THE USE OF PODCASTVOICE OF AMERICAN LEARNING ENGLISH TO IMPROVE STUDENTS’ LISTENING SKILLS

(A CLASSROOM ACTION RESEARCH FOR THE ELEVENTH GRADE STUDENTS OF SMK MUHAMMADIYAH SALATIGA IN THE ACADEMIC YEAR OF 2017/2018)

A GRADUATING PAPER

Submitted to the Board of Teacher Training and Education Faculty
State Institute for Islamic Studies (IAIN) Salatiga

by

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ATTENTUVE COUNSELOR’S NOTE
Case: Dian Amalia Febriana’s Graduating Paper

Dear,

Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Dian Amalia Febriana’s graduating paper entitled THE USE OF PODCAST VOICE OF AMERICAN LEARNING ENGLISH TO IMPROVE STUDENTS’ LISTENING SKILL (A CLASSROOM ACTION RESEARCH FOR THE ELEVENTH GRADE STUDENTS OF SMK MUHAMMADIYAH SALATIGA IN THE ACADEMIC YEAR OF 2017/2018), I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor,

Hanung Triyoko, S.S., M.Hum, M.Ed

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A GRADUATING PAPER
THE USE OF PODCASTS VOICE OF AMERICAN LEARNING ENGLISH TO IMPROVE STUDENTS' LISTENING SKILL (A Classroom Action Research for The Eleventh Grade students of SMK Muhammadiyah Salatiga in the Academic Year of 2017/2018)

WRITTEN BY
DIAN AMALIA FEBRIANA
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has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at the State Institute for Islamic Studies (IAIN) Salatiga on (September 25th, 2017), and hereby considered to the completed the requirement for the degree of Sarjana Pendidikan (S.Pd) in English Education.

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Salatiga, September 25th 2017
Dean of Teacher Training and Education Faculty
MOTTO

I’m gonna grow and Have a good life

(The writer)

To get a succes, your courage must be greater than your fear

(Anonymous)

Intelligence is not the measurement, but intelligence support all

(Anonymous)

Always be yourself no matter what they say and never be anyone else even if they look better than you

(Anonymous)
DEDICATION

This paper is sincerely dedicated for:

❖ My beloved parents, My Father Kirmanto and My Mother Kadariyah. Thank you for all support, whose love, affection, encouragement and blessings of day and night have always been a source of inspiration for me

❖ My beloved brother (Bagas Alwian Maulana) and sister (Tika Ade Septiani) thank for all support and pray.
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Assalamu’alaikum Wr.Wb.

Alhamdulilahirabbil’alamin, thank to Allah because the researcher could complete this research as one of the requirements for getting Educational Islamic Studies (S.Pd) in the English Educational Department of State Institute for Islamic Studies (IAIN) Salatiga in 2017.

Peace and solution always be given our last prophet Muhammad SAW who has guide us from the darkness to the brightness. However, this success would not be achieved without support from individual, people and institution.

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_Wassala’mualaikum Wr.Wb._

Salatiga, September 13th 2017

The writer
ABSTRACT


The researcher conducted the study to increase the students’ listening skill through podcast Voice of American Learning English. This study answered two questions about the implementation of teaching listening skill using podcast Voice of American learning English for the eleventh grade students of SMK Muhammadiyah Salatiga in the academic year of 2017/2018 and the performance of the students’ listening skill after using Podcast media. The research design of the study was Classroom Action Research. It included two cycles. Each cycle consisted of planning, acting, observing, and reflecting. From the study, the researcher could conclude that the implementation of the study improved gradually from cycle 1 and cycle 2. The improvement of the study was shown when the researcher conducted cycle 2. The result of the t-test of cycle 2 was 4.66. The result of the t-test of cycle 1 was 1. The passing grade was 77, and the target of passing was 70%. The result of the post-test of cycle 2 was 73.52% from 27 students. They passed the passing grade. The passing grade cycle 2 was over target, so the researcher stopped the study. Thus, the students’ listening skill was improved using podcast Voice of American Learning English.

**key word**: listening skill, podcast Voice of American learning English
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2. For the students

3. For the other researcher

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CHAPTER I
INTRODUCTION

A. Background of the study

The undeniable role of English as a global means of communication can be the reason that English is accommodated as one of the subjects taught at school. The important role of English is pointed out by Diem (2011:160) who states, “to fulfill the needs in globalization era, English will take the strategic place in the world”. Therefore, having English skill can be considered as beneficial. For example, people who want to have better job opportunities as well as better chances in keeping up with what is new in their field of specialty can earn more credit if they can speak English. In Indonesia, English has a vital role in many aspects of life, particularly in science and technology, English has been taught as an obligatory subject from junior high school up to the senior high school level.

Listening as one of the English language skills is the receptive skill which is the most common communication activity in daily life. It is an active activity that involves receiving, understanding, and perceiving a message from a conversation. Morley (1991:45) points out that listening as one of the language skills is a crucial element that needs to be mastered by adult foreign language learners because, people can expect to listen twice as much as they speak, four times more than they write. In other words,
listening has important roles in human life as people listen more than they speak, read, and write. In other words, Most English teachers take it for granted and believe that listening skills will develop naturally within the process of English language learning.

An innovative approach to teaching listening skills has emerged due to the hi-tech developments. One of them is so-called “podcasting” (a portmanteau of the words iPod and broadcasting), which has recently become very popular. The term “podcast” was first coined in 2004, and it means the publishing of audio materials via the internet. Audio files available for downloading and other means of online listening have been around for some time. Podcasts differ from other ways of delivering audio materials online by the opportunity of downloading content automatically. Podcasting offers learners a wide range of possibilities for extra listening practice both inside and outside the classroom. Podcast enable students to practice listening in a self-directed manner and at their own pace. In 2005 The New Oxford American Dictionary named “podcast” its official “Word of the year”.

The advent of podcast on the internet has given the language teacher a goldmine of materials for teaching listening skills. Podcasts can be short as two to three minute and as long as an hour. English teachers can subscribe to a podcast through RSS (Really Simple Subscription). By subscribing through RSS, when there is a new episode computer automatically. In addition, it comes at no cost to the subscriber. Because
podcast content is free, teachers now have a way to build up a big listening library for their students on contemporary and relevant topics. English teachers can also encourage students to download podcasts on their own so that they have more listening input.

There are still some problem found in teaching listening to the students vocational high school. The teaching and learning processes only focus on the final examination. The students have to study the utterances and words that they have heard. However, in learning a foreign language, for instance English, learning listening is not only the study of the utterances or word that the learners have heard but the learners should learn the utterances that happened in a real context or a situational context. Therefore, the material which are used in the teaching-learning process should present the real life. It is in line with Morley (2001:77) who states that best listening activities present in class activities that mirror real life.

The problems of the teaching listening mentioned above also happened in SMK Muhammadiyah Salatiga, based on the observation in teaching of listening. For example, the listening classes were seldom conducted there, the teacher conducted in one or two times in a month. It made the students become unfamiliar with the listening itself and also with listening to the English native speaker. Besides, the teaching and learning process of listening is still monotonous way. The students hear the recordings, and then the students answer the question given by teacher, and the last they check the answers together. The recording also seem monotonous.
There are no interesting listening materials in the teaching and learning process so that the students get bored.

From the explanation above, it gives inspiration to the writer to conduct a research entitled THE USE OF PODCAST VOICE OF AMERICAN LEARNING ENGLISH TO IMPROVE STUDENTS’ LISTENING SKILL (A CLASSROOM RESEARCH FOR THE ELEVENTH GRADE STUDENTS’ OF SMK MUHAMMADIYAH SALATIGA IN THE ACADEMIC YEAR OF 2017/2018)

B. Reason for choosing the topic

Based on the introduction above, I decided to investigate how to teach listening in my study. This study focuses on the use of podcast Voice of American learning English for the eleventh grade students of SMK Muhammadiyah Salatiga in the academic year of 2017/2018 because of the following reasons:

1. There are many exercises in podcast Voice of American learning English which can develop and train students’ comprehension.

2. The exercises in podcast voice of American learning English can be suited with the topic or material in the curriculum for the eleventh grade of vocational high school.

From the reasons above, I would like to find out how effective is the use podcast Voice American learning English as a medium in teaching listening for the eleventh grade students of SMK Muhammadiyah Salatiga in the academic year of 2017/2018.
C. Statement of the problem

This study is to answer the following problems:

1. How is the implementation of teaching listening skill using podcasts Voice of American learning English for the eleventh grade students of SMK Muhammadiyah Salatiga in the academic year of 2017/2018, as planned through Classroom Action Research?

2. How can podcast Voice of American learning English be used to improve their listening skills?

D. Objectives of the study

The objective of this study are:

1. To describe how implementation of teaching listening skill using podcasts voice of American learning English for the eleventh grade students of SMK Muhammadiyah Salatiga in the academic year of 2017/2018.

2. The find out the improvement of the students’ listening skills which is using podcast Voice of American learning English.

E. Significance of the study

By conducting this study, the results will be useful both theoretically and practically, as the following:
1. Theoretically

The results of this study can be one of the references for the English teachers of eleventh grade of vocational high school in using interesting media in teaching listening skill. The results of this study will also be useful for the researchers to improve their knowledge about how to teach listening by using podcasts Voice of American learning English.

2. Practically

This researcher expected to give a valuable contribution to the following parties:

a. For the students, it would be an effort to improve their listening skill.

b. For the English teacher, it would be an opportunity to improve the quality of teaching listening by using podcast for the students.

c. For the school, it provides some necessary knowledge about the study of English listening teaching material.

d. For other researchers, the result of this study is expected to be useful for research. This research may encourage other researchers are interested in this filed conduct further investigation.

F. Definition of terms

There are some terms that define in this study:

1. Listening

Listening is one of the subject studied in the field of language study and in the discipline of conversation analysis. This skill
can be improved by practice and there are many reward to develop your listening skill. It is the active process of receiving and responding to spoken (and sometimes unspoken) messages.

Helgesen (2003:24) states that listening is an active, purposeful process of making sense of what we hear. More often we hear, more we can understand something. Regarding that citation, although listening is receptive, it is very active because listeners can think and understand things at higher levels that what they have heard. As they listen, they process not only what they hear but also connect it with other information they have already known. Since listeners combine what they have listened to their existing knowledge and experience, in a very real sense, they are figuring or creating some kinds of meaning in their own mind.

2. Listening skill

This view considers listening as a purposeful process. Individuals listen to the speaker with particular process. They may listen to distinguish auditory and/or visual stimuli (discriminative listening). It is basic to all listening processes. They may also listen to understand the message of the speaker’s utterances (comprehensive listening) or to evaluate them (critical listening). Sometimes, the listener tries to get enjoyment through the story or experience of the speaker (appreciative listening).
3. Podcast

A podcast is the name of a digital recording of a radio broadcast or similar program. Podcasts published on the internet as MP3 files. Internet listeners are able to download these MP3 files on to their personal computer or personal MP3 players of any type. The files can be listened to at the convenience of the listener. Podcasts can be as short as two to three minutes and as long as an hour. Learners can subscribe to a podcast through an RSS subscription (Really Simple Syndication).

4. Voice of American

Voice of American (VOA) is a United States government-funded multimedia news source and the official external broadcasting of the United. VOA provides programming for broadcast on radio, television, and the internet outside of U.S., in English foreign languages. The VOA charter signed into law in 1976 by president Gerald Ford requires VOA to "serve as a consistently reliable and authoritative source of news" and "be accurate, objective and comprehensive".

G. Research method

1. Setting of research

This classroom action research will be carried out at SMK Muhammadiyah Salatiga.
2. Subject of the study

The subject of this study are the students of SMK Muhammadiyah Salatiga.

3. Sampling and sample

Sampling is technique that is used to take sample. The sample of the research were the XI TP 1 grade students of Vocational High School in SMK Muhammadiyah Salatiga. In the academic year of 2017/2018. There are 34 students on the class.

4. Research procedure

This research procedure was adapted from a model proposed by Kemimis and Mc Taggart in Burns (2010:9) that action research propose four concepts of a classroom action research. They are:

a. Planning
b. Acting
c. Observing
d. Reflecting

I will explain further each concept in chapter 3. The relationship between the four components is shown in cycle or repetitive activity as illustrated in figure 1.
5. Instrument for collecting data
   
a. Observation

   The observation sheet was used in the reconnaissance and in the action and observation steps. In the reconnaissance, the observation sheet was to note descriptions and know of what happened in the classroom. In the action and observation guides was used to implementation of the actions and success of the research. In the reflection steps, the field notes were used to evaluate the actions that have been done.

b. Documentation

   The researcher also used documentation as the method of collecting data in this research. Documentation is method to find the data related by picture and video.
c. Test

To get the data, I will do the test that consist of a pre-test and post-test. Each meeting consists of several teaching activities and a pre-test and post test. Pre-test is a test that is done the first time before the students get materials. The goal of this test is to measure the students’ listening ability. The last activity is post-test. A post-test is given to students in order to know the Students’ listening comprehension after treatment is given to the students.

6. Technique of Data Analysis

In analyzing the data, the researcher used mixed method. It means the research involved mixing of qualitative and quantitative data.

Burns (2012:153) states that data analysis in action research involves moving away from the ‘action’ components of the cycle, where the main focus is on planning and acting to the ‘research’ aspect, where the focus changes to more systematic observing and reflecting.

7. Qualitative data

The most important data in the action research is the description of students’ behavior. The analysis of qualitative data is taken from the observation, Documentation and Test.

8. Quantitative data

The procedure of the data analysis is done by analyzing the results of the test. According to sudijono (2010:86), to calculate the
mean of pre-test and post-tes, the researcher used the following formula:

a. Mean of Pre-test and Post-test

\[ M = \frac{\sum x}{N} \]

Explanation:

\( M \) = Mean of the students’ score

\( \sum x \) = Sum of the students’ score

\( N \) = Total number of the students

According to Sudijono (2010: 305-307), to calculate t-test, the researcher used the following formula:

b. Calculated mean difference

\[ MD = \frac{\sum D}{N} \]

Explanation:

\( MD \) = Mean of difference

\( \sum D \) = Total of difference between pre-test and post-test

c. Standard Deviation Calculation

\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

Explanation:

\( SD_D \) = Standard Deviation

\( D \) = Difference Pre-test and Post-test

\( N \) = Number of students
d. Looking for \( t \) by using the following formula:

\[
  t = t\text{-value of observation}
\]

\[
  \text{MD} = \text{Mean of difference}
\]

\[
  \text{SE}_{\text{MD}} = \text{Standard error of mean difference}
\]

\[
  d.b. = N - 1
\]

**H. Outline of graduating paper**

This graduating paper consists of five chapters. Beginning Chapter I is the introduction. This chapter includes the background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significance of the study, research method and outline of the graduating paper. Chapter II is the theoretical framework which consists of the definition of listening, podcasts, voice of American learning English. Chapter III discusses method of investigation. This chapter provides an explanation about the steps used in the classroom action research. Then, chapter IV demonstrates the results of the study which is followed by a discussion. Finally, in chapter V is closure, it consist and suggestion. The last part is bibliography and appendix.
CHAPTER II
LITERATURE REVIEW

A. Previous Study

1. Listening

   a. Listening as language skills

   Listening is one of four Basic English skills: reading, writing, speaking and listening (Spratt at.a,2005:30). Like reading, listening is a creative skill (Rivers, 1981:160), as it involves responding to language rather than producing it. Listening involves making sense of the meaningful sounds of language. We do this through context and our knowledge of language and the world.

   Anyone who uses language well has a number of different abilities. He/she may read book, write letters, speak on the telephone, listen to the radio, etc. In the most general way, can identify four major skills: listening and understanding, speaking, reading, understanding and writing (harmer 1983:16). Speaking and writing are obviously skills and involve some kinds of production on the part on the language user. Listening and reading are receptive skills in that the language user is receiving written or spoken language.
b. Definition of Listening

Listening is not a passive skill, nor even, as has traditionally been believed, a receptive skill. Listening is a creative skill (Wilga, 1981:160). In order to comprehend the sounds falling on our ears, take the raw material of words, arrangement of word, and the rise and fall of the voice, and from this material we create significant.

Listening is a skill and any help students in performing that skill and will help them to be better listeners (Harmer, 1998:98). In the English subject, listening is the subject which is studied alone. Listening cannot be separated with the other component of the English subject such as speaking, reading and writing. Teaching listening is one of the most difficult tasks for any ESL teacher. This is because successful listening skills are acquired over time and with lots of practice. Listening is the language modality that is used most frequently. It has been estimated that students spend almost half their communication time listening, and students may receive as much as 90% of their school information through listening to instructor and to one another. However, language learners do not recognize the level of effort that goes into developing listening ability.

Listening comprehension is one of the hardest skill to learn in a foreign language (Longman, 1987:156). Listening involves a sender (a person, radio, and television), a message, and a receiver (the listener). Listeners often must process messages as they come, if they
are still processing what they have just heard, without backtracking or looking ahead. In addition, listeners must cope with the sender’s choice of vocabulary, structure, and rate of delivery.

c. Types of Listening

Different situations require different types of listening. There are many kinds of listening types promoted by some experts. The first type of listening is proposed by Wolvin and Coakely in 1996 (cited in Goh, 2002). They identify five types of listening according to the purpose of the listening. They are discriminative listening, comprehensive listening, therapeutic listening, critical listening, and appreciative listening. They will be explained in details in the following.

1) Discriminative Listening

Discriminative listening is where the listening objective is to distinguish sound and visual stimuli. This objective does not take into account the meaning; instead the focus is largely on sounds. In a basic level class this can be as simple distinguishing the gender of the speaker or the number of the speakers. As mentioned before the focus is not on comprehending, but on accustoming the ears to the sounds. Depending on the level of the students, the listening can be discriminating sounds to identifying individual words.
2) Comprehensive Listening

Comprehensive listening is one type of listening where the focus is on understanding message. This is the basis for the next three types of listening.

3) Therapeutic Listening

Therapeutic listening is one kind of listening where the listeners role is to be a sympathetic listener without much verbal response. In this kind of listening the listener allows somebody to talk through a problem. This kind of listening is very important in building good interpersonal relations.

4) Critical Listening

Critical listening is the fourth kind of listening where listeners have to evaluate the message. Listeners have to critically respond to the message and give their opinion. In critical listening the listener challenge.

5) Appreciative Listening

The final one is appreciative listening where the focus is on enjoying what one listens. Listening for enjoyment involves seeking out situations involving, relaxing, fun, or emotionally stimulating information. Whether the listeners are listening to their favorite musical group or television show, or their friend telling a story, the listeners continue listening because they enjoy it.
From the explanation above, listening can be seen from three points of view: listening as a skill, listening as a product, and listening as a process.

1) Listening as a skill

Listening skill is considered as a purposeful process. The purpose of listening is to distinguish auditory or visual stimulation. There are four kinds of listening according to purpose. Discriminative listening, which is basic to all listening process, has purpose to distinguish auditory or visual stimulation. Other kind listening skill is comprehensive listening whic the purpose is to understand the messages of the spekers utterances. The purpose can also evaluate the messages and known as critical listening. While appreciative listening refers to the process when the listener try to get enjoyment through the story or experince of the speaker.

2) Listening as a product

Listening commonly explain from the outcomes doamin. It deals with what listeners do in order to rever their understanding of speech uttered by the speaker. The outcomes could be in the forms of verbal on non verbal response.

3) Listening as a process

There are two distinct processes involved in listening comprehension. Listeners use top-down processes and bottom-up processes. Listeners use 'top-down' processes when they use prior
knowledge to understand the meaning of a message. On the other hand, listeners also use 'bottom-up' processes when they use linguistic knowledge to understand the meaning of a message.

d. Listening Process

There are two different kinds of processing which are commonly engaged in the learning process. There are often referred to as bottom-up and top-down processing. The processing can be explained as follows.

1) Bottom-Up Processing

Richards (2008: 4) states that this processing involves the utilization of the received input as the basis for understanding the message. Comprehension begins with the received data that is analyzed as successive levels of organization sounds, words, clauses, sentences, texts until meaning is derived. Comprehension is viewed as a process of decoding. The key features of bottom-up processing are identified by Clark and Clark (1977: 49) in Richards (2008; 4) as follows.

a) Listeners receive raw speech and grasp a phonological of it in working memory.

b) The listeners instantly try to arrange the phonological representation into constituents and then to identify their content and function.
c) The identify each constituent and then generate underlying propositions assembling continually onto a hierarchical representation of propositions.

d) One they have identified he propositions for a constituent, they retain them in working memory of the phonological representation. In doing this, they forget the exact wording and retain meaning.

2) Top-down Processing

According to Morley (2001: 70), top down processing refers to the attribution of meaning, drawn from ones own world knowledge to language input. Richards (2008) also adds in top-down processing, the listeners understand the meaning of a message by utilizing their background knowledge. Exercise that require top-down processing develop the learners ability to do the following:

a) Use key words to construct the schema of a discourse.

b) Infer the setting for a text.

c) Infer the role of the participants and their goals.

d) Infer causes of effects.

e) Infer unstated details of a situation.

f) Anticipate questions related to the topic or situation.

In summary, it can be concluded that there are two types of listening processes. They are bottom-up. Processing and top-
down processing. In real-life listening, the listeners will have to use a combination of the two processes, with more emphasis on top-down or bottom-up listening depending on their reasons for listening. However, the two types of listening can also be practiced separately, as the skills involved are quite different.

e. Teaching Listening

In teaching listening, the teachers need some principle in order to make the teaching and learning process successful. Brown (2001: 258) suggests some principles for teaching listening. They are as follows:

1) In an interactive, four-skill curriculum, make sure that the teachers do not overlook the important of technique that specifically develop listening comprehension competence.

2) Use techniques that make the students intrinsically motivating.

3) Utilize authentic language and context.

4) Carefully consider the form of listeners responses.

5) Encourage the development of listening strategies.

6) Include both bottom-up and top-down listening techniques.

Successful listening can also be looked at in terms of the strategies the listener uses when listening. Rost (2002: 155) identifies strategies that are used by successful listeners. They are predicting inferring, monitoring, clarifying, responding, and evaluating. First, predicting is
about what listeners think about what they will hear. This fits into the ideas about pre-listening mentioned earlier.

The second is inferring. It is useful for learners to listen between the lines. Next is monitoring. Good listeners notice what they do and do not understand. Next, it is clarifying. The efficient learners will ask questions and give feedback to the speaker, in the responding, the listeners will react to what they hear. The last is evaluating. In evaluating the listeners will check on how well they have understood.

Strategies can be thought as the ways in which a learner approaches and manages a task, and listeners can be taught effective ways of approaching and managing their listening. These activities involve the listeners actively in the process of listening.

Besides, it is also required the appropriate listening sequences in order to make the successful listening. Wilson (2008: 160) mentions three listening sequences. They are pre-listening, while-listening, and post-listening. They will be explained in details as follows.

1) Pre–Listening

The first stage involves active schemata to help students to predict the content. The pre-listening stage should prepare students by helping them active their background knowledge and clarify their expectations and assumptions about the text. An ideal pre-listening task is one in which the teacher, through carefully constructed questions, helps the students to activate the background information
and language components including the vocabularies used. A successful listening activity will depend on what students do during pre-listening.

2) While-listening

In the while-listening, the students hear the input once, for listening gist. Then, they listen a second time, either in order to check or answer more details questions. There are some important points in doing while-listening. They are:

a) Allow students to listen to the text two or three times as a whole.

b) Encourage students to focus on global meaning first and do not ask the students for details after the first listen.

c) Encourage students to make assumptions after the first listen and verify them after the second listen.

d) Focus the questions and attention at this stage on the segments of the texts that are accessible to the students in terms of vocabulary and structures. The students don’t need to get everything in the text.

3) Post-listening

There is an emphasis on helping the students with difficulties and reflecting on performance. A post-listening activity represents a follow up to the listening activity and aims
to utilize the knowledge gained from listening for the development of other skills such as speaking or writing.

The appropriate listening activities in every stage are also required to make the listening successful. Goh (200), McDonough and Show (2003: 129) promote some activities in the pre-listening, while-listening, and post-listening. The activities will be shown in the following table.

f. Learning by Listening

Learning (comprehending) by listening (Rivers, 1981: 157), it means listening which requires the listener to act in some way. Learning of language could be done by listening, imitate and practice it. Listening skills as the first phase that must be connected with meaning. Although, someone might hear or listen some of sound even imitate it. Learning is getting information from everything we listen in form of the connection among the words, ideas, and action if not it will be meaningless for the listeners. Because of the reason, there are steps teachers have to do, i.e.:

1) Listeners listen to subject matter which must be learned and which itself will be tested (thus interesting how well it was comprehend).

2) Listeners listen for instruction which must be carried out in some practical way.
3) Listeners listen as part of a global act communication, as a part of a conventional interchange, which can only continue when there is comprehension.

**g. Procedure of Listening**

There are some procedures of listening accessed on

([www.nclrc.org/essentials/listening/liindex.htm](http://www.nclrc.org/essentials/listening/liindex.htm)):

1) Before listening

   Prepares your learners by introducing the topic and finding out what they already know about it. A good way to do this is to have a brainstorming session and some discussion questions related to the topic. Then provide any necessary background information and new vocabulary they will need for listening activity.

2) During listening

   Be specific about what students need to listen for. They can listen for selective details or general content of or for an emotional tone such as happy, surprised or angry. If they are not marking answers or otherwise responding while listening, tell them ahead of time what will be required afterward.

3) After listening

   Finish with an activity to extend the topic and help students remember new vocabulary. This could be a discussion group, craft project, writing task, story tell and games.
h. Activities to Promote Teaching Listening

There are many kinds of activities that promote teaching listening. Harmer (2007: 303) suggests some of the activities to promote teaching listening. There are as follows:

1) Using audio material

May teachers use audio material on tape, CD or hard disk when they want their students to practice listening skills. The advantages of using audio material are (a) recorded material allows students to hear a variety of different voices apart from just their own teachers. It gives them an opportunity to meet a range of different characters especially where real people are talking (b) Audio material is portable and readily available. Tapes and CDs are extremely cheap, and machines to play them are relatively inexpensive. The disadvantage of using it is in a big classroom with poor acoustics, the audibility of recorded material should be considered by the teachers.

2) Live listening

A popular way of ensuring genuine communication is live listening, where the teacher and/or visitors to the class talk to the students. This has obvious advantage since it allows students to practice listening in face-to-face interactions.
3) Film and video

The students can listen while they watch film clips on vide, DVD or online. The film and video become more and more popular as a teaching tool. They let students experience natural English in a somewhat natural setting.

The film or the videos are available online. The topics are various. The students will not only listen to the audio but they also see the physical expressions used by the speakers in the film and videos.

4) Listening sequences

Listening can thus occur at a number of points in teaching sequence. Sometimes it forms the jumping-off point for the activities which follow. Sometime it may be the first stage of a listening and acting out sequence where students role-play the situation they have heard in the recording.

5) Music and song

Using songs in the classroom is a great way to motivate students of all ages to learn. Like all successful lessons, they need to be thoroughly planned to engage the students effectively. Music can be a useful tool to create an enjoyable learning environment.

6) Podcasts

In teaching listening, a teacher can fall into the bad habit of using the same listening materials over and over again. Podcasts can
supply fresh ideas and motivation. With any new idea, a teacher must also examine the reasons for using it and the purposes it can serve.

In conclusion, the listening activities above can help students to employ effective listening skills to incorporate new information, obtain instructions to complete assignments and to interact in the classroom. The activities should be appropriate with the topics discussed in order to make the effective listening.

i. Developing listening skill

According to Abbott et al. (1981:65) there are five ways to developing listening skill.

a. Types of listening material students may need to be able to comprehend if went to help the student to develop listening skill, teacher is required to consider what types of material that they need in listening. Furthermore, teacher can make several guesses reasonably. That thing has to present a check list to help teacher to ensure that he won’t ignore something important for student in the future.

1. Dialogue

   a. Unscripted conversations between the students and other foreign language, the learner and native speakers, other foreign language without the students participating.
b. Scripted conversation, e.g. like conversation in games and films. Usually among native speakers. This is to stimulate original conversation and there are many characteristics will be the same. In fact, usually there are advantages and disadvantages, even follow conversation easier than make dialog lonely or group.

2. Monologue
   
   a. Prepared but unscripted conversation. Teacher convey the material from outlined notes. This is consisting or repetition, rephrasing and indecision, but not as much as unscripted conversation. Dialect will be differentiated, where as quick voice cannot.
   
   b. Verbal instructions and public announcemets. Information that given by resident usually natural and short. They often repeated in identical from. If conversations are used in public place, they are difficult to hear because it is nois. Dialect may be different but speed will be fairly uniform and moderate.
   
   c. Formal scripted conversaion, lectures or teachers and news bulletins read aloud (sometimes called ‘spoken prose’). These are similar with written texts. Teacher has high information and little repetition. Teacher usually
delivers fairly well and deliberate style. The speaker will often use whatever dialect to make students understand.

2. Teaching English in Vocational High School

a. Teaching English in Vocational High School

1) Curriculum in Vocational High School

According to the ministry regulation article 22 (2006: 17), the objective of the teaching and learning in vocational high school is to increase the students’ knowledge, intelligence, moral and skill in order to prepare them to be autonomous learners. They should have specialized skill, work ethics, and good communication with others. By having those characters, they can work well, effectively, and efficiently. This regulation also states that there are three groups of specific subject in vocational high school. They are normative, adaptive, and productive. Normative and adaptive subjects are non-vocational lessons that are given for the students to support their skills. Normative subject include Religion, Civic Education, Bahasa Indonesia, Sport and Health Education, and Culture and Art Education. Meanwhile, adaptive subject include English, Science, Social Education, Information Technology, and entrepreneurship.

There are three subject from those normative and adaptive lessons which are tested in the final examination. They are Bahasa Indonesia, English, and Mathematic. Besides, there are also
productive subjects. Productive subjects are specific lessons specifically assigned to the students based on the expert program they prefer to study.

The curriculum of vocational high school also contains local contents and self development. Local content is a curricular activity which is taught to develop the students’ competency based on special characteristic of each province. An example of local content which is commonly taught in Indonesia school in the local language. Meanwhile, self-development subject in the subject which gives them an opportunity to develop their talents and interests.

As explained above, English is categorized as an adaptive subject. The objective of the learning in this subject is mastering the knowledge and skill of English that support the achievement of competency skill, program and applying the knowledge and skills of English in communication contexts in both oral and written forms.

There are three language levels in vocational high school. They are Novice level, Elementary level, and Intermediate level. Novice level is taught for the first grade students. The objective of teaching English on the novice level is to develop the students’ communication skill by using interpersonal and transactional language in their daily life. The second level is elementary level.
Elementary level is taught for the second grade students. In the level, the students are expected to be able to communicate orally using interpersonal and transactional language. The last level is intermediate level. It is for the third grade of vocational high school students. In this level, the students should be able to communicate orally using interpersonal and transactional language and also develop some language functions in certain job.

2) Characteristics of English in Vocational High School

Teaching and learning process in vocational high school is different than it is in other types of education institutions. According to the standard of content for SMK (2006), English learning in vocational high school has some characteristics, they are:

a) The language has central role in the students’ intellectual, social, and emotional development and it must support the process of learning subject. Therefore, English here is not only as a means of communication but also as a supporting matter to develop the students’ skills so that they can complete in the globalization era.

b) Effective communication demands the use of language, both rules of language and communication context.

c) Learning English should be done in natural context or environments that involve the students.
d) The communication achieved is used to reach the goal, i.e. to fulfill the life needs. Thus, learning English must develop the life skills.

e) English is a means of global communication. Therefore, mastering English is important for the students to comprehend and make strong local and national cultures, and also understand international cultures.

f) English can be medium to improve the students knowledge and technology development so that it can improve the competition of human resources. From the characteristic explained above, it can be concluded that the teaching and learning processes in the vocational high school should be in line with the characteristic in learning English in vocational high school will help the teacher in deciding the technique, materials and activities in the teaching and learning processes in the classroom.

3. Podcasts

a. Definition podcasts

Podcasting is a term inspired by the Apple computer corporations’ iPod, a portable digital audio player that allow users to download music from their computer directly to the device for later listening. The term is no longer specifically related to the iPod but refers to any software and hardware combination that permits
automatic downloading of audio files (most commonly in MP3 format) for listening at the users convenience.

Since podcasts are still new term in the teaching language, there are some definitions from many sources to deal about what podcast is. A podcast is name given to the publishing of audio (usually mp3 files) via the internet, designed to be downloaded and listened to on a portable mp3 player of many type, or on a personal computer. It is in line with Harmer (2007:27) that defines a podcast as downloadable files which the user can load onto their own personal MP3 players, such as iPods.

Through podcasting, an audio content from one or more subscribed feeds can be automatically downloaded to a users computer as it becomes available (Chan & Lee 2005). The audio file can be listened to on the users computer, or it can be transferred to an iPod or other portable media player for listening at a time and place convenient to the users.

b. Types of podcasts

Podcasts are so popular nowadays that there is a wide of options from which to choose. There are three types of podcast, (1) A basic podcast contains only audio and is the easiest to create and listen to (2) An enhanced podcast has both audio and slides (like a narrated Power Point Presentation on the Web) and (3) A vodcast (or video podcast) contains video and audio.
Besides, three are various types of podcasts promoted by Stanley (2005). They are as follows:

1) Authentic podcasts

Podcasts that are not aimed at ELT students can often be a rich source of listening. Most of these will only be suitable for use with higher level students, but others, such as Sushi Radio are made by non-native speakers of English and their length (5-10 minutes) make them ideal to be used by the students.

2) Teacher podcasts

Produced by teachers, often for their own classes, these podcasts are usually aimed at helping students learn by producing listening content that is not available elsewhere, or that gives a local flavor.

3) Students podcasts

The podcast are produced by students, but often with teacher help. The students can listen to these and experience the culture and hear about the lives and interests of other students from around the world. English conversations, for example is a podcast largely made by students for students.

c. Significance of using podcasts in teaching listening

Podcasts can be as short as two to three minutes and as long as an hour. Teachers can subscribe to a podcasts through an RSS subscription (Really Simple Syndication). The advantage of this practice is that as new episodes become available they are downloaded to the computer.
automatically. They come at no cost to the subscriber. Because podcast content is free, teachers now have way to build up a big listening library for their students on contemporary and relevant topics.

The podcasts online have given the language teacher a wealth of material for teaching listening skills. Constantine (2007) classifies the podcasts, selection of the most beneficial ones, and discusses how to maximize learning them. The advantages of podcasts according to Constantine are: 1) learners can benefit from global listening, even if they only listen from three minute a day; 2) student will be exposed to the new language; 3) the intermediate learner has a need for authentic texts and to be exposed to a variety of voices. Podcasts are not just intended for listening. Often there is a transcript provided along with worksheets.

There are some benefit of using podcasts to learn English:

1) The student can listen to the native speaker of English.

Language can be learnt by copying. Getting the students used to listening to native speakers will make it easier to understand the language. Exposing the students to the way they talk and to their pronunciation will also help their pronunciation, making their English sounds more natural and understandable by native speakers.

2) There are many available tools to play the podcasts

The students do not really need anything else to start using podcasts to improving your English. Nowadays, most students have
an MP3 player or cellphone with multimedia capabilities. So, they can play the podcasts easily from their media players.

3) The podcast can be played everywhere and anytime

With podcasts, the students can decide when and where they learn English. They can listen to the podcasts whenever and wherever they want. So, they can learn English from the podcasts easily.

4) There are many free resources of podcasts.

There are lots of free English podcasts published by native speakers. They are free. The listeners can download the podcasts easily. Then, they can save the podcasts on their computer for later listening. In some resources, there are also transcripts provided.

4. Voice of American

Voice of American (VOA) is a united state government funded multimedia news source and the official external broadcasting institution of the united states. VOA provide programming for broadcast on radio, television, and the internet outside of the U.S. in English and some foreign languages. The VOA charter signed into law in 1976 by President Gerald Ford requires VOA to serve as a consistently reliable and authoritative source of new and be accurate, objective and comprehensive.

5. Voice of American Learning English

VOA Learning English is a special program of Voice of America to help English learners all over the world to improve their English. This program includes stories, lessons, as well as news reports which are
written by simple vocabulary and are spoken at a quite slow speed to help learners to understand them easily.

This app is designed to bring you best experience to improve your English. You can read, listen and watch the lessons everywhere with your mobile devices. Even if you are already good at English, you can also learn more about American culture, history as well as latest news in the world. The contents are updated daily.
CHAPTER III
RESEARCH METHOD

A. General Description of SMK Muhammadiyah Salatiga

SMK Muhammadiyah is located in Jl.KH.Ahmad Dahlan, Sidorejo-Lor Salatiga, and Cetral Java-Indonesia 50714. It is about 5 km from Salatiga Central Bussiness Market. It is part of Muhammadiyah Institution in Salatiga, Central java. SMK Muhammadiyah four expertise programs, they are electric power installation program, engineering program, minor vehicle program and garment. All of the programs have good accreditation from ISO 9001:2008.

SMK Muhammadiyah has some facilities to support learning and teaching process as follows:

Table 3.1 facilitation of SMK Muhammadiyah

<table>
<thead>
<tr>
<th>Facility</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>21</td>
</tr>
<tr>
<td>Machine Class</td>
<td>1</td>
</tr>
<tr>
<td>Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>Library</td>
<td>1</td>
</tr>
<tr>
<td>Moesque</td>
<td>1</td>
</tr>
<tr>
<td>Healthy Room</td>
<td>1</td>
</tr>
</tbody>
</table>
1. School vision

Vision is education aim achieves by an institution. In this case, the vision of SMK Muhammadiyah is to create an excellent graduate in high quality, innovative, Islamic, expert and capable to respond globalization era.

The purpose of this vision is to make all of students ready to face the world outside their environment with expert skill which they have got from their technical practice until they are hoped become creative person who create new invention in the future. Meanwhile, the Islamic means that every student must obligate and obey about all of the Islam's rules. Then, they will be practiced in their daily activities.

In conclusion, SMK Muhammadiyah prepares and builds student characters who have good behavior which balanced with wide knowledge because between religion and skill walk together.
2. School Mission

Mission is practical steps that done by subject to achieve certain aims. In this case, the subject is SMK Muhammadiyah Salatiga. The mission is:

a) To increase believing in God and the professionalism for all of the school personnel based on their profession.
b) To organize the quality of education and learning Islamic and innovative.
c) To create science and human resources which competent and competitive in every sector.
d) To produce the excellent graduate, capable and also can develop themselves appropriate with their skills.
e) To lead the students and alumnus in competitive skills.

B. Type of the research

Types of the research is using Classroom Action Research. Classroom Action Research is a similar systematic process aimed at gathering information on teaching and learning problems in the classroom and working to ward their solution. Classroom Action Research is an ongoing process of problem formulation, preparation of interventions, implementing interventions, observation and analysis of results, and reflection. Thus it is often proceeds through several such cycles before a satisfactory solution is found.
According to some masters, there are some definitions of classroom action research. According to Robert N. Rapoport (1987:1) action research is a research which has aims to contribute both to the practical concerns of people in an immediate problematic situation and to get goals of social science by joint collaboration within a mutually acceptable ethical framework.

Second definition by Peter Reason and Hilary Brandbury-Huang (2001). Describe Action Research as an interactive inquiry process that balances problems solving action implemented in a collaborative analysis or research to understand underlying causes enabling future predictions about personal and organizational changes.

C. Research Method

1. Setting of research

This classroom action research will be carried out at SMK Muhammadiyah Salatiga.

2. Subject of the study

The subject of this study are the students of SMK Muhammadiyah Salatiga.

a) Population

Population is all of data which is a our consideration in certain place and time chosen. Population is a large group to which a researcher wants to generalize his or her sample result (Christensen,
Population of this research is the eleventh grade of SMK Muhammadiyah in academic year 2017/2018.

b) Sample

A sample is a set of data collected and selected from statistical population by a defined procedure. The sample of the research were the XI TP 1 grade students of Vocational High School in SMK Muhammadiyah Salatiga. In the academic year of 2017/2018. There are 34 students on the class.

Table 3.2

List of sample

<table>
<thead>
<tr>
<th>No</th>
<th>Nama</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>ABDUL MUFTI SAEPULLOH</td>
</tr>
<tr>
<td>2.</td>
<td>ABI RAHUL AMIN</td>
</tr>
<tr>
<td>3.</td>
<td>ACHMAD FARID FERNANDA</td>
</tr>
<tr>
<td>4.</td>
<td>ADI FEBRIYANTO</td>
</tr>
<tr>
<td>5.</td>
<td>ADI TRI PAMUNGGAS</td>
</tr>
<tr>
<td>6.</td>
<td>ADITYA MUKTI WIBOWO</td>
</tr>
<tr>
<td>7.</td>
<td>AHMAD RIFAL SAF'I</td>
</tr>
<tr>
<td>8.</td>
<td>AKHSAN GEWANGGA</td>
</tr>
<tr>
<td>9.</td>
<td>ALFA ANGGORO MUKTI</td>
</tr>
<tr>
<td>10.</td>
<td>ALFIAN BAYU ADJI</td>
</tr>
<tr>
<td>11.</td>
<td>AMIRUL HAKIM AL MADANI</td>
</tr>
<tr>
<td>12.</td>
<td>ANDI YULIANTO</td>
</tr>
</tbody>
</table>
13. ANGGA DWI SAPUTRA
14. ANGGIT WIDYANTORO
15. ANJAR TRI PAMBUDI
16. ARDI ISTANTO
17. ARDYAN WICAKSONO
18. ARIF HARIYANTO
19. ARIF PRIYAMBADA
20. ARINDA NOVITA SARI
21. ARVIAN FAJAR SAPUTRO
22. ARYA DWI MAHENDRA
23. AZIZ SAPUTRA
24. BACHTIAR ALAN NUR
25. BAGUS AHMAD HANAFI
26. BUDI UTOMO
27. CANDRA AJI WIBOWO
28. CHUSNU ILHAM AJI HERMAWAN
29. DANANG ADI SAPUTRA
30. DANDI ARDIKA PUTRA
31. DANI ANDRIAN
32. DAVID MAHENDRA
33. DELANU HARIS MUNANDAR
34. DHIKY RAMADHIKA
3. Research procedure

In this research, researcher used classroom action research, and the researcher used two cycles consists of two meeting for each cycle. The procedures of each cycle were as follows:

a. Planning

The activities are:

a) Preparing materials, making lesson plan, and design the step in doing action
b) Preparing list of students’ name and scoring
c) Preparing teaching-aids
d) Preparing sheets for students and teachers observation sheet
e) Preparing a test for pre-test and pro-test

b. Acting

The activities are:

a) Giving pre-test for students.
b) Teaching material.
c) Giving chance for students to ask any difficulties.d) Giving post-test for students.

c. Observing

This phase involves you in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where you use’ open
eyed’ and ‘open-minded’ tools to collect information about what is happening (Kemmis and Mc Taggart in Burns, 2000:8)

d. Reflecting

At this point, you reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue you have explored more clearly. You may decide to do further cycles of action research to improve the situation even more, or to share story of four research with others as part of your ongoing professional development (Kemmis and Mc Taggart in Burns, 2010:8)

Figure 1: four activities in each cycle

Figure 1: cycle or repetitive activity (Kemmis and Mc Taggart in Burns, 2000:9)

D. Technique of collecting data
The techniques of collecting datas are ways to acquire data in a classroom action research. The act od collecting data will be presented as follows:

a) Observation

Mc Kechine (2008:578) states that observation is one of the most fundamental research approaches that involve collecting impressions of the world using all of one’s sense, especially looking and listening, in a systematic and purposeful way to learn about a phenomenon of interest.

The observation sheet was used in the reconnaissance and in the action and observation steps. In the reconnaissance, the observation sheet was to note descriptions and know of what happened in the classroom. In the action and observation steps, the observation guide was used to see the implementation of the actions and success of the research. In the reflection steps, the field notes were used to evaluate the actions that have been done.

b) Documentation

The researcher also used documnetation as the method of collecting data in this research. documentation is a method used to find the data related , by picture and video.

c) Test
To get the data, I will do the test that consist of a pre-test and post-test. Each meeting consists of several teaching activities a pre-test and post-test. Pre-test is a test that is done the first time before the students get materials. The goal of this test is to measure the students’ listening ability. The last activity is post-test. A post-test is given to students in order to know the students’ listening comprehension after treatment is given to the students.

E. Data analysis

The researcher conduct the classroom action research of improving listening skill by using podcast Voice of American learning English for the eleventh grade students for Vocational High School of SMK Muhammadiyah Salatiga. In analyzing the data, the researcher used mixed method. It means the research involved mixing of qualitative and quantitative data.

Burns (2012:153) states that data analysis in action research involves moving away from the ‘action’ components of the cycle, where the main focus is on planning and acting to the ‘research’ aspect, where the focus changes to more systematic observing and reflecting.

The researcher would like to analyze the data using mixed method as follow:

1. Qualitative data
The most important data in the action research is the description of students’ behavior. The analysis of qualitative data is taken from observation, test and documentation.

2. Quantitative data

The procedure of the data analysis is done by analyzing the results of the test. According to Sudijono (2010:86), to calculate the mean of pre-test and post-test, the researcher used the following formula:

a. Mean of Pre-test and Post-test

\[ M = \frac{\sum x}{N} \]

Explanation:

\[ M \] = Mean of the students’ score

\[ \sum x \] = Sum of the students’ score

\[ N \] = Total number of the students

According to Sudijono (2010: 305-307), to calculate t-test, the researcher used the following formula:

b. Calculated mean difference

\[ MD = \frac{\sum D}{N} \]

Explanation:

\[ MD \] = Mean of difference

\[ \sum D \] = Total of difference between pre-test and post-test

c. Standars Deviation Calculation
\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

Explanation:

\( SD_D = \) Standard Deviation

\( D = \) Difference Pre-test and Post-test

\( N = \) Number of students

d. Looking for \( t_o \) by using the following formula:

\( t_o = t\)-value of observation

\( MD = \) Mean of difference

\( SE_{MD} = \) Standard error of mean difference

\( d.b. = N-1 \)

F. Scoring rubric

**Table 3.3 Listening scoring rubric**

<table>
<thead>
<tr>
<th>Element</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent to very good</td>
<td>100-90</td>
</tr>
<tr>
<td>Very good</td>
<td>80-89</td>
</tr>
<tr>
<td>Good</td>
<td>79-70</td>
</tr>
<tr>
<td>Fair</td>
<td>69-60</td>
</tr>
<tr>
<td>Low</td>
<td>59-0</td>
</tr>
</tbody>
</table>

Assessment criteria:
a) Excellent to very good: Accurately infers implied information. No problem at recognizing vocabulary and expressions.

b) Very good: Show good ability to infer information. Almost no problems at recognizing vocabulary and expressions.

c) Good: Show some ability to infer implied information some problems at recognizing vocabulary and expressions.

d) Fair: Still show ability to infer implied information some problems at recognizing vocabulary and expressions.

e) Low: Fails to information many problems at recognizing vocabulary and expressions.
CHAPTER IV
FINDINGS AND DISCUSSION

In this chapter, the researcher describes and discusses the research implementation. The researcher wants to identify the improvement of students’ listening skill and to find out how the use of podcast Voice of American learning English improve students listening skill.

A. Implementation of the use of podcast Voice of American learning English to improve students’ listening skill at the eleventh grade students of SMK Muhammadiyah Salatiga

1. Cycle I

a. Planning

The activities in action planning were:

1) Prepared syllabus
2) Prepared lesson plan
3) Prepared rubric
4) Prepared teaching materials (Hobby and Interesting, and handling guest)

5) Prepared media (slide of power point presentation and podcast)

6) Prepared pre-test and post-test

7) Prepared students work sheet

8) Prepared students’ and teacher’s observational check list for cycle 1

9) Prepared students’ attendance list

10) Prepared tools of learning in the class (a projector and laptop)

11) Prepared camera to take the pictures and videos

b. Implementation of the Action

The cycle 1 was conducted on Wednesday, August 2nd, 2017. There were two parts of this cycle. The first planning, the researcher wanted to conduct cycle 1 in 1 days where pre-test and post-test conducted in 1 days of cycle 1. However, after discussing with the teacher, paying attention on time allocation during in the class was very important. The researcher was given suggestion by the teacher that the condition of the students was not as same as the research thought. For listening, students would need much time to listen carefully. Thus, the researcher considered about the time of pre-test.
The first part was giving pre-test for students which was conducted on Wednesday, Agustus 2\textsuperscript{th}, 2017. The researcher gave pre-test in the class and introduced herself before giving it to the students. The researcher also gave instructions how to do the pre-test. The theme of material was hobby and interesting. The researcher provided students’ worksheet for the students when students did the pre-test. In the pre-test, the students did the objective test well but it was not satisfactory yet. The kind of question is fill in the blank. The researcher gave a transcript in the pre-test researcher gave an easy assignment and also gave a transcript based audio about conversation hobby and interesting but some students wrote the wrong word when they gave an answer, such as missing a letter in a word.

The second part of this cycle was giving post-test. It was conducted Wednesday, Agustus 2\textsuperscript{th}, 2017 also. The researcher gave an assignment again but the kind of question is essay assignment consist five question. There was little improvement from pre-test. Most students just gave short answer for each question and some students also wrote the wrong word when they gave an answer, such as missing a letter in a word. The researcher was proud of the students because they were responsible with their assignment. However, there were still some mistakes that had to be fixed because the students were still adapted with the process of study.

c. Observation

In the cycle I, the researcher and her observer observed the teaching and learning process. The researcher made two observational
checklist for the teacher and the students. The explanation of the result of the teacher’s observational checklist are as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Teacher’s activities</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Checking students’ readiness for lesson and greeting students before the lesson begins</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Praying before the lesson begins</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Checking the students attendance</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The teacher giving apperception reftering the material</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The teacher informs the learning objectives and giving motivate students</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The teacher giving information about the concept will be learn about handling guest</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The teacher giving complete explanation and giving example about handling guest</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The teacher guides the students to ask the material have not understand</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
9. the teacher guides the students to discuss the material with their friends

10. The teacher guides the students to write important information

11. The teachers clarify and summarize the results of the discussion

12. the teacher ask students difficulties about the material

13. Evaluating students

Based on observation, the first meeting conducted on Wednesday Agustus 2\textsuperscript{th}, 2017. At the begining on the lesson, the teacher entered into classroom and start the lesson with checking students’ readiness for lesson and greeting students before the lesson begins. After this the teacher invite the students for praying together and checking the students attendace. Before the teacher explain about material today the teacher give apperception (the teacher ask students ‘‘do you have hobby and what it’s your hobby’’). Next step the teacher giving information about the concep will be learn about hobby and interesting. The teacher giving explanation and giving example about material using power point, after the teacher finished give material the teacher give task listening session
using the method podcast Voice of American learning English conducted the material about hobby and interesting. The teacher guides students do the exercise, the exercise consist 15 questions fill in the blank and 5 question essay. The questions conducted conversations about hobby and interesting on the podcast. After the students finish do exercise, the teacher ask students difficulties about material, but no one students answers the teacher question. They were still adapted the use of podcast Voice of American learning English in the listening session. After the lesson the teacher evaluating the students comprehension and giving feedback using worksheet to students.

Based on the observation also, the teacher forgot to guides the students to discuss the material with their friend and also the teacher summarize the lesson. The method of teacher was scientific approach to teach his students. In the scientific approach, there are observing, questioning, collecting information assosiating and communicating. In communicating activity, there should be summarizing the lesson and also guides the students discuss the material with their friend it was to know the students skill on the previus knowledge.

Later on, the result of the students’ observational checklist were explained below:

**Table 4.2 Students’s obervation checklist of cycle I**
<table>
<thead>
<tr>
<th>No</th>
<th>Students’ activities</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The students answer greeting</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The students with their teacher praying together</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The students individually confirm attendance</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The students follow the activity</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The students listen to the explanation and state their opinion</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The students listen to the explanation about material hobby and interesting</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The students listen and giving question about the material using podcast Voice of American learning English</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>The students discussion with their friend about material</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>The students ask when there is difficulty</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>The students give feedback</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
At the beginning of the lesson, after the teacher entered into classroom and checking readiness and greeting students before the lesson begins. The students get ready for the learning process answer the teacher greeting, after the teacher invite the student for praying together and then the students individually confirm attendance. And then the students listen explanation about material hobby and interesting the students pay attention orderly.

After the teacher finish explain the material the teacher give exercise conducted the material hobby and interserting used method podcast Voice of American learning English. In the activity the students follow the intruksi their teacher for do exercise. After the listen podcast Voice of American learning English and after finishing the exercise. The teacher gave opportunities to ask question. However, none of the students gave question. They were still adapted the used of podcast Voice of American learning in the listening session because they still unfamiliar.

d. Reflection

After seeing the result of the cycle 1, the researcher concludes that the application of podcasts Voice of American learning English in this class was not effective yet. The students still adapted with this method in learning English. The students also had no responsibility in learning English by using this method because the student unfamiliar with the listening and also with listening to the english native speaker. The researcher reflection was done by discussing with the teacher
as collaborator to implementation this method. Therefore, the researcher wanted to change this method using podcast and also vodcat (podcast using video) were effective to make the students interested in having a listening so the students would be participate actively in the class.

The researcher and collaborator concluded the result of the reflection that this cycle had little significant improvement of students’ listening skill, but this research needed to be repaired next chapter.

2. Cycle II

a. Planning

The activities in action planning were:

1) Prepared syllabus
2) Prepared lesson plan
3) Prepared rubric
4) Prepared teaching materials (Hobby and Interesting, and handling guest)
5) Prepared media (slide of power point presentation and podcast)
6) Prepared pre-test and post-test
7) Prepared students work sheet
8) Prepared students’ and teacher’s observational check list for cycle 1
9) Prepared students’ attendance list
10) Prepared tools of learning in the class (a projector and laptop)

11) Prepared camera to take the pictures and videos

b. **Implementation of Action**

The cycle 2 was conducted on Wednesday, August 9th, 2017. There were two parts of this cycle. The first part of cycle 2 was pre-test. The teacher entered the class and greeted the students as usual. Then, the teacher checked the students’ attendance list. The students had already started the lesson. The researcher took her seat and she was ready to observe the teaching and learning process. The other observer was ready with her camera to take pictures for documentation.

The second part of the cycle 2 was giving post-test. The post activity was done on Wednesday, August 9th, 2017 also. There were two forms of the question in post-test. They were objective test and essay. There were objective essay. There were 15 questions of objective test and 5 for essay. The theme of the post-test in cycle 2 was about handling guests. The researcher gave the instruction how to do the assignment calmly. Before giving the paper, the teacher tried to recall the students’ knowledge and gave the manner how to do each question. The students gave their explanation clearly and they were ready to do the assignment.

c. **Observation**
The observation activity was done by the researcher and her observer in the class. There were two kinds of observational checklist for the teacher and the students activity. The first observational checklist would be explained below:

**Table 4.3 teacher’s observational checklist of cycle 1I**

<table>
<thead>
<tr>
<th>No</th>
<th>Teacher’s activities</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Checking students’ readiness for lesson and greeting students before the lesson begins</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Praying before the lesson begins</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Checking the students attendance</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The teacher giving apperception refering the material</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The teacher informs the learning objectives and giving motivate students</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The teacher giving information about the concep will be learn about handling guest</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The teacher giving complete explanation and giving example about handling guest</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The teacher guides the students to ask the</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
material have not understand

9. the teacher guides the students to discuss the material with their friends ✓

10. The teacher guides the students to write important information ✓

11. The teachers clarify and summarize the results of the discussion ✓

12. the teacher ask students difficulties about the material ✓

13. Evaluating students ✓

Based on observation cycle 2, the second meeting conducted on Wednesday August 9th, 2017. At the beginning of the lesson, the teacher entered into the classroom and started the lesson with checking students’ readiness for the lesson and greeting students before the lesson begins. After this, the teacher invited the students to pray together and check the students’ attendance. Before the teacher explained about the material today, the teacher gave an introduction to the theme of the lesson (have you ever handled guest). Next, the teacher gave information about the concept that would be learned about handling guests.
The teacher giving explanation and giving example about material using power point, after the teacher finished give material the teacher give task listening session using the method podcast Voice of American learning English conducted the material about hobby and interesting. To prevent the students feel bored before the lesson begin the teacher and the researcher they discuss for using podcast of Voice American learning English (and also vodcast). The podcasts (and also vodcast) were effective to make the students interested in having a listening class and make the students were not bored and sleepy in the class. The teacher guides students do exercise the exercise consist 15 questions fill in the blank and 5 question essay again. The questions conducted conversations about handling guest on the vodcast. After the students finishing the exercise, the teacher ask students difficulties about material, and one students ask about material. After the lesson the teacher evaluating the students comprehension and giving feedback using worksheet to students.

Based on the observation also, the teacher fixed some problems in the cycle 1. The teacher guides the student to discuss the material with their friend and also give summarize the result of the lesson. The method of the teacher was scientific approach to teach his students. It was same with the cycle 1. The teacher give podcast Voice of American learning English in listening session. After the teacher give treatment the students had showed their responsibility about their learning well. And also the students morethen entusiast learn listening session.
Later on, the result of the students’ observational checklist were explained below:

**Table 4.4 Students’s observation checklist of cycle II**

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ activities</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The students answer greeting</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The students with their teacher praying together</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The students individually confirm attendance</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The students follow the activity</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The students listen to the explanation and state their opinion</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The students listen to the explanation about material handling guest</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The students listen and giving question about the material using podcast Voice of American learning English</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The students discussion with their friend about material</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
12. The students ask when there is difficulty ✓
13. The students give feedback ✓

At the beginning of the lesson, after the teacher entered into classroom and checking readiness and greeting students before the lesson begins. The students get ready for the learning process answer the teacher greeting, after the teacher invite the student for praying together and then the students individually confirm attendance. And then the students listen explanation about material handling guest the students pay attention orderly.

After the teacher finish explain the material the teacher give excersie conducted the material handling guest used method podcast Voice of American learning english (and alsovodcast). In the activity the students follow the instruct their teacher for do exercise conducted conversation on the vodcast. After the listen podcast Voice of American learning English (and also vodcast) and finishing do exercise. The teacher gave opportinues to ask question. one students ask the teacher (where handling guest is usually taken place beside hotel), after the teacher give exercise using podcast Voice of American learning english (and alsovodcast) the students more than interes and effective to make the students were not bored and sleepy in the class.
For the data above, the researcher could conclude that the students had participated the class well. The students followed all of the teacher’s intrusion during the lesson. The students more than enthusiastic, interesting and the students were brave to give questions to the teacher if they were not understand, one student ask “where handling guest is usually taken place beside hotel”. They had proved that they had been responsible about their learning.

d. Reflection

The cycle 2 had done well. The students’ development of activity in the class had increased. The teacher had been a good facilitator for the students so the students could involve actively in the class. The student’s interesting to study listening with native speaker.

B. Improvement of using podcast Voice of American learning English to improve students’ listening skill at the eleventh grade students of SMK Muhammadiyah Salatiga

Finally, to know if there was an improvement in listening skill, the data were calculated by the researcher mathematically and statistically. Researcher analyzed the result using t-test calculation from the result of the pre-test and post-test. Those data were presented as follow:

1. Cycle I

Table 4.5 result of pre-test and post-test of cycle I
<table>
<thead>
<tr>
<th>No</th>
<th>Nama</th>
<th>X</th>
<th>Y</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Abdul Mufti S</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>Abi Rahul A</td>
<td>85</td>
<td>70</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>Achmad Farid F</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>Adi Febriyanto</td>
<td>80</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>Adi Tri P</td>
<td>75</td>
<td>85</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>6</td>
<td>Aditya Mukti W</td>
<td>75</td>
<td>60</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>7</td>
<td>Ahmad Rifal S</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>8</td>
<td>Akhsan Gewangga</td>
<td>80</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>9</td>
<td>Alfa Anggoro M</td>
<td>75</td>
<td>85</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>10</td>
<td>Alfian Bayu A</td>
<td>90</td>
<td>90</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>Amirul Hakim AM</td>
<td>70</td>
<td>70</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>Andi Yulianto</td>
<td>65</td>
<td>75</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>13</td>
<td>Angga Dwi S</td>
<td>80</td>
<td>85</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>14</td>
<td>Anggit W</td>
<td>80</td>
<td>90</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>15</td>
<td>Anjar Tri P</td>
<td>80</td>
<td>65</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>16</td>
<td>Ardi Istanto</td>
<td>75</td>
<td>65</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Score 1</td>
<td>Score 2</td>
<td>Score 3</td>
<td>Score 4</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>17.</td>
<td>Ardyan W</td>
<td>60</td>
<td>55</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>18.</td>
<td>Arif Hariyanto</td>
<td>80</td>
<td>80</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>19.</td>
<td>Arif Priambada</td>
<td>85</td>
<td>65</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>20.</td>
<td>Arinda NS</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>21.</td>
<td>Arvian Fajar S</td>
<td>80</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>22.</td>
<td>Arya Dwi M</td>
<td>85</td>
<td>75</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>23.</td>
<td>Aziz S</td>
<td>60</td>
<td>65</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>24.</td>
<td>Bachtiar AN</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>25.</td>
<td>Bagus Ahmad H</td>
<td>80</td>
<td>85</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>26.</td>
<td>Budi Utomo</td>
<td>60</td>
<td>60</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>27.</td>
<td>Candra Aji W</td>
<td>70</td>
<td>85</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>28.</td>
<td>Chusnu Ilham AH</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>29.</td>
<td>Danang AS</td>
<td>70</td>
<td>65</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>30.</td>
<td>Dandi Ardika P</td>
<td>70</td>
<td>70</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>31.</td>
<td>Dani Andrian</td>
<td>70</td>
<td>70</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>32.</td>
<td>David Mahendra</td>
<td>80</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>33.</td>
<td>Delanu HM</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>
34. Dhiky Ramadhika  

<table>
<thead>
<tr>
<th>Score</th>
<th>70</th>
<th>75</th>
<th>5</th>
<th>25</th>
</tr>
</thead>
</table>

\[ \Sigma \]

| Score | 2500 | 2515 | 245 | 2625 |

Explanation

\[(X) = \text{score students in pre-test}\]

\[(Y) = \text{score students in post-test}\]

\[(D) = \text{the differences between pre test and post test}\]

\[(D^2) = \text{the differences between pre test and post test in quadrate}\]

---

**a. Calculation of mean**

1) Mean of Pre-test I

\[ M = \frac{\Sigma x}{N} \]

\[ M = \frac{2500}{34} \]

\[ M = 73.529 \]

2) Mean of Post-test I

\[ M = \frac{\Sigma Y}{N} \]

\[ M = \frac{2515}{34} \]
M= 73,970

In the cycle I, the mean of the pre test was 73.529 and the mean of the post test was 73.970. It could be seen that the mean of the post test was bigger than the mean of the pre test. There was significant improvement the students’ listening skill using podcast Voice of American learning English to improve students’ listening skill.

b. Calculation of the mean difference

\[ MD = \frac{\sum D}{N} \]

\[ MD = \frac{245}{34} \]

MD = 7.205

c. Calculation of the Standard Deviation

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2} \]

\[ SD = \sqrt{\frac{2625}{34} - \left( \frac{245}{34} \right)^2} \]

SD = \sqrt{77.2 - 7.2}

SD = 8.366

d. Calculation of t-test
\[ SE_{MD} = \frac{SDD}{\sqrt{N-1}} \]

\[ = \frac{8.37}{\sqrt{34-1}} \]

\[ = \frac{8.366}{\sqrt{33}} \]

\[ = \frac{8.366}{5.744} \]

\[ = 1.456 \]

\[ t_0 = \frac{M_D}{SE_{MD}} \]

\[ = \frac{7.205}{1.456} \]

\[ = 4.948 \]

From the data of cycle 1 above, the researcher found that the T-test was 4,948 and the T-table with N-1 was 2,304. The significant level was 5%. The data showed that the value of the T-test was bigger than the T-table. Therefore, the researcher conclude that there was significant result of the cycle 1. However, the researcher would still conduct the cycle 2 because the number of the students who passed the passing grade were less.

**Table 4.6 result of pre-test and post-test of cycle 2**

<table>
<thead>
<tr>
<th>No</th>
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Explanation

(X) = score students in pre-test

(Y) = score students in post-test

(D) = the differences between pre test and post test

(D^2) = the differences between pre test and post test in quadrate

a. Calculation of mean

1) Mean of Pre-test I

\[ M = \frac{\Sigma X}{N} \]

\[ M = \frac{2585}{34} \]

M = 76.029

2) Mean of Post-test I

\[ M = \frac{\Sigma Y}{N} \]

\[ M = \frac{2775}{34} \]

M = 81.617

In the cycle 2, the data was calculated from the post test in cycle 1 and the post test in cycle 2. The mean of the post test in cycle 1 was 73,970 and the mean of the post test in cycle 2 was 81.617. it meant that
the mean of the post test in cycle 2 was bigger than the mean of the post test in cycle 2. In conclusion, there was significant improvement in using podcast Voice of American learning English to improve students’ listening skill.

b. Calculation of the mean difference

\[ MD = \frac{\sum D}{N} \]

\[ MD = \frac{265}{34} \]

\[ MD = 7.794 \]

c. Calculation of Standard Deviation

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

\[ SD = \sqrt{\frac{3425}{34} - \left(\frac{265}{34}\right)^2} \]

\[ SD = \sqrt{92.91} \]

\[ SD = 9.638 \]

d. Calculation T-test

\[ SE_{MD} = \frac{SD}{\sqrt{N-1}} \]

\[ = \frac{9.63}{\sqrt{33-1}} \]

\[ = \frac{9.63}{\sqrt{32}} \]

\[ = \frac{9.63}{5.74} \]
\[ t_0 = \frac{MD}{SEMD} \]

\[ = \frac{7.79}{1.677} \]

\[ = 4.664 \]

From the data above, the researcher found that T-test was 4.664 and the T-table with N-1 was 2.034. The significant level was 5%. The data showed that the value of the T-test was bigger than the T-table. Therefore, the researcher conclude that there was significant result of the cycle 2. Finally, the researcher had succesfully conducted this research. It meant also that using podcast Voice of American learning English to improve students’ listenig skill at the eleventh grade students of SMK Muhammadiyah Salatiga in the academic year of 2017/2018.
CHAPeR V

CLOSURE

In the chapter V the researcher describes the result of the research, there are some conclusions that will be described as follow:

A. Conclusions

1. The implementation of using podcast Voice of American learning English to improve students’ listening skill at the eleventh grade students of SMK Muhammadiyah Salatiga

After the study, the researcher concludes that the use of podcast Voice of American learning English to improve students’ listening skill at the eleventh grade students of SMK Muhammadiyah Salatiga successfully. The information was gained from the result of cycle 1 and cycle 2.

From the study showed improvement of the students’ listening skill, the action using podcasts Voice of American learning English could attract students attention and motivation in the teaching and learning process. The researcher created some fun activities using
podcast Voice of American learning English for the students. During the teaching and learning process, she often used the audio podcast Voice of American learning English to motivate them in learning listening. In addition, she also completed the audio with varied assignments, so they did not get bored and the students were motivated in having listening class.

The students’ improvement in listening skill was known from the students’ result of the post test in cycle 1 and cycle 2. From the test in cycle 1 until the post test in cycle 2 the students’ score were always improved. It could be concluded that using podcast Voice of American learning English could be effective method in learning listening for the students.

2. The improvement of using podcast Voice of American learning English to improve students’ listening skill at the eleventh grade students of SMK Muhammadiyah Salatiga

After the study, the researcher got data from analyzing the students' score mathematically and statistically. The researcher concluded that there was significant improvement in using podcast Voice of American learning English to improve students’ listening skill at the eleventh grade students of SMK Muhammadiyah Salatiga.

In the cycle 1, the means of the pre test was 73,329 and the mean of the post test was 73,970. The number of the students who
passed the passing grade (KKM) in the pre test were 61.76%. In the post test, there were 64.70% of the students who passed the passing successfully. It means that there was significant improvement. In this research, the researcher used the significant level as many as 5%. The value of T-table with N-1 was 2.304. After the researcher calculated the students’ scores, the researcher found that the value of the T-table with N-1 was 4.948. Thus, the researcher concluded that the use of podcast Voice of America learning English could improve students’ listening skill at the eleventh grade of SMK Muhammadiyah Salatiga. However, the students had a significant improvement in cycle 1 but the number of the students who passed the passing grade were less than 80%. In this case, the researcher conducted the cycle 2.

In the cycle 2, the mean of the post test in cycle 1 was used again to calculate the data. The mean of the post test in cycle 1 was 73.970 and the mean of the post test in cycle 2 was 81.61. In the post test of cycle 1, the number of the students who passed the passing grade was 64.70%. In the post test of cycle 2, the number of the students who passed the passing grade was 73.52%. There was a significant improvement in cycle 2. The researcher used the significant level as many as 5%. The value of the table with N-1 was 2.304. After the researcher calculated the students’ score, the result of T-test was displayed as many as 4.664. The value of the T-
test was higher than T-table. It could be concluded that the use of podcast of Voice of American to improve students’ listening skill at the eleventh grade students of SMK Muhammadiyah Salatiga. At the last, the number of the students’ presentation showed that more than 80% of students who could pass the passing grade.

B. Suggestions

Some suggestions are given to the participants who are closely to this study. The suggestions are made based on the conclusions and implications of this study. They are presented as follows:

1. For the English Teachers

   The English teachers should determine podcasts that are able to make students practice their listening in the meaningful contexts. The English teachers can apply those media even other media that can be support the teaching-learning process so that the students will be more interested and not bored in learning English. The teacher’s corrective podcast Voice of American learning English can be implemented for the other skills in English such as speaking, and writing.

2. For the students

   Many students are unfamiliar with the English sounds and spellings. They feel confused when they heard English dialogues or monologues. They seldom listen to English conversation or songs
either inside or outside the class. They also had make mistakes in spelling and meaning. To solve this problem, the students can train themselves by using podcasts Voice of American learning. They should practice a lot because podcasts podcast Voice of American learning English can be download by themselves at website addresses and it contains the script and can be dowloand the aplication with their android.

3. For other researcher

The reseasrchrer suggest the other researcher to use podacst Voice of Ameican learning English in conducting classroom action research. The other researcher can use podcast Voice of American learning English separatedly. Both method are not only used in learning English but also in learning the other subject.
BIBLIOGRAPHY


APPENDICIES
CURRICULUM VITAE

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Hp/Email : 087734703040/luckyamelia34@gmail.com

Educational background : TK Pertiwi Majegan

SDN 1 Majegan

SMP N 1 Jatinom

SMA N 1 Jatinom

IAIN Salatiga
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : SMK MUHAMMADIYAH SALATIGA
Kompetensi Keahlian : Semua Keahlian
Mata Pelajaran : BAHASA INGGRIS
Kelas/Semester : X I/ 3
Alokasi Waktu : 2 x 40 menit

Standar Kompetensi :
- Berkomunikasi Bahasa Inggris setara level Elementary

Kompetensi Dasar :
- Memahami percakapan sehari-hari dalam konteks profesional maupun pribadi

Indikator :
- Berbagai bentuk dan ungkapan dengan tepat untuk memahami kegemaran/hobi dan minat.
- Pertanyaan dengan pola questions words dalam konteks kegiatan sehari-hari diperagakan dan dijawab dengan benar.

I. TUJUAN PEMBELAJARAN

Listening : Siswa mampu menyimak berbagai bentuk ungkapan untuk membicarakan kegiatan sehari-hari, hobi dan minat dengan tepat.

II. MATERI AJAR

Guest Handling

Definition :

Guest handling is a kind of action to welcome and to make the guest feel comfortable, and also a kind of action to make the guest paying attention for us and try to help the guest.
Expression handling guest

- Welcome to our hotel/restaurant/office
- May I help you?
- We hope that you can enjoy staying in our hotel
- I hope you enjoy the food
- Have a nice rest, sir/mom
- We would like to offer you a special food
- We’ll send your coffee right away
- What can I do for you, sir/mom?
- Can I help you?

Response:

- Yes, please. I’d like some fresh water.
- No, thanks.
- Thanks anyway.
- That’s very kind of you.
- I appreciate that

Here are the expressions to handle guests.

Handling guests:

1. At Restaurant
   - What would you like to eat?
   - What kind of dressing do you like?
   - Would you like anything else?
   - What kinds of ice cream will you have?
   - What will you have to drink?
   - Will you have anything else?
   - I’m sorry to inform you that all tables have been reserved.

2. At Hotel
   - What sort of room do you need?
   - Do you prefer stalls or balcony?
   - I’m sorry to inform you that all rooms have been reserved.

3. At travel agent
   - When do you fly, sir?
   - When will you be flying, madam?
   - I’m sorry to inform you that all tickets have been reserved.
There are some examples of handling guests:

**At The Hotel**

Bell Boy : Good Morning!
Guest : Good Morning!
Bell Boy : Welcome to our hotel
Guest : Thank you!
Bell Boy : Would you like to check in?
Guest : Yes, I do
Bell Boy : Have you made a reservation?
Guest : Yes, I have
Bell Boy : May I take you to the reception?
Guest : Yes, please.

**III. METODE PEMBELAJARAN**

a. Mendengarkan
b. Tanya jawab
c. Penugasan

**IV. KM : 76**

**V. LANGKAH-LANGKAH KEGIATAN**

Pertemuan 2

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dengan memberi pertanyaan tentang guest handling

- Memberitahu siswa kompetensi dasar yang ingin dicapai dalam proses pembelajaran ini

2. Kegiatan inti

Pre-Listening

- Guru bertanya kepada siswa tentang guest handling
- Siswa menjawab pertanyaan yang diberikan guru
- Guru menjelaskan berbagai hal yang terkait dengan materi pembelajaran
- Guru bertanya jawab dengan siswa mengenai ekspresi yang digunakan untuk berbicara tentang guest handling

Listening Task

- Guru memberi siswa soal pre-test dan post-test
- Siswa mendengarkan audio mengenai guest handling
- Guru meminta siswa mendengarkan audio dengan baik
- Siswa mendengarkan audio dan menjawab

- Santun
- Percaya diri
- Berpikir kritis, kreatif, dan inovatif
- Ingin tahu
- Mandiri
- Kerja sama

65 menit
soal-soal

Post-Listenig

- Guru memberikan feedback mengenai materi pembelajaran
- Guru menanyakan kesulitan belajar siswa dalam materi hobbies and interest
- Guru memberi evaluasi

3. Kegiatan akhir

- Guru menutup kegiatan belajar mengajar
- Berfikir logis, kritis, kreatif, dan inovatif
- Religius
- Kerjasama

VI. SUMBER BELAJAR

a. Sumber : Buku The Universe Of English 2 Elementary Level for SMK Grade XI Global Acces to the World of Work 2
b. Media : Laptop, audio, script, students worksheet

VII. PENILAIAN

Setiap jawaban yang benar semua diberi skor 1
Jumlah skor maksimal keseluruhan 15
Nilai maksimal = 15

\[ \text{Nilai siswa} = \frac{\text{skor perolehan}}{\text{skor maksimal}} \times 10 \]
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : SMK MUHAMMADIYAH SALATIGA
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- Pertanyaan dengan pola questions words dalam konteks kegiatan sehari-hari diperagakan dan dijawab dengan benar.

I. TUJUAN PEMBELAJARAN

Listening : Siswa mampu menyimak berbagai bentuk ungkapan untuk membicarakan kegiatan sehari-hari, hobi dan minat dengan tepat.

II. MATERI AJAR

Talking about hobbies and interests

Expresion :
- What is your hobby ?
- Do you have hobby ?
- Do you like watching cinema ?

Response:
- My hobby is playing
- I like playing score ball
- Because
- Yes, I do
- No don’t

Expressing someone’s hobbies and interests
1. I like....(cooking, fishing, ratting, reading, novels, etc)
2. I’m interested in....(cooking, fishing, ratting, etc)
3. My hobbies (hobby) are (is)....
4. Yes, sure, (cooking, writing, singing) is what attracts me most.
5. Yes, I have hobbies. They are....

III. METODE PEMBELAJARAN

d. Mendengarkan
e. Tanya jawab
f. Penugasan

IV. KKM : 76

V. LANGKAH-LANGKAH KEGIATAN

Pertemuan 1

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<td>- Disiplin</td>
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- Doa, salam pembuka dan mendata kehadiran siswa
- Memotivasi siswa dengan memberi pertanyaan tentang
hobbies and interest
- Memberitahu siswa kompetensi dasar yang ingin dicapai dalam proses pembelajaran ini

2. **Kegiatan inti**

**Pre-Listening**
- Guru bertanya kepada siswa tentang hobby and interest
- Siswa menjawab pertanyaan yang diberikan guru
- Guru menjelaskan berbagai hal yang terkait dengan materi pembelajaran
- Guru bertanya jawab dengan siswa mengenai ekspresi yang digunakan untuk berbicara tentang hobi dan minat.

**Listening Task**
- Guru memberi siswa soal pre-test dan post listening
- Siswa mendengarkan audio mengenai hobbies and interest
- Guru meminta siswa mendengarkan audio dengan baik
- Siswa mendengarkan audio dan menjawab soal-soal
Post-Listening

- Guru memberikan feedback mengenai materi pembelajaran
- Guru menanyakan kesulitan belajar siswa dalam materi hobbies and interest
- Guru memberi evaluasi

3. Kegiatan akhir

- Guru menutup kegiatan belajar mengajar

VI. SUMBER BELAJAR

c. Sumber : Buku The Universe Of English 2 Elementary Level for SMK Grade XI Global Acces to the World of Work 2
d. Media : Laptop, audio, script, students worksheet

VII. PENILAIAN

Setiap jawaban yang benar semua diberi skor 1
Jumlah skor maksimal keseluruhan 15
Nilai maksimal = 20

Nilai siswa = \( \frac{\text{skor perolehan}}{\text{skor maximal}} \times 10 \)
Listen to the recording. Answer the questions correctly.

Waiter : Good morning, sir
Andy : Good morning
Waiter : Here’s the menu sir (the guests look up the menu for a while)
Waiter : Are you ready to order now, sir?
Andy : Yes, I think I would like to start with a soup
Waiter : What soups do you like, sir?
Andy : Tomato soup and roast chicken.
  What about you Susan?
Susan : Cream of potato soup, please and grilled lobster
Andy : Bring me two steak sandwiches
Waiter : (Write in the note order) tomato Soup and Roast chicken,
  Cream of potato soup and grilled lobster and 2 steal sandwiches.
  Now what do you want for dessert, sir?
Andy : I think I’ll have a pancake
Susan : I’ll have Ice cream
Waiter : would you like anything to drink, sir?
Andy : Well, bring me a pot of tea, please. And you Susan?
Susan : No, Thanks.
Waiter : Yes, sir. I’ll be back in view minutes. (After the guests finished their lunch)
Andy : Waiter, I could I have the bill, please?
Waiter : One moment, sir. That’ll be $ 24. 

Andy : Here’s $25. Take the change 

Waiter : Thank you, sir

**Answer the question based on the dialog you just heard.**

1. What food does Mr. Andy order ?
2. Does he order iced-tea ?
3. How many baked pies does he order ?
4. What food does Mrs. Susan order ?
5. What drink does she order ?
Agel : Do you have hobbies ?

Petra : Yes, I have several.

Angel : Really ? please tell me more about your hobbies.

Petra : Well , I do like to collect things.

Angel : Really ? what do you like to collect.

Petra : I like to collect stamps.

Angel : Really ? where do you collect stamp from ?

Petra : I collect stamp from all over the world.

Angel : why do you that ?

Petra : Because eventually I hope to have stamps every country.

Angel : Why do you want all of those stamps ?

Petra : I think It’s bucuase I won’t be able to go to those countries my self.

Angel : Oh , what is another hobby of yours ?

Petra : I collect beer.

Angel : Pardon me ? you collect beer ?

Petra : Well, actually I collect beer cans.

Angel : Ok, where do you get the cans from ?

Petra : From every place that I travel to.

Angel : Do you drink the beer ?

Petra : No, I’m not a beer drinker.

Angel : Oh , I see.

Petra : What about you? What are your hobbies ?
Angel : Well, I like to read a lot.

Petra  : Really ? What do you read about ?

Angel : I like to read about best sellers and I like to read a lot about science too.

Petra : What kind of science do you read about ?

Angel : Variety of topics but I especially like to read about nature and about electronics.

Petra : Fascinating. Why do you like to read so much.

Angel : Oh, I think it helps me exercise my brain.

Petra : That’s a good reason. If it doesn’t make you too tired.

Listen to the recording. Answer the questions correctly.

1. What is Petra’s hobbies?
2. Why is Petra become a villatelis?
3. Where does he get beer cans?
4. What kind of book does she like to read?
5. Why does she like to read book?
Talking to someone on the bus

Linda : It’s a good day for a long ride.
Maggie : Yes, It’s ........... I love to read while travelling.
Linda : I see that . I’m linda from California.
Maggie : I’m Maggie, I’m from New York.
Linda : So, you like ........... ? what do you like read ?
Maggie : Yes, I like history, astrology, palmistry and all related stuff.
Linda : Oh ! that’s really ........... can you also read palm ?
Maggie : No, no ! I wouldn’t dare I just like the subject. And you ? what are you interest ?
Linda : I like photography and ...........
Maggie : Great ! I want to travel to Egypt and India one day.
Linda : I’ve been to India. Based on what you just told me. I believe you’ll love it there.
Maggie : Yes ! So do ?

Talking to a friend

Billy : Hey Ethan. I brought you some DVDs
Ethan : Dude ! thank you but ........ movies is not really a hobby for me.
Billy : Oh, I thought you would like it. What do you like to do in your spare time then ?
Ethan : My hobby it to .......... games.

Billy : Which games do you play ?

Ethan : I can play Unreal Tournament for hours. What’s your .......... past time ?

Billy : I don’t like Video games. I just like watching movies.

Ethan : Did you watch ‘Tekken’?

Billy : Yes, I like it. Do you have the .......... ?

Ethan : Yes I do. Let’s play it.

Talking to a Neighbour

Ethan : Wow Maggie ! You’re really into collecting ....... books !

Maggie : Yes, I collect rare books. It’s one of my hobbies.

Ethan : It’s a nice one ! my self am a ........ too. I collect coins.

Maggie : Sounds fun ! you must have many old coins !

Ethan : Well, I’m just an amateur. I don’t have old coins, but I do have coins from most of the countries.

Maggie : What do you like to do in your ....... time.

Ethan : I like to watch movies. What about you ?

Maggie : I listen to music. It helps me to ........

Talking About Unusual hobbies

Linda : what do you do for fun. Kyle ?

Kyle : Well. I sometimes make prank calls, just for the ....... of it !
Linda : OMG ! that’s a weird hobby.
Kyle : It’s not .......... a hobby but I can’t help doing it from time to time.
Linda : Hmm.. is that all you do for fun ?
Kyle : No, no. I also like to collect tea bag lovers.
Linda : Ehm. You collect tea bags for fun ? sorry to say pal, but it doesn’t sound that much fun either.
Kyle : What car I say ? people are different.
Linda : Oh , I couldn’t ........ .more
Observation Sheet
Rabu, 2 Agustus 2017

Cycle 1

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<tr>
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<td>Pre-Teaching</td>
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<td>4.</td>
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<td>The teacher giving complete explanation and giving example about hobby and interesting</td>
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<td>The teacher make the instruction before the students listening the recording</td>
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</table>
11. The teacher helps the student’s mistake

12. The teacher gives chances to the students for asking questions

**Post-Teaching**

13. The teacher gives the students opportunity to ask about the matter has been given

14. The teacher asks the students what material has just been discussed

15. The teacher concludes and summarizes the lesson with the students

16. The teacher closes the teaching and learning

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</table>
7. The students identify the script of recording
8. The students ask questions

**Post-Listening**
9. The students record information to what their book about hobby and interesting
10. The students pay attention to what their teacher say
11. The students give feedback

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**Observation Sheet**
Rabu, 9 Agustus 2017

**Cycle 2**

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**Pre-Teaching**
1. Checking students’ readiness for lesson and greeting students before
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2. Praying before the lesson begins

3. Checking the students attendance

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**Whilst-Teaching**

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8. The teacher direct the students listen the recording podcast Voice of American learning English

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14. The teacher asks the students what material has just been discussed

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SIAP KONSULTASI LEMBAR INI HARUS DIBAWA

Dosen Pembimbing

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TAYANG

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