BOOSTING STUDENTS' LISTENING SKILL

USING PODCAST

THESIS

Submitted in Partial Fulfillment of the Requirement

For The Degree of Bachelor of Education

In English Language Education Departement

WALISONGO

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2023

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Semarang, 22nd June 2023

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The Dean of Education and Teacher Training Faculty
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Assalamu'alaikum Wr. Wb.

I have given guidance, briefing and correction to whatever extent necessary of the following thesis :

Title   : **Boosting Students' Listening Skill Using Podcast**

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Wassalamu'alaikum Wr. Wb.

Semarang, 22nd June 2023
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RATIFICATION

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Semarang, 27th June 2023

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MOTTO

"Why do people have to fail at everything? You may fail in studies, but at least you succeed in life."

_Abdurrahman Wahid[1]

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[1] Greg Barton, "Biografi Gus Dur 'The Authorized Biography of Abdurrahman Wahid,'" 2002, 516.

ABSTRACT

Title   : BOOSTING STUDENTS' LISTENING SKILL USING PODCAST

Name   : DINDA CANDRA MURTI

Student Number   : 1603046086

This to aims to explain the implementation of using Podcast to boost the students' Listening skill and describe the students' participation while using the learning model. This research used qualitative research method and employed descriptive research design. The participants in this research are 12 students' and the English teacher from Engineering Class X at SMK Robbani Karangtengah Demak, Central Java in the academic year 2022/2023. The researcher used observation and interview as data collection techniques. The results showed that implementing Podcast to boost the students' Listening skill has a good influence in the classroom. From the class started, the teacher sang with the students to get their attention, and when the teacher gave material using a Podcast. The students' concentration when the Podcast started was excellent. They looked ahead and concentrated on the information provided to answer the questions in the book. The Podcast was played repeatedly at 5-minute intervals so that students can answer questions and recheck their answers in the subsequent playback. Students looked enthusiastic about using the Podcast. They seemed more active in listening to the Podcast that was given. They asked the teacher if they did not understand a particular sentence or had questions. Students also get new vocabulary from the Podcast that is played. Learning with Podcasts helps them learn a new language and helps them learn further information.

Keyword: EFL student, Learning skill, Podcast

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Thanks to Allah, the most gracious and most merciful, who blesses the writer in completing this thesis. *Sholawat* and *Salam* be given to our beloved Prophhet, Muhammad SAW, who has guided us from the darkness era to the brightness era. By the grace of Allah, this thesis was able to completing the requirement for gaining the Degree of Bachelor of English Language Education at Walisongo State Islamic University Semarang. This thesis also hoped to be the one of materials to learning Englih education.

With all sincerities of the writer's deepest heart, she realized that if there were no supports and motivations from people around her, she could not complete this thesis perfectly. Therefore, she would like to express her gratitude and her appreciations to:
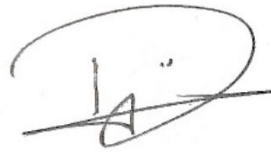
1. Dr, KH. Ahmad Ismail, M.Ag., M.Hum as the dean of Education and Teacher Training Faculty.
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6. The writer's parents, Alm. Ucok Sutrisno and Narti Nunung. This thesis is dedicated to them who have given the writer a big opportunity to experience the study and support her life, their moral support, prayer and guidance to their daughter.

7. My beloved PBI B Empire (All members of PBI B 2016).

8. The last but not least, the one who always believes in me no matter what and those who cannot be mentioned one by one, who have supported the me to finish this thesis.

The writer realizes that this thesis is still far from perfection, so that constructive suggestions and criticisms from all sides for the perfection of this thesis project are always accepted. Finally, the writer expects that this thesis would be beneficial for the further study.

Semarang, 23rd June 2023

The writer

Dinda Candra Murti

DEDICATION

I dedicate this thesis to my beloved parents, to the late Mr. Ucok
Sutrisno and Mrs. Narti Nunung E.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher provides the background of the study, the research questions, the objectives of the study, the reason for choosing this topic, as well as the theoretical significance of the study.

A. Background of the Study

Learning English requires active listening skills, which is the most crucial part of the learning process. To understand another listening skill, we need to develop strategies and media to learn it. The act of listening involves the ability to receive and interpret information from audio in the process of communication. In communication, listening also serves as the key. The lack of listening ability can result in misunderstanding of the messages by certain people. Metacognitive strategy can give stimulus to the learners of their learning output to understand the knowledge of what they do not know. Metacognitive strategies awareness is defined as planning and consciously executing appropriate actions to achieve a particular goal[2].

We also need to see the difficulties the learners always face. The first problem is when people cannot communicate

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[2]Mehrak Rahimi and Maral Katal, "The Role of Metacognitive Listening Strategies Awareness and Podcast-Use Readiness in Using Podcasting for Learning English as a Foreign Language," *Computers in Human Behavior* 28, no. 4 (2012): 1153–61, https://doi.org/10.1016/j.chb.2012.01.025.

face-to-face with another person due to a lack of listening skill, the second problem is pronunciation because the part of speaking has to do with an accent where the listener can not predict what will come next. The third problem is the comprehension skill. As millions of people in the whole world try to learn and speak the language, English has become a global language. The influence of the different accents from people around the world makes it hard for people to understand.

Learning a language can be fun for some people, but other learners can feel bored and desire to stop learning due to a lack of interest. Furthermore, English is difficult to understand and rarely used in Indonesia for daily activities. Learning listening skill in English is fun when the teacher knows how to make students interested. Listening skill is not a skill that can be mastered in a month or a year. The learner has to be more active to enhance their listening skill by listening to songs and movies as a form of practice so they can not be bored.

With today's technology, we can have a lot of information with just a search on the website about the information we want to know. Even now, we can learn a lot of skills with the help of the internet and a website. For example, with an application or Podcast website, we can see, listen to, and learn a lot of information from many people. Millions of people use Podcast websites as a place to relax, to have fun seeing videos from channels, not just a place to have relaxed

and fun. A Podcast website also becomes a place for people to share information and their knowledge about something.

Learners can also use internet-based videos, songs, and another audiovisual podcast website. With the variety of videos and audio on the website, English learners can choose one of the materials. By doing it, learners can get valuable information and their listening abilities to recognize the meaning of the video they saw.[3] We can not deny that podcast audio is used in our daily life, mainly by the student, to learn or earn information from the Podcast.

So from using a Podcast as a medium, we can know that it's not just to have fun but can also use to learn a new skill or information. In this case, the researcher uses a Podcast as a medium to improve listening skill. For this case, the researcher collaborated with the students from SMK Robbani Karangtengah Demak as the study participants.

Many researchers have conducted multiple studies exploring boosting listening skill. There were Dua Matthew and Charlton Samue with their study on memorizing using audio. This research used audio as a medium to memorize the road. A lot of drivers usually play some music in their cars while driving to avoid boredom and sleepiness. They are using audio

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[3] Yuyus Saputra and Asri Siti Fatimah, 'The Use of TED and YOUTUBE in Extensive Listening Course: Exploring Possibilities of Autonomy Learning', *Indonesian JELT: Indonesian Journal of English Language Teaching*, 13.1 (2018), 73–84 <https://doi.org/10.25170/ijelt.v13i1.1451>.

as a medium to show the concentration. The result of the study showed that using audio can help drivers memorize roads easily.[4] This current study investigates whether Podcast can boost students' listening skill.

Serkan Şendağ has explored a study using Podcast in the repetitive method. The study focused on improving Listening Skill by using Podcast as interactive media to examine their learning environment, to utilize their support tools, and to familiarize themselves with media-based attentive listening experience.[5] Serkan chose Pre-Service Teachers as the subject. The study showed that listening Podcast with a repetitive method can help their listening skill. Serkan stated that using the repetitive method can improve English learners' listening skills.

Zeinab Azizi also conducted another study using Podcast and Blogging to cultivate learners' reading comprehension. The study explored learners' reading comprehension by using Podcast and blogging as the media. They created their recordings and improved their knowledge. The learners can use a modern app in corporate visual aids and

[4] Matthew J. Dua and Samuel G. Charlton, 'Audio on the Go: The Effect of Audio Cues on Memory in Driving', *Transportation Research Interdisciplinary Perspectives*, 1 (2019), 100004 <https://doi.org/10.1016/j.trip.2019.100004>.

[5] Serkan Şendağ, Nuray Gedik, and Sacip Toker, 'Impact of Repetitive Listening, Listening-Aid and Podcast Length on EFL Podcast Listening', *Computers and Education*, 125 (2018), 273–83 <https://doi.org/10.1016/j.compedu.2018.06.019>.

a midi file to improve their Podcast.[6] The study showed that using Podcast and blogging can enhance the learners' reading comprehension.

In this study, the researcher investigated whether using a Podcast as a medium can helps students in improving their Listening Skill. The researcher is interested in using Podcast because it contains a lot of information. Information to anyone from children to adults. Podcast also appears in two types, one audio Podcast, and the other audio-video Podcast. It has many genres for its information, from horror, education, comedy, and recent news. With the development of technology, we as students have a lot of advantages, from gaining study knowledge, having new friends from around the world, and the latest news. As a result of technology development, podcasts also become a platform for students or netizen to express or improves themselves.

In the Holy Qur'an, specifically Surah Al-Insyrah verse 5-6, Allah SWT emphasizes on the importance of owning the works and actually pursue it.

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[6] Zeinab Azizi, Ehsan Namaziandost, and Afsheen Rezai, 'Potential of Podcasting and Blogging in Cultivating Iranian Advanced EFL Learners' Reading Comprehension', *Heliyon*, 8.5 (2022), e09473 <https://doi.org/10.1016/j.heliyon.2022.e09473>.

فَإِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ۝ إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ۝

"...... For indeed, with hardship (will be) ease, indeed, with hardship (will be) ease ..."

Islam encourages us to cultivate inner strength and self-belief. Referring to the mentioned verse above, it teaches us, Muslims, to remain strong when faced with hardship. It also implies the urgency of being courageous, and as long as we believe we can overcome the difficulties we counter right now. In every challenge, there is also a way to solve it.

There are four critical skills in the English language, including Listening, Reading, Writing, and. You can't talk about the language if you can't understand it. That's why we need to improve our Listening Skill. Often we listen to English audio or video without we realize we can understand a specific word from it, and the information we get will be splendid. Using Podcast to boost Listening Skill can also help learners improve their vocabulary. As a result, the researcher investigated whether using a Podcast as a medium can help boost students' listening skill or not. This research is entitled *Boosting Students' Listening Skill Using Podcast*.

B. Reason for Choosing the Topic

The reason the researcher decided to choose this topic is to explore if Podcast as a media can help students to boost listening skill, especially Podcast itself used almost daily as entertaiment or to study by the student.

C. Research Question

The followings are the questions this research tries to answer:

1. How is the implementation of using Podcast to boost students' listening skill?
2. How is the students' participation of using Podcast to boost their listening skill?

D. Objective of the Study

Based on the problems stated above, this research aims to acomplish the following objectives:

1. To explain the implementation of using Podcast to boost the students' listening skill.
2. To describe the students' participation while using Podcast in their listening skill.

E. Limitation of the Study

Based on the background of the research explained above, this research focuses on the implementation of utilizing Podcast and students' participation while using Podcast. This researcher chose Engineering Class X in the academic year 2022/2023 from SMK Robbani Karangtengah Demak.

F. Significance of the Study

By conducting this research, both practical and theoretical significances are acknowledged, aiming that the findings provide useful insight for the following parties:

1. Practical Significance
   a. The students

      Particularly for those with difficulties in improving listening skills, the finding can contribute to improving their English learning.

   b. The Teacher

      The findings provide a valuable example, which can be utilized as a tool to teach English, especially listening skills and ease the difficulties in teaching English.

   c. Researcher

      The researcher hopes that the research result will be helpful especially for students, commonly for those who want to read this research.

2. Theoretical Significance

The expected result of this research is envisioned to be a guide in improving the language issue understanding about improvement in listening skill.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter offers a description of both theoretical review and previous research.

A. Literature Review

1. Language Learning

Learning is an activity that we unconsciously do every day and it must be done by human whether in daily life or in education because learning is a process. Learning helps human to do something and getting what they want. Learning has been done since human born. Children learn how to walk and how to communicate to their parents, how to wear the clothes. And for the students, they learn their lesson that they get in their school. This learning process will always occur for an entire life.

As we know, the learning process of human beings, for the cultures as their characteristic and the success of educational systems itself. Learning is the process of getting knowledge from the experience they do. The knowledge they get is from how the experience is processed by gasping and transforming that experience itself. After getting an experience usually people will learn from that. They learn what they have done in that situation and how they take that choice. But not all of

experiences can be learned[7]. Learning process has relation with the social context where the sudens study a school with the teacher and their friends and learning new language and information[8].

Learning itself, it's usually called factor. Learning has a factor that can affect the learning process. This factor comes from many sides. It can be internal side or external sides. The internal side usually comes from us such as our character, our talent, our healthy, how we give motivation to ourselves and learning style. While the external side comes from our family, school, environment, and society.

2. Learning Language as a Foreign Language

In communication, language serves a function as a tool. Communicating in English has become a core competence that should be developed in all academic contexts[9]. There are so many languages in this world. This difference can be a problem

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[7] Andrew B. Barron and others, 'Embracing Multiple Definitions of Learning', *Trends in Neurosciences*, 38.7 (2015), 405–7 <https://doi.org/10.1016/j.tins.2015.04.008>.

[8] Obiageri Bridget Azubuike, Rhiannon Moore, and Gayatri Vaidya, "Using Bourdieu's Theory of Cultural Reproduction to Examine English Language Learning: A Multilevel Study in Three Lower- and Middle-Income Countries," *Social Sciences and Humanities Open* 8, no. 1 (2023): 100578, https://doi.org/10.1016/j.ssaho.2023.100578.

[9] Fredy Geovanni Escobar Fandiño, Luz Dary Muñoz, and Angela Juliette Silva Velandia, "Motivation and E-Learning English as a Foreign Language: A Qualitative Study," *Heliyon* 5, no. 9 (2019), https://doi.org/10.1016/j.heliyon.2019.e02394.

for their communication because not all people know other's language. It's important to know the other language avoid people get misunderstanding in their communication.

English has evolved from being an ethnically homogeneous and standard language spoken by a small number of selectcountries to becoming an international language spoken by an increas-ingly diverse range of speakers worldwide due to its global development[10]. People use English has been common in daily activities. In the school, English has been taught earlier than before. It is facilitated students to bear the world. English has a position as a Foreign Language in Indonesia. It is taught in formal school and courses.

Despite being international language, the application of the language in daily activity is still less, because, learning the new language is not easy. But, by learning another language gives the individual's skill easily to communicate and understand effectively. Because the speakers can participate in real life situations using the language of the authentic culture themselves. This learning allows the students to understand the nuance of using when, how, and why to communicate what to

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[10] Ahmad Tauchid et al., "English as an International Language (EIL) Views in Indonesia and Japan: A Survey Research," *Heliyon* 8, no. 10 (2022): e10785, https://doi.org/10.1016/j.heliyon.2022.e10785.

whom effectively in line with National Standards in Foreign Language Education[11].

3. Learning Media

Media are tools that used to transmit information and data between different places. Media are used to facilitate learner in learning language so the process learning can be enjoyable.

a. Learning Media Definition

In general, media is a tool that used to bring information that can be used by teacher or EFL learners to improve their language understanding with some entertainment and activities. Learning media can give learners motivation to learn language or knowledge with interactive approach.

Learning language involves a combination of humans, resources, facilities, tools, and procedures that are working together to achieve in learning language.[12] Smaldino, Lowther & Russel, (2007:6) stated that anything can bring information to different person can be called media. Media learning is something that becomes a link for delivering

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[11] Aleidine J. Moeller and Theresa Catalano, *Foreign Language Teaching and Learning*, *International Encyclopedia of the Social & Behavioral Sciences: Second Edition*, Second Edi (Elsevier, 2015), IX <https://doi.org/10.1016/B978-0-08-097086-8.92082-8>.

[12] Yanuari Dwi Puspitarini and Muhammad Hanif, 'Using Learning Media to Increase Learning Motivation in Elementary School', *Anatolian Journal of Education*, 4.2 (2019), 53–60 <https://doi.org/10.29333/aje.2019.426a>.

information from a source and receiver.[13] Media is also a channel from teacher to students to stimulate their interest in learning knowledge**.** Referring to the definitions provided above, it can be concluded that using media to learn language or other knowledge can improve leaners's motivation to study and provide teacher methods to give interactive information to their students.

b. Learning Media Function

Learning media are tools that used to help teachers in learning activities to improve efficiency in learning something. The important of using media for learning is to motivate student and make them interested to study. With the interest that students showed in learning media, can help them to focuse with the information given.

Media learning is everything that becomes a means of delivering information from the sender to the recipient so that what is delivered can be well received[14]. The purpose if learning media : A) media resource for learning; B) a word, term, sign, or symbol has a semantic purpose. The ability of the media to manipulate an object or event in different ways,

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[13] Robert Heinich and others, 'Instructional Media and Technology for Learning', *International Journal of Distributed and Parallel Systems*, 3 (2012), 8.

[14] Andika Puspita Sari and Ananda Setiawan, "The Development of Internet-Based Economic Learning Media Using Moodle Approach," *International Journal of Active Learning* 3, no. 2 (2018): 100–109, http://journal.unnes.ac.id/nju/index.php/ijal.

depending on its conditions, circumstances, objectives, and targets; the fixative function of capturing, storing, and recasting an object or event that has already happened; and the distributive functions of the media used in the learning process, which allow for extensive or unrestricted media coverage, are all examples of functions[15].

Kemp and Dayton (1985) stated that there are very important contributions from media usage in the learning process, such as:

1) Standardization in the learning messages delivery,
2) The process of learning can be more fascinating,
3) By applying learning theory and acknowledging the psychological principles, it can transform learning into more interactive where students actively participate, receive feedback, and experience reinforcement,
4) Minimizing the learning implementation time,
5) The improvement of the learning quality can be achieved,
6) The flexible learning process that is not limited by time or location,
7) Improving students' positive attitude towards the learning material and the learning process is attainable.

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[15] Robert M Kosanke, "Teaching Media in EFL Clasroom: What Are They and Why Select Them?" 2, no. 1 (2019): 87–97.

8) The teacher's role changes positively.[16]

4. Kind Of Learning Media

Media is an equipment that teachers always utilize to get closer to students and Simplify the teacher's material to enhance student understanding. Media used in various way by teachers for get the students attention to them. Therefore, there are things that need to be considered and determined first before delivering the subject matter by educators in the selection learning media. According to Bertram, Ranby, Adendorff, Reed, and Roberts (2010), it is crucial for educators to comprehend the value of media resources in learner-centered environments. Teachers should carefully select the media utilized in the classroom, as it offers positive contribution towards teaching and learning. [17]

According to Rusman in Kusantati, et al., (2014:38) teaching media can be categorized into six forms, which are audio, visual, audio vidual, group presentation, object, and Interaction computer based. There are various media that can enhance students interest in learning English, the teacher can mix which media that can be used realted to the material that will be taught.

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[16] Jerrold E Kemp, Diane K Dayton, *Planning & Producing Intructionl. Media Fifth Edition,* (New York: Harper & Row Publisher, 1985)

[17] Carol Bertram and others, The SAIDE Teacher Education Series Using Media in Teaching, 2010.

Everyone has their own way of doing something like students have their own way of learning the material. It's caused of some reasons. The reason can be how the student has difficulties in comprehending, concentrating, and memorizing the subject materials. Sometimes, different materials can be a different way in learning. According to Natsir, Dunn and Dunn states a learning style reflects one's own specific way of initiating concentration, processing, stimulation, or analysis when encountering new information or knowledge. that they got**.** And it defines by Schmidt and Harriman that the suitable situation that students construct to get learning process well and more efficiently[18].

The style of one person to other is usually different. Their habitual, environment and distinct preferences in absorbing, processing, and retaining new information and skills result in different learning style. There are many ways that can be style in learning, not only students learn by auditory or visual means, involving the processing of words, but other students also show preference in seeing pictorial materials, and or learning by doing. But also, there are students who learn better by analyzing or socializing, or some students like to learn individually.

Recognizing the style of learning is needed by students. Because it plays an important role in the process of students

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[18] Applied Mathematics, 'The Male And Female EFL Students" Language Learning Styles', The Male And Female EFL Students" Language Learning Styles, 2016, 1–23.

learning. The learning style helps the student to find out the suitable way for their process of learning. To classify students' learning styles and to improve their learning, it uses an instrument which was developed by Fleming, and it's based on mapping learning styles. The VARK techniques are:

1) Visual

  The kind of student who prefers this learning style usually is suitable to accept the learning process by lectures, diagrams, graphics, slide presentations, videos and images, resolution of exercises, surveys or any other materials containing visual information. The way teachers teach the material consists of something that they can see and observe by their own eyes.

2) Aural

  This learning style is focused on what the student can listen by their own ear. In this learning style, the student prefers to listen to the material that they get from teacher because they process the information through auditory means, specifically by engaging in verbal conversations and actively listening to the speech of others. The student focuses on aspects like pitch, tone, and speed of the voice in order to concentrate effectively. Students employ various methods to gather information, relying on auditory cues and guidance such as verbal instructions, group

discussions, oral presentations, conversational exchanges, audio and video recordings, musical pieces, and role plays[19].

3) Read / Writing

This learning style is focused on how student gets the new knowledge. In this learning style, the student prefers to read/ writing something as the source of information. These learning style activities are usually involve texts, reading, abstraction production, essays, comments, articles, or any other type of written stimuli. The example of learning style is like people read the newspaper to know the news that happens at that moment or read the news on the mobile phone.

4) Kinesthetic

This learning style is focused on how student gets the new knowledge. In this learning style, the student prefers to make a movement, sensory touch and interact with the environment to acquire information and create knowledge. Student with this learning style is difficult to stay or sit for a long time. They enjoy making, building or fixing something than sitting and listening what teacher explains. The activities are suitable for this learning style is like hands-on classes, problem

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solving, case studies, demonstrations, or physical activities[20.]

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B. Problem in Learning Listening Skill

Listening is one from many important skills needed in learning English, with listening we understand what the opponent say, learning new information. Why students have problem in listening skill is because what they learned in middle school to university just focused on writing, grammar, reading.

[20] Endelibu Goa Yotta, "Accommodating Students' Learning Styles Differences in English Language Classroom," *Heliyon* 9, no. 6 (2023): e17497, https://doi.org/10.1016/j.heliyon.2023.e17497tta.

[21] Endelibu Goa Yotta, "Accommodating Students' Learning Styles Differences in English Language Classroom," *Heliyon* 9, no. 6 (2023): e17497, https://doi.org/10.1016/j.heliyon.2023.e17497

According to Steinberg (2007) and Bingol, Celik, Yidliz, and Tugrul Mart (2014), listening comprehension can be defined as the ability to understand and derive meaning from a message by using our sense of hearing and interpreting it.

Osada (2004) mentioned that both teachers and learners often do not consider listening as important, resulting in a lack of emphasis on teaching listening skills and learners struggling with listening comprehension. As a result, listening comprehension tends to be overlooked in language teaching. Hamouda (2013) emphasized the difficulty students face when trying to understand spoken language. Listening to a language poses numerous challenges for learners, leading to problems in comprehension.

According to the study conducted by Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014), there are several problems in listening, which are:[22]

1) Recorded Material Quality

    In certain classrooms, teachers make use of recorded materials that exhibit a low level of quality. The learners'

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[22] Mustafa Azmi Bingol and others, 'Listening Comprehension Difficulties Encountered by Students in Second Language Learning Class', *Journal of Educational and Instructional Studies in the World*, 4.4 (2014), 25–30.

understanding of the listening content can be influenced by the sound system's quality.

2) Cultural Differences

Students should have cultural knowledge of the language, as it greatly influences their understanding. If the listening task involves culturally diverse materials, learners may face significant comprehension difficulties. Teachers have the responsibility of providing prior background information about the listening activities.

3) Accent

According to Munro and Derwing (1998), too many varieties of accented speech genres can greatly block comprehension. Fan (1993) noted that ESL/EFL listeners typically become accustomed to their teacher's accent or to the standard British or American English variety. Therefore, teachers should ensure that students are familiar with both British and American accents in such cases.

4) Unfamiliar Vocabulary

According to Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014), when listening texts include familiar words, students find it much easier to comprehend them. When

students understand the meanings of words, it can stimulate their interest and motivation, leading to a positive impact on their listening comprehension skills. Many words have multiple meanings, and if they are not used correctly within their appropriate contexts, students may become confused.

5) Length and Speed of Listening

According to Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014), the proficiency level of students plays a crucial role in their ability to retain information while listening to longer segments. Lower-level students find it challenging to listen to parts that exceed three minutes in length and to successfully complete listening tasks.[23]

C. Podcast

Technology has invaded all areas of life, and education is one of it, where the teaching-learning process depends on modern technology. Podcasts are digital media that can be downloaded from specific online platforms using internet access. They allow individuals to download desired discussion material and listen to it at their convenience, whenever they

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[23] Mustafa Azmi Bingol and others, 'Listening Comprehension Difficulties Encountered by Students in Second Language Learning Class', *Journal of Educational and Instructional Studies in the World*, 4.4 (2014), 25–30.

wish. Numerous audio resources have been developed to serve as flexible learning tools for students. [24] In this era where public already has a device, laptop, smartphone, or computer at home. Where the technology has developed rapidly. Podcast is one of many learning media tool created in this technology era.

According to Anggraeni (2012) and Pratiwi (2011), utilizing videos assists students in organizing their ideas, selecting appropriate words, constructing coherent sentences, and employing proper writing mechanics, such as punctuation and spelling. Podcast is a specific type of webcast, the students can use web cast as a library of Podcast, they can watch the Podcast live or download the previous audio.

D. Previous Research

Audio on The Go : The Effect of Audio Cues on Memory in Driving (2019) by J. Dua Matthew, G. Charlton Samuel, University of Walkato. This journal's purpose is to designe a music to the driver to help them in memorizing road. Listening to music or the radio is a widely observed activity among drivers, as revealed by research,

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[24] I Tarmawan and others, 'The Role of Podcasts as an Alternative Media for Learning and Distribution of Audio Based Content', *International Journal of Research and Applied Technology*, 1.1 (2021), 1–8 <https://doi.org/10.34010/injuratech.v1i1.5453>.

with many drivers reporting a habitual practice of listening to music while driving.[25].

This research showed that using music or audio can help them memorized road easily. Using music as media to concentrate to avoid sleepiness. *Impact of Repetitive Listening, Listening-Aid and Podcast Lenght on EFL Podcast Listening* (2018) by Serkan Şendağ, Nuray Gedik, Sacip Toker, Mersin University, Akdeniz University, Atilim University.This research mainly aims for the impact of repetitiveness of listening podcast in listening skill comprehension.

The study used Podcast as media to improve listening skill. Using interactive media to examine about learning environment, supportive tools, and media attention based listening experience.[26] The study showed that using a listening media can facilitate to improve listening comprehension. As a learner facilitating ourselves is also part of learning material, because when we use our media as an example Podcast we can have more information and more knowledge that we study.

Potential of Podcasting and Blogging in Cultivating Iranian Advanced EFL Learners' Reading Comprehension (2022) by Zeinab Azizi, Ehsan Namaziandost, and Afsheen Rezai, University of Ayatollah Ozma Borujerdi. This study explored the students reading

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[25] Dua, and Charlton, 'Audio on the go : the effect audio cues on memory driving', *Procedia – Social and Behavioral Sciences,* 2019,

[26] Şendağ, Gedik, Toker, 'Impact of repetitive listening, listening-aid and podcast length on EFL podcast listening', *Procedia - Social and Behavioral Sciences*, 2018.

comprehension, whether it can enhance students' reading comprehension or not with using Podcast and blogging as the media. Learners have the opportunity to create their own recordings and enhance their knowledge. Users can take advantage of modern applications to include visual aids and MIDI files, with that producing enhanced podcasts.[27]

This study proved that using Podcast and blogging is effective to improve their reading comprehension. *The impact of collaborative listening to podcasts on high school learners' listening comprehension and vocabulary learning (2021)* by Afsaneh Saeedakhtar, Rokhsare Haqju, Afsar Rouhi, University of Mohaghegh Ardabili, Ardabil, Iran. This study explored the learners' listening comprehension and vocabulary learning. The researcher aims to evoke learners' attitude towards Podcast. This study used experimental group to Podcast 28 episdes with 17-session and used questionnaire to elicit learners' attitude toward Podcast. The result showed that using Podcast can learners have improvement in their listening comprehension and vocabulary learning[28].

The differences are first, the previous research used questionnaire and this research using interview as method. Second,

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[27] Azizi, Namaziandost, Rezai, 'Potential of podcasting and blogging in cultivating Iranian advanced EFL learners' reading comprehension', *Procedia - Social and Behavioral Sciences*, 2022.

[28] Afsaneh Saeedakhtar, Rokhsare Haqju, and Afsar Rouhi, 'The Impact of Collaborative Listening to Podcasts on High School Learners' Listening Comprehension and Vocabulary Learning', *System*, 101.May (2021), 102588 <https://doi.org/10.1016/j.system.2021.102588>.

the previous research concentrated on listening comprehension and vocabulary learning but, this research focused on boosting listening skill. Both of the research use Podcast as media In this research but different in volume, the previous research used 28 episodes Podcast but this research just one, both of the previous research and this research used qualitative descriptive.

Talk less and listen more? The effectiveness of social media talking and listening tactics on export performance (2023) by Magnus Hultman, Abbie Iveson, and Pejvak Oghazi, University of Machester, UK. This research explores how employing various communication strategies on social media platforms impacts customer outcomes in terms of network capabilities, aiming to leverage social media for international market adaptation.This study showed using social media tactics combining both talking and listening leads to the customer performance in using listening and talking[29].

The differences in the previous research and this study are, first, the previous research used social media but this research used Podcast as the media. Second, the previous research more focused on listening and speaking but this research focused on boosting listening skill. Third, the previous research used surveys as method and this

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[29] Magnus Hultman, Abbie Iveson, and Pejvak Oghazi, 'Talk Less and Listen More? The Effectiveness of Social Media Talking and Listening Tactics on Export Performance', *Journal of Business Research*, 159.April 2022 (2023), 113751 <https://doi.org/10.1016/j.jbusres.2023.113751>.

research used interview. The similarity in both studies is used qualitative research.

CHAPTER III

RESEARCH METHOD

The research method assisted the researcher in finding out the research outcomes. This chapter covers the methodology used in the research, including the design, the research environment, the participants, the main area of focus, the methods employed to gather data, and the techniques used to analyze the data.

A. Research Design

In this research, the research method plays a crucial role. Considering the problems stated above, the researcher employed qualitative research. Qualitative research is an approach that generates descriptive data by capturing the spoken or written information of individuals and observing the actions of relevant participants. Barham said that descriptive methods can be defined as a problem-solving procedure investigated, with describes the state of the object ofresearch at the present moment which are based on facts that appear oras they are[30]. The decision to utilize the descriptive qualitative research method is influenced by both the research purpose and the nature of the problem. The researcher aims to analyze students' listening skills in order to understand the purpose of

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[30] Areej Isam Barham, "Investigating the Development of Pre-Service Teachers' Problem-Solving Strategies via Problem-Solving Mathematics Classes," *European Journal of Educational Research* 9, no. 1 (2020): 129–41, https://doi.org/10.12973/eu-jer.9.1.129.

the Podcast. The research is being conducted through interviews and observations at SMK Robbani Karangtengah Demak.

B. Research Setting

1. Setting of Place

   The researcher performed the research at SMK Robbani Karangtengah Demak. This research took 2 meetings in a week. The researcher coordinated with teacher to conduct research in class. This researcher went to the engineering class because this class is the class that always listens to audio in English by the previous teacher.

2. Setting of Time

   The time was needed in this research to get student's information about their views about using Podcast as a media to boost their listening skill are 1 days. The meeting was conducted on October, 5 2022.

C. Participant

The researcher chooses the participants who are familiar with the problem. The researcher chose students from SMK Robbani Karangtengah Demak as the participants of this research. The researcher employed a simple random sampling technique to choose the participants. The researcher took students from Engineering class 2 SMK Robbani Karangtengah to represent the entire data set, where each participant has an equal probability of being chosen.

D. Research Focus

This study focused on the Podcast media used by the students from SMK Robbani Karantengah to study. This study discused the implementation of using Podcast to learn Listening Skill and students' participationinf using this observation media.

E. The Technique of Data Collection

Data collection involves gathering information through specific measurements, which serves as the foundation for factual reasoning and logical argumentation. There are various techniques for collecting data, including observation, interviews, questionnaires, documentation, and tests. For this research, data was obtained through interviews and questionnaires.

a. Observation

Observation entails collecting data by directly observing the teaching and learning process in the classroom. In this study, the researcher acted as an observer, not directly participating in the classroom activities. The researcher took notes during the learning process and analyzed the subject being studied. Prior to the start of teaching and learning, the teacher prepared a lesson plan and discussed the material.

b. Interview

An interaction asking and giving information about the research. The interview consists of several preset questions

which are addressed to people who become the research subject[31]. The interview used an open-ended interview where the respondents can choose their preferred method of answering the questions. This approach makes quicker interviews that can be analyzed more efficiently.

F. Data Analysis Technique

The researcher utilized a descriptive qualitative method for this research. In research that used a qualitative approach that is the main tool is humans (human tool), which means involving researchers themselves as instruments (Bodgan and Boklen, 1998; Raharjo, 2003) by paying attention to the researchers' abilities for long time asking questions, tracking, observing, understanding, and abstracting are crucial tools in qualitative research that cannot be substituted by other methods. Miles & Huberman stated that analysis consists of three activities that occur simultaneously: data reduction, data display, conclusions drawing/verification[32].

1. Data Reduction

The reduction of data in this study refers to the selection, summarization, and simplification of the information gathered from interview notes and questionnaires. Summarizing

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[31] Sarah Elsie Baker and Rosalind Edwards, "National Centre for Research Methods Review Paper: How Many Qualitative Interviews Is Enough?," *National Centre for Research Methods*, no. March 2012 (2012): 1–42, http://eprints.ncrm.ac.uk/2273/.

[32] Miles, Mathew B., dan A. Michael Huberman. 1994. An Expanded Sourcebook: Qualitative Data Analysis. London: Sage Publications. Page: 23.

and carefully selecting significant aspects, while identifying patterns, leads to a streamlined data that provides a clearer overview, making subsequent data collection easier.

The emergence of unfamiliar and unpatterned findings raises concerns in qualitative research because its purpose is to uncover hidden patterns and meanings that transcend visible data.

2. Data Display

Following the reduction of data, the next step entails presenting the data as an assemblage of information that allows for drawing conclusions and facilitating decision-making. Data presentation serves to enhance the understanding of cases and serves as a reference for taking action based on the analysis and comprehension of the presented data. Research data can be presented in the form of descriptive accounts supported by a network matrix. Data display is to present data in the form of a matrix, network, chart or graph and so on.

3. Conclusion and Verification

Miles and Hubersman (1984) suggest that the last step in data analysis is verification. The initial findings are temporary and subject to revision unless substantial evidence is obtained to support the next round of data collection. However, if the conclusions proposed at the initial stage are substantiated by valid and consistent evidence when the researcher goes back

to the field for data collection, then the findings are likely to be considered as valid conclusions.

During this stage, the researcher engages in the interpretation of the data that has been previously coded, based on the identified variables and indicators. The data is described in a narrative format, and additional evidence such as images, recordings, or videos are used to enrich the information. The findings are presented in a manner that is supported by significant evidence, which serves to bolster the research results.

CHAPTER IV
RESULTS OF THE RESEARCH

This research aimed to figure out of using Podcast as a media to boost their Listening Skill in learning English as a foreign language. This chapter consisted of profile, finding, discussion and limitation. This result of the data were gained from interview and observation.

A. PROFILE

This research investigated how Podcast implemented in teaching material and how students' participation when Podcast is used to boost their Listening Skill in learning English as a Foreign Language. This research was conducted in SMK Robbani Karangtengah Demak in Central Java. This school had 12 people in Engineering Class, and the English Lesson took 2 weekly meetings. This program learned about how the Podcast is implemented in teaching listening and the student's participation when learning to used Podcast as their media to improve their Listening Skill. This research took 1 class which consisted of 12 students who were willing to participate in this research about boosting learning skill using Podcast.

B. FINDING

Based on the interview and observation results, the researcher presented the research finding. This research finding answered the research question of number one until number two in chapter one. It is about the activities that had been observed and interview which is conducted by the researcher. These were the results:

1. The Implementation of using Podcast to boost students' listening skill.

The observations were made to see how using Podcast audio media increased the development of students with their listening skills. The material needed in this teaching process were LCD, Laptop, Speaker, Text Book. Based on the researcher's observations, before starting the lesson the teacher warmed up with introductions and interacted in simple dialogues with the students where the participants became active in answering these questions.

The teacher explained the material that taught and started by listening to the song 'memories' from Maroon 5 as a start. after starting this song, the teacher starts singing and invites students to sing along too. From the observation that it was seen that the students were enthusiastic when singing the song and were able to recite the sentences in the song fluently, it proved that listening to Audio as Learning

Media for Learning English as Foreign Language, by singing along the students' hearing and enthusiasm can be looked forward to. The method used by the teacher is Technology Base Learning, by using media or other technology to make the teaching process more efficient and aid in students' learning.

The use of audio is used when the teacher gives examples of text to students and shows bold words in the book, how to read by continuing to repeat the audio. Teacher appoints several students to listen to themselves and repeats the words he hears according to the orders given. The visible results, students can pronounce the sentence with the correct pronunciation after listening to the audio two to 3 repetitions.

After every repetition of the podcast, the teacher went around the class to see if there were students who did not listen to the audio, and responded if there were students who askeded about the assignments given. With a question-and-answer discussion, students think more in choosing the words used.

After the task, the teacher and students corrected their work together. The teacher also gave the correct answer and explained it. After everything is finished, before closing the meeting, the teacher invites students to conclude what they

learned today, about what story was played earlier and gives an overview of the learning that will be carried out in the next meeting.

This proves that audio repetition in Learn English as a Foreign Language can help students in boosting their listening skills.

What makes you think of using Podcast as media?

T : Sometimes when teaching many students who are bored don't even pay attention during class, that makes me must start looking for a media that can increase their desire to learn. One of them is this Podcast where listening to music or audio video makes students focus when I teach. especially with songs that are very often heard by our students and we as a teacher can participate so that the atmosphere becomes communicative.

The Podcast is used when students are ready to listen. After a quiet and conducive atmosphere, the audio starts so that the audio sound can be heard by all students in the class. The Podcast was repeated twice and each test the students were required to read the bold sentences with the correct spelling. The teacher believes that audio repetition can make students understand more about how to read correctly.

How is the technical use of using Podcast as media?

T : I believe using Podcasts can improve Listening Skills. why? because our brains work with pleasure. They (students) listen while looking at the existing LCD, they are more focused and their understanding increases.

The use of audio at the right time is also important, used when some students are sleepy or prefer to talk to their own friends. Not all media are successful for all existing students. Problems must arise in every existing learning. There are also problems with using podcasts, from corrupted audio files, students who find it difficult to keep quiet, etc.

Are you sure that using Podcast can boost students' listening skill proficiency?

T : There must be difficulties, especially since this is a vocational school, some students prefer practice over learning material like English, some prefer to sleep.

From the observation the teacher also goes around the class for the audio to be played so that they can communicate more freely with students when there are problems they want to ask. The teacher uses the student's point of view. She looks around if there are students who are having trouble then the teacher will go to their desks and ask if there are difficulties. Communication is also the key so that students are open with teachers so that students can be more courageous in giving opinions and asking others.

Have you faced any problems of difficulties using Podcast as learning media?

T : The problems are different, yes, for technical problems such as corrupt files I have to download it again while giving students reading assignments or making dialogues. If it's a problem with students, I prefer communication, I come to their desk and ask if the students understand or not. We don't know what students think, so face-to-face communication is also a solution. so that they are more open and more courageous to ask questions.

Focusing on the teacher's explanation is enough for students to understand the material. but not for practice, the teacher chooses to use audio podcasts. Like the results of the interview above, using audio hopes that students can improve their listening skills by listening repeatedly after the material is given, also by communicating with students about the problems students face in learning the teacher can also provide appropriate feedback.

Podcast implementation in this material is very helpful for teachers and students. Teachers more easily communicate with students with audio for material understanding. Likewise with students, when researcher observed students, they focused more on the Podcast played in the class and listened to the teacher. Some students were sleepy but still tried to listen. Using Podcasts can make students more courageous in speaking by showing their

courage in raising their hands or talking to their teacher.

The audio used is the story Podcast of The Magic Candle, this Podcast tells the story of a man who was entrusted with giving a candle to a grandmother, but instead, he used the candle for himself. This story is a narrative story that contains a moral not to be a greedy person and take away the rights of others.

2. The students' participation of using Podcast to boost their listening skill.

Not all students can understand what is in the Podcast. From the observations that the researchers saw, almost 9 out of 12 children listened well and the rest spoke for themselves, asking their friends what the contain of the audio.

When asked about the use of podcasts in learning by researchers, some students thought it was good because they thought it was funnier.

How do you feel using Podcast as learning media when learning Listening Skill?

MS 4

I think it's good, ma'am, because we can be said to be weak in terms of reading and listening due to a lack of proper examples, and I think using podcasts is very helpful.

MS 3

I like it, because it's easy to use Podcast so the example is correct. I understand how to read correctly, listening skills are also better because we immediately hear it with a real American accent, not an Indonesian accent.

Many students like it, but some students think that using podcasts are also expected, doesn't give a more impression, and is not enthusiastic. Students participation is also a key to the success of using Podcast as a media to boost learning skill. Some students feel that Podcast is good because we have a new example and new accent to listen. Usually how Indonesian talks in English is not exactly same as how foreigner talk in American or British accent. They feel it gives them more knowledge how about to speak it as listening to it repeated in Podcast.

Do you think that using Podcast as learning media can boost your listening skill?

MS 7

Using podcasts really helps my listening skills because I hear new words and discuss them with my teacher and friends. Listening to the correct way of speaking and how different people say certain words, I find it interesting.

MS 10

Very helpful because it's more interesting, see videos with subtitles and can directly ask the teacher about things that I don't understand. This also makes me talk more often with friends and teachers too.

During the observation there were also students who did not really participate. The students looked confused and didn't know what to do. From the observation several times the student asked answers to his friends about the material provided. there are some who are even sleepy and don't look at the LCD but look at the book and lower their heads.

What the problems do you face when using Podcast as learning media?

MS 2

I don't understand, I don't think using a podcast really helps, especially because I don't understand what the audio is saying, the sentences are foreign and I don't dare to ask

MS 5.

I'm confused, there are some sentences that are too fast in the audio and I don't understand, I can't hear the audio because there are some friends who are noisy behind me, I'm not comfortable.

There are disturbances in the class that can be handled by the teacher or not, for example in this class when students are too noisy so that some students cannot listen to the audio properly and clearly, which spreads to the students' understanding and causes students to be unable to participate in learning activities quietly and comfortably. Various problems also have benefits, from the interviews that have been conducted the benefits of using Podcasts can also be seen. Frequent and repeated of Podcast makes students begin to memorize how the pronunciation is correct and how it is

wrong. English is a language that is often used in the world of school and the world of work, preparation for students must be prepared from the start as well. they hear, speak, or write.

Do you think any benefits in using Podcast as learning media in school?

MS 12

Very useful, we get new material, new vocabulary and new stories.

MS 1

There are benefits, I can discuss with my friends, I understand my listening skill level, and I am closer to my teacher because of discussing in class

C. DISCUSSION

The result of this research showed that there were many benefits and implementation in using Podcast in this school. This was the same with using music to keep the driver concentrated while driving, and try not to fall asleep[33].

1. The implementation of using Podcast to boost students' listening skill.

From the research above the audio is used when students ready to study, how they keep their eyes on the LCD. The method used when using media

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[33] Dua, and Charlton, 'Audio on the go : the effect audio cues on memory driving', *Procedia – Social and Behavioral Sciences*, 2019.

is to method affects learning, only the method-affects-learning hypothesis was supported in their study, meaning that a difference was only found between instructional methods, with the narration condition learning the most[34]. When the method teaching is right then the audio implementation can be used. To increase the students understanding about their listening skill. After the teacher giving material and preparing the media the Podcast will be started. From the interview with the teacher above, using Podcast as media help the students concentrate and more active and asking questions, also makes the relationship between students and the teacher closer from asking and answers questions. The teacher know how the students listening skill level and lack of vocabulary so using Podcast as media can also show them new vocabulary, accent, and information.

2. The students' participation of using Podcast to boost their listening skill.

The student's motivation to study is also a key to participating in learning a new language, especially

[34] Oliver A. Meyer, Magnus K. Omdahl, and Guido Makransky, 'Investigating the Effect of Pre-Training When Learning through Immersive Virtual Reality and Video: A Media and Methods Experiment', *Computers and Education*, 140.December 2018 (2019), 103603 <https://doi.org/10.1016/j.compedu.2019.103603>.

English. Motivation in the learning process can be divided into two, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is the motivation derived from the student self, such as the desire to acquire knowledge, achieve learning goals, meet the learning needs, and so forth. While extrinsic motivation is a motivation that comes from outside the student self, such as parents' demands, a comfortable learning environment, fun learning partners, interesting and unpleasant learning activities[35].

From the observation above can be seen that some students are eager to learning while some students see it as usual not special. Some are happy because using Podcast we have new knowledge and also new vocabulary. Some are happy because the study no longer boring. Audio made them awake and more focused. Facing something unfamiliar the students ask the teacher and give face to face answer. It made them happy and feel closer to the teacher. The students feel their courage improving because they can ask some friends about the audio, discussing answer, etc.

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[35] Puspitarini, Hanif, 'Using Learning Media to Increase Learning Motivation in Elementary School', *Procedia - Social and Behavioral Sciences*, 2019.

Regardless of the location of the classroom seats, there were some students in the back row who couldn't hear clearly. Coupled with noisy friends, he did not want to participate in learning activities.

Like the interview above, the students felt bored. some say that they cannot understand the audio material properly because it is too fast and cannot digest the material properly.

This research pedagogically contributed to help the English teachers know the result when using Podcast as a media in boosting listening skill and can find more effective method so the students can fully participates in learning session. This also confirmed the result of previous research that explained the impact of repetitiveness of listening podcast in listening skill comprehension. The study used Podcast as media to improve listening skill.

D. LIMITATION

This research was related the students' improvement in Listening Skill and improving their understanding of English Language. This research focuses on the implementation of using Podcast as a Media and how the students' participation when the media is used. This research limitation in some areas, there were:

1. Limitation of the time, the researcher realized that she did the research with a limited time for getting the data. This research should have been done within three days to get more accurate data.

2. Limitation of the method, the researcher realized that the research should have applied another method to get the complete data. The researcher hopes that future researcher can add the questionnaire method to the research method to obtain more accurate data.

3. Limitation of the researcher's competence, the researcher realized that she had not been good enough in doing this research. Therefore it is hoped that in the future for future research, all materials and methods can be prepared completely and correctly so that errors do not occur.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of this research. This research conclusion was based on how the teacher using Podcast as a media and how the students' participation in this class. The suggestions presented some information that could be useful for EFL Learners, EFL tutors, and the next researchers.

A. CONCLUSION

This paper described how the teacher used Podcast to boost the students' listening skill and how the students' reaction and how they are participating in this class.

1. Before learning, the teacher begins the session by taking student attendance. Followed by repeating last week's material that has been studied and giving an overview of today's material. Learning begins with the teacher playing a song to warm up. the teacher sings with the students and sees if any students do not participate. After that, the teacher asks the students to open the book and explain today's material, the teacher plays a Podcast and gives questions **to students.** So, after the Podcast is finished playing students can answer the questions given. The Podcast is played 3 times, each time it is played, it is

given a 5-minute break so that students can answer the questions given. In addition to answering questions, students were also asked by the teacher how this word was said or whether they understood what the Podcast explained. The teacher also doesn't just sit back, she walks around the class asking students about the Podcast and the problems students face. According to the teacher, the repeated playback of Podcast activities really helps students in boosting Listening skills, where she told researcher that students get new vocabulary and knowledge of how to read and pronounce it correctly.

2. The students' participation is also good. A lot of the students ask the teacher about the meaning of some words and how to answer the questions. Some talk to their friends and discussed the material given. But some also find it boring, they don't understand the audio. Firstly, the audio is not loud enough to the back seat students. Secondly, the students don't understand the meaning of some unfamiliar vocabulary in this Podcast. Thirdly, the students are afraid to ask to the teacher because they feel they are not close and afraid if the teacher will be angry.

B. SUGGESTION

1. For the students

    Students should get used to listening to English podcasts or English songs which can help them understand English better and improve their Listening Skills.

2. For the teacher

    Teacher should recognize students' state after the audio was played, how they react to see if the audio is loud enough to hear. The teacher should talk to the students more to increase their courage to talk, to giving opinion or as question.

3. For the researcher

    The next researchers were expected to do deeper research and could serve more completed findings in implementation of using Podcast, not just learning about the benefits but also, in method that suitable in improving listening skill when learning English.

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Appendix 1

SMK ROBBANI KARANGTENGAH

NSS : 3220 3210 5043   NPSN: 20362281   NIS: 400410

Alamat ;Ds. Dukun Karangtengah Demak Jawa Tengah 59561,Phone: 085327064444

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SURAT KETERANGAN KEPALA SEKOLAH

Nomor : 43/SMK-RK/VI/2023

Yang bertandatangan di bawah ini:

Nama   : Dra. Narti Nunung Ervanawati M.Pd

NUPTK   : 2463744645300002

NUKS   : 19023/0660321242102078

Jabatan   : Kepala SMKS ROBBANI   Karangtengah - Demak

Dengan ini menerangkan bahwa :

Nama   : Dinda Candra Murti

NIM   : 1603046086

PRODI   : Pendidikan Bahasa Inggris

Nama tersebut diatas **benar-benar telah melaksanakan penelitian** mengenai *BOOSTING STUDENTS' LISTENING SKILL USING PODCAST* di SMK ROBBANI Karangtengah pada mata diklat Bahasa Inggris yang dilaksanakan pada tanggal 5 Oktober 2022.

Demikian surat keterangan ini dibiat agar dapat digunakan sebagaimana mestinya.

Karangtengah, 7 Juni 2023

Kepala SMK Robbani Karangtengah

Dra. Narti Nunung E, M.Pd

INTERVIEW GUIDELINE FOR TEACHER

Nama   : Mariyah
Nama Sekolah   : SMK Robbani Karangtengah Demak
Kelas yang di ampu : X TKR
Hari/Tanggal   : 5 Oktober 2022

Questions	Answers
1. What makes you think of using Podcast as media?	Sometimes when teaching many students who are bored don't even pay attention during class, that makes me must start looking for a media that can increase their desire to learn. One of them is this Podcast where listening to music or audio video makes students focus when I teach. especially with songs that are very often heard by our students and we as a teacher can participate so that the atmosphere becomes communicative
2. How is the technical use of using Podcast as media?	I believe using Podcasts can improve Listening Skills. why? because our brains work with pleasure, they (students) listen while looking at the existing LCD, they are more focused and their understanding increases
3. Are you sure that using Podcast can boost students' listening skill proficiency?	There must be difficulties, especially since this is a vocational school. Some students prefer practice over learning material like English, some prefer to sleep.
4. Have you faced any problems of difficulties using Podcast as learning media?	The problems are different, yes, for technical problems such as corrupt files I have to download it again while giving students reading assignments or making

	dialogues. If it's a problem with students, I prefer communication, I come to their desk and ask if the students understand or not. We don't know what students think, so face-to-face communication is also a solution. so that they are more open and more courageous to ask questions.
5. How do you solve the problem you find when using Podcast as learning media ?	Made them concentrate on listening. Talk to them whether they could hear the audio or not.

Appendix 3

INTERVIEW GUIDELINE FOR
STUDENT

Nama : Male Participant 1
Kelas : X TKR
Hari/Tanggal : 5 Oktober 2022

Questions	Answers
1. How do you feel using Podcast as learning media when learning Listening Skill? (Bagaimana perasaan anda menggunakan Podcast sebagai media belajar ketika belajar Skill Listenging/Mendengarakan)	I think it's good, we can be said weak at listening skill so using Podcast I hoped it could help.
2. Do you think that using Podcast as learning media can boost your listening skill? (Menurutmu menggunakan Podcast sebagai media pembelajaran dapat meningkatkan Skill Listening/Mendengarkan kaliam?	Yes, we can understand the material given by the teacher more. We learn more words and more unfamiliar sound.
3. What the problems do you face when using Podcast as learning media? (Apa saja masalah yang kalian hadapi ketika menggunakan Podcast sebagai mendia pembelajaran?)	Maybe my friend, when I want to listen carefully the will talked to each other. It's noisy.
4. Do you think any benefits in using Podcast as learning media in school?	There are benefits, I can discuss with my friends, I understand my listening skill level, and I am closer to my teacher because of

(Menurut anda manfaat apa saja yang di dapatkan saat menggunakan Podcast sebagai mendia pembelajaran di sekolah?)	discussing in class

INTERVIEW GUIDELINE FOR
STUDENT

Nama   : Male Participant 2
Kelas   : X TKR
Hari/Tanggal : 5 Oktober 2022

Questions	Answers
1. How do you feel using Podcast as learning media when learning Listening Skill? (Bagaimana perasaan anda menggunakan Podcast sebagai media belajar ketika belajar Skill Listenging/Mendengarakan)	It's so – so, I mean I don't usually listening to music.
2. Do you think that using Podcast as learning media can boost your listening skill? (Menurutmu menggunakan Podcast sebagai media pembelajaran dapat meningkatkan Skill Listening/Mendengarkan kaliam?)	Of course, learn new words
3. What the problems do you face when using Podcast as learning media? (Apa saja masalah yang kalian hadapi ketika menggunakan Podcast sebagai mendia pembelajaran?)	I don't understand, I don't think using a podcast really helps, especially because I don't understand what the audio is saying, the sentences are foreign and I don't dare to ask
4. Do you think any benefits in using Podcast as learning media in school? (Menurut anda manfaat apa saja yang di dapatkan saat menggunakan Podcast sebagai mendia pembelajaran di sekolah?)	I understand a little bit, but not much

INTERVIEW GUIDELINE FOR
STUDENT

Nama   : Male Participant 3
Kelas   : X TKR
Hari/Tanggal : 5 Oktober 2022

Questions	Answers
1. How do you feel using Podcast as learning media when learning Listening Skill? (Bagaimana perasaan anda menggunakan Podcast sebagai media belajar ketika belajar Skill Listenging/Mendengarakan)	I like it, because it's easy to use Podcast so the example is correct. understand how to read correctly, listening skills are also better because we immediately hear it with a real American accent, not an Indonesian accent.
2. Do you think that using Podcast as learning media can boost your listening skill? (Menurutmu menggunakan Podcast sebagai media pembelajaran dapat meningkatkan Skill Listening/Mendengarkan kaliam?)	Yes, it looks more interesting to me.
3. What the problems do you face when using Podcast as learning media? (Apa saja masalah yang kalian hadapi ketika menggunakan Podcast sebagai mendia pembelajaran?)	I don't understand some words and the speed is a little bit to fast for me.
4. Do you think any benefits in using Podcast as learning media in school? (Menurut anda manfaat apa saja yang di dapatkan saat menggunakan Podcast sebagai mendia pembelajaran di sekolah?)	I can be more brave to talk to teacher and I think when listening to song I can understand a little bit.

INTERVIEW GUIDELINE FOR STUDENT

Nama : Male Participant 4
Kelas : X TKR
Hari/Tanggal : 5 Oktober 2022

Questions	Answers
1. How do you feel using Podcast as learning media when learning Listening Skill? (Bagaimana perasaan anda menggunakan Podcast sebagai media belajar ketika belajar Skill Listenging/Mendengarakan)	I think it's good, ma'am, because we can be said to be weak in terms of reading and listening due to a lack of proper examples, and I think using podcasts is very helpful.
2. Do you think that using Podcast as learning media can boost your listening skill? (Menurutmu menggunakan Podcast sebagai media pembelajaran dapat meningkatkan Skill Listening/Mendengarkan kaliam?)	It's fun and I like the atmosphere in class. Its lively.
3. What the problems do you face when using Podcast as learning media? (Apa saja masalah yang kalian hadapi ketika menggunakan Podcast sebagai mendia pembelajaran?)	Unfamiliar word to me and the accent
4. Do you think any benefits in using Podcast as learning media in school? (Menurut anda manfaat apa saja yang di dapatkan saat menggunakan Podcast sebagai mendia pembelajaran di sekolah?)	Yes, listening skill improved, and i understand new words

INTERVIEW GUIDELINE FOR
STUDENT

Nama : Male Participant 5
Kelas : X TKR
Hari/Tanggal : 5 Oktober 2022

Questions	Answers
1. How do you feel using Podcast as learning media when learning Listening Skill? (Bagaimana perasaan anda menggunakan Podcast sebagai media belajar ketika belajar Skill Listenging/Mendengarakan)	Yes but not much because I often listen to music.
2. Do you think that using Podcast as learning media can boost your listening skill? (Menurutmu menggunakan Podcast sebagai media pembelajaran dapat meningkatkan Skill Listening/Mendengarkan kaliam?	Not really, I can't hear a lot because my sit is in the back, the audio is not loud enough.
3. What the problems do you face when using Podcast as learning media? (Apa saja masalah yang kalian hadapi ketika menggunakan Podcast sebagai mendia pembelajaran?)	I'm confused, there are some sentences that are too fast in the audio and I don't understand, I can't hear the audio because there are some friends who are noisy behind me, I'm not comfortable
4. Do you think any benefits in using Podcast as learning media in school? (Menurut anda manfaat apa saja yang di dapatkan saat menggunakan Podcast sebagai mendia pembelajaran di sekolah?)	For me no, because I cant hear it clearly. Confused about the words.

INTERVIEW GUIDELINE FOR STUDENT

Nama   : Male Participant 6
Kelas   : X TKR
Hari/Tanggal : 5 Oktober 2022

Questions	Answers
1. How do you feel using Podcast as learning media when learning Listening Skill? (Bagaimana perasaan anda menggunakan Podcast sebagai media belajar ketika belajar Skill Listenging/Mendengarakan)	I like it, it looks interesting.
2. Do you think that using Podcast as learning media can boost your listening skill? (Menurutmu menggunakan Podcast sebagai media pembelajaran dapat meningkatkan Skill Listening/Mendengarkan kaliam?	I like listening Podcast but in Bahasa Language, so its new to listen Podcast in English. I learn more new words.
3. What the problems do you face when using Podcast as learning media? (Apa saja masalah yang kalian hadapi ketika menggunakan Podcast sebagai mendia pembelajaran?)	Unfamiliar words, its troublesome to open translate and listen to it.
4. Do you think any benefits in using Podcast as learning media in school? (Menurut anda manfaat apa saja yang di dapatkan saat menggunakan Podcast sebagai mendia pembelajaran di sekolah?)	Yes, some words that unfamiliar to be become more familiar and I know the meaning of it.

INTERVIEW GUIDELINE FOR STUDENT

Nama : Male Participant 7
Kelas : X TKR
Hari/Tanggal : 5 Oktober 2022

Questions	Answers
1. How do you feel using Podcast as learning media when learning Listening Skill? (Bagaimana perasaan anda menggunakan Podcast sebagai media belajar ketika belajar Skill Listening/Mendengarakan)	It's new, I like listening songs so I approved.
2. Do you think that using Podcast as learning media can boost your listening skill? (Menurutmu menggunakan Podcast sebagai media pembelajaran dapat meningkatkan Skill Listening/Mendengarkan kaliam?	Using podcasts really helps my listening skills because I hear new words and discuss them with my teacher and friends. Listening to the correct way of speaking and how different people say certain words, I find it interesting
3. What the problems do you face when using Podcast as learning media? (Apa saja masalah yang kalian hadapi ketika menggunakan Podcast sebagai mendia pembelajaran?)	New words I don't understand, but the teacher help me so its fine.
4. Do you think any benefits in using Podcast as learning media in school? (Menurut anda manfaat apa saja yang di dapatkan saat menggunakan Podcast sebagai mendia pembelajaran di sekolah?)	Understand new words and how to speak it correctly.

INTERVIEW GUIDELINE FOR STUDENT

Nama   : Male Participant 8
Kelas   : X TKR
Hari/Tanggal   : 5 Oktober 2022

Questions	Answers
1. How do you feel using Podcast as learning media when learning Listening Skill? (Bagaimana perasaan anda menggunakan Podcast sebagai media belajar ketika belajar Skill Listenging/Mendengarakan)	I don't feel anything, I mean it not that special.
2. Do you think that using Podcast as learning media can boost your listening skill? (Menurutmu menggunakan Podcast sebagai media pembelajaran dapat meningkatkan Skill Listening/Mendengarkan kaliam?	So-so, I like to watch Youtube so I think I listen to it everyday.
3. What the problems do you face when using Podcast as learning media? (Apa saja masalah yang kalian hadapi ketika menggunakan Podcast sebagai mendia pembelajaran?)	Unfamiliar words and new accent. How they speak and how the US speaker speak is different so it's a little bit troublesome.
4. Do you think any benefits in using Podcast as learning media in school? (Menurut anda manfaat apa saja yang di dapatkan saat menggunakan Podcast sebagai mendia pembelajaran di sekolah?)	Yes, listening skill improved, new words to learn. I can increase my communication with friends.

INTERVIEW GUIDELINE FOR
STUDENT

Nama : Male Participant 9
Kelas : X TKR
Hari/Tanggal : 5 Oktober 2022

Questions	Answers
1. How do you feel using Podcast as learning media when learning Listening Skill? (Bagaimana perasaan anda menggunakan Podcast sebagai media belajar ketika belajar Skill Listenging/Mendengarakan)	Yes It looks interesting , I become more concentrate because I need to listen to audio.
2. Do you think that using Podcast as learning media can boost your listening skill? (Menurutmu menggunakan Podcast sebagai media pembelajaran dapat meningkatkan Skill Listening/Mendengarkan kaliam?	Yes, more concentrate means more knowledge is known. I know new words.
3. What the problems do you face when using Podcast as learning media? (Apa saja masalah yang kalian hadapi ketika menggunakan Podcast sebagai mendia pembelajaran?)	Maybe the pace of the audio, a little bit too fast and unfamiliar accent.
4. Do you think any benefits in using Podcast as learning media in school? (Menurut anda manfaat apa saja yang di dapatkan saat menggunakan Podcast sebagai mendia pembelajaran di sekolah?)	Of course. My listening skill improved, I learn some new words.

INTERVIEW GUIDELINE FOR STUDENT

Nama   : Male Participant 10
Kelas   : X TKR
Hari/Tanggal : 5 Oktober 2022

Questions	Answers
1. How do you feel using Podcast as learning media when learning Listening Skill? (Bagaimana perasaan anda menggunakan Podcast sebagai media belajar ketika belajar Skill Listenging/Mendengarakan)	I like it, more interesting because its usually in blackboard so its new for me.
2. Do you think that using Podcast as learning media can boost your listening skill? (Menurutmu menggunakan Podcast sebagai media pembelajaran dapat meningkatkan Skill Listening/Mendengarkan kaliam?	Very helpful because it's more interesting, see videos with subtitles and can directly ask the teacher about things that I don't understand. This also makes me talk more often with friends and teachers too.
3. What the problems do you face when using Podcast as learning media? (Apa saja masalah yang kalian hadapi ketika menggunakan Podcast sebagai mendia pembelajaran?)	I don't understand some words and they audio is to fast.
4. Do you think any benefits in using Podcast as learning media in school? (Menurut anda manfaat apa saja yang di dapatkan saat menggunakan Podcast sebagai mendia pembelajaran di sekolah?)	Yes, I understand new words and can speak more bravely to our teacher.

INTERVIEW GUIDELINE FOR
STUDENT

Nama   : Male Participant 11
Kelas   : X TKR
Hari/Tanggal : 5 Oktober 2022

Questions	Answers
1. How do you feel using Podcast as learning media when learning Listening Skill? (Bagaimana perasaan anda menggunakan Podcast sebagai media belajar ketika belajar Skill Listenging/Mendengarakan)	I like it, I love listening to music.
2. Do you think that using Podcast as learning media can boost your listening skill? (Menurutmu menggunakan Podcast sebagai media pembelajaran dapat meningkatkan Skill Listening/Mendengarkan kaliam?)	Yes, learning new words, learn more knowledge about the material given by the teacher.
3. What the problems do you face when using Podcast as learning media? (Apa saja masalah yang kalian hadapi ketika menggunakan Podcast sebagai mendia pembelajaran?)	Some friends are too noisy so I can't hear the audio clearly.
4. Do you think any benefits in using Podcast as learning media in school? (Menurut anda manfaat apa saja yang di dapatkan saat menggunakan Podcast sebagai mendia pembelajaran di sekolah?)	Yes, I can understand some words, my listening skill improved. I become more brave to talk to teacher and ask question.

INTERVIEW GUIDELINE FOR STUDENT

Nama : Male Participant 12
Kelas : X TKR
Hari/Tanggal : 5 Oktober 2022

Questions	Answers
1. How do you feel using Podcast as learning media when learning Listening Skill? (Bagaimana perasaan anda menggunakan Podcast sebagai media belajar ketika belajar Skill Listenging/Mendengarakan)	I like it, I like music so why not give it a try.
2. Do you think that using Podcast as learning media can boost your listening skill? (Menurutmu menggunakan Podcast sebagai media pembelajaran dapat meningkatkan Skill Listening/Mendengarkan kaliam?	Yes, the accent and new words, can understand how the right to pronounce it.
3. What the problems do you face when using Podcast as learning media? (Apa saja masalah yang kalian hadapi ketika menggunakan Podcast sebagai mendia pembelajaran?)	Maybe unfamiliar words, so I ask the teacher about it
4. Do you think any benefits in using Podcast as learning media in school? (Menurut anda manfaat apa saja yang di dapatkan saat menggunakan Podcast sebagai mendia pembelajaran di sekolah?)	Very useful, we get new material, new vocabulary and new stories.

Appendix 4

LESSON PLAN

School Name   : Robbani Karangtengah Vocational School

Subjects   : English

Class / Semester   : X / I

Theme   : Narrative

Aspect / Skill   : Listening Skill

Time Allocation   : 2 x 45 minutes

A. Competency Standards
   4. Understand the meaning of simple monologue texts that use a variety of
       spoken language that are accurate, fluent, acceptable in various contexts of
       daily life in recount, narrative and procedure texts in the context of
       everyday life.

B. Basic Competencies
   4.1. Responding to the meaning of simple monologue texts using a variety of
        spoken language that is accurate. fluent, acceptable in various contexts of
        daily life in texts: recount, narrative, and procedure.

C. Competency Achievement Indicators
   1. Responding and interacting through simple monologue texts in the form of
       narratives.
   2. Do simple monologue texts in the form of narrative.
   3. Answering the questions of Sederhano's monologue text in the form of
       narrative.
   4. Doing oral monologue text in the form of narrative.
   5. Presenting oral monologue text in the form of narrative.

D. Final Learning Objectives
   1. Students can respond and interact through simple monologues in the form
       of narrative and narrative.
   2. Students can do simple monologue texts in the form of narrative.
   3. Students can answer monologue texts in the form of narrative,
   4. Students can perform oral monologue texts in the form of narrative.

5. students can present oral monologue texts in the form of narrative.

E. Expected student character :
   Friendly (communicative)
   Respect and care (respect)
   Dare (courage)

F. Learning materials

Listening (fill in the blanks with right words)

The Magic Candle

One day, a young Wonderer got lost in a I——————— Suddenly he Saw a light from an Old hut. He knocked on the door and Old women opened it. She was crying. She said that devil had

2——————— her magic candle. The candle could 3——————— anything she asked. The wanderer asked her Where he live. "in a castle not far from here" Said the Old woman.

The wanderer went to the castle. There he found a devil, but he was old and 4 ——————— therefore when the wanderer grabbed the magic candle from the devil's table and run away, he couldn't

5———————him.

The Wanderer Was not a 6 ———————man. He didn't 7 ——————— the magic candle to Old women. but he kept it for himself. He lit the cadie and made a 8 ——————— " I want to go a far away from here". Suddenly the ginies appeared and took him to a beautiful palace. There was a party in the palace. There the wanderer 9——————— in love With a princess. They got married, in his happiness. the wanderer told to the princess about his adventure and the magic candle. Hearing that, the princess got very angry-At night she lit the candle and Wished that that Wanderer 10 ———————

In the morning the wnderer awoke up and found himself back to his ugly house in the village.

The answer and the vocabulary
1. Wood
2. Stolen
3. Grand
4. Weak
5. Chase
6. Kind
7. Trun
8. Wish
9. Fell
10. Disappear

G.   Learning methods :
     1. Learning methods : Technology Based Learning, Whispers Back to the Board.
     2. learning approaches : Metacognitive, Educative

H.   Activity Steps
     1. Introduction Activity (10 minutes)
         1) apperception :
             a. Pray to start learning. (Instilled values: polite and caring)
             b. Check student attendance. (Values instilled in discipline and diligent)
             c. Warming-up activity: Listen to music to the students and ask the students about the words or sentences that they hear from the music.

             Motivation : Explains the importance of the material to be studied along with the competencies that students must master

     2. Core Activities (70 minutes)
         2) Exploration
             In exploratory activities, the teacher:
             a. Involve students in finding broad and deep information about the topic/theme of the material to be studied.
             b. Listen to students as examples of recount text and explain the vocabularies marked in bold in the text, then students repeat the vocabularies according to what they hear in the audio.
             c. Explain the meaning and function of the text that has been heard.
             d. Invite students to practice being good and good listeners. Through listening to audio and other activities which develop their listening skills.
             e. students work on questions in the form of completing incomplete texts.
             f. Using various learning approaches, learning media. and other learning resources.
             g. Provide opportunities for students to become good listeners and be smart in communicating verbally or in writing both in the form of recounts or speech acts: meet, meet, part.

h. Facilitate interaction between students and between students and teachers.
i. environment, and other learning resources.
j. Involve students actively in every learning activity.

3) Elaboration
   In elaboration activities, the teacher:
   a. Familiarize students to be good listeners so they can communicate something both in oral and written form.
   b. Facilitating students to develop speaking skills in the form of listening and asking questions in recount and acquaintance expressions. meet, part listening, ask questions, or discuss the questions in the book.

4) Confirmation
   In the confirmation activity, the teacher:
   a. Provide positive feedback and reinforcement in the form of oral, written, gestures, and prizes for student success.
   b. Provide information on the results of work that has been done by students through other book sources.
   c. The teacher asks questions about things that students don't know.
   d. Teacher Students ask questions and correct mistakes and provide material reinforcement and conclusions.
   e. The teacher gives motivation to students who are still lacking and have not been able to follow the material.

3. Closing Activities
   In the closing activity, the teacher:
   a. together with students and/or independently make a summary/conclusion of the lesson.
   b. evaluate and/or reflect on activities that have been carried out consistently and programmed.
   c. provide feedback on the learning process and results.

d. planning follow-up activities in the form of remedial learning, enrichment programs, counseling services and/or assigning assignments both individually and in groups according to student learning outcomes.

e. Delivering the lesson plan at the next meeting.

I. Learning Tools and Resources

1. Tools and Media
   Tools   : Laptop, LCD. White board
   Media   : LKS, Audio Podcast
2. Learning Resources
   Book   : Progress Grade X

J. Evaluation

1. Indicators, Techniques. Forms and Examples.

NO	INDICATOR	TECHNIQUE	FORM	EXAMPLE
	a. Responding through text and interacting in the form of simple monologues and narratives b. perform a simple monologue in the form of a narrative. c. Answering simple monologue text questions in the form of narrative. d. Doing oral monologue text in the form of narrative. e. Presenting a monologue text in the form of narrative.	Writing Test	Complete a dialogue or monologue.	Listen and answer the questions Fill in blank the dialog or monolog with correct answer and be better listener

K. Assessment Instrument:
    LKS page 35 (listening Narrative excercises B and C)

A. Listen and complete the test based on What you have heard

Once upon a time there was an old miser. who lived with his wife near a great town. He used to (1) **put by** every bit of money he could lay his hands on. His Wife a simple woman and they lived together without (2) **poroling** but she was obliged to put up every hard fare. At times, when there was some money and she wanted a decent dinner or (3) **suffer** she usually asked the miser for it, but he would say, "NO, wife. we must keep it for good fortune." Almost (4) **every coine** that came into that house put by good fortune.

The miser said this so often. that some (5) **Neighbors** heard of him. One of then thought of a trick to (6) to get the monev. so the first day the Old man was away from home. he (7) **dressed**   like   a wayfarer. and knocked on the door. "who are you" said the wife. He asked. "I am Go€Kl Fortune and I •ve come for the money (8) **your husband** had laid by for me." The simple woman did not (9) **see pact** She gave it all to him.

When the miser arrived home. the women told him very pleasantly that Good Fortune had taken the money which had been (10) **caps so long** for him.

B. Answer the text based on the text in Task A
    1. What was the man's character like? His character as a miser.
    2. What was the woman obligated to do? The woman Obligated to put up every hard fare
    3. What did the man say when his wife wanted to use just a little amount of money? He say , "NO, wife, we must keep it for good fortune."

4. Who wanted to play a tric on the man and his wife? Their neighbors
5. When did he play the trick? In the first day when the Old man was away from home
6. How did the person dress? He dressed like a "'wayfarer
7. Who did he pretend to be? He pretend to be Good Fortune
8. What did the woman do for the man ?Gave all the money
9. What did the woman tell hear husband about the man? the women told him very pleasantly that Good Fortune had taken the money Which had been?
10. What can we learn from the story"? Don't be miser

Cara scoring

Menjawab soal berdasarkan teks B yang telah didengkan 3pointJsoaI untuk 3 x 10 = 30

Score maksimal	= 30
Nilai siswa	= score maksimal x 10 = 100
	3

Demak, 30 September 2022

Mariyah

Appendix 5

Photographs

Teaching Process

Teaching Process

Evaluation Process

Teaching Process

CURRICULUM VITAE

Personal Data

Name   : Dinda Candra Murti

Place of Birth   : Kab. Semarang

Date of Birth   : April, 18th 1998

Religion   : Islam

Gender   : Female

Civic   : Indonesian

Address   :Jl. Jayanegara (Kalidoh), RT.12/RW.05, Kecamatan Ungaran Barat, Kelurahan Langensari, Kabupaten Semarang, Jawa Tengah

Formal Education

1. TK Islam Plus Assalamah

2. SD Negeri Ungaran 01

3. SMP 4 Ungaran

4. SMA 2 Ungaran

5. English Education Department, Faculty of Education and Teacher Training, Walisongo State University, Semarang.

Sincerely,

Dinda Candra Murti