

**STUDENTS' PERCEPTION TOWARDS THE IMPLEMENTATION
OF PODCAST IN LISTENING AT THE SECOND GRADE
OF SENIOR HIGH SCHOOL**

A Script

By

Hani Jessica Dominique Sipayung



**ENGLISH EDUCATION STUDY PROGRAM
TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2022**

ABSTRACT

STUDENTS' PERCEPTION TOWARDS THE IMPLEMENTATION OF PODCAST IN LISTENING AT THE SECOND GRADE OF SENIOR HIGH SCHOOL

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Hani Jessica Dominique Sipayung

This research was aimed to know: Students' perception towards Podcast the implementation in listening subject. The research method of this research was a quantitative. The population of the research was the second grade students of Christian Senior High School BPK Penabur Bandar Lampung in academic year 2021/2022, with the number of students was 25 students. The researcher gave a questionnaire to find out how the students' perception towards Podcast in listening learning. The data that has been gathered, was analysed by using Cronbach Alpha which is next resolved by Statistical Package for the Social Science program (SPSS). Data analysis shows that there is good response from the students' since the mean score is 55.84 It indicated that most of students' enjoyed the use of Podcast in their listening learning.

Keywords : Listening learning, use of Podcast, perception.

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A Script

**Submitted in a Partial Fulfillment of the Requirements for
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in

**The Language and Arts Education
Department of the Faculty of Teacher and Education**



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
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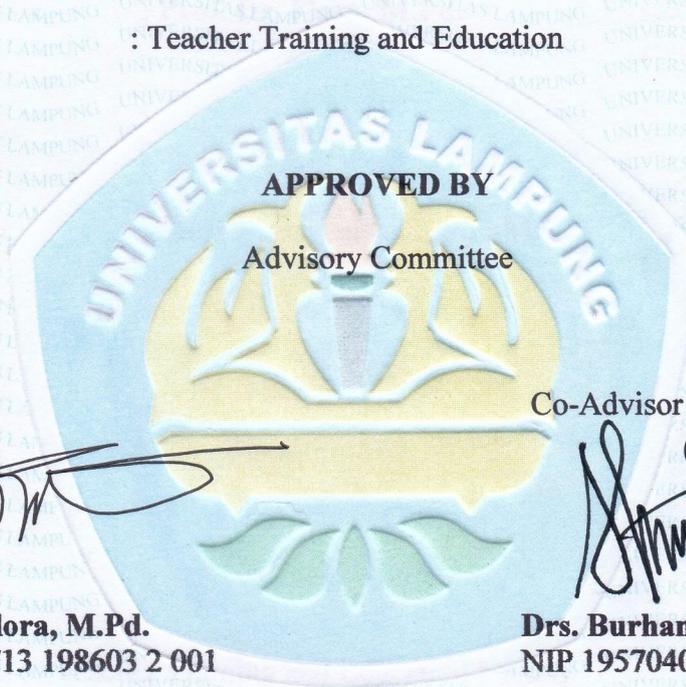
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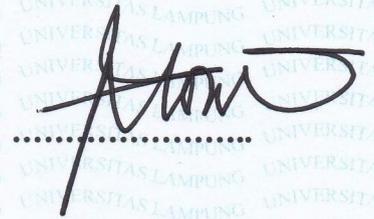
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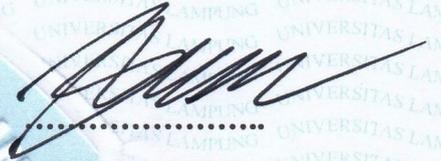
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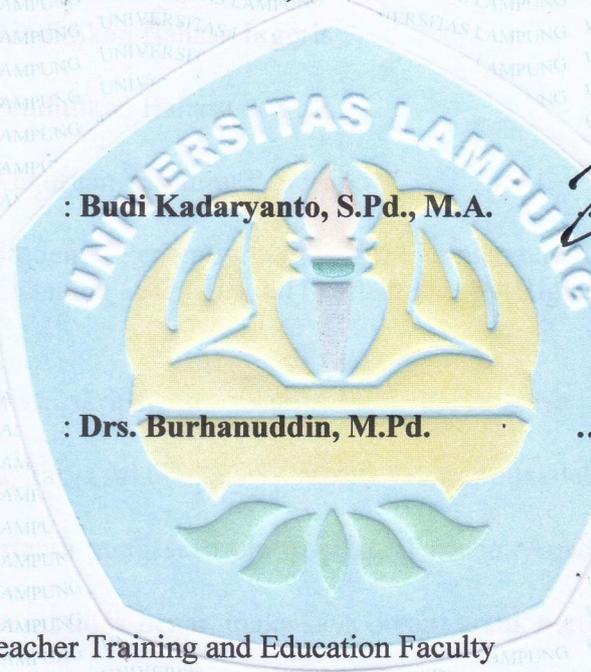
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Menyatakan bahwa skripsi ini adalah hasil karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, maka saya berani untuk bertanggung jawab.

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CURRICULUM VITAE

The writer's name is Hani Jessica Dominique Sipayung. Born on Sunday, 7th December 1997 in Bandar Lampung. She is the second child of Mr. Jamula Ramot Hartono Sipayung, S.AP. and Mrs. Karnimah Purba.

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DEDICATION

With a bunch of love and appreciation, this script is proudly dedicated to:

1. my wonderful parents, Mr. Jamula Ramot Hartono Sipayung, S.AP. and Mrs. Karnimah Purba whose gave me an abundantly supports in any decision I made and a countless prayer they stated that made me feel blessed. I feel regret for not putting this script as my priority for these years but still you are never get tired to remind me to get my head in the 'game'. Since I could not deliver my faults directly, please allow me to give this script as apologize to both of you.
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9. to my beloved grandfathers from both my parents who had passed away, you may not see this but this script is also for you.

MOTTO

Blessed in every single way – be grateful all the time

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Praise to Jesus Christ, for all of his blessings that He has given to the writer so the script with title, **“STUDENTS’ PERCEPTION TOWARDS THE IMPLEMENTATION OF PODCAST IN LISTENING AT THE SECOND GRADE OF SENIOR HIGH SCHOOL”** could be done. The aim of this script is to fulfill one of the requirements in accomplishing the S1 Degree at English Program of Teacher Training and Education Faculty, Lampung University.

In this case, the writer would like to express her deep gratitude and respect to all educators – advisors and examiner who have helped her in finishing this script.

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I. INTRODUCTION

This chapter discusses about background of the problem, formulation of the research, objective of the research, uses of the research, scope of the research and definition of the terms.

1.1 Background of Study

English is a very important language because it has been used by people globally. Many people around the world used English to communicate with others who have differences in languages, races, and cultures. Especially in this era of globalization, English as an international language is needed for communication purposes, such as for jobs, overseas scholarships or just to have a global knowledge.

Learning English means mastering the four basic skills, i.e. listening, speaking, reading, and writing. Listening and reading are receptive skills meanwhile speaking and writing are productive skills. In the process of learning language, the four basic skills are link each other. Here is the example. When we learn a language, we must learn to listen first in order to understand the message of what we have heard. After we understand the message, then we try to deliver it orally. And therefore, the reading and writing abilities will come naturally. But from all the four skills, there is one skill that you should master it well.

Listening is one of the most important language skills and the skill that should be mastered first rather than the other skills. It is the part in communication and through listening we can share our ideas with other people. Listening is the most frequently used language skill in everyday life. The importance of listening is acknowledged by Brown (2001:247) who stated that “Listening is the major component in language learning and teaching because in the classroom learners do more listening than 12 speaking.” It means that, listening is the important thing in daily activities, through listening we can interpret the meaning.

Hurbener (1959:28) states that in acquiring a foreign language, listening must be come first. In other words, before someone understands and starts to speak, he or she has to hear a sound, words, or speech pattern first. Therefore in learning language the first step is listening while speaking, reading and writing come second. That is why, one of the four language skills, listening is the first.

However listening has hardly got the attention of educators in teaching and learning of English as their second or foreign language. That is why, listening is often ignored in class (Miller, Joann, 1986:95) and there are some people who view listening as a passive skill. As stated in Wilson (2008, p. 21) it turns out that listening is an active skill that happens in the mind such as guess, predict, infer, criticize and the most important is interpret. Therefore, it is such an unfortunate because, if the students do not have a good listening ability, they will have many difficulties in going to the next steps of learning language. So, listening plays a very important role in students’ success. The lack of motivation to the listening subject, might be a big factor why listening is often being ignored in class. They assumed

that it is not important to practice listening because it is not included in most of English examination.

That is why in order to make an effective teaching listening skill, the teacher should know the difficulties in listening. Many students of English as a foreign language encounter more difficulties in listening and speaking rather than in reading and writing (Lam, 2002 in Richard & Renandya, 2002, p. 248). In reading, they are exposed to a structured text while in listening the students are exposed to a flowing text. Because if they fail to recognize a word or phrase they have not understood, they often miss the next part of the tape (Harmer 1998, p. 99).

There are some media that can be used during listening lesson:

1. Video.
2. Music.
3. Movie.
4. Audio recorder.
5. Podcast.

In line with situation above, the media that is going to be used by the researcher is podcast. Podcast is a series of digital material files (either audio or video) that are released episodically and downloaded through web syndication (Mathis & Galloway, 2010). Usually it contains with various topic such as jokes story and poetry which is suitable for each students' level. That is why podcast provides many useful and authentic learning resources for listening learning which is mostly accessible for free. However, podcasting is still a new term among us. Therefore, it is still uncommon for some people. But, actually podcasting is fun and very easy to

use that. According to Rajagopal and Strohbehn (2008) “podcasting = pods (derived from iPods) + broadcasting” (p. 8). Thus, in Mathis and Galloway (2010), it defines that Podcast as a series of digital media files (either audio or video) that are released episodically and downloaded through web syndication.” It goes on to state, “The mode of delivery differentiates podcasting from other means of accessing media files over the Internet, such as direct download, or streamed webcasting. A list of all the audio or video files currently associated with a given series is maintained centrally on the distributor's server as a web feed, and the listener or viewer employs special client application software known as a pod catcher that can access this web feed, check it for updates, and download any new files in the series.

Further, Constantine (2007) stated that a podcast is the name of a digital recording of a radio broadcast or similar program. Podcasts are published on the internet as MP3 files. Interested listeners are able to download these MP3 files onto their personal computer or personal MP3 player of any type.

The files can be listened to at the convenience of the listener. Learners can listen over and over to any material that is of interest to them. To be useful, it is required some “help” such as internet access, a computer that can play audio files or an MP3 player. There are a lot of examples of podcast channels for English language learning that everybody can access these days; such as other BBC Podcast Channel, podcastinenglish.com, etc.

1.2 Research Question

In reference to the background of the problem explained above, the formulation of the problem is: How is students' perception toward the implementation of podcast in listening subject?

1.3 Objectives of Research

The objective of the research is to find out students' perception toward the implementation of podcast in listening.

1.4 Scope of the Research

This study was conducted to find out how students' perception towards a new media in learning listening – which is podcast. The sample of this research was the second grade students' of a senior high school Bandar Lampung. The researcher is going to focus on how the students' perception about podcast in listening. In this research, the materials was delivered by the researcher. Due to the Corona virus, the meeting only held once by Zoom class. During the class, the researcher, with help from the teacher, conducted the lesson and let them to hear the Podcast.

1.5 Uses of the Research

The results of this researcher are expected to have the uses as follows:

1. Theoretically:
 - a. The finding will support the previous study.
 - b. To prove any theories that could prove that Podcast has a significant influence toward listening skill.

2. Practically:
 - a. The podcast media can be used as the references for improving students' listening skill.
 - b. To help the English teachers to find an appropriate media that enable to help students to improve their listening ability.

1.6 Definition of key terms

1. Listening is the most well-use skills among the other skills. Even in our sleep – without having to use our eyes to reading, mouth to speaking or arms to write– we could still listen to the sound.
2. Podcast is an online radio broadcast currently provides many useful and authentic learning resources for listening learning which is mostly accessible for free.
3. Perception is the process of interpreting information (Worchel and Shebilske, 1989:117).

This chapter has discussed about background of the research, research question, objective of the research, uses of the research, scope of the research, and the definition of terms.

II. LITERATURE REVIEW

This chapter presents related literature dealing with the nature of listening, the concept of podcast, the concept of perception, conceptual framework and the last about the hypothesis of the study.

2.1 The Nature of Listening

Listening is one of the most important language skills. Listening is the part in communication, through listening we can share our ideas with other people. Listening is the most frequently used language skill in everyday life. The importance of listening is acknowledged by Brown (2001:247) who stated that “Listening is the major component in language learning and teaching because in the classroom learners do more listening than speaking.” It means that, listening is the important thing in daily activities, through listening we can interpret the meaning. Jalongo (1992, p. 14) states that listening involves three things, they are:

1. Hearing.

A physiological process that includes auditory acuity (the ability to hear) and auditory perception (the ability to discriminate among sounds, to blend sounds together and to hold sequences of sound in memory).

2. Listening.

An act of perception which includes focusing, becoming aware and selecting cues from the environment.

3. Auding.

An act of comprehension that begins with hearing and listening. It includes getting meaning from what is heard, associating sounds to something already known, organizing, imagining and appreciating what is heard.

As defined by Oxford (1993: 206), listening is a complex problem solving skill and it is more than just perception of the sounds. Also as stated by Howatt and Dakin, listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning.

According to Finocchiaro as cited in Putra (2012), at the first time, the students seriously conflict with the production of the new language sounds. They are confused about the pronunciation. Gilakjani and Sabouri (2016) imply that listening is very important because “the key to learn a language is to receive language input”. Listening takes part more of daily communication time than other forms of oral communication inside and outside of classroom (Wolvin and Coakley as cited in Bingol et al., 2014) Tyagi (2013) came with the idea that listening is a language modality which engages active involvement of an individual. She also adds that it is the psychological process of receiving, attending to constructing meaning from and responding to spoken and/or non-verbal messages. Furthermore, listening is the most important and fundamental of four skills in teaching language.

Mendelsohn as cited in Gilakjani and Ahmadi (2011) stated that listening has an important role in communication that is to say listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9%. Iwankovitsch (2001) points out the followings as the benefits of good listening:

1. Helping business.
2. Helping individuals.
3. The quickest and easiest way of gaining information.
4. Establishing better relationships with people and family members.
5. Maturing value.

Ames, Maissen and Brockner (2012) infers that there are two reasons for effective listening:

1. Helping individuals to better understand the context to which they tailor their persuasive behavior.
2. It has important relational benefits such as the speaker's increasing trust, commitment and liking for the ones who listens to him well. This would expand the listener's influence power.

Tyagi (2013) states that listening comprises of the following key components:

1. Discriminating between sounds.
2. Recognizing words and understanding their meaning.
3. Identifying grammatical groupings of words.
4. Identifying expressions and sets of utterances that act to create meaning.
5. Connecting linguistic cues to non-linguistic and paralinguistic cues.
6. Using background knowledge to predict and to confirm meaning.

7. Recalling important words and ideas.

Other stated about listening was stated by Buck (2001) which says there are five main components in listening such as the input to the listeners, applying knowledge of the language, using world knowledge, the context of communication and building mental representation of meaning (p. 3-4). It is why listening is the process of constructing meaning from spoken input (Rost, 2002, p. 279).

Therefore, listening is an important aspect of learning and it should be introduced as early as possible to develop the students' listening in learning English; for example, by giving the students, as the beginners, lots of listening practice before asking them to speak is more beneficial than getting them to speak from the very first stage. Listening itself includes some comprehension of fundamental language skills. It is a medium through which children, young people and adults gain a large portion of their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation.

Rivers in Hasyuni (2006: 8) says that listening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall the voice, and from this material we creative a significance. Listeners must cope with the sender's choice of vocabulary, structure, and rate of delivery. Russel in Hasyuni (2006:8) also say that listening skill is listening with comprehension, attention and appreciation. Then, listening activity needs integrating skill of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading. Listening skill can be meant as ability to pay attention or to hear something. But, listening is not same as hearing. Hearing is

essentially an automatic, passive activity. It is possible to hear sounds without consciously engaging in the process. While, in listening the brain doesn't automatically translate the words into the message they are conveying. That is essentially what listening is determining the meaning and the message of the sounds or words. It is active process that involves much more than assigning labels to sounds or words.

As mentioned in Nunan (2003:24) "Listening is an active, purposeful process of making sense of what we hear." It means that, we should interpret the meaning from what we hear, therefore listening is an active skill. So, we can say that listening is the ability to identify and understand what others are saying. It is also a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. Listening is the active process because listening is not just matter of hearing, listening include many process. Listening is determining the meaning and the message of the sound.

2.1.1. Types of Listening.

The English language teaching curriculum committee in the United States bases the listening classification on the level of the results of the simulations and the specific skills needed in listening. According to the commission there are four types of listening.

The name of each type listens and the reasons as below:

a.) Listen to the marginal.

Marginal listening or a little bit is also called passive listening. People who are learning while listening to radio broadcasts are an example of

listening to margins. Attention is paid to radio broadcasts only in small, small or small ways.

b.) Listen appreciative.

The listener dissolves in the material he listens to. He was stunned and fascinated in enjoying the dramatization of the story or the poem, in listening to the problem solving presented original by the speaker. The imaginative way of listening seems to experience, feel, and do the spoken characters.

c.) Pay attention to the incentives.

The listeners in listening to the incentives are required to understand precisely the contents of the stored material. For example listening to the contents of instructions, announcements and introductions. One characteristic of this type of listening is that listeners do not participate directly as in conversations, discussions, questions and answers and the like.

d.) Listen to the analysis.

The listener considers, examines the contents of the received simulations. If necessary, consider contents compared and contrasted with listening experience and knowledge. This type of listening needs to be mastered by students so they can critically judge what they are seeing.

2.1.2. Concept of Teaching Listening.

Teaching Listening need more attention because listening is much more than just a matter of hearing. One very important idea for teaching listening is that listening courses must make use of students' prior knowledge in order to

improve their listening skill. We have to pay attention to the sound and give interpretations and meaning to what we hear.

Woottipong (2014) describes the three main reasons that support listening importance in foreign language learning as follows:

1. Learners should learn listening as a starter, so that they can learn it at the initial stage of language learning.
2. Listening can also improve speaking skill because “spoken language provides a means of interaction for the learner”. Failure to understand what they hear is just an extra case to interaction and learning, not an obstacle.
3. Listening exercises are expected to draw learner’s attention to such language forms as vocabulary, grammar and interaction patterns.

In relation to the statements above, in language learning, the learners must concentrate on listening because listening is experienced first. Therefore, before the learners attempt to speak and understand, they have to hear the words from the speaker (as baby trying to speak, he/she listens first, then repeats). The term “teaching listening” means not only the process where the teacher is teaching listening, but also the process where the students are learning how to master listening.

Gilakjani and Sabouri (2016) asserts that listening activities should be arranged from basic to more complex as the learners gain in English language. They came up with the following ideas to overcome students’ problems about comprehending what they hear:

1. Listening activities should be provided based on the students' needs and teachers should provide authentic listening materials for students that help them understand better the natural speech uttered by native speakers.
2. Teachers should design listening tasks that arouse students' interest and help them learn listening skills and strategies.
3. Teachers should provide students with different types of input like lectures, radio news, films etc.
4. Teachers should familiarize their students with the rules of pronunciation in order to help them hear the different forms of rapid natural speech and ask them to imitate native speakers' pronunciation.
5. Teachers should help their students to be familiar with the accents of different native speakers.
6. Listening activities should be provided from the very simple texts to the lower level students and moved to the very complicated authentic materials to the advanced students.
7. Teachers should provide background knowledge and linguistic knowledge to their students while listening to different listening materials.
8. Teachers should give their students the necessary feedback on their performance.
9. Teachers should help their students to develop the necessary skills of listening.
10. Teachers should use body language such as pointing and facial expressions to reinforce oral messages in their students.

11. Teachers should provide opportunities for developing top-down and bottom-up processing skills.
12. Teachers should encourage their students to develop listening strategies.
13. Listening is related to good pronunciation; therefore, teachers should have good and acceptable pronunciation.
14. Teachers should ask their learners to always listen to music, documentaries, the English radio etc.

In reference to Tyagi (2013), there are five stages that listening process covers, namely:

1. Receiving (Hearing).

It is referred to the response caused by sound waves which stimulate the receptors of the ear in forms of sensors which is physical response. You must hear before listening, but you don't need to listen before hearing. This perception is necessary for listening because it depends on attention.

2. Understanding (Learning).

This step is to help students with the understanding of the symbols they have seen and heard. The meaning of the stimuli which has been perceived needs to be analyzed. Symbolic stimuli are not only words, but also sounds like applause and sights.

3. Remembering (Recalling).

This step is not less important in the listening process because it involves an individual's adding what he has received and interpreted to his mind storage because "in Listening, our attention is selective, so is our memory".

4. Evaluating (Judging).

This step belongs to active listeners only. In this step, “the active listener weighs evidence, sorts out fact from opinion, and determines the presence or absence of bias or prejudice in a message”.

5. Responding (Answering).

This step requires the listener to complete the process through verbal or non-verbal feedback or even both because the speaker has not any other way to make sure whether a message has been well received. This step becomes “the only overt means by which the sender may determine the degree of success in transmitting the message”.

However, there are some learning problems that students have to face in constructing a successful listening is to identify the learning problems that students are experiencing as a result of listening to related issues. Ur (1996: 111-112) identifies the learner’s problems and the solution as follows:

1. Trouble with the sounds.

Most students rely mostly on context for comprehension; they are often themselves unaware sound perception.

2. Have to understand every word.

Some students feel worried and stressed when they miss some words of the text. Here, the teacher needs to give the students practice in selective ignoring of heard information/something, they do naturally in their mother tongue. The teacher should explain this point to the students, and set them occasional tasks that ask them to scan a relatively long task for one two limited items of information.

3. Cannot understand the fast and naturally speaking by the native speaker.
The students can only understand if the teacher talks slowly and clearly. They cannot understand fast, natural native-sounding speech. To overcome this problem, the teacher has to expose the students to as much spontaneous-informal talk as possible, so they can understand the native speech. The teacher can also provide them with the sorts of discourse at the right level for them.
4. Need to hear thing.
More than once, in order to understand, students need to hear the text. In this problem, the teacher can try to use texts that include “redundant” passage and within which the essential information is presented more than once and not too intensively and give the students the opportunity to request clarification or repetition during the listening.
5. Find it difficult to keep up.
The students feel overloaded with incoming information. The solution is not (so much) to slow down the discourse but rather to encourage them to relax, stop trying to understand everything, learn to pick out what is essential and allow them to ignore the rest.
6. Get tired.
Sometimes, students feel tired and bored to listen, if the discourse is too long. They also feel more difficult to concentrate: The solution of this problem is similar with the third problem. Similar to Ur (1996: 111), Rost (1994: 119) has identified the listener’s problems as follows: acuity of hearing, discrimination and auditory perception, attention and

concentration, comprehension including four aspects, namely: factual or literal comprehension, interpretation, critical listening, and evaluation listening.

With those difficulties in listening, teachers need to think carefully about making the activities successful and the content interesting. Teacher should know what technique and strategies in teaching listening that used to make student understand. On the other hand, the teacher should realize about students' condition, the teachers should understand about the students' need. Harmer and Machackova as cited in Ahmad (2016) formulate the followings as the roles which a teacher should take while teaching listening:

1. Teacher as an Organizer.

The teacher should explain to the students what they will learn, provide clear directions and comment on their performances.

2. Teacher as a Controller.

The teacher should be able to control the process of the learning to what he expects the students to learn and how they learn.

3. Teacher as an Evaluator.

The teacher should evaluate the performances of the students and give constructive feedbacks to them.

4. Teacher as a Resource.

The teacher should master all the aspects of the material, so that he can facilitate the students with the knowledge they need to have when they find trouble with the learning and advise them with regards to the material they are having.

5. Teacher as a Tutor.

The teacher should be able to coach and help the students expand their ideas and guide them to develop the ideas into better ones when they are dealing with the material.

6. Teacher as a Prompter.

The teacher should motivate the students to always try to be better and give recommendations about what they need to do to so and he should also provide them with full support on the listening learning such as the freedom of asking questions during the process and discussions about their handicaps in listening.

Learning the statements above, it is implied that in listening teaching, the teacher should get the students to be active listeners with certain ways of teaching. So, the researcher constructed the teaching that went with the ways of teaching listening proposed above in order to get the students to be active listeners and provide good process of learning.

2.2 Media in listening.

2.2.1 The definition of media.

Media is the system and organizations of communication through which information is spread to a large number of people (Merriam Webster, 2017).

Meanwhile according to Smaldino (2007: 09), media is a means of communication and source of information.

2.2.2 Functions of Media in Teaching and Learning Process.

In the teaching and learning process, the use of media makes the learning become more interesting and can create good atmosphere. Furthermore, Smaldino (2007: 12) explains five roles of media in teaching and learning process:

1. Thematic Instruction.

It is known as the teachers' ways on organizing their instructions around topics.

2. Portfolios.

A portfolio is a collection of students' work that illustrates growth over a period. Portfolios often include such artifacts as students produced illustrated books, videos and computer multimedia projects.

3. Distance Education.

The distinguishing characteristic of distance education is the separation of the instructional team and students during learning. As a consequence, the course content must be delivered by instructional media.

4. Instructor-directed learning.

A common use of media in an instructional situation is for supplementary support of the "live" instructor in the classroom. Certainly, good media can enhance and promote learning and support teacher-based instruction.

5. Learner-directed learning.

Media can be used effectively in formal education where a teacher is not available or is working with other students. Media are often "packaged" for this purpose; objectives are listed, guidance in achieving objectives is given, materials are assembled, and self-evaluation guidelines are provided.

2.2.3 Types of media in listening.

There are several types of media that usually can be used during the listening session. There are:

1. Video.

Video is a movie, television show, event, etc., that has been recorded onto a videocassette, DVD, etc., so that it can be watched on a television or computer screen. In this research the writer uses educational video to teach the students. (Merriam-Webster, 2017).

2. Song.

Harmer (2000:242) said, music is powerful stimulus for students engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyze it and its effect if we so wish. A piece of music can change the atmosphere in a classroom or prepare students for a new activity.

3. Movie.

Barsam and Monahan (2010) define movie is a story that capture in set of celluloid strips/film, which are shown on a screen with a certain speed to give an impression of moving. And 10 years earlier, Canning-Wilson (2000) discovered in a large-scale survey that student tended to prefer entrainment movies to documentaries in the classroom.

4. Podcast.

As defined by Sloan (2005) above, Podcasting as a media became an important portable audio which can be utilized for drilling students' listening practice. Moreover, Gromik (2008, p. 47) claims that podcasting provide learners with "full access authentic resources" in non-English speaking contexts. In addition,

Podcasts offer a ‘real-life listening’ source that all foreign language listeners are allowed to benefit from it. Constantine (2007) explained the importance of using Podcasts in the foreign language class from beginner level to advance level.

Considering the purpose of this research, the researcher is going to use podcast as the media to increase students’ ability in listening skill.

2.3 Concept of Podcast

2.3.1 Definition of Podcast.

A podcast is a type of digital media, usually audio, that is available in a series of episodes or parts and is streamed or downloaded by the end user over the internet. And as stated by Chan, Chen and Doppel in 2011, podcast is a media stream that combines between audio and / or video and PDF files on the Net which is usually uploaded at regular intervals.

Podcasts can be made available via a release schedule or uploaded to the Web randomly. The podcast can either be pure audio podcasts, video podcasts or enhanced podcasts i.e. pictures, slideshows, power point, etc. Furthermore, the New Oxford American Dictionary (2005) in Qasim and Fada (2013) defines podcast as a multimedia digital file that made available on the internet for downloading to a portable media player, computer, etc. (p. 31). Typically, podcasts are distributed directly by the producer or podcaster, or are syndicated via a content delivery platform. Besides audio, podcasts can now deliver other digital media such as video, e-books and radio broadcasting. Podcasts are used for everything from news and entertainment to education.

Usually, the podcast features an audio show with new episodes that are fed to your computer either sporadically or at planned intervals, such as daily or weekly. Just like the old radio serials of the 1930s and 40s, this format encourages listeners to subscribe so they can find out "what happens next."

In the international context, increasing attention has been given to the use of podcasting as an interactive means in education (Holtz and Hobson 2007; Palmer and Devitt 2007; Salmon and Edirisingha 2008). Podcasting, one of the recent fastest growing technologies, is defined as an internet-based means of broadcasting information (Holtz and Hobson 2007, p.7). According to Savel et al (2007, p.94), the simplest way to get a podcast is through the combination of iPods and iTunes. Podcasting programs can be found in the iTunes Store (Figure 1) and one just needs to click the "subscribe" button. When the iPod is plugged into a computer, the updated podcast program will be downloaded into the iPod. Previous research has considered whether podcasting could be feasible in classes, discussion groups or lectures to gain educational benefits (Evans 2008; Salmon and Edirisingha 2008; Sze 2006).

2.3.2 Podcast in Learning Foreign Language.

With a 15% increase in the number of podcast users around the world each month, it has become one of the most discussed educational technologies (Podcasting in the Classroom 2008, p.7). It provides educators with a variety of teaching strategies to tackle the needs of the students. Jowitt (2008, p.15) suggests that the advantages of podcasts include the mobility of the device and the flexibility of the content, which eases student learning. New technology may be able to build up their

motivation in language learning. It is worthwhile investigating whether podcasts can increase students' interest in the language.

2.3.3 Types of Podcast

There are various types of podcasts on the internet targeting different audiences.

The podcasts offer all kinds of interesting topics which students can browse through. Some of them even provide transcripts for students to read (e.g. ESL podcasting). Harris and Park (2008, pp.548-550) discuss various types of educational podcasts, such as those that are teaching-driven, service-driven, marketing-driven and technology-driven. Fontichiaro (2008) agrees that providing students with a chance to experience podcasts which match their own interests can promote their willingness to learn. Specific advantages for language learning by using podcasts have been investigated by Sze (2006), a Hong Kong educator. He has discussed how students' listening and speaking skills can be developed through listening to podcasts. Despite the lack of related research in the Hong Kong school context, he has pointed out that using podcasts as a medium to help students learn English is beneficial since student motivation can be enhanced.

2.3.4 Advantage and Disadvantages of Podcast.

These are some advantages and disadvantages of podcast.

1. Portable, convenient and easy to use format (Rosell-Aguilar, 2007): once downloaded, the files can be taken away and listened to anywhere, as many times as necessary at a time when it is convenient. Functionalities such as pause, forward or skip mean that the user is in control of the pace (Sloan, 2005).

This also enhances support for students with particular needs or learning preferences and contributes to reduced dependence on physical materials (Menzies, 2005).

In addition, the content can be also be played on computer if the student does not have access to a portable media device.

2. Attractive (Stanley, 2006): the fact that portable media players are widely owned and podcasts can be obtained from a music store may both increase use (attracting a potentially very large audience and also audiences who may not otherwise access learning materials) and make listening to an educational learning object feel less like studying. Motivating: students are likely to be attracted to the new format, which could be motivating and help them engage with materials which they might otherwise not use. Easy access: content management software such as iTunes or Juice that can be downloaded free of charge and navigation is simple.
3. Value for money: downloads of learning materials are free and developing materials can be done for a fraction of the cost of producing traditional materials and in hours rather than years (Moody, 2006).
4. Publicity: public podcasts give visibility to the individuals and institutions that provide them and institution-wide initiatives give those institutions free publicity as well as good reputation for using the latest technologies. For those providers that use podcasting within an institution to provide additional resources for their students, podcasting provides the potential to allow lectures to focus on integrating in class and out of class activities and materials (Throne & Payne, 2005).

5. Rallis & Shannon (2006) state that the automatic subscription features of podcasts is a key advantage in ensuring that subscribers receive the latest files without having to go to each site that hosts media files check to see if there have been updates. Flexible learning opportunities: can listen/watch any time. Do not have to use computer for playback (can review audio files while driving, walking, biking, etc.); if transcripts of the podcast are also made available, students can read along and listen at the same time (note: accessibility issue: transcripts must be provided to students with special needs who are unable to listen to the audio files. Students learn through more than one modality (listen to audio files/watch video on content as well as read course materials). Greatly increases access to classes, lectures, talks (educational, professional and personal) by making these available for download to people who could not attend the session in person (especially an advantage to college students who miss lectures).
6. The biggest issue to arise from the use of podcasting for learning is the fact that the content has so far been delivered mostly through radio (Rosell-Aguilar, 2007). Because audio content cannot be skimmed to check the content and its suitability or appropriateness for purpose, which can be very disappointing and/or time consuming after having downloaded a resource from a repository (Jennings, 2004 in Rosell-Aguilar 2007).
7. Rallis & Shannon (2006) argue that transcripts must be made of files to ensure accessibility (time consuming and costly). Large file size (especially of video files) requires broadband connection, thus making these files difficult or even

impossible for users to access if they have a slow dial-up connection. And creators, need to ensure that file format is appropriate for all mp3 players (not just on iPods).

2.4 Concept of Perception.

2.4.1 Definition of Perception.

Perception is recognition and interpretation of sensory information; it is also a process of taking in sensory information to label it then making meaning out of it. Perception is someone thought about something that they learn to measure how their attitude toward using something, whether they agree or not about the method or something that they learn (Hong: 2003).

Although students are often critical, they usually have a good sense of whether a teacher prepares his or her lesson, teaches relevant content, provide lesson that are engaging, relevant and at an appropriate level of difficulty. Students' perceptions are the beliefs or opinions that students have as a result of realizing or noticing something, especially something that is perhaps not obvious to other people, for example: teachers, parents, or outsiders.

Richard (2001) states that students are in a good position to assess the effectiveness of teaching, although the extent to which they are able to do so depends on their type of feedback instrument they are given. They are the result of direct experiences in the educational content.

Not every person can have exactly the same perception about particular things, even though the object is the same. It is because people percept something based on their

feeling of subjectivity and their experience in the past. It is supported by Mouly (1973:93) who said that two persons looking at the same phenomenon may see very different things. As stated by Wick and Pick (1978: 171-208), there is a connection between perception and experience.

They stated that perception and experience are related to one another. This condition shows that perception occurs as our responses in learning or experiencing our environment. According to Gibson J, John M and James H. Donnelly (1985:60), perception is a cognitive process that individuals use to interpret and understand 23 the world around them. Perception can be made through the cognitive process in our mind. Raba (2017) found that most students feel this technique is effective because they like working together. They feel more engaged and secure because it is not focusing on each one of them individually. Sometimes the students feel threatened or less confident when they work by their own. They emphasized that group work and peer work help to overcome communication problems. They learn from each other and help each other. On the other hand, the other students explained that they did not enjoy it. The students do not really work in pairs. They prefer to work by themselves.

2.5 Conceptual Framework.

In teaching English in listening, it is very important for students to master listening first before the other skills. Because listening itself become the foundation in life not only in learning English language but also for the other languages. It is just something that happened naturally.

But, there are some factors that make students nowadays seems not interested in listening anymore because they are bored with the media and so they often ignore it (Miller, Joann, 1986:95).

Therefore podcast could be the best answer to make students interest in order to learn or improve their listening skills more. It is very modern, easy to use, and students nowadays are already common with it. However not in education.

But, besides the good effect of the used of podcast in listening, podcast still got some lacks. For example, the using of podcast should provide by a complete equipment's such as computer or laptop and a head phone and a stable internet connection. Without those, it could be hard for podcast to be operated.

III. RESEARCH METHOD

In order to answer the research question and achieve the objective of the research, research method should be constructed thoroughly. In this research, the researcher discusses about research design, population and sample, the data collecting techniques, research procedure, technique of data verification and data analysis.

3.1 Research Design.

This research deals with the students' perception towards podcast in listening. In conducting the research, the writer applied quantitative research design as the survey research. Kraemer (1991) identified three distinguishing characteristics of survey research (p. xiii). First, survey research is used to quantitatively describe specific aspects of a given population. These aspects often involve examining the relationships among variables. Second, the data required for survey research are collected from people and are, therefore, subjective. Finally, survey research uses a selected portion of the population from which the findings can later be generalized back to the population. Therefore, this research is a non-experimental research because this research not uses any treatment. In contrast to survey research, a survey is simply a data collection tool for carrying out survey research. Pinsonneault and Kraemer (1993) defined a survey as a "means for gathering information about the characteristics, actions, or opinions of a large group of people" (p. 77)

However there are some strengths and weaknesses in survey research methodology.

3.1.1. Strength.

Surveys are capable of obtaining information from large samples of the population. They are also well suited to gathering demographic data that describe the composition of the sample (McIntyre, 1999, p. 74). Surveys are inclusive in the types and number of variables that can be studied, require minimal investment to develop and administer, and are relatively easy for making generalizations (Bell, 1996, p. 68).

Surveys can also elicit information about attitudes that are otherwise difficult to measure using observational techniques (McIntyre, 1999, p. 75). It is important to note, however, that surveys only provide estimates for the true population, not exact measurements (Salant & Dillman, 1994, p. 13).

3.1.2. Weaknesses.

Pinsonneault and Kraemer (1993) noted that surveys are generally unsuitable where an understanding of the historical context of phenomena is required. Bell (1996) observed that biases may occur, either in the lack of response from intended participants or in the nature and accuracy of the responses that are received. Other sources of error include intentional misreporting of behaviors by respondents to confound the survey results or to hide inappropriate behavior. Finally, respondents may have difficulty assessing their own behavior or have poor recall of the circumstances surrounding their behavior.

3.2 Population and sample.

3.2.1. Population.

As well as deciding what information the researcher needs, the researcher also needs to decide exactly what the population going to be. According to (Muijs, 2004: 37) population is the group that the researchers want to generalize finding to. It means that, population is the totally of a person or group that it able to help the researcher generalize of finding. According to Arikunto, (1998: 115-117) population is the whole of research subject. In other word population is a group of individuals or items that share one more characteristics from which data can be gathered and analyzed. The population of this research are the students of Penabur Christian Senior High School Bandar Lampung academic year 2020/2021.

3.2.2. Sample.

Selection of the sample is very important step in conducting a research study. Sample is a part of population which will to be analyzed. Sample must be representative as one is to be able to generalize with confidence from the sample to population. According to Arikunto (2006:109), a sample must be representative to a population. Based on Ary (2002:163) a sample is a group of a population. It means that good sample must be representative of the entire as possible.

According to Sugiono (2010:118) sample is part of number and characteristic those set in the population. Population form a part of population representative population, so if the researcher finds information on sample it means that information was constituted from the sample.

In this research, the research was conducted in 11 IPS 1 of Penabur Christian Senior High School Bandar Lampung that consist of 25 students'. The research was conducted by an online meeting (Zoom) and the questionnaire was shared by Whatsapp Group and submitted by mail.

3.3 Instruments.

Instrument has important functions in this research. Because it is a significant steps in conducting this research. Therefore, the researcher must choose an instrument in the process of collecting data. Research instrument is tool of collecting data that should be valid and reliable. According to Arikunto (2006:126) the device the researcher uses to collect data is called instrument. Instrument has important in this research. Instrument is one of the significant steps in conducting this research. The successful of research is much decided by instrument used, because data which is need to answer research question and examine the hypothesis gained through instrument itself.

In this research, the researcher used close-ended questionnaire. The questionnaire consists of 15 questions and using *likert-scale* questionnaire which consisting of 1-5 scales.

- 1 = strongly disagree.
- 2 = disagree.
- 3 = neutral
- 4 = agree.
- 5 = strongly agree.

3.4 Validity of Instruments.

Validity explains how well the collected data covers the actual area of investigation (Ghauri and Gronhaug, 2005). Validity basically means “measure what is intended to be measured” (Field, 2005). Heaton (1991) states that validity of the test is the extent to which it measures what it is supposed to be measured. To measure whether the test has good validity

In construct validity of questionnaire, it plays an important role to measure what should be measured related to the theory. To get construct validity, the researcher uses the close ended questionnaire of *Likert Scale* to analyze the questionnaire. The questionnaire consists of 15 statements. Each item is provided with five options. Those are: strongly disagree, disagree, neutral, strongly agree and agree. In measuring the students’ perception towards Podcast in listening subject.

3.5 Reliability of Questionnaire.

Reliability of the test relates with the consistence of the results. To check whether the questionnaire is reliable or not, the items of the questionnaire will be analyzed by using *Cronbach Alpha* to indicate that the questionnaire are reliable and applicable for measuring students’ perception towards the podcast itself. The analysis will be done after the subjects of the research answer the questionnaire.

Then by the using of the Statistical Package for the Social Science Program (SPSS) version 20, an analysis of item reliability was determined through the reliability coefficient test with criteria as follow:

- a. Between 0.80 to 1.00 = very high reliability
- b. Between 0.60 to 0.79 = high reliability

- c. Between 0.40 to 0.50 = moderate reliability
- d. Between 0.20 to 0.39 = low reliability
- e. Between 0.00 to 0.19 = very low reliability

(Hatch ad Farhady, 1982)

Therefore, it is very clear that the higher score of *Cronbach Alpha* is, the better questionnaire is. Also as stated by Setiyadi (2018), if the value of *Cronbach Alpha* in SPSS $>.60$, then the questionnaire is reliable or consistent. But, if the value is $<.60$, it is stated that the questionnaire is unreliable or not consistent.

3.6 Data Collecting Techniques

The researcher uses questionnaire as the instrument in collecting the data. Questionnaire is a technique of collecting data by giving several items of question in written form. It will be given to the second grade students' of Penabur Christian Senior High School Bandar Lampung, in order to gain the data about the students' perception after being taught by podcast in listening. The questionnaire is provided the answer of the question and the researcher gives 30 minutes to finish the questionnaire.

In short, the students as the sample only have to choose the suitable answer according to them in the questionnaire sheet that based on Likert-scales (1935) with time provided is 1x30 minutes for all students.

The questionnaire consists of 15 items that are answered by five point scale ranging from strongly agree to strongly disagree. Items have the positive worded statement and negative worded statement. The score of questionnaire is the calculation of every statement's score.

Table 1: Questionnaire: Students' rating of their use of podcasts

QUESTIONNAIRE

Name :

Please answer these questionnaire honestly based on what you are feeling about podcast in listening learning. No need to worry, because this questionnaire will not affect your score in this subject.

Just put a tick (✓) sign on your selected answer on these sheets. There are 5 answers in this questionnaire: SD (Strongly Disagree), D (Disagree), N (Neutral), A (Agree), SA (Strongly Agree). Good luck!

No.	Statements	SD	D	N	A	SA
1.	I already know what podcast is before. (<i>Saya sudah mengetahui sebelumnya apa itu podcast</i>).					
2.	I'm still unfamiliar with podcast. (<i>Saya masih merasa asing dengan podcast</i>).					
3.	Aside from my knowledge about podcast, I enjoy listening to podcast in my daily activities. (<i>Terlepas dari pengetahuan saya tentang podcast, saya menikmati mendengarkan podcast dikegiatan sehari-hari saya</i>).					
4.	It is easy for me to operate podcast. (<i>Podcast sangat mudah untuk dioperasikan</i>).					
5.	Podcast can be used in everywhere and anytime. (<i>Podcast dapat digunakan dimana saja dan kapan saja</i>).					
6.	There are lots of topic that I can listen to on podcast. (<i>Ada banyak topic yang bisa saya dengarkan di podcast</i>).					
7.	I found it's hard to find a topic that suitable to my taste. (<i>Saya menemukan kesulitan dalam mencari topik yang sesuai dengan selera saya</i>).					
8.	It requires a stable internet connection. (<i>Podcast memerlukan koneksi internet yang stabil</i>).					
9.	It spent lots of data internet. (<i>Podcast menghabiskan banyak data internet</i>).					

No.	Statements	SD	D	N	A	SA
10.	It can be used on a providing devices only. (<i>Podcast hanya dapat digunakan di alat yang memadai</i>).					
11.	I'm able to get the point from the topic I listen to. (<i>Saya berhasil mendapatkan inti pembicaraan dari topik yang saya dengarkan</i>).					
12.	I'm able to find new vocabularies from the topic that I listen to. (<i>Saya berhasil menemukan kosa kata baru dari topik yang saya dengarkan</i>).					
13.	Podcast is suitable in listening learning. (<i>Podcast cocok digunakan dalam pembelajaran mendengar</i>).					
14.	I recommended the use of Podcast in listening subject. (<i>Saya merekomendasikan penggunaan Podcast dalam pembelajaran mendengar</i>).					
15.	I will use podcast in listening learning in future. (<i>Saya akan menggunakan podcast dalam pembelajaran mendengar di kemudian hari</i>).					

3.7 Research Procedures.

Due to pandemic Covid-19, the research was done by a Google form in order to get the students' perception (research only). And in conducting this research, the researchers uses the steps as follows:

a. Determining the problem.

They were taught using podcast as their media in learning listening. Because podcast is a new media and is still not common in using to learning activity.

b. Determining the population and sample.

The population of this research was the second grade students' at Penabur Christian Senior High School Bandar Lampung and the researcher uses purposive sampling to choose the sample. And as stated by Arikunto (2010:183), purposive sampling is the process of selecting sample by taking subject that is not based on the level or area. That's why the use of purposive sampling is suitable to this research.

c. Selecting listening materials.

In selecting the listening material, the researcher chose a suitable topic from Podcast to the students' and they listened to it during the test.

d. Administering the questionnaire.

The questionnaire was given to the second grade students' of Penabur Christian Senior High School Bandar Lampung by mail or messaging application. There were 15 questions of questionnaire and each item had 5 alternative answers. Those were strongly disagree, disagree, fair, agree and strongly agree.

e. Analyzing and concluding the data.

After collecting the data, the questionnaire data was analyzed and concluded to find out the answer of the research questions in form of statistical data by using SPSS 20.

And so, the main procedures for this research are:

1. The researcher explained briefly about what is podcast.
2. Then the researcher gave the students the podcast that they will listen to.
3. The students listen to the topic.
4. After the students finished the podcast, the researcher asked briefly about the podcast that they heard.
5. Right after that, the students received a questionnaire about their perception towards podcast from the researcher to fill out.

3.8. Data Analysis

In analyzing the data, the researcher used descriptive analysis. In this technique, the data analyzed by several steps, they are:

1. Checked the students' questionnaire
2. Classified the students' answer
3. Analyzed the students' answered

3.9. Hypothesis

After collecting the data, the researcher will analyze them to find out whether there is an impact of error correction strategies on student's perception. The hypotheses are as follows:

- a) H₁: The students have good perception toward the implementation of podcast in listening.
- b) H₀: The students have bad perception toward the implementation of podcast in listening.

V. CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and suggestion based on the data presentation. This chapter is divided into two parts: conclusion and suggestion.

5.1. Conclusions.

Based on the research of the data analysis and discussion in chapter IV, the researcher concluded that:

Podcast was much influenced students perception towards the listening subject. It was proved by students' positive perception on the use of podcast in learning listening. Although during this research, there are several students who think that the implementation of podcast does not suit on listening subject but most students are have a positive traits with more than 50% students – on this research, due to its simplicity and lot of topic choices that related to students' daily topic such as experience or hobby.

From the finding, it can be shown that the podcast is important in English learning, especially in listening subject. Podcast also helped students' learning process to develop their knowledge in English. This finding also related with Jain and Hashmi (2013) who stated that there are several advantages with the use of Podcast on class

such to teach students how to be a good listener as well as a good speaker and to enhance the competency in the use of technology.

5.2. Suggestions

Based on this research, the researcher give suggestions as follow:

1. It is better to make students to develop any types of media in their class.
2. A full support from school and educators for any kind of learning activities that involve the use of media.
3. More students are familiar with Podcast or even able to create one.
4. It could be great if the next researcher develop more about the using of Podcast in their English learning, such as how to find the unfamiliar words in a topic.

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