I practiced so hard before I the D-day. My parents were really supportive. They helped me tp practice and prepares healthy food for me. They also gave me motivation to believe in myself.
Re orientation	That's why winning singing competition meant so much to me.

Language Elements:

1. Verbs in Simple Past Tense, Past Continuous Tense,

2. Vocabulary: verbs that designate actions or activities,

3. Adverbs connecting time: first, then, after that, before, at last, finally, etc. ,

4. Adverbs and prepositional phrases of time: yesterday, last month, on Monday, an hour ago, immediately, etc.,

5. Correct use of singular and plural nominals, with or without a, the, this, those, my, their , etc. correctly in nominal phrases,

E.   Media, Tools and Learning Resources

Tools :

- Black markers
- Whiteboard
- Speakers
- Laptop/Handphone
- Worksheet

Learning resources :

- Audio recordings from podcast channels such as: - Eslpod.com
- http://learnenglish.britishcouncil .org/en

F.   Learning Process

1. The First Meeting

Activity	Description	Time Allocation

Introduction	- The teacher opens the lesson by greeting and greeting students. - The teacher asks the class leader to lead the prayer. - The teacher asks the student's condition while recording student attendance. - The teacher gives the students a little ice breaking to activate the students' enthusiasm for learning before entering the learning material. - The teacher provides motivation and advice to students to condition the learning atmosphere. - The teacher provides an overview of the material to be studied.	15 minutes
Core	*1. Exploration* - Students listen to examples of recount texts about memorable experiences through podcast - Teacher briefly explains the definition, generic structure and social function of recount texts - Students divided into small groups. Each group consists of 4-5 heterogeneous in terms of gender, ethnicity, religion, and academic ability. - Students discuss and work together the material in order to achieve maximum achievement - Students with the guidance of the teacher identify the social function of the text *2. Elaboration* - Students give conclusions related to the material has been heard - The teacher gives individual quizzes to be done by each student by ensuring that each individual works alone and does not cooperate with each other. - Students are given time to work on individual quizzes. - Asked to exchange their work with their group mates, then check with reference to the answer key that has been prepared. - The group leader collects the quiz scores of their respective group mates. *3. Confirmation* - The teacher recaps the quiz results, calculates each student's progress score, and sets group rewards.	50 minutes

Activity	Description	Time Allocation
	- Give awards to each group based on quiz results and progress points. - Confirming the results of exploration and collaboration - Students make a summary of learning	
Closing	- The teacher facilitates students to be able to conclude the entire material that has been taught. - The teacher provides motivation and advice to students to continue to be enthusiastic about learning and have good character. - The teacher closes the lesson by saying a prayer and closing greetings.	10 minutes

2. Second Meeting

Activity	Description	Time Allocation
Introduction	- The teacher opens the lesson by greeting and greeting students. - The teacher asks the class leader to lead the prayer. - The teacher asks the student's condition while recording student attendance. - The teacher gives the students a little ice breaking to activate the students' enthusiasm for learning before entering the learning material. - The teacher provides motivation and advice to students to condition the learning atmosphere. - The teacher provides an overview of the material to be studied.	10 minutes
Core	*1. Exploration* - Teacher recalling students memory about previous meeting material - Students listen to examples of recount texts through podcasts - After listening the podcast, students try to guess what the text is about - Teacher explains briefly the language features of Recount Text - Students divided into small groups. Each group consists of 4-5 heterogeneous in terms of gender, ethnicity, religion, and academic ability. - Students discuss the language features of recount texts.	45 minutes

Activity	Description	Time Allocation
	2. Elaboration - Students give conclusions about the language features of recount texts - The teacher gives individual quizzes and some questions to be done by each student by ensuring that each individual works alone and does not cooperate with each other. - Students are given time to work on individual quizzes. - Asked to exchange their work with their group mates, then check with reference to the answer key that has been prepared - The group leader collects the quiz scores of their respective group mates. *3. Confirmation* - The teacher recaps the quiz results, calculates each student's progress score, and sets group rewards. - Confirming the results of exploration and collaboration.	
Closing	- Teachers ask students to make the results of their group discussion into PPT form as homework - Teachers facilititates students to make a summary of today's learning - Students and teachers give feedback on the learning process and result - The teacher closes the lesson by saying a prayer and closing greetings.	5 minutes

3. Third Meeting

Actvity	Description	Time Allocation
Introduction	- The teacher opens the lesson by greeting and greeting students. - The teacher asks the class leader to lead the prayer. - The teacher asks the student's condition while recording student attendance. - The teacher gives the students a little ice breaking to activate the students' enthusiasm for learning before entering the learning material.	15 minutes

		- The teacher provides motivation and advice to students to condition the learning atmosphere. - The teacher provides an overview of the material to be studied.	
Core		*1. Eksploration* - Students listen to several examples of recount texts through podcasts. - Students divided into small groups. Each group consists of 4-5 heterogeneous in terms of gender, ethnicity, religion, and academic ability - Teacher ask students to compare the recount texts that have been heard through podcasts. - Student listen carefully and and compare the texts (types, socisl function, generic structure, language features) individually - Teacher give some question about the text comparison - Students identify important information of the texts and answer the question on a piece of paper - Students discuss the meaning of the text comparison *2. Elaboration* - Students make a summary of the text comparison - Students present their result of group discussion in front of the class - The teacher gives individual exercises to be done by each student by ensuring that each individual works alone and does not cooperate with each other. - Students are given time to work on individual exercises. - Asked to exchange their work with their group mates, then check with reference to the answer key that has been prepared. - The group leader collects the exercises scores of their respective group mates. *3. Confirmation* - The teacher recaps the exercises results, calculates each student's progress score, and sets group rewards. - Confirming the results of exploration and collaboration.	45 minutes

Closing	- The teacher facilitates students to be able to conclude the entire material that has been taught. - The teacher provides motivation and advice to students to continue to be enthusiastic about learning and have good character. - The teacher gives assignments to student to make resume based on the podcast they have been heard. - The teacher closes the lesson by saying a prayer and closing greetings.	5 minutes

G. Assesment and Remidial

1. Knowledge Assesment Rubrics

Text 1

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro. On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed. In the evening we left for Jakarta by wisata bus.

1. The text above mainly discusses about……..

a. the writer's trip to Yogyakarta

b. the writer's first visit to Prambanan

c. the writer's impression about the guide

d. the writer's experience at Yogya Kraton

e. the writer's impression about Borobudur

2. The text is written in the form of a/an………

a. recount

b. narrative

c. report

d. anecdote

e. spoof

3. The purpose of the text is to……….

a. tell past events

b. entertain readers

c. describe the smugglers

d. report an event to the police

e. inform readers about events of the day

4. What are the big temples in Prambanan?

a. angkor wat, syiwa, and sudra temples

b. paria, brahmana, and temples

c. brahmana, syiwa, and wisnu temples

d. wisnu, syiwa, and borobudur temples

e. borobudur, syiwa, and brahmana temples

5. When did they go home?

a. On Saturday morning

b. On Friday evening

c. On Thursday evening

d. On Friday afternoon

e. On Saturday evening

6. Why did they only visit Brahmana and Syiwa temples?

a. because there was no wisnu temple

b. because wisnu temple was amazing

c. because wisnu temple was too small

d. because wisnu temple was being repaired

e. because wisnu temple was being destroyed

7. The text above uses the language features are mostly written in…..

a. passive voice

b. direct speech

c. simple present tense

d. simple past tense

8. We visited only Brahmana and Syiwa temples, because Wisnu temple is being **renovated.** The underlined word has the same meaning as….

a. repair

b. construct

c. make ove

d. build up

e. redouble

9. What are the generic structure of the text?

a. Introduction, events, resolution

b. orientation, complication, re- orientation

c. orentation, sequence of events, re-orientation

d. evaluation, events, re-orientation

e. introduction, events, conclusion

10. The correct example of using action verbs based on the story above is…….

a. arrive- arrived

b. forget- forgetted

c. woke- woken

d. found- founded

e. said- said

Text 2

My vacation in Lembah Hijau

Last Sunday, my family and I went to Lembah Hijau. We went there by my uncle's car. We left home at 08.00 am.

We arrived there at 10.00 am. I saw many people. My family and I walked to see the animals. We saw some camels, birds, and horse. We also looked many others animals like monkeys, rabbits, gibbon and so on. I went to the swimming pool. I saw many people swam. Most of them are children and teenagers. They were so happy. I joined

with **them**. My family sat beside the swimming pool. They said "Hanif, have nice swimming with your new friends!"

At 04.00 pm we went home. We were very excited.

Question !

1. What does the story tell us about?

2. Did the writer go to Lembah Hijau by motorcycle?

3. What are the animals in Lembah Hijau?

4.What did the writer do in the swimming pool?

5...*I joined with them*. The word "them" refers to?

Scoring Rubric :

No	Indicator	Score
1	Students can find important information in the text	5
2	Students can find language features of the story	5
3	Students can understand implicit meaning in the text/ difficult meaning	10
4	Student can find generic structure of the story	5

Correct Answer : 25
Wrong Answer : 0
Score: Correct Answer x 4

2. Skill Assesment Rubics

Assesment Technique : Listening and comprehension

Spesification   : Retell and listen carefully the story in the form of paragraph that have been listen through the podcast

Scoring Rubics   : Content, pronounciation, vocabulary, comprehension, listening

Aspect	Low Performance	Good Performance	Very Good Performnce	Score
Pronounciation	To many mistakes	There is a problem in pronounciation	Perfect pronounciation and can be	40-50

		that makes the listener must be very focused and sometimes causes misunderstanding	understood	
Comprehension	Lack of understandingof the content of the text	Know the meaning, vocabulary, and purpose of the text	Good in understanding the content of the text, so they can answer the question of the text	75-80
Vocabulary	Vocabulary is very limited so it doesn't allow to explain	Often uses inappropriate vocabulary so that the dialogue becomes limited due to limited vocabulary	Sometimes the pronounciation is not right and requires further explanation due to inappropriate vocabulary	55-70
Listening	Interrups often by wispering, making comments or noises during the activity	Can listen carefully and start looking for difficult vocabulary in the dictionary	Good at listening and can understand the content of the podcast being played	85-100
Total Score				
Final Score = Total score : 4				

3. Remidial

Remidial Test are given to students who scored below 70(for knowledge and skill), provided that the number of students who join the remedial maximum 30% of the total number of students in the class. But if number of students who are join the remedial reaches 50%, then remedial teaching is held first, then remedial test are continued. Remedial is done by working on same problem (Attachment 1).

Remedial assesment is carried out by:

$$\frac{Remedial\ score + Score\ before\ remedial}{2} = Final\ score$$

Pekalongan, April 2022

The Headmaster   The Researcher

Darumawan   Asyifa ainurrohmah

LESSON PLANNING CONTROL CLASS

Name of School   : MAN 1 Pekalongan
Class   : X
Subject   : English Language
Learning Theme   : Recount Text
Time Allocation   : 2x45 minutes (3 Meetings)
Year   : 2021/2022

A. Core Competence

1. Appreciate and live the teachings of the religion they adhere to.

2. Appreciate and live honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment within the reach of association and existence.

3. Understand and apply knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to visible phenomena and events

4. Processing, presenting, and reasoning in the concrete realm (using, parsing, assembling , modify, and create) and abstract realms (writing, reading, counting, drawing, and composing) according to what is learned in school and other sources from the same point of view/theory.

B. Basic Competence and indicator :

Basic Competence	Indicator
3.12 Distinguish social function, text structure and linguistic elements of several and oral written of recount text by stating and asking about activities, events, and events, short and simple, according to the context of their use.	3.12.1 Student identify the important information of Recount Text. 3.12.2 Student identify the meaning of words in Recount Text. 3.12.3 Student identify the social function of Recount Text.
4.13 Capture contextual meaning related to social function, text structure and linguistic elementof oral and written	4.13.1 Student can answering the quiz about important information of recount text through podcast.

recount texts related to activities or events.	4.13.2 Student can make a resume of recount text.

C. Learning Objectives

Through learning activities using the Student Team Achievement Division (STAD) learning model, students can:

1. After listening to the teacher's explanation about a recount text, students can find the function/purpose of the recount text properly and correctly.

2. After listening to the teacher's explanation about a recount text, students can identifying the meaning of words or sentences properly and correctly.

3. After discussions the recount texts by paying attention to social functions, text structure and linguistic elements, students are able to compose sentences randomly into a good and correct paragraph in the form of a recount about past activities properly and correctly.

4. After studying recount text by paying attention to social functions, text structure and linguistic elements, students are able to make and write recount texts about past activities according to the text structure of recount texts.

5. After studying expressions related to 'recount', students can communicate through dialogue or monologue telling about their vacation using good and correct pronunciation.

6. After studying the recount text by paying attention to social functions, text structure and linguistic elements, students are able to describe their personal experiences properly and correctly and confidently and politely.

D. Main Learning Materials

Short and simple recount texts about activities, experiences and events.

Social Function:

Retelling events or events that happened in the past, imitating, sharing experiences, etc.

Text Structure:

Orientation	Last year was the best experinces I've ever got. I was the first winner of singing competition.
Events	I love singing since I was kid. I practiced so hard before I the D-day. My parents were really supportive. They helped me tp practice and

	prepares healthy food for me. They also gave me motivation to believe in myself.
Re orientation	That's why winning singing competition meant so much to me.

Language Elements:

1. Verbs in Simple Past Tense, Past Continuous Tense,

2. Vocabulary: verbs that designate actions or activities,

3. Adverbs connecting time: first, then, after that, before, at last, finally, etc. ,

4. Adverbs and prepositional phrases of time: yesterday, last month, on Monday, an hour ago, immediately, etc.,

5. Correct use of singular and plural nominals, with or without a, the, this, those, my, their , etc. correctly in nominal phrases,

E.   Media, Tools and Learning Resources

Tools :

- Black markers
- Whiteboard
- Speakers
- Laptop/Handphone
- Worksheet

Learning resources :

- English Book

F.   Learning Process

1. The First Meeting

Activity	Description	Time Allocation
Introduction	- The teacher opens the lesson by greeting and greeting students. - The teacher asks the class leader to lead the prayer. - The teacher asks the student's condition while recording student attendance. - The teacher gives the students a little ice breaking to activate the students' enthusiasm for learning before entering the learning material.	15 minutes

		- The teacher provides motivation and advice to students to condition the learning atmosphere. - The teacher provides an overview of the material to be studied.	
Core		**1. Exploration** - Teacher reads and explains an example of a recount texts about memorable experiences. - Students listen carefully to the examples of recount texts about memorable experiences. - Teacher briefly explains the definition, generic structure and social function of recount texts - Students divided into small groups. Each group consists of 4-5 heterogeneous in terms of gender, ethnicity, religion, and academic ability. - Students discuss and work together the material in order to achieve maximum achievement - Students with the guidance of the teacher identify the social function of the text **2. Elaboration** - Students give conclusions related to the material has been heard. - The teacher gives individual quizzes to be done by each student by ensuring that each individual works alone and does not cooperate with each other. - Students are given time to work on individual quizzes. - Asked to exchange their work with their group mates, then check with reference to the answer key that has been prepared - The group leader collects the quiz scores of their respective group mates. **3. Confirmation** - The teacher recaps the quiz results, calculates each student's progress score, and sets group rewards. - Give awards to each group based on quiz results and progress points. - Confirming the results of exploration and collaboration - Students make a summary of learning	50 minutes

Activity	Description	Time Allocation
Closing	- The teacher facilitates students to be able to conclude the entire material that has been taught. - The teacher provides motivation and advice to students to continue to be enthusiastic about learning and have good character. - The teacher closes the lesson by saying a prayer and closing greetings.	10 minutes

2. Second Meeting

Activity	Description	Time Allocation
Introduction	- The teacher opens the lesson by greeting and greeting students. - The teacher asks the class leader to lead the prayer. - The teacher asks the student's condition while recording student attendance. - The teacher gives the students a little ice breaking to activate the students' enthusiasm for learning before entering the learning material. - The teacher provides motivation and advice to students to condition the learning atmosphere. - The teacher provides an overview of the material to be studied.	10 minutes
Core	*1. Exploration* - Teacher recalling students memory about previous meeting material. - Teacher reads and explains an example of a recount texts about sad experience in the past. - Students listen carefully to the examples of recount texts. - After listening to the text that has been read by teacher, students try to guess what the text is about - Teacher explains briefly the language features of Recount Text - Students divided into small groups. Each group consists of 4-5 heterogeneous in terms of gender, ethnicity, religion, and academic ability. - Students discuss the language features of recount texts. *2. Elaboration* - Students give conclusions about the language features of recount texts	45 minutes

	- The teacher gives individual quizzes and some questions to be done by each student by ensuring that each individual works alone and does not cooperate with each other. - Students are given time to work on individual quizzes. - Asked to exchange their work with their group mates, then check with reference to the answer key that has been prepared - The group leader collects the quiz scores of their respective group mates. - The teacher recaps the quiz results, calculates each student's progress score, and sets group rewards. *3. Confirmation* - Confirming the results of exploration and collaboration.	
Closing	- Teachers ask students to make the results of their group discussion into PPT form as homework - Teachers facilititates students to make a summary of today's learning - Students and teachers give feedback on the learning process and result - The teacher closes the lesson by saying a prayer and closing greetings.	5 minutes

3. Third Meeting

Actvity	Description	Time Allocation
Introduction	- The teacher opens the lesson by greeting and greeting students. - The teacher asks the class leader to lead the prayer. - The teacher asks the student's condition while recording student attendance. - The teacher gives the students a little ice breaking to activate the students' enthusiasm for learning before entering the learning material. - The teacher provides motivation and advice to students to condition the learning atmosphere. - The teacher provides an overview of the material to be studied.	15 minutes

Core	1. Eksploration	45 minutes
	-Teacher reads and explain several example of a recount texts. - Students listen carefully to several examples of recount texts. - Students divided into small groups. Each group consists of 4-5 heterogeneous in terms of gender, ethnicity, religion, and academic ability - Teacher ask students to compare the recount texts that have been heard through podcasts. - Student listen carefully and and compare the texts (types, socisl function, generic structure, language features) individually - Teacher give some question about the text comparison. - Students identify important information of the texts and answer the question on a piece of paper - Students discuss the meaning of the text comparison 2. Elaboration - Students make a summary of the text comparison - Students present their result of group discussion in front of the class - The teacher gives individual exercises to be done by each student by ensuring that each individual works alone and does not cooperate with each other. - Students are given time to work on individual exercises. - Asked to exchange their work with their group mates, then check with reference to the answer key that has been prepared - The group leader collects the exercises scores of their respective group mates. - The teacher recaps the exercises results, calculates each student's progress score, and sets group rewards. 3. Confirmation - Confirming the results of exploration and collaboration.	
Closing	- The teacher facilitates students to be able to conclude the entire material that has been taught. - The teacher provides motivation and advice to students to continue to be enthusiastic about learning and have good character.	5 minutes

| | - The teacher gives assignments to student to make resume based on the podcast they have been heard.
- The teacher closes the lesson by saying a prayer and closing greetings. | |

G. Assesment and Remidial

1. Knowledge Assesment Rubrics

Text 1

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro. On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed. In the evening we left for Jakarta by wisata bus.

1. The text above mainly discusses about……..

a. the writer's trip to Yogyakarta

b. the writer's first visit to Prambanan

c. the writer's impression about the guide

d. the writer's experience at Yogya Kraton

e. the writer's impression about Borobudur

2. The text is written in the form of a/an………

a. recount

b. narrative

c. report

d. anecdote

e. spoof

3. The purpose of the text is to……….

a. tell past events

b. entertain readers

c. describe the smugglers

d. report an event to the police

e. inform readers about events of the day

4. What are the big temples in Prambanan?

a. angkor wat, syiwa, and sudra temples

b. paria, brahmana, and temples

c. brahmana, syiwa, and wisnu temples

d. wisnu, syiwa, and borobudur temples

e. borobudur, syiwa, and brahmana temples

5. When did they go home?

a. On Saturday morning

b. On Friday evening

c. On Thursday evening

d. On Friday afternoon

e. On Saturday evening

6. Why did they only visit Brahmana and Syiwa temples?

a. because there was no wisnu temple

b. because wisnu temple was amazing

c. because wisnu temple was too small

d. because wisnu temple was being repaired

e. because wisnu temple was being destroyed

7. The text above uses the language features are mostly written in…..

a. passive voice

b. direct speech

c. simple present tense

d. simple past tense

8. We visited only Brahmana and Syiwa temples, because Wisnu temple is being **renovated.** The underlined word has the same meaning as….

a. repair

b. construct

c. make over

d. build up

e. redouble

9. What are the generic structure of the text?

a. Introduction, events, resolution

b. orientation, complication, re- orientation

c. orentation, sequence of events, re-orientation

d. evaluation, events, re-orientation

e. introduction, events, conclusion

10. The correct example of using action verbs based on the story above is…….

a. arrive- arrived

b. forget- forgetted

c. woke- woken

d. found- founded

e. said- said

Text 2

My vacation in Lembah Hijau

Last Sunday, my family and I went to Lembah Hijau. We went there by my uncle's car. We left home at 08.00 am.

We arrived there at 10.00 am. I saw many people. My family and I walked to see the animals. We saw some camels, birds, and horse. We also looked many others animals like monkeys, rabbits, gibbon and so on. I went to the swimming pool. I saw many people swam. Most of them are children and teenagers. They were so happy. I joined with **them**. My family sat beside the swimming pool. They said "Hanif, have nice swimming with your new friends!"

At 04.00 pm we went home. We were very excited.

Question !

1. What does the story tell us about?

2. Did the writer go to Lembah Hijau by motorcycle?

3. What are the animals in Lembah Hijau?

4.What did the writer do in the swimming pool?

5...*I joined with them*. The word "them" refers to?

Scoring Rubric :

No	Indicator	Score
1	Students can find important information in the text	5
2	Students can find language features of the story	5
3	Students can understand implicit meaning in the text/ difficult meaning	10
4	Student can find generic structure of the story	5

Correct Answer : 25
Wrong Answer : 0
Score: Correct Answer x 4

2. Skill Assesment Rubics

Assesment Technique : Listening and do the task.

Spesification   : Retell the story in the form of paragraph that have been listen through the teacher's explanation.

Scoring Rubics   : Content, pronounciation, vocabulary, comprehension, listening

Aspect	Low Performance	Good Performance	Very Good Performnce	Score
Pronounciation	To many mistakes	There is a problem in pronounciation that makes the listener must be very focused and sometimes causes misunderstanding	Perfect pronounciation and can be understood	35-50
Comprehension	Lack of understandingof	Know the meaning,	Good in understanding	75-80

	the content of the text	vocabulary, and purpose of the text	the content of the text, so they can answer the question of the text	
Vocabulary	Vocabulary is very limited so it doesn't allow to explain	Often uses inappropriate vocabulary so that the dialogue becomes limited due to limited vocabulary	Sometimes the pronounciation is not right and requires further explanation due to inappropriate vocabulary	55-70
Listening	Interrups often by wispering, making comments or noises during the activity	Can listen carefully and start looking for difficult vocabulary in the dictionary	Good at listening and can understand the content of the podcast being played	85-100
Total Score				
Final Score = Total score : 4				

3. Remidial

Remidial Test are given to students who scored below 70(for knowledge and skill), provided that the number of students who join the remedial maximum 30% of the total number of students in the class. But if number of students who are join the remedial reaches 50%, then remedial teaching is held first, then remedial test are continued. Remedial is done by working on same problem (Attachment 1).

Remedial assesment is carried out by:

$$\frac{Remedial\ score + Score\ before\ remedial}{2} = Final\ score$$

Pekalongan, April 2022

The Headmaster   The Researcher

Darumawan   Asyifa Ainurrohmah

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Students' Worksheet 1
Name :
Class :
Student Number :
A. Do the preparation task first. Then listen to the audio and do the exercises.
1. Part of recount texts that contains information about who, what, where and when the story happened is called ….
a. Orientation
b. Events
c. Series
d. Reorientation

2. The events in recount texts should be retold ….
a. Using Simple Preset Tense
b. In a series of paragraphs
c. Using adverbs of quantity
d. In the order which they happened

3. The purpose of recount texts is ….
a. To convince the readers about an opinion
b. To entertain the readers
c. To retell about past experience
d. To persuade the readers to do something

4. An example of paragraph in recount texts is ….
a. I live in a small house. It has five rooms. There are two bedrooms, a living room, a bathroom, and a kitchen.
b. Last Sunday, there was Thomas cup badminton championship. It was held in Istora Gelora Bung Karno. I went there with my brother, Andi.
c. As the job opportunity is increasing limited on the land, more and more young man are turning to the sea for a living. Some of them choose to work on a ship. Many young men actually would rather work on the sea than on land.
d. Earthquake often happens around us. It brings great damages. Earthquake is hard to be predicted and that makes lot of victims.

5. An example of orientation paragraph is ….
a. Yesterday my family went to the zoo to see the elephant.
b. When we got to the zoo, we went to the shop to buy some food to give to the animals.
c. After getting the food we went to the nocturnal house where we saw birds and reptiles which only come out at night.
d. When we returned home we were tired but hapy because we had so much fun.

The text is for questions 6 to 10

My family and I went to Jakarta two weeks ago. We visited many interesting places in Jakarta. We went to Monas. There were used an elevator to get to the top. We enjoyed the beauty of Jakarta from there. Then, we took a bus way to Taman Mini Indonesia Indah. We visited the museum of science and technology. We also watched a film in Keong Mas Theatre. After that, we went to Ancol. We saw people riding jet-sky. We rode a cable car there. Finally, we went home. We all felt tired but happy.

6. The orientation of the text is shown by sentences ….
a. My family and I went to Jakarta two weeks ago.
b. We went to Monas.
c. Then, we took a busway to Taman Mini Indonesia Indah.
d. After that, we went to Ancol.

7. There are … events in the text.
a. Two
b. Three
c. Four
d. Five

8. An example of adverbs of time in the texts is ….
a. Two weeks ago
b. In jakarta
c. Then
d. From there

9. An example adverbs of sequence in the texts is ….
a. Two weeks ago
b. In Jakarta
c. Then
d. From there

10. The text is aimed to ….
a. Show experience
b. Show that we're proud of them
c. Learn from them
d. Report them

Worksheet 2
Name :
Class :
Student Number :
A. Complete the sentence by using appropriate answers in the box !
I (1)_____my kindergarten when I (2)___five years old. I (3)___my kindergarten for two years, one year in Kindy A and one year in Kindy B. My kindy was near my home. I (4)_____to my kindy with my mum or my brother. Sometimes I (5)____with my dad on his motorccycle.

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| A. Started	B.was	C.did	D.walked	E.went

Worksheet 3
Name :
Class :
Student Number :
A. Complete the sentence by using appropriate answers in the box !
My family likes the sea_____. When we _____a holiday last year, we _____to
a place at the seaside and _____a boat from one of our friends. Then we
_____and fished on the _____all day. We also had races against other boats.
When the sea _____rough, we sailed on a small lake near the sea instead. We
_____very careful on this lake because there were a lot of sharp rocks there, and
the water_____. We did not want to damage our friend's boat. There were
not many fish in the lake, but in the sea we _____a lot with a hook, line and
small pieces of bread. The fish were not very big, but they _____very good. When
the weather was fine, we sailed to the land at lunch time, collected pieces of
drywood and _____our fish over them on the beach. There is an island
about a mile from our friend's house, and we sailed to it. The water was
_____ there, and _____a beautiful beach with white sand and no rocks. We
bathed there. It ___a lot of fun.

A. Had   B. was   C. went   D. borrowed   E. sailed   F. sea   G. was   H.very much I. were
J.tasted   K.was shallow   L.Caught   M. fried or grilled   N.very clean   O.there was

Appendix 13
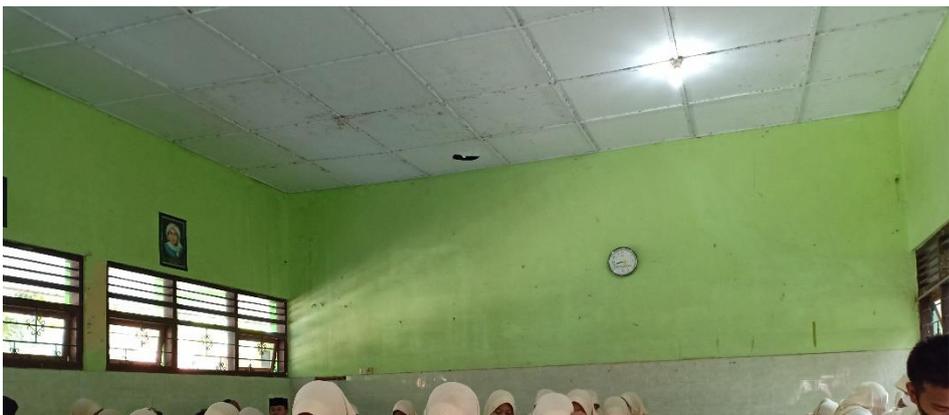
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SURAT KETERANGAN

Nomor : 410 /Ma.11.34.01/PP.00.6/04/2022

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah Negeri 1 Kota
Pekalongan menerangkan dengan sesungguhnya bahwa :

CURRICULUM VITAE

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Educational/Qualifications

❖ Formal Education

2007-2013	SDN Podosugih 1
2013-2016	SMP Darul Ihsan Muhammadiyah Sragen
2016-2018	MAN 1 Surakarta
2018-Present	UIN Walisongo Semarang