

**THE INFLUENCE OF USING PODCAST IN TEACHING SELECTIVE
LISTENING OF SMAN 2 KOTA SERANG**

***PENGARUH PENGGUNAAN PODCAST PADA PENGAJARAN KEMAMPUAN
MENYIMAK SELEKTIF DI SMAN 2 KOTA SERANG***

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Abstract: Listening becomes the first step in learning. Nation and Newton (2012 : 37) states that listening is the natural precursor to speaking; the early stages of language development in a person's first language. The objective of the research is to find out the influence of using podcast in teaching listening skill. In order to achieve the objective of this research, the researcher conducted the data through true experimental in quantitative approach. The researcher used cluster random sampling. The researcher took control class and experimental class for gathering the data to be analyzed. Based on the calculation, it was normally distributed and homogen. Based on the result of test of mean difference significant (independent), it was Calculated or $0.33 \leq 2.01$. The alternative hypothesis was received. It can be concluded that there was an influence of using podcast in teaching listening at tenth grade of SMAN 2 kota Serang.

Keywords: listening class, podcast, selective listening

Abstrak: *Menyimak menjadi langkah pertama dalam belajar. Nation and Newton (2012: 37) menyatakan bahwa menyimak adalah prekursor alami untuk berbicara; tahap awal perkembangan bahasa dalam bahasa pertama seseorang. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh penggunaan podcast dalam mengajar keterampilan menyimak. Untuk mencapai tujuan penelitian ini, peneliti melakukan data melalui eksperimental dalam pendekatan kuantitatif. Peneliti menggunakan cluster random sampling. Peneliti mengambil kelas kontrol dan kelas eksperimen untuk mengumpulkan data yang akan dianalisis. Berdasarkan perhitungan, biasanya didistribusikan dan homogen. Berdasarkan hasil uji beda rerata signifikan (independent t test), itu Dihitung $t_{hitung} \leq t_{table}$ atau $0,33 \leq 2,01$. Hipotesis alternatif diterima. Dapat disimpulkan bahwa ada pengaruh penggunaan podcast dalam mengajar menyimak di kelas sepuluh SMAN 2 kota Serang.*

Kata Kunci: kelas menyimak, podcast, menyimak selektif

INTRODUCTION

Listening is one of the essential part of learning and teaching English. Listening becomes the first step in learning English. It is because listening comes at first before someone speaks, reads or write. In line with this, Nation and Newton (2012 : 37) states that listening is the natural precursor to speaking; the early stages of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening. Moreover, Sevik (2012 : 328) states that a person learning a second or foreign language (FL) will first hear, then talk and then learn how to read and write. Additionally, Miranty (2016: 105) states that listening, it is the skill which is acquired and mastered by learners for the first time, and the others skills follow afterward. So, listening become the most important because it is the first stage of learning and teaching English.

During Pre-service Teacher Training Program (PPLK) at SMA Negeri 2 Kota Serang on September 25th – Oktober 03rd 2017, the researcher found some difficulties which were happened by the ten grade students. In their school, they were not only allowed to use gadget for learning. The school also provided technology facilities such as computer in the laboratory and free the internet connection.

Unfortunately, some teachers were still using text book and speaker in teaching listening material. Sometimes the speaker does not work well. So, the student can not get the information clearly. The English teacher seldom used the learning media by using technology. Therefore, it was necessary to use media in teaching listening skill in order students are proficient to listen and comprehend listening very well. According to Handayani (2016: 31), media is a tool that used as a medium to increase the effectiveness and efficiency in order to get the purpose in learning. The teacher can teach the material by using media through technology. One of leading media that can influence teaching-learning of listening outcomes is using Podcast.

According to Stanley (2006: 1) cited in Sani (2016 : 166) podcast is the distribution of audio or video files, such as radio programs or music videos, over the internet, using either RSS or Atom syndication for listening on mobile devices and personal computers. Moreover, Pathan (2012: 33) as cited in Miranty (2016: 106) states the use of

Podcast also gives students the opportunity to enhance language learning by bringing in the real world. Digitized speech and video, offered by the use of computer, can also be highly effective for developing this important language skill, listening skill. Pathan says that using Podcast with internet, also has plenty of benefits for developing listening. It is supported by Rajic (2013: 90) states that podcast is an audio or visual content that is automatically delivered over a network via free subscription. Once subscribed to, podcasts can be regularly distributed over the Internet or within your school's network and accessed with an iPod, or any portable MP3 player, laptop, or desktop computer. Podcasts were originally audio-only but may now contain still images, video, and chapters identifying major sections or ideas. So, podcast is an audio which has the text and connected to the internet that can be accessed easily.

The research about using podcast has been conducted by some researchers. For instance, Wiyanah (2015: 58) had done the research under the title "Improving Listening Skill Using Podcast for English Department Students of UPY". Another research has been done by Miranty (2016: 105) which the title "Designing Podcast for Students: A Prototype for Teaching English in Listening Class".

The researcher decided to choose Podcast as a media for teaching listening skill in narrative text by some considerations after the reason above, such as: It can be accessed everytime and everywhere. It can be downloaded and listened again. So, the students can learn narrative text through podcast whenever they want.

As stated in the background, the researcher finds the problems to be solved as follow : "Is there any influence of using Podcast in teaching selective listening skill in narrative text at ten grade of SMA Negeri 2 Kota Serang?"

The previous study about using podcast in teaching listening skill had conducted by some researcher. Such as Fatima Ahmed in 2010, she did the research under the title "Using Podcast to Improve Listening Comprehension in the Arabic Classrooms". Then, Juni Bayu Saputra did the reaserch about "The Effectiveness of Using Podcast in Teaching Listening Comprehension Viewed from Students' Listening Habit (An experimental research at SMP Muhammadiyah 1 Way Jepara, in academic year 2014)".

There are some lecturers had done the research about podcast in teaching listening. In 2015, Sri Wiyanah conducted the research about “Improving Listening Skill Using Podcast for English Department Students of UPY”. In addition, Syofianis, Maḥamah and Lola Oktasari did research under the title “The Effect of Using Podcast towards the Listening Comprehension of the Second Semester Students of English Study Program of Islamic University of Riau”.

The researcher of Sultan Ageng Tirtayasa University had conducted the research about podcast. There are Yudi Juniardi, Delsa Miranty and Dina Rachmawati. Yudi Juniardi had conducted the research about podcast in 2008. The objective of his research to improve students’ listening skill through podcasting program. Then, Delsa Miranty and Dina Rachmawati were conducted the research with the title “Designing Podcast for Students: A Prototype for Teaching English in Listening Class”. The result of the research showed two things. First, there was effectiveness of using Podcast in the laboratory, since it has high score, for normalization gain score and the students finally had nice and good communication in the laboratory, the students have many time to download, listen, analysis and discuss the materials from Podcast with their team, out of the laboratory before they came to the laboratory. Second, there were good responses from the students since they got many advantages after using Podcast as the tool in the listening class, by applying podcast in the listening class.

Finally, the researcher conducted the research about podcast to know the influence of podcast in teaching selective listening skill. The different of this research and the previous research are: the researcher is not make the podcast like the recent researchers who did the research in collage, the researcher just apply and use application of podcast on android in teaching listening skill at senior high school. The subject of the research are different.

The researcher used quantitative method by using true experimental design. Cresswell (2003 : 18) states that a *quantitative* approach is one in which the investigator primarily uses postpositivist claims for developing knowledge (i.e., cause and effect thinking, reduction to specific variables and hypotheses and questions, use of measurement and observation, and the test of theories), employs

strategies of inquiry such as experiments and surveys, and collects data on predetermined instruments that yield statistical data.

THEORETICAL FOUNDATION

Definition of Skill

There are several expert had been discussed about the definition of skill. It could be many point of view that becomes the theory of the definition of skill. According to Lauby (2013), skills are the proficiencies developed through training or experience. It is supported by Boulet (2015), skills, however, refer to the ability to apply knowledge to specific situations. Skill are developed through practice, through a combination of sensory input and output.

Accordingly, the researcher concludes that skill is the ability to use the knowledge for the certain condition that can be developed by the people through training or experience. The people will have a good skill if they do some training or experience of their skill’s needed.

Definition of Listening

Listening is one of the essential part of learning and teaching English. Listening becomes the first step in learning English. It is because listening comes at first before someone speaks, reads or write. Obviously, the process of learning is started from listening-speaking-reading and writing for the last. In line with this, Nation and Newton (2012 : 37) states that listening is the natural precursor to speaking; the early stages of language development in a person’s first language (and in naturalistic acquisition of other languages) are dependent on listening.

Sevik (2012 : 328) states that a person learning a second or foreign language (FL) will first hear, then talk and then learn how to read and write. Moreover, Loren (2017: 3) states Listening is the first language skill mastered by a person and has a very important role as the beginning of the other skills.

By those ideas, the researcher conclude that listening become the most important because it is the first stage of learning and teaching English.

Types of Listening

According to Brown (2004: 308-310) cited in Nizmah (2016: 19) there are four types of listening, they are:

- a. Intensive listening
Intensive in order to ‘scan’. Listening for perception of the components (phonemes, words, intonation, discourse markers, etc) of a larger stretch of language.
- b. Responsive listening
Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc.) in order to make an equally short response.
- c. Selective listening
Processing stretches of discourse such as short monologues for several minutes in order to ‘scan’ for certain information. The purpose of the such performance is not necessarily to look for global or general meanings, but to be able to comprehend designated information in a context of longer stretches of spoken language (such as classroom directions for a teacher, TV, or radio news items, or stories).
- d. Extensive listening
Listening to develop a top-down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose. Listening for the gist, for the main idea and making inferences are all part of extensive listening.

Moreover, according to Rost (2011: 182) there are the six types of listening discussed are:

- a. Intensive listening
Intensive listening refers to listening closely – for precise sounds, words, phrases, grammatical units and pragmatic units. Although it does not seem that listening intensively is called for in most everyday situations, accurate perception is involved in higher level comprehension and listening. The ability to listen intensively when required – as in listening for specific details or to spot a particular word – is an essential component of listening proficiency.
- b. Selective listening
Selective listening refers to listening with a planned purpose in mind, often to gather specific information to perform a task. In its vernacular use, selective listening is used to refer to ‘attending to only what you want to hear’ and ‘tuning out everything else’. For extended texts, longer than the one-minute extracts, a useful form of selective listening is note-taking. Note-

taking is widely viewed as an important macro-skill in the lecture–listening comprehension process.

- c. Interactive listening
Interactive listening refers to listening in a collaborative conversation. Collaborative conversation, in which learners interact with each other or with native speakers, is now well established as a vital means of language development and as a benchmark of listening performance.
- d. Extensive listening
Extensive listening refers to listening for an extended period of time, while focusing on meaning. Extensive listening can include academic listening. For extensive listening to be successful for an L2 learner, it is necessary for the learner to have access to listening input that can be understood reasonably well on the first listening.
- e. Responsive listening
Responsive listening refers to a type of listening practice in which the listener’s response is the goal of the activity. The listener’s response in this type of activity is ‘affective’ – expressing an opinion or point of view – rather than ‘informational’ – giving back facts based on what was heard.
- f. Autonomous listening
Autonomous listening refers to a self-directed listening activity in which learners choose what to listen to, seek feedback on their comprehension, respond in ways they choose, and monitor their own progress. In effect, all natural language acquisition – acquisition that does not involve teachers or classrooms or online course – is autonomous listening.

Based on the types of listening above, the researcher will use selective listening for the research. It is because selective listening is appropriate to be applied in teaching listening by using podcast. The students can listen the audio to get the general information and comprehend it easily.

Process of Listening

There are several kinds of the process in listening. in According to Ricards (2008: 4) there are some listening process:

- a. Bottom-up processing

Bottom-up processing refers to using the incoming 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 listener's lexical and grammatical competence in a language provides the basis for bottom-up processing. The input is scanned for familiar words, and grammatical knowledge is used to work out the relationship between elements of sentences.

b. Top-down processing

Top-down processing, on the other hand, refers to the use of background knowledge in understanding the meaning of a message. Whereas bottom-up processing goes from language to meaning, top-down processing goes from meaning to language. The background knowledge required for top-down processing may be previous knowledge about the topic of discourse, situational or contextual knowledge, or knowledge in the form of "schemata" or "scripts" – plans about the overall structure of events and the relationships between them.

c. Combining bottom-up and top-down listening

In a listening lesson, both bottom-up and top-down processing generally occur together. The extent to which one or the other dominates depends on the listener's familiarity with the topic and content of a text, the density of information in a text, the text type, and the listener's purpose in listening. For example, an experienced cook might listen to a radio chef describing a recipe for cooking chicken to compare the chef's recipe with her own. She has a precise schema to apply to the task and listens to register similarities and differences. She makes more use of top-down processing. However, a novice cook listening to the same program might listen with much greater attention trying to identify each step in order to write down the recipe. Here, far more bottom-up processing is needed.

Teaching Listening at Senior High School

Based on regulation of National Education System number 23, 2003 as cited in Untari (2015: 20) there are several kinds of intermediate school, distinguished in

two-major category, namely General School (SMA/MA) and Vocational School (SMK/MAK). Based on article number 15, both schools are different in the case that general school concern more on enlarging its students' knowledge for entering higher school, while vocational school prepare its students for entering the world of work. Unfortunately, there are still found the difficulties in teaching listening. According to Renukadevi (2014: 60-61) said that the main reasons why the learners feel listening difficult are:

1. Lack of effort to understand each and every word while listening. Especially in L2 acquisition they are unable transfer their L1 skill easily to a second language.
2. Failure or laziness to build up their vocabulary gradually and this greatly reflects in their listening and keeps them low spirited in acquiring the language skills.
3. Listeners problem with different pronunciation, accents as they stick one particular articulation.
4. Listener's concentration power or listening stamina greatly influences their listening skills, which is not so in the case of acquiring the other language skills (reading, speaking and writing) even when they are carried for a longer period of time.
5. Distraction by the physical setting or the environment in which listening is to be carried out. This becomes an added challenge for an average learner and a main confront even for good listeners.

So, there are some problems in teaching listening skill. The teacher should know the way to overcome this problem. One of the most important is by using media in teaching listening.

Definition of Media

According to Handayani (2016: 31), media is a tool that used as a medium to increase the effectiveness and efficiency in order to get the purpose in learning. Moreover, Sadiman et.al (2014: 7) said that media is everything that can be used to transmit messages from the sender to the recipient so as to stimulate the students' thoughts, feelings, interests in such a way that the learning process takes place.

The researcher concludes that media is something that can be used to convey information and as a tool for students in the learning process.

Therefore, the students can get and comprehend the material easily.

Kinds of Media

Baidawi (2016: 57) said that in English language teaching as foreign language, media is very necessary to use for some reasons. The availability of media in the class will influence students' learning spirit where the selection of appropriate media is available to improve students' ability in speaking. The following are three types of language teaching media.

a. Visual Media

Sujana and Rivai (2009:57) cited in Baidawi (2016: 58) visual aid in visual instructional concept is every picture, model, object, or other tools which give real visual experience to the students. The visual aids aim at a) introduce, form, enrich, and clarify comprehension or abstract concept to the students b) develop desired behavior and c) support students' more continuous activity.

There are four types of visual media. They are printed media, realia, overhead transparency and LCD projector.

1. Printed Media

The making process of these is through printing process. These media include English text books, magazines, newspapers, journal, bulletins, and dictionary. The use of these media in teaching English is necessary and meaningful because it can help learners to get more knowledge and information through reading widely, and provide more enjoyment from various sources of facts. These media are in the forms of photographs, graphics, pictures, maps, models, game, puzzle, wall charts, comic script, flash card or cue card, brochure, poster, etc.

2. Realia

Spratt (2008: 120) cited in Baidawi (2016:58) realia are real objects which can be brought into the classroom as teaching media. There many kinds of realia. Some of them are as follows: Big calendar, puzzle or game, menu of restaurant, big map or globe and hand-puppet.

3. Overhead transparency (OHT)

The uses of these media enable a teacher to write or describe or explain something to the

students. In English learning, these media can be used to present video and pictures.

4. LCD projector

b. Audio Media

Audio media is instructional media that have function to help students learning through produced voice. Audio media are the media of which the contents are recorded and can be heard. Further, Sadiman et.al (2014: 49) said that the messages to be delivered are poured into verbal and non verbal. These media include radio, tape recorder, audio compact disc, MP3, MP4 etc.

c. Audio-visual Media

Audio-visual are the media which can be seen and heard such as television and film. Audio-visual presents complete communicative situation. The students can be easy to understand the facial impressions gestures, physical background shown and learning becomes closer to real life situation. These media include film, TV program recorded both picture and voice on video CD.

The researcher conclude that media is a tool to convey the material in teaching learning process. So, the teacher should select the appropriate media for their students in order to make the learning to be fun and easy to be understand.

Finally, the researcher will choose Audio media in teaching listening skill. It is because podcast is one of kind of audio media. The researcher hopes that through this media, the students can learning listening skill easily.

Definition of Podcast

Podcast is an audio or visual content that is automatically delivered over a network via free subscription. Once subscribed to, podcasts can be regularly distributed over the Internet or within your school's network and accessed with an iPod, or any portable MP3 player, laptop, or desktop computer. Podcasts were originally audio-only but may now contain still images, video, and chapters identifying major sections or ideas, Rajic (2013: 90). It is supported by Stanley (2006, p. 1) cited in Sani (2016 : 166) states that podcast is the distribution of audio or video files, such as radio programs or music videos, over the internet, using either RSS or Atom syndication for listening on mobile devices

and personal computers. So, podcast is an audio which has the text and connected to the internet that can be accessed easily.

According to Deal (2007 : 2) , Podcasting is a means of publishing audio and video content on the web as a series of episodes with a common theme. These episodes are accompanied by a file called a “feed” that allows listeners to subscribe to the series and receive new episodes automatically. Moreover, Pathan (2012: 33) as cited in Miranty (2016: 106) states the use of Podcast also gives students the opportunity to enhance language learning by bringing in the real world. Digitized speech and video, offered by the use of computer, can also be highly effective for developing this important language skill, listening skill. Pathan says that using Podcast with internet, also has plenty of benefits for developing listening. So, podcast has many advantage in listening.

The researcher conclude that podcast is an audio that can be published, accessed and categorized through the internet which has some episodes. It can be subscribed in order to get the newest content of information.

Kinds of Podcast

There are several kinds of podcast. According to Miranty (2016: 107), there are various types of podcast in teaching learning process, those are:

1. Authentic podcasts
Podcasts that are not aimed at ELT students can often be a rich source of listening.
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. Student podcasts
Produced by students, but often with teacher help, your students can listen to these and experience the culture and hear about the lives and interests of other students from around the world.

Then, according to (Panday, 2009: 253-254) there are different types of podcasts. The differences include public podcasts, personals podcasts, and professional podcasts (educational or corporate). Podcasts can also be classified by the format of content; basic podcasts, enhanced podcasts, and

video podcasts. Public podcasts are generic podcasts and are simple to use and easy to understand. Personal podcasting is similar to sharing your photo album; instead it is in the audio format. You can also create video podcasts. You can shoot the videos of the special occasions (which you often do using your digital camera) and share it with others. A professional podcast could be an educational podcast or a corporate podcast. If you are working in an educational institution, you get a chance to exploit podcasting (a medium of entertainment) for the purpose of education. In an educational institution, you can create podcasts at different levels; a class podcast, an instructor podcast, a student podcast, a department podcast, or an institute podcast.

Moreover, Deal (2007: 2) states that podcast can be divided into two kinds. Those are:

1. Podcast Aggregators
Podcast aggregators are the software used to subscribe to and play back podcasts. Aggregators check podcast feeds at predetermined intervals, and automatically down-load new episodes. Most can be set to automatically synchronize with portable audio/video devices, so you always have the most recent episodes on hand. So, podcast aggregator is the software which provided the subscribe and play back podcast.
2. Podcast Directories
Podcast directories compile and categorize podcasts alphabetically or by topic. Use the directories to discover relevant third-party podcasts, or publicize your own podcast by submitting your link and description. In can be conclude that podcast directories is provided category a topic and allow you to submit your own link and description of podcast.

FINDING AND DISCUSSION

Research Finding

The researcher found that there was an influence of using podcast in teaching selective listening skill in narrative text at tenth grade of SMAN 2 kota Serang. The population of this research was fourteen classes. Those are nine classes from science and six classes from social. Total population of them are 535 students. The object of this research was divided into two classes chosen by cluster

random sampling technique. The researcher got X IPS 2 as the control class and X IPS 4 as the experimental class. X IPS 2 class consisted of 35 students, while X IPS 4 consisted of 36 students.

The researcher collected the data by the test in order to know the result of influence. The test were taken through the result of try out that could be divided into two part, those are pre-test and post-test. The researcher conducted the try out test at X IPS 3 on Monday, 23rd April 2018. Indeed, the total of students at this class was 34 students. Some of them (10 students) did not come to the class because of some reason such as sick, permission and other. So, the students who did the try out test was 24 students. The try out test consisted of 50 multiple choice items that was selected from the book 4000 Essential English Words by Paul Nation. It was aimed to measure the validity and reliability of the test before pre-test and post-test.

The pre test consisted of 20 items of multiple choice question. It was selected from the result of try out that have validated. The pre test were given to both control class and experimental class. After did the pre test, the researcher taught in both control class and experimental class, namely X IPS 4. It was conducted in three meetings for each classes. It was conducted in three times in order to get the deep understanding about the material that learnt by the students. When the researcher taught in experimental class, the researcher used podcast as the media for treatment. Besides, the researcher used teacher explanation for teaching in control class. Then, the researcher conducted the post test in order to know the final result of the influence of podcast as the media in teaching listening skill.

The post test consisted of 20 items of multiple choice question. It was selected from the result of try out that have validated. The pre test were given to both control class and experimental class. The post test in Experimental class was conducted on Thursday 3rd May, 2018 at 07.00 – 08.30 a.m. The total of students in this class were 34 students. Some of them (10 students) did not come to the class because of some reason such as sick, permission and other. So, the students who did the try out test were 23 students.. Meanwhile, the researcher conducted the post test in Control class on Monday, 30th April, 2018 at 12.30 – 14.00 p.m. The total of students at this class was 31 students. Some of them (10 students) did not come to the

class because of some reason such as sick, permission and other. So, the students who did the try out test were 23 students

Validity and Reliability

Validity of Try Out Test

The try out test was aimed to measure the validity and reliability of the instrument. To examine the validity of the test, Pearson Product Moment was use in analyzing the data. The test can be said valid if $t_{count} \geq t_{table}$. The value of t_{table} is 0.402. The table showed the result of validity.

The total of try out test were 50 items. From all those items, there were 44 valid items and 6 invalid items. It means that the valid items could be used to measure students' listening skill in control and experimental class. The researcher just left the invalid items and used 40 items from 44 valid item for pre-test and post-test. 20 items for pre-test and 20 items for post-test.

Reliability of T Out Test

The data on try-out were analyzed by *Pearson Product Moment* formula and *Spearman Brown* formulation to examine the reliability of the test items. The researcher divided the items into beginning items and ending items.

Based on the data, the reliability of the test was 0,97 after the researcher conducted it, r_{table} value of product moment with $(df = n-1) 23-2 = 22$, significance 5% acquired $r_{table} = 0,40$. The result showed that 50 items of the try out were reliable and can be used as the research instrument because $r_{11} \geq r_{table}$ or $0,97 \geq 0,40$. It can be concluded that the test was reliable.

Data Description

The Pre Test Score (Control Class and Experimental Class)

The pre test of control class and experimental class was conducted on Thursday, 26th April, 2018. In experimental class, the pre test conducted at 07.00 – 08.30 a.m, while in control class was conducted at 10.15 – 11.45 a.m. The pre test consisted of 20 items and the form of pre test was multiple choice with the option A, B, C, or D. After the researcher got the students' score of pre test, the researcher found out the maximum score and minimum score in both of groups.

Based on the students' score of pre test that have collected by the researcher from experimental class, the result showed that the lowest score was 45 and the highest score was 85 with mean score 71.04. Meanwhile the students' score of pre test have collected by the researcher from control class, the result showed that the lowest score was 55 and the highest score was 90 with mean score 83.13

The Post Test Score (Control Class and Experimental Class)

The post test of control class was conducted on Monday; 30th April, 2018 at 12.30 – 14.00 p.m. While the post test in experimental class was conducted on Thursday; 3rd May, 2018 at 07.00 – 08.30 a.m. The post test consisted of 20 items and the form of post test was multiple choice with the option A, B, C, or D. After the researcher got the students' score of post test, the researcher found out the maximum score and minimum score in both of groups.

Based on the students' score of post test that have collected by the researcher from experimental class, the result showed that the lowest score was 70 #S.E13 and the highest score was 100 #S.E2 #S.E3 #S.E5 #S.E6 #S.E8 #S.E14 #S.E16 #S.E19, with mean score 92.80. Meanwhile the students' score of post test have collected by the researcher from control class, the result showed that the lowest score was 60 #S.C21 and the highest score was 100 #S.C2 #S.C6 #S.C8 #S.C12 #S.C13 #S.C20, with mean score 91.83.

It can be concluded that the highest score of post test was 100 in both control class and experimental class. Moreover, experimental class have more number in highest score than the students' score in control class. It can be seen that there were 8 students who got 100 score #S.E2 #S.E3 #S.E5 #S.E6 #S.E8 #S.E14 #S.E16 #S.E19, while there were 6 students who got 100 score #S.C2 #S.C6 #S.C8 #S.C12 #S.C13 #S.C20 in control class. Then, the lowest score of pre test was 60 #S.C21 in control class and 70 #S.E13 in experimental class.

Data Analysis

Normality of the test

The researcher used normality test in order to test whether the data was distributed normally or not. The researcher had calculated the normality of pre-

test and post-test in both control and experimental class. The result of normality distribution described.

Homogeneity of the test

The researcher used homogeneity test to find out the similarity between control and experimental class. As has been mentioned in chapter III, the criteria of homogeneity as follow:

If $F_{count} \geq F_{table}$, it means that the variance of test was not homogenous

If $F_{count} \leq F_{table}$, it means that the variance of test was homogenous

The total variances of the students' score were calculated (see appendix 3). The result of sample homogeneity of pre-test was 2.00, and the result of sample homogeneity of post-test was 1.52. Then, it was obtained by comparing the value of the highest variance and the lowest variance with significance level of 0.05 for dk = 20 with the $F_{table} = 4.35$

$$\text{Pre Test: } F_{count} \leq F_{table} = 2.00 \leq 4.35$$

$$\text{Post Test: } F_{count} \leq F_{table} = 1.52 \leq 4.35$$

Based on the result of homogeneity variance of both pre test and post test showed that the F_{count} was lower than the F_{table} . It can be concluded that the variances of both control class and experimental class were homogenous.

T-test

The researcher used t-test formula to test the hypotheses of the research as follow:

$$t = \frac{r \sqrt{n-2}}{\sqrt{1-r^2}}$$

Discussion

The researcher conducted the research at tenth grade of SMAN 2 Kota Serang from Monday, 23rd April 2018 until Thursday, 3rd May 2018. The aim of this research was to find out the influence of using podcast in teaching listening skill toward the students at tenth grade in SMAN 2 Kota Serang. The researcher had chosen 2 classes as the experimental and control class. The researcher got X IPS 2 as the control class and X IPS 4 as the

experimental class. X IPS 2 class consisted of 32 students, while X IPS 4 consisted of 34 students. The experimental class got treatment and control class did not get treatment. The researcher used tests as the instrument in this research. The tests used were 20 items multiple choice for each pre-test and post-test

The researcher gave try out to another class before the researcher gave pre-test and post-test for control class and experiment class. Try out test was conducted on Sunday, 23rd April 2018 at X IPS 3 that consisted of 34 students. It consisted of 50 multiple choice items It was aimed to measure the validity and reliability of the test before pre-test and post-test.

The researcher conducted the research in both control class and experimental class in 5 meetings. the first until fourth meetings were held on Thursday; 26th April, 2018. Pre test activity was conducted at 07.00 – 08.30 a.m. Then, the treatments are given three times at 08.30-10.00 a.m, 12.30 - 13.15 p.m, and 14.45 – 15.30 p.m. The researcher gave explanation about the use of podcast in learning listening skill at the first meeting of treatment. The students could understand it easily. The fifth meeting in experimental class was post test. It was conducted on Thursday; 3rd May, 2018 at 07.00–08.30 a.m.

For the experimental class, The researcher gave treatments for three times in a day. It was conducted on Thursday; 26th April 2018 at 08.30-10.00 a.m for the first meeting after they did the pre test or before had the break time. The researcher gave explanation about the use of podcast in learning listening skill at the first meeting of treatment. The students downloaded the podcast audio from playstore. Then, they used the podcast in learning activities. The researcher gave the exercise for each meeting of treatment. It consisted of 10 multiple choice questions.

Then, the researcher came to teach and gave treatment again at 12.30 - 13.15 p.m. It was the second meeting. It was conducted after the break time. In this meeting, the student did not get the satisfied score. It because they have done the pre test and exercise in the first treatment. Then, the researcher continued to gave the last treatment.

The last treatment in the third meeting was conducted at 14.45 – 15.30 p.m. by the researcher. The students learnt more about the material deeply.

In this meeting, the students were still have to do the exercise. They got a good score. They did the learning activities and did the exercise well. It is because they have learnt deeply and clearly, so the material can be understood easily.

During the researcher gave treatment, it finished three meetings in a day. It made the students got an unsatisfied exercise score. Even though they got an unsatisfied exercise score, they felt enjoy when learning English listening by using podcast. It can be seen not only from their smile and nod when they heard the audio but also from their activities (re-play and re-listen to the audio). They can accepted and understood the story easily. So it can applied in learning listening skill. It was supported by Juniardi that podcast is a program that can be applied in learning listening.

Meanwhile, the researcher conducted the research for control class in 5 meetings. The first meeting was pre test that conducted on Thursday; 26th April, 2018 at 10.15 – 11.45 a.m. The researcher taught in control class without gave the treatment for the second until the fourth meetings. It was conducted on Friday; 27th April, 2018. Then, the researcher conducted the post test on Monday; 30th April 2018 as the last meeting in control class.

The researcher have found the result of the pre test and post test from both control class and experimental class. It showed the score of pre test in control class was higher than the score of pre test in experimental class. The result showed that the highest score was 90 #S.C1 #S.C2 #S.C4 #S.C7 #S.C10 #S.C11 #S.C14 #S.C20 #S.C22, with mean score 83.13 in control class. Meanwhile the highest score was 85 #S.E2 #S.E3 #S.E8 #S.E14 #S.E19, with mean score 71.04 in experimental class. It can be concluded that the highest score of pre test was 90 in control class and the lowest score of pre test was 45 in experimental class. After did pre-test, the researcher gave treatment for experimental class.

The highest score of post test was 100 in both control class and experimental class. Moreover, experimental class have more number in highest score than the students' score in control class. It can be seen that there were 8 students who got 100 score, those are #S.E2 #S.E3 #S.E5 #S.E6 #S.E8 #S.E14 #S.E16 #S.E19, with mean score 92.80. While there were 6 students who got 100

score in control class, those are #S.C2 #S.C6 #S.C8 #S.C12 #S.C13 #S.C20, with mean score 91.83.

CONCLUSION

Based on the calculation, it was normally distributed and homogen. Based on the result of test of mean difference significant (independent t_{test}), it was Calculated $t_{count} \leq t_{table}$ or $0.33 \leq 2.01$. The alternative hypothesis was received. It can be concluded that there was an influence of using podcast in teaching listening at tenth grade of SMAN 2 kota Serang. Based on the finding of the research, some suggestion need to be put forward in order to have a good quality of teaching and learning process. The researcher would like to give some suggestion. They are as follow:

- a. For the English teacher:
 1. English teacher should be more creative in using media in order to make the students learning English listening easily.
 2. The teacher should provide more interesting story from podcast audio. So students can enjoy listening more.
- b. For the students
 1. The students should use the time more effective to learn listening skill through the podcast audio.
 2. The students should try many kind of podcast in order to enlarge their listening skill.
- c. For the further researcher
 1. The researcher should make sure that the institution have given permission to the researcher to conduct the research.
 2. The researcher should prepare the material well.

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