

**THE IMPLEMENTATION OF PODCAST TOWARD
STUDENTS' LISTENING SKILL AT TENTH GRADE
ELECTRICAL ENGINEERING OF SMK BLK
BANDAR LAMPUNG**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

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ABSTRACT

THE IMPLEMENTATION OF PODCAST TOWARD STUDENTS' LISTENING SKILL AT TENTH GRADE ELECTRICAL ENGINEERING OF SMK BLK BANDAR LAMPUNG

**By:
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Listening is a complex and active process of interpretation in which listeners know what they have heard with what they know. This is the process of initiating thought. We have to pay attention first by listening, then we can easily learn other skills. This research was conducted to analyze implementation of podcast toward students' listening skill at ten grade electrical engineering of SMK BLK Bandar Lampung. The focus of this research is to analyze the process of implementation of podcast by the teacher and the problems faced by the students in the implementation of podcast toward students' listening skill at tenth grade electrical engineering of SMK BLK Bandar Lampung.

This research used descriptive qualitative research. The subject of this research was tenth grade electrical engineering of SMK BLK Bandar Lampung. This research used observation, interview, and documentation as instruments to obtain data. After getting the data, the researcher analyzed the data by using data reduction, data presentation, and conclusion drawing or verification.

The results of the observation and interview of implementation of podcast toward students' listening skill at ten grade electrical engineering are the teacher was motivated the students about the importance of listening, gives the explanation about the podcast as learning media, applies the podcast English as media in listening learning process, helps the students when they find some problems in learning process and there are some problems that occur when learning such as: lack of vocabulary, cultural differencess, accent, unfamiliar with the native speakers.

Keywords: *Implementation, Listening, Podcast.*

FREE PLAGIARISM LETTER

I hereby declared that this thesis entitled “The Impelmentation of Podcast at Tenth Grade Electrical Engineering of SMK BLK Bandar Lampung” is entirely my own work and based on research. I also declare that all materials and source consulted in the preparation of this thesis, such as from books, journals, articles, and other types of documents related to this study, which are properly recognized in footnotes and bibliographies.

Bandar Lampung, May 2022

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ADMISSION LETTER

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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا , إِنَّ مَعَ الْعُسْرِ يُسْرًا

Indeed, after hardship there is relief, verily after hardship there is
relief
(QS. Al Insyrah : 5-6)



DEDICATION

From the deep of my heart, thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Allah SWT who always loves me and keeps me everytime and everywhere.
2. My beloved parents, Mr. Rosid and Mrs. Darmiyanti who always love me and keep on praying for my life and succes. Thanks for all the best to me and give me motivation to study hard until now. I love them so much.
3. My beloved lecturers in English Education Study Program and almamater Raden Intan State Islamic University of Lampung, who made me grow up and have contributed much for my self development.



CURRICULUM VITAE

The researcher's name is Meida Oktaviani. Her nickname is Meida. She was born in Bandar Lampung, May 7th, 1999. She is the only daughter of Mr. Rosid and Mrs. Darmiyanti.

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First of all, thanks to Allah SWT the almighty God, the most merciful and the most beneficent, for blessing me with his mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “The Implementation of Podcast toward Students’ Listening Skill at Ten Grade Electrical Engineering of SMK BLK Bandar Lampung”. This thesis is submitted as a compulsory fulfillment of the requirement for S1 degree of English Study Program at Tarbiyah and Teacher Faculty, State of Islamic University Studies (UIN) Raden Intan Lampung. When finishing this thesis, the researcher has obtained so many helps, assistances, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

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9. Everyone who has helped and given contribution in finishing this thesis whose names cannot be mentioned one by one. The researcher also apologizes if she missed anybody. Finally, it has to be admitted that nobody is perfect and the writer is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis

Bandar Lampung, May 2022
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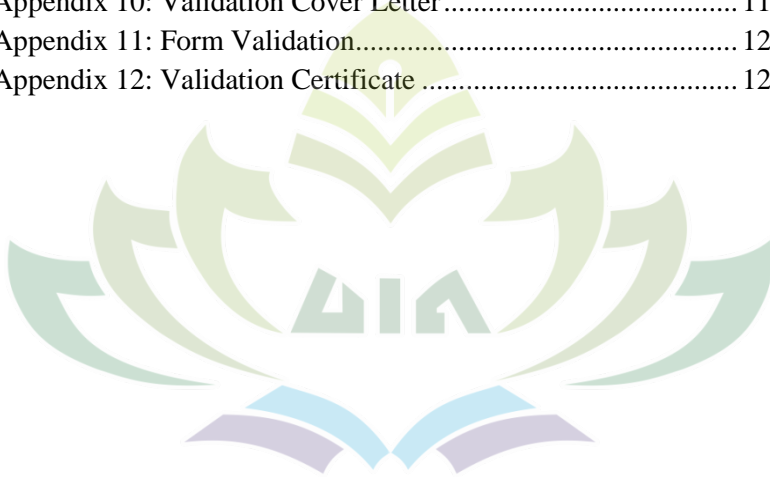
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CHAPTER I

INTRODUCTION

A. Title Affirmation

As the first to comprehend title of study, and to avoid misunderstanding. The researcher felt the need to describe words is title of research. As for the title of this research that that meant is implementation of the podcast toward students' skill in listening.

1. listening

On authority of Brown listening is written and spoken response from the learners who indicated correct auditory process.¹

Lorena Manaj assumed listening is yet another necessitate in the language. The more efficient is listener you were satisfied you will be. This is not merely hearing: it is receptivity declared that permitted understanding of what is heard listener full partnership in the communication.²

Nation & Jonathan explained listening is a natural precursor to speak; early language development stages in person's first language is dependent on listening.³

Based on description above, that could be resumed that listening is the first skills and basics ability in learning new language who beginners had to learn. It is receptive skill that learning beginners were receiving their new words from what they had listened and heard to. Ability to receive will affect abilities to produce.

¹ Brown, Teaching Listening (Cambridge: University Press, 2006), 4.

² PhD Cand. Lorena Manaj Sadiku, The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour (European: Journal of Language and Literature Studies, April 2015), 31.

³ I. S. P. Nation and J. Newton, Teaching ESL/EFL Listening and Speaking (Routledge: New York, 2009), 37.

2. Listening skill

Listening skill is categorizing as productive or receptive. That required us to comprehend inputs. Because it became a receptive, we can listen comprehending things at higher levels than we can produce. For the reason, individual sometimes thought of it as passive skills. Nothing could be farther from truth. Listening is as an active. As people listened, they did not only process what they have heard but also connected it to the other information they have been familiar.⁴

Listening skill is process of comprehending speeches in the first and second languages. Study of listening comprehending in the target language that focusing on roles of individual linguistics unit as well as expectation of listener's contexts, roles, topics, and knowledge background.⁵

Based on those explanations, it might be described that listening skill is central key to effective communications. Without the ability to listen successfully, message was misunderstood.

3. Podcast

It is the distribution of an audio online through RSS. A technology had developed to point where educators would record then distributing audio files by applying computers, microphones and internet accessed.⁶

Podcast is all of the current rage. It usually consisted of audio file, in format of MP3 that already downloaded to iPod.

⁴ David Nunan, *Practical English Language Teaching*, McGraw-Hill, Singapore, 2003, p. 24.

⁵ Richards, Jack C., and Willy A. Renandya, *Methodology in Language Teaching: Anthology of the Current Practice*, Cambridge University Press, United States of America, (2002), 13

⁶ P Nail Momis, (2010). A podcast & mobile assessments enhance students' learning experiences retrieved, February 24, 2012. From a higher educational academy UK Centre for the Bioscience, December, 1 2010.

Based on those explanation, we knew that podcasts are digital audio file that was available on the internet to download to mobile tools, characteristically available on the series, new installment of which could be received by the subscribed repeatedly.

B. Background of The Problem

Language is a way to deliver ideas from one people to others. In our daily life, it is common instrument. By language, people can communicate to express their ideas or other expressions. Language is used as an effective communication in social activities. People cannot build interaction with others without using language. For various purposes and reasons, someone uses language both spoken and written to convey their feeling and opinions.

Such as speaking, writing, reading and listening. These four skills are the most essential element to know basic of English. So the students as a generation of this country that are expected can increase the quality of learning English in order they are able to understand International language.⁷

In learning English, learners were expected to be able to master English language skills. That was based on purposes of teaching English. To be able to apply English well, listening is an essential skill. English listening became more essential in international communication. Though, English teachers ignored the important listening of classroom. While, learners needed listening skill to obtain information from magazine, novel, essay, internet or books. Consequently, the need for taking information from podcast above seemed to be extremely significant.⁸

English in SMK is intending to increase learners' communicative skills. Target of process is permitting students to

⁷ Samburg, C (2009). The learners- Powered Podcasting. 21st Century Literacy. Washington, DC

⁸ Jack Richard & Willy Renandya, 13

apply English skills to communicate verbally and in writing at intermediate levels. Teaching learners at SMK is focused on ability in communicating with it. Therefore, communication competence of students emphasized. Each student was facing with certain condition, where they conveyed what they were thinking and what they have to complete. We must apply to listen work in the class as method to help focusing on the system of language. It presented listening practices by supplying scripts to verbalize along with each listening materials.

English learning process in SMK is aimed to increase students' English competences such as written and spoken in achieving functional literacy levels. Moreover, the other aimed at raised all learners' awareness of nature and English importance that could increase their nation's competitiveness. In English learning process is goaled at increasing learners' comprehending of relationship between cultures and languages. Learning target English at SMK is to permit learners could achieve functional levels to communicate written and verbally. In reaching target, student' of SMK must master each English skills. Many researchers assumed that listening is an imperative skill that must be mastered because could assist learners to increase the other skills. In daily life, individual listened more than they were writing, speaking and reading.

Students of SMK must master listening skills so that they can comprehend instructions from their teachers in English learning process then they could respond well. Though, that was not easy for English teacher in teaching students to reach main objectives. This could be seen from all students' scores in final test. There were students failed meeting a minimum score. That happened because they were unable to listen each English texts well. When they could listen it, they were failed in writing what they already heard. Some of them were difficult to find central idea and detail.

Several problems found of ten graders electrical engineering of SMK BLK Bandar Lampung that focused on the English context in learning process. Such as, in listening section all

students seldom accomplished there, it was accomplished in a time of week. It created students became unfamiliar with the listening then English's speaker, they might not write what they were hearing correctly, that was not at grammar, then lack of pronunciation then vocabulary. Next, students also had lack of concentration to listen a podcast.

Applying podcast is good method to increase learners' skill in listening. It was constructing by former MTV VJ Adam Curry. This was term designed as a method to explain technology used pushing audio content from website to all customers of the content, it listened to it on MP3 enabled audio player of their choices. Those were available on website generally became two types they were radio then independent podcast. Radio podcasts are existing radio program that producing by BBC and RTHK. While, independent podcasts us web based podcast that producing by organizations and individuals. This is type of podcast had great potential for ELT because it could cater to needs of the different students. It could be constructed by the learners themselves, easy then free to apply sound recording then editing software such as iPod and MP3 players are gradually becoming electronic gadget every teenager has. The learners were expected to be interested to take listening by applying podcast. Then, they were expecting to have opportunities in practicing listening that in turning will lead them to attend listening classes.⁹

A podcast had significant roles in motivating learners in listening process and to create atmosphere to be more interesting. It was particularly suitable to practice extensive listening. Podcast offered good chance for students. Nowadays applying podcast is easier. Kinds of podcasts' application on smartphone. While. The different applications available for individuals to apply listening and subscribing podcast. Application allowed users to download podcasts on demand as alternative. That could fulfill needing of

⁹ Kavaliauskiene, G. 2008. Podcasting: A Tool for Improving Listening Skills. Retrieved February 24, 2012 from: The Journal of Teaching English with Technology (TEwT), Vol. 8 issue 4, 2008.

dissimilar students. All could be downloaded by the students themselves. They were expecting to be interested to have listening class by applying podcasts. Then, they also expected to have several opportunities in practice listening.¹⁰

Podcast could be accessed quickly by each student. It motivated them to participate in ELT activities that was completed in class. Then, it also offered them opportunities to give respond for teachers then levels of their learning speeded up pleasantly.

Podcast is the part of innovative learning. It served objectives number: to enhance ranges then register of English listening practice materials available for learners to utilize in a variety methods; to present connectivity between the dissimilar elements; to expand scope for discussion activities.¹¹

C. Research Focus and Sub-Focus

Based on description above, this research focused on discussion in the research is “Implementation of Podcasts toward students’ listening skills at ten grader electrical engineering of SMK BLK Bandar Lampung. Whose research sub-focus is as follows?

1. Implementation
2. Problems

D. Formulatioonn of The Problem

1. How is process of the implementation of podcast by the teacher?

¹⁰ McQuillan, J. (2006). Languages on the go: Tuning in to podcasting. The International Journal

¹¹ Priscilla Constantine, “Podcasts: Another Source for Listening Input”, The Internet TESL Journal, Vol.13, No. 01, (2007), 143

2. What are the problems faced by the students in the implementation of podcast toward students' listening skill?

E. Purposes of Research

1. To know how is process of implementation of podcast by the teacher
2. To know what are the problems faced by the students in the implementation of podcast toward students' listening skill

F. Benefit of Research

1. Theoretically

The theoretical benefit of this research is to prove whether or not podcasts have an effect on improving the listening skill at ten grade electrical engineering of SMK BLK Bandar Lampung.

2. Practically

- a. For the researcher

Gain knowledge and understanding of how podcasts improve the listening skill.

- b. For the teacher

Gain knowledge and understanding of how implement podcast to expand students' skill in listening

- c. For the students

Useful for those who have low listening skills to improve their's listening skill.

G. Relevant Previous Research Study

As far as the researcher observes, in a study it is necessary to support the results of previous research related to research, based on existing research as follows:

1. This research was conducted by Ihfal by the title “Effects of utilizing podcasts as media on learners’ achievement in speaking. This research aimed is to discover effects of utilizing podcasts as media on learners’ achievement in speaking. This research had been accomplished at SMK Swasta Pelita Hamparan Perak Jln Emplasmen Bulu Cina 2016/ 2017. Research population consisted of 66 students, while research sample were 32 students. This is a descriptive quantitative research by applying experimental design. Researcher also applied this podcast as a media to identify student’ achievement in speaking.

Difference Ihfal’s thesis with my research are type of research and research problem. Muhammad Ihfal’s research used quantitative research and my research will use qualitative research, Muhammad Ihfal’s research problem in speaking and my research problem in listening.

2. This second earlier research was finished by Nur Syahdiyah “Using of English Podcast to Improve Learners’ Skill in Speaking at Ten Grader of MTS Negeri Kabah Jahe”. This research objective is to discover utilizing English Podcast to Improve Student’ skills. in conducting research, researcher was collecting data from each class by utilizing four main steps. This research subjects were 40 learners at eight graders of MTN Kabah Jahe 2017/ 2018.

The difference Nursyahdiyah’s research with my research is type of research. Nursyahdiyah’s research used action research and my research will use qualitative research.

3. The research was accomplished by Permata Sari by title “Improving learners’ skill in listening through Podcast at SMP Bopkri, Yogyakarta at Eight Grader 2012/ 2013”. This research goal is to improve learners’ skill in listening. A podcast was chosen as media in teaching process. The research was action research that comprising two cycles. Researcher was completing it on April to May 2013. That

involving researcher, students and collaborator. While, research participants were researcher, teacher then 27 learners of VIII. A of SMP 1 Bopkri Yogyakarta 2012/ 2013.

Difference Permatasari's research with my research is type of research. Veronica Mustika Heni Permatasari's research used action research and my research will use qualitative research.

4. The next research was finished by Fitratun "Improving Learners' Skill in Listening through A Podcast of Eleven Grader of SMK Tritech Informatika Meda 2018/ 2019. This research purposes I to find out using of podcast in improving skills in listening. In completing research, data was collected by applying classroom action that was carrying out through for main steps. While, the subjects of research consisted of 22 students.

The difference Fitratun's research with my research is type of research. Fitratun's research used action research and my research will use qualitative research.

5. The last research was finished by Wiyanah "Improving students' of Upy skill in listening by applying podcasts". This research is about improving students' skill especially in listening by applying podcast as a source that was taken from internet. While, objectives of research were to know several steps that would be implementing in teaching listening by applying podcasts to explain learners' skills. Next, the other objective is to explain students' improvement in listening in learning process. This research was an action research that consisted of three main steps. While, the research participants were from English Education Student' of UPY.

The difference Wiyanah's research with my research is type of research. Sri Wiyanah's research used action research and my research will use qualitative research.

H. Research Method

1. Research approach

In completing study, researcher would apply qualitative research. It was applied to examine the natural condition of object or as an opposite is the experiment where the researcher became main instrument. While, in collecting data used triangulation. Data analysis is a qualitative and results of qualitative research emphasized meaning rather than generalization.¹² Based on those explanations, it could be asserted that this qualitative research was used to explain the implementation of podcast toward learners' skill in listening at ten grader electrical engineering of SMK BLK Bandar Lampung.

2. Research Design

This research used qualitative descriptive. It was one of research methods based on post philosophy of positivism that was used to examine the natural condition of objects. In this time, researcher is as the main instrument that sing to collect several data.¹³ This research seeks to collect objective data or information in the field regarding the implementation of podcast toward students' listening skill at ten grade electrical engineering of SMK BLK Bandar Lampung. Students which are then analyzed, studied and processed descriptively. The data collection did not guide by theories, but also guided by the facts that found during observation. Therefore, researchers leave problems to arise or the data is left open for interpretation. Then the data was collected with the same observations, including detailed descriptions accompanied by notes from in depth interviews as well as the results of analysis of documents and notes.

¹² Sugiono.2014.Cara Mudah Menyusun Skripsi, Thesis, dan Disertasi.Bandung.Alfabeta.

¹³ Sugiono.2016.Metodelogi Penelitian.Bandung.Remaja Rosdakarya.

3. Participants and Research Sites

a. Research Place

In this study choosed a place at SMK BLK Bandar Lampung.

b. Research Subject

English teacher as the executor of learning.

c. Object of research

Implementation of podcast toward students' listening skill at tenth grade electrical engineering of SMK BLK Bandar Lampung.

4. Data Collection

a. Observation

Observation is the research data collection relies on the direct observation of research objects. Usually research using the observation method requires extraordinary patience from the researcher. Observations made in this study were to observe changes in students after learning using podcasts to improve students' listening skills.

b. Interview

Interview is the other research methods that data was collecting through interviews with respondents (sometimes called key-informants). Interview in this study conducted obtain information about the causes of low learning motivation in students. The type of interview that was applied in this research was structured interviews, such as interview process is carried out using a written interview guide instrument containing questions that will be asked to the informant. In a structured interview the questions, sequences and formulation of the words are fixed, meaning that they have been determined and cannot

be changed.¹⁴ The interview was conducted on April 2022, with an English teacher, namely Mrs. E.M S.Pd and some students by asking questions about the process of implementation of podcast by the teacher and the problems experienced by students. Each question was provided to both students and English teacher were in accordance with interview guidelines provided. Already made before.

c. Documentation

Gottchalk assumed documentation in broader sense is in the pattern of evidence processes based on several source types, be it oral, written then archaeological. Documentation methods applied by each author is to construct data regarding the general schools' description such as profile, the objectives, vision and mission of SMK LBK Bandarlampung.

5. Data Analysis Techniques

This is one of method that was used to explain information so that it could be comprehended, not only by people collecting data, but also by others. This data analysis is defining as acquisition then results of documentation, interview or observation by organized data became several categories. Brought it down into units, synthesized it, and arranged it into form, chosen what was essential then what would be researched then making conclusions so that they were easier to comprehend. Comprehending after data was collected. While, the next step is how to analyze it to produce the right conclusions and in accordance with the existing problems. In processing data through three stages, namely:

¹⁴ Imam Gunawan, *Metode Penelitian Kualitatif*, Bumi Aksara, Jakarta, 2013, hlm 162-163

a. Data reduction

This part is to summarize, choose the central things, focus on things that were essential, look for pattern and themes then remove unnecessary ones. Thus, data that have been reduced would present clear pictures then make it easier for the researcher in carrying out further data collection and also looking for it when needed.

b. Data display

This part is also named as data presentation is a process of checking in research conducted to facilitate the author to construct data into a social picture in the form of sentences or words, in addition to checking the extent to which the completeness of the data available from the results of the research carried out. By existing data would be easier to comprehend what happened, plan further works based on what have been understood.

c. Drawing conclusions

Drawing conclusion is an effort to construct data and describe in depth the problem under study.

6. Trustworthiness of the Research

Trustworthiness is the part in which to believe the validity of a data. The research refers to the level of correctness of data, interpretation, and methods used to guarantee the value of the research. It means that trustworthiness must be exercised to ensure the data of the research.¹⁵

In this descriptive qualitative research used a method of triangulation. In this triangulation of method is a method that uses different methods to collect the same data.

¹⁵ Colnelly, Lynne M, Trustworthiness in Qualitative Research, Medsurd Nursing, Vol.25 No. 6 (December 2016), P. 435

Triangulation itself is process of corroborating evidences from the different individuals, types and methods of collecting data in themes and descriptions.¹⁶ While, in this method triangulation consisted of observation, interview, and documentation which have the same goals, namely: 1) To know how the process of implementation of is podcast by the teacher, 2) To know what are the problems faced by the students in the implementation of podcast toward students' listening skill.

I. Systematical discussion

Results discussion of research would be systematized into several chapter that were interrelated each other. Before entering into first chapter, that would be preceded by: the cover page, title and approval page, endorsement page, statement of authenticity page, abstract page, motto page, resume page, presentation page, introduction page, table of contents page, table list page, page list and attachments.

The first or introductory chapter contains confirmation of the title, background, focus and sub- focus, problem formulation, research objectives, research benefits, relevant previous research studies, research methods and systematic discussion.

The second chapter or theoretical foundation contains the theoretical foundations related to the thesis theme.

In the third chapter or description of the object of research contains an overview of the object of research and the presentation of facts and research data.

The fourth chapter or research analysis contains the analysis of research data that is adapted to information of problems.

¹⁶ Jhon W. Creswell, Educational Research, (Boston: Pearson Education, 2012), p.259

In the fifth or closing chapter contains conclusions that briefly present all research that has to do with the research problem, conclusions are obtained.

From the research results of analysis and interpretation of data described in the earlier chapters. Recommendations were formulating based on the research results, containing a description of what steps need to be taken by the parties related to the results of the research concerned.



CHAPTER II

REVIEW OF LITERATURE

A. LISTENING

1. Definition

Listening is subject studied in language field and in the conversation analysis disciplines. It could be expanded by practice and rewards to improve listening skills. That was active process of receiving and responding to spoken information.¹⁷

Helgesen declared listening is purposeful and active processed of creating senses of what we have heard. More often we heard, we would understand something. Regarding that citation, although listening is a receptive. That is active because listeners can think and comprehend things at the higher levels than what they have heard before.¹⁸

On authority of Rost stated listening in its broadest senses, as process of receiving what the speakers actually said represented meaning, negotiating meaning with speakers, next responding, and constructing meaning through imagination, involvement and empathy.

Based From the definition above, all could be asserted that listening is difficult and active process of interpretation in which listeners matched what they heard with they have known.¹⁹ That is the process starting mind. We must pay much attention first with the listening, next we could easily study of the other English skill.

¹⁷ Beare, K. 2011. The Challenge of Teaching Listening Skills. From: esl.about.com (http://esl.about.com/cs/teachinglistening/a/a_listen.htm)

¹⁸ Helgesen, M. 2003. Listening in Practical Language Teaching. Edited by David Nunan. McGraw-Hill.

¹⁹ Rost, Michael. 2002. Teaching and Researching Listening. London: Pearson Education.

2. Definition of Listening

Listening skill could be defined as an ability in paying attention of something. But, listening isn't same as hearing. Term of hearing and listening are often applied interchangeably. But there were essential differences in terms that reflected degree of intention. Hearing essentially just liked a passive. Hearing is when we just heard sounds without give response to that sources. Meanwhile, in listening our brain did automatically translate the word into the information that those speakers told. This is imperatively what listening is formulating meaning and information of each sound. It is an active process that involved more than assigned labels to the sound.²⁰

Listening skills as the process of catching what speakers already said, getting ideas. Then, listening also consisted of listeners, speakers, and sounds. Listening is an ability of paying much attention or to hear about something. Furthermore, listening and hearing were two different things, which hearing is imperatively as passive activities, while listening is formulating the meaning and information of each sound.²¹

Moreover, listening skill is a basic of learning language and acquiring them is very essential. Furthermore, with technology development, we rely on the ears to obtain information. There is no doubt that speed of getting message is faster through listening than reading. While, this is a crucial to increase listening levels for students. From the verse above, we knew that when we want catching what the speakers said and to obtain idea we had to hear the speakers.²²

²⁰ Michael Rost. 2002. Teaching and Researching Listening. London: Pearson Education, p.8

²¹ David Nunan, A practical English teaching, Mc Graw Hill, (Singapore, 2003) 24

²² Babita Tyagi, Listening: Important skills & its various (Journals of International, 2013). 01

Based on the explanation we could assert that listening skill is a main key to each communication. Without this ability, information was easily misunderstanding. As the result, communication broke down and sender of information could easily become frustrated.

3. Components of listening skill

In the opinion about listening comprehension that was divided into four main components. First, it was an ability to differentiate each sound, intonation forms, voice quality in the target language and to differentiate between them and the similar sound in native language.²³

The second component is understanding of the whole information uttered by speakers. Rivers assumed understanding of spoken information depended on semantic meaning comprehension, moving from what comprehend in sound sequence with respect to knowledge syntax only when the meaning isn't understandable.²⁴

The third is ability to hold that information in one's auditory memories until it could be processed. In developing students' auditory memory, teachers should know what they were hearing as much language as possible. It meant that the most of class time must be carried out in language being taught. Speed of presentation the difficulty levels of content should be adjusted to all students. As believed by Chastain Language activity that was comprehensible expand auditory memories. Significant point here is improvement idea. Each improvement from simpler to the more intricate sentence must be slow then continuous. Delivery speed must be expanded according to students' ability in comprehending something.²⁵

²³ Chastain, K. (1998). *Developing Second Language skills*. 3rd Washigton, D.C: Harcourt Brace, Jovanovich, Inc.

²⁴ Rivers, W. M. (1981). *Teaching Foreign Language skills*. 2nd ed. Chicago and London: The University of Chicago Press.

²⁵ Chastain, K. (1998). *Developing Second Language skills*. 3rd Washigton, D.C: Harcourt Brace, Jovanovich, Inc.

As stated by Kaspar the last step is to sample the essential meaning carried material components. The listeners must expend more energy to comprehend materials about unfamiliar topics then they rely on the linguistic clue to construct their lack of knowledge. This last step is to apply sample to confirm then reject the formerly constructed anticipations. When sample is in the line with listeners' anticipations, they accepted them as being correct. When sample did not comply with their anticipations, they must reconsider either their anticipation or materials as they were looking to make information meaningful.²⁶

4. Learners' Problem in Learning Listening

On authority of Azmi, Yidliz, Celik and Tagrul, there were difficulties that learners might encounter in listening comprehension process and goal is to be aware of these problems and tried solving them.²⁷ Those difficulties were below:

1. Quality of recorded material

In the classes, the teacher applied recorded materials that did not have high quality. Quality of sounds system could impact comprehending of students' listening.

2. Cultural differences

Students must be familiar with cultural knowledge of the language that had significant effect on students' comprehending. If listening tasks involved completely different material, then students might have critical problems in their comprehension. It was

²⁶ Kaspar, G. (1984). Pragmatic Comprehension in Learner - Native Speaker Discourse. *Language Learning*, 34, 1-20.

²⁷ Azmi, B. M., Celik, B., Yidliz, N., & Tugrul, M. C. (2014). Listening Comprehension Difficulties Encountered by Students in Second language Learning Class. *Journal of Educational and Instructional Studies in the World*, 4(4), 1-6.

responsibility of the teachers to provide background knowledge about listening activity in the advance.²⁸

3. Accent

Munro & Derwing explained that too many accented speeches could lead to essential reduction in the comprehension.

As assumed by Goh, there were 66% of students mentioned the speakers' accent as the most significant factors that could affect the listener' comprehension. Unfamiliar accent both native and non- native could cause a serious problem, the familiarity with an accent helped students' comprehension in their listening.²⁹

As also believed by Buck, it indicated that when the listener heard unfamiliar accent like Indian English in their first time after they were studying American English. It would encounter critical difficulties in listening. That would certainly interrupt the whole listening comprehension process and at the similar time unfamiliar accents constructed comprehension impossible for all listeners.³⁰

From the previous the theories above can be concluded that too much talk can cause a decrease in the students' listening comprehension.

4. Unfamiliar vocabulary

Azmi, Yidliz, Celik and Tugrul made a report that when the listening tasks contained knowing word it will be easy for the students to them. If learners knew the word meaning it could arise their interest and also

²⁸ Bloomfield, A. et al. (2010). What Makes Listening Difficult? Factors Affecting Second Language Listening

²⁹ Munro, M. J., & Derwing, T. M. (1999). Foreign Accent, Comprehensibility and Intelligibility in the Speech of Second Language Learners. *Language Learning*, 49(1), 285-310. <http://dx.doi.org/10.1111/0023-8333.49.s1.8>

³⁰ Buck, G. (2001). *Assessing Listening*. Cambridge: Cambridge University Press. <http://dx.doi.org/10.1017/CBO9780511732959>

motivation they could have positive impacts on learners' comprehension in listening ability. Lots of words have more than a meaning and if they were not applying it appropriately in their suitable contexts it would make students confused.³¹

5. Length and Speed of Listening

Azmi, Yüdliz, Bingöl and Tugrul added that students' levels could have significant roles when they were listening to long parts and keeping information in mind. It was difficult for lower level students to listen more than three minutes complete all listening tasks.³²

On underwood word, there were barriers to effective listening comprehension processes. First, the listeners could not control their speed when they were completing speech. The biggest problems with listening comprehension is that the listeners were not able to control how they were quickly speakers talk.³³ Second, the listeners could not have words repeated and it could cause the critical difficulties for them. Learners could not replay recording section. The teachers decided what and when to repeat listening texts and it was a complex for the teachers to identify whether or not all students comprehend what they have already heard. Next, listeners did not have high knowledge in vocabulary. The speaker might select words that the listeners did not know before. The listeners might face unfamiliar words that could stop them and think about meaning of each word just for a while then miss the next parts of speech. Then, the listeners might lack contextual easier for the listener.

³¹ Azmi, B. M., Celik, B., Yüdliz, N., & Tugrul, M. C. (2014). Listening Comprehension Difficulties Encountered by Students in Second language Learning Class. *Journal of Educational and Instructional Studies in World*, (4)4, 6

³² Azmi, B. M., Celik, B., Yüdliz, N., & Tugrul, M. C. (2014). Listening Comprehension Difficulties Encountered by Students in Second language Learning Class. *Journal of Educational and Instructional Studies in the World*, 4(4), 1-

³³ Underwood, M. (1989). *Teaching listening*. London: Longman.

They could comprehend surface meaning of each passage but they could have complex problems to understand the whole meaning of passage unless they were familiar with it. Last, it was not easy for the listeners to concentrate on listening. Sometimes, the shortest break in the attention could prevent comprehension. If the listening passage is interesting, concentration would be easier for all listeners.

Graham stated there were the other factor that expand students' listening comprehension problems like poor of grammar, restricted vocabulary and misinterpretations.³⁴

Then, Seferoglu & Uzakgoren added that listening comprehension problems were related to kinds of listening materials. Researcher emphasized that listening is not of great importance and teachers did not teach listening strategy to all students.

Bloom Field & Walker explained about one of serious problems of listening comprehension that was related to pronunciation of word that is dissimilar from the method they were appearing in the print. Due to each fact that spoken language varies to the form of written language, recognition of word that construct oral speech could create the difficulties for learners.³⁵

In the way that is based on Vander Grift & Walker indicated that an oral passage existed in a real situation and must be processed rapidly and when passage is over, only mental representation remains. Listening needs immediate processing to access the spoken input

³⁴ Graham, S. (2006). Listening Comprehension: The Learners' Perspective. *System*, 34, 165-182. <http://dx.doi.org/10.1016/j.system.2005.11.001>

³⁵ Seferoglu, G., & Uzakgoren, S. (2004). Equipping Learners with Listening Strategies in English Language Classes. *Hacettepe University Faculty of Educational Journal*, 27, 223-231.

again, constructing skills more difficult than reading.³⁶ Learners' background knowledge could have essential roles. General comprehending of country culture and its history could facilitate listening process.³⁷

As mentioned that lots of problem in listening activity like unknown vocabulary, unfamiliar topic and accent and rate of fast speech.³⁸

While, Hasan indicated that unfamiliar word, complex grammatical structure, length of spoken passage was the most essential factor that caused problems for students' listening comprehension. He also continued that lack of interest, demand for complete answers to listen comprehension questions were serious difficulties of learners' listening comprehension.³⁹

Yagang assumed about four sources for listening comprehension problems. They were speaker, message, listener and physical environment.

While, as declared that speakers, mediums, listeners and also environment factor were the central components that affected listening comprehensions.⁴⁰

As assumed by Teng about four main factors named speakers, listeners, stimulus and context. All of them could impact learners' comprehension in speaking.⁴¹

³⁶ Vandergrift, L. (2004). Listening to Learn or Learning to Listen? In Cambridge University Press (Ed.), *Annual Review of Applied Linguistics* (2004) (pp. 3-25) Cambridge University Press, USA. <http://dx.doi.org/10.1017/S0267190504000017>

³⁷ Walker, N. (2014). Listening: the Most Difficult Skill to Teach. *Encuentro*, 23, 167-175.

³⁸ Buck, G. (2001). *Assessing Listening*. Cambridge: Cambridge University Press. <http://dx.doi.org/10.1017/CBO9780511732959>

³⁹ Hasan, A. (2000). Learners' Perceptions of Listening Comprehension Problems. *Language, Culture and Curriculum*, 13, 137-153. <http://dx.doi.org/10.1080/07908310008666595>

⁴⁰ Yagang, F. (1994) *Listening: Problems and Solutions*. In T. Kral (Ed.), *Teacher Development: Making the Right Moves*. Washington, DC: English Language Programs Division, USIA.

Based on earlier theories, it could be asserted that the biggest problems to comprehend listening is the listeners could not control how fast the speakers spoke, listeners could not repeat words and it could cause the critical difficulty for them. While, the other factors that expanded learners' comprehension problems like poor of grammar, has limited vocabulary then misinterpretation of listening assignment. The regional accents could have the impact on spoken information that were comprehended by all listeners and familiar accents were easier to comprehend than unfamiliar one.

5. The characteristics of good listener

To be a good listener is an essential thing in communication field. In the class, students who have good listening would communicate to their teachers and others well. Additionally, learners with good listening could comprehend, interpret then understand information that presented in learning materials well whether from audio and teacher. Before detected characteristics of good listening, we must be familiar with characteristic of poor listening. Wolvin explained the characteristics of poor listening in classroom, such as: ⁴²

- a. condemning speaker's subjects as uninteresting;
- b. criticizing speaker's delivery rather than focused on messages
- c. preparing answers to point before understanding it
- d. just listening to the facts
- e. wasting advantages of through speed over speech speed
- f. tolerating the distraction

⁴¹ Teng, H. C. (2002). An Investigation of EFL Listening Difficulties for Taiwanese College Students. Selected Papers from the Eleventh International Symposium on English Teaching/ Fourth Pan-Asian Conference, (Taipei Cina) 256

⁴² Andrew D Wolvin. 2010. Listening and Human Communication in the 21st Century. Oxford. Wiley-Blackwell. P 29

- g. presenting fuck attention
- h. permitting personal prejudice to interfere
- i. avoiding the difficulties materials
- j. attempting to take outline notes

Even when message was not structured to be outlined. Those were characteristics of poor listening that must be avoided to be great listeners. Furthermore, characteristics of great listeners. In addition, several characteristics that might be included to be characteristics of good listening in the classroom, such as:

- a. concentration on verbal sounds that related to points
- b. presenting attention to the whole sounds of speakers
- c. comprehending each symbol of communication
- d. restating information to enhance comprehending
- e. clarifying unclear information

Additionally, that could be called as great listeners when they were listening, they were also considering four things, such as:

- a. What kinds of the situation?
- b. What is listener's plan?
- c. What were the essential words then units of meaning?
- d. Did message make senses?

Furthermore, good listeners were they who constructed exact and appropriate responses to what is heard. Constructing responses were based on listening necessity. When listeners tried to obtain point of information, they had to pay much attention to the whole of spoken language, when they obtain unclear message, they could request clarifying message and others.

6. The teachers' role in listening activity

Harmer and Machackova, suggested some roles for the teachers as follows:

a. Teachers as organizer

Teachers must describe what their learners want to do, present clear instruction and then helpful feedback to them. Next, teachers also must prepare listening lesson and present their guidance

b. Teachers as controller

Teachers conducted the whole of lesson. It was the teacher's responsibility in arranging what the learners complete, what they must speak, what language they must apply. Teachers specified what students must complete in their listening stages

c. Teachers as evaluator

Teachers evaluated their students then present them necessary feedback based on their own performances. They also must evaluate each students' levels.⁴³

d. Teachers as resource

Teachers presented students necessary advice and assist them in solving their several problems

e. Teachers as tutor

Teachers acted as the coach and assist each student in developing their ideas. Teachers also assist them towards predicted missing information.

f. Teachers as prompter

Teachers always motivated and present recommendations toward activity that were completed by their students. Teachers also should encourage students

⁴³ Harmer, J. (1991). *The Practice of English Language Teaching*. New Ed. New York: Longman.

during every listening stage so that they could be successful.⁴⁴

B. TEACHING

1. Teaching of listening

Historically, learning foreign language meant learning to write and read. Listening became virtually ignored. Next, in late 1800s, interest in utilizing children's learning their own first language as model for foreign language teaching grew. One of results was Gouin's seriens methods. That featured an oral and action presentation of new language in which teachers will construct the statement series, and would be carrying out actions so that learners could map what they have already seen on to what they heard.⁴⁵

Teaching could not be named apart from listening. It guided and facilitated learning, enabling students to learn, and setting condition. You're comprehending of how students would determine your education philosophy, approach, teaching style, method and also classroom technique.

Listening became language learning method. That gave students information from which to build up knowledge necessary to use the language. When it could be passed, so the students could begin speaking. Listening only period is an observation and learning time that providing the basis for others. Learning was seen as under control of teachers.⁴⁶

Brown said teaching is assisting someone to learn how to complete something, presenting instruction, guiding in study of something, presenting knowledge, causing to comprehend. Listening has been considered from further perspective in this

⁴⁴ Machackova, E. (2009). Teaching Listening. Bachelor Thesis, Pedagogical Faculty Department of English language and literature, Masaryk University Brno

⁴⁵ 7 David Nunan., p. 25.

⁴⁶ I.S.P. Nation and J. Newton, Teaching ESL/EFL Listening and Speaking, Routledge, New York, 2009, p. 38

year when it is examining in the relation not only to understanding, but also to language learning. The process of teaching learning required a bit more on part of teachers than that students. The main principle is should be “Language materials intended to be used to train listening comprehension should never be existed visually first”. A good listening lesson went beyond main listening tasks itself with relating activities before and after listening. That meant teaching listening must beyond understanding and also action.⁴⁷

Teaching listening had attached greater levels of interest in recent years. Later listening views drew on cognitive field who introduced notions of bottom- up and top- down processing then brought attention to roles of earlier knowledge in comprehension.⁴⁸

Teaching listening comprehension is as part of teaching second language that relatively recent development whose history lies commonly in the last of thirty years. In the early days spoken language teaching it was assuming that learner will simply acquire ability in comprehending spoken pattern of language if they heard teachers spoke and listened to tape of it being spoken.⁴⁹

An essential thing of learning listing demanded language teachers to assist each student became effective listeners. Learners needed to be able to listen to variety of things in number of dissimilar way. In the first place, they needed to be able to recognize paralinguistic clues like intonation in order to comprehend meaning and mood.⁵⁰

⁴⁷ Brown, H.D. 2000. Principle of Language Learning and Teaching. San Fransisco: San Fransisco University

⁴⁸ Metine Thanajaro, Using Authentic Material in developing listening comprehension in English as target language classroom, (Blacksburg Virginia: UMI,2000),p.16

⁴⁹ Jack C. Richards, Teaching Listening and Speaking, Cambridge University Press, New York 2008, p. 1.

⁵⁰ Gillian Brown, Listening to Spoken Language, Longman, United State of America, 2001, p. 144

Some principles of learning listening skill that must be familiar by teachers. For the first, listening must receive the principles attention in early stage of ESL instructions. It means that learners must be known first with listening before learning English. Second, using materials that must be maximized. Third, using authentic language must be maximized since learners did not understand when difficult words were applied by their teachers. Fourth, listening should vary materials in terms of speakers' age, topic, gender, gender, dialect, speed. Purposes of this principle is to construct learners interested in materials presented in each meeting. Fifth, teacher must ask their learners to listen the listening goals then ask them to show their own comprehension. Last, language materials should never be existed visually. Learners have to know with audio first.⁵¹

Based on those descriptions, we could comprehend that teachers must pay their full attention in learning listening. Since one of principle is teacher must ask listening goals to their learners in order to teach learning process to be more effective.

All could be asserted that teaching listening is transferring materials by presenting comprehension of language system. It also involved way we applied knowledge to comprehend meaning and way we applied the particular skills to comprehend and express meaning. Consequently, that would be better if we could practice it continuously.

2. Teaching Listening in SMK

To achieve successful in learning English, teachers have to teach all language skills. While, teaching listening as separate skills are recent innovation in language teaching. It is an active as speaking. It is also complex. Teaching listening must consider several aspects. SMK is educational levels is to

⁵¹ Jeremy Harmer, *How to Teach English*, Longman, London, 2007, p. 135

prepare learners to become skillful then ready to apply graduate in workforce.⁵² Furthermore, up to now, English skill most of graduates of SMK is low, that is essential to accomplish study on process of teaching English based on standard process. They obtained difficulties in listening when practicing more and facts, learners were fault in listening test because they did not know with listening first.

Listening skill must be balanced with the other skills so the learners would obtain maximal one. That is essential for teacher needed to know learners' interest in learning listening with several activities. Presented that communicative competence is purposes of language classroom, instruction needed to point toward all of components.

Learners needed practicing listening for meaning and instructions about how to complete so effectively. It is why materials must be always relevant with learners' life. So, they were not boring. They also felt interest to join in learning listening and catch the best understanding.⁵³

C. Media in Teaching English

1. Definition of Media

Media could be defined by their symbol system, technology and processing capability. The clearest characteristic of medium its technology, mechanical and electronic aspect that determining its function and so extent its shape those characteristics that were generally applied to classify medium as "television", "radio". In this time, word of media has already been familiar for people in relation with the process of learning listening. But, not all media involve

⁵² Sutena, Wayan, Padmadewi Nyoman, Artini, L, P. "The Implementation of Process Standard of Teaching English at Smk Negeri 1 Gianyar" e-Journal Program Pascasarjana Universitas Pendidikan Ganesha Prodi Pend. Bahasa Inggris, Vol(1) tahun 2013, p. 02

technology, of course magazines, newspapers or books did not conjure up image of technology, although good deal of technology went into the creation. That meant there were several media that we have from sources. Media referred to any communication method that expressed information, or that allowed interaction between both of students and teacher. In learning activity by using media, that process was replaced by the terms like tools and communication of view heard, teaching materials, educational teaching, and educational technology, teaching aids or explanatory media. All could be asserted that many things could be called as media itself in learning activity context.⁵⁴

Primary effects of mediums' technology are to constrain its other two capabilities; symbol system it could employ and process that could be performed with it. Example: computer with the graphic board could apply the different symbol in its presentations than those without. It with enough memory in running LISP and expert system could process message in dissimilar methods than those without. Symbol system and process capability had implication number. Based on those descriptions, we could comprehend that media is an essential one in learning activities. It was grown by technology. So, we got chance to expand learners' interest specially in listening.

2. Kinds of Media in Teaching Listening

Technology is helpful in teaching listening because each type of technology provided opportunities for all learners to explore their listening ranges. Then, it allowed for more emphasis on aspect.

With ever- increasing accessibility of the technology is changed today, strategy and style of learners' learning were increasing and improving. We would know how utilizing

⁵⁴ Kozma, R.B. "Learning with media", Review of Educational Research, (1991). p. 2

technology could assist developing skill specially in listening. The types of media for teaching listening can be quite varied. Here are some media based on Siemens and Tittenberger⁵⁵

a. Radio

Listening to radio is the most accessible methods students have of developing skills in listening. It was not activities that was used in class time. Perhaps, it is because radio, listening could be completed only in real time and scheduling of the language class in catching particular radio program is complex. Moreover, difficulties of obtaining the copyright often prevent teacher was recording from radio. But it is still listening medium that offering potential advantages for all students. The teacher like to assist students in developing general of specific listening skill from radio. The most efficient material is could produce helping students were generic worksheets, since teacher could not predict what content of new program would be.⁵⁶

b. Audio - Tape

Audio cassette players are the cheapest and also simplest method to present listening practice opportunities for each learner. Because nearly general course books these days had accompanying it, cassette players had become an imperative device in language. Learners could practice their extensive listening in variety of methods. That is, they listened to extended stretches of discourse in directed fashion, as an opposed to out- of- class extensive listening, it was just for fun. Many of situation in which learners needed to use extensive listening skill required

⁵⁵ Siemens, G, Tittenberger, P. 2009. Handbook of Emerging Technologies for Learning. University of Manitoba. Accessed: 2012-10-30. (<http://elearnspace.org/Articles/HETL.pdf>)

⁵⁶ Gilly Salmon, et,al, How to Create Podcasts for Education, Open University Press, England 2008, p. 1

them to listen unfamiliar speakers.⁵⁷ Without aid of audiotape, the teacher could only complete so much to construct listening context for learners to have their extensive listening practices.⁵⁸

Then, Titten Berger assumed that English teaching media are essential to assist learner acquired their new concepts of language skill and competence. Types of media to teach listening could be quite varied. Below several media according to Titten Beger.⁵⁹

c. Blog

This is basic web page with post presented in reverse chronological order. It could be retrieved via RSS readers, negating need to visit blog. Google used its blog in communicating products. CNN used blog as the alternative sources. NASA had lunch blog. Well known people like Dave Barry, Dilbert & Tom Peters used blog as well. Even president of Iran had blogs. It figured prominently into last American president election, presenting candidates with another venue in connecting with all voters. Simplicity of blog is a deceptive. Blogging enabled unique opportunity for educator to expand communication with students, expand depth of learning through reflection, and then enable formation of diverse perspective.⁶⁰

d. Wikis

Wikis or broadly collaborative writing on web, it has captured the interest of business leaders. Well known,

⁵⁷ John Flowerdew Lindsay Miller. 2005. Second Language Listening. Theory and Practice. Cambridge University Press, New York. P 165

⁵⁸ John Flowerdew Lindsay Miller, Second Language Listening: Theory and Practice, Cambridge University Press, New York 2005, p. 165.

⁵⁹ Siemens, G, Tittenberger, P. 2009. Handbook of Emerging Technologies for Learning. University of Manitoba. Accessed: 2012-10-30. (<http://elearnspace.org/Articles/HETL.pdf>)

⁶⁰ Bell, J. 2005. Doing Your Research Project 4th edition. New York. Open University Press.

then increasingly referenced is Wikipedia. It is commonly simple web page that anyone could edit. At least that is the standard description. Openness of wikis has encountered reality of human behaviors. Wiki I chaotic and informal knowledge space. It enabled individuals to construct collective resources. Whereas, blog enabled individual to newcomer. But wikis are not without managements. Wikipedia had extensive resource available on how to handle concern arising community conflicts. Democracy then openness drove action in these spaces.

e. Social Bookmarking

This is the way in storing and organizing bookmarks on web. Having it on web means they were from several computers with internet connection.⁶¹

f. Podcast

This is distribution of audio online through RSS. The technology had developed to the point where the educators could record and also distribute audio files with only computer, internet access then microphone. Of particular potential in audio is the increased applied of the dissimilar audio devices for easy collaboration? A podcast is all range of this moment. It usually consisted of audio file such as MP3 format. That is downloaded to an MP3 player or IPod.⁶²

g. Video

This last decade had seen web transition from text- based medium to multi- media platforms with video, audio, and greater interactivity. For educator, this presented great opportunities in adding diversity then

⁶¹ Brown, H.D. 2000. Principle of Language Learning and Teaching. San Francisco: San Francisco University.

⁶² Gilly Salmon, et,al, How to Create Podcasts for Education, Open University Press, England 2008, p. 1.

variety to courses. While, video- taped lectured had been usual on university for decades, increased bandwidth available on the most computers user had opened the door for new approaches in extending lecture- enabled students to view missed teachers at their conveniences.⁶³

h. Game, Virtual World and Simulation

Game and virtual world are usual topics discussion in educational conference. Most educator had at minimum, indirect experiences with games- whether through conversations with learners, personal use of virtual game. It was such as world of war craft particularly involve achievement of certain purpose, such as mastering game levels. Virtual world, in construct, were environments where individuals could interact others, but might not necessarily be focused on achieving particular purposes.

A traditional video game system offered online games. Second life had received considerable attention from the educator over the last several years.⁶⁴ SL Provided an alternative learning experiences to traditional online courses, as learners interact with peers and educators through avatars, explore courses material, and convey personal learning through visual means. While. Simulation is mainly appreciated as learning device to provide students with situated experiences that was more cost effective than actually performing tasks. It could be expensive to administer and design.

⁶³ Dunn, L. 2002. Learning and Teaching Briefing Papers Series: Theories of Learning. Oxford Centre for Staff and Learning Development OCSLD. June 27, p. 99/ col. 2.

⁶⁴ Grasha, A.F. 2002. Teaching with Style: A Practical Guide to Enhancing Learning by Understanding Teaching and Learning Style. San Bernadino: Alliance Publisher.

3. Importance of Media

Suyatno said that media is helpful for: As stated by Suyanto says that media is useful for:

- a. assisting learning language more simple
- b. decreasing use of mother tongue
- c. increasing learners' motivation
- d. presenting brief explanation about new concept
- e. making learning process more enjoyable and interesting
- f. improving English learning quality⁶⁵

D. PODCAST

1. Definition of Podcast

Podcast is an audio program on web which are usually updated at regular interval. Podcast could be uploaded automatically to computer using RSS, pod catching softwares. It could cover wide range of topic and could include video and music. It could be last anything upwards of few minutes to an hour or more. Podcast is popular for their authentic listening program prepared by proficient speakers and were particularly useful for students to produce natural speech as native speakers. Podcast is published on internet. Interested listeners could download there MP3 files into their personal computers of any type. To be helpful in the school setting teachers will need internet access the computer that could play audio files.⁶⁶

⁶⁵ Suyanto, Kasihani K.E. 2007. English for Young Learners. Jakarta: Bumi Aksara.

⁶⁶ Seema Jain, Farha Hashm. 2013 "Advantages Of Podcasts In English Language" Journal of Indian Research, Vol 1, No 2, , p. 158

On report of Sloan podcast is innovative way of broadcasting through internet and could be applied to transfer digital audio content automatically to smart phones.⁶⁷

2. Podcast in Teaching English

Podcast is audio file made available on internet. It was the combination of words broadcasting. Podcast had been compared to radio broadcasting because it usually had single producer and audio transmission is sent to lots of the listeners. What's different about podcast is that, unlike radio, person listening did not have to listen to it at the time of broadcasting. Instead of radio transmitter, podcast is stored on web as the digital sound file and this sound file could be transferred to computer like iPod. Listeners could choose when they were listening.

Podcast did not differ fundamentally from texts spoken on the cassettes. Teachers had always recorded programmes from radio onto CD. With podcast it is easier. You subscribed to podcast and each time update is available on automatically downloaded to your computers. If you think it is appropriate you could keep it. So you did not have to be at home, it was all completed automatically.⁶⁸

3. Podcast Application in Foreign Language Classroom

EFL contexts where students of English had very few chances to use foreign language outside of classroom, presenting them with real opportunities to practice speaking

⁶⁷ Sloan, S. (2005). Podcasting: An exciting new technology for higher education. Paper presented at CATS 2005, March, 25th, 2005. Retrieved from <http://www.edupodder.com/conferences/index.html>

⁶⁸ Edirisingha, P., Rizzi, C., Nie, M., Rothwell, L. 2007. Podcasting to Provide Teaching and Learning Support for an Undergraduate Module on English Language and Communication. Retrieved February 24, 2012 from: Turkish Online Journal of Distance Education, July, 2007, Vol. 8 No. 3, Article 6. (http://tojde.anadolu.edu.tr/tojde27/pdf/article_6.pdf)

could be valuable undertaking. Before the beginning of twenty- first century. CALL was believed to have limited application in teaching speaking skills to students of English. Type activity what was clearly not appropriated to CALL at present are those who required spoken production.⁶⁹

However, from beginning of twenty first century into current era, due to increase in the ownership of smart phones and spread of internet connectivity, new methods of dealing with this issue had been proposed. One of new strategies were considered to be podcast. Indeed, the authors believed that podcast could have significant effects on students' skill especially in listening and speaking. While, Mc Quillin pointed out the tasks that concentrate on an oral production like utilizing audio diary, interviewing speakers and also holding talk show where students "could record themselves then classmates for class assignment and present speech samples to teacher for assessment". Additionally, Tavel & Skevoulis said that students could possibly record native speaker then engage in listening practice as they were focusing on pronunciation and intonation.⁷⁰

Despite the advantages of including podcast within teaching program, as Chan, Chin, Chi & Lin assumed there is scant literature on pedagogical design of learning podcast specially in speaking skills area. This study would investigate the way of incorporating podcast within EFL classroom. For his aim, 60 EFL upper- intermediate students were recruited from English language institute in Iran. These students were assigning into two control and experimental groups. This research aim was to compare effects of learners made podcast and web- based podcast on EFL students' speaking skills. It was hypothesized that students who produce their own

⁶⁹ Constantine, P. 2007. Podcasts: Another Source for Listening Input. Retrieved February 25, 2012 from: The Internet TESL Journal, Vol. XIII, No. 1, January, 2007. (<http://iteslj.org/Techniques/ConstantinePodcastListening.html>)

⁷⁰ Tavales, S., & Skevoulis, S. (2006). Podcasts: Changing the face of e-learning. Retrieved from <http://www1.ucmss.com/books/LFS/CSREA2006/SER4351.pdf>

podcasts would outperform those who download podcast from web in students' skill in speaking.⁷¹

Podcast is ongoing digital audio programs that releasing regular 'episode' that listeners subscribed to via a feed. In making podcast, teachers would need recording microphones, devices, editing software, host side, method of disturbing your podcast. It assisted learners could develop wide variety skills, including social, intellectual, communication the project of management.⁷²

4. Procedure of Podcast

Shamburg C declared five steps in producing podcast, those steps were:

- a. Teachers would play videos, but before that teachers would instruct all students to take their own note book, then watch and listen to video.
- b. Second, writing idea that appeared when enjoying video, teacher would guide them to write topic ideas when they were enjoying video
- c. Teachers would guide students to classify main ideas that they have written
- d. Teachers would guide students to arrange introduction outlines

⁷¹ Kaushik, A.n 2010. Podcasting in Library Environment. Retrieved February 26, 2012 from: *Annals of Library and Information Studies*, Vol. 57, June, 2010, pp. 122-129. ([http://nnnopr.niscair.res.in/bitstream/123456789/9747/1/ALIS%2057\(2\)%0122-129.pdf](http://nnnopr.niscair.res.in/bitstream/123456789/9747/1/ALIS%2057(2)%0122-129.pdf))

⁷² P, Neil Morris. 2010. Podcasts and Mobile Assessment Enhance Student Learning Experience and Academic Performance. Retrieved February 24, 2012 from: The Higher Education Academy UK Centre for Bioscience December 01, 2010. (<http://journals.heacademy.ac.uk/doi/pdf/10.3108/beej.16.1>)

- e. Teacher presented students opportunities to speak about introducing themselves according to the outlines.⁷³

5. Teaching Listening using Podcast by the Teacher

- a. First, teacher asked students to put their headset on while making sure whether there was a damaged headset or not while students listened to the recording samples
- b. Second, teacher explained the questions that would be given to students and asked students to listen carefully Teachers would play podcast audio, but before that teachers would instruct all students to take their own note book, then listen to audio.
- c. Third, teachers would play podcast audio, but before that teachers would instruct all students to take their own note book, then listen to audio.
- d. Forth, teacher dictated the questions in the question sheet, students listened while answering the questions in the question sheet.
- e. Fifth, teacher gives the correct answer while occasionally discussing the answer.

6. Advantages of Podcast

Podcast could be accessed quickly and easily by students. This motivated them to participate in several ELT activities. It also offered them opportunities to respond to their teacher and levels of their learning speed up appropriately.⁷⁴

Podcast is a part of innovative learning and could serve the purposes number: to enhance the range and register of practice listening materials available for students to apply in variety of methods; to present increased connectivity between dissimilar course elements; to increase discussion scopes.

⁷³ Shamburg, C. 2009. Students-Powered Podcasting. Teaching for 21st Century Literacy. Washington DC.

⁷⁴ Seema Jain, Farha Hashm, 162

Podcast online has given language teachers wealth of materials to teach listening.

Constantine in her journal⁷⁵ explained that the podcast subject on the levels and deals with question of podcast's advantages, selection of the most beneficial one. Some advantages of podcasts, such as:

- a. Students could get advantages from global listening, even if they only listen from three until five minutes
- b. Students would be exposing to new languages
- c. Intermediate students had need for authentic text and to be exposed to variety of voices.

It made them have better skill than learners who were not listen through podcast. As assumed by Constantine's journal, innovative usage of podcast is to have learners listened to podcast and read transcripts. Next, students would construct recording of materials on CD then give back to their teacher along with written journals. Then, teachers listened to all students' recording and also provide suitable feedback to them. This activity could assist learners to increase their fluency in reading, to increase pronunciation, to acquire vocabulary, to perfect their listening skills.

Often there's transcript presented along with worksheet. Website number interact with students and ask them to write with comments. Applying good viewing and interesting listening activities attract learners' attention. By learning podcast, students were motivated to search podcast directories and to accurately found the best ELT podcast materials according to their own interest. Podcast online has given language teacher wealth materials to teach listening. Added advantage of podcast is it could be downloaded and worksheets questions then assigns. Pick an interesting

⁷⁵ Constantine, P. 2007. Podcast: Another source for listening input. The Internet TESL Journal, 8(1), 143-156. Retrieved from <http://iteslj.org/Techniques/ConstantinePodcastListening.html>

podcast, and it would be an assignment your students would be looked forward to.

An innovative usage of podcast is to have learners listened to a podcast and read along all transcripts. Next, students would make recording of materials on cassette and turn it into their teachers along with written journals. Teachers listened to each recording and present suitable feedback to learners. This activity could assist learners to increase their reading fluencies, to increase pronunciation, to acquire vocabulary, then to perfect their skills in listening. Learners could enjoy and gain confidence in learning English by using this new technology. Learners studies new expression web-enabled environment then concurrently jotted down vocabulary they were finding difficult to comprehend.⁷⁶

7. The Disadvantages of Podcast

The disadvantages of using podcast as media in learning activities:

- a. Using of Podcast is not effective enough to the students that have low skill in listening.
- b. The Podcast is difficult to be applied to the students that prefer to be passive.
- c. Podcast needs tool to play it.

8. Teaching Podcast in Listening

Podcast became one of audio file made available on the internet. That is combination of two words broadcasting.

Podcast has been compared to the radio broadcasting because it has single producer and audio transmission is sent to lots of listeners. What's the different about podcast id that, just unlike radio, person listening did not have to listen to it at the time of broadcasting? Instead of radio transmitter, podcast

⁷⁶ Galina Kavali Auskiene, "Podcasting: Tool to improve listening skill" journal of teaching English by using technology, Vol (8), No. 4, 2008. P. 03

is stored on web as digital sound files then that file could be transferred to the computer like iPod. Next, listeners could choose when they want listening it. Podcast did not differ basically from the spoken texts on CDs.

The teachers have recorded programs from radio into CD. By using podcast would be easier. You subscribed to the podcast and each time update is available it was downloaded to the computer. If you think it was appropriate you could keep or delete it. So, you did not have to be at your program that is all completed automatically. Podcast might be applied just to present motivation to all students with additional language. Nevertheless, if you wish using them in the classroom, you needed to spend time to select appropriate ones then increase activities to guide students in completing listening tasks. This involved activity to mobilize learners' podcasting in the Library Environment' *Annals of Library and Information Studies*, earlier knowledge of podcast subject, while listening, activity and post listening activity. For a while, listening activity true- false question. All students could check while listening that could assist them to be more concentration on each text. While, in post listening stage you could focus on the specific items and if available, hand out transcripts.⁷⁷

⁷⁷ Kaushik, A. 2010. "Podcasting in Library Environment". *Annals of Library and Information Studies*, Vol. 57, 2010, p. 122

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