

**IMPROVING STUDENTS' LISTENING COMPREHENSION SKILLS  
THROUGH PODCASTS TO THE EIGHTH GRADE STUDENTS AT  
SMP NEGERI 5 PALEMBANG**

**THESIS**

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***UNIVERSITAS MUHAMMADIYAH PALEMBANG***  
**FACULTY OF TEACHER TRAINING AND EDUCATION**  
**ENGLISH EDUCATION STUDY PROGRAM**  
**August 2019**

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SMP NEGERI 5 PALEMBANG**

**THESIS**

**Presented to**

*Universitas Muhammadiyah Palembang*  
**In Partial Fulfilment of the Requirements  
For the Degree of Sarjana in English Language Education**

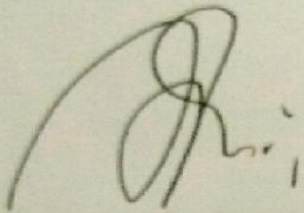
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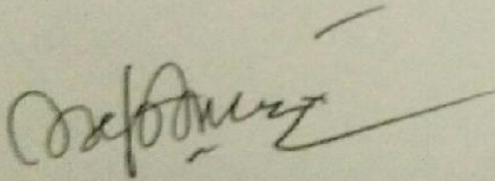
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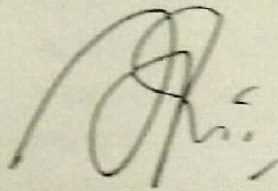
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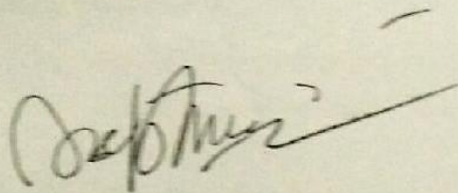
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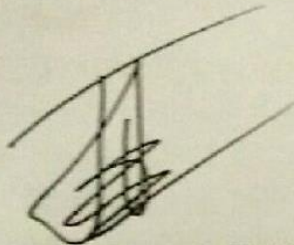
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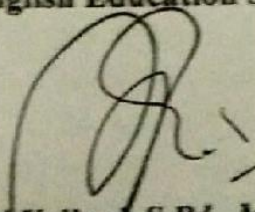


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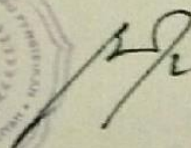
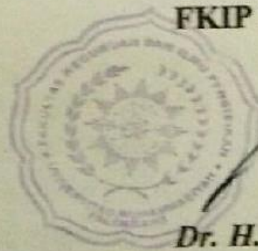
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## ABSTRACT

Harselina, Nining. 2019. *Improving Students' Listening Comprehension Skills Through Podcasts to the Eighth Grade Students at SMP Negeri 5 Palembang*- Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education Universitas Muhammadiyah Palembang. Advisors: (I) Sri Yuliani, S.Pd, M.Pd.,(II) Dian Septarini, S.Pd,M.Pd.

**Key words:** Improving listening comprehension skills, podcasts.

This thesis was entitled “*Improving Students' Listening Comprehension Skills Through Podcasts to the Eighth Grade Students at SMP Negeri 5 Palembang*”. The objective of this study was to find out whether or not is effective to teach listening comprehension skills through podcasts to the eighth grade students at SMP Negeri 5 Palembang. This method was used quasi-experimental method. The population was all the eighth grade students at SMP Negeri 5 Palembang in the academic years of 2019/2020, with total number of students 231 students. The sample of research was 66 students which were divided into two groups, an experimental group and a control group. The instrument used in collecting the data was written test. The data was obtained from 25 multiple choices. The data were analyzed by using SPSS 22.0 program. Based on the number of the students who answered the items, the finding the mean score of experiment pre-test was 67.82 and the mean score experiment post-test 76.61. The mean score of control pre-test was 50.39 and the mean score control post-test 63.64. In the result of t-test, it was founded that t-obtained was 8.011, with the critical value of t-table was 1.66901 with (df-1) n=33 at the level of significance 0.05 (5%). Since t-obtained was higher that critical value, the null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. It could be concluded that there were a significant difference between the students who were taught by podcasts and those who were not. It is clear that, improving students' listening comprehension skills through podcasts to the eighth grade students at SMP Negeri 5 Palembang was effective.

## ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

“In the Name of Allah the Most Gracious and the Most Merciful”

First and foremost, the writer would like to express her deepest gratitude “Alhamdulillahirabbil ‘alamin” to Allah SWT The Most Gracious and The Most Merciful, who has given the writer strength, blessing, and guidance to finish this thesis entitled “Improving Students’ Listening Comprehension Skills Through Podcasts to the Eighth Grade Students at SMP Negeri 5 Palembang”. It was written to fulfill one of requirements for Sarjana Degree (S1) Examinations of English Education study program. Faculty of Teacher Training and Education *Universitas Muhammadiyah Palembang* in the Academic Years of 2018/2019.

Firstly, the writer would like to express her deepest thanks to her two advisors, Sri Yuliani, S.Pd., M.Pd. and Dian Septarini, S.Pd., M.Pd. who have given their valuable advice, support, help, and guidance during the stages of the preparation and thesis writing process.

Secondly, the writer would like to express her great thanks to the Headmaster of SMP Negeri 5 Palembang, and the teachers, especially the teacher of English, and the staff members, and also the Eighth Grade Students of SMP Negeri 5 Palembang, who have given their help and support in collecting the research data.

Thirdly, the writer is also grateful to the Dean of Faculty of Teacher Training and Education of *Universitas Muhammadiyah Palembang*, Dr. H. Rusdy A. Siroj., M.Pd and his staff members. The Head of English Education Study Program, Sri Yuliani, S.Pd., M.Pd and all of lectures in English Study Program.

Fourthly, the deepest thanks and love are addressed to her beloved father (Suharto) and mother (Ayu Mina), and beloved brothers (Febri, Dwi and Joko), and all of family who have given their love, prayer, attention, and support to finish the thesis.

Last but not least, the writer realizes that the thesis is still far from being perfect, therefore any criticism, comments, suggestions and constructive critics are very much welcome.

Palembang, August 2019

The writers

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## CONTENTS

	Pages
TITLE PAGE .....	i
AGREEMENT PAGE .....	ii
APPROVEMENT .....	iii
MOTTO .....	iv
ABSTRACT .....	v
ACKNOWLEDGMENTS .....	vi
CONTENTS .....	viii
LIST OF TABLES .....	x
LIST OF APPENDICES.....	xi

### CHAPTER I INTRODUCTION

1.1 Background of the Study .....	1
1.2 Problem of the Study .....	4
1.3 Limitation of the Problem.....	4
1.4 Formulation of the Problem .....	5
1.5 Objective of the Study .....	5
1.6 Significance of the Study.....	5
1.7 Hypothesis.....	6

### CHAPTER II LITERATURE REVIEW

2.1 Listening .....	7
2.1.1 Types of Listening .....	8
2.1.2 The process of Listening .....	10
2.2 Kinds of Listening .....	13
2.1.2 Kinds of Media in Teaching Listening .....	14
2.3 Podcasts .....	16
2.4 The Benefits of Podcasts .....	18
2.5 Procedure by using Podcasts.....	21
2.6 Previous Related Study.....	22

### CHAPTER III RESEARCH METHODOLOGY

3.1 Method of the Research .....	25
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3.2 Variable of the Research.....	26
3.3Operational Definition.....	26
3.4Population and Sample .....	27
3.4.1 Population .....	27
3.4.2 Sample .....	28
3.5 The Technique of Collecting Data .....	29
3.5.1 Test .....	29
3.5.2 Pretest .....	29
3.5.3 Posttest .....	30
3.6 Research Instrument Analysis.....	30
3.6.1 Validity of the Test.....	30
3.6.2 Reliability of the Test .....	31
3.7 Technique for Analysing the Data .....	31
3.8 Paired Sample t-test.....	32
3.9 Independent Sample T-test .....	32
 <b>CHAPTER IV FINDINGS AND INTERPRETATIONS</b>	
4.1 Finding of the Study .....	33
4.2 Interpretations .....	42
 <b>CHAPTER V CONCLUSIONS AND SUGGESTIONS</b>	
5.1 Conclusions.....	44
5.2 Suggestions .....	44
 <b>REFERENCES .....</b>	<b>46</b>
<b>APPENDICES.....</b>	<b>49</b>

## LIST OF TABLE

TABLE	PAGES
1. Population of Study.....	28
2. Sample of Study.....	29
3. The Control Group Students' Scores in the Pretest .....	34
4. The Control Group Student's Scores in the Posttest.....	35
5. Statistics Data of Pretest in Control Group .....	36
6. The Experimental Group Students' Scores in pretest .....	37
7. The Experimental Group Students' Scores in posttest.....	37
8. Statistics Data of Pretest, Posttest.....	38
9. Statistical of Pretest and Posttest in Experimental Group.....	39
10. Paired Samples t-test in the Experimental Group.....	39
11. Statistical of Pretest and Posttestin Control Group.....	40
12. Paired Samples t-test in the Control Group.....	40
13. Independent Samples t-test.....	41

## LIST OF APPENDICES

Appendices	PAGES
1. Foto Dokumentasi .....	56
2. Test .....	57
3. Surat Tugas Pembimbing Proposal .....	58
4. Surat Undangan Seminar Proposal.....	59
5. Daftar Hadir Dosen Seminar Proposal .....	60
6. Daftar Hadir Simulasi Proposal Penelitian .....	61
7. Bukti Perbaikan Proposal .....	62
8. Surat Keputusan Pembimbing 1 dan 2 .....	63
9. Surat Permohonan Riset .....	64
10. Surat Keterangan Selesai Penelitian.....	65
11. Surat Persetujuan Ujian skripsi .....	66
12. Surat Keterangan dari Prodi.....	67
13. Surat Undangan Ujian Skripsi .....	68
14. Surat Pernyataan.....	69
15. Laporan Kemajuan Bimbingan Proposal.....	70
16. Laporan Kemajuan Bimbingan Skripsi .....	71
17. Curriculum Vitea.....	72

## **CHAPTER I**

### **INTRODUCTION**

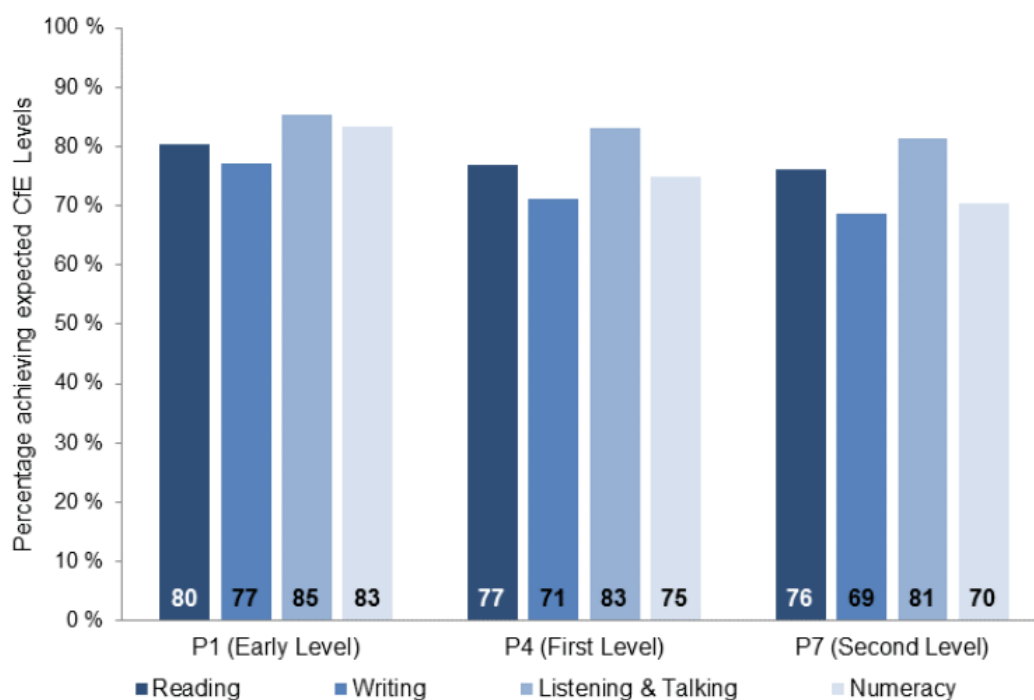
This chapter presents: (1) background, (2) problem of the study, (3) limitation of the problem, (4) formulation of the problem, (5) objective of the study, (6) significance of the study, (7) hypothesis of the study.

#### **1. Background**

The process of English teaching and learning in Junior High Schools aims to develop students' competence in spoken and written English in order to achieve the level of functional literacy. It also aims to raise students' awareness of the nature and the importance of English which can improve their nation's competitiveness in the global society, and to develop students' understanding of language and culture and its relationship.

Teaching English in Indonesia covers four language skills which are listening, speaking, reading and writing. Listening is one of language skills that has an important role in the teaching English. The basic reason is that it is impossible for people to be able to speak without listening at the first. Listening is an essential skill that students can acquire first before speaking, reading and writing. We are listeners long before we speak. Helgesen (2003) states that listening is very active. As people listen, the process is not only what they hear but it also connects to other information that people already know. Since listeners combine what they hear with their own

ideas and experiences, in a very real sense, they are ‘creating the meaning’ in their own minds. (p.97). Furthermore, Lynch & Mendelshon, (2002) state that listening is a complex process which is difficult most of all by its impermanence, but also by the use of pitch, loudness, tempo, and rhythm in speech to convey the information and meaning of an utterance and by the need for immediate assimilation, processing and response. (p.101)



**Table 1.1** Students' Listening Achievement 2016

Based on the data of students' Listening Achievement in 2016, it shows that the percentage of P1 pupils in Early Level achieved 85 percent of listening and talking. The percentage of P4 pupils in First Level achieved 83 percent in listening



and talking. The percentage of P7 pupils achieving Second Level:81 percent in listening and talking. Listening and Talking get the highest levels of scores among the others.

Moreover, Vandergrift (2004) states that listening comprehension is an interactive, interpretive process with listeners resourcing as needed both prior knowledge and linguistics knowledge (p.101). While, it was generally agreed that the top down and bottom up processes interact “in some form of parallel distributed processing”, the degree to which either process was applied was determined by the listener’s linguistic knowledge and familiarity with the topic. In addition, Brown (2001) states that listening is not simply unidirectional passive process of receiving what the speaker says but require interaction with and engagement of the speaker to negotiate, clarify and determine meaning. (p.101)

Based on observation at SMP Negeri 5 Palembang. The writer found some problems in learning listening, many students had problems in understanding and answering the questions given, because they had limited vocabulary. In spite of the importance of listening, students still has some difficulties in listening activities. Their difficulties can be influenced by many factors, such as the lack of mastery vocabulary, they lack of motivation in listening activities, they feel bored, and sometimes the content of the listening’s texts were difficult to understand.

In other word, the problem of teaching and learning listening was that students still lack of vocabulary. They still do not understand how and when the language

used. In listening process, it makes students get difficulties to understand the meaning or the point of what the speaker said. Podcasts 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 was of interest to them. To be useful in a school setting a teacher would need internet access, a computer that can play audio files or an MP3 player. So using the podcasts method students would be easier to understand the materials submitted by the teacher at school by using radio, MP3, laptop, speakers and LCD. Constantine (2007) defines that podcasts is an internet audio publishing that is designed to be downloaded and listened to a portable device such as tabs, Smartphone and laptop. (p.13(1).

Based on the statement above, the writer was interested in conducting research entitled *“Improving Students’ Listening Comprehension Skills Through Podcasts to the Eighth Grade Students at SMP Negeri 5 Palembang”*.

## **2. Problem of the Study**

There were many difficulties in learning listening comprehension skills that faced by to the Eighth Grade Students at SMP Negeri 5 Palembang. The students had difficulties in understanding the information, and the students’ ability in listening was still low because of limitation of vocabulary

### **3. Limitation of the Problem**

In this study, the researcher focused the problem on Improving Students' Listening Comprehension Skills Through Podcasts to the Eighth Grade Students at SMP Negeri 5 Palembang. In this case, the writer limited on listening comprehension skills.

### **4. Formulation of the Problem**

The problem of this research formulated in the following question: "is it effective to improve listening comprehension skills through podcasts to the eighth Students at SMP Negeri 5 Palembang?"

### **5. Objective of the Study**

The objective of this study was to find out whether or not, it is effective to improve listening comprehension skills through podcasts to the Eighth Grade Students at SMP Negeri 5 Palembang.

### **6. Significance of the Study**

This research was expected to give some benefits:

1. To other researchers, the result of this research study can be a reference for conducting other research related to this research study.
2. To the English Education study program, the result of this research study can encourage other students of the English Language Education to conduct similar research.

3. To the English teachers, this research can give additional knowledge and experience on how to improve the students' listening comprehension skills.
4. For the students, it can be a possitive effort to improve their listening comprehension skills.

## **7. Hypothesis of the Study**

According to the Fraenkel and wallen (2012) hypothesis simply put a prediction of the possible outcomes of a study, (p.45). The writer purposed two hypotheses in this study. They were alternative hypothesis ( $H_a$ ) and the null hypothesis ( $H_o$ ).

$H_o$  : It was not effective to improve listening comprehension skills through podcasts to the eighth grade students at SMP Negeri 5 Palembang.

$H_a$  : It was effective to improve listening comprehension skills through podcasts to the eighth grade students at SMP Negeri 5 Palembang.

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