



**ENHANCING LISTENING SKILLS OF THE TENTH GRADES  
STUDENTS OF MAN 2 REMBANG THROUGH BRITISH  
COUNCIL PODCAST**

**A Quasi-Experimental Study of the Tenth Grade Students of MAN 2  
Rembang in the Academic Year of 2018/2019**

A Final Project

Submitted in a partial fulfillment of the requirements  
for the degree of *Sarjana Pendidikan* Degree in English

by

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**UNIVERSITAS NEGERI SEMARANG**

**2020**

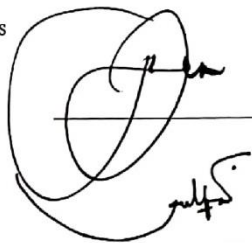
## APPROVAL

This final project entitled *Enhancing Listening Skills of the Tenth Grades Students of MAN 2 Rembang through British Council Podcast (A Quasi-Experimental Study of the Tenth Grade Students of MAN 2 Rembang in the Academic Year of 2018/2019)* has been approved by board of examiners and officially verified by the Dean of the Faculty of Languages and Arts of Universitas Negeri Semarang on February 2020.

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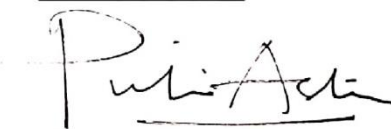
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## DECLARATION OF ORIGINALITY

I, Julia Tsamrotul Jannah, hereby, declare that this final project entitled *“Enhancing the Listening Skills of the Tenth Grade Students of MAN 2 Rembang through British Council Podcast (A Quasi-Experimental Study of the Tenth Grade Students of MAN 2 Rembang in the Academic Year 2019/2020)”* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and list of references is given in the bibliography.



Julia Tsamrotul Jannah

## MOTTO AND DEDICATION

*“Happiness is not something that you have to achieve. You can still feel happy during the process of achieving something.”*

*(Kim Nam Joon)*

*“Maybe I made mistake yesterday, but yesterday me is still me.  
Today I am who I am with all my faults and my mistakes.  
Tomorrow, I might be a tiny bit wiser and that would be me too.  
These faults and mistakes are what I am, making up the brightest stars in the  
constellation of my life.  
I have come to love myself, for who I am, for who I was, and for who I hope to  
become.”*

*(BTS – UNICEF Speech)*

*To my beloved parents, family, and friends*

## ACKNOWLEDGEMENT

Foremost, I would like to praise Allah SWT the Almighty Lord for the blessing, mercy, health who has leading me to finish this final project. My gratitude goes to Prophet Muhammad SAW and his family.

Through this paper, I would like to express my great appreciation and gratitude to:

1. The Head of the English Department and all lectures of the English Department lectures of UNNES for their guidance and assistance during my study.
2. My advisor, Arif Suryo Priyatmojo, S.Pd., M.Pd. who has given valuable guidance, advice, and motivation to me from the very start until the final completion of my final project.
3. The headmaster of MAN 2 Rembang who has given me the opportunity to conduct my research there.
4. Ahmad Ronji, S.Pd. and Yuliati, S.Pd. as the English teachers who helped me to conduct my research, and also the students who have participated and cooperated during this research.
5. My beloved parents, Asrori, Masrifatun, Sugino, Ida and all of my family for their endless love and support.
6. M. Yusron Wahyudi, Khoiri Susan, Natcha Thiangbut, Lianne Acoba, Elisabeth Listiarini, Risgiana Cahyati and all my true friends for their advices, help, and support during the process of completing this final project.

7. All of my friends in the English Department of UNNES and to all people who helped me in finishing this final project whose name cannot be mentioned one by one. Thank you very much.

Semarang, November 2019

Julia Tsamrotul Jannah

## ABSTRACT

**Jannah, Julia Tsamrotul. 2020.** *Enhancing Listening Skills of the Tenth Grades Students of MAN 2 Rembang through British Council Podcast (A Quasi-Experimental Study of the Tenth Grade Students of MAN 2 Rembang in the Academic Year of 2018/2019)*. Final Project. English Department. Universitas Negeri Semarang. Advisor: Arif Suryo Priyatmojo, S.Pd., M.Pd.

**Key Words: quasi-experimental research, senior high school, podcast, listening.**

This quasi-experimental research was conducted for senior high school students especially the first year students of MAN 2 Rembang. This study was intended to apply podcast as an innovative media to improve the students' listening skills. This study used the nonequivalent quasi-experimental pre-test post-test design to collect the data. The subject of this research was two classes of the tenth grades students of MAN 2 Rembang that were X MIPA 3 as the control group and X MIPA 4 as the experimental group. The sample consisted of 60 students. The pre-test, treatment, and post-test were given to both groups. The findings shows that the mean score of pre-test from the experimental group is 73.13, while the control group is 73.03 and the mean score of post-test from the experimental group is 83.33, while the control group is 77.57. It means that the ability of students from experimental and control group increased after the intervention given. The post-test score from the experimental group was also higher than the control group. From the calculation of the post-test, it was obtained the  $t_{\text{value}}$  is 6.85 while  $t_{\text{table}}$  is 0.018. It means that the  $t_{\text{value}}$  was higher than the  $t_{\text{table}}$ . The result of the p-value at sig. (2-tailed) is 0.024 which is lower than  $\alpha = 0.05$ . It can be concluded that there is a significant effect of British Council podcast to improve students' listening skills.

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# **CHAPTER 1**

## **INTRODUCTION**

This chapter presents the background of the study, reason for choosing the topic, research question, research objective, significances of the study, limitation of the study, and outline of the study.

### **1.1 Background of the Study**

Recently, the advancement of technology is inevitable. Technology has affected many sectors, such as in communication, economy, and education. Bull and Ma (2001) said that with the existence of technology, we can explore unlimited resources through the internet especially to help students' learning. It is also considered as the best place for the most rapid information to spread (Tomlison, 2009) that let the learners experience what happens around the world (Anderson, 2011).

Computer Assisted Language Learning (CALL) has been used since 1980s. CALL programs usually involve the activity of filling in gapped texts, text reconstructions, and multiple choices tasks. Now, the implementation of CALL itself facilitates the internet use to be applied in class teaching as the Information and Communication Technology (ICT) become more popular among teachers and students (Dudeney & Hockly, 2008).

Even learners born in the new era of technology improvement, they still need the skill to use it. On the one hand, technology is very useful to manifest

successful learning. On the other hand, it also has negative sides which cannot be evaded. The role of teachers as an organizer of learning, of course, is needed to give a clear explanation and guidance during the teaching and learning process.

To provide a better learning environment, teachers are asked to modernize their way of teaching as good as possible. Teachers are expected to keep up with the technology so that they do not miss any information. Eady and Lockyer (2013) said that technology becomes an important factor and crucial part to prepare the learning experience for teachers. Particularly, for language learning, the methods of teaching have changed so much. These things simply happened because technology brings both teachers and learners to access the website through the internet and to find the best materials suitable to their subjects.

However, there are a lot of teachers who have negative attitudes towards technology. It can happen because either due to lack of facilities from the school, or the fact that they do not much know about the benefit of using technology. Teachers may also feel insecure with their ability in operating technology.

English has been a lingua franca even though it is not the most frequently used language in the world. A lingua franca can be defined as a language that is used by two people from different language background to communicate so that they can understand each other (Harmer, 2007).

For more than six decades now, research and practice in English language teaching have identified the four skills – listening, speaking, reading, and writing – as of paramount importance (Brown, 2001). Even so, out of those



four skills, listening is often ignored despite its role as the main stage that students must have before learning something. Huei-Chun, (1998) stated that in lieu of the theory, listening for EFL has been ignored for a long time. It even called as ‘Cinderella Skill’ which is neglected in language learning (Solak & Altay, 2014). According to Nunan (1997), listening has been ignored in both research and practice compared to other language skill, regarding its difficulty to acquire (Ghaderpanahi, 2012).

Listening is the process of hearing the sounds, how our brain tries to understand and negotiate the new information with our background knowledge. Listening became an important part not only for communication but also for learning. Through listening, learners are able to receive input from teachers.

Listening lessons have clear objectives that fit into the curriculum which requires a careful plan to be done. Listening activity should be made in an interesting way as it forces the students to be active and focus on what they hear. Thus, teachers need to provide a wider range of materials that support them besides the textbook.

Podcast is one of the mobile technologies, which is a combination of two words: iPod (Apple’s MP3 Player) and broadcast (Duke, 2006; Rossell-Aguilar, 2007). It offers the users to choose topics they like to play, including the audio or video content which can be listened at their convenient time.

Beheler (2007) claimed that the teacher might implement podcast as an effective teaching tool by delivering podcast learning to classroom websites and

inviting their students to access the websites to expand their learning. However, it will need students' encouragement themselves to do such activity. Teachers can give sources of podcasts and make deals to choose the most favorite topics they like to listen to.

Based on the description above, the researcher would like to conduct a study especially in the field of listening. The researcher will also investigate whether podcast as a product of technology in the form of listening material, can enhance the students' listening skills.

## **1.2 Reason for Choosing the Topic**

In the process of learning a new language, students need to have four-main skills namely listening, speaking, reading, and writing. Listening as the first start to learn new material, has to be developed in order to get and understand the meaning of what has been delivered to finally reach the next stage of learning. Yet, what actually happened in real life is the fact teachers and students are unaware of the importance of listening skills.

Technology has provided a very large scale to explore materials that support many aspects, especially education. Language learning, for instance, is one of the examples that everything is possible to be accessed through the internet.

Podcast is an application available for mobile or PC which let the listeners hear the audio broadcast on several topics they can choose. Previous studies showed that the use of podcast has a significant result on the students'

achievement, not only affected their listening skills but also played an important role to enrich their new vocabulary mastery. While listening to the podcast, students are expected to pay much attention to the words that they heard and understand what the speaker says.

As the importance of listening skills for the students who learn a new language, especially English as a foreign language, the researcher selects podcast as a tool and expects it to be one of the best techniques to help students improve their listening skills.

### **1.3 Research Questions**

Research question(s) is an open-ended probe that, with the benefit of theoretical reasoning and some scene casing, orients the investigator's interests to the scene (Lindlof, Thomas, & Taylor, 2002, p.88). Based on the research background above, the researcher formulates this following question:

Can British Council podcast help the X Grades Students of MAN 2 Rembang enhance their listening skills?

### **1.4 Research Objectives**

The objective of this research is to investigate whether using British Council podcasts can give a significant impact to the listening skills of X Grades Students of MAN 2 Rembang.

### **1.5 Significance of the Study**

The significance of this study will be useful, theoretically, practically and pedagogically for English learners and teachers. Theoretically, it is expected that the result of this research can be a useful reference in teaching listening.

Practically, this research is expected to give a better way for teachers and students to explore podcast as listening material. It is also expected to give general knowledge for other researchers to conduct similar research related to this field.

Pedagogically, this research is expected to give benefit to teachers by offering additional knowledge and remake their teaching techniques. It is also expected that the students can reach successful learning, especially in listening using podcast.

## **1.6 Limitation of the Study**

Seeing the numerous students and limited times, this research would not collect the data from the whole students of MAN 2 Rembang. Therefore, this study is aimed to examine podcast as a listening tool especially to enhance the first year students of MAN 2 Rembang listening skills.

## **1.7 Definition of Key Terms**

### **1.7.1 Podcast**

The terms podcast comes from the words iPod and broadcast (Duke, 2006; Rosell-Aguilar, 2007). It is also defined as an application which is available on the internet that can be played and downloaded to a mobile device (Kidd & Chen, 2009). It can be concluded that podcast is an audio or video that can be

downloaded from the internet to electronic devices and can be played at a convenient time.

### **1.7.2 Listening**

Harrowth (1966) defined listening is an integrative activity including identifying, understanding, and interpreting spoken language. It can be concluded that listening is a complex integrated process of identifying and understanding sounds in spoken form.

## **1.8 Outline of the Study**

This research paper contains of five chapters.

Chapter 1 as an introduction presents the background of the study, reason for choosing the topic, research question, research objective, significances of the study, definition of key terms, limitation of the study, and also the outline of the study.

Chapter 2 includes a review of related literature, definition of podcast, British Council podcast, the benefits and weaknesses of podcast, general terms of listening, listening strategies, teaching listening for senior high school, and theoretical framework of the research.

Chapter 3 deals with research methodology, scoping with the research design, population, sample, research variables, type of data, instrument of the data, and data analysis including analysis of validity, reliability, item difficulty, item discrimination, normality, and homogeneity.

Chapter 4 involves description of the study, research findings, the significance difference between the experimental and control group before and after podcast implementation, and discussion of the research findings.

Chapter 5 presents the conclusion of the research after podcast implementation. This chapter also states the suggestion of the research. Bibliography will also be attached at the last page of this paper.

## **CHAPTER 2**

### **REVIEW OF RELATED LITERATURE**

This chapter presents a review of the previous study, theoretical foundations, and theoretical framework.

#### **2.1 Previous Study**

This section will explain some reviews of previous study related to the podcast.

The first study about the use of podcast in effective teaching of vocabulary by Farshi & Mohammadi (2013) investigated the female students with age ranged 22-27 of the University of Isfahan. They were given video podcast through e-mail about kitchen appliances, sports, weather, and shapes. The findings showed that the students' awareness of podcast for educational purposes were very limited as they did not have unlimited access to the podcast. They also judged that podcasts were effective and engaging to help them learn English vocabularies.

The second research conducted by Bamanger & Alhassan (2013) was aimed to explore podcast in English as a foreign language learners' writing performance. The level two male students at the scientific section of the Preparatory Year in King Saud University were divided into the experimental and control group. Both groups were given pre-test and post-test. The treatment was given for four weeks only to the experimental group, while the control group only given traditional classroom lessons. The experimental group also received a

questionnaire survey as an evaluation. The results showed that the students in experimental group scored significantly higher than the control group. The questionnaire also showed that the students of experimental group expressed positive attitudes toward podcast.

The third study about the impact of podcast on English vocabulary development in a blended educational model by Mashhadi, Hayati & Jalilifar (2016) were assigned the 315 undergraduate male and female students at Ahvaz Jundishapour University into three groups. They were asked to study the materials containing the same vocabulary items and expressions through self-study, conventional learning, and podcast mediated learning. The researcher-made Vocabulary Level Test (VLT) and questionnaire were given to the participants. The result found that podcast potentially develop learners' language skills and encourage them to study the materials more often than the other two group who did not receive podcast mediated learning.

The fourth research by Hasan & Hoon (2013) reviewed twenty recent studies related to podcast applications in language learning and determined its effectiveness for ESL students. This review followed a grounded approach to analyze each article from ProQuest Dissertations and Theses, Taylor & Francis, J-store, Oxford Journals Online, ERIC, Cambridge Journals Online, SAGE Journals Online, SpringerLink, and Britannica. Overall findings showed that learners generally enjoy using podcast and like to listen to the podcast at home as well as outside the classroom using desktop computer or mobile devices.



The fifth study about podcast for listening skills by Kavaliauskiene & Anusiene (2009) investigated the Mykolas Romeris University students' self-evaluation of performance. The students of psychology and law were asked to contribute their weblogs as their homework in two weeks. They were given a designed questionnaire related to the podcast. The findings showed that podcast allows learners to carry out their assignments at their own pace under non-threatening conditions. A follow-up classroom discussion on benefits or failures of listening to podcast enables each learner to evaluate their ability to understand authentic records.

The sixth study conducted by Mbah, E. E., Mbah, B. M., Iloene, M. I. & Iloene G. O. (2013) identified the students' background in Computer Assisted Language Learning (CALL) affect the use podcast for learning English pronunciation by students in Igboland. Two universities were chosen as the population. The researcher applied a proportional sampling technique and a structured questionnaire. The study found that there was a significant difference between male and female students who listen to an online podcast. The participants also agreed that podcast is interactive, easy to download, helpful, and convenient to listen at any time and any place.

The seventh study about levels of podcast integration and developing vocabulary knowledge by Golami & Mohammadi (2015) investigated the Iranian learners' lexical knowledge learning EFL. The population of this study is 90 intermediate students between 20-30 years old. 60 participants whose scores were at the modified percentile level were selected as two experimental group and the

rest 30 participants as a control group. This research used pre-test and post-test using an achievement vocabulary test consisted of 50 multiple items conducted before and after the intervention. The results showed that podcast integration significantly improves learners' knowledge of vocabulary. Moreover, podcast help to establish a learner-centered environment during the learning process.

The eighth study by Faramarzi & Bagheri (2015) investigated the role of podcast, reviewed the past issues and offered future directions in instructional technology and language learning. The researchers considered the required materials, learning styles and habits, and effectiveness of podcasting. The findings showed that based on the previous studies, language learners should get useful educational RSS feeds, clear and necessary instruction, motivation and encouragement to use podcast, outlining podcast materials and also supplementary materials to help them understand the learning process better. The researchers mentioned that future research should focus on students' preference types of podcast and give a feedback after monitoring.

The ninth study about podcasting approaches for learning by Edirisingha, Hawkrige & Fothergill (2009) investigated the potential of podcasting for teaching, learning, and assessment. Three approaches were used from three different universities: 1) helping students to prepare presentations and assessed work, 2) offering feedback from staff on students' assessed work, and 3) assisting undergraduates to make the transition from school or college to university. The result showed that podcasting gave benefits for distance education of the long-distance learners.

The tenth study about college students' motivations for using podcasts by Chung & Kim investigated students' motivations, attitudes and behaviors concerning podcasts use including their learning environment. The survey included 636 college students. The research found that six dimensions of motivations were prominent for podcasts use: (1) voyeurism/social interaction/companionship, (2) entertainment/relaxation/arousal, (3) education/information, (4) pastime/escape, (5) habit, and (6) convenience.

The eleventh study from McClung & Johnson (2010) about examining the motives of podcast users. The survey was conducted of 354 fans found via fan websites of the shows on Facebook and MySpace. The results showed that the bulk of the podcast users are well educated and affluent. The respondents also preferred to listen to the podcasts via portable devices. Almost 90% of the users showed they were interested in choosing podcast topics related to entertainment, time-shifting, library building, and a favorable view of advertising.

The twelfth study about exploring the use of video podcasts in education by Kay (2012) provided a comprehensive review of research on video podcasts from 2002 to 2011 to guide future studies and educational practice. 53 articles from an extensive search were chosen including key words about history, types, benefits and challenges of podcast, previous literature reviews, methodological concerns, and suggestion for the future research. This study concluded that future research should focus on the quality and design of video podcasts, pedagogical strategies, viewing patterns and impact on learning effectiveness, and individual differences in video podcast use.

The thirteenth study about how do students use podcasts to support learning by Scutter, Stupans, Sawyer & King (2010) described how podcasts were used by students in a medical radiation program. Podcast generally used to review lecture content and understand new terminology. Students generally listened to the recordings during the time they received *PowerPoint* presentations. The findings showed podcast lectures need to be introduced as instructional methods within the broader context of instructional goals.

The fourteenth study about the use of podcasts to improve students' listening and speaking skills for EFL learners by Ramli (2018). The study aimed to investigate the podcast use in developing students' English skills, *listening and speaking*. This study aimed to give review to some previous research and designed teaching instruction using podcasts. The result found that the achievement in using technology affected both teachers and learners. To perform more creative instruction in a classroom setting, the teachers was also challenged to have an ability to integrate technology tools (such as *podcasts*).

The fifteenth study about podcasts and mobile assessment enhance student learning experience and academic performance conducted by Morris (2010) combined podcasts to assess the effect on examination performance and lectures with mobile assessments (completed via SMS on mobile telephones) Students on a final year, research-led, module were randomly divided into equal-sized control and trial groups. Podcasts / mobile formative assessments for lectures on the module were applied to the trial group. The results of this study

concluded that providing supporting resources does have a positive impact on student performance.

The sixteenth study from Carvalho, Aguiar, Santos, Oliveira, Marques, & Maciel (2009) about students' and lecturers' perspectives reports the use of podcasts in blended-learning at the University of Minho, in Portugal. To support their undergraduate and graduate courses and their students' learning, six lecturers created their podcasts for different purposes. The findings showed that podcast is beneficial for teaching and learning, but they are time-consuming and there is no institutional recognition.

The seventeenth study about the potential value of student-created podcasts as assessment tools in higher education by Hopkins & Grosseteste (2012) described how groups of the second year undergraduate students on an Education and Subject Studies honors degree course at a small university college in the UK, engaged in a podcast creation assignment. They were asked to create their own podcast and reflective journals as part of their on-going assessment. The findings indicated that the students' achievement in the podcast creation assignment was significantly better compared with the marks achieved in six other assignments, marked using comparable criteria.

The eighteenth study about an investigation of Turkish teacher candidates listening skills by Karagöz, İşcan, Baskin, Irşi (2017) aimed to specify the behaviors and attitudes of students who are studying Turkish Language Teaching. The survey sample was composed of 148 Turkish Language Prospective Teachers. The data collection was obtained by implementing the "Listening Skill

Scale “. In conclusion, 148 prospective teachers had 59,122 average points from this scale.

The nineteenth study about the impact of podcasts in education by Goldman (2018) presents evidence from various researchers and first-hand experiences that precisely demonstrate the positive impact podcasts have in education. The analysis included podcasts as a teaching and learning resource and podcast for teachers’ preparation. The conclusion of the research showed that podcasts is indeed beneficial for teachers and students by creating new classroom assignments and expanding their learning materials.

The twentieth study about the role of podcasting in effective curriculum renewal by Niewa, Armellini, Harrington, Barklamb & Randall (2010) reports on a case study into the contribution of podcasting to the curriculum transformation of two distance-taught master’s programs. 59 podcasts were introduced into the curriculum over 12 months included the challenges related to add flexibility to the curricula, increase learner engagement (both with learning materials and feedback) and reduce learner isolation. The result showed that the students’ learning experiences improved as a result of four key benefits associated with the integration of podcasting in learning design.

The twenty-first study about the value of using short-format podcasts to enhance learning and teaching by Brady, Scott, Taylor, Carabatta & Clark (2009) presented the findings of a podcasting trial in the Faculty of Economics and Business at the University of Sydney, Australia. The trial investigated the value of using short-format podcasts to support assessment for postgraduate and

undergraduate students. In investigating perceptions of the benefits of podcasting, incorporating surveys, focus groups, and interviews, a multi-method approach is taken. The results showed students believed that podcasts is useful to improve their learning. The lecturers also felt podcasts helped diversify their pedagogical approach and support a diverse student population.

The twenty-second study about using podcasts for learning English by Ching Li (2010) examined the Hong Kong secondary six (S.6) English as Second Language (ESL) students' perceptions in the use of podcasting in English learning. It was introduced by Apple's iPod and is now rapidly increasing the variety of podcasts for educational purposes. The educational benefit of podcasts had been investigated by many experts, yet the idea has still not been introduced in Hong Kong. The findings concluded that all of the participants agreed that podcasts help them enhanced their language skills.

The twenty-third study about the academic efficacy of podcasting by Heilesen (2010) reviewed scholarly literature published 2004–2009 on experiences with podcasting in higher education. Indications of the efficacy of podcasting were as yet fairly weak in terms of assessing student performance. Still, podcasting did seem to have a generally positive impact on the academic environment. One such effect was opening up for experimentation with known forms of teaching. Another effect was that many students experienced podcasts as a genuine improvement to the study.

The twenty fourth study from Tabatabaee & Rezvani (2019) about effects of using English podcasts on idioms and vocabulary learning investigated idiom

and vocabulary learning of Iranian EFL upper and lower intermediate learners using podcasts. 100 participants were chosen and divided into two experimental groups and two control groups. The researcher conducted vocabulary and idiom pre-tests to assess the learners' knowledge of the target vocabulary and idioms prior to treatment. The control group were taught conventionally using an ELT textbook, whereas the experimental groups' learners were taught using podcasts. All groups received post-test after the intervention. The findings showed that the learners who are taught using podcasts outperformed the control group on the post-test. The learners also gave positive attitude toward podcasts.

The twenty fifth study about the effect of vodcasting tasks on EFL listening comprehension progress in an online program by Faramarzi, Tabrizi & Chalak (2018) examined the listening comprehension progress of Iranian intermediate learners using video podcasting tasks. A quasi-experimental design was used with 120 English learners were selected as the participants. Online vodcasting tasks from five different genres were applied for twelve weeks. The results of the study showed that there was a statistically significant increase in listening comprehension scores from pre-test to post-test.

The twenty sixth study about using podcast to improve students' listening and speaking achievements by Fitria, Vianty & Petrus aimed to investigate whether or not there were significant differences between the twelfth grade students of MAN 3 Palembang especially on their English listening and speaking achievements. The sample of this research was the 60 twelfth grade students of MAN 3 Palembang in the academic year 2014/2015. Both experimental and



control groups were given pre-test and post-tests. Questionnaire was also administered to the students in the experimental group. The results showed that there were significant differences in both listening and speaking achievements between the experimental and control groups. The results of questionnaire also indicated that podcasts offered meaningful, appropriate, interesting tasks, activities and authentic materials that attract the students' attention, increase their motivation, and improve their comprehension.

The twenty seventh study about improving students' listening skills through podcasts by Permatasari (2012) applied podcast as a media to improve the listening skill of the grade VIII A students of SMP Bopkri 1 Yogyakarta in the academic year of 2012 / 2013. This study was action research which comprised two cycles. The participants of this research were the teacher, the researcher, and 27 students of VIII A class of SMP Bopkri 1 Yogyakarta in the academic year of 2012 / 2013. The data of this study were qualitative and quantitative. Field notes and interview transcripts were obtained during the observation of teaching and learning process. The pre-test and post-test were also conducted to assess the students' speaking ability. The findings indicated that the students' listening skill improved along with a lot of listening practices and the implementation of podcast improves the students' listening skill. Moreover, the findings were also showed that the means of the students' listening score significantly improved from 70.22 in the pre-test to 76.59 in the post-test.

The twenty eighth study about use of podcasts in improving students' speaking skill by Samad, Bustari & Ahmad (2017) aimed to find out if there is a

significant improvement on students' speaking skills using podcast. The sample of this study with total 30 students was chosen to employ pre-test and post-test. These tests are provided in the form of oral tests. The finding showed that there was a significant improvement of the students' speaking skills performance after the undertaking treatments and that the post-test score was significantly higher than the pre-test result.

The twenty ninth study by Cheta & Eberechukwu (2018) compared the effectiveness of podcast versus vodcast towards undergraduate students of Faculty of Education in University of Port-Harcourt academic achievement in ICT. Fifty two students formed podcast while forty six students used vodcast. Post-test were applied to the participants contained 20 item test. The study found that the reliability coefficient was 0.60. It also showed that students who used podcast had higher academic achievement than who used vodcast.

The thirty study by Saputra (2014) about podcast used in listening comprehension examined the students of SMP Muhammadiyah 1 Way Jepara in the academic year 2014/2015 listening habits interaction to the podcast as the teaching media. Multiple choice test and questionnaire were given to the both group who had high and low listening habits. The result showed that podcast affects their listening comprehension. There was an interaction between students' listening habits and the podcast used as the media to teach listening.

From the previous study above, there are differences and similarities of each study and this research. Regarding the similarities, all of the previous study

were investigated the effectiveness of podcast in language learning. This research has similarity with some previous study mentioned above, in terms of the research design, where the pre-test and post-test were conducted and podcast was given as an intervention. The previous studies and this research are different in parts of population, sample, and place of where the data was taken. Most of the previous studies reviewed how podcast affected students' writing and vocabulary performance, while this study would examine podcast as an effective teaching tool in learning listening.

## **2.2 Theoretical Foundations**

This section will explain about podcast related to its definition, British Council podcast, and the benefits and the weaknesses of podcast.

### **2.2.1 Podcast**

#### **2.2.1.1 Definition of Podcast**

The improvement of networks has changed the way of e-learning. E-learning helps to connect the teachers and students at a convenient time and place. Podcast has been considered as an interesting way of learning among colleges and universities (Dupugne, Millette, & Grinfeder, 2009). The use of podcast to support education, especially in language learning, has been growing (French, 2006). However, there are a few teachers applied podcast as a media in the EFL context (Celik, 2013).

The terms podcast comes from the words iPod and broadcast (Duke, 2006; Rosell-Aguilar, 2007). It is also defined as an application which is available on the internet that can be played and downloaded to a mobile device (Kidd &

Chen, 2009). Podcast is also known as a radio or TV shows that can be downloaded to our desktop using RSS (Really Simple Syndication) and to be listened or watched based on the topic that interest the users (Dudeny & Hockly, 2008).

Educational podcasting allows the learner to listen, to download, and review what they hear from the podcast (Copley, 2007). Evans (2008) stated that podcast can be shared via electronic portable devices and can be listened to every time and everywhere.

Man Sze (2006) mentioned that podcasts is an audio program that updates its new episodes in a certain interval. Putman & Kingsley (2009, p. 101) explained that podcast is a digital form of traditional broadcast like radio.

From the terms above, it can be concluded that podcast is an audio or video that can be downloaded from the internet to electronic devices and can be played at a convenient time. Podcast also allows the user to choose various topics they like.

#### **2.2.1.2 British Council Podcast**

Many experts have argued that podcast can be an inventive technique for teachers and students in language learning. Podcast showed that it has a significant role in affecting students' learning outcomes. Experts believe the application of podcast is beneficial to encourage students practicing on listening at their convenient time and place.

British Council is one of hundreds platform that provides podcast as a learning material for free, especially for listening skills. It has been developed for

educational purposes (Coleman, 2011) and has been the largest organization that supports English language teaching (Fisher, 2009). Wallace and Dunn (2013) claimed that this website provides activities for people to learn English in an interesting way. There are a lot of episodes and series for each theme that can be an option based on students' preferences. Not simply offers audio files, this type of podcast brings a natural conversation more alive, since the students can hear the native speakers' says.

From beginner, intermediate, and to advanced levels, British Council provides various podcast themes and topics based on the students' ability to learn English. EFL learners are also able to prompt their knowledge language with the best experts in the world (Coleman, 2011). Audio transcriptions are available for the user who is likely new to the podcast so that they are able to check the sentences, the language structures, and etc.

To prevent the users get bored, British Council podcast also offers kinds of games and quizzes. During the listening time, students may hear a little joke from the speakers. British Council podcast comes with some comprehension questions. Moreover, a further explanation about grammar and language features given at the end of the podcast series.

### **2.2.1.3 The Benefits of Podcast**

Podcasting is said beneficial for both teachers and learners since the both parties can utilize this tool by using the existing podcast or even creating their own original podcast (Rosell-Aguilar: 2007). Yaman on his journal (2016) stated that it is hard to access authentic materials especially for EFL learners; however

podcast removes this barrier by providing original speech, dialogues, radio and TV programs, etc.

Podcast gives some advantages for its users (Meng: 2005) such as record and distribute news broadcasts, recorded teacher's notes, recorded lectures distributed directly to student's MP3 players, recorded meeting and conference notes, students projects and project support interviews, and oral history archiving and on-demand distribution. All these activities seem hard to do yet it will enhance the sense of learning by doing, raise students learning centered, and broaden the students' out-of-class experience.

Other benefits are podcast supports other language skills, for example, the students may hear a new vocabulary during the process of listening podcast. It is also available both online and offline with limitless resources and authentic materials.

#### **2.2.1.4 The Weaknesses of Podcast**

The use of podcast for learning purposes definitely has several merits and weaknesses. The role of teachers is needed to assist these disadvantaged students.

Digital immigrant teacher may be disadvantageous as creating podcast requires a certain level of technical knowledge. Podcast will seem limited if the language learners did not supported by rich linguistics contents. It may not be possible for students to have an access the internet 24/7.

Maag (2006) identified some potential challenges of using podcast: students' adoption of the educational aspect of the device, member subscription,

and also technical support from school e.g., server space, bandwidth, and maintenance.

## **2.2.2 Listening**

### **2.2.2.1 General Terms of Listening**

Nunan (1998) mentioned that listening includes a process of decode and construct both verbal and nonverbal meaning that followed by two cognitive processes, including bottom-up (data driven) and top-down (conceptually driven). The bottom-up process happened as the activity of listening started from the smallest to the largest units of linguistics. Meanwhile, the top-down processing pointed out that the learners' background of knowledge they already had is used to grasp the new information.

According to the Council of Chief State Officer (CCSSO, U.S., 2009), listening is the ability to get the meaning of an instruction, scan the gist and abstract information, and follow up the training modules. Listening is an integrative activity including identifying, understanding, and interpreting spoken language (Harrowth, 1966). Mendelsohn (1994) defined listening as a skill of understanding spoken language of native speakers that requires the ability to process the linguistic forms, cope an interaction, understand and comprehend the messages, and also recognize each genre.

From the definitions above, listening can be defined as a complex integrated process of identifying and understanding sounds in spoken form. Both teachers and students are expected to find the best way to overcome the obstacles and maximize the strategies in teaching and learning process.

### **2.2.2.2 Listening Strategies**

Listening became a substantial skill as people spend a large proportion in communication. However, there are many factors that can disturb the process of listening, such as insufficient emphasis on listening, immature teaching methodologies, ineffective listening strategies, and students' lack of vocabulary (Golchi, 2012, p.112). Therefore, successful strategies are needed to reach successful listening comprehension.

In conducting the listening process, many possible obstacles cannot be denied. The lack of facility from school, the problem of native speakers who speak too fast either with low voice, different English accents, are some of the reasons why listening is considered as the hardest among the main four language skills.

Ho (2006) defined listening strategies as a method to help students to achieve the listening input. There are at least three types of listening strategies, which are cognitive, metacognitive, and also socio-affective strategies (O'Malley & Chamots, 1990). Cognitive strategy is mental activities which help students to understand the linguistics system, especially in long term memory (Huy, 2015). Metacognitive strategy (Ratebi, 2013) involves the knowing of process of planning, monitoring, and evaluating the learning activity. Socio-affective strategy includes the individual or group activities such as cooperation, recasting, and clarification of meaning.

### **2.2.2.3 Teaching Listening for Senior High School**



Teenagers are affected by social and emotional issues during second language learning. They often feel unmotivated, inactive, yet very critical to their teachers. They may be anxious and sensitive while learning with their peers who can do much better than themselves (Wilson, 2008).

Rubin (1994 as stated in Brown (2001) identified the listener characteristics of proficiency, memory, attention, affect, age, gender, background schemata, and also learning disabilities in the L1 are such factors that affect to the listening process. Moreover, things like clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, and intonation make listening sounds a lot more difficult.

Kemendiknas (2016) mentioned students pushed to comprehend and compress the meaning through an interpersonal, transactional, special, and functional form within past years. Usually, the tenth-grade students were demanded to learn descriptive, recount, narrative, and also song text. However, teaching listening still becomes a frightening obstacle for both teachers and learners.

Nowadays, teachers are asked to make use of the technology improvement of the twenty-first century. Technology facilitates integrative learning through multimedia sophistication. Moreover, students deserve to get authentic, accessible and reliable listening materials to encourage learning a language.

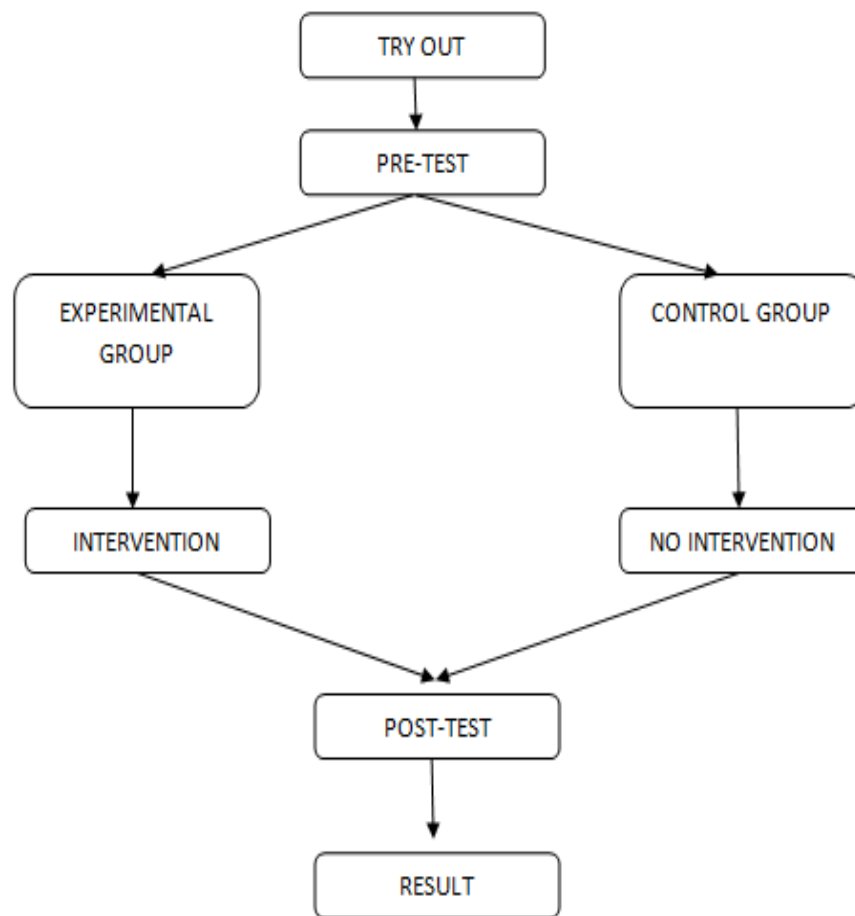
Erben, Ban, & Castañeda (2009) stated that the use of a wide range of authentic materials from the internet can engage the students with language input.

A generation of digital native right now perhaps needs a new way to learn and understand through the internet. With technology advances, they have more chances to access listening materials from basic to expert levels.

### **2.3 Theoretical Framework**

In conducting this study, the researcher expected that the students would be able to improve their listening skills through podcasting activity. Try out test would be given before conducting the pretest. Both the experimental and control group would receive pretest. Then, the researcher applied podcasting activity as the intervention only to the experimental group. Finally, the researcher would conduct post-test for both experimental and control group to see the result.

To make it short, the researcher provided the following scheme.



*Figure 1. The Scheme of Podcasting Application*

## CHAPTER 3

### RESEARCH METHODOLOGY

This chapter presents the research design, population, sample, research variables, data collection, and analysis of pre-test and post-test.

#### 3.1 Research Design

The researcher used a nonrandomized (nonequivalent) quasi-experimental research. This type of research compares the two groups that have almost equivalent characteristics.

Cook and Campbell (1979) stated that in doing nonrandomized pretest-posttest design, the experimental group would have pretest and post-test including the treatment (X), whereas the control group design would have pretest and post-test (O<sub>3</sub> & O<sub>4</sub>) with no treatment during the observation.

<u>Pretest</u>	<u>Treatment</u>	<u>Post-test</u>
O <sub>1</sub>	X	O <sub>2</sub>
O <sub>3</sub>		O <sub>4</sub>

#### *Non-randomized Pretest-Posttest Design*

*Source. (Cook & Campbell, 1979, p.104)*

Therefore, in using nonrandomized quasi-experimental research, the researcher chose the nonrandomized pretest-posttest design to compare the findings between the experimental and control group after applying podcast.

### **3.2 Population**

Hanlon and Larget (2011) defined population as a unit of interest that possesses some common characteristic. In conducting this research, the researcher was interested in taking the first-year students of MAN 2 Rembang as the population that is located in Jalan Sunan Bonang KM 01 Lasem Rembang. The researcher chose the population based on the pre-observation interview with the English teachers. Most of them usually apply the grammar-translation method and rarely give listening practice to the students during teaching and learning process.

### **3.3 Sample**

Sample can be defined as the selected individuals to be the participants of the study (Hanlon &Larget, 2011). The researcher used the non-probability sampling method to take the data. The students of X MIPA 3 and X MIPA 4 of MAN 2 Rembang were chosen as the sample of this quasi-experimental research.

### **3.4 Variable**

Variable can be seen as something that has a variety of value. It can be something that can be seen or abstract (Kaur, 2013). It should be stated to see the clear objectives of the research, and that the researcher can draw the conclusion of his or her study. The more various the variable of a study, the longer time will be needed to observe.

There are different types of variables they are independent and dependent variable. Leroy (2011) stated independent variable is also known as the

intervention of research. It is a component that shows the cause and effect of the treatment, which is expected to bring a positive outcome. In this research, the independent variable involved the activity of podcasting as the intervention. Dependent variable is defined as the outcome of the intervention (Leroy, 2011). The dependent variable of this study included the students' listening skills which are expected to have a significant difference after receiving the intervention.

### **3.5 Data Collection**

To collect the research data, the researcher used pre-test and posttest as the instrument to measure the significant effect of podcasting towards the participants. Before conducting a pre-test, the researcher tested the reliability and validity of the instrument that had been made. If the result shows that reliability and validity were accomplished, the researcher would continue to conduct such a pretest.

#### ***3.5.1 Type of Data***

In this study, the researcher uses quantitative data analysis method. The process of collecting the data was divided in two cycles into six meetings. There were pre-test, podcast implementation, and post-test.

#### ***3.5.2 Instrument of Collecting the Data***

Instrument is used as a tool for the researcher to obtain the data. In this study, the researcher used a test to measure the students' listening skills.

### **a) *Pre-Test***

The researcher wanted to explore the students' listening ability before applying podcasting technique. Both the experimental and control group were given listening materials and they had to answer some questions. The result of the pretest would be the researcher's consideration to choose which series of the podcast that provides the most appropriate listening materials for their level. Podcasting activity was applied only to the experimental group after the pretest had done. This treatment was given for about four weeks.

### **b) *Post-Test***

After applying podcast for about four weeks to the experimental group, the researcher conducted a post-test for both groups in order to know the significant improvement of using podcasting technique related to the students' listening skills. The students had to answer some questions related to the podcasts that had been learned.

### **3.5.3 *Validity***

A test is valid when it measures what is supposed to be measured and that there is a correlation between the score with the actual ability that has been measured. To calculate the validity of each test items, the researcher followed the Pearson product-moment formula (Arikunto, 2006: 72)

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

Where

$r_{xy}$  = coefficient correlation between x and y validity of each item

$N$  = number of students participating in the test

$\sum X$  = The sum of the score in each item

$\sum X^2$  = The sum of square total score in each item

$\sum Y$  = The sum of total score from each student

$\sum Y^2$  = The sum of square total score from each student

$\sum XY$  = The sum of multiple of score from each student with the total score in each item.

#### **3.5.4 Reliability**

Reliability is the consistency or stability of the test scores. Test reliability can be affected by several factors. There are many types of estimating reliability that is to retest the same individuals with the same test, the use of alternate or parallel forms, and also “split-half” procedures. In calculating the test reliability, the researcher used the SPSS version 16. The total variance should be computed before testing the reliability used the following formula:

$$Vt = \frac{\sum X^2 - \left(\frac{\sum X^2}{N}\right)}{N}$$

In which,

$Vt$  : the total variance

$\sum X$  : the total score



$\sum X^2$  : the sum of square of the total score

N : the number of students

Then, the researcher followed K-20 formula (Kuder-Richardson) below:

$$r_{11} = \left( \frac{k}{k-1} \right) \left( \frac{Vt - \sum pq}{Vt} \right)$$

Where:

$r_{11}$  = reliability of the test

p = proportion of the students answer the item correctly

q = proportion of the students answer the item wrongly

$\sum pq$  = sum of the multiplication of pq

k = the number of items in the test

### ***3.5.5 Item Difficulty***

Item difficulty index measures easiness of test item of the total examinees who gave the correct answer. To compute the item difficulty, the researcher divided the number of people answering the item correctly by the total number of people answering item, following Brown (2004:59) formula:

$$P = \frac{B}{JS}$$

In which,

P : item difficulty

B : the number of the students who answered correctly

JS : the total number of the students

Wood (1960) stated the higher the difficulty index means the item is easy for the examinees. It ranges from 0-100% or 0.0-1.0 which interpreted as belows:

- a) <30% = too difficult
- b) 30 – 70% = good or acceptable
- c) >70% = too easy

Knowing the ranges of item difficulty index, the experts qualify ranges 50-60% are an ideal percentage of items for examinees.

### ***3.5.6 Item Discrimination***

A good item discriminates between examinees who can answer the item correctly and poorly. In computing the discrimination index, the researcher ranked the order of students' score and divided the total correct answer of the upper group by the total correct answer of the lower group using Ms. Office Excel. The higher the discrimination index, the better the item discriminates the upper group to get more items correct than the lower group.

In terms of discrimination index, Ebel & Frisbie (1986) classify the ranges as follows:

- a)  $>.40$  = very good
- b)  $.30 - .39$  = good
- c)  $.20 - .29$  = margin
- d)  $<.19$  = poor

### ***3.5.7 Scoring Technique***

The objective test was used in this study in order to make the scoring system easier. Therefore, the researcher used this following formula:

$$p = \frac{f}{n} \times 100\%$$

In which,

- $p$  : numbers of percentage
- $f$  : frequency
- $n$  : number of cases

### ***3.5.8 Normality***

To find out if the pretest and posttest were normally distributed, the researcher used SPSS version. This analysis followed Kolmogorov-Smirnova test using the level of significance at 0.05.

### ***3.5.9 Homogeneity***

The researcher used SPSS version to find out the variance of each sample. Homogeneity of the data of each group is very important. This analysis used the level of significance at 0.05.

### 3.6 Analysis of the Pre-test and Post-test

The use of T-test is often to compare the means of two groups. It provides the answer if the researcher was allowed to conclude whether the two samples have a significant difference.

The researcher counted the standard deviation to obtain the t-value.

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

Where

$s$  : standard deviation

$s^2$  : variance

$n_1$  : the number of students participating in the test in experimental group

$n_2$  : the number of students participating in the test in control group

To calculate the t-value of the pretest and posttest result between the experimental and control group, the researcher used this following formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

$t$  : t-value

$\bar{X}_1$  : the average score of experimental group

$\bar{X}_2$  : the average score of control group

$n_1$  : the number of students participating in the test in experimental group

$n_2$  : the number of students participating in the test in control group

$S_1$  : standard deviation of the experimental group

$S_2$  : standard deviation of the control group

## **CHAPTER 4**

### **FINDINGS AND DISCUSSION**

This chapter discusses the description of the research, research findings, result of try-out test, analysis of pre-test and post-test, and differences students' ability before and after podcast implementation.

#### **4.1 Description of the Research**

This study was conducted from April until May 2019 in MAN 2 Rembang. The samples of this study were XMIPA 4 as the experimental group and XMIPA 3 as the control group.

Try-out test were conducted twice to measure the validity and reliability of the research instrument. Pretest were given to the both groups that consisted of 60 students. The pre-test for the experimental group were held on 22<sup>nd</sup> of April, 2019, and for the control group on 25<sup>th</sup> of April, 2019. There were 30 test items that had to be finished in 30 minutes.

The intervention was given after the pre-test had been conducted. Only the experimental group received podcasting activity, while the control group was only taught using the conventional method. The researcher applied the podcasting activity for about four weeks.

After the intervention, the researcher conducted post-test for both experimental and control group. The test items were the same as the pre-test

items. The post-test for the experimental group were held on 14<sup>th</sup> of May, 2019, and for the control group on 16<sup>th</sup> of May, 2019.

## 4.2 Research Findings

This section presents the result of the try-out test including the validity, reliability and difficulty level of the try-out test, analysis of pre-test and post-test including the normality, homogeneity, and also the result of the t-test.

### 4.2.1 Result of Try-Out Test

Try out test was held on 16<sup>th</sup> and 18<sup>th</sup> of April, 2019. The subject of the try-out test were the 30 students of XMIPA2 of MAN 2 Rembang. The test consisted of 50 items. The result of the try-out test could be seen below.

**Table 1. Result of Try-Out Test**

#### Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
TryOut_test	30	44	88	2124	70.80	11.174	124.855
Valid N (listwise)	30						

From the table above, the try-out test shows that the minimum score of the try-out test is 44 and the maximum score of the try-out test is 88. The mean score of the try-out test is 70.80.

#### 4.2.1.1 Validity

Before the pre-test given to the sample, the researcher measured the validity of the try-out test using Ms. Office Excel. The researcher used item number 2 as an example to calculate of validity of the try-out test. The result of validity of the try-out test was 0.665, for  $\alpha = 5\%$  with  $N = 30$ . The  $r_{table} = 0.361$ .

**Table 2. Calculation of Validity**

Number	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	1	44	1	1936	44
2	1	41	1	1681	41
3	1	42	1	1764	42
4	1	41	1	1681	41
5	1	41	1	1681	41
6	1	41	1	1681	41
7	1	41	1	1681	41
8	1	40	1	1600	40
9	1	40	1	1600	40
10	1	40	1	1600	40
11	1	39	1	1521	39
12	1	38	1	1444	38
13	1	38	1	1444	38
14	1	38	1	1444	38
15	1	37	1	1369	37
16	1	37	1	1369	37
17	1	36	1	1296	36
18	1	35	1	1225	35
19	1	33	1	1089	33
20	1	32	1	1024	32
21	1	32	1	1024	32
22	1	31	1	961	31
23	1	30	1	900	30
24	1	30	1	900	30
25	0	30	0	900	0
26	1	30	1	900	30
27	1	29	1	841	29



28	1	28	1	784	28
29	1	26	1	676	26
30	0	22	0	484	0
<b>SUM</b>	<b>28</b>	<b>1062</b>	<b>28</b>	<b>38500</b>	<b>1010</b>

The researcher followed the Pearson product-moment formula to compute the validity of each test items:

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

$$r_{xy} = \frac{30 \times 1010 - 28 \times 1062}{\sqrt{\{30 \times 28 - 28^2\} \times \{30 \times 38500 - 1062^2\}}}$$

$$r_{xy} = \frac{30.300 - 29.736}{\sqrt{\{840 - 784\} \times \{1.115.000 - 1.127.844\}}}$$

$$r_{xy} = \frac{564}{\sqrt{\{56\} \times \{12.844\}}}$$

$$r_{xy} = \frac{564}{\sqrt{719.264}}$$

$$r_{xy} = \frac{564}{848}$$

$$r_{xy} = 0.665$$

From the computation above, it could be seen that the  $r_{xy}$  (0.665) was higher than  $r_{table} = (0.361)$ . Therefore, the item number 2 was said to be valid.

From the computation above, it could be seen that the  $r_{xy}$  (0.665) was higher than  $r_{table} = (0.361)$ . Therefore, the item number 2 was said to be valid.

**Table 3. Validity of Try-Out Test**

Criteria	Item Number	Total Number
Valid	2,4,7,8,9,10,12,14,15,16,17,19,21,25,26,28,29,32,33,34,36,37,38,39,41,42,43,46,47,49,50	31
Invalid	1,3,5,6,11,13,18,20,22,23,24,27,30,31,35,40,45,48	19

The table shows that there were 19 out of 50 test items invalid. Therefore, only 31 items were valid. To make the assessment easier, the researcher chose 30 items to be used as the instrument. The result of the validity could be seen in appendix 6.

#### **4.2.1.2 Reliability**

The researcher analyzed the reliability of the try-out test using SPSS version 16. The result of reliability of the try-out test was 0.796, for  $\alpha = 5\%$  with  $N = 30$ . The  $r_{table} = 0.361$ .

Here is the computation for the item variance of the try-out test.

$$Vt = \frac{\sum X^2 - \left(\frac{\sum X}{N}\right)^2}{N}$$

$$Vt = \frac{38500 - \left(\frac{1062^2}{30}\right)}{30}$$

$$Vt = \frac{38500 - \left(\frac{1.127.844}{30}\right)}{30}$$

$$Vt = \frac{38500 - (37594.8)}{30}$$

$$Vt = \frac{905.2}{30}$$

$$Vt = 30.1733$$

The calculation of K-20 formula (Kuder-Richardson) resulted as follows:

$$r_{11} = \left(\frac{k}{k-1}\right)\left(1 - \frac{\sum pq}{Vt}\right)$$

$$r_{11} = \left(\frac{50}{50-1}\right)\left(1 - \frac{6.61444}{30.1733}\right)$$

$$r_{11} = \left(\frac{50}{49}\right)(1 - 0.219)$$

$$r_{11} = (1.02)(0.781)$$

$$r_{11} = 0.796$$

Table of the reliability analysis of the try-out test using SPSS version 16 can be seen as follows.

**Table 4. Reliability of Try-Out Test**

**Reliability Statistics**

Cronbach's Alpha	N of Items
.708	51

Based on the computation above, the result of the  $r_{\text{value}}$  0.792 was higher than the  $r_{\text{table}} = 0.361$ . It can be concluded that the research instrument used was reliable. The calculation of the reliability of the try out test could be seen on appendix 7.

#### **4.2.1.3 Difficulty Level of the Try-Out Test**

To find out the difficulty level of the try-out test, the researcher followed Brown (2004) formula. The criteria of difficulty level if  $0.00 < P \leq 0.30$  is difficult, if  $0.30 < P \leq 0.70$  is medium, and if  $0.70 < P \leq 1.00$  is easy.

To show the computation of difficulty level of the other test items, the researcher chose item number 1 as the example. The calculation resulted as below:

$$P = \frac{B}{JS}$$

$$P = \frac{30}{30}$$

$$P = 1$$

Based on the criteria above, the item number 1 is categorized as easy. The categorization of the criteria of difficulty level of the try-out test was showed as the following table:

***Table 5. The Categorization of Difficulty Level***

Criteria	Item Number
Difficult	13,15,19,20,39,40
Medium	5,11,12,14,16,17,18,33,34,36,44,50
Easy	1,2,3,4,6,7,8,9,10,21,22,23,24,25,26,27,28,29,30,31,32,,35,37,38,41,42,43,45,46,47,48,49

The table shows that there were 6 difficult test items, 12 medium test items, and 32 easy test items. The result of the difficulty level could be seen in appendix 8.

#### ***4.2.1.4 Discriminating Power***

The discrimination power of the test is categorized into four criteria.

- 1) Index 0.00 – 0.19 = poor
- 2) Index 0.20 – 0.29 = moderate
- 3) Index 0.30 – 0.39 = good
- 4) Index 0.40 – 1.00 = very good

**Table 6. The Categorization of Discrimination Power**

Criteria	Item Number
Very Good	7,14,15,29,33,39,50
Good	4,8,10,16,32,37,49
Moderate	3,9,12,17,19,21,22,25,28,34,36,38,46
Poor	1,2,5,6,11,13,18,20,23,24,26,27,30,31,35,40,41,42,43,44,45,47,48

The table above shows that there 23 poor, 13 moderate, 7 good and 7 very good items. The result of discrimination power could be seen in appendix 9.

From the previous analysis, involving validity, reliability, difficulty level, and discriminating power, only 30 out of 50 were used as the pre-test items.

**Table 7. Categorization of Used Items for Pre-Test**

Criteria	Item Number
USED	2,4,7,8,9,10,12,14,15,16,17,19,21,25,26,28,29,32,33,34,36,37,38,39,41,42,43,46,47,49,50
NOT USED	1,3,5,6,11,13,18,20,22,23,24,27,30,31,35,40,45,48

#### **4.2.2 Analysis of Pre-Test**

The researcher conducted the pre-test for both experimental and control group. The correct items was scored 1, while the wrong items was scored 0. The minimum of the total score was 0 and the maximum of the total score was 100. The result of the pre-test for the experimental and control group could be seen in appendix 13.

The researcher then analyzed the pre-test result using SPSS version 16. Below are the result average score of both experimental and control group.

**Table 8. Result of Pre-Test of Experimental and Control Group**

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Pre-Test Experiment	30	50	97	73.13	14.100	198.809
Pre-Test Control	30	53	90	73.03	10.496	110.171
Valid N (listwise)	30					

The results shows that the mean score of the experimental group was 73.13, while the control group was 73.03. It means that the students of both groups were relatively having the same ability before the treatment.

#### **4.2.2.1 Normality of Pre-Test**

To find out the normality of the pre-test, the researcher used Kolmogorov-Smirnova. A normal distribution determined by the p-value (sig.) which must be higher than  $\alpha$  (0.05).

**Table 9. Result of Normality of Pre-Test**

Class		Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Learning	Pre-Test	.112	30	.200*	.949	30	.163
Outcome	Experiment						
	Pre-Test Control	.099	30	.200*	.963	30	.359

Based on the table, p-value (sig.) of the experimental group (0.200) was higher than  $\alpha$  (0.05) and the p-value (sig.) of the experimental group (0.200) was higher than  $\alpha$  (0.05). Therefore, the data were considered to have normal distribution.

#### 4.2.2.2 Homogeneity of Pre-Test

It is important to check whether the data from both experimental and control group were homogeneous or not. The homogeneity of variance determined from the p-value (sig.) that must be higher than  $\alpha$  (0.05).

**Table 10. Result of Homogeneity of Pre-Test**

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Learning Outcome	Based on Mean	2.476	1	58	.121
	Based on Median	2.400	1	58	.127
	Based on Median and with adjusted <i>df</i>	2.400	1	53.425	.127
	Based on trimmed mean	2.446	1	58	.123



Based on the table, p-value (sig.) of data (0.121) was higher than  $\alpha$  (0.05). It can be concluded that the data has homogeneous distribution.

#### ***4.2.2 Analysis of Post-Test***

After taking the data for this research, the researcher analyzed the result of the post-test from both experimental and control group. The post-test was conducted after the experimental group given podcast as the treatment and the control group taught using conventional method.

The score of experimental and control group could be seen in the appendix 14. Below is the result average score from both groups were compared.

***Table 11. Result of Post-test of Experimental and Control Group***

<b>Descriptive Statistics</b>						
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Post-Test Experiment	30	70	97	83.33	9.076	82.368
Post-Test Control	30	57	93	77.57	10.187	103.771
Valid N (listwise)	30					

The result shows that the mean score of the experimental group was 83.33 and the control group was 77.57. It means that the ability of students from experimental and control group was increased after the intervention given.

#### ***4.2.3.1 Normality of Post-Test***

To analyze the normality of the post-test from experimental and control group, the researcher used Kolmogorov-Smirnova. A normal distribution determined by the p-value (sig.) which must be higher than  $\alpha$  (0.05).

**Table 12. Result of Normality of Post-Test**

Class		Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Learning Outcomes	Post-Test Experiment	.115	30	.200*	.926	30	.038
	Post-Test Control	.111	30	.200*	.960	30	.304

Based on the table, p-value (sig.) of the experimental group (0.200) was higher than  $\alpha$  (0.05) as well p-value (sig.) of the control group (0.200) was higher than  $\alpha$  (0.05). Therefore, the post-test from both groups were considered to have normal distribution.

#### 4.2.3.2 Homogeneity of Post-Test

The homogeneity of variance determined from the p-value (sig.) that must be higher than  $\alpha$  (0.05). The researcher calculated the homogeneity of the post-test using the same formula as in the pre-test. The result of the homogeneity computation could be seen in the following table.

**Table 13. Result of Homogeneity of Post-Test**

		Levene Statistic	df1	df2	Sig.
Learning Outcomes	Based on Mean	.247	1	58	.621
	Based on Median	.287	1	58	.594
	Based on Median and with adjusted df	.287	1	56.552	.594
	Based on trimmed mean	.249	1	58	.620

Based on the table, p-value (sig.) of data (0.621) was higher than  $\alpha$  (0.05). It can be concluded that the data has homogeneous distribution.

### ***4.3 The Difference of Students' Ability Before and After Podcast Implementation***

This section presents the level of students' achievement, mean score differences between experimental and control group, and t-test analysis.

#### ***4.3.1 Level of Students' Achievement***

The researcher used Harris (1969: 134) scoring guidance to classify the students' achievement.

***Table 14. Scoring Guidance by Harris***

<b>Students' Achievement</b>	
<b>Criteria</b>	<b>Level</b>
91-100	Excellent
81-90	Very good
71-80	Good
61-70	Fair
51-60	Poor
less than 50	Very poor

Based on the scoring guidance table, there are six criteria of scoring assessment. The researcher calculated the result of pre-test and post-test then classified following the criteria above. Here is the table of students' achievement of experimental group.

**Table 15. Students' Achievement of Experimental Group**

Criteria	Level	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
91-100	Excellent	3	10%	6	20%
81-90	Very good	5	17%	11	37%
71-80	Good	12	40%	9	30%
61-70	Fair	1	3%	4	13%
51-60	Poor	9	30%	0	0%
less than 50	Very poor	0	0%	0	0%

From the table, there was 30% students were classified on poor level, 3% students on fair level, 40% students on good level, 17% students on very good level, and 10% students on excellent level. The percentage of the students' achievement after podcast implementation in the post-test; 13% of the students classified on fair level, 30% students on good level, 37% students on very good level, and 20% students on excellent level. It means that there was significant difference between pre-test and post-test of the experimental group.

**Table 16. Students' Achievement of Control Group**

Criteria	Level	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
91-100	Excellent	0	0%	3	10%
81-90	Very good	8	27%	8	27%
71-80	Good	10	33%	13	43%
61-70	Fair	7	23%	4	13%
51-60	Poor	5	17%	2	7%
less than 50	Very poor	0	0%	0	0%

From the table, there were 17% of students on poor level, 23% students on fair level, 33% students on good level, and 27% students on very good level.

The percentage of the students' achievement after podcast implementation in the post-test; 7% of the students classified on poor level, 13% students on fair level, 43% students on good level, 27% students on very good level, and 10% students on excellent level. It means that there was significant difference between pre-test and post-test of the control group.

#### ***4.3.2 Mean Score Difference between the Experimental and Control Group***

After gathering the scores, the significance value of experimental group could be seen through the mean score difference of both experimental and control groups. The data were obtained from pre-test and post-test result.

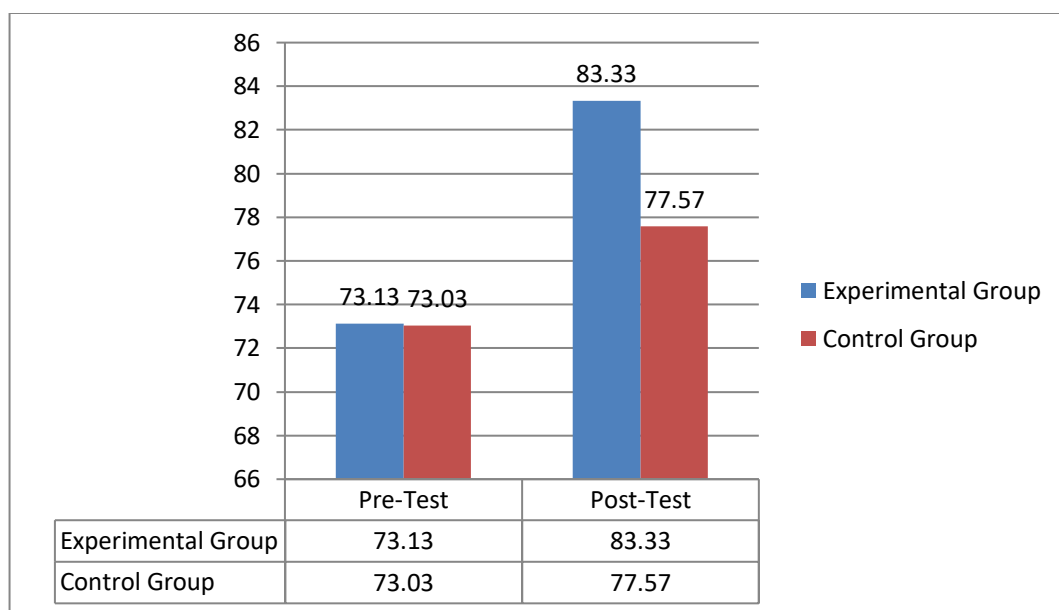
***Table 17. Mean Score of Pre-test and Post-Test of Experimental and Control Group***

	Pre-Test	Post-test	Average Difference between Pre-Test and Post-Test
Experimental Group	73.13	83.33	10.2
Control Group	73.03	77.57	4.54
Average Difference between Pre-Test and Post-Test	0.10	5.76	

The table shows the result of pre-test and post-test average scores from experimental and control group. The average difference of pre-test experimental and control group was 0.10, the average difference of post-test experimental and control group was 5.76. The average difference of pre-test and post-test of experimental group was 10.2; the average difference of pre-test and post-test of control group was 4.54. In other word, the mean score difference of the control group from pre-test and post-test was lower than the experimental group. It means

that teaching listening using British Council podcast is more effective than conventional class.

To make a comparison for both group, the researcher presented the mean score of pre-test and post-test of experimental and control group through figure below.



***Figure 2. Mean Scores of Pre-Test and Post-Test of Experimental and Control Group***

The chart shows that there was a significant improvement before and after the treatment between the experimental and control group. The mean score from post-test of the experimental group was higher than the mean score from post-test of the control group.

#### ***4.3.1 The Result of T-Test Analysis***

To find out the t-value of the significance difference between the post test results of experimental and control group, the researcher applied the t-test formula and standard deviation.

The formula for calculating the standard deviation and t-test were presented as follows:

1. Standard deviation

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

2. T-test

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

**Table 18. Analysis of Pre-test and Post-test between Experimental and Control Group**

	<b>Experimental Group</b>	<b>Control Group</b>
Mean	73.13	73.03
N	30	30
Variance	198.809	110.171
Standard deviation	14.1	10.496

	<b>Experimental Group</b>	<b>Control Group</b>
Mean	83.33	77.57
N	30	30
Variance	103.771	82.368
Standard deviation	9.076	10.187

The result of standard deviation of pre-test:

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

$$s = \sqrt{\frac{(30 - 1) 198.809 + (30 - 1) 110.171}{30 + 30 - 2}}$$

$$s = \sqrt{\frac{5765.461 + 3194.959}{58}}$$

$$s = \sqrt{\frac{2570.502}{58}}$$

$$s = \sqrt{44.319}$$

$$s = 6.65$$

The t-test of pre-test:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{73.13 - 73.03}{6.65 \sqrt{\frac{1}{30} + \frac{1}{30}}}$$

$$t = \frac{0.10}{6.65 \sqrt{0.033 + 0.033}}$$

$$t = \frac{0.10}{6.65 \sqrt{0.066}}$$



$$t = \frac{0.10}{5.42}$$

$$t_{table} = 0.018$$

The result of standard deviation of post-test:

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

$$s = \sqrt{\frac{(30 - 1) 103.771 + (30 - 1) 82.368}{30 + 30 - 2}}$$

$$s = \sqrt{\frac{3009.359 - 2388.672}{58}}$$

$$s = \sqrt{\frac{620.687}{58}}$$

$$s = \sqrt{10.7015}$$

$$s = 3.27$$

The t-test of post-test:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{83.33 - 77.57}{3.27 \sqrt{\frac{1}{30} + \frac{1}{30}}}$$

$$t = 5.76$$

$$t = \frac{5.76}{\sqrt[3.27]{0.066}}$$

$$t = \frac{5.76}{0.840}$$

$$t_{value} = 6.85$$

From the calculation of the post-test, it could be found that the  $t_{value}$  was 6.85 while  $t_{table}$  at  $N_x + N_y - 2 = 58$  was 0.018 (Sudjana, 2005: 491). It means that the  $t_{value}$  was higher than the  $t_{table}$ . There was a significant difference between experimental group and control group, the post-test score of experimental group was higher than the control group. It can be concluded that there was significant effect of British Council podcast to enhance students' listening skills.

There was also a significant difference between students taught using conventional method and British Council podcast. It could be seen through the results of the mean score on the pre-test and post-test from both experimental and control group. It showed that the result of pre-test and post-test of experimental was higher than control group.

#### **4.4 Discussion of the Research Findings**

This section discusses the test of significance, the effect of British Council podcast as an intervention, and also the strengths and weaknesses of British Council podcast for language learning.

#### 4.4.1 Test of Significance

Hypothesis is statement of the research prediction whether the research is significant or not. The hypotheses of this research stated as follows:

$H_0$  happens if the effect of podcasting activity cannot enhance students' listening skills.

$H_1$  happens if the effect of podcasting activity can enhance students' listening skills.

**Table 4.19 Independent T-Test of Pre-Test and Post-Test from Experimental and Control Group**

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning Outcomes	Equal variances assumed	.247	.621	2.315	58	.024	5.767	2.491	.781	10.753
	Equal variances not assumed			2.315	57.243	.024	5.767	2.491	.779	10.754

From the previous findings, it could be seen that the results of the t-test analysis was positive. There was a significant difference of students' mean scores in pre-test and post-test from both experimental and control group where obtained sig. (2-tailed) 0.024 was lower than 0.05. There was also a significant difference of post-test result from experimental and control group. Therefore, the null hypothesis of this research was rejected.

#### ***4.4.2 The Effect of the Intervention***

British Council podcast is a product of technology advancement in language learning. It provides listening materials with various topics and themes that can be downloaded for free. As it available online and offline, the users will be able to listen to the podcast anywhere at their convenient time.

In this study, the researcher was interested to find out if podcast can enhance to students' skills especially listening. The researcher chose the tenth-grade students of MAN 2 Rembang as the participants of the study.

After the try-out test, pre-test and post-test were conducted; the findings showed that the implementation of podcast affects student' achievement. From the test analysis, the researcher found that the result of  $t_{\text{value}}$  (6.65) was higher than  $t_{\text{table}}$  (0.018). It means that students who received British Council podcast as a treatment has significant difference and better understanding in listening than the students who only taught using conventional class. It can be concluded that British Council podcast is an effective way to teach listening.

#### ***4.4.3 The Strengths and Weaknesses of British Council Podcast***

Although British Council podcast proved its benefits in language teaching in the previous study and this research, it also has several weaknesses. Here are the strengths and weaknesses of British Council podcast the researcher found during the implementation.

1) The Strengths

- a. British Council podcast is available for free
- b. It offers lots of series and various themes
- c. It ranges from beginner, intermediate and advance level
- d. It provides authentic materials with native speakers, so that the users especially EFL learners can feel conversation naturally
- e. Audio-transcriptions are available to support students' vocabulary enrichment

2) The Weaknesses

- a. It needs internet connection to access and download British Council podcast so that it ready to be played offline.
- b. Even the users are born as digital natives; they may don't know how to access British Council podcast.
- c. Students have different learning motivation to listen to British Council podcast.

Knowing the benefit points and weaknesses of British Council podcast, the researcher hopes that both teachers and learners can minimize the disadvantaged points in the future learning. Moreover, this study can encourage students to use British Council podcast as an alternative source in learning listening.

## CHAPTER 5

### CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion and suggestions of the study based on the research findings.

#### 5.1 Conclusions

After conducting this study, the researcher can draw conclusions related to the effect of British Council podcast.

Based on the research findings, British Council podcast is an effective tool for language teaching especially listening of the students of MAN 2 Rembang.

It could be seen from the result of t-test analysis which obtained 6.85, for  $\alpha = 5\%$  with  $df = 58$ , and  $t_{table} = 0.018$ . It means that the  $t_{value}$  was higher than  $t_{table}$ . There is a significant difference between the experimental and control group. The mean score of pretest from the experimental group was 73.13 while the control group was 73.03. After the treatment was given to the experimental and control group, the score of both groups increased. The result of post-test also shows that the experimental group was higher than the control group. The mean score of post-test from the experimental group was 83.33 while the control group was 77.57. It means that the students' achievement of the tenth-grade students of MAN 2 Rembang who were given British Council podcast as the treatment was

significantly different from the students who only taught using conventional method.

Although this research has weaknesses by not providing additional data such as questionnaires or interviews from the participants, this study has proved that British Council podcast affected students' achievement where the experimental group was scored significantly higher than the control group. Therefore, the researcher hopes that this study can be an alternative way for teachers and learners to expand their listening materials.

## **5.2 Suggestions**

Based on the conclusion above, the researcher would like to give some suggestions. Theoretically, this study can be used as an alternative reference and source, specifically using British Council podcast as the media to teach listening.

Practically, this research offers a better way for teachers and students to explore British Council podcast as listening material. It will give general knowledge for other researchers to conduct similar research related to this field.

Pedagogically, the researcher hopes that this study is beneficial for teachers by offering additional knowledge and remaking their teaching techniques. It will support the students can reach better understanding and learning outcomes, especially in learning listening.

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Appendix 1

**Appendix 1 List Name of Try-Out Group**

<b>Number</b>	<b>Code</b>	<b>Name</b>	<b>M/F</b>
1	T-01	AGUSTINA	F
2	T-02	A ABDUR ROUF	M
3	T-03	AHMAD SUKRON	M
4	T-04	ALI MURSIDI	M
5	T-05	ARIYANTI	F
6	T-06	AULIA FIRDA	F
7	T-07	CICI MEIYANTI	F
8	T-08	DITA	F
9	T-09	DINA	F
10	T-10	FADHILA IKA CAHYA	F
11	T-11	FARIKHI	F
12	T-12	ILHAM M	M
13	T-13	ILHAM A	M
14	T-14	JAMILATUL	F
15	T-15	JULITA	F
16	T-16	LAELA	F
17	T-17	MIFTA	F
18	T-18	M LUTHFAN	M
19	T-19	MOH RIZQY	M
20	T-20	M MUKTASIM	M
21	T-21	NABILA	F
22	T-22	PUJI	F
23	T-23	RIKA AMALIA	F
24	T-24	SAFITRI	F
25	T-25	SALMA GHOIKI	F
26	T-26	SITI CHOIROTUN	F
27	T-27	SITI DURROTUN	F
28	T-28	TAZKIYATUN	F
29	T-29	WARTI	F
30	T-30	ZAKI	M

## Appendix 2

**Appendix 2 List Name of Experimental Group**

<b>Number</b>	<b>Code</b>	<b>Name</b>	<b>M/F</b>
1	E-01	ABDULLOH QOYYUM	M
2	E-02	A. NUR FATHONI	M
3	E-03	A. SAMAI RIYADLOH	M
4	E-04	ALYA AIZZATIN N	F
5	E-05	ARINA SABELA	F
6	E-06	FAICA SUFAH	F
7	E-07	FAIZATUL ULYA	F
8	E-08	FAIZATUS S	F
9	E-09	FANILA	F
10	E-10	FITRI LATHIFAH	F
11	E-11	FITRI NUR ADINDA	F
12	E-12	IKE AZLINA A S	F
13	E-13	INAYATUL M	F
14	E-14	KHALIMATUS S	F
15	E-15	MAYYA Z K	F
16	E-16	MAZROATUL E	F
17	E-17	MILA NIKMATUL A	F
18	E-18	MIRA FATHIMATUL	F
19	E-19	MUNFARIDA	F
20	E-20	MUSA	M
21	E-21	NAILA R S	F
22	E-22	NAJMA FIRDA H	F
23	E-23	NEISYA FATIHA N A	F
24	E-24	NILA MUSRIFATUL	F
25	E-25	PALEH	M
26	E-26	PUTRI F N	F
27	E-27	PRYNKA DEWI	F
28	E-28	RITA SHOFIYAH	F
29	E-29	SAFIRA HANIF	F
30	E-30	ZULFI	M

## Appendix 3

## Appendix 3 List Name of Control Group

Number	Code	Name	M/F
1	C-01	ABDUL JABBAR MAKHSUN	M
2	C-02	AHMAD CHAFIDZ K	M
3	C-03	AFIFATIN ALIYAH	F
4	C-04	AHMAD MUTTOFAQ A A	M
5	C-05	ALFIRAZ SADUQ M	M
6	C-06	ANGGIT PRASETYO	M
7	C-07	ANIS FITRIA	F
8	C-08	AYUNDA MAKITA D	F
9	C-09	BAHIJUL FARDA F U	F
10	C-10	DESI NUR F	F
11	C-11	DINIYATUN A	F
12	C-12	DZAKIYATUL MUKHADISAH	F
13	C-13	FADHILA AULIA N A	F
14	C-14	FITROH NAKIYAH	F
15	C-15	HILDA MUFLIKHAH	F
16	C-16	KUKUH WIDIYANTI	F
17	C-17	KUNCORO ADI S	M
18	C-18	LAILATUL FITRIAH	F
19	C-19	LATIFATUL RISKA R	F
20	C-20	LISTIYA NUR A	F
21	C-21	M DAHYAL A	M
22	C-22	NAFISATUN NADHIFAH	F
23	C-23	NANA MUFIDATUL I	F
24	C-24	NURUL LATHIFAH	F
25	C-25	RATIH EKA W	F
26	C-26	RENI APRILIA	F
27	C-27	RINA SONIATUN N	F
28	C-28	RISA WULAN SAFITRI	F
29	C-29	RISKI ALIFA FAUZIA	F
30	C-30	ROBIATUL A	F



## Appendix 4

## Appendix 4 Try-Out Instrument

## TRY OUT 1

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**“Enhancing Listening Skills of the Tenth Grade Students of MAN 2  
Rembang  
Through British Council Podcast”**

Time/Date:

Name :

Class :

**Section 1**

*Listen to the audio podcast carefully. Then, answer these following questions correctly by choosing (a), (b), (c), (d), or (e)!*

1. Where does Tess come from?
  - a. She is from London.
  - b. She is from Manchester.
  - c. She is from Bristol.
  - d. She is from Birmingham.
  - e. She is from Norwich.
  
2. How old is Ravi?
  - a. He is twenty years old.
  - b. He is twenty-one years old.
  - c. He is twenty-two years old.
  - d. He is twenty-three years old.
  - e. He is thirty-three years old.
  
3. What are Tess’s hobbies?
  - a. She loves dancing and playing football.
  - b. She loves riding a bike and cooking.
  - c. She loves dancing and riding a bike.
  - d. She loves cooking and dancing.
  - e. She loves playing football and riding a bike.

4. Who is a great cook based on the conversation?
  - a. Tess
  - b. Gordon
  - c. Zara
  - d. Heller
  - e. Ravi
  
5. What is Gordon's job?
  - a. He is a student.
  - b. He is a presenter.
  - c. He is a producer.
  - d. He is an actor.
  - e. He is a chef.
  
6. Where does Zara Heller come from?
  - a. She is from Bristol.
  - b. She is from Norwich.
  - c. She is from Birmingham.
  - d. She is from London.
  - e. She is from Manchester.
  
7. What is Zara's job?
  - a. She is an actress.
  - b. She is a great cook.
  - c. She is a student.
  - d. She is a producer.
  - e. She is a presenter.
  
8. Who is the name of the famous people Zara loved to meet?
  - a. Angelina July
  - b. Angeline Jolie
  - c. Angel Jolie
  - d. Angelina Jolie
  - e. Angel July
  
9. Why does Zara admire Angelina Jolie?
  - a. Because she is a great cook.
  - b. Because she is Australian film actress.
  - c. Because she is poor.
  - d. Because she is ugly.
  - e. Because she helps children and people who have difficult life.
  
10. What would Zara like to do if she met Angelina Jolie?

- a. She will take a picture with her.
- b. She will talk about her trips to different places around the world.
- c. She will ask Brad Pitt to marry her.
- d. She will pass by.
- e. She will ask her phone numbers.

## **Section 2**

*Listen to the audio podcast once again and complete this following conversation!*

- Ravi : “Hello and welcome to LearnEnglish elementary podcast number one. My name is Ravi.”
- Tess : “... and I’m Tess. We are your (1) \_\_\_\_\_ and we’ve got lots of things for you to listen today, but before we start, I think we should (2) \_\_\_\_\_ ourselves. Ravi?”
- Ravi : “OK... errmm ... I’m Ravi.”
- Tess : “Or, I tell you what, I’ll introduce you and you introduce me. How about that?”
- Ravi : “Well, OK then. Ermm, this is Tess. She’s from London. She’s ... how old are you?”
- Tess : “None of your (3) \_\_\_\_\_, Ravi!”
- Ravi : “And she loves dancing and (4) \_\_\_\_\_ her (5) \_\_\_\_\_ bike. OK?”
- Tess : “OK. This is Ravi. He comes from (6) \_\_\_\_\_. He’s (7) \_\_\_\_\_. Oh ... aren’t you?”
- Ravi : “Oh yes”
- Tess : “He likes football, and ... he’s a great cook.”
- Ravi : “Thanks. And there’s one more person for you to (8) \_\_\_\_\_. I’d like to introduce our (9) \_\_\_\_\_,”
- Ravi : “Say hello to everyone, Gordon!”
- Gordon : “Hello, (10) \_\_\_\_\_ to meet you!”

**Section 3**

*Listen carefully to what you will hear. Write (T) if the statement is TRUE, and (F) if the statement is FALSE.*

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

**Section 4**

*You will hear some incomplete sentences followed by a series of answers. Select the most appropriate answers to the question and write them down on your answer sheet!*

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. a. are<br/>b. is<br/>c. were<br/>d. am<br/>e. was</li> </ol>         | <ol style="list-style-type: none"> <li>7. a. his<br/>b. him<br/>c. her<br/>d. our<br/>e. their</li> </ol>   |
| <ol style="list-style-type: none"> <li>2. a. were<br/>b. comes<br/>c. goes<br/>d. live<br/>e. are</li> </ol>   | <ol style="list-style-type: none"> <li>8. a. are<br/>b. am<br/>c. were<br/>d. is<br/>e. was</li> </ol>  |
| <ol style="list-style-type: none"> <li>3. a. hates<br/>b. love<br/>c. like<br/>d. loves<br/>e. hate</li> </ol> | <ol style="list-style-type: none"> <li>9. a. United States<br/>b. United Kingdom<br/>c. Uni Soviet<br/>d. Uni Emirate Arab<br/>e. United Nations</li> </ol> |

4. a. are  
b. is  
c. were  
d. am  
e. was
5. a. was  
b. am  
c. are  
d. is  
e. were
6. a. have  
b. has  
c. had  
d. have not  
e. has not
10. a. men  
b. boy  
c. man  
d. women  
e. woman

### **Section 5**

*You will hear a sentence once. Listen carefully to determine whether the subject and verb are singular or plural. Indicate your answer as follows:  
(S) if the subject and verb singular  
(P) if the subject and verb are plural*

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

## Appendix 5

## Appendix 5 Result of Try-Out Instrument

Sample	Item Numbers														
Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
T-21	1	1	1	1	1	1	1	1	1	2	1	1	0	1	0
T-09	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1
T-19	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1
T-07	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1
T-17	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0
T-24	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0
T-01	1	1	1	1	0	1	1	1	1	1	0	0	0	0	1
T-10	1	1	1	1	0	1	1	1	1	1	1	0	0	1	0
T-15	1	1	1	1	0	1	1	1	1	1	0	0	0	1	0
T-23	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0
T-12	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0
T-06	1	1	1	1	1	1	1	0	1	1	0	0	0	0	1
T-13	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1
T-29	1	1	1	0	0	1	1	1	1	1	0	1	0	0	0
T-05	1	1	1	1	0	1	1	1	1	1	1	0	0	0	0
T-27	1	1	0	0	1	1	1	1	1	1	0	1	0	0	0
T-20	1	1	0	1	0	1	1	1	1	0	0	1	0	0	0
T-16	1	1	1	0	0	1	1	0	1	1	0	0	0	1	0
T-08	1	1	1	1	0	1	0	1	1	1	0	0	0	1	0
T-04	1	1	1	1	0	1	0	1	0	1	0	0	0	0	0
T-28	1	1	1	1	0	1	1	1	1	1	0	1	0	0	0
T-14	1	1	1	1	1	1	0	1	0	0	0	0	0	0	0
T-22	1	1	1	0	0	1	1	0	1	1	1	1	0	0	0
T-25	1	1	1	0	1	1	0	0	1	1	1	0	0	0	0
T-26	1	0	1	0	1	1	0	0	1	1	0	0	0	0	0
T-30	1	1	0	1	1	1	1	0	1	1	0	1	0	0	0
T-11	1	1	1	1	1	1	0	1	0	1	1	0	0	0	0
T-18	1	1	1	1	1	1	1	0	0	1	1	0	0	0	0
T-02	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0
T-03	1	0	1	0	0	1	1	1	0	0	0	0	0	0	0
$\Sigma X$	30	28	27	23	16	30	24	23	24	27	10	14	0	11	6
$\chi^2$	30	28	27	23	16	30	24	23	24	29	10	14	0	11	6

16	17	18	19	20	21	22	23	24	25	Y	Y <sup>2</sup>
1	1	1	0	0	1	1	1	1	1	22	484
1	1	0	1	0	1	1	1	1	1	20	400
1	1	0	1	0	1	1	1	1	1	21	441
1	0	1	1	0	1	1	1	1	1	20	400
0	1	1	1	0	1	1	1	1	1	20	400
1	1	0	0	0	1	1	1	1	1	19	361
1	0	1	0	0	1	1	1	1	1	17	289
1	1	0	0	0	1	1	1	1	1	18	324
1	1	1	0	0	1	1	1	1	1	18	324
1	1	0	0	0	1	1	1	1	1	19	361
1	1	1	0	0	1	1	1	1	1	19	361
1	0	0	0	0	1	1	1	1	1	16	256
1	1	1	1	0	1	1	1	1	1	22	484
1	1	0	0	0	1	1	1	1	1	16	256
0	0	1	0	0	1	1	1	1	1	16	256
1	1	1	1	0	1	0	1	1	1	17	289
1	1	0	0	0	1	1	1	1	1	15	225
0	1	1	0	0	1	1	1	1	1	15	225
0	1	0	0	0	1	1	0	1	1	14	196
1	1	1	0	0	0	1	1	1	0	13	169

26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
1	1	1	1	1	1	1	1	0	1	1	1	1	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	0
1	0	1	1	1	1	1	0	1	1	1	1	1	0	0
1	1	1	1	0	1	1	0	1	1	0	1	1	1	0
1	1	1	1	0	1	1	0	1	1	0	1	1	1	0
1	1	1	1	1	1	1	0	1	1	1	1	1	1	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	0	1	1	1	1	1	1	1	1	1	1	1	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	0	0
1	0	1	1	0	1	1	1	1	1	1	1	1	0	0
1	0	1	1	1	0	1	1	0	1	1	1	1	0	0
1	1	1	1	0	1	1	1	1	1	0	1	1	1	0
1	1	1	0	1	1	0	0	0	1	0	1	0	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	0	0
1	0	0	1	1	1	1	1	1	1	1	1	1	1	0
1	1	1	1	1	1	1	0	1	1	1	1	1	0	0

1	1	1	1	0	1	1	0	1	1	1	1	1	0	0
1	1	1	1	1	1	1	0	1	1	1	1	1	0	0
1	1	1	0	1	0	1	0	1	1	0	1	1	0	0
1	1	1	1	1	1	0	0	1	1	1	1	1	0	0
1	0	1	1	1	1	1	0	0	1	0	0	1	0	0
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1	0	0	0	1	1	0	0	1	1	0	1	1	0	1
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1	1	0	0	1	1	1	0	1	1	0	1	0	0	0
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1	1	0	0	1	0	1	0	0	1	0	0	0	1	0
1	1	0	1	1	1	0	0	0	1	0	0	0	0	1
0	1	1	1	1	1	0	0	0	1	0	0	1	0	0
<b>29</b>	<b>23</b>	<b>25</b>	<b>22</b>	<b>25</b>	<b>27</b>	<b>23</b>	<b>12</b>	<b>21</b>	<b>30</b>	<b>18</b>	<b>25</b>	<b>24</b>	<b>9</b>	<b>4</b>
<b>29</b>	<b>23</b>	<b>25</b>	<b>22</b>	<b>25</b>	<b>27</b>	<b>23</b>	<b>12</b>	<b>21</b>	<b>30</b>	<b>18</b>	<b>25</b>	<b>24</b>	<b>9</b>	<b>4</b>

<b>41</b>	<b>42</b>	<b>43</b>	<b>44</b>	<b>45</b>	<b>46</b>	<b>47</b>	<b>48</b>	<b>49</b>	<b>50</b>	<b>Y</b>	<b>Y<sup>2</sup></b>
1	1	1	1	1	1	1	1	1	1	<b>22</b>	<b>484</b>
1	1	1	0	0	1	1	1	1	0	<b>21</b>	<b>441</b>
1	1	1	1	1	1	1	1	1	1	<b>21</b>	<b>441</b>
1	1	1	1	1	1	1	1	1	1	<b>21</b>	<b>441</b>
1	1	1	1	1	1	1	1	1	1	<b>21</b>	<b>441</b>
1	1	1	0	1	1	1	1	1	1	<b>22</b>	<b>484</b>
1	1	1	1	1	1	1	0	1	1	<b>24</b>	<b>576</b>
1	1	1	1	1	1	1	1	1	1	<b>22</b>	<b>484</b>
1	1	1	0	1	1	1	1	1	1	<b>22</b>	<b>484</b>
1	1	1	1	1	1	1	1	1	1	<b>21</b>	<b>441</b>
1	1	1	1	1	1	1	1	1	1	<b>20</b>	<b>400</b>
1	1	1	1	1	1	1	1	1	1	<b>22</b>	<b>484</b>
1	1	1	0	0	1	1	1	1	0	<b>16</b>	<b>256</b>
1	1	1	0	1	1	1	1	1	1	<b>22</b>	<b>484</b>
1	1	1	0	1	1	1	1	1	1	<b>21</b>	<b>441</b>
1	1	1	0	1	1	1	1	1	0	<b>20</b>	<b>400</b>
1	1	1	1	1	1	1	1	1	1	<b>21</b>	<b>441</b>
1	1	1	0	1	1	1	1	1	0	<b>20</b>	<b>400</b>
1	1	1	1	1	1	1	1	1	1	<b>19</b>	<b>361</b>
1	1	1	0	1	1	1	0	1	1	<b>19</b>	<b>361</b>
1	1	1	1	1	1	1	1	1	1	<b>18</b>	<b>324</b>
1	1	1	0	1	1	1	1	1	0	<b>18</b>	<b>324</b>



1	1	0	1	1	1	1	1	0	1	16	256
1	1	1	0	1	1	1	1	0	0	17	289
1	1	1	0	1	1	1	1	0	0	18	324
1	1	1	1	1	0	1	1	0	0	15	225
1	1	1	1	1	0	0	0	1	1	15	225
1	1	1	0	0	1	1	1	1	0	13	169
1	1	0	0	0	0	0	1	1	0	11	121
0	0	1	1	1	1	1	1	0	0	13	169
29	29	28	16	26	27	28	27	25	19		
29	29	28	16	26	27	28	27	25	19		

## Appendix 6

## Appendix 6 Validity of Try-Out Test

Sample	Item Numbers									
Code	1	2	3	4	5	6	7	8	9	10
T-01	1	1	1	1	1	1	1	1	1	1
T-02	1	1	1	1	0	1	1	1	1	1
T-03	1	1	1	1	1	1	1	1	1	1
T-04	1	1	1	1	1	1	1	1	1	1
T-05	1	1	1	1	1	1	1	1	1	1
T-06	1	1	1	1	1	1	1	1	1	1
T-07	1	1	1	1	0	1	1	1	1	1
T-08	1	1	1	1	0	1	1	1	1	1
T-09	1	1	1	1	0	1	1	1	1	1
T-10	1	1	1	1	0	1	1	1	1	1
T-11	1	1	1	1	1	1	1	1	0	1
T-12	1	1	1	1	1	1	1	0	1	1
T-13	1	1	1	1	1	1	1	1	1	1
T-14	1	1	1	0	0	1	1	1	1	1
T-15	1	1	1	1	0	1	1	1	1	1
T-16	1	1	0	0	1	1	1	1	1	1
T-17	1	1	0	1	0	1	1	1	1	0
T-18	1	1	1	0	0	1	1	0	1	1
T-19	1	1	1	1	0	1	0	1	1	1
T-20	1	1	1	1	0	1	0	1	0	1
T-21	1	1	1	1	0	1	1	1	1	1
T-22	1	1	1	1	1	1	0	1	0	0
T-23	1	1	1	0	0	1	1	0	1	1
T-24	1	1	1	0	1	1	0	0	1	1
T-25	1	0	1	0	1	1	0	0	1	1
T-26	1	1	0	1	1	1	1	0	1	1
T-27	1	1	1	1	1	1	0	1	0	1
T-28	1	1	1	1	1	1	1	0	0	1
T-29	1	1	1	1	1	1	1	1	1	0
T-30	1	0	1	0	0	1	1	1	0	0
r-value	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361
r-table	#DIV0!	0.459	0.0633	0.37	-0.022	#DIV0!	0.416	0.384	0.476	0.476
Criteria	#DIV0!	VALID	INVALID	VALID	INVALID	#DIV0!	VALID	VALID	VALID	VALID

11	12	13	14	15	16	17	18	19	20
1	1	0	1	0	1	1	1	0	0
0	1	0	1	1	1	1	0	1	0
0	1	0	1	1	1	1	0	1	0
0	1	0	0	1	1	0	1	1	0





1	1	1	1	1	1	1	1	1	1	41
1	1	1	0	1	1	1	1	1	1	41
1	1	1	1	1	1	1	0	1	1	41
1	1	1	1	1	1	1	1	1	1	40
1	1	1	0	1	1	1	1	1	1	40
1	1	1	1	1	1	1	1	1	1	40
1	1	1	1	1	1	1	1	1	1	39
1	1	1	1	1	1	1	1	1	1	38
1	1	1	0	0	1	1	1	1	0	38
1	1	1	0	1	1	1	1	1	1	38
1	1	1	0	1	1	1	1	1	1	37
1	1	1	0	1	1	1	1	1	0	37
1	1	1	1	1	1	1	1	1	1	36
1	1	1	0	1	1	1	1	1	0	35
1	1	1	1	1	1	1	1	1	1	33
1	1	1	0	1	1	1	0	1	1	32
1	1	1	1	1	1	1	1	1	1	32
1	1	1	0	1	1	1	1	1	0	31
1	1	0	1	1	1	1	1	0	1	30
1	1	1	0	1	1	1	1	0	0	30
1	1	1	0	1	1	1	1	0	0	30
1	1	1	1	1	0	1	1	0	0	30
1	1	1	1	1	0	0	0	1	1	29
1	1	1	0	0	1	1	1	1	0	28
1	1	0	0	0	0	0	1	1	0	26
0	0	1	1	1	1	1	1	0	0	22
<b>0.361</b>	<b>0.361</b>	<b>0.361</b>	<b>0.361</b>	<b>0.361</b>	<b>0.361</b>	<b>0.361</b>	<b>0.361</b>	<b>0.361</b>	<b>0.361</b>	
<b>0.456</b>	<b>0.456</b>	<b>0.361</b>	<b>0.136</b>	<b>0.152</b>	<b>0.43</b>	<b>0.386</b>	<b>0.083</b>	<b>0.572</b>	<b>0.5214</b>	
<b>VALID</b>	<b>VALID</b>	<b>VALID</b>	<b>INVALID</b>	<b>INVALID</b>	<b>VALID</b>	<b>VALID</b>	<b>INVALID</b>	<b>VALID</b>	<b>VALID</b>	

## Appendix 7

**Appendix 7 Analysis of Reliability****Case Processing Summary**

		N	%
Cases	Valid	30	100.0
	Excluded <sup>a</sup>	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.708	51

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item_1	69.80	124.855	.000	.709
item_2	69.87	122.326	.439	.703
item_3	69.90	124.507	.037	.708
item_4	70.03	121.482	.336	.701
item_5	70.27	125.306	-.062	.712
item_6	69.80	124.855	.000	.709
item_7	70.00	121.241	.385	.701
item_8	70.03	121.344	.351	.701
item_9	70.00	120.690	.447	.699
item_10	69.90	120.162	.513	.698
item_11	70.47	124.257	.034	.709
item_12	70.33	120.506	.367	.700
item_13	70.80	124.855	.000	.709
item_14	70.43	119.082	.517	.696
item_15	70.60	121.076	.404	.700
item_16	70.10	120.714	.383	.700

item_17	70.17	120.764	.357	.700
item_18	70.30	124.424	.015	.710
item_19	70.60	121.214	.388	.701
item_20	70.80	124.855	.000	.709
item_21	69.93	121.306	.450	.700
item_22	69.90	123.817	.139	.707
item_23	69.83	124.557	.065	.708
item_24	69.83	124.420	.099	.708
item_25	69.93	120.616	.542	.699
item_26	69.83	123.040	.440	.704
item_27	70.03	126.723	-.212	.715
item_28	69.97	121.413	.395	.701
item_29	70.07	120.478	.423	.699
item_30	69.97	127.620	-.340	.716
item_31	69.90	124.093	.098	.707
item_32	70.03	119.689	.529	.697
item_33	70.40	120.524	.373	.699
item_34	70.10	120.852	.369	.700
item_35	69.80	124.855	.000	.709
item_36	70.20	120.028	.419	.698
item_37	69.97	119.482	.631	.696
item_38	70.00	120.690	.447	.699
item_39	70.50	121.293	.326	.701
item_40	70.67	125.885	-.148	.712
item_41	69.83	123.040	.440	.704
item_42	69.83	123.040	.440	.704
item_43	69.87	122.878	.340	.704
item_44	70.27	123.513	.096	.707
item_45	69.93	123.789	.123	.707
item_46	69.90	122.024	.406	.702
item_47	69.87	122.740	.365	.704
item_48	69.90	124.369	.058	.708
item_49	69.97	120.171	.546	.698
item_50	70.17	119.385	.488	.696
total_score	35.40	31.214	1.000	.794

## Appendix 8

## Appendix 8 Analysis of Item Difficulty

Sample	Item Numbers														
Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
T-01	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0
T-02	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1
T-03	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1
T-04	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1
T-05	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0
T-06	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0
T-07	1	1	1	1	0	1	1	1	1	1	0	0	0	0	1
T-08	1	1	1	1	0	1	1	1	1	1	1	0	0	1	0
T-09	1	1	1	1	0	1	1	1	1	1	0	0	0	1	0
T-10	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0
T-11	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0
T-12	1	1	1	1	1	1	1	0	1	1	0	0	0	0	1
T-13	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1
T-14	1	1	1	0	0	1	1	1	1	1	0	1	0	0	0
T-15	1	1	1	1	0	1	1	1	1	1	1	0	0	0	0
T-16	1	1	0	0	1	1	1	1	1	1	0	1	0	0	0
T-17	1	1	0	1	0	1	1	1	1	0	0	1	0	0	0
T-18	1	1	1	0	0	1	1	0	1	1	0	0	0	1	0
T-19	1	1	1	1	0	1	0	1	1	1	0	0	0	1	0
T-20	1	1	1	1	0	1	0	1	0	1	0	0	0	0	0
T-21	1	1	1	1	0	1	1	1	1	1	0	1	0	0	0
T-22	1	1	1	1	1	1	0	1	0	0	0	0	0	0	0
T-23	1	1	1	0	0	1	1	0	1	1	1	1	0	0	0
T-24	1	1	1	0	1	1	0	0	1	1	1	0	0	0	0
T-25	1	0	1	0	1	1	0	0	1	1	0	0	0	0	0
T-26	1	1	0	1	1	1	1	0	1	1	0	1	0	0	0
T-27	1	1	1	1	1	1	0	1	0	1	1	0	0	0	0
T-28	1	1	1	1	1	1	1	0	0	1	1	0	0	0	0
T-29	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0
T-30	1	0	1	0	0	1	1	1	0	0	0	0	0	0	0
	30	28	27	23	16	30	24	23	24	26	10	14	0	11	6
Difficulty Level	1	0.93	0.9	0.77	0.53	1	0.8	0.77	0.8	0.87	0.33	0.47	0	0.37	0.2
Interpretation	E	E	E	E	M	E	E	E	E	E	M	M	D	M	D





31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
1	1	1	0	1	1	1	1	0	0	1	1	1	1	1
1	1	1	1	1	1	1	1	1	0	1	1	1	0	0
1	1	0	1	1	1	1	1	0	0	1	1	1	1	1
1	1	0	1	1	0	1	1	1	0	1	1	1	1	1
1	1	0	1	1	0	1	1	1	0	1	1	1	1	1
1	1	0	1	1	1	1	1	1	0	1	1	1	0	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	0	0	1	1	1	1	1
1	1	1	1	1	1	1	1	0	0	1	1	1	0	1
1	1	1	1	1	1	1	1	0	0	1	1	1	1	1
0	1	1	0	1	1	1	1	0	0	1	1	1	1	1
1	1	1	1	1	0	1	1	1	0	1	1	1	1	1
1	0	0	0	1	0	1	0	1	1	1	1	1	0	0
1	1	1	1	1	1	1	1	0	0	1	1	1	0	1
1	1	1	1	1	1	1	1	1	0	1	1	1	0	1
1	1	0	1	1	1	1	1	0	0	1	1	1	0	1
1	1	0	1	1	1	1	1	0	0	1	1	1	1	1
1	1	0	1	1	1	1	1	0	0	1	1	1	0	1
0	1	0	1	1	0	1	1	0	0	1	1	1	1	1
1	0	0	1	1	1	1	1	0	0	1	1	1	0	1
1	1	0	0	1	0	0	1	0	0	1	1	1	1	1
1	0	0	1	1	1	1	1	0	0	1	1	1	0	1
1	0	0	1	1	0	1	1	0	1	1	1	0	1	1
1	0	1	1	1	1	1	0	0	0	1	1	1	0	1
1	1	0	1	1	0	1	0	0	0	1	1	1	1	1
1	1	0	0	1	0	0	0	0	0	1	1	1	1	1
0	1	0	0	1	0	0	0	1	0	1	1	1	0	0
1	0	0	0	1	0	0	0	0	1	1	1	0	0	0
1	0	0	0	1	0	0	1	0	0	0	0	1	1	1
<b>27</b>	<b>23</b>	<b>12</b>	<b>21</b>	<b>30</b>	<b>18</b>	<b>25</b>	<b>24</b>	<b>9</b>	<b>4</b>	<b>29</b>	<b>29</b>	<b>28</b>	<b>16</b>	<b>26</b>
<b>0.9</b>	<b>0.77</b>	<b>0.4</b>	<b>0.7</b>	<b>1</b>	<b>0.6</b>	<b>0.83</b>	<b>0.8</b>	<b>0.3</b>	<b>0.13</b>	<b>0.97</b>	<b>0.97</b>	<b>0.93</b>	<b>0.53</b>	<b>0.87</b>
E	E	M	M	E	M	E	E	D	D	E	E	E	M	E

46	47	48	49	50	Y
1	1	1	1	1	40
1	1	1	1	0	38
1	1	1	1	1	39

1	1	1	1	1	38
1	1	1	1	1	38
1	1	1	1	1	38
1	1	0	1	1	38
1	1	1	1	1	37
1	1	1	1	1	37
1	1	1	1	1	37
1	1	1	1	1	36
1	1	1	1	1	35
1	1	1	1	0	35
1	1	1	1	1	35
1	1	1	1	1	34
1	1	1	1	0	35
1	1	1	1	1	34
1	1	1	1	0	32
1	1	1	1	1	30
1	1	0	1	1	29
1	1	1	1	1	29
1	1	1	1	0	28
1	1	1	0	1	27
1	1	1	0	0	27
1	1	1	0	0	28
0	1	1	0	0	28
0	0	0	1	1	26
1	1	1	1	0	25
0	0	1	1	0	23
1	1	1	0	0	20
27	28	27	25	19	
0.9	0.93	0.9	0.83	0.63	
E	E	E	E	M	

Where

<b>E</b>	<b>EASY</b>
<b>M</b>	<b>MEDIUM</b>
<b>D</b>	<b>DIFFICULT</b>

## Appendix 9

## Appendix 9 Analysis of Discrimination Power

Sample	Item Numbers									
Code	1	2	3	4	5	6	7	8	9	10
T-21	1	1	1	1	1	1	1	1	1	2
T-09	1	1	1	1	0	1	1	1	1	1
T-19	1	1	1	1	1	1	1	1	1	1
T-07	1	1	1	1	1	1	1	1	1	1
T-17	1	1	1	1	1	1	1	1	1	1
T-24	1	1	1	1	1	1	1	1	1	1
T-01	1	1	1	1	0	1	1	1	1	1
T-10	1	1	1	1	0	1	1	1	1	1
T-15	1	1	1	1	0	1	1	1	1	1
T-23	1	1	1	1	0	1	1	1	1	1
T-12	1	1	1	1	1	1	1	1	0	1
T-06	1	1	1	1	1	1	1	0	1	1
T-13	1	1	1	1	1	1	1	1	1	1
T-29	1	1	1	0	0	1	1	1	1	1
T-05	1	1	1	1	0	1	1	1	1	1
T-27	1	1	0	0	1	1	1	1	1	1
T-20	1	1	0	1	0	1	1	1	1	0
T-16	1	1	1	0	0	1	1	0	1	1
T-08	1	1	1	1	0	1	0	1	1	1
T-04	1	1	1	1	0	1	0	1	0	1
T-28	1	1	1	1	0	1	1	1	1	1
T-14	1	1	1	1	1	1	0	1	0	0
T-22	1	1	1	0	0	1	1	0	1	1
T-25	1	1	1	0	1	1	0	0	1	1
T-26	1	0	1	0	1	1	0	0	1	1
T-30	1	1	0	1	1	1	1	0	1	1
T-11	1	1	1	1	1	1	0	1	0	1
T-18	1	1	1	1	1	1	1	0	0	1
T-02	1	1	1	1	1	1	1	1	1	0
T-03	1	0	1	0	0	1	1	1	0	0
<b>Ba</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>14</b>	<b>8</b>	<b>15</b>	<b>15</b>	<b>14</b>	<b>14</b>	<b>16</b>
<b>Ja</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>
<b>Pu</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0.93</b>	<b>0.53</b>	<b>1</b>	<b>1</b>	<b>0.93</b>	<b>0.93</b>	<b>1.07</b>
<b>Bb</b>	<b>15</b>	<b>13</b>	<b>12</b>	<b>9</b>	<b>8</b>	<b>15</b>	<b>9</b>	<b>9</b>	<b>10</b>	<b>11</b>











1	1	1	0.6	0.87	1	1	0.93	1	0.87	
14	14	13	7	13	12	13	13	10	6	
15	15	15	15	15	15	15	15	15	15	
0.93	0.93	0.87	0.47	0.87	0.8	0.87	0.87	0.67	0.4	
0.07	0.07	0.13	0.13	0	0.2	0.13	0.07	0.33	0.47	
Poor	Poor	Poor	Poor	Poor	Moderate	Poor	Poor	Good	Very Good	

## Appendix 10

**Appendix 10 Pre-test and Post-Test Instrument****“Enhancing Listening Skills of the Tenth Grade Students of MAN 2  
Rembang  
Through British Council Podcast”**

Time/Date:

Name :

Class :

**Section 1**

*Listen to the audio podcast carefully. Then, answer these following questions correctly by choosing (a), (b), (c), (d), or (e)!*

1. How old is Ravi?
  - a. He is twenty years old.
  - b. He is twenty-one years old.
  - c. He is twenty-two years old.
  - d. He is twenty-three years old.
  - e. He is thirty-three years old.
  
2. Who is a great cook based on the conversation?
  - a. Tess
  - b. Gordon
  - c. Zara
  - d. Heller
  - e. Ravi
  
3. Why does Zara admire Angelina Jolie?
  - a. Because she is a great cook.
  - b. Because she is Australian film actress.
  - c. Because she is poor.
  - d. Because she is ugly.
  - e. Because she helps children and people who have difficult life.
  
4. What would Zara like to do if she met Angelina Jolie?
  - a. She will take a picture with her.
  - b. She will talk about her trips to different places around the world.
  - c. She will ask Brad Pitt to marry her.
  - d. She will pass by.

- e. She will ask her phone numbers.

## **Section 2**

*Listen to the audio podcast once again and complete this following conversation!*

Ravi : “Well, OK then. Ermm, this is Tess. She’s from London. She’s ...  
how old are you?”

Tess : “None of your (5) \_\_\_\_\_, Ravi!”

Ravi : “And she loves dancing and (6)\_\_\_\_\_her (7) \_\_\_\_\_ bike. OK?”

Tess : “OK. This is Ravi. He comes from Manchester. He’s 23. Oh ...  
aren’t you?”

Ravi : “Oh yes”

## **Section 3**

*Listen carefully to what you will hear. Write (T) if the statement is TRUE,  
and (F) if the statement is FALSE.*

8.

9.

10.

11.

12.

## **Section 4**

*You will hear some incomplete sentences followed by a series of answers.  
Select the most appropriate answers to the question and write them down on  
your answer sheet!*

13. a. were  
b. comes  
c. goes

- d. live
  - e. are
14.
  - a. hates
  - b. love
  - c. like
  - d. loves
  - e. hate
15.
  - a. are
  - b. is
  - c. were
  - d. am
  - e. was
16.
  - a. was
  - b. am
  - c. are
  - d. is
  - e. were
17.
  - a. have
  - b. has
  - c. had
  - d. have not
  - e. has not
18.
  - a. his
  - b. him
  - c. her
  - d. our
  - e. their
19.
  - a. are
  - b. am
  - c. were
  - d. is
  - e. was
20.
  - a. United States
  - b. United Kingdom
  - c. Uni Soviet
  - d. Uni Emirate Arab
  - e. United Nations

**Section 5**

*You will hear a sentence once. Listen carefully to determine whether the subject and verb are singular or plural. Indicate your answer as follows:*  
*(S) if the subject and verb singular*  
*(P) if the subject and verb are plural*

21.

22.

23.

24.

25.

26.

27.

28.

29.

30.

## Appendix 11

**Appendix 11 Lesson Plan of Experimental Group****Enhancing Listening Skills of the Tenth Grade Students of Man 2 Rembang  
through British Council Podcast**

<b>Level</b>	: Beginner – Senior High School
<b>Time allotment</b>	: 4 x 90 minutes
<b>Skill focus</b>	: Listening

**Learning Objective:**

- By the end of the lesson, students should be able to understand the idea of the conversation of podcast given by the teacher.
- By the end of the lesson, students should be able to answer some questions related to the podcast.
- By the end of the lesson, students should be able to enrich their vocabulary through the podcast.

**Teaching Method:**

- Podcasting

**Reference:**

- [learnenglish.britishcouncil.org](http://learnenglish.britishcouncil.org)

**Teaching Material:****SIMPLE PRESENT TENSE**

The present tense is the **base form** of the verb:

*I work in London.*

But with the third person singular (*she/he/it*), we add an *-s*:

*She works in London.*

**Present simple questions**

Look at these questions:

***Do** you **play** the piano?  
 Where **do** you **live**?  
**Does** Jack **play** football?  
 Where **does** he **come from**?  
**Do** Rita and Angela **live** in Manchester?  
 Where **do** they **work**?*

We use *do* and *does* to make questions with the present simple. We use *does* for the third person singular (*she/he/it*) and *do* for the others.

We use *do* and *does* with question words like *where*, *what* and *when*:

***Where do** Angela and Rita **live**?  
**What does** Angela **do**?  
**When does** Rita usually **get up**?*

But questions with *who* often don't use *do* or *does*:

***Who lives** in London?  
**Who plays** football at the weekend?  
**Who works** at Liverpool City Hospital?*

Here are some useful questions. Try to remember them:

*Where do you come from?  
 Do you come from ...?  
 Where do you live?  
 Do you live in ...?*

*What work do you do?  
 Do you like ...?  
 Do you know ...?*

Look at these sentences:

*I like tennis but I **don't like** football. (don't = do not)  
 I **don't live** in London now.  
 I **don't play** the piano but I play the guitar.  
 They **don't work** at the weekend.  
 John **doesn't live** in Manchester. (doesn't = does not)  
 Angela **doesn't drive** to work. She goes by bus.*

We use *do* and *does* to make negatives with the present simple. We use *doesn't* for the third person singular (*she/he/it*) and *don't* for the others.

## Present simple and present time

We use the present simple to talk about:

- something that is **true** in the present:

*I'm nineteen years old.*

*I'm a student.*

*He lives in London.*

- something that **happens regularly** in the present:

*I play football every weekend.*

- something that is always true:

*The human body contains 206 bones.*

*Light travels at almost 300,000 kilometres per second.*

We often use adverbs of frequency like *sometimes*, *always* and *never* with the present simple:

*I sometimes go to the cinema.*

*She never plays football.*

Here are some useful sentences. Complete them so they are true for you and try to remember them:

*My name is ... .*

*I'm ... years old.*

*I come from ... .*

*I live in ... .*

*I'm a(n) ... .*

*I ... at the weekend.*

*I often ... .*

*I never ... .*

Complete these sentences so they are true for a friend and try to remember them:

*Her/His name is ... .*

*She's/He's ... years old.*

*She/He comes from ... .*

*She/He lives in ... .*

*She's/He's a(n) ... .*

*She/He ... at the weekend.*

*She/He often ... .*

*She/He never ... .*



## ADJECTIVES

We use adjectives to **describe nouns**.

Most adjectives can be used **in front of a noun**:

*They have a **beautiful house**.*

*We saw a very **exciting film** last night.*

or **after a link verb** like *be*, *look* or *feel*:

*Their house **is beautiful**.*

*That film **looks interesting**.*

A lot of [adjectives](#) are made from verbs by adding *-ing* or *-ed*:

### **-ing adjectives**

The commonest *-ing* adjectives are:

<i>amusing</i>	<i>frightening</i>
<i>annoying</i>	<i>tiring</i>
<i>boring</i>	<i>shocking</i>
<i>disappointing</i>	<i>surprising</i>
<i>exciting</i>	<i>worrying</i>
<i>interesting</i>	

If you say something is *interesting*, you mean it *interests* you:

*I read a very **interesting** article in the newspaper today.*

If you say something is *terrifying*, you mean it *terrifies* you:

*That Dracula film was absolutely **terrifying**.*

### **-ed adjectives**

The commonest *-ed* adjectives are:

<i>annoyed</i>	<i>excited</i>
<i>bored</i>	<i>frightened</i>
<i>closed</i>	<i>tired</i>
<i>delighted</i>	<i>worried</i>
<i>disappointed</i>	

If something *bore* you, you can say you feel *bored*.

*We had nothing to do. We were really **bored**.*

If something *terrifies* you, you can say you are *terrified*.

*I didn't really enjoy the Dracula film. Most of the time I was **terrified**.*

### Teaching Scenario

Meetings		Activities	Time
	<b>WARMING UP</b>	<ul style="list-style-type: none"> <li>- The teacher greets the class.</li> <li>- One of the students leads the pray.</li> <li>- The teacher calls the role.</li> </ul>	5''
<b>WEEK 1</b>	<b>PRESENTATION 1</b>	<ul style="list-style-type: none"> <li>- The teacher asks the students about podcast.</li> <li>- The teacher explains what podcast is.</li> <li>- The teacher gives further characteristics of British council podcast.</li> </ul>	10''
	<b>PRESENTATION 2</b>	<ul style="list-style-type: none"> <li>- The teacher plays the audio podcast Series 1 Episode 1 Section 1 and 2</li> <li>- The students listen carefully to the audio podcast.</li> <li>- The teacher asks the students about the main idea from what they hear.</li> </ul>	15''
	<b>PRACTICE 1</b>	<ul style="list-style-type: none"> <li>- The students mention the names of people in the conversation they heard.</li> <li>- The students mention where the people in the conversation came from.</li> <li>- The students explain who Angelina Jolie is.</li> <li>- The students explain what Angelina have done that she got</li> </ul>	10''

		famous and people want to see her.	
	<b>PRACTICE 2</b>	<ul style="list-style-type: none"> <li>- The teacher gives exercises to the students</li> <li>- The students listen to the teacher's instruction.</li> <li>- The students have to finish the exercises with the time allotment given by the teacher.</li> </ul>	20''
<b>WEEK 2</b>	<b>PRESENTATION 1</b>	<ul style="list-style-type: none"> <li>- The teacher asks the students about the previous podcast they have learned.</li> <li>- The teacher gives a brief explanation about the next podcast they will hear.</li> </ul>	10''
	<b>PRESENTATION 2</b>	<ul style="list-style-type: none"> <li>- The teacher plays the audio podcast Series 1 Episode 2 Section 1 and 2</li> <li>- The students listen carefully to the audio podcast.</li> <li>- The teacher asks the students about the main idea from what they hear.</li> </ul>	15''
	<b>PRACTICE 1</b>	<ul style="list-style-type: none"> <li>- The students mention the names of people in the conversation they heard.</li> <li>- The students mention where the people in the conversation came from.</li> <li>- The students explain who Shakira is.</li> <li>- The students explain what makes Yasmin admires Shakira.</li> <li>- The students explain what Yasmin will do if she met Shakira.</li> </ul>	10''
	<b>PRACTICE 2</b>	<ul style="list-style-type: none"> <li>- The teacher gives exercises to the students</li> </ul>	20''

		<ul style="list-style-type: none"> <li>- The students listen to the teacher's instruction.</li> <li>- The students have to finish the exercises with the time allotment given by the teacher.</li> </ul>	
<b>WEEK 3</b>	<b>PRESENTATION 1</b>	<ul style="list-style-type: none"> <li>- The teacher asks the students about the previous podcast they have learned.</li> <li>- The teacher gives a brief explanation about the next podcast they will hear.</li> </ul>	10''
	<b>PRESENTATION 2</b>	<ul style="list-style-type: none"> <li>- The teacher plays the audio podcast Series 1 Episode 3 Section 1 and 2</li> <li>- The students listen carefully to the audio podcast.</li> <li>- The teacher asks the students about the main idea from what they hear.</li> </ul>	15''
	<b>PRACTICE 1</b>	<ul style="list-style-type: none"> <li>- The students mention the names of people in the conversation they heard.</li> <li>- The students mention where the people in the conversation came from.</li> <li>- The students explain who Martin is.</li> <li>- The students explain what makes Martin admire Jonathan.</li> <li>- The students explain what Martin will do if she met Jonathan</li> </ul>	10''
	<b>PRACTICE 2</b>	<ul style="list-style-type: none"> <li>- The teacher gives exercises to the students</li> <li>- The students listen to the teacher's instruction.</li> <li>- The students have to finish the exercises with</li> </ul>	20''

		the time allotment given by the teacher.	
<b>WEEK 4</b>	<b>PRESENTATION 1</b>	<ul style="list-style-type: none"> <li>- The teacher asks the students about the previous podcast they have learned.</li> <li>- The teacher gives a brief explanation about the next podcast they will hear.</li> </ul>	10''
	<b>PRESENTATION 2</b>	<ul style="list-style-type: none"> <li>- The teacher plays the audio podcast Series 1 Episode 4 Section 1 and 2</li> <li>- The students listen carefully to the audio podcast.</li> <li>- The teacher asks the students about the main idea from what they hear.</li> </ul>	15''
	<b>PRACTICE 1</b>	<ul style="list-style-type: none"> <li>- The students mention the names of people in the conversation they heard.</li> <li>- The students mention where the people in the conversation came from.</li> <li>- The students explain who Marcus is.</li> <li>- The students explain what makes Marcus admire Bob Marley.</li> <li>- The students explain what Marcus will do if she met Bob Marley.</li> </ul>	10''
	<b>PRACTICE 2</b>	<ul style="list-style-type: none"> <li>- The teacher gives exercises to the students</li> <li>- The students listen to the teacher's instruction.</li> <li>- The students have to finish the exercises with the time allotment given by the teacher.</li> </ul>	20''
	<b>PRESENTATION 3</b>	<ul style="list-style-type: none"> <li>- The teacher asks about the unfamiliar</li> </ul>	15''

		<p>vocabulary for the students.</p> <ul style="list-style-type: none"> <li>- The students write the vocabulary on the whiteboard.</li> <li>- The teacher tries to pronounce the vocabulary written by the students.</li> <li>- The teacher tells the students the meanings of the vocabulary written on the whiteboard.</li> </ul>	
	<b>PRODUCTION</b>	<ul style="list-style-type: none"> <li>- The students have a chance to ask about the material have been learned.</li> <li>- The teacher gives a brief explanation and example.</li> <li>- The teacher gives the students homework.</li> <li>- The teacher asks the students to pass the paper.</li> </ul>	10''
	<b>CLOSING</b>	<ul style="list-style-type: none"> <li>- The teacher asks if there is any question.</li> <li>- The teacher closes the session.</li> </ul>	5''

## Appendix 12

**Appendix 12 Lesson Plan of Control Group****Enhancing Listening Skills of the Tenth Grade Students of Man 2 Rembang  
through British Council Podcast**

**Level** : Beginner – Senior High School

**Time allotment** : 4 x 90 minutes

**Skill focus** : Listening

**Basic Competence:**

- 3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *pronoun: subjective, objective, possessive*)
- 4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

**Learning Objectives:**

- Setelah menempuh kegiatan pembelajaran, siswa diharapkan mampu untuk mengidentifikasi pengertian, fungsi, dan struktur teks deskriptif mengenai jati diri dan hubungan keluarga.

**Indicators****1. Pengetahuan****Membedakan**

- a. Menggunakan capital letter yang terdapat pada teks deskriptif transaksional terkait jati diri dan hubungan keluarga.

- b. Menunjukkan punctuation yang terdapat pada teks deskriptif transaksional terkait jati diri dan hubungan keluarga.
- c. Menguraikan spelling yang terdapat pada teks deskriptif transaksional terkait jati diri dan hubungan keluarga.
- d. Membedakan written interaction yang mengandung teks deskriptif transaksional terkait jati diri dan hubungan keluarga.

## **2. Keterampilan**

### **Menangkap**

- a. Siswa mampu mencari capital letter yang sesuai ke dalam teks deskriptif transaksional terkait jati diri dan hubungan keluarga.
- b. Siswa mampu memilih punctuation yang tepat ke dalam teks deskriptif transaksional terkait jati diri dan hubungan keluarga.
- c. Siswa mampu menyebutkan spelling dengan benar yang terdapat pada teks deskriptif transaksional terkait jati diri dan hubungan keluarga.
- d. Siswa mampu mengidentifikasi written interaction terkait teks deskriptif transaksional terkait jati diri dan hubungan keluarga

### **Menyusun**

- a. Siswa mampu menggunakan capital letter yang sesuai ke dalam teks deskriptif transaksional terkait jati diri dan hubungan keluarga.
- b. Siswa mampu menerapkan punctuation yang tepat ke dalam teks deskriptif transaksional terkait jati diri dan hubungan keluarga.
- c. Siswa mampu menulis spelling dengan benar terkait teks deskriptif transaksional terkait jati diri dan hubungan keluarga.
- d. Siswa mampu menggabungkan written interaction terkait teks deskriptif transaksional terkait jati diri dan hubungan keluarga.

### **Media Pembelajaran**

- Power Point Slides



## **Materi Pembelajaran**

### **SIMPLE PRESENT TENSE**

The present tense is the **base form** of the verb:

*I **work** in London.*

But with the third person singular (*she/he/it*), we add an **-s**:

*She **works** in London.*

### **Present simple questions**

Look at these questions:

***Do** you **play** the piano?*

*Where **do** you **live**?*

***Does** Jack **play** football?*

*Where **does** he **come from**?*

***Do** Rita and Angela **live** in Manchester?*

*Where **do** they **work**?*

We use *do* and *does* to make questions with the present simple. We use *does* for the third person singular (*she/he/it*) and *do* for the others.

We use *do* and *does* with question words like *where*, *what* and *when*:

*Where **do** Angela and Rita **live**?*

*What **does** Angela **do**?*

*When **does** Rita usually **get up**?*

But questions with *who* often don't use *do* or *does*:

*Who **lives** in London?*

*Who **plays** football at the weekend?*

*Who **works** at Liverpool City Hospital?*

Here are some useful questions. Try to remember them:

<i>Where do you come from?</i>	<i>What work do you do?</i>
<i>Do you come from ...?</i>	<i>Do you like ...?</i>
<i>Where do you live?</i>	<i>Do you know ...?</i>
<i>Do you live in ...?</i>	

Look at these sentences:

*I like tennis but I **don't like** football. (don't = do not)*

*I **don't live** in London now.*

*I **don't play** the piano but I play the guitar.*

*They **don't work** at the weekend.*

*John **doesn't live** in Manchester. (doesn't = does not)*

*Angela **doesn't drive** to work. She goes by bus.*

We use *do* and *does* to make negatives with the present simple. We use *doesn't* for the third person singular (*she/he/it*) and *don't* for the others.

### **Present simple and present time**

We use the present simple to talk about:

- something that is **true** in the present:

*I'm nineteen years old.*

*I'm a student.*

*He **lives** in London.*

- something that **happens regularly** in the present:

*I **play** football every weekend.*

- something that is always true:

*The human body **contains** 206 bones.*

*Light **travels** at almost 300,000 kilometres per second.*

We often use adverbs of frequency like *sometimes*, *always* and *never* with the present simple:

*I sometimes go to the cinema.*

*She never plays football.*

Here are some useful sentences. Complete them so they are true for you and try to remember them:

*My name is ... .*

*I'm ... years old.*

*I come from ... .*

*I live in ... .*

*I'm a(n) ... .*

*I ... at the weekend.*

*I often ... .*

*I never ... .*

Complete these sentences so they are true for a friend and try to remember them:

*Her/His name is ... .*

*She's/He's ... years old.*

*She/He comes from ... .*

*She/He lives in ... .*

*She's/He's a(n) ... .*

*She/He ... at the weekend.*

*She/He often ... .*

*She/He never ... .*

## ADJECTIVES

We use adjectives to **describe nouns**.

Most adjectives can be used **in front of a noun**:

*They have a **beautiful house**.*

*We saw a very **exciting film** last night.*

or **after a link verb** like *be*, *look* or *feel*:

*Their house **is beautiful**.*

*That film **looks interesting**.*

A lot of [adjectives](#) are made from verbs by adding *-ing* or *-ed*:

### **-ing adjectives**

The commonest *-ing* adjectives are:

<i>amusing</i>	<i>frightening</i>
<i>annoying</i>	<i>tiring</i>
<i>boring</i>	<i>shocking</i>
<i>disappointing</i>	<i>surprising</i>
<i>exciting</i>	<i>worrying</i>
<i>interesting</i>	

If you say something is *interesting*, you mean it *interests* you:

*I read a very **interesting** article in the newspaper today.*

If you say something is *terrifying*, you mean it *terrifies* you:

*That Dracula film was absolutely **terrifying**.*

### **-ed adjectives**

The commonest *-ed* adjectives are:

<i>annoyed</i>	<i>excited</i>
<i>bored</i>	<i>frightened</i>
<i>closed</i>	<i>tired</i>
<i>delighted</i>	<i>worried</i>
<i>disappointed</i>	

If something *bores* you, you can say you feel *bored*.

*We had nothing to do. We were really **bored**.*

If something *terrifies* you, you can say you are *terrified*.

*I didn't really enjoy the Dracula film. Most of the time I was **terrified**.*

### Teaching Scenario

Meetings		Activities	Time
	<b>WARMING UP</b>	<ul style="list-style-type: none"> <li>- The teacher greets the class.</li> <li>- One of the students leads the pray.</li> <li>- The teacher calls the role.</li> </ul>	5''
<b>WEEK 1</b>	<b>PRESENTATION 1</b>	<ul style="list-style-type: none"> <li>- The teacher gives a brief explanation about the next materials they will learn.</li> </ul>	10''
	<b>PRESENTATION 2</b>	<ul style="list-style-type: none"> <li>- The teacher presents the power point slides about Simple Present Tense.</li> </ul>	15''
	<b>PRACTICE 1</b>	<ul style="list-style-type: none"> <li>- The teacher reviews the material that has been delivered.</li> <li>- The students have chances to ask about the material they do not understand yet.</li> </ul>	10''
	<b>PRACTICE 2</b>	<ul style="list-style-type: none"> <li>- The teacher gives exercises to the students</li> <li>- The students listen to the teacher's instruction.</li> <li>- The students have to finish the exercises with the time allotment given by the teacher.</li> </ul>	20''
<b>WEEK 2</b>	<b>PRESENTATION 1</b>	<ul style="list-style-type: none"> <li>- The teacher asks the students about the previous materials they have learned.</li> <li>- The teacher gives a brief explanation about the next materials they will learn.</li> </ul>	10''
	<b>PRESENTATION 2</b>	<ul style="list-style-type: none"> <li>- The teacher presents the power point slides about Simple Present Tense.</li> </ul>	15''
	<b>PRACTICE 1</b>	<ul style="list-style-type: none"> <li>- The teacher reviews the material that has been delivered.</li> <li>- The students have chances to ask about the</li> </ul>	10''

		material they do not understand yet.	
	<b>PRACTICE 2</b>	<ul style="list-style-type: none"> <li>- The teacher gives exercises to the students</li> <li>- The students listen to the teacher's instruction.</li> <li>- The students have to finish the exercises with the time allotment given by the teacher.</li> </ul>	20''
<b>WEEK 3</b>	<b>PRESENTATION 1</b>	<ul style="list-style-type: none"> <li>- The teacher asks the students about the previous materials they have learned.</li> <li>- The teacher gives a brief explanation about the next materials they will learn.</li> </ul>	10''
	<b>PRESENTATION 2</b>	<ul style="list-style-type: none"> <li>- The teacher presents the power point slides about Adjectives.</li> </ul>	15''
	<b>PRACTICE 1</b>	<ul style="list-style-type: none"> <li>- The teacher reviews the material that has been delivered.</li> <li>- The students have chances to ask about the material they do not understand yet.</li> </ul>	10''
	<b>PRACTICE 2</b>	<ul style="list-style-type: none"> <li>- The teacher gives exercises to the students</li> <li>- The students listen to the teacher's instruction.</li> <li>- The students have to finish the exercises with the time allotment given by the teacher.</li> </ul>	20''
<b>WEEK 4</b>	<b>PRESENTATION 1</b>	<ul style="list-style-type: none"> <li>- The teacher asks the students about the previous materials they have learned.</li> <li>- The teacher gives a brief explanation about the next materials they will learn.</li> </ul>	10''
	<b>PRESENTATION 2</b>	<ul style="list-style-type: none"> <li>- The teacher presents the power point slides about</li> </ul>	15''

		Adjectives.	
	<b>PRACTICE 1</b>	<ul style="list-style-type: none"> <li>- The teacher reviews the material that has been delivered.</li> <li>- The students have chances to ask about the material they do not understand yet.</li> </ul>	10''
	<b>PRACTICE 2</b>	<ul style="list-style-type: none"> <li>- The teacher gives exercises to the students</li> <li>- The students listen to the teacher's instruction.</li> <li>- The students have to finish the exercises with the time allotment given by the teacher.</li> </ul>	20''
	<b>PRESENTATION 3</b>	<ul style="list-style-type: none"> <li>- The teacher asks about the unfamiliar vocabulary for the students.</li> <li>- The students write the vocabulary on the whiteboard.</li> <li>- The teacher tries to pronounce the vocabulary written by the students.</li> <li>- The teacher tells the students the meanings of the vocabulary written on the whiteboard.</li> </ul>	15''
	<b>PRODUCTION</b>	<ul style="list-style-type: none"> <li>- The students have a chance to ask about the material have been learned.</li> <li>- The teacher gives a brief explanation and example.</li> <li>- The teacher gives the students homework.</li> <li>- The teacher asks the students to pass the paper.</li> </ul>	10''
	<b>CLOSING</b>	<ul style="list-style-type: none"> <li>- The teacher asks if there is any question.</li> <li>- The teacher closes the session.</li> </ul>	5''

### Attachment of Lesson Plan

#### EXERCISES

##### Section 1

Use the phrases in the boxes to fill the gaps in the text below.

this is Paul	Nice to meet you	this is Susan	work together	something to talk about
went to school	good friend of mine	do you know	I'll introduce	you've both got in common

Dave : Paul \_\_\_\_\_ Susan?

Paul : I don't think so.

Dave : OK, \_\_\_\_\_ you. Susan, \_\_\_\_\_, he's a very \_\_\_\_\_.

Susan : Hello Paul.

Dave : Paul, \_\_\_\_\_. We \_\_\_\_\_ together.

Paul : Really! \_\_\_\_\_ Susan.

Dave : Susan's from Bristol. She's here on holiday, she's a computer programmer. Paul lives in the next street, Susan. We \_\_\_\_\_ at the radio station. He produces the film programmes.

Susan : How interesting!

Dave : That's something \_\_\_\_\_. Susan's a big film fan, aren't you Susan?

Paul : Great! Who's your favorite director?

Dave : Well, now you've got \_\_\_\_\_, can I get you both a drink?

##### Section 2

Put the words in these sentences in the right order.

1. going Britain? in you What to are do
2. University at going of study the I'm Newcastle to
3. you in long intend stay the How to country? do
4. years to planning in for stay three I'm Newcastle
5. you in planning Britain? Are to work
6. to in I intend work Newcastle don't full-time
7. in study I'm to London not going



### **Section 3**

Use the phrases in the boxes to fill the gaps in the text below.

I went there a few years ago	Was the weather good?	Did you go with Pete?	It sounds great	
Good weekend?	He'd love it.	Where did you go?	Yes, I know Bath	Where did you stay?

Dave : Good morning Stella. \_\_\_\_\_

Stella : Great thanks. I went away.

Dave : Lucky you! \_\_\_\_\_. Anywhere nice?

Stella : I went to Bath. You know, near Bristol, in the South West.

Dave : \_\_\_\_\_. It's a fantastic place. \_\_\_\_\_

Stella : No, Pete was working so I went with my sister.

Dave : You went with Amy? That's nice. Why did you choose Bath?

Stella : Amy wanted to go – she's really into old buildings.

Dave : Yes, \_\_\_\_\_. I remember the Roman Baths – and of course, all of the old city is beautiful. There's a lot of stuff to see.

\_\_\_\_\_

Stella : In a hotel – not a very expensive one, but it was nice. The people were really friendly. And it was near the city center so we could walk everywhere. It was great. Really relaxing.

Dave : Well, walking's OK if it isn't raining. \_\_\_\_\_

Stella : It was OK. Not fantastic, but OK. It was a bit cold but it was sunny.

Dave : Perfect for walking! \_\_\_\_\_

Stella : Yes, it was. I'd like to go back again – maybe for a week or two.

Dave : You should take Pete next time. \_\_\_\_\_.

### **Section 4**

Match the specific questions in the box to the general questions below.

Did you try the local sausages?	Did it rain a lot?	Did you go with Pete?
---------------------------------	--------------------	-----------------------

Did you go to that fantastic beach?	Did you stay at the Rialto?	Did you take your car?
-------------------------------------	-----------------------------	------------------------

1. Who did you go with?
2. How did you travel?
3. Where did you stay?
4. What did you eat?
5. What was the weather like?
6. What did you do?

### **Section 5**

Put the expressions in the right places

where the Lost Luggage Office is please?		It's a black suitcase. Quite big.
What do I have to do?	Anything else?	No. I think that's everything.
I'm sure. I've waited for an hour.	Yes, I think so.	It's Carolina. And my surname is....

Carolina: Excuse me. [1] Can you tell me \_\_\_\_\_

Airport worker: It's over there. That desk over there, near the exit.

Carolina: Thank you.

...

Carolina: Hello. Erm.. My bag hasn't arrived. [2] \_\_\_\_\_

Lost luggage clerk: OK. Where have you arrived from?

Carolina: From Venezuela. Caracas.

Lost luggage clerk: And you're sure that your bag isn't on the carousel?

Carolina: [3] \_\_\_\_\_. All the other people on my flight have gone. There are no more bags coming out.

Lost luggage clerk: OK. We'll need to fill in a report. Can I have your name please?

Carolina: [4] \_\_\_\_\_

Lost luggage clerk: OK. Now we need a description of the bag. Can you tell me what it looks like?

Carolina: [5] \_\_\_\_\_

Lost luggage clerk: Look at these pictures. Which one looks most like your suitcase?

Carolina: This one, I think.

Lost luggage clerk: The biggest one?

Carolina: [6] \_\_\_\_\_

Lost luggage clerk: And is it all black? The handle as well?

Carolina: Yes, everything. A black suitcase and a black handle.

Lost luggage clerk: OK. [7] \_\_\_\_\_

Carolina: Yes. There was a label on it. With my name. And there's a little white star on the top, next to the handle. So I can see that it's mine.

Lost luggage clerk: little ..white ...star. OK. Anything else?

Carolina: [8] \_\_\_\_\_

Lost luggage clerk: OK. Don't worry. I'm sure we'll find it. Can you wait a few minutes while I make some calls?

Carolina: OK. Thank you.

### **Section 6**

Choose all the phrases the people can say – there is always more than one correct answer.

1. Excuse me. \_\_\_\_\_ please?
  - a) Where is the lost luggage office
  - b) Can you tell me where the lost luggage office is
  - c) Can you tell me the way to the lost luggage office
  - d) How do I get to the lost luggage office
2. Hello. My bag hasn't arrived. \_\_\_\_\_?
  - a) What shall I do?
  - b) What do I have to do?
  - c) What should I do?
  - d) What will I do?
3. And you're sure that your bag isn't on the carousel?

- \_\_\_\_\_ . I've waited for an hour.
- Yes I have
  - I'm sure
  - Yes I am
  - It isn't there
4. Now we need a description of the bag. \_\_\_\_\_ ?  
It's a black suitcase. Quite big.
- Can you tell me what it looks like?
  - How is it like?
  - How is it?
  - What does it look like?
5. Which one looks most like your suitcase? The biggest one?
- Yes I think so
  - Yes, the biggest one
  - Yes, that one
  - Yes, that's right
6. A: OK. Anything else?  
B: \_\_\_\_\_
- No. I think that's everything
  - I don't think so
  - Yes, I think so
  - No, nothing else

### **Section 7**

Put the phrases in the box in the right places.

I feel really good in it	It really suits you	it was only £40	Is that
Was it very expensive?	looking very nice	Not bad at all	it looks
Where did you get it?	You look a bit like	so I tried it on	

Helen: You're \_\_\_\_\_ today Stella. \_\_\_\_\_ a new dress?

Stella: Yes, it is. Do you like it?

Helen: It's great. \_\_\_\_\_ .

Stella: Thanks. I'm not sure about the colour. I don't usually wear red.

Helen: Don't be silly, \_\_\_\_\_ fantastic. It goes really well with  
your skin colour. \_\_\_\_\_

Stella: That little shop at the top of the road, you know, next to the café. I went in  
there yesterday looking for a T shirt, and then I saw this. They had them in  
other colours too, I wanted the black really...

Helen: You always wear black!

Stella: ...but they only had red ones in my size \_\_\_\_\_ , and I really liked it.

Helen: \_\_\_\_\_

Stella: No. It wasn't in the sale, but \_\_\_\_\_ , Well £39.99  
actually. I think that's cheap for a dress nowadays.

Helen: \_\_\_\_\_ . You should have bought two!

Stella: I might go back tomorrow and get another one. \_\_\_\_\_ .

Helen: \_\_\_\_\_ Kate Moss.

Stella: Kate Moss! I wish! Did you see that article about her in the paper  
yesterday? Apparently she uses this really expensive face cream all over her body.  
It costs about a thousand pounds for a pot or something.....

### **Section 8**

Put the expressions in the right places.

And do I need to change trains?	it's very easy to find	We call it the tube here.	I have to get to
How long does it take?	which train goes to	the dark blue one	The tube takes

Carolina: [1] \_\_\_\_\_ King's Cross station to get the train to

Newcastle at eight o'clock. [2] \_\_\_\_\_ Have I got enough time?

Lost luggage clerk: By tube or train?

Carolina: Tube? I don't understand.

Lost luggage clerk: The underground, you know, the metro. [3] \_\_\_\_\_

Carolina: Yes, on the tube.

Lost luggage clerk: You've got plenty of time. [4] \_\_\_\_\_  
about an hour – probably less at this time of the evening. Don't worry – [5]  
\_\_\_\_\_ the station - just follow the signs.

Baggage handler: Here you are love - one black bag from Caracas.

Carolina: Yes, that's mine. Thank you.

Lost luggage clerk: Could you sign your name here...

Carolina: Excuse me. Could you tell me [6] \_\_\_\_\_ King's Cross station please?

Tube worker: Piccadilly line miss -[7] \_\_\_\_\_ on the map. Just  
follow the signs to the platform. You want an eastbound train – you're going east.

Carolina: [8] \_\_\_\_\_

Tube worker: No, Heathrow and Kings Cross are both on the Piccadilly line. You  
don't need to change.

Carolina: Thank you

### **Section 9**

Choose all the things the people can say – there is always more than one correct  
answer.

1. \_\_\_\_\_ King's Cross station to get the train to  
Newcastle at eight o'clock.
  - a) I need to get to
  - b) I have to get to
  - c) It's necessary to get to
  - d) I want to get to
2. \_\_\_\_\_ Have I got enough time?
  - a) How far is it?
  - b) How long does it take?
  - c) How long do I take?
  - d) How long will it take?
3. \_\_\_\_\_  
Tube? I don't understand.

The underground, you know, the metro.

- a) We call it 'the tube' here.
  - b) It calls 'the tube' here.
  - c) People say 'the tube' here.
  - d) It's called 'the tube' here
4. You've got plenty of time. \_\_\_\_\_ about an hour – probably less at this time of the evening.
- a) It takes
  - b) You take
  - c) The tube takes
  - d) It'll take
5. Don't worry – \_\_\_\_\_ the station - just follow the signs.
- a) it's very easy to find
  - b) it's very easy to get to
  - c) it isn't difficult to find
  - d) it's very easy to arrive at
6. Excuse me. Could you tell me \_\_\_\_\_ King's Cross station please?
- a) where is
  - b) which train I need for
  - c) which train goes to
  - d) how to get to
7. Piccadilly line, miss – \_\_\_\_\_ on the map. Just follow the signs to the platform. You want an eastbound train – you're going east.
- a) the one dark blue
  - b) the dark blue one
  - c) the dark blue line
  - d) the one that's dark blue

## Appendix 13

**Appendix 13 Pre-Test Score of Experimental and Control Group**

<b>Number</b>	<b>Code</b>	<b>Pre-Test Experiment</b>	<b>Number</b>	<b>Code</b>	<b>Pre-test Control</b>
1	E-01	83	1	C-01	53
2	E-02	87	2	C-02	77
3	E-03	70	3	C-03	60
4	E-04	90	4	C-04	70
5	E-05	83	5	C-05	63
6	E-06	97	6	C-06	73
7	E-07	63	7	C-07	60
8	E-08	77	8	C-08	63
9	E-09	77	9	C-09	53
10	E-10	77	10	C-10	73
11	E-11	77	11	C-11	67
12	E-12	53	12	C-12	86
13	E-13	73	13	C-13	90
14	E-14	80	14	C-14	73
15	E-15	97	15	C-15	80
16	E-16	53	16	C-16	60
17	E-17	87	17	C-17	73
18	E-18	97	18	C-18	70
19	E-19	73	19	C-19	77
20	E-20	53	20	C-20	80
21	E-21	60	21	C-21	63
22	E-22	80	22	C-22	83
23	E-23	60	23	C-23	90
24	E-24	70	24	C-24	83
25	E-25	50	25	C-25	83
26	E-26	70	26	C-26	70
27	E-27	77	27	C-27	90
28	E-28	57	28	C-28	77
29	E-29	73	29	C-29	73
30	E-30	50	30	C-30	77



## Appendix 14

**Appendix 14 Post-Test Score of Experimental and Control Group**

<b>Number</b>	<b>Code</b>	<b>Post-Test Experiment</b>	<b>Number</b>	<b>Code</b>	<b>Post-test Control</b>
1	E-01	90	1	C-01	57
2	E-02	93	2	C-02	80
3	E-03	77	3	C-03	63
4	E-04	97	4	C-04	77
5	E-05	87	5	C-05	80
6	E-06	97	6	C-06	73
7	E-07	80	7	C-07	67
8	E-08	80	8	C-08	63
9	E-09	83	9	C-09	57
10	E-10	87	10	C-10	73
11	E-11	97	11	C-11	73
12	E-12	73	12	C-12	93
13	E-13	77	13	C-13	93
14	E-14	90	14	C-14	83
15	E-15	97	15	C-15	80
16	E-16	73	16	C-16	67
17	E-17	90	17	C-17	77
18	E-18	97	18	C-18	77
19	E-19	83	19	C-19	87
20	E-20	70	20	C-20	87
21	E-21	70	21	C-21	70
22	E-22	83	22	C-22	87
23	E-23	80	23	C-23	90
24	E-24	80	24	C-24	83
25	E-25	70	25	C-25	87
26	E-26	73	26	C-26	70
27	E-27	90	27	C-27	93
28	E-28	83	28	C-28	83
29	E-29	83	29	C-29	77
30	E-30	70	30	C-30	80

## Appendix 15

## Appendix 15 Example of Student's Work on Try-Out Test

**TRY OUT 1**

---

**“Enhancing Listening Skills of the Tenth Grade Students of MAN 2 Rembang Through British Council Podcast”**

Time/Date:

Name : Ali Mursidi  
Class : X MIPA 2

**Section 1**

*Listen to the audio podcast carefully. Then, answer these following questions correctly by choosing (a), (b), (c), (d), or (e)!*

1. Where does Tess come from?
  - a. She is from London.
  - b. She is from Manchester.
  - c. She is from Bristol.
  - d. She is from Birmingham.
  - e. She is from Norwich.
2. How old is Ravi?
  - a. He is twenty years old.
  - b. He is twenty-one years old.
  - c. He is twenty-two years old.
  - d. He is twenty-three years old.
  - e. He is thirty-three years old.
3. What are Tess's hobbies?
  - a. She loves dancing and playing football.
  - b. She loves riding a bike and cooking.
  - c. She loves dancing and riding a bike.
  - d. She loves cooking and dancing.
  - e. She loves playing football and riding a bike.
4. Who is a great cook based on the conversation?
  - a. Tess
  - b. Gordon
  - c. Zara
  - d. Heller
  - e. Ravi
5. What is Gordon's job?
  - a. He is a student.
  - b. He is a presenter.
  - c. He is a producer.
  - d. He is an actor.
  - e. He is a chef.

## TRY OUT 2

**“Enhancing Listening Skills of the Tenth Grade Students of MAN 2 Rembang Through British Council Podcast”**

Name : Cici Meiyanti  
Class : X. MIPA 2

Time/Date:

**Section 1**

*Listen to the audio podcast carefully. Then, answer these following questions correctly by choosing (a), (b), (c), (d), or (e)!*

1. Where does Tess come from?  
 a. She is from London.  
 b. She is from Manchester.  
 c. She is from Bristol.  
 d. She is from Birmingham.  
 e. She is from Norwich.
2. How old is Ravi?  
 a. He is twenty years old.  
 b. He is twenty-one years old.  
 c. He is twenty-two years old.  
 d. He is twenty-three years old.  
 e. He is thirty-three years old.
3. What are Tess's hobbies?  
 a. She loves dancing and playing football.  
 b. She loves riding a bike and cooking.  
 c. She loves dancing and riding a bike.  
 d. She loves cooking and dancing.  
 e. She loves playing football and riding a bike.
4. Who is a great cook based on the conversation?  
 a. Tess  
 b. Gordon  
 c. Zara  
 d. Heller  
 e. Ravi
5. What is Gordon's job?  
 a. He is a student.  
 b. He is a presenter.  
 c. He is a producer.  
 d. He is an actor.  
 e. He is a chef.

## Appendix 16

## Appendix 16 Example of Student's Work on Pre-Test

**PRE-TEST**

---

**“Enhancing Listening Skills of the Tenth Grade Students of MAN 2 Rembang Through British Council Podcast”**

Name : Ahmad Chafidz K  
Class : X MIPA 3

Time/Date:

**Section 1**

*Listen to the audio podcast carefully. Then, answer these following questions correctly by choosing (a), (b), (c), (d), or (e)!*

1. How old is Ravi?
  - a. He is twenty years old.
  - b. He is twenty-one years old.
  - c. He is twenty-two years old.
  - d. He is twenty-three years old.
  - e. He is thirty-three years old.
  
2. Who is a great cook based on the conversation?
  - a. Tess
  - b. Gordon
  - c. Zara
  - d. Heller
  - e. Ravi
  
3. Why does Zara admire Angelina Jolie?
  - a. Because she is a great cook.
  - b. Because she is Australian film actress.
  - c. Because she is poor.
  - d. Because she is ugly.
  - e. Because she helps children and people who have difficult life.
  
4. What would Zara like to do if she met Angelina Jolie?
  - a. She will take a picture with her.
  - b. She will talk about her trips to different places around the world.
  - c. She will ask Brad Pitt to marry her.
  - d. She will pass by.
  - e. She will ask her phone numbers.

## Appendix 17

## Appendix 17 Example of Student's Work on Post-Test

**POST-TEST**

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**“Enhancing Listening Skills of the Tenth Grade Students of MAN 2 Rembang Through British Council Podcast”**

Name : Mazroatul Elmiyah  
 Class : X MIPA 4

Time/Date: 19 Mei 2019

**Section 1**

*Listen to the audio podcast carefully. Then, answer these following questions correctly by choosing (a), (b), (c), (d), or (e)!*

1. How old is Ravi?
  - a. He is twenty years old.
  - b. He is twenty-one years old.
  - c. He is twenty-two years old.
  - d. He is twenty-three years old.
  - e. He is thirty-three years old.
2. Who is a great cook based on the conversation?
  - a. Tess
  - b. Gordon
  - c. Zara
  - d. Heller
  - e. Ravi
3. Why does Zara admire Angelina Jolie?
  - a. Because she is a great cook.
  - b. Because she is Australian film actress.
  - c. Because she is poor.
  - d. Because she is ugly.
  - e. Because she helps children and people who have difficult life.
4. What would Zara like to do if she met Angelina Jolie?
  - a. She will take a picture with her.
  - b. She will talk about her trips to different places around the world.
  - c. She will ask Brad Pitt to marry her.
  - d. She will pass by.
  - e. She will ask her phone numbers.

## Appendix 18

## Appendix 18 Completion Letter of the Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KABUPATEN REMBANG  
MADRASAH ALIYAH NEGERI 2 REMBANG  
Jalan Sunan Bonang Km. 01 ■ Fax (0295) 531006 Lasein  
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NPSN : 20363192 Terakreditasi A NSM 131133170001

**SURAT KETERANGAN**Nomor: *461* /Ma.11.37/PP.00.8/08/2019

Yang bertandatangan di bawah ini :

Nama : Drs. Usman Affandi  
NIP : 196007141988031002  
Jabatan : Kepala MAN 2 Rembang

menerangkan dengan sesungguhnya bahwa:

Nama : Julia Tsamrotul Jannah  
NIM : 2201415085  
Status : Mahasiswa  
Universitas / Fakultas : Universitas Negeri Semarang  
Jurusan / Prodi : Bahasa dan Sastra Inggris / Pendidikan  
Jenis Kelamin : Perempuan

Adalah benar-benar telah melaksanakan penelitian di MAN 2 Rembang, dengan Judul:

" Enhancing Listening Skills of the Tenth Grade Students of MAN 2 Rembang through British Council Podcast"

mulai tanggal 17 April 2019 dan selesai tanggal 25 Mei 2019.

Demikian ini surat keterangan ini di keluarkan untuk digunakan sebagai mestinya.

Dikeluarkan di: Rembang  
Pada Tanggal : 14 Juni 2019  
Kepala

USMAN AFFANDI

Appendix 19

Appendix 19 Documentation







