

**THE EFFECTIVENESS OF USING DAILY ACTIVITY
PODCAST IN IMPROVING STUDENTS' LISTENING SKILL
AT SMAN 2 LUWU**

A Thesis

*Presented as Partial Fulfilment for the Attainment of S.Pd Degree in English
Educational Study Program Tarbiyah and Teacher Training Faculty State Islamic
Institute of Palopo*



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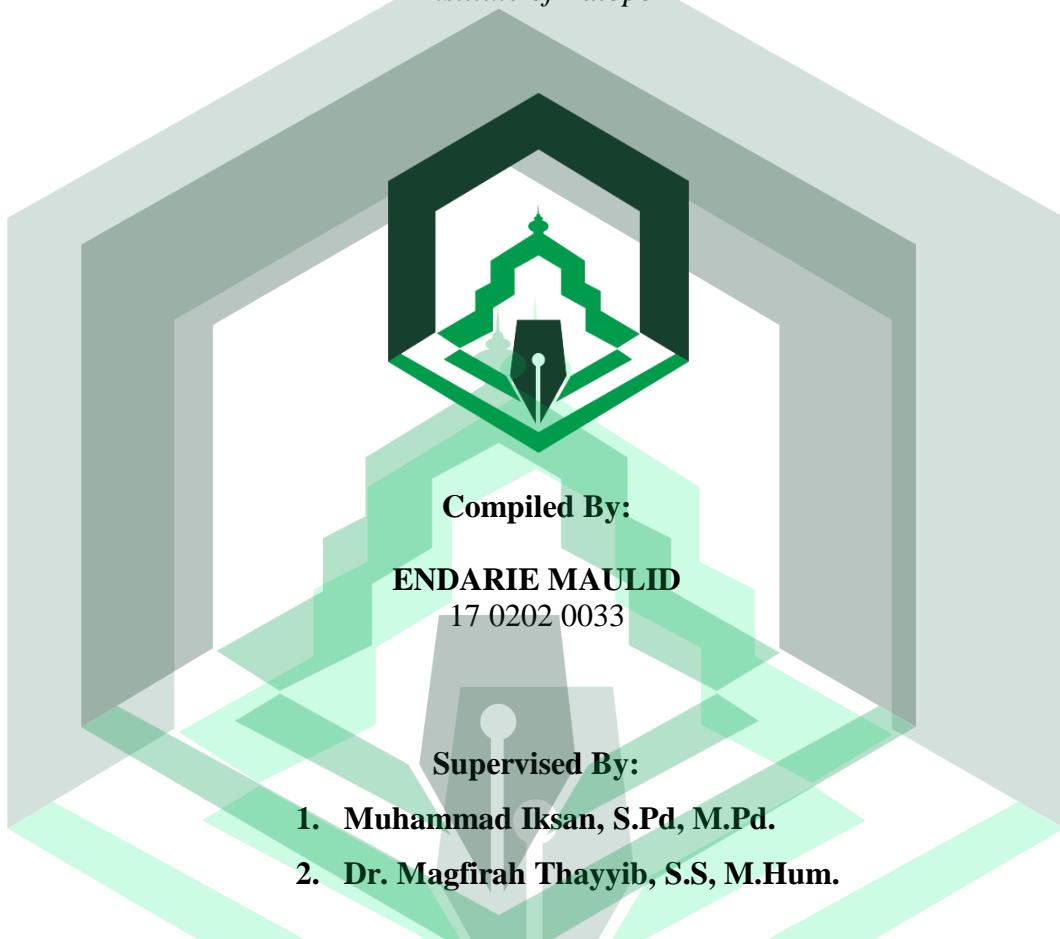
ENDARIE MAULID
17 0202 0033

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2022**

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2022**

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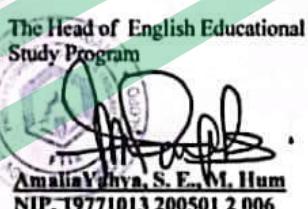
This thesis, entitled "The Effectiveness of Using Daily Activity Podcast in Improving Students Listening Skill at SMAN 2 Luwu" written by Endarie Maulid, Reg. Number 17 0202 0033, English Educational S1 Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in MUNAQASAH session which is carried out on Monday, April 25th 2022 M, coincided with Ramadhan 23th 1443 H. It is authorized and acceptable as a partial fulfillment of requirement for S.Pd degree in English language teaching.

Palopo, January 25th 2022 M
Ramadhan 23th 1443 H

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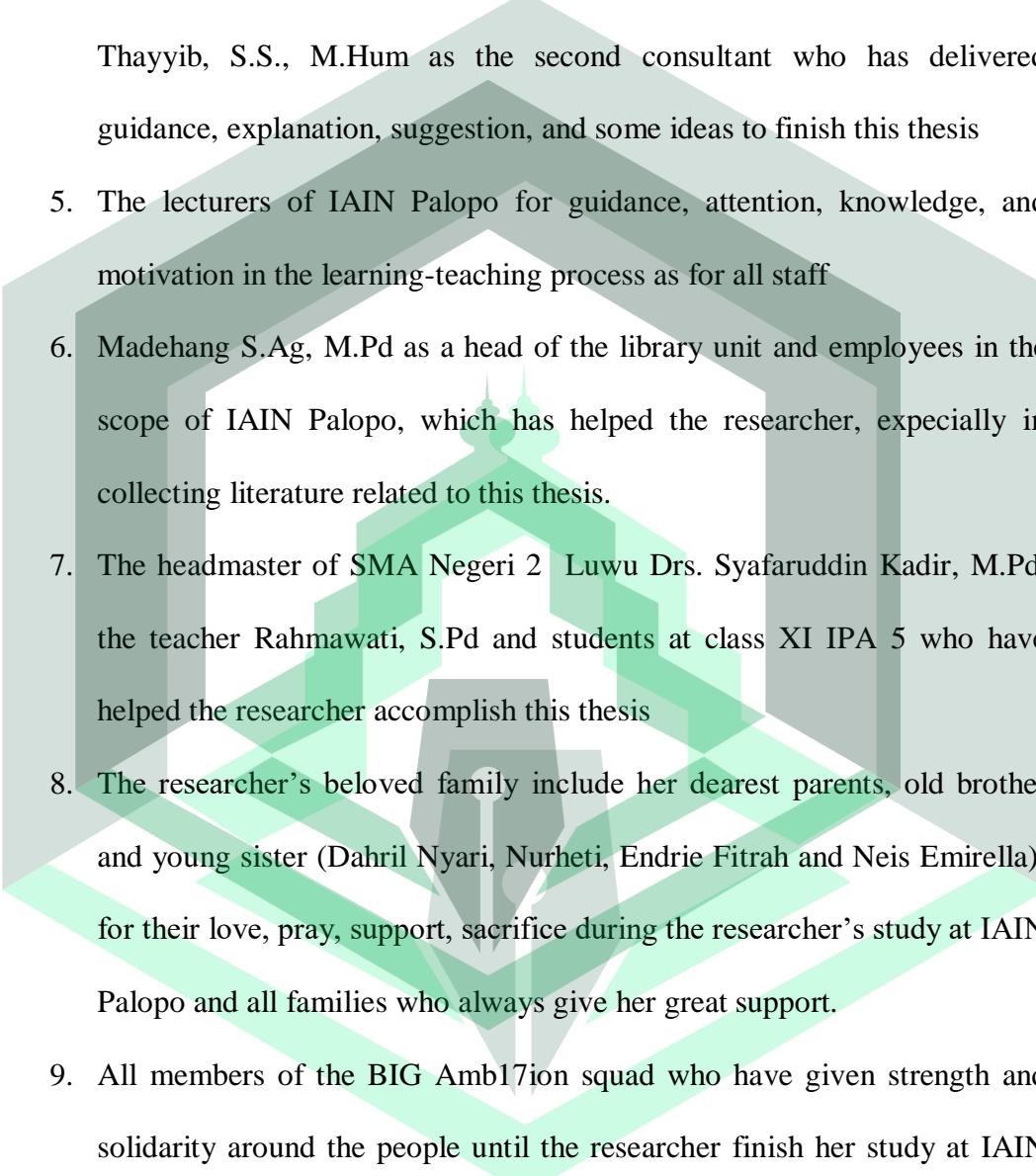


In the Name of Allah, the Most Beneficent, the Most Merciful

All praises be to Allah, the mightiest God of all things. Peace and salutation may always be upon to the elected Prophet and the chief of prophets, Muhammad ﷺ, his relatives, companions, and followers. In this occasion, the researcher would like to express her deepest gratitude to the most benevolent Allah Almighty, because of His grace and compassion; the researcher can finish and complete this research.

This thesis entitled "**The Effectiveness of Using Daily Activity Podcast in Improving Students' Listening Skill at SMAN 2 Luwu**" is submitted as a compulsory fulfillment of the requirements for the S1 degree of English Language Education Study Program at Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. The researcher has obtained so much help, assistance, aid, support, and many valuable things from many sides when finishing this thesis. Therefore, the researcher would sincerely thank to:

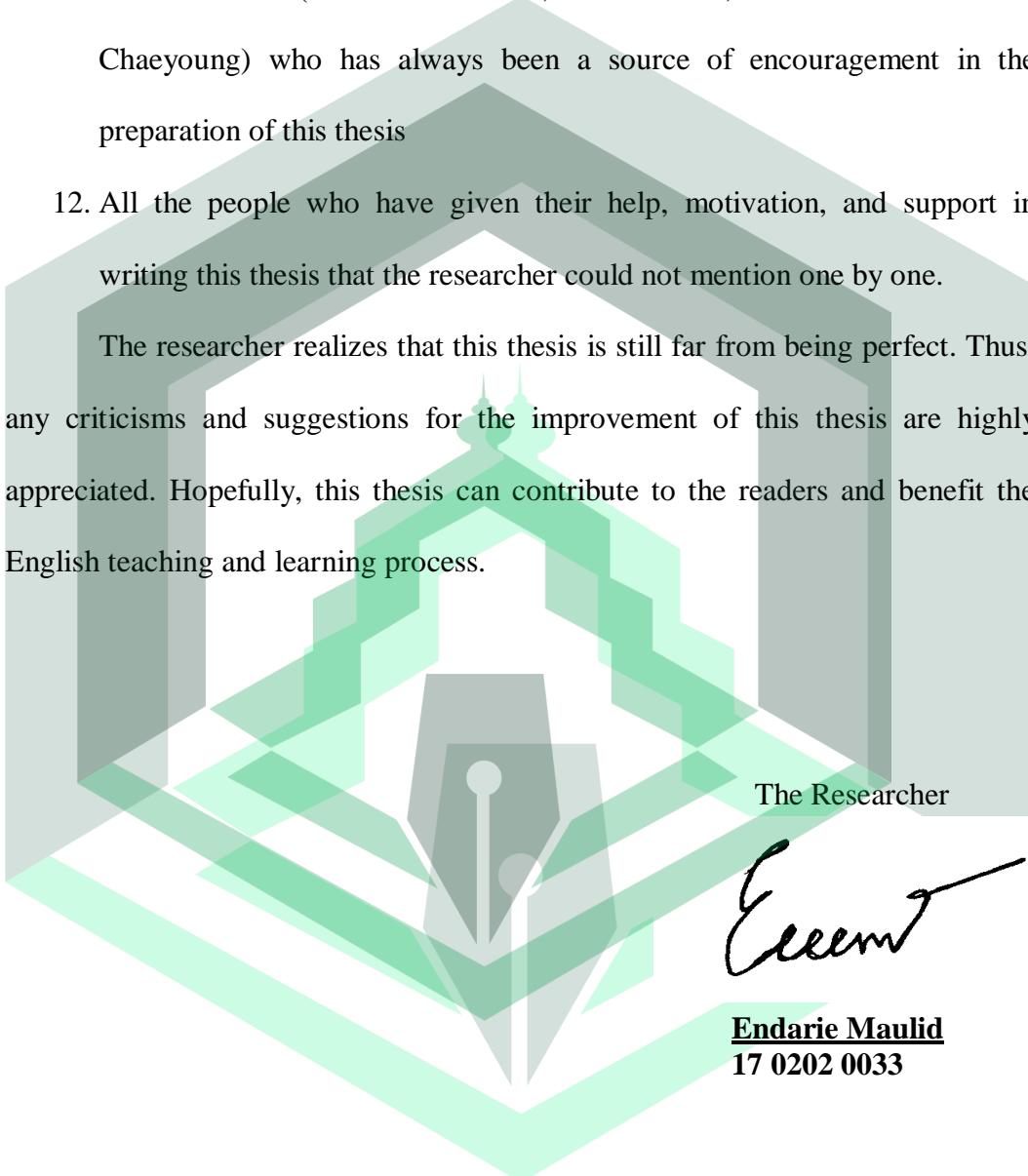
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The researcher realizes that this thesis is still far from being perfect. Thus, any criticisms and suggestions for the improvement of this thesis are highly appreciated. Hopefully, this thesis can contribute to the readers and benefit the English teaching and learning process.

The Researcher



Eeemz

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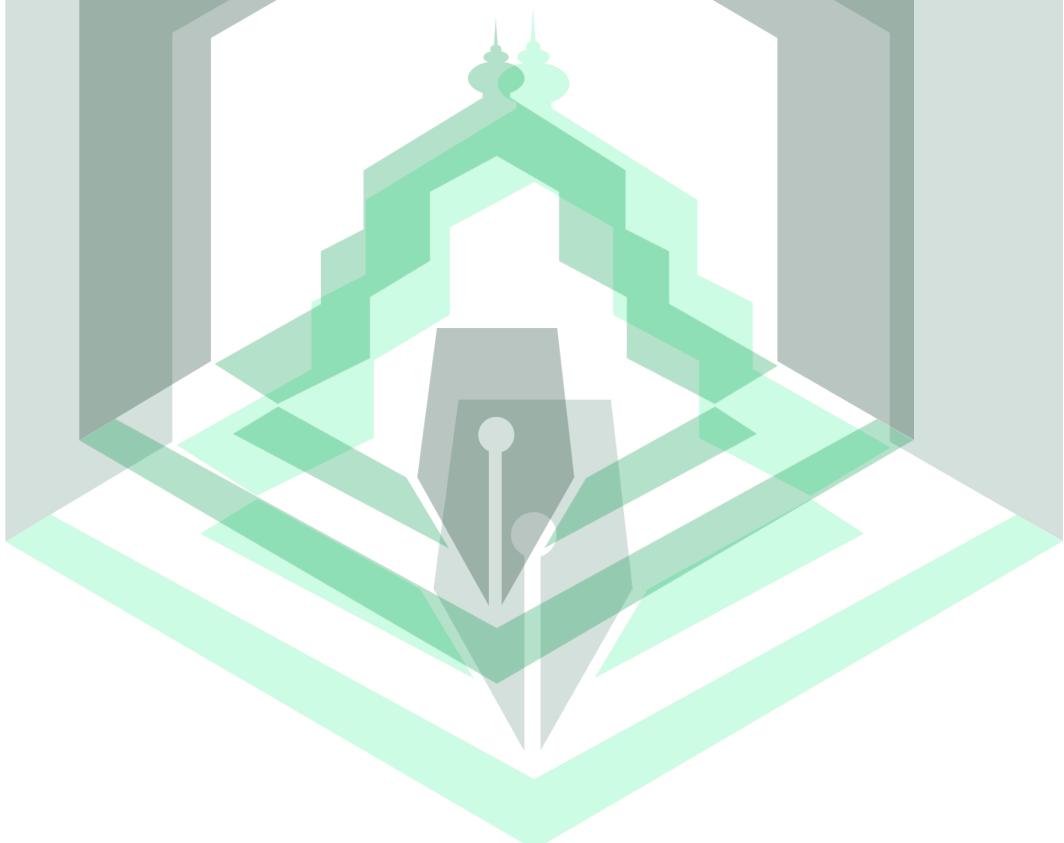
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ABSTRACT

Endarie Maulid, 2022. *"The Effectiveness of Using Daily Activity Podcast in Improving Students' Listening Skill at SMAN 2 Luwu"*. A thesis of English Education Study Program, Tarbiyah and Teacher Training Faculty, State Islamic Institute Palopo. Supervised by Muhammad Iksan and Magfirah Thayyib.

This research is about the effectiveness of using daily activity podcast in improving students' listening skill at SMAN 2 Luwu. The objective of the research is to find out the effectiveness of using podcast to improve students listening skill at SMAN 2 Luwu. The researcher applied a pre-experimental method using one group pretest posttest treatment which was conducted in four meetings. The population of this research was the eleventh-grade students of SMAN 2 Luwu. The researcher used the purposive sampling technique. The sample of this research was 14 students. The instrument used to collect data was a listening test with multiple choices and filling in the blank form which consisted of 20 numbers. The data of this research were analyzed quantitatively by using IBM SPSS 26. The students' mean score in the post-test was higher than the mean score in the pre-test ($79.29 > 36.07$). The researcher found that the significant value was 0.000, and the alpha was 0.05 ($0.000 < 0.05$). It can be concluded that the researcher hypothesis (t_1) was accepted, and the null hypothesis (t_0) rejected. The researcher concludes that podcast is effective in improving students' listening skill.

Keywords: Podcast, Listening Skill, Daily Activity

CHAPTER I

INTRODUCTION

A. Background

In Indonesia, English language is known as a foreign language. To master the language, there are four essential abilities that students must master: listening, reading, speaking, and writing. Listening is one important skill for students who study English because this skill influences other skills in English. Listening is an environmental, active interpretation processes in which listeners match what they hear with what they already know.¹ In this process of listening, the listeners listen not only to the speakers' speech but also they should be able to find out the messages and purposes of that speech. It involves "the listener's ability to change previous information to understand the task "heard" language".²

Generally, Indonesian students faced several problems in learning listening. There are several factors that are found by the students in learning listening. The materials are difficult to be understood because the speaker speaks too fast. The students cannot understand the meaning because the lack of vocabulary. The students cannot concentrate to the materials listened, cannot understand the verbal's instructions, less of motivation in learning listening, and

¹ Larry Vandergrift, "Facilitating Second Language Listening Comprehension : Acquiring Successful Strategies," (July, 1999): 53, 168–176. <http://eltj.oxfordjournals.org>.

² Morley Joan, "Aural Comprehension Instruction: Principles and Practices. in: M. Celce-Murcia, Ed. Teaching English as a Second or Foreign Language. Boston: Heinle & Heinle." 3rd Edition. (2001)

many other factors.³ Long texts containing subjects which are not interest to the students will be not demotivating them, but students may stop paying attention and once they do that it will be difficult for them tune once more into the topic.⁴ Some students felt that listening or hearing the voices then putting them into their minds turned out to be difficult to do. It means that they have some problems while listening.

Based on the observation and interview which was conducted by the researcher on December 15th, 2020 at SMAN 2 Luwu, listening practice that faced by students in school is considered difficult to do because there is no the appropriate learning materials that suit with their needs and wants. There are four problems concluded by the researcher after doing the observation and interview. The first, students cannot interpret or translate well spoken English words, phrases and sentences correctly. The second, they had difficulty in recognizing words or sentences because each speaker has a different accent. The third, they revealed that it is really hard to identify the English words and sentences spoken by speaker in high speed. The last, they are less motivated to do listening. Some of them feel that listening is a boring activity and not an interesting activity.

Therefore, in order to make the teaching listening skills become more effective, the teacher not only know the students' difficulties, but the teacher must also help solve students learning problem. In line with the situation above, the researcher attracted to use podcast in order to improve students' listening skill.

³ S. Sumihatul Ummah MS, "Problematika Dalam Belajar Listening Comprehension Yang Dihadapi Oleh Mahasiswa Semester III Tadris Bahasa Inggris STAIN Pamekasan." (2012)

⁴ Jeremy Harmer, "How to Teach English: An Introduction to the Practice of Language Teaching. London: Addison Wesley Longman." (1998)

Podcasting has been widely studied as an important way to improve learners' ability in and outside the language classroom.⁵ Using podcast in a listening classroom is one of techniques which involve technologies in a simple way. The used of podcasts in a language classroom enable students to understand the content, to improve their proficiency and to improve their listening comprehension.

Furthermore, the researcher is interested to use podcast in the listening class to improve student's listening skills. The researcher chooses to use podcast because podcast is an appropriate e-tool or media which can be used to be a good media in improving learners' listening skill. Based on the condition which described above, this research is conducted under the title of "**The Effectiveness of Using Daily Activity Podcast in Improving Students' Listening Skill at SMAN 2 Luwu**".

B. Research Question

Based on the background of the study above, the researcher formulates the research question as follows:

"Is podcast media effective to improve students' listening skills at SMAN 2 Luwu?"

⁵ Fernando Rosell-Aguilar, "Podcasting for language learning through iTunes U: The learner's view," *Language Learning & Technology* 17, no. 3 (2013): 74–93. Retrieved from <http://llt.msu.edu/issues/october2013/rosellaguilar.pdf>

C. Objective of the Research

The purpose of this study is to find out the effectiveness of using podcast to improve students' listening skills at SMAN 2 Luwu.

D. Significance of the Research

1. Theoretical significance

Theoretically, podcast can take an important role and be useful in English Language Teaching (ELT) especially in teaching listening.

2. Practical significance

This research would be helpful for:

- a. Helping teacher to find out the simple way to teach listening comprehension, especially in English class.
- b. Providing benefit for students in improving their listening skill in order to motivate them to improve their listening skill by using podcast.
- c. Providing information and references for further researcher as well as being able to reexamine and develop their research deeply.

E. Scope of the Research

The scope of the research is limited in improving students' listening skill by using daily activity podcast. The researcher used daily activity as the material to increase student's skill in listening skill.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

Dealing with efforts to improve listening skills, many researchers attempted using podcasts to improve students' listening skills. There are five relevant studies that support this research.

The first, A'yun "The Effect of Using Podcasts on Students' Listening Skill". The aim of her research was to find out the empirical data which could determine whether there is a significant effect of using podcast on students' listening skill at eighth grade of MTs Yaspina or not. The approach is quantitative and the study methodology is quasi-experimental. The findings of this research showed that experimental class was greater than that of the controlled class. Thus, it can be concluded that using podcast has given significant effect on students' listening skill.⁶

The second, Indahsari "Using Podcast for EFL Students in Language Learning". The aim of this study is to introduce podcast as a tool for developing language skill. The research is conducted in a quasi experimental method. The result of this study showed that podcast can increase listening ability. The students confirmed that podcast is fascinating when it is used in the learning of listening

⁶ Qurrota A'yun, "The Effect of Using Podcast on students' Listening Skill," (2018)

skill. It can be concluded that podcast has given improvement in students listening skill.⁷

The third, Saputra “The Effectiveness of Using Podcast in Teach Listening Comprehension Viewed from Students’ Listening Habit”. The aims of his research are to find out whether: (1) podcast is more effective than movie to teach listening comprehension; (2) students having high listening habit have better listening comprehension than those having low listening habit; (3) there is any interaction effect between teaching media and different listening habit on the students’ listening comprehension. The research is conducted in a quasi-experimental method. This research finding showed that podcast is more effective than movie and students having high listening habit for teaching listening comprehension. It can be concluded that podcast is better than media to teaching listening comprehension to students.⁸

The forth, Firdaus “The Effectiveness of Podcast to Enhance Students’ Listening Skill at SMK Telkom Malang”. The aim of this study is to know the effectiveness of podcast in enhancing the listening skill of SMK Telkom Malang students. This research is applied by using a quantitative approach, especially quasi-experimental research design. The hypothesis testing showed that the

⁷ Dyan Indahsari, “Using Podcast for EFL Students in Language Learning,” (September 2020): 103–8. <https://doi.org/10.21070/jees.v5i2.767>.

⁸ Juni Bayu Saputra, “The effectiveness of using podcast in teaching comprehension,” (2014): 1–118.

significant value is fewer than 05 which mean the students who use English podcast achieve better in listening rather than those who do not.⁹

The fifth, Syahabuddin “Improving Students’ Listening Skill Using Podcasts”. The aim of this research was to find out the effectiveness of podcast in enhancing students’ ability in listening skill. The data were collected by using pre-experimental technique and analyzed by quantitative method. The subject of this research was 15 students in the fourth semester in the department if English Language Education of University Islam Negeri Ar-Raniry Banda Aceh. The result of the research showed the students got improvement from pre-test to post-test score (pre-test 36.3 and post-test 63.3).¹⁰

Furthermore, there are some differences between this research and the researches that presented above. For the first, this research focused more on the daily activity podcast in which the researcher used daily activity as the material to increase student’s listening skill. Meanwhile, the researches above just focused on the general podcast and some of them used podcast to increase speaking skill rather listening skill. The second is, this research used pre-experimental method with one group pre-test post-test, while the previous researches used quasi experimental method that consist two groups (experiment and control group).

⁹ Firdaus Nur Habiba, “The Effectiveness of Podcast to Enhance Students’ Listening Skill at SMK Telkom Malang,” (April, 2021)

¹⁰ Syahabuddin Khairiah, “Improving Students’ Listening Skill Using Podcasts” 4, no 1 (2021): 51–61.

B. Some Pertinent Ideas

1. Listening

a. Definition of Listening Skill

Listening is one of four skills that must be mastered in improving language mastery. It is identified as the main component in language teaching.¹¹ Listening involves three things: (1) hearing: a physiological process that includes auditory acuity (the ability to hear) and auditory perception (the ability to distinguish between sounds, to mix sound, and to hold sequences of sound in memory); (2) listening: a perceptual behavior, including concentration, awareness and selection of cues from the environment; (3) auding: an act of comprehension starting from hearing and listening. In other words, listening has become the most important skill for mastering language.¹²

Listening skill can be defined as the ability to pay attention or hear something. However, listening is not the same as hearing. The terms hearing and listening are often used interchangeably, but there are important differences between them. Although both hearing and listening involve the perception sound, the difference in terms reflects a level of intention.¹³ Hearing is primarily like passive activity. Hearing is when we only hear the sounds without pay attention to the source of the sound. Meanwhile, in listening the brain automatically translates

¹¹ H. Douglas Brown, “Teaching by Principles: An Interactive approach to Language Pedagogy,” Longman (San Fransisco, 2007): p. 299.

¹² Mary Renck Jalongo, “Early Childhood Language Arts. Massachusetts: Allyn and Bacon,” (1992)

¹³ Michael Rost, “Teaching and Researching Listening,” UK: Pearson Education, (2002): p.8

the words into the message conveyed by the speaker. Basically, listening is determining the meaning and the message of a sounds or words. This is an active process that involves more than just labeling sounds or words.

Listening is one of the subjects taught in the field of language studies. This skill can be improved through continuous practice and there are many strategies to improve your listening skills. It is an active process in which listeners select and interpret information which comes from auditory and visual cues. Listening is an interactive, interpretive process where listeners use prior knowledge and linguistic knowledge in understanding messages.¹⁴ For language learners, listening is the key to learning in the classroom.¹⁵ When they listen to the teacher in the class, they also learn automatically. Therefore, when they cannot listen well, they will lose the opportunity to learn and that will become a serious obstacle for language learners in developing their language mastery. In other words, listening and remembering what has been heard has become the foundation of student learning.¹⁶

Listening is viewed as part of a transactional process in which all participants are simultaneously ‘sending’ and ‘receiving’ messages. The listening process is divided into five stages. They are hearing, understanding, remembering, evaluating, and responding.¹⁷ The process of listening standard is: (1) When

¹⁴ Larry Vandergrift, “Developing Metacognition in L2 Listening Comprehension,” *Canadian Modern Language Review*, no. 58 (2002): p.75.

¹⁵ Lyn Dawes, “The Essential Speaking and Listening: Talk for Learning at Key Stage 2,” (New York: Routledge, 2008): p 41.

¹⁶ *Ibid*, p. 42.

¹⁷ Babita Tyagi, “Listening: An important skill and its various,” *Journal International* (2013): p.1.

students have difficulty accepting, participating and assigning the meaning of spoken English, their performance is poor. (2) When students are receiving information but it is difficult to understand and assign meaning, it is fair. (3) It is good when students understand what is being said because they are accepting, participating and giving meaning to what they are hearing.

From the definitions, the researcher concludes that obviously listening influences other skills. A highly complex physiological process involves human receptors and influenced by human sensory capabilities. An active interpretation process in which listener's matches what they had heard with what they already know. This is a process of starting to think. After paying full attention to listening skills, we could easily learn other skills.

b. Types of Listening

Different situations require different listening types. Some experts advocate many types of listening. There are five types of listening according to the purpose of listening. They are discriminative listening, comprehensive listening, therapeutic listening, critical listening, and appreciative listening.¹⁸ The details were explained below.

1) Discriminative Listening

Discriminative listening is where the purpose of listening is to distinguish between sound and visual stimuli. This objective does not consider the meaning; instead, the focus is mainly on the sounds. In a basic level course, this can be as

¹⁸ Carolyne Goh M, "Teaching Listening in the Language Classroom," Singapore: SEAMEO Regional Language Centre, (2002)

simple distinguishing the gender of the speaker or the number of the speakers. As mentioned earlier, the point is not to understand, but to blame the ear for listening. According to the student's level, listening can differentiate sounds to identify individual words.

2) Comprehensive Listening

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

3) Therapeutic Listening

Therapeutic listening is a kind of listener, and the role of the listener is to become a sympathetic listener without much verbal response. In this kind of listening, the listener allows someone to talk about a problem. Listening like this is very important in building good interpersonal relations.

4) Critical Listening

Critical listening is the fourth type of listening in which the listeners must evaluate the message. Listeners must respond to the message critically and give their opinion. In critical listening, the listener faces challenges.

5) Appreciative Listening

The last one is appreciative listening, which focuses on enjoying what is being heard. Listening pleasure involves finding situations that involve relaxation, fun, or emotional stimulation information. Whether the listeners are listening to music or their favorite music group or TV show, or their friend are telling stories, the listeners will continue to listen to music because they like it.

From the explanation above, listening could be seen from three points of view: listening as a skill, listening as a product, and listening as a process.

6) Listening as a skill

Listening skill are considered a purposeful process. The purpose of listening is to distinguish between auditory or visual stimulation. According to the purpose, there are four listening methods. Discriminative listening is the basis to all listening processes, aims to distinguish auditory or visual stimulation. Another listening skill is comprehensive listening, the purpose of which is to understand the message of the speaker. The purpose can also evaluate, which is called critical interception. Appreciative listening refers to the process when the listener tries to have fun through the speaker's story or experience.

7) Listening as a product

Listening is usually explained from the field of result. It involves what the listener does to restore their understanding of the speech spoken by the speaker. The result can be a verbal or non verbal response.

8) Listening as a process

Listening comprehension involves two different processes. The listener uses a top-down process and a bottom-up process. The listener uses a "top-down" process when using prior knowledge to understand the meaning of the message. On the other hand, when listeners use language knowledge to understand the meaning of the message, they will also use a "bottom-up" process.

c. Developing Listening Skill

The following tips and strategies would help you be a more attentive listener:

1). Listening for meaning

Listening for meaning is a form of active listening. Active and attentive listeners not only pay attention to words, they also focus on the intent of each word—the message a word is intended to communicate. To decipher messages, first determine the central idea being communicated. Then pay close attention to anecdotes, explanations, and other details meant to clarify meaning. While you work to improve listening skills, always pay close attention to the central focus of what is being relayed.

2). Concentrate and pay attention

People who struggle with listening often have a difficult time concentrating. Good listeners must work to develop the ability to concentrate and ignore distractions. This requires the ability to tune out personal worries, thoughts about family members and friends, and thoughts about upcoming activities. Those who can hone the ability to concentrate can improve listening skills.

3). Focus on what is important

One of the keys of effective listening is the ability to concentrate on central ideas and main focuses. It is a mistake to only be concerned about facts and extemporaneous detail during a lecture. In other words, effective listeners focus on the stories or ideas behind the facts. They then are able to pick up on the

supporting fact, details and evidence for the main concepts, ideals and topics being discussed.¹⁹

4). Just listen

Create a mental model of the information, whether it is a picture or an arrangement of abstract concepts. Listen to keywords and phrases and do not rehearse what you are going to say after the speaker is done talking. Think about what the other person is saying rather than what you are going to respond with. It is difficult to think of what you are going to say while also listening to the speaker. Be attentive and relaxed do not get distracted by your own thoughts and feelings.²⁰

d. Teaching Listening

Teaching listening requires a bit more on the part of the teacher than that of the learners. One of the main principle of teaching listening, should be “Language material intended to used for training listening comprehension should never be presented visually first.” Good listening lessons go beyond the main listening task itself with related activities before and after the listening. It means that the teaching of listening should beyond the understanding, then the action.

Types of listening material students may need to be able comprehend if went to help the student to develop listening skill, teacher is required to consider what types of material that they need in listening. Furthermore, teacher could make

¹⁹ Beeton Loveless, “Improving Your Listening Skill,” February 27, 2021.
<https://www.educationcorner.com/listening-skills.html>

²⁰ Corporate Finance Institute, “How to Improve Your Listening Skill,” February 27, 2021
<https://corporatefinanceinstitute.com/resources/careers/soft-skills/improve-your-listening-skills/>

several guesses reasonably. That thing has to present a check list to help teacher to ensure that he will not ignore something important for student in the future.

There are some principles of teaching listening skill that should be known by the teacher.²¹ First, listening should receive primary attention in the early stage of ESL instruction. It means that to learn English language, students should be familiar first with the listening process. Second, listening should maximize the use of material that is relevant to students' real life. It can make students know how important the material in the real life. Third, listening should maximize the use of authentic language, because students are difficult to understand if the teacher uses difficult word. Fourth, listening should vary the materials in terms of speakers' gender, age, dialect, accent, topic, speed, noise, level, and genre. The purpose of that principle is to make the students interested in the material given in every meeting. Fifth, the teacher should always ask the students to listen to the purposes of listening and ask them to show their comprehension in a task. It can drill their listening skill. Sixth, the language material intended to be used for training listening comprehension should never be presented visually first. The students have to be familiar with the audio first.

From the principles above, we could understand that the teacher should pay full attention in teaching listening. One of the principles is the teacher should ask the purpose of listening to the students. In order the teachers teach listening become more effective. It can be concluded that teaching listening is transferring some material by giving the understanding of language system. It also involving

²¹ H Douglas Brown,. *Teaching by Principles: An Interactive Approach to Language Pedagogy,*" *three edition*, (San Francisco, 2007)

the way we apply this knowledge of the language system to understand the meaning and the way we apply particular skills to understand and convey meaning. Therefore, it would be better if we could practice it continuously.

e. E-tools for Teaching Listening

There are four listening facilitative e-tools which can be used to improve students' listening skill.²² They were: The first is Podcast. It is an audio digital file which can be found on the internet. It can be listened on computer, MP3 player, or mobile phone. The second is Vodcast. It is same as podcast, but podcast is about audio while vodcast contains the video. However, podcast today consists of both audio and video. The third is Audioblog. It composes of audio file technology and blog. Audio files online can be posted and shared by the user to an audience. The entries of audioblog are classified based on the time and the dates then they are kept as an audio portfolio. Audioblog is an exact place to share opinions and ideas for students. The forth is Video listening libraries. Short video clips are provided, uploaded and posted in this E-tool. The viewers can rate the videos which are classified in most popular and most viewed category by using a star system.

In this technology era, it is more suitable that teachers take advantage the technologies in teaching listening rather than use the traditional things which may be monotonous. Through the use of listening-facilitative e-tools, we can provide learners with an opportunity to listen to extensive English input. Ultimately, listening is an active process wherein learners focus on certain features of the

²² Tony Erben, Ruth Ban, Martha Castaneda, "Teaching English Language Learner through Technology," (New York, 2009)

input and construct meaning; in other words, through active listening ELLs can begin to unpack and understand how the language of English is used in a classroom.²³ With the ever-increasing accessibility of technology and the fast pace at which technology is changing today, the styles and strategies of students' learning are also developing and expanding. We would know how using technology could help develop listening skills.

2. Podcast

a. The Definition of Podcast

The word “podcast” is taken from two words: iPod and broadcast.²⁴ 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.²⁵ Podcasts are audio programs on the web which are usually updated at regular intervals. A podcast can be uploaded automatically to your computer using RSS (really simple syndication), pod catching software. It can cover a wide range of topics and can include music and video. It can last anything upwards of a few minutes to an hour or more. Podcasts are popular for their authentic listening programmer prepared by proficient speakers and are extremely helpful for the learners to produce the natural speech as by the native speakers.²⁶

²³ Erben, *loc. cit.*

²⁴ Fernando Rosell-Aguilar, “Top of the pods- In search of a podcasting “podagogy” for language learning,” *Computer Assisted language learning*, 20 no. 5 (2007): 471-492.

²⁵ Chan W. M, Chen I. R, Dopel M, “Podcasting in foreign language learning: insight for podcast design from a developmental research project,” *World CALL: Global perspectives on computers-assisted language learning* (New York, 2011) p.19-37

²⁶ Seema Jain, Farha Hashm, “*Advantages Of Podcasts In English Language*” *Journal of Indian Research*, Vol 1, No 2, 2013, p. 158

An innovative approach to teaching listening skills has emerged due to the hi-tech developments. One of them is a called ‘podcast’ (combination between the words iPod and broadcast), which has recently become very popular. The term ‘podcast’ was first coined in 2004, and it means the publishing of audio via the Internet. Audio recording is designed to be downloaded and listened to on a portable MP3 player of any type, or on a personal computer.

The podcast could be one of the alternatives and innovative tools that may improve the students’ understanding and their accomplishment in listening. Study reported significance improvement on science students’ scientific English listening skills through podcasts.²⁷ Thus, based on the Hawke research it shows that there was the significance by using podcast to improve students listening skill.

Since podcasts are still new term in the teaching language, there are some definitions from many sources to deal about what podcast is. A podcast is name given to the publishing of audio (usually mp3 files) via the internet, designed to be downloaded and listened to on a portable mp3 player of many type, or on a personal computer. It is in line with Harmer that defines a podcast as download able files which the user can load onto their own personal MP3 players, such as iPods.²⁸

²⁷ Philip Hawke, “Using Internet- Sourced Podcasts in Independent Listening Courses : Legal and Pedagogical Implications” 6, no. 3 (2010): 219–34.

²⁸ Jeremy Harmer, ”The Practice of English Language Teaching (4th Ed.). England: Pearson Education Limited. *The Internet TESL Journal* Vol. XIII, No.1 (January, 2007): p. 7 <http://iteslj.org/Techniques/ConstantinePodcastListening.html>

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 could be listened to at the convenience of the listener. Learners could 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.²⁹

As mentioned above that a podcast is a digital file that is created and posted on the internet. The term of podcast appeared in 2004 as the publishing of audio materials via the internet.³⁰ Podcast involved the audio recordings which can be downloaded and listened to on portable MP3 player, laptop or Smartphone. It provides audio materials online by downloading content automatically and this way make the podcast different from others.

Regarding to the nature of podcast content delivered to students, there are four types of courses. They are: 1) traditional course content such as archives of lectures delivered face-to-face, 2) additional course content which enhances learning by providing material that is relevant to the course, 3) supplemental course content not crucial to passing examinations, and 4) podcasts containing

²⁹ Priscilla Constantine, “Podcasts: Another Source for Listening Input”, *The Internet TESL Journal* Vol. XIII, No. 1 (2007): p. 143-156.

³⁰ Galina Kavaliauskienė, Lilija Anusienė, “English for Specific Purposes: Podcasts for Listening Skills,” *Santalka Filologija Edukologija* 17, (2011): p. 28.

content from students for the lecturer or other students.³¹ The first three types are the lecturer-generated podcasts, while the last is the student generated podcast.³²

The added advantage of a podcasts is that it could be downloaded by your students and listened to for homework. Just provide the link for download and the worksheet or comprehension questions, and assign. Pick an interesting podcasts, and it'll be one assignment your students will be looking forward to.

Based on the definition above, the researcher concludes that podcast is blending of the words “iPod” and “broadcast” and it produces an audio or video file which is released episodically, and then it automatically could be downloaded from either computer or another audio/video device, that learners could listen over and over to any material that is interest to them.

b. Types of Podcast

Podcasts are so popular nowadays that there is a wide of options from which to choose. There were different types of podcast. The differences include public podcast, personal podcast, and professional podcast (educational or corporate). Podcast can also be classified by the format of content; basic podcasts, enhanced podcasts, and video podcasts. Public podcasts are generic podcast 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 podcast. You can shoot the videos of the special occasions (which you often do

³¹ Khe Foon Hew, “Use of Audio Podcast in K-12 and Higher Education: A Review of Research Topics and Methodologies,” *Educational Technology Research and Development* 57, (2009): p. 334, <http://www.jstor.org>.

³² Cornelia Rüdel, “A work in progress: Literature survey on mobile learning and podcasts in education,” *School of Education*, (2006): p. 37.

using your digital camera) and share it with others. A professional podcast could be 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 podcast at different levels; a class podcast, an instructor podcast, a student's podcast, a department podcast, or an institute podcast.³³

Furthermore, podcasts are available on the web fall broadly into two types; “radio podcasts” and “independent podcasts”.³⁴ Radio podcast are existing radio programs turned into podcasts, such as those produced by BBC (British Broadcasting Corporation) and RTHK (Radio Television Hong Kong). “Independent podcasts” are Web-based podcasts produced by individuals and organizations. This research used independent podcasts.

c. The Advantages of Using Podcasts in Listening

Based on the researches on podcasting pedagogy, podcast appears as a tool that makes learners easy in developing English language skills. Podcast gives some opportunities to practice listening inside and outside classroom. It has been shown that podcasts could help learning not only in speaking and listening, but also in other language skills and areas such as pronunciation, lexicon, and grammar. It also provides opportunities for EFL teachers to make simpler learning

³³ Prachi Parashar Panday, “Simplifying Podcasting International Journal of Teaching and Learning in Higher Education 20, no. 2 (2009): p. 251-261, <https://eric.ed.gov/?id=EJ864342>.

³⁴ Sze Paul Man, “Developing students' listening and speaking skills through ELT podcasts,” *Education Journal-Hongkong-Chinese University of Hong Kong* 34, no. 2 (2006): 115.

a language and find a solution for the traditional teaching and learning methods difficulties.³⁵

Podcasts were part of innovative online learning and could serve a number of purposes: to enhance the range and register of English language listening practice material available for the students to use in a variety of ways; to provide increased connectivity between different elements of the course; to increase the scope for discussion activity, etc. The podcasts online had given the language teacher a wealth of materials for teaching listening skills. The added advantage of a podcasts is that it could be downloaded by your students and listened to for homework. Just provide the link for download and the worksheet or comprehension questions, and assign. Pick an interesting podcasts, and it'll be one assignment your students will be looking forward to.

Podcasts could be accessed easily and quickly by the learners. It was motivate them to participate in various ELT classroom activities. Also, it offered them opportunity to enthusiastically respond to teachers and the levels of their learning speeds up desirably.³⁶ The subject of podcasts on several levels and deals with the questions of the advantages of podcasts, selection of the most beneficial ones, and discusses how to maximize learning from them. The advantages of podcasts were: 1) learners got benefit from global listening, even if they only listen from three to five minutes a day; 2) students were exposed to the new

³⁵ Dick Ng'ambi, Annette Lombe, "Using Podcasting to Facilitate Student Learning: A Constructivist Perspective," *Journal of Educational Technology & Society* 15 (2012): p. 182, <http://www.jstor.org.13-01-2017>.

³⁶ Somayeh Naseri, Khalil Motallebzadeh, "Podcast: A Factor to Improve Iranian EFL Learner' Self-Regulation Ability and Use of Technology," *Journal of Educational Technology & Society* 19 (2016): p. 329, <http://www.jstor.org>.

language; 3) the intermediate learner had a need for authentic texts and to be exposed to a variety of voices. Podcasts is not just intended for listening. Often there is a transcript provided along with worksheets. A number of websites interact with the students and ask them to write in with questions or comments.³⁷

Additionally, using podcast for teaching listening in classroom also gave some benefits for teachers and students. For teachers, they could teach the students thrifitly by using podcast. It was because podcast is an internet audio which could be downloaded and stored only what the teachers want and need rather than buying full CD of lessons that may have only a few portions that are useful as supplements to the lesson.³⁸ And for students, podcast could provide them opportunities to learn English and to improve their listening easily. Although it is possible to use audio cassette or CDs to convey the spoken words, the ubiquitous nature of the World Wide Web makes it more convenient and easy for some students to access the podcast files in mp3 format, rather than having to ship or mail students the cassette tapes or CDs.³⁹

According to Constantine's journal, one innovative usage of podcasts is to have a student listen to a podcasts and read along its transcript.⁴⁰ Then the student would make a recording of the material on a cassette tape and turn it into the teacher along with a written journal. The teacher then listens to the student's

³⁷ Seema Jain, Farha Hashm, op. Cit. p. 162.

³⁸ Galina Kavaliauskienė, "Podcasting: A Tool For Improving Listening Skills," *Journal Teaching English with Technology*, Vol. 8, No 4 (2008): p. 3.

³⁹ Judy Lever-Duffy, Jean B. McDonald, "Teaching and Learning with Technology," (Boston: Pearson, 2003): p. 291.

⁴⁰ Priscilla Constantine, "Podcasts: another source for listening input," *The Internet TESL Journal*, (2007).

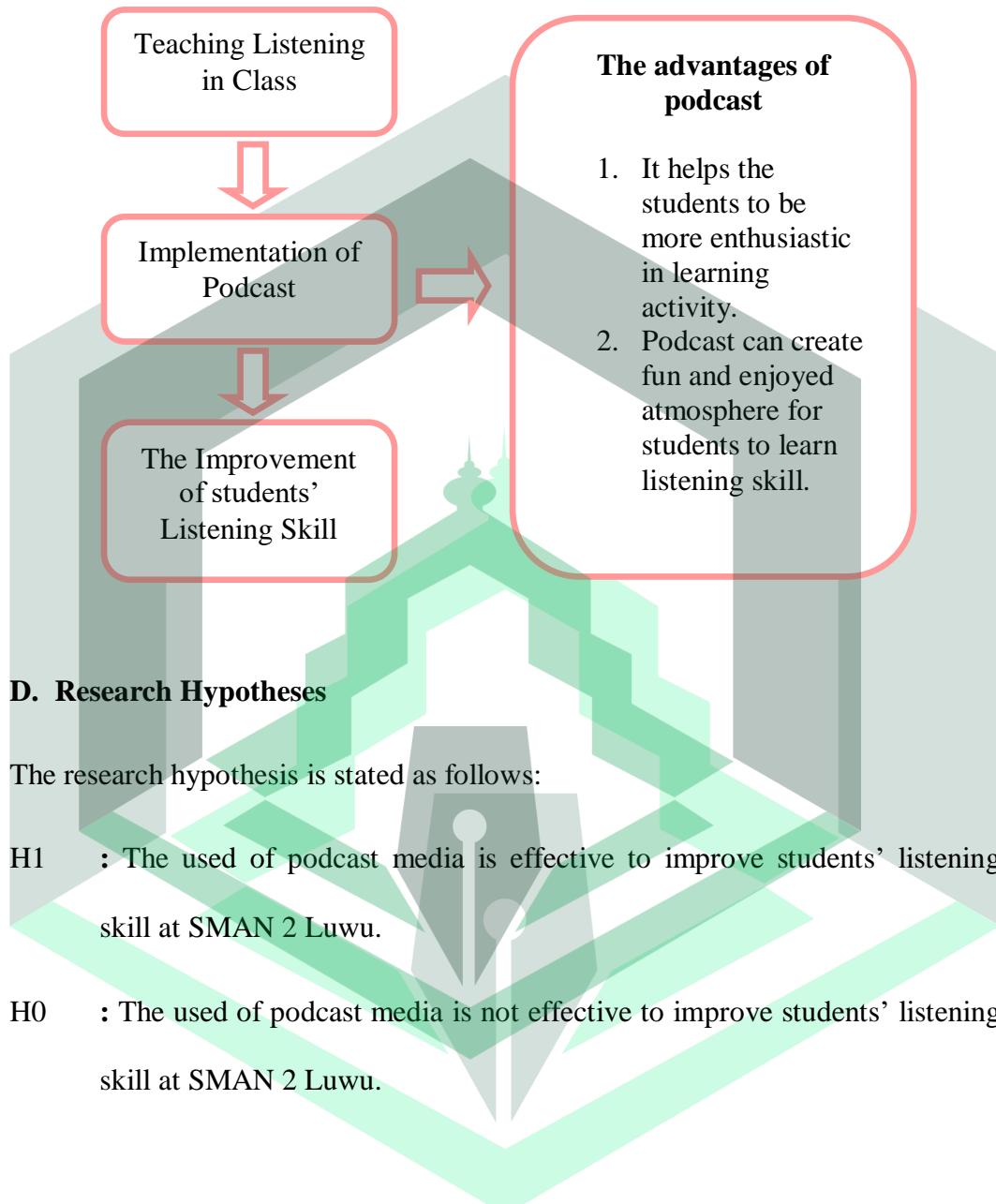
recording and gave appropriate feedback to the student. This type of activity helps the students to develop fluency in reading, to improve pronunciation, to acquire new vocabulary words, and to perfect listening skills.

d. The Disadvantages of Using Podcast

Although, podcasting is the latest technology and created audio related programs, it also has its disadvantages. The list of the disadvantages of podcasting is time consuming, not searchable, accessibility problems and limited audience. Podcast consumes a lot of time especially if the file is larger. It is not usually easy to search in podcasting. Although several search engines can be used. However, sometimes it is impossible to search directly within the files. It is a challenge to upload and edit files which has a larger size and higher quality. It needs good and fast broadband connection. Besides that, the file format should be compatible not only iPod but also other devices. Even though, we are in a modern world now, not everyone owns a mobile device. Some people prefer to read instead of downloading and listening to audio files from the internet.

C. Conceptual Framework

The conceptual framework for this research is presented below:



CHAPTER III

RESEARCH METHOD

A. Method and Design of the Research

1. Method

This research used experimental method. It used to find out whether using Podcast can improve students' listening skill at the SMAN 2 Luwu.

2. Design

This pre-experimental method used one group pretest-posttest design. A single group is measured or observed before and after the treatment. The pre-experimental one-group pretest-posttest design will give more accurate results because there is comparison between pre-test and post-test.⁴¹

Design of Pre-test and Post-test

Explanation:

O₁ : Pre-test (Before Treatment)

X : Treatment

O₂ :Post-test (After Treatment).⁴²

⁴¹ Sugiyono, "Statistika Untuk Penelitian Bandung : Alfabeta," (2010)

⁴² Adapted from Gay on Goestina (2016)

B. Research Variable

This pre-experimental study involves two variables. The first variable was independent variable that is the teaching media (podcast). The second variable of this study was dependent variable that is students' listening skill.

C. Time and Place of the Research

This research was carried out at SMAN 2 Luwu which is located on Jl. Opu Daeng Risadju, Batusitanduk, Kec. Walenrang, Kab. Luwu, Sulawesi Selatan. This research was conducted on October 2021.

D. Population and Sample of the Research

1. Population

The population of this research was eleventh-grade students of SMAN 2 Luwu. The population of this research consist of 13 classes, the science class (XI 1-7) and the social class (XI 1-6) so the population of this research are 390 students.

2. Sample

The samples of the research took 14 students for the first-grade of XI IPA 5 of SMAN 2 Luwu in the academic year of 2021/2022. For the technique of sampling, the researcher used purposive sampling. The researcher took the students as a sample because they lacked listening skills. This data was found based on the observation and the result of interviewee.

E. Instrument of the Research

The instrument of this research was listening test which had purpose to know about the level of student's listening ability. The test items are in multiple-choice and filling in the blank form which consisted of 20 numbers for pre-test and post-test.

F. Procedure of Collecting Data

The researcher did some steps in collecting data of the research, namely:

1. Pre-test

Pre-test was conducted before doing treatment and it was applied to evaluate and measure the students' basic ability in the listening skill. Before giving the pre-test, teacher gave direction how to fill the questions on the pre-test. After that, teacher gave audio for answering the questions, after answering the questions students collected their test to the teacher.

2. Treatment

The researcher gave a treatment by using daily activity podcast. The treatments of the research were conducted in four meetings in which each meeting spent 60 minutes. The procedures of the treatment were as follows:

a. First meeting

1) *Opening activities*

- a) Teacher introduced herself as well as told to the students about the purpose of her presence.

- b) Teacher gave some questions to the students based on the topic to activated students' prior knowledge.

2) *Lesson activities*

- a) Teacher explained what daily activity podcast is.
- b) Teacher gave a podcast about school daily activity. Then, teacher asked the students to listen to the podcast, and answering the questions.

3) *Closing activities*

- a) Teacher summarized the learning material.
- b) The teacher closed the class.

b. Second meeting

1) *Opening activities*

- a) Greetings.
- b) Teacher asked students about what they had learnt about daily activities to know their comprehension.

2) *Lesson activities*

- a) Teacher gave a podcast about weekend activities by using speaker.
- b) Teacher asked the students to listen to the podcast.
- c) Students had to answer the questions.

3) *Closing activities*

- a) Teacher summarized the learning material.
- b) Teacher closed the class.

c. Third meeting

1) *Opening activities*

- a) Greetings.
- b) Teacher asked students about what they had learnt about daily activity to know their comprehension.

2) *Lesson activities*

- a) Teacher gave podcast about working daily activity.
- b) Teacher gave a test based on the audio.
- c) Students had to answer the question.

3) *Closing activities*

- a) Teacher summarized the learning material.
- b) Teacher closed the class.

d. Fourth meeting

1) *Opening activities*

- a) Greetings.
- b) Teacher asked students about what they learnt about daily activity to know their comprehension.

2) *Lesson activities*

- a) Teacher gave a podcast about personal daily activity.
- b) Teacher gave exercises to the students to write their daily activities.
- c) After listening the podcast students had to answer the questions.

3) *Closing activities*

- a) Teacher summarized the learning material.
- b) Teacher closed the class.

3. Post-test

In this session the researcher would know and measure the progressing of student's listening skill after podcast as learning media. Teacher gave the students paper test that consisted of 20 questions in the form of fill the blank and multiple choice. After that, teacher played the audio and the students had to answer the questions. After finishing the test the students collected the answer to the teacher.

G. Technique of data analysis

The researcher analyzed the data by using steps as follow:

1. Scoring the learners' listening test of pre-test and post-test by using the following formula:

$$Score = \frac{\text{The total of the students' correct answer}}{\text{The total of items}} \times 100$$

Table 3.1 The Classification Score for Test

Score	Classifications
96-100	Excellent
86-95	Very Good
76-85	Good
66-75	Fairly Good
56-65	Fairly
36-55	Poor
00-35	Very Poor

2. Calculating the mean of the students answered by using formula:

$$\bar{x} = \frac{\sum x}{N}$$

Where: \bar{x} = Mean score

$\sum x$ = The raw of all score

N = The number of subject.⁴³

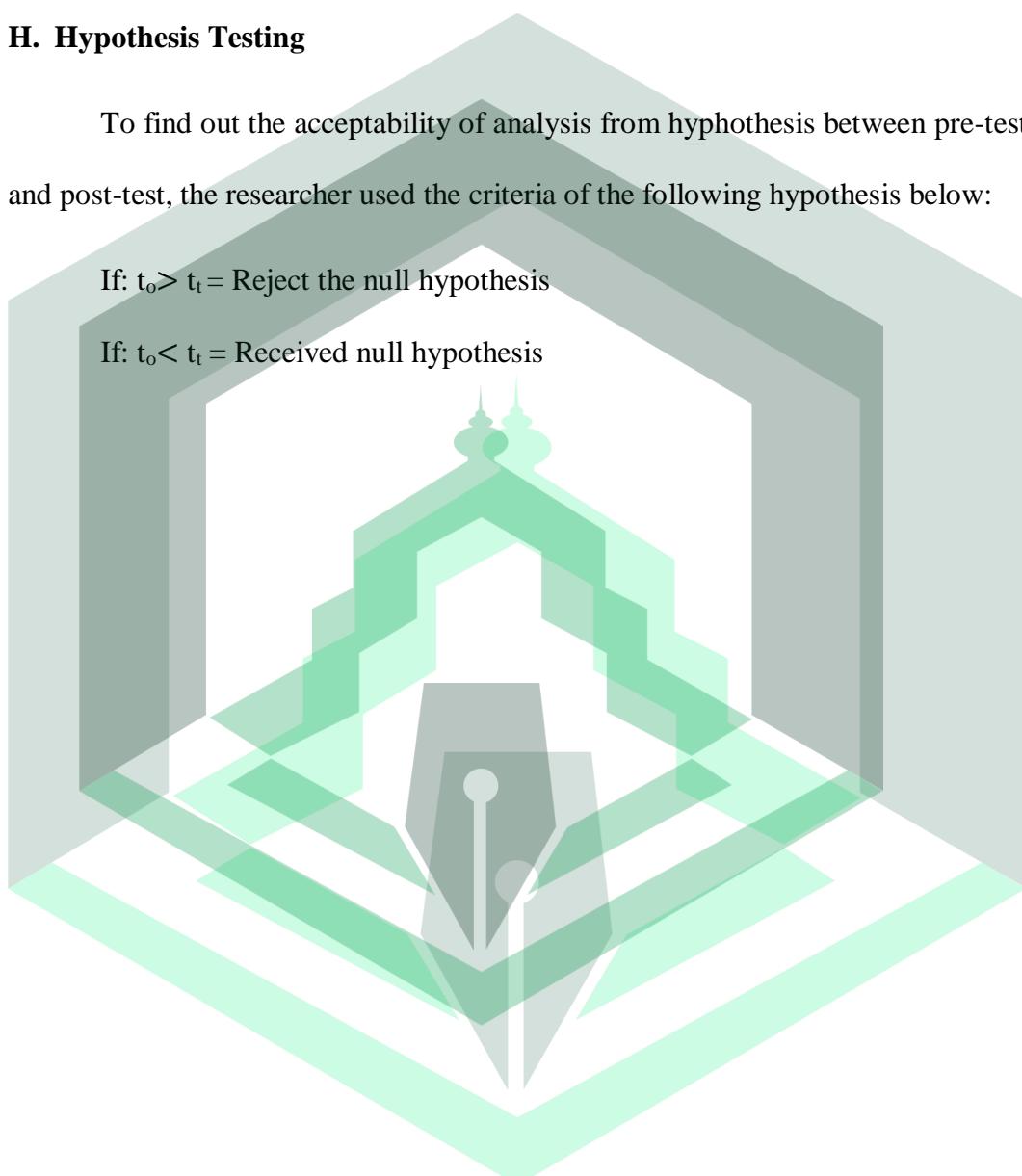
3. Calculating the mean score, standard deviation, and t-test of pre-test and post-test score by using IBM SPSS Statistic 26.

H. Hypothesis Testing

To find out the acceptability of analysis from hypothesis between pre-test and post-test, the researcher used the criteria of the following hypothesis below:

If: $t_o > t_t$ = Reject the null hypothesis

If: $t_o < t_t$ = Received null hypothesis



⁴³ Subana, et al, 2005

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

Here, the researcher presents the findings related to the effect of the podcast in enhancing student's listening skill. To see the effect, some statistical calculations compare pretest before treatment and posttest after treatment.

1. Students' Score in Pre-test and Post-test

a. Students' Score in Pre-test

This part shows a pretest result before doing treatment

Table 4.1 Students Score in Pre-test

Respondent	The correct answer	Score
ASB	8	40
A	8	40
CWL	7	35
AR	10	50
MA	7	35
MF	7	35
EAI	8	40
DA	12	60
M	4	20
WP	6	30
CA	4	20
A	7	35
EK	6	30
E	7	35

Table 4.1 shows the students' score in the pre-test. Based on the table above, the highest possible was 60 and the lowest possible score was 20.

b. Students' Score in Post-test

This part shows the result of the posttest after doing several treatments using podcast.

Table 4.2 Students' Score in Post-test

Respondent	The correct answer	Score
ASB	18	90
A	17	85
CWL	15	75
AR	18	90
MA	18	90
MF	17	85
EAI	17	85
DA	18	90
M	10	50
WP	15	75
CA	12	60
A	16	80
EK	15	75
E	16	80

Table 4.2 shows the students' score in post-test. Based on the table above, the researcher can conclude that 90 were the highest score and 50 were the lowest score.

Table 4.3 classification of students' listening score (pre-test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0%
2	Very Good	86-95	0	0%
3	Good	76-85	0	0%
4	Fairly Good	66-75	0	0%
5	Fairly	56-65	1	7,14%
6	Poor	36-55	4	28,57%
7	Very Poor	00-35	9	64,29%
Total			14	100%

Table 4.3 shows that classification of the students' listening score in pre-test. There were 1 student got fairly, 4 students got poor, and 9 students got very poor.

Table 4.4 Classification of Students' Listening Score (post-test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0%
2	Very Good	86-95	4	28,6%
3	Good	76-85	5	35,7%
4	Fairly Good	66-75	3	21,42%
5	Fairly	56-65	1	7,14%

6	Poor	36-55	1	7,14%
7	Very Poor	00-35	0	0%
	Total		14	100%

Table 4.4 shows that after giving the treatment, there was a significance difference in students listening skill. The classification of the students' listening score in post-test are 4 students got very good, 5 students got good, 3 students got fairly good, 1 student got fairly, and 1 student got poor.

2. Students' Mean Score in Pre-test and Post-test

The pre-test results before doing treatment showed that the students ability in listening were less. They did not understand what the speaker said, and most of them asked to repeat the materials more than four times. After giving the treatment, the results of post-test showed the students got improvement on their listening skill. It can be seen by the data below.

Table 4.5 Students' Pre-test and Post-test Mean Score

Students' score		Improvement
Pre-test	Post-test	(%)
36,07%	79,28%	43,21%

Table 4.5 shows that the improvement percentage of students in listening by using podcast was 43.21% after using podcast in listening. The mean score of the students in pre-test were 36.07% and post-test which to be 79.28%.

3. Calculating Standard Deviation and T-test of Pre-test and Post-test Score

Table 4.6 The standard deviation of the students' pre-test and post-test score

Descriptive Statistics				
N	Minimum	Maximum	Mean	Std. Deviation

Pretest	14	20	60	36.07	10.411
Posttest	14	50	90	79.29	11.906
Valid N (listwise)	14				

Table 4.6 shows that the mean score of the post-test was higher than the pre-test ($79.29 > 36.07$). It means that there was significant difference after giving a treatment by using podcast. The standard deviation of the post-test was higher than the standard deviation of the pre-test ($11.906 > 10.411$).

Table 4.7 The Paired Sample Test of Pre-test and Post-test

		Paired Samples Test							
Pair	pretest posttest	Paired Differences			95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
1	pretest posttest	-43.214	6.963	1.861	-47.235	-39.194	-23.220	13	.000

Based on the result of the Paired sample t-test, paired sample difference in mean between pre-test and post-test of listening skill was -43.214 with standard deviation was 6.963, and t-obtained -23.220 and the degree of freedom was 13.

From the table above, the researcher finds out that the probability value was higher than alpha (α) ($0.000 < 0.05$). It can be concluded that there was a significance difference in the students' listening skill before and after the treatment by using podcast. It means that H_1 was accepted and H_0 rejected.

Podcast media was effective to improve students' listening ability at SMAN 2 Luwu. Declared effective if the students' score can reach the KKM, which is a value between 76 until 100.

B. Discussion

Nowadays the spread of education was globally being one of the important of life, specially learning language in order as the considering of getting job and others aspect of life style. One of the harder to learn by the students is listening skill. They thought that listening foreign language is hard to understand, too fast, and even it was a boring subject. That is why, the researcher did the research to know the improvement of the Podcast as an interesting media for students to enhance their listening capability. The used of Podcast as a media here because the researcher wants to develop the school learning materials which can increase students interest and learning ways. Learning media can role as a stimulant and well designed for the learners.⁴⁴

Further, based on the result of the students listening in pre-test was low, especially in finding the right answer in test. In pre-test, their listening skill was less good. Almost of them were confused and spent much time to think about the correct answers that speak by the speaker. They only listen, but they did not read the question and chose the correct answer.

Based on the problem above, the researcher gave the treatment by using podcast, so that the students could show the improvement in post-test. The post-

⁴⁴ Loren, Andayani, & Setiawan. The use of learning media on listening skill in teaching Indonesian to speakers of other language (TISOL). (2017). Indonesian English Teachers Association (IETA), 11(1), 1-12. doi:DOI: 10.24036/ld.v11i1.7625

test indicated how far the students' achievement after giving treatment. The researcher findings indicated that the students' ability in listening by using podcast showed the improvement of the students listening ability.

By using podcast in listening activity, the researcher found that the mean score of post-test students' achievement was greater than pre-test. The score of find out which mean score of pre-test was 36.07 (poor) and after using podcast as media in treatment, the mean score of post-test was 79.29 (good). Furthermore, the researcher indicated that there was a significant improvement after giving treatment by using podcast. It can be understood that podcast offer a significance effect on students' listening skill. The significance value is 0.000 which is smaller than 0.05 ($0.000 < 0.05$). It can be concluded that the researcher hypothesis (t_1) was accepted, and the null hypothesis (t_0) reject. It means there are significance differences in the listening skill of students who learn by using podcast.

This result of this indicates that the use of podcast can enhance students' ability in listening skill. This research has proved that the podcast can help students improve their skills in English learning skills. This research was supported by research conducted by A'yun on her research found that using podcast had an impact in students' listening ability. After being treated with podcast in teaching listening, the students of experimental class seems more enjoyed to listen to English conversations and talks. They could get some exposures of different English spoken and they felt easy to listen to English spoken by using podcast. Therefore, using podcast got a positive effect because it can make listening easier, comfortable, and fun for the students in learning

English.⁴⁵ Besides that, the research by Syahbuddin stated there was an improvement of students in their listening skill by using podcast. After the researcher using podcast in teaching listening, the students' attitude toward listening activity changed into positive motivation. Students agree that podcast can help them learn English and they use podcast as an alternative way to learn English, and sharpen their skills, especially in listening skill.⁴⁶

Based on the results above, the researcher concludes that using podcast in teaching listening can help the students to be more active and interest in learning listening activity. Also, podcast as learning media made the students' enjoyable, happy, enthusiastic, not bored and attracted in listening. Furthermore, the students could understand and memorize vocabularies from podcast. In addition, this media is very challenging the students to try all of the levels in podcast. Therefore, the students and the teachers were easy in using the podcast as learning media in the class.

There is another research that supports the effectiveness of using podcast as listening learning media. The students were given the questionnaire and the results showed that they had more interests in the podcast as it provided authentic materials, exciting activities, and meaningful task that eventually motivated them more in learning and also can encourage the students' willingness to train their

⁴⁵ Qurrota A'yun, "The Effect of Using Podcast on students' Listening Skill," (2018)

⁴⁶ Syahabuddin, Khairiah, "Improving Students' Listening Skill Using Podcasts" 4, no. 1 (2021): p. 51–61.

listening ability since it is one of the essential factors for adequate communication skills.⁴⁷

Another research showed that using podcast has a potential to improve students' skill and awareness during language learning process.⁴⁸ Podcast motivates learners towards learning English and enhances their language skills, especially listening.⁴⁹ The use of podcast has an impact on the students' motivation in language learning.⁵⁰ Podcast can help improve students' motivation because it has various choices of content those students can use in learning. Further, teachers could choose a content which is proper for the students' ability. Learners felt that podcast contents help them to be more motivated in language learning.⁵¹ From the three reviews above, it can be concluded that podcast could be easily incorporated into the curriculum and once the content is deemed appropriate.

Finally, from the research that had been done by the researcher and several journal above, the use of English podcast could be an effective media to enhance students' performance in listening learning process. However, there are some difficulties that faced by the researcher while teaching in classroom:

⁴⁷ Madani, Behnaz Sadat, Shiela Kheirzadeh. 2018. "The Impact of Pre-Listening Activities on EFL Learners' Listening Comprehension." *International Journal of Listening* (2018): p. 1–15. <https://doi.org/10.1080/10904018.2018.1523679>.

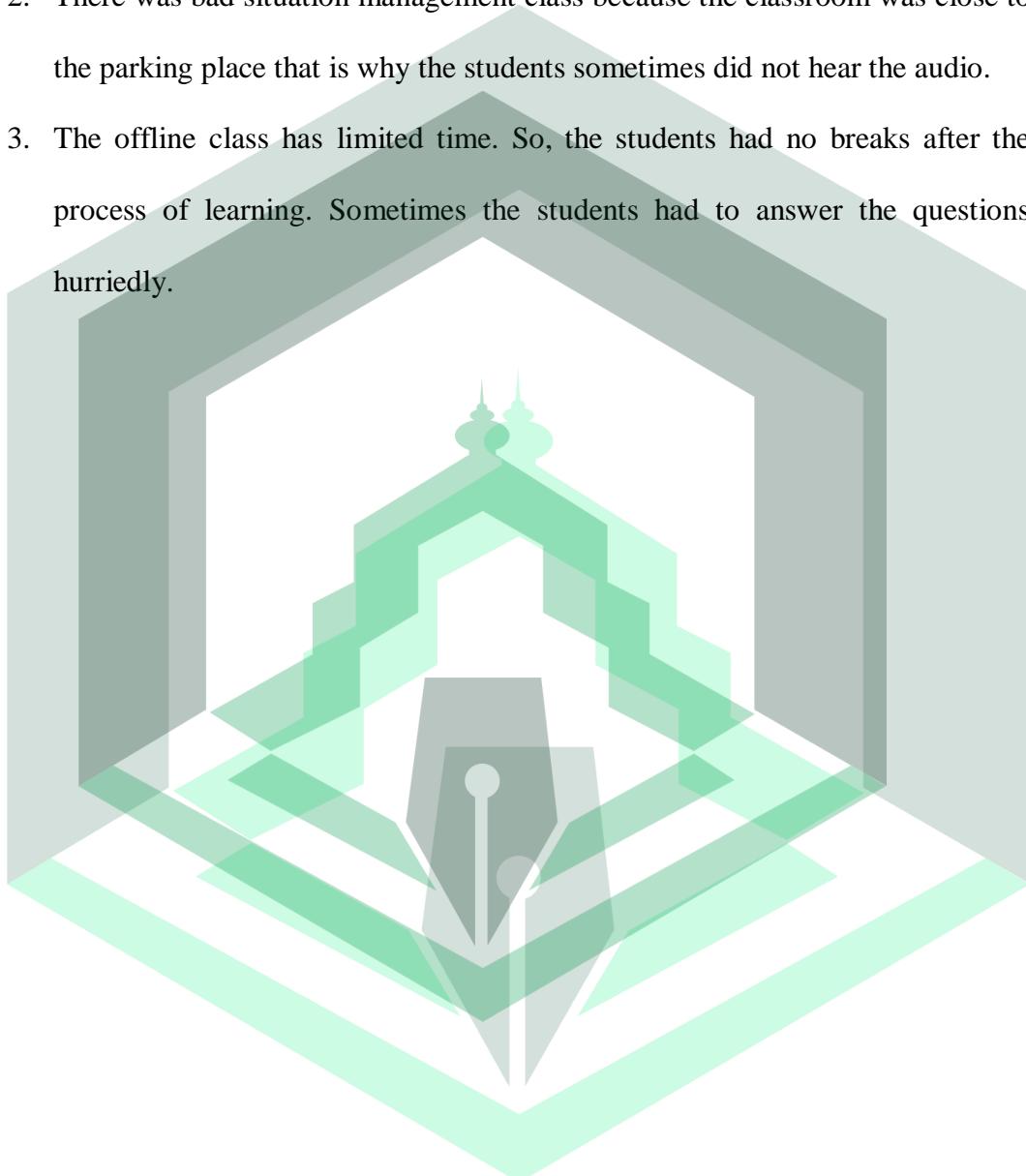
⁴⁸ Wei Kangning, Jiwat Ram, "Computers in Human Behavior Perceived Usefulness of Podcasting in Organizational Learning : The Role of Information Characteristics," *Computers in Human Behavior* 64, (2016): p. 859–70. <https://doi.org/10.1016/j.chb.2016.08.003>.

⁴⁹ Hasan Md Masudul, Hoon Tan Bee, "ESL Learners' Perception and Attitudes Towards The Use of Podcast in Developing Listening Skills" XLI, (December, 2012): p. 160–74.

⁵⁰ Chan Wai Meng, Seo Won Chi, Chiung Yao Lin, "Students ' Perceptions of and Attitudes towards Podcast-Based Learning – A Comparison of Two Language Podcast Projects" 8, (2011): p. 312–35.

⁵¹ Farshi Najmeh, Zeinab Mohammadi, "Use of Podcasts in Effective Teaching of Vocabulary : Learners' Attitudes, Motivations and Limitations" 3, No. 8 (2013): p. 1381–86. <https://doi.org/10.4304/tpls.3.8.1381-1386>.

1. The researcher did four time repetitions for listen the audio. The students were found it hard to answer the questions because the students' skill in listening was still low.
2. There was bad situation management class because the classroom was close to the parking place that is why the students sometimes did not hear the audio.
3. The offline class has limited time. So, the students had no breaks after the process of learning. Sometimes the students had to answer the questions hurriedly.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result, it can be concluded that the use of podcast is effective in improving students' listening skill. The mean score of the pre-test is 36.07 (Poor) and the mean score of post-test 79.29 (Good). It indicates that the students' achievement in the post-test was higher than pre-test. The researcher finds out that the probability value was higher than alpha (α) ($0.000 < 0.05$). It can be concluded that the researcher hypothesis (t_t) was accepted, and the null hypothesis (t_0) rejected. The analysis shows a significance difference between before and after giving a treatment by using podcast. Podcast can be one of the media to teaching listening skill because this media meaningfully gave a positive outcome in improving the students' listening. Also podcast can make teaching listening easier for the teacher and make listening to English comfortable and fun for the students.

B. Suggestion

Based on the conclusion of the study, the researcher presents some suggestions.

1. For Teachers

English teachers must be selective in choosing podcast by considering students needs, learning objectives and also the duration of the podcast so that teaching and learning activities can be carried out properly. It is suggested for teacher when giving podcasts that they should be in a place away from noise.

In addition, the teacher should be able to spread positivity, engage students in the learning activity, and create a fun atmosphere in order to make the teaching and learning process become successful.

2. For Students

If the students want to be a master in English, podcast can be a good idea. It can make the students to be more enthusiastic in learning English. Especially, it enhances students listening ability. The students can try to use podcast at home by downloading the English contents on the internet then listening to it wherever and whenever they are.

3. For other Researcher

They are suggested to reexamine or follow this study in different contexts in order to find more actions to enhance the students' listening ability. In addition, this study also can be developed to see the effect of using podcast in improving other language skills such as speaking, writing, and reading.

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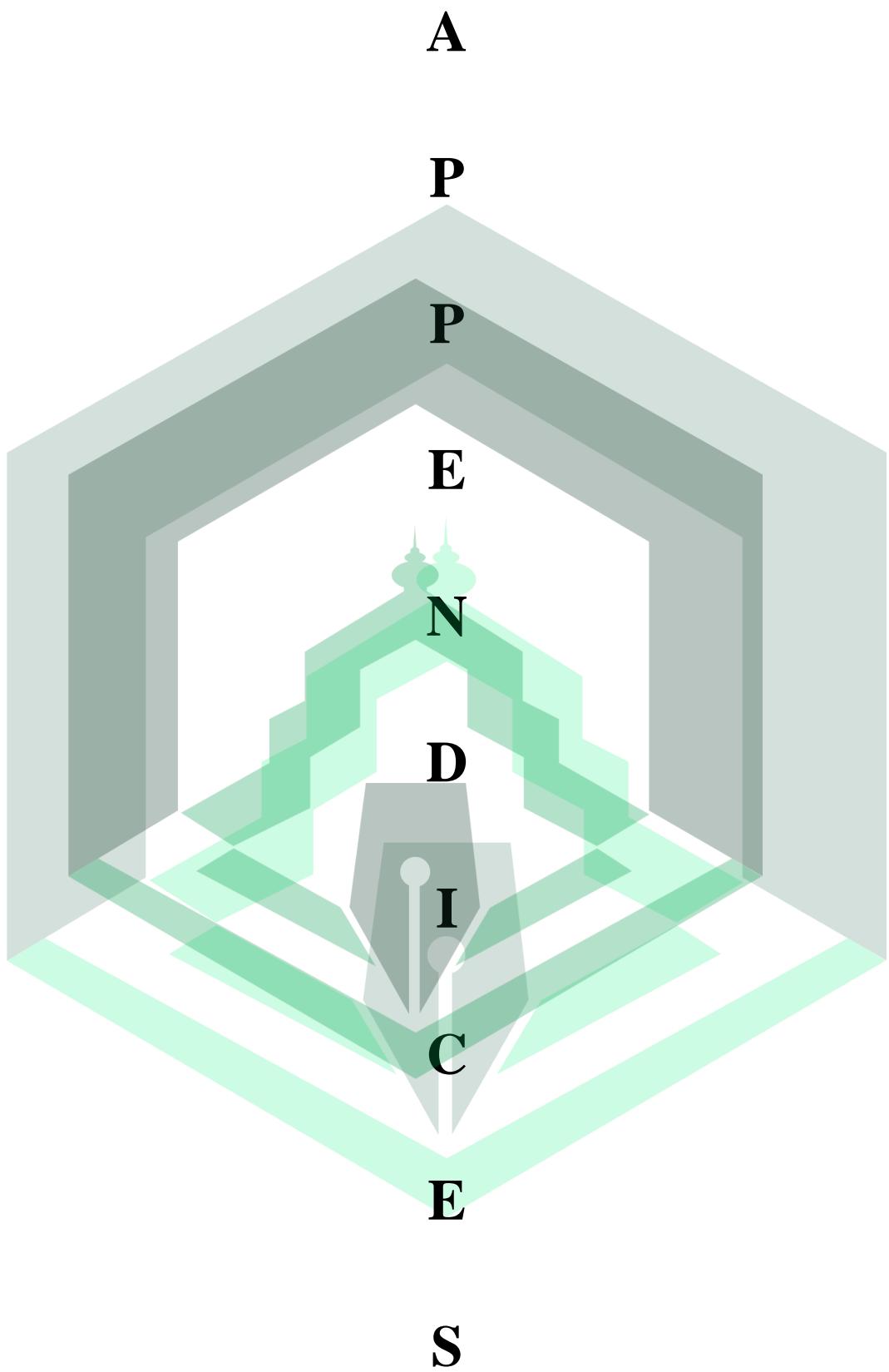
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APPENDIX 1

QUESTIONS OF PRE-TEST

NAMA:

PRE-TEST

A. Audio I

The questions will be having blank word. Listen to the audio carefully and choose the correct answer by listening to the audio.

1. What time does she wake up?
 - a. 06.00 am
 - b. 06.15 am
 - c. 06.30 am
 - d. 07.00 am
2. The uniform would be kept ready by?
 - a. Her sister
 - b. Her dad
 - c. Her brother
 - d. Her mom
3. What does she uses to go to school?
 - a. Motorcycle
 - b. Car
 - c. Bicycle
 - d. Van
4. What time does he arrive at school?
 - a. 07.15 am
 - b. 07.30 am

c. 07.45 am

d. 08.00 am

5. What she is doing during breaks?

a. Read and play

b. Play and have lunch

c. Sleep and read

d. Lunch and sleep

6. What time does she arrive at home?

a. 04.00 pm

b. 04.10 pm

c. 04.15 pm

d. 04.30 pm

7. What does she do when she gets home?

a. Rest

b. Watch a TV

c. Listen to music

d. Read a book

8. She plays with her friends in?

a. park

b. apartment

c. garden

d. lake

9. What does she do when she finishes bathing?

- a. Doing homework
 - b. Sleeping
 - c. Playing game
 - d. Singing
10. What time does she have dinner?

- a. 08.15 pm
- b. 08.30 pm
- c. 09.15 pm
- d. 09.30 pm

B. Audio II

Listen to the audio carefully and fill in the blank by using sentences that you listen by the audio.

Lucy: Paul you late again.

Paul: Sorry, I never _____ before at 8:45.

Lucy: 8:45? That's late

Paul: _____ do you gate up?

Lucy: 05:00 am.

Paul: 05:00 am? That's early. What do you do in the _____?

Lucy: Well, after I get up I usually make _____, take out the garbage, and do the laundry.

Paul: The laundry?

Lucy: Yes, then read the _____, check my e-mail. Sometimes I take a nap.

Paul: You take a nap in the morning?

Lucy: Just ____ minutes. On Monday, Wednesday, and Friday I exercise and on the other days I clean the house. Then I take a shower, get dressed, put on my makeup, and go to work.

Paul: Wow, you never _____ late?

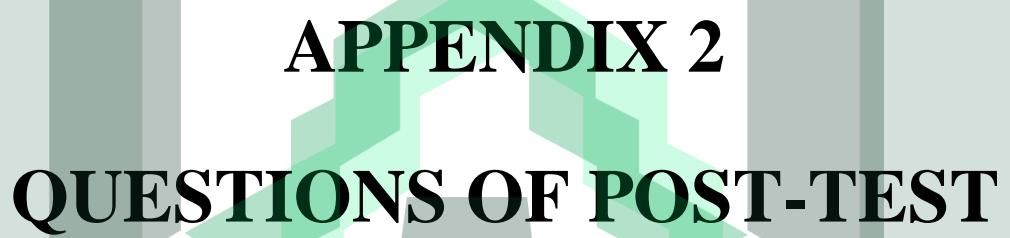
Lucy: On the weekends I sleep until _____.

Paul: That's really late. You do _____ in the morning?

Lucy: And the evening. Why, when do you do the laundry?

Paul: Usually in _____ and September

<https://www.shortparagraph.com/life/short-paragraph-on-my-daily-routine-392-words/694>
<https://youtu.be/TDl8ct6tEGc>



APPENDIX 2

QUESTIONS OF POST-TEST

NAME:

POST-TEST

A. Audio I

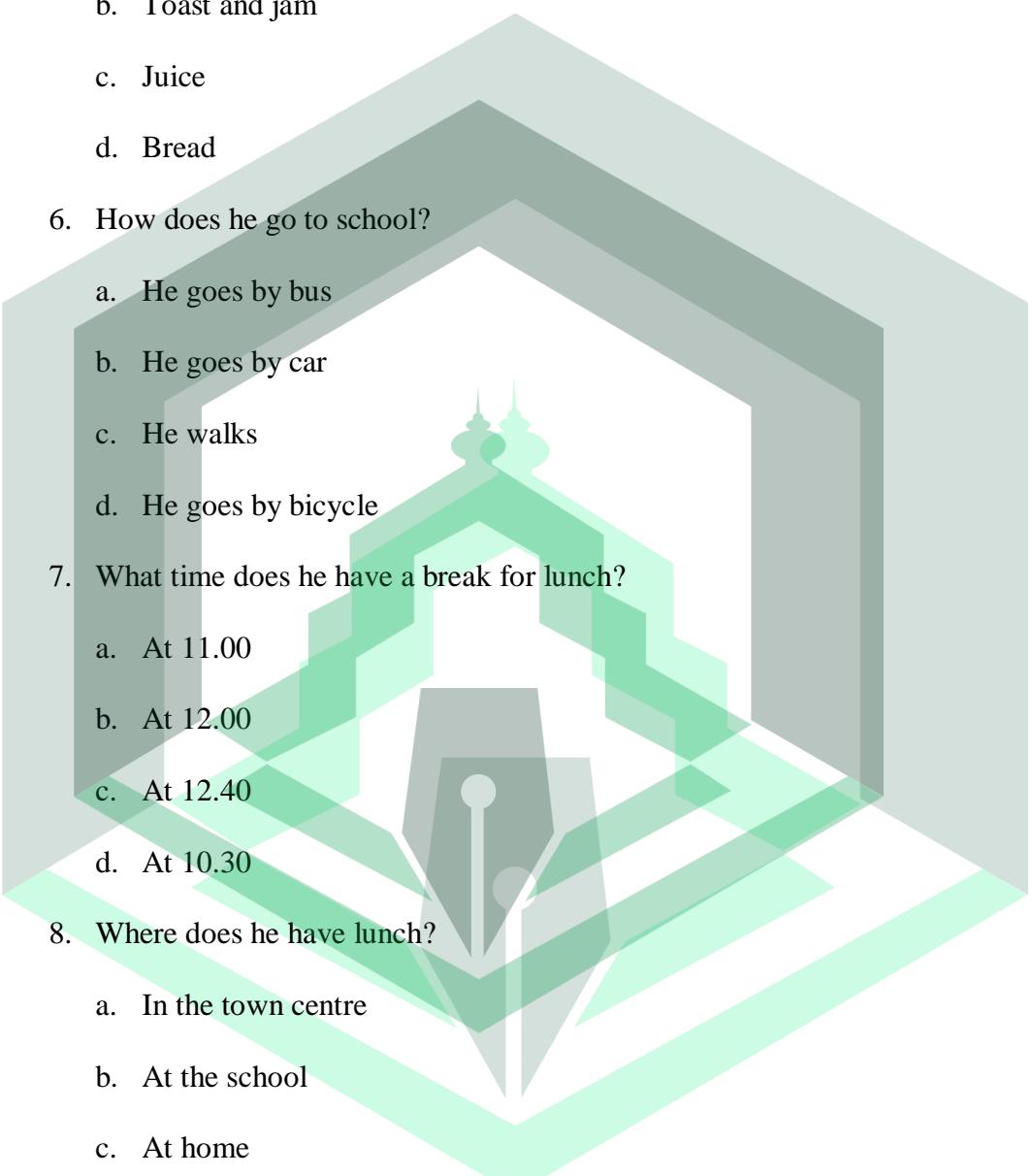
Listen to the recording. Answer the questions based on the recording.

1. Who is in the story?
 - a. Fred
 - b. Drake
 - c. Zack
 - d. Frans

2. Where does he live?
 - a. In Canada
 - b. In Mexico
 - c. In Swiss
 - d. In London

3. How old is he?
 - a. 16 years old
 - b. 17 years old
 - c. 18 years old
 - d. 19 years old

4. What time does he wake up?
 - a. At 7.30
 - b. At 8.00
 - c. At 7.00

- 
- d. At 8.40
5. Which of these things does he not have for breakfast?
- Fruit
 - Toast and jam
 - Juice
 - Bread
6. How does he go to school?
- He goes by bus
 - He goes by car
 - He walks
 - He goes by bicycle
7. What time does he have a break for lunch?
- At 11.00
 - At 12.00
 - At 12.40
 - At 10.30
8. Where does he have lunch?
- In the town centre
 - At the school
 - At home
 - At park
9. What does he think about school food?
- It isn't good

- b. It's good
- c. It's very good
- d. Not bad

10. What does he do when he arrives home?

- a. He relaxes
- b. He help his mom
- c. He has dinner
- d. He play a game in his phone

B. Audio II

Listen to the recording. And complete the sentences below

Mary: Hello, pete

Pete: Hi

Mary: Tell me about your week. What do you usually do on _____?

Pete: Well, after school on Mondays, I always play _____.

Mary: Volleyball? Great! And what about Tuesdays?

Pete: On Tuesday I usually meet my _____. We sometimes go to the _____ or stay at home

Mary: Ah...And where do you usually go on Wednesdays?

Pete: Well, I hardly ever go out on Wednesdays. I usually stay at home on Wednesdays. I watch my favorite _____ on TV.

Mary: OK. What about Thursdays? Do you do sport on Thursdays?

Pete: Yes, I do. I often go _____ on Thursdays. Sometimes I go with my brother. We usually cycle about ___ km.

Mary: Do you often go out on Fridays?

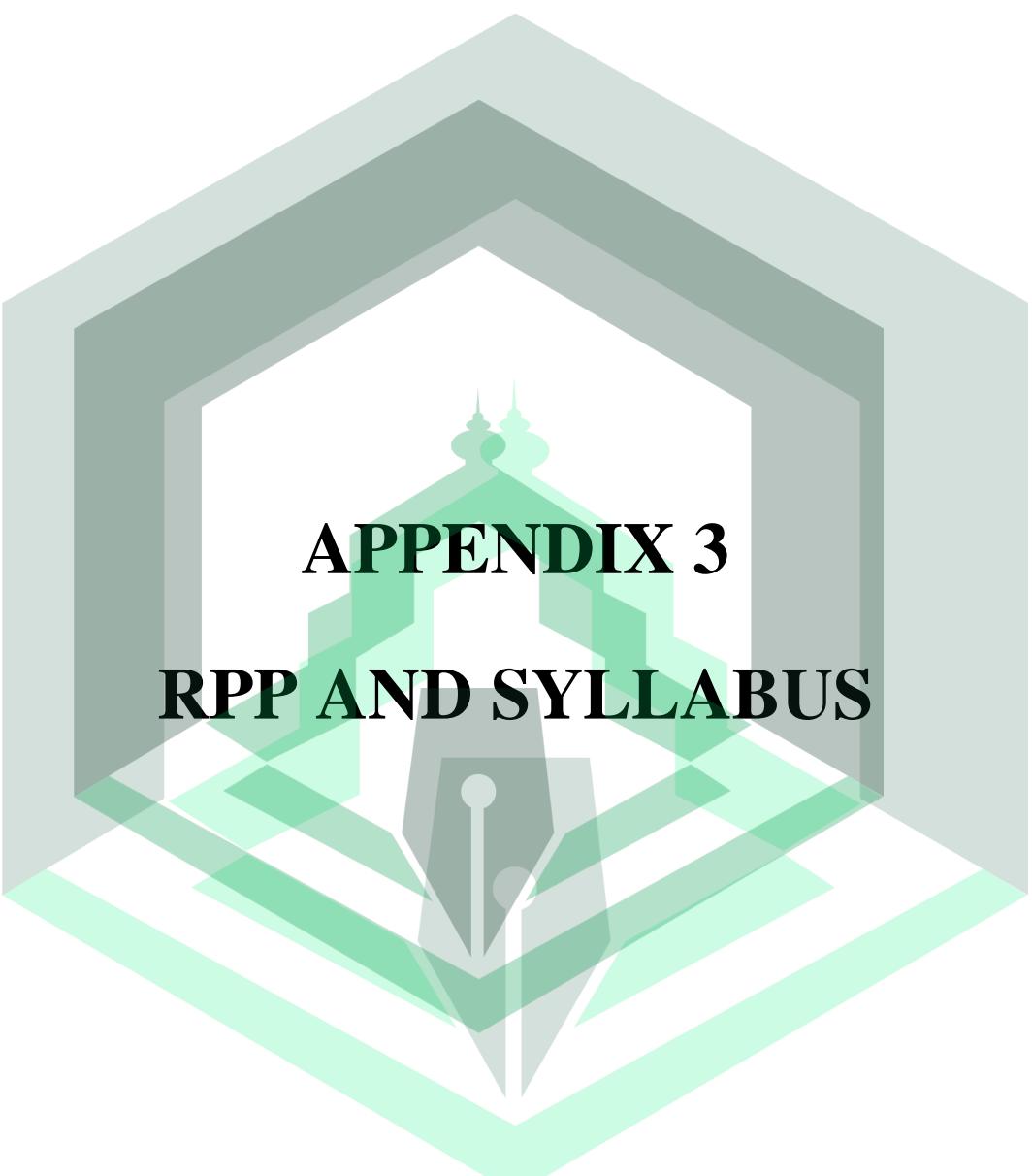
Pete: Yes, always. I usually go to the _____. I like action films and _____ fiction.

Mary: And what about the weekend?

Pete: Well, on Saturday I usually go shopping in the morning. I often buy clothes or CDs. And on Sunday I sometimes go _____ with my sister.

<https://evirtualguru.com/essay-on-daily-routine-of-my-life-complete-essay-for-class-10-class-12-and-graduation-and-other-classes/>

<https://youtu.be/RP1AL2DU6vQ>



APPENDIX 3

RPP AND SYLLABUS

Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah	: SMA 2 LUWU
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI IPA/Ganjil
Materi Pokok	: Daily Activity Podcast
Alokasi Waktu	: 2 x 45 menit
Pertemuan	: 4 x pertemuan

A. Standar Kompetensi

Memahami makna dalam percakapan aktivitas sehari-hari (daily activity) sederhana dengan menggunakan ragam bahasa lisan secara akurat dan lancar untuk berinteraksi dengan lingkungan sekitar dengan menggunakan podcast.

B. Kompetensi Dasar

Memahami makna dalam percakapan aktivitas sehari-hari yang menggunakan ragam bahsa lisan sangat sederhana secara akurat dan, lancar untuk berinteraksi dengan lingkungan terdekat sekitar dengan menggunakan podcast.

C. Indikator

1. Siswa mampu mengidentifikasi informasi dari audio yang didengarkan
2. Siswa mampu mengartikan dan menggunakan kosakata dari topic yang didengarkan
3. Siswa mampu menjawab pertanyaan seputar topic yang didengarkan

D. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Siswa dapat memahami makna kegiatan sehari-hari (daily activity) sederhana, untuk berinteraksi dalam konteks kehidupan sehari-hari

- Siswa diharapkan memahami dan meningkatkan kemampuan mendengarkan
- Siswa dapat mengisi teks kalimat yang rumpang
- Siswa dapat mengurutkan kegiatan sehari-hari berdasarkan audio listening
- Siswa diharapkan dapat menambah kosa kata baru

E. Materi dan Strategi Pembelajaran

1. Materi pembelajaran

Guru menyampaikan materi dan memberikan contoh podcast daily activity kemudian siswa memahami contoh kalimat daily activity dan vocabulary daily activity kemudian siswa mengerjakan soal sesuai dengan audio listening tentang daily activity. Materi disetiap pertemuan:

- a. 1st meeting : School Daily Activity
- b. 2nd meeting : Weekend Activities
- c. 3rd meeting : Working Daily Activity
- d. 4th meeting : Personal Daily Activity

2. Strategi pembelajaran

- a. Teori : Information Processing Theory, Cognitive
- b. Pendekatan : Interactive, Collaborative
- c. Model : Podcast
- d. Metode : Diskusi, Tanya Jawab, Latihan/Praktik (*drill*)
- e. Teknik : Multiple Choice and Fill Blank

f. Fasilitas : RPP, Audio Listening, Speaker, Media

F. Langkah-Langkah Kegiatan Pembelajaran

1 . Pertemuan Pertama (2 x 45 Menit)

Kegiatan Pendahuluan (10 menit)

Guru :

Orientasi

- ❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
- ❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin
- ❖ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Apersepsi

- ❖ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- ❖ Mengingatkan kembali materi prasyarat dengan bertanya.
- ❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- ❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- ❖ Apabila materitempa/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :
 - *School Daily activity*
- ❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- ❖ Mengajukan pertanyaan

Pemberian Acuan

- ❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- ❖ Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- ❖ Pembagian kelompok belajar
- ❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (70 menit)

Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/pemberian rangsangan)	<p>KEGIATAN LITERASI</p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi <i>School daily activity</i> dengan cara :</p> <ul style="list-style-type: none"> ❖ Melihat (tanpa atau dengan Alat) Mendengarkan audio yang relevan. ❖ Mengamati <ul style="list-style-type: none"> ➤ Lembar kerja materi <i>School daily activity</i>. ➤ Pemberian contoh-contoh materi <i>School daily activity</i> untuk dapat dikembangkan peserta didik, dari media interaktif, dsb ❖ Membaca (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung). Membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan <i>School daily activity</i>. ❖ Mendengar

1 . Pertemuan Pertama (2 x 45 Menit)

	<p>Pemberian materi <i>School daily activity</i> oleh guru.</p> <ul style="list-style-type: none"> ❖ Menyimak Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : <p>➤ <i>School daily activity</i> untuk melatih kesungguhan, ketelitian, mencari informasi.</p>
Problem statemen (pertanyaan/identifikasi masalah)	<p>CRITICAL THINKING (BERPIKIR KRITIK)</p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <ul style="list-style-type: none"> ❖ Mengajukan pertanyaan tentang materi : <ul style="list-style-type: none"> ➤ <i>School daily activity</i> Yang tidak dipahami dari apa yang diamati dari kegiatan sehari-hari.
Data collection (pengumpulan data)	<p>KEGIATAN LITERASI</p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <ul style="list-style-type: none"> ❖ Mengamati obyek/kejadian Mengamati dengan seksama materi <i>School daily activity</i> yang sedang dipelajari dalam bentuk audio yang disajikan dan mencoba menginterpretasikannya. ❖ Membaca sumber lain selain buku teks Mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi <i>School daily activity</i> yang sedang dipelajari. ❖ Aktivitas Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi <i>School daily activity</i> yang sedang dipelajari. ❖ Wawancara/tanya jawab dengan nara sumber Mengajukan pertanyaan berkaitan dengan materi <i>School daily activity</i> yang telah disusun dalam daftar pertanyaan kepada guru. <p>COLLABORATION (KERJASAMA)</p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <ul style="list-style-type: none"> ❖ Mendiskusikan Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi <i>School daily activity</i>. ❖ Mengumpulkan informasi Mencatat semua informasi tentang materi <i>School daily activity</i> yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar. ❖ Mempresentasikan ulang Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi <i>School daily activity</i> sesuai dengan pemahamannya. ❖ Saling tukar informasi tentang materi : <ul style="list-style-type: none"> ➤ <i>School daily activity</i> dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan

1 . Pertemuan Pertama (2 x 45 Menit)

	<p>cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p>
Data processing (pengolahan Data)	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <ul style="list-style-type: none"> ❖ Berdiskusi tentang data dari Materi : <ul style="list-style-type: none"> ➢ <i>School daily activity</i> ❖ Mengolahinformasi dari materi <i>School daily activity</i> yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja. ❖ Peserta didik mengerjakan beberapa soal mengenai materi <i>School daily activity</i>.
Verification (pembuktian)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <ul style="list-style-type: none"> ❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : <ul style="list-style-type: none"> ➢ <i>School daily activity</i> <p>Antara lain dengan: Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
Generalization (menarik kesimpulan)	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> ❖ Menyampaikan hasil diskusi tentang materi <i>School daily activity</i> berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan. ❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : <ul style="list-style-type: none"> ➢ <i>School daily activity</i> ❖ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi <i>School daily activity</i> dan ditanggapi oleh kelompok yang mempresentasikan. ❖ Bertanya atas presentasi tentang materi <i>School daily activity</i> yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. <p><u>CREATIVITY (KREATIVITAS)</u></p> <ul style="list-style-type: none"> ❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang materi :

1 . Pertemuan Pertama (2 x 45 Menit)	
	<p>➤ <i>School daily activity</i></p> <ul style="list-style-type: none"> ❖ Menjawab pertanyaan tentang materi <i>School daily activity</i> yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi <i>School daily activity</i> yang akan selesai dipelajari ❖ Menyelesaikan uji kompetensi untuk materi <i>School daily activity</i> yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.
<p>Catatan : Selama pembelajaran <i>School daily activity</i> berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: <u>nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan</u></p>	
Kegiatan Penutup (10 Menit)	
<p>Peserta didik :</p> <ul style="list-style-type: none"> ❖ Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi <i>School daily activity</i> yang baru dilakukan. ❖ Mengagendakan pekerjaan rumah untuk materi pelajaran <i>School daily activity</i> yang baru diselesaikan. ❖ Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajarai pada pertemuan berikutnya di luar jam sekolah atau dirumah. <p>Guru :</p> <ul style="list-style-type: none"> ❖ Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran <i>School daily activity</i>. ❖ Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas projek/produk/portofolio/unjuk kerja pada materi pelajaran <i>School daily activity</i>. ❖ Memberikan penghargaan untuk materi pelajaran <i>School daily activity</i> kepada kelompok yang memiliki kinerja dan kerjasama yang baik. 	
2 . Pertemuan Kedua (2 x 45 Menit)	
Kegiatan Pendahuluan (10 Menit)	
<p>Guru :</p> <p>Orientasi</p> <ul style="list-style-type: none"> ❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran ❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin ❖ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>Apersepsi</p> <ul style="list-style-type: none"> ❖ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya ❖ Mengingatkan kembali materi prasyarat dengan bertanya. ❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>Motivasi</p> <ul style="list-style-type: none"> ❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. ❖ Apabila materitempa/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : 	

2 . Pertemuan Kedua (2 x 45 Menit)

➤ Weekend daily activity

- ❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- ❖ Mengajukan pertanyaan

Pemberian Acuan

- ❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- ❖ Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- ❖ Pembagian kelompok belajar
- ❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (70 Menit)

Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/pemberian rangsangan)	<p>KEGIATAN LITERASI</p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi <i>Weekend activities</i> dengan cara :</p> <ul style="list-style-type: none"> ❖ Melihat (tanpa atau dengan Alat) Memperdengarkan audio yang relevan. ❖ Mengamati <ul style="list-style-type: none"> ➤ Lembar kerja materi <i>Wekend activities</i>. ➤ Pemberian contoh-contoh materi <i>Weekend activities</i> untuk dapat dikembangkan peserta didik, dari media interaktif, dsb ❖ Membaca (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung). Membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan <i>Weekend activities</i>. ❖ Mendengar Pemberian materi <i>Weekend activities</i> oleh guru. ❖ Menyimak Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : ➤ <i>Weekend activities</i>. untuk melatih kesungguhan, ketelitian, mencari informasi.
Problem statemen (pertanyaan/identifikasi masalah)	<p>CRITICAL THINKING (BERPIKIR KRITIK)</p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <ul style="list-style-type: none"> ❖ Mengajukan pertanyaan tentang materi : ➤ <i>Weekend activities transaksional</i> yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.
Data collection (pengumpulan data)	<p>KEGIATAN LITERASI</p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <ul style="list-style-type: none"> ❖ Mengamati obyek/kejadian

2 . Pertemuan Kedua (2 x 45 Menit)

	<p>Mengamati dengan seksama materi <i>Weekend activities</i> yang sedang dipelajari dalam bentuk audio yang disajikan dan mencoba menginterpretasikannya.</p> <ul style="list-style-type: none"> ❖ Membaca sumber lain selain buku teks Mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi <i>Weekend activities</i> yang sedang dipelajari. ❖ Aktivitas Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengmati dan membaca yang akan diajukan kepada guru berkaitan dengan materi <i>Weekend activities</i> yang sedang dipelajari. ❖ Wawancara/tanya jawab dengan nara sumber Mengajukan pertanyaan berkaitan dengan materi <i>Weekend activities</i> yang telah disusun dalam daftar pertanyaan kepada guru. <p>COLLABORATION (KERJASAMA)</p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <ul style="list-style-type: none"> ❖ Mendiskusikan Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi <i>Weekend activities</i>. ❖ Mengumpulkan informasi Mencatat semua informasi tentang materi <i>Weekend activities</i> yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar. ❖ Mempresentasikan ulang Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi <i>Weekend activities</i> sesuai dengan pemahamannya. ❖ Saling tukar informasi tentang materi : <ul style="list-style-type: none"> ➢ <i>Weekend activities</i> dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.
Data processing (pengolahan Data)	<p>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <ul style="list-style-type: none"> ❖ Berdiskusi tentang data dari Materi : <ul style="list-style-type: none"> ➢ <i>Weekend activities</i> ❖ Mengolahinformasi dari materi <i>Weekend activities</i> yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja. ❖ Peserta didik mengerjakan beberapa soal mengenai materi <i>Weekend activities</i>.

2 . Pertemuan Kedua (2 x 45 Menit)

Verification (pembuktian)	<u>CRITICAL THINKING (BERPIKIR KRITIK)</u> Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan : <ul style="list-style-type: none"> ❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : <p style="text-align: center;">➤ <i>Weekend activities</i></p> <p>antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
Generalization (menarik kesimpulan)	<u>COMMUNICATION (BERKOMUNIKASI)</u> Peserta didik berdiskusi untuk menyimpulkan <ul style="list-style-type: none"> ❖ Menyampaikan hasil diskusi tentang materi <i>Weekend activities</i> berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan. ❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : <p style="text-align: center;">➤ <i>Weekend activities</i></p> ❖ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi <i>Weekend activities</i> dan ditanggapi oleh kelompok yang mempresentasikan. ❖ Bertanya atas presentasi tentang materi <i>Weekend activities</i> yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.
<u>CREATIVITY (KREATIVITAS)</u>	
	<ul style="list-style-type: none"> ❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang materi : <p style="text-align: center;">➤ <i>Weekend activities</i></p> ❖ Menjawab pertanyaan tentang materi <i>Weekend activities</i> yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi <i>Weekend activities</i> yang akan selesai dipelajari ❖ Menyelesaikan uji kompetensi untuk materi <i>Weekend activities</i> yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.
<p>Catatan : Selama pembelajaran <i>Weekend activities</i> berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: <u>nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan</u></p>	
Kegiatan Penutup (10 Menit)	
<p>Peserta didik :</p> <ul style="list-style-type: none"> ❖ Membuat resume dengan bimbingan guru tentang point-point penting yang muncul 	

2 . Pertemuan Kedua (2 x 45 Menit)

- dalam kegiatan pembelajaran tentang materi *Weekend activities* yang baru dilakukan.
- ❖ Mengagendakan pekerjaan rumah untuk materi pelajaran *Weekend activities* yang baru diselesaikan.
 - ❖ Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajarai pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :

- ❖ Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran *Weekend activities*.
- ❖ Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas projek/produk/portofolio/unjuk kerja pada materi pelajaran *Weekend activities*.
- ❖ Memberikan penghargaan untuk materi pelajaran *Weekend activities* kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

3 . Pertemuan Ketiga (2 x 45 Menit)

Kegiatan Pendahuluan (10 Menit)

Guru :

Orientasi

- ❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
- ❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin
- ❖ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Apersepsi

- ❖ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- ❖ Mengingatkan kembali materi prasyarat dengan bertanya.
- ❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- ❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- ❖ Apabila materitempa/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :
 - *Working daily activity*
- ❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- ❖ Mengajukan pertanyaan

Pemberian Acuan

- ❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- ❖ Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- ❖ Pembagian kelompok belajar
- ❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (70 Menit)

Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<p>KEGIATAN LITERASI</p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi <i>Working daily activity</i> dengan cara :</p> <ul style="list-style-type: none"> ❖ Melihat (tanpa atau dengan Alat) Memperdengarkan audio yang relevan. ❖ Mengamati

3 . Pertemuan Ketiga (2 x 45 Menit)

	<ul style="list-style-type: none"> ➤ Lembar kerja materi <i>Working daily activity</i>. ➤ Pemberian contoh-contoh materi <i>Working daily activity</i> untuk dapat dikembangkan peserta didik, dari media interaktif, dsb ❖ Membaca (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung). Membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan <i>Working daily activity</i>. ❖ Mendengar Pemberian materi <i>Working daily activity</i> oleh guru. ❖ Menyimak Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : ➤ <i>Working daily activity</i> untuk melatih kesungguhan, ketelitian, mencari informasi.
Problem statemen (pertanyaan/identifikasi masalah)	<p>CRITICAL THINKING (BERPIKIR KRITIK)</p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <ul style="list-style-type: none"> ❖ Mengajukan pertanyaan tentang materi : <ul style="list-style-type: none"> ➤ <i>Working daily activity</i> yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.
Data collection (pengumpulan data)	<p>KEGIATAN LITERASI</p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <ul style="list-style-type: none"> ❖ Mengamati obyek/kejadian Mengamati dengan seksama materi <i>Working daily activity</i> yang sedang dipelajari dalam bentuk audio yang disajikan dan mencoba menginterpretasikannya. ❖ Membaca sumber lain selain buku teks Mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi <i>Working daily activity</i> yang sedang dipelajari. ❖ Aktivitas Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi <i>Working daily activity</i> yang sedang dipelajari. ❖ Wawancara/tanya jawab dengan nara sumber Mengajukan pertanyaan berkaitan dengan materi <i>Working daily activity</i> yang telah disusun dalam daftar pertanyaan kepada guru. <p>COLLABORATION (KERJASAMA)</p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <ul style="list-style-type: none"> ❖ Mendiskusikan Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi <i>Working daily activity</i>. ❖ Mengumpulkan informasi

3 . Pertemuan Ketiga (2 x 45 Menit)

	<p>Mencatat semua informasi tentang materi <i>Working daily activity</i> yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.</p> <ul style="list-style-type: none"> ❖ Mempresentasikan ulang Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi <i>Working daily activity</i> sesuai dengan pemahamannya. ❖ Saling tukar informasi tentang materi : <ul style="list-style-type: none"> ➤ <i>Working daily activity</i> dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.
Data processing (pengolahan Data)	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <ul style="list-style-type: none"> ❖ Berdiskusi tentang data dari Materi : <ul style="list-style-type: none"> ➤ <i>Working daily activity</i> ❖ Mengolahinformasi dari materi <i>Working daily activity</i> yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja. ❖ Peserta didik mengerjakan beberapa soal mengenai materi <i>Working daily activity</i>.
Verification (pembuktian)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <ul style="list-style-type: none"> ❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : <ul style="list-style-type: none"> ➤ <i>Working daily activity</i> antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.
Generalization (menarik kesimpulan)	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> ❖ Menyampaikan hasil diskusi tentang materi <i>Working daily activity</i> berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan.

3 . Pertemuan Ketiga (2 x 45 Menit)

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| | <ul style="list-style-type: none">❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi :<ul style="list-style-type: none">➢ <i>Working daily activity</i>❖ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi <i>Working daily activity</i> dan ditanggapi oleh kelompok yang mempresentasikan.❖ Bertanya atas presentasi tentang materi <i>Working daily activity</i> yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. |
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CREATIVITY (KREATIVITAS)

- ❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang materi :
 - *Working daily activity*
- ❖ Menjawab pertanyaan tentang materi *Working daily activity* yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.
- ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi *Working daily activity* yang akan selesai dipelajari
- ❖ Menyelesaikan uji kompetensi untuk materi *Working daily activity* yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.

Catatan : Selama pembelajaran *Working daily activity* berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: **nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan**

Kegiatan Penutup (10 Menit)

Peserta didik :

- ❖ Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi *Working daily activity* yang baru dilakukan.
- ❖ Mengagendakan pekerjaan rumah untuk materi pelajaran *Working daily activity* yang baru diselesaikan.
- ❖ Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajarai pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :

- ❖ Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran *Working daily activity*.
- ❖ Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas projek/produk/portofolio/unjuk kerja pada materi pelajaran *Working daily activity*.
- ❖ Memberikan penghargaan untuk materi pelajaran *Working daily activity* kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

4 . Pertemuan Keempat (2 x 45 Menit)

Kegiatan Pendahuluan (10 Menit)

Guru : Orientasi

- ❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
- ❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin
- ❖ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Apersepsi

- ❖ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- ❖ Mengingatkan kembali materi prasyarat dengan bertanya.
- ❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- ❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- ❖ Apabila materitempa/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :
 - *Personal daily activity*
- ❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- ❖ Mengajukan pertanyaan

Pemberian Acuan

- ❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- ❖ Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- ❖ Pembagian kelompok belajar
- ❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (70 Menit)

Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<p>KEGIATAN LITERASI</p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi <i>Personal daily activity</i> dengan cara :</p> <ul style="list-style-type: none"> ❖ Melihat (tanpa atau dengan Alat) Memperdengarkan audio yang relevan. ❖ Mengamati <ul style="list-style-type: none"> ➢ Lembar kerja materi <i>Personal daily activity</i>. ➢ Pemberian contoh-contoh materi <i>Personal daily activity</i> untuk dapat dikembangkan peserta didik, dari media interaktif, dsb ❖ Membaca (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung). Membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan <i>Personal daily activity</i>. ❖ Mendengar Pemberian materi <i>Personal daily activity</i> oleh guru. ❖ Menyimak Penjelasan pengantar kegiatan secara garis besar/global tentang

4 . Pertemuan Keempat (2 x 45 Menit)

	<p>materi pelajaran mengenai materi :</p> <p>➢ <i>Personal daily activity</i> untuk melatih kesungguhan, ketelitian, mencari informasi.</p>
Problem statemen (pertanyaan/identifikasi masalah)	<p>CRITICAL THINKING (BERPIKIR KRITIK)</p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <ul style="list-style-type: none"> ❖ Mengajukan pertanyaan tentang materi : <p>➢ <i>Personal daily activity</i> yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.</p>
Data collection (pengumpulan data)	<p>KEGIATAN LITERASI</p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <ul style="list-style-type: none"> ❖ Mengamati obyek/kejadian Mengamati dengan seksama materi <i>Personal daily activity</i> yang sedang dipelajari dalam bentuk audio yang disajikan dan mencoba menginterpretasikannya. ❖ Membaca sumber lain selain buku teks Mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi <i>Personal daily activity</i> yang sedang dipelajari. ❖ Aktivitas Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi <i>Personal daily activity</i> yang sedang dipelajari. ❖ Wawancara/tanya jawab dengan nara sumber Mengajukan pertanyaan berkaitan dengan materi <i>Personal daily activity</i> yang telah disusun dalam daftar pertanyaan kepada guru. <p>COLLABORATION (KERJASAMA)</p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <ul style="list-style-type: none"> ❖ Mendiskusikan Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi <i>Personal daily activity</i>. ❖ Mengumpulkan informasi Mencatat semua informasi tentang materi <i>Personal daily activity</i> yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar. ❖ Mempresentasikan ulang Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi <i>Personal daily activity</i> sesuai dengan pemahamannya. ❖ Saling tukar informasi tentang materi : <p>➢ <i>Personal daily activity</i> dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan</p>

4 . Pertemuan Keempat (2 x 45 Menit)

	menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.
Data processing (pengolahan Data)	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <ul style="list-style-type: none"> ❖ Berdiskusi tentang data dari Materi : <ul style="list-style-type: none"> ➢ <i>Personal daily activity</i> ❖ Mengolahinformasi dari materi <i>Personal daily activity</i> yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja. ❖ Peserta didik mengerjakan beberapa soal mengenai materi <i>Personal daily activity</i>.
Verification (pembuktian)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <ul style="list-style-type: none"> ❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : ➢ <i>Personal daily activity</i> antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.
Generalization (menarik kesimpulan)	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> ❖ Menyampaikan hasil diskusi tentang materi <i>Personal daily activity</i> berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan. ❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : <ul style="list-style-type: none"> ➢ <i>Personal daily activity</i> ❖ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi <i>Personal daily activity</i> dan ditanggapi oleh kelompok yang mempresentasikan. ❖ Bertanya atas presentasi tentang materi <i>Personal daily activity</i> yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. <p><u>CREATIVITY (KREATIVITAS)</u></p> <ul style="list-style-type: none"> ❖ Menyimpulkan tentang point-point penting yang muncul dalam

4 . Pertemuan Keempat (2 x 45 Menit)

	<p>kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang materi :</p> <ul style="list-style-type: none"> ➤ <i>Personal daily activity</i> <ul style="list-style-type: none"> ❖ Menjawab pertanyaan tentang materi <i>Personal daily activity</i> yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi <i>Personal daily activity</i> yang akan selesai dipelajari ❖ Menyelesaikan uji kompetensi untuk materi <i>Personal daily activity</i> yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.
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Catatan : Selama pembelajaran *Personal daily activity* berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: **nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan**

Kegiatan Penutup (10 Menit)

Peserta didik :

- ❖ Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi *Personal daily activity* yang baru dilakukan.
- ❖ Mengagendakan pekerjaan rumah untuk materi pelajaran *Personal daily activity* yang baru diselesaikan.
- ❖ Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajarai pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :

- ❖ Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran *Personal daily activity*.
- ❖ Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas projek/produk/portofolio/unjuk kerja pada materi pelajaran *Personal daily activity*.
- ❖ Memberikan penghargaan untuk materi pelajaran *Personal daily activity* kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

G. Script Audio

School Daily activity

Audio I

Hi my name is Anna. I wake up at 4.45 at morning every day. That's become my habit since my elementary school days, and now I can get up by myself as high school student. I tidy up my bed and room once I wake up. I don't like messy things, so I always make sure that my surrounding is neat and clean. I will be ready to go to the school at 6 am. My school only five minutes away from home, and I can go there by walking. I like to go to the school early because the air is so fresh. At 6.05 am, I arrive at school. The school will start at 6.45 every Monday to

Friday, and 7.00 am on Saturdays. My school will end at 2 pm. But I'm not going home immediately. I have extra activities such student council and English class at the academy. I usually go home around 5 or 6 pm. Then I will prepare for lesson tomorrow at 7 pm until 9 pm. Do my homework and prepare the books for tomorrow. After that, I watch television with my family. We watch shows from TV cable, mostly American and Korean shows. Our parents don't really like that kind of shows, so they didn't join us. At 10 pm or 10.30 pm, I go to bed and sleep.

Audio II

Dina: Hey Lisa, what time do you wake up in the morning?

Lisa: My mother always wakes me up at 5 am. It's still hard for me to wake up by myself, so my mother makes sure that I get up at 5 am.

Dina: Oh I see, I also wake up at 5 am. Well, after wake up what do you do?

Lisa: After wake up, I pray Subuh with my family. We pray together for the health and wellness of our activities through the day.

Dina: Then, when do you tidy up your bed and prepare your books?

Lisa: I tidy up my bed, after Subuh prayer. Then, as a middle school student, I prepare the books based on the schedule that day.

Dina: Oh, well what time do you take a bath?

Lisa: At 5.30 am, I take a bath and eat the breakfast. My mother always tells us to eat the breakfast whatever happens.

Dina: What a lovely mother, I also have a breakfast every morning. Then, when do you go to school?

Lisa: I go to school at 6.15 am. It takes fifteen minutes to get to my school from home. The bell will ring on 6.45 am, so I have about fifteen minutes more to chat with my friends before class start.

Dina: When does your class start?

Lisa: I will study in the class until 1 pm. Then I go home.

Dina: Then, what do you do in the evening?

Lisa: In the evening, I do my homework from school. I also resume the lesson learned that day to get the better understanding. At 9 pm, my mother will tell me

to go to the bed and sleep. But I actually play with my Smartphone until 10 pm. After that, I sleep.

<https://www.sederet.com/tutorial/contoh-daily-activity-pelajar-dalam-bahasa-inggris/>

<https://www.sederet.com/tutorial/contoh-daily-activity-pelajar-dalam-bahasa-inggris/>

Weekend Activities

Audio I

This is my daily activities at home on Sunday. I am very excited because all family members are at home on Sunday. In the morning, my father, mother, sister, brother and I work together to clean our house. Each of us has different job. First, we clean our own room. Then, parents clean the bathroom and kitchen. My sister, brother and I clean the living room and terrace. After that, we do gardening together. Also we clean the pond by changing water. When we do gardening, my mother cooks for all of us. At 10 o'clock we clean ourselves then eat meals. After eating, all children study. At 1 o'clock we gather in our living room. We watch a movie with our parents. In the afternoon we go for a walk. Sometimes we go to a beach, go to a zoo or visit our grandparents or other families. At 6 o'clock we go home, have a shower and pray together. Then we listen to our father's story. Our father is a great story teller. Sometimes he reads a story book for us. Finally, we prepare school books for Monday at 9 p.m. and then go to sleep.

Audio II

Sindi: Hey Lea, how are you today?

Lea: Hey Sindi, I'm good thanks. How about you?

Sindi: I'm fine, thank you for asking. Well tomorrow is weekend, what do you do on your weekend?

Lea: Well, on Saturday I usually spend my weekend at home. I get up at 5 o'clock in the morning. Then, tidy up my bed. After that, I make my breakfast and cleaning up until nine o' clock.

Sindi: That is nice, after cleaning up, what do you do next?

Lea: Around 09: 10 I usually do exercises until 10 a.m. Exercises on weekend are very important to keep your body fresh in the morning.

Sindi: I agree that is cool. Then, what do you do after that?

Lea: At ten o' clock I take a shower, after that I watch Korean movie or reading books until twelve o' clock.

Sindi: Oh, I think you are Korean fans.

Lea: not really. I usually watch Korean movie on weekend.

Sindi: Okay, after that what do you do?

Lea: At 12:30, I have a lunch with my family. Then, 01 p.m. I take a nap until 02. P.m.

Sindi: Well, in the afternoon what do you do?

Lea: In the afternoon, I usually help my mother in the kitchen cooking for the dinner or just doing random things like, singing, using my smart phone until 5 p.m. After that half past ten o'clock I go to bed.

<https://englishcoo.com/contoh-daily-activity/>
http://xeniablog1.blogspot.com/2013/01/my-daily-routine-my-week-my-weekend-my_21.html

Working Daily Activity

Audio I

My name is David Harrison, You can call me David. I would like to tell you about my daily activities. At 6:00 am. I wake up and I go to prepare my breakfast by myself. Coffee and bread are my favorites in the morning. I go to the garden to enjoy my breakfast while I say good morning to all of my friends on social media. I love this garden so much because I can enjoy my breakfast with the sun rises in the East. 20 minutes after breakfast. I usually go jogging. I love this sport because

it is free. And the important thing, it is good for my health. At 8:00 am, I go to the bathroom. Take a shower and then I prepare myself for the office. I drive the Mustang Boss to my office. It is about half an hour to take the road from my home to my office. I am a manager in my office. I manage my employee and make my company bigger than before. I love this job because it is interesting. I do my duty until 1:00 pm. Well, this means I just have a break to get my lunch in the canteen. At 2:00 pm, I go to work for a second term to complete my schedule in my office. Time to go home. It is at 4:30 pm. Sometimes I hung out to somewhere, refreshing my mind. I need this moment because it is really important to me. At 7:00 pm, I am at home. I prepare my dinner for minutes. Cooking is my hobby also. It is time for dinner. Meanwhile, I turn on the TV to watch the news. I love watching the news, it is good to increase my knowledge. I always open my laptop to have a review of my last activities in my office. I use my headset to listen to my favorite music. Time runs so fast. It is 11:00 pm. And it means sleeping time.

Audio II

Woman: So, what's your usual day like? You always seem so busy.

Man: Well, I usually get up around 5:00 a.m. and work on the computer until 6:00 a.m.

Woman: Why do you get up so early?

Man: Well, I have to leave home at twenty to seven (6:40 a.m.) so I can catch a bus at 7:00 o'clock. It takes me about twenty minutes to walk to the bus stop from my house.

Woman: And what time do you get to work?

Man: Uh, my bus takes about an hour to get there, but it stops right in front of my office.

Woman: That's nice. And what time do you get off work?

Man: Uh, around 5:00 o'clock. Then, we eat dinner around 6:30, and my wife and I read and play with the kids until 8:00 or so.

Woman: So, when do you work on your website? You said one time that you create it at home?

Man: Well, my wife and I often watch TV or talk until 10:00 o'clock. She then often reads while I work on my site, and I sometimes stay up until the early hours of the morning, but I try to finish everything by one or two.

Woman: And then you get up at 5:00 a.m.?

Man: Well, yeah, but it's important to live a balanced life. I enjoy what I do, but you have to set aside time for the family and yourself.

Woman: I agree.

Man: But I think my wife has the toughest job. She spends her whole day taking care of our family... taking the kids to school, working in the garden, buying groceries, taking the kids to piano lessons... [Wow!] It's a full-time job, but she enjoys what she does.

Woman: Well, it sounds like you're a busy, but lucky man.

Man: I think so too.

<https://www.text.co.id/kumpulan-my-daily-activities/>
<https://youtu.be/cO5MqZjtBcY>

Personal Daily Activity

Audio I

Hai my name is Jennie. This is my daily activity. In the morning, I usually wake up at 6 o'clock. I do physical exercise for 5 minutes so I don't feel sleepy. When I have morning class, I have a shower immediately. Then, I go to campus by motorcycle. Sometimes, I pick up my friend then we go together. On the way to campus, we buy and eat breakfast at one food stand near campus. We chat along the way about many things. We love talking about funny things. We laugh and feel really happy. While waiting for a next class, I go to my friend's house. Sometimes, I wait in campus while doing some tasks. Joining some organizations at campus makes me quite busy but still happy. I need to manage my time very well so I can set up priority. I always try to finish all tasks before due date. I usually go home at 3 o'clock and take a rest. I hang out with my friends in the evening then have dinner together. Finally, I go to bed at 11 to 12 p.m. when all tasks are finished.

Audio II

Reski: Hey Ms. Neis, what do you do before going to school?

Neis: I usually wake up at 6 o'clock. I get up at 6.50. I make a cup of tea and iron my clothes. I have a shower and get dressed.

Reski: What do you usually use in the winter and summer season?

Neis: I usually wear jeans, a blouse, a jumper or cardigan and boots in the winter, or a skirt and blouse in the summer.

Reski: Okay, that is great choices. Then, what do you do next?

Neis: I brush my hair, put on my make-up. I pack my bag with all my teaching materials. I then put on my coat and leave the house.

Reski: How do you go to school?

Neis: I walk to the bus stop. I catch the bus at 8.15, and then I pay my fare and sit down.

Reski: How long do you take to arrive at school?

Neis: It takes about 45 minutes to get to my destination three miles away. I get off the bus and walk to the school where I teach English.

Reski: And when do you start your classes?

Neis: I have to sign in and get the key. Class starts at 9.25 and ends at 11.25.

Reski: And how about your lunch time?

Neis: I have lunch at 12. I eat a baguette or sandwich at the local café. I sometimes do some shopping before I walk back to school. I do some photocopying and go back to my classroom. I teach in the afternoon from 1 to 3pm. I then catch the bus back home and spend a couple of hours relaxing before I cook dinner.

Reski: Wow, you are a good teacher.

Neis: Thank you Reski.

<https://englishcoo.com/contoh-daily-activity/>

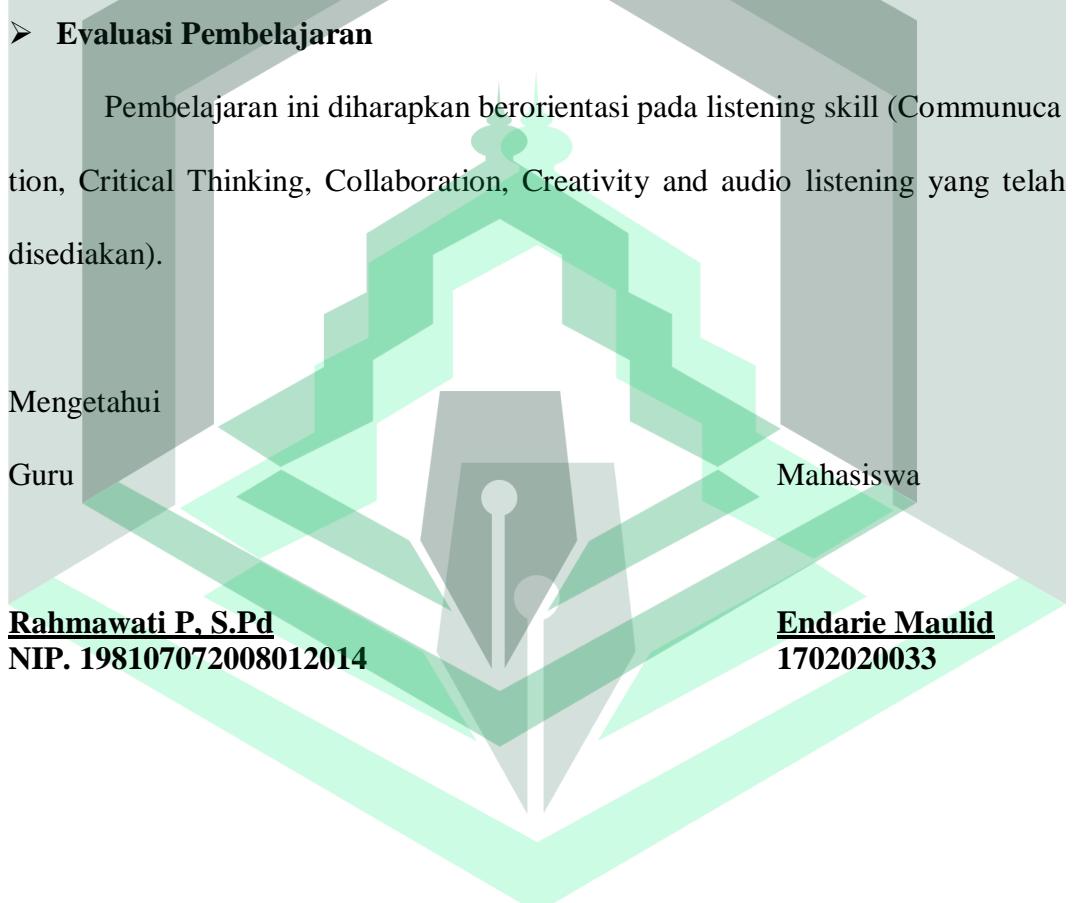
<https://www.coursehero.com/file/99903446/describing-routines>

H. Penilaian

1. The percentage of students score

Score	Classifications	Description
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96 – 100	Excellent	Knowledgeable, substantive through development of subject relevant to assigned topic.
86 – 95	Very Good	Some knowledge of subject, adequate range, good development, mostly relevant to topic and good in detail.
76 – 85	Good	Some knowledge of subject, adequate range, limited development, mostly relevant to topic but lack detail.
66 – 75	Fairly Good	Little knowledge of subject, little substance, inadequate development of topic
56 – 65	Fair	Limited knowledge of subject, little substance, inadequate development of topic
36 – 55	Poor	Show limited knowledge of subject but non substantive, not patient
00 – 35	Very Poor	Does not show knowledge of subject, not substantive, not patient



Silabus
English (Listening) for Senior High School

Mata Pelajaran : Bahasa Inggris

Kelas : XI

Kompetensi Inti : Listening

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Indikator	Materi Pembelajaran	Kegiatan pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
2.1. Memahami percakapan sehari-hari dengan tema school daily activity	Pertanyaan dengan pola multiple choice dalam konteks kegiatan sehari hari disekolah diperagakan dengan benar. Pertanyaan dengan pola fill the blank dalam kegiatan sehari-hari diperagakan dengan benar.	Talking about school daily Activities	Listenng: Multiple choices and Fill the blank	Tes tertulis Pilihan ganda dan Melengkapi kalimat	2x45	Buku bahasa inggris untuk kelas 11 SMA Laptop speaker

2.2. Memahami percakapan sehari-hari dengan tema weekend activities	Pertanyaan dengan pola multiple choice dalam konteks kegiatan sehari-hari pada saat libur diperagakan dengan benar. Pertanyaan dengan pola fill the blank dalam kegiatan sehari-hari diperagakan dengan benar.	Talking about weekend daily activities	Listenng: Multiple choices and Fill the blank	Tes tertulis Pilihan ganda dan Melengkapi kalimat	2x45	Buku bahasa inggris untuk kelas 11 SMA Laptop Speaker
2.3. Memahami percakapan sehari-hari dengan tema working daily activity	Pertanyaan dengan pola multiple choice dalam konteks kegiatan sehari hari tentang pekerjaan diperagakan dengan	Talking about working daily activity	Listenng: Multiple choices and Fill the blank	Tes tertulis Pilihan ganda dan Melengkapi kalimat	2x45	Buku bahasa inggris untuk kelas 11 SMA Laptop Speaker

	benar. Pertanyaan dengan pola fill the blank dalam kegiatan sehari-hari diperagakan dengan benar.					
2.4. Memahami percakapan sehari-hari dengan tema personal daily activity	Pertanyaan dengan pola multiple choice dalam konteks kehidupan sehari hari seseorang diperagakan dengan benar. Pertanyaan dengan pola fill the blank dalam kegiatan sehari-hari diperagakan dengan benar.	Talking about personal daily activity	Listening: Multiple choices and Fill the blank	Test written Pilihan ganda dan Melengkapi kalimat	2x45	Buku bahasa inggris untuk kelas 11 SMA Laptop Speaker



APPENDIX 4

THE RESULT OF PRE-TEST AND POST-TEST

R 1

(40)

Name:

Class: XI Wog

PRE-TEST

A. Audio I

Listen to the audio carefully and choose the correct answer by listening to the audio.

- ✓ 1. What time does she wake up?
 a. 06.00 am
b. 06.15 am
c. 06.30 am
d. 07.00 am
- ✓ 2. The uniform would be kept ready by?
 a. Her sister
 b. Her dad
c. Her brother
d. Her mom
- ✓ 3. What does she uses to go to school?
 a. Motorcycle
 b. Car
c. Bicycle
d. Van
- ✓ 4. What time does he arrive at school?
 a. 07.15 am
b. 07.30 am
c. 07.45 am
d. 08.00 am
- ✓ 5. What she is doing during breaks?
 a. Read and play
b. Play and have lunch
 c. Sleep and read
d. Lunch and sleep



Dipindai dengan CamScanner

NAME _____

Class: XI IPS

POST-TEST

JO

A. Audio I

Listen to the recording. Answer the questions based on the recording.

✓ 1. Who is in the story?

- a. Fred
- b. Drake
- c. Zack
- d. Frans

✓ 2. Where does he live?

- a. In Canada
- b. In Mexico
- c. In Swiss
- d. In London

✓ 3. How old is he?

- a. 16 years old
- b. 17 years old
- c. 18 years old
- d. 19 years old

✓ 4. What time does he wake up?

- a. At 7.30
- b. At 8.00
- c. At 7.00
- d. At 8.40

✓ 5. Which of these things does he not have for breakfast?

- a. Fruit
- b. Toast and jam
- c. Juice
- d. Bread

6. How does he go to school?



R 2

40

Name: _____

Class: X IPS

PRE-TEST

A. Audio I

Listen to the audio carefully and choose the correct answer by listening to the audio.

1. What time does she wake up?

- a. 06.00 am
- b. 06.15 am
- c. 06.30 am
- d. 07.00 am

2. The uniform would be kept ready by?

- a. Her sister
- b. Her dad
- c. Her brother
- d. Her mom

3. What does she uses to go to school?

- a. Motorcycle
- b. Car
- c. Bicycle
- d. Van

4. What time does he arrive at school?

- a. 07.15 am
- b. 07.30 am
- c. 07.45 am
- d. 08.00 am

5. What she is doing during breaks?

- a. Read and play
- b. Play and have lunch
- c. Sleep and read
- d. Lunch and sleep



Dipindai dengan CamScanner

NAME _____

Class: XI IPS

POST-TEST

85

A. Audio I

Listen to the recording. Answer the questions based on the recording.

✓ 1. Who is in the story?

- a. Fred
- b. Drake
- c. Zack
- d. Frans

✓ 2. Where does he live?

- a. In Canada
- b. In Mexico
- c. In Swiss

d. In London

✓ 3. How old is he?

- a. 16 years old
- b. 17 years old
- c. 18 years old
- d. 19 years old

✓ 4. What time does he wake up?

- a. At 7.30
- b. At 8.00
- c. At 7.00
- d. At 8.40

✓ 5. Which of these things does he not have for breakfast?

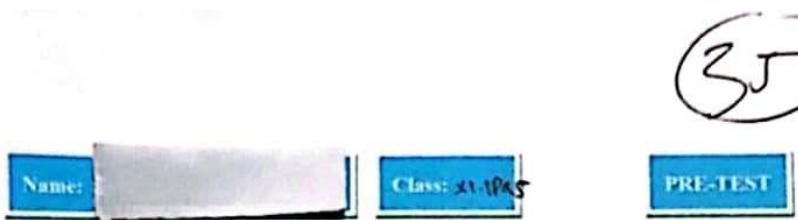
- a. Fruit
- b. Toast and jam
- c. Juice
- d. Bread

✓ 6. How does he go to school?



Dipindai dengan CamScanner

R 3



A. Audio I

Listen to the audio carefully and choose the correct answer by listening to the audio.

1. What time does she wake up?

- a. 06.00 am
- b. 06.15 am
- c. 06.30 am
- d. 07.00 am

2. The uniform would be kept ready by?

- a. Her sister
- b. Her dad
- c. Her brother
- d. Her mom

3. What does she uses to go to school?

- a. Motorcycle
- b. Car
- c. Bicycle
- d. Van

4. What time does he arrive at school?

- a. 07.15 am
- b. 07.30 am
- c. 07.45 am
- d. 08.00 am

5. What she is doing during breaks?

- a. Read and play
- b. Play and have lunch
- c. Sleep and read
- d. Lunch and sleep



NAME: _____

Class: **KIRI**

POST-TEST

15

A. Audio I

Listen to the recording. Answer the questions based on the recording.

✓ 1. Who is in the story?

- a. Fred
- b. Drake
- c. Zack
- d. Frans

✓ 2. Where does he live?

- a. In Canada
- b. In Mexico
- c. In Swiss
- d. In London

✓ 3. How old is he?

- a. 16 years old
- b. 17 years old
- c. 18 years old
- d. 19 years old

✓ 4. What time does he wake up?

- a. At 7.30
- b. At 8.00
- c. At 7.00
- d. At 8.40

✓ 5. Which of these things does he not have for breakfast?

- a. Fruit
- b. Toast and jam
- c. Juice
- d. Bread

✓ 6. How does he go to school?



Dipindai dengan CamScanner

R 4

50

Name: _____

Class: 1 IPS 6

PRE-TEST

A. Audio I

Listen to the audio carefully and choose the correct answer by listening to the audio.

✓ 1. What time does she wake up?

- a. 06.00 am
- b. 06.15 am
- c. 06.30 am
- d. 07.00 am

✓ 2. The uniform would be kept ready by?

- a. Her sister
- b. Her dad
- c. Her brother
- d. Her mom

✓ 3. What does she uses to go to school?

- a. Motorcycle
- b. Car
- c. Bicycle
- d. Van

✗ 4. What time does he arrive at school?

- a. 07.15 am
- b. 07.30 am
- c. 07.45 am
- d. 08.00 am

✗ 5. What she is doing during breaks?

- a. Read and play
- b. Play and have lunch
- c. Sleep and read
- d. Lunch and sleep



Dipindai dengan CamScanner

NAME _____

Class XIIIPR

POST-TEST



A. Audio I

Listen to the recording. Answer the questions based on the recording.

✓ 1. Who is in the story?

- a. Fred
- b. Drake
- c. Zack
- d. Frans

✓ 2. Where does he live?

- a. In Canada
- b. In Mexico
- c. In Swiss
- d. In London

✓ 3. How old is he?

- a. 16 years old
- b. 17 years old
- c. 18 years old
- d. 19 years old

✓ 4. What time does he wake up?

- a. At 7.30
- b. At 8.00
- c. At 7.00
- d. At 8.40

✓ 5. Which of these things does he not have for breakfast?

- a. Fruit
- b. Toast and jam
- c. Juice
- d. Bread

6. How does he go to school?



R 5

(35)

Name: _____ Class: KELIPAS

PRE-TEST

A. Audio I

Listen to the audio carefully and choose the correct answer by listening to the audio.

✓ What time does she wake up?

- a. 06.00 am
- b. 06.15 am
- c. 06.30 am
- d. 07.00 am

✗ The uniform would be kept ready by?

- a. Her sister
- b. Her dad
- c. Her brother
- d. Her mom

✗ What does she uses to go to school?

- a. Motorcycle
- b. Car
- c. Bicycle
- d. Van

✗ What time does he arrive at school?

- a. 07.15 am
- b. 07.30 am
- c. 07.45 am
- d. 08.00 am

✗ What she is doing during breaks?

- a. Read and play
- b. Play and have lunch
- c. Sleep and read
- d. Lunch and sleep



Dipindai dengan CamScanner

NAME _____

Class XI - (Pw)

POST-TEST

CG

A. Audio I

Listen to the recording. Answer the questions based on the recording.

✓ 1. Who is in the story?

- a. Fred
- b. Drake
- c. Zack
- d. Frans

✓ 2. Where does he live?

- a. In Canada
- b. In Mexico
- c. In Swiss
- d. In London

✓ 3. How old is he?

- a. 16 years old
- b. 17 years old
- c. 18 years old
- d. 19 years old

✓ 4. What time does he wake up?

- a. At 7.30
- b. At 8.00
- c. At 7.00
- d. At 8.40

✓ 5. Which of these things does he not have for breakfast?

- a. Fruit
- b. Toast and jam
- c. Juice
- d. Bread

✓ 6. How does he go to school?



Dipindai dengan CamScanner

R 6

35

Name:

Class: X/1/09/5

PRE-TEST

A. Audio I

Listen to the audio carefully and choose the correct answer by listening to the audio.

What time does she wake up?

- a. 06.00 am
- b. 06.15 am
- c. 06.30 am
- d. 07.00 am

The uniform would be kept ready by?

- a. Her sister
- b. Her dad
- c. Her brother
- d. Her mom

What does she uses to go to school?

- a. Motorcycle
- b. Car
- c. Bicycle
- d. Van

What time does he arrive at school?

- a. 07.15 am
- b. 07.30 am
- c. 07.45 am
- d. 08.00 am

What she is doing during breaks?

- a. Read and play
- b. Play and have lunch
- c. Sleep and read
- d. Lunch and sleep



Dipindai dengan CamScanner

85

NAME:

Class: 4. (6A)

POST-TEST

A. Audio I

Listen to the recording. Answer the questions based on the recording.

✓ 1. Who is in the story?

- a. Fred
- b. Drake
- c. Zack
- d. Frans

✓ 2. Where does he live?

- a. In Canada
- b. In Mexico
- c. In Swiss
- d. In London

✓ 3. How old is he?

- a. 16 years old
- b. 17 years old
- c. 18 years old
- d. 19 years old

✓ 4. What time does he wake up?

- a. At 7.30
- b. At 8.00
- c. At 7.00
- d. At 8.40

✓ 5. Which of these things does he not have for breakfast?

- a. Fruit
- b. Toast and jam
- c. Juice
- d. Bread

6. How does he go to school?



R 7

(40)

Name: _____

Class: XI IPS

PRE-TEST

A. Audio I

Listen to the audio carefully and choose the correct answer by listening to the audio.

- ✓ 1. What time does she wake up?
 a. 06.00 am
b. 06.15 am
c. 06.30 am
d. 07.00 am
- ✗ 2. The uniform would be kept ready by?
a. Her sister
 b. Her dad
c. Her brother
d. Her mom
- ✗ 3. What does she uses to go to school?
a. Motorcycle
 b. Car
c. Bicycle
d. Van
- ✗ 4. What time does he arrive at school?
 a. 07.15 am
b. 07.30 am
c. 07.45 am
d. 08.00 am
- ✗ 5. What she is doing during breaks?
a. Read and play
b. Play and have lunch
 c. Sleep and read
d. Lunch and sleep



Dipindai dengan CamScanner

NAME: _____

Class: XI IPS

POST-TEST

85

A. Audio I

Listen to the recording. Answer the questions based on the recording.

✓ 1. Who is in the story?

- Fred
- b. Drake
- c. Zack
- d. Frans

✓ 2. Where does he live?

- a. In Canada
- b. In Mexico
- c. In Swiss
- d. In London

✓ 3. How old is he?

- a. 16 years old
- b. 17 years old
- c. 18 years old
- d. 19 years old

✓ 4. What time does he wake up?

- a. At 7.30
- b. At 8.00
- c. At 7.00
- d. At 8.40

✓ 5. Which of these things does he not have for breakfast?

- a. Fruit
- b. Toast and jam
- c. Juice
- d. Bread

✓ 6. How does he go to school?



Dipindai dengan CamScanner

60

Name:

Class: 8 Grade

PRE-TEST

A. Audio I

Listen to the audio carefully and choose the correct answer by listening to the audio.

1. What time does she wake up?

- a. 06.00 am
- b. 06.15 am
- c. 06.30 am
- d. 07.00 am

2. The uniform would be kept ready by?

- a. Her sister
- b. Her dad
- c. Her brother
- d. Her mom

3. What does she uses to go to school?

- a. Motorcycle
- b. Car
- c. Bicycle
- d. Van

4. What time does he arrive at school?

- a. 07.15 am
- b. 07.30 am
- c. 07.45 am
- d. 08.00 am

5. What she is doing during breaks?

- a. Read and play
- b. Play and have lunch
- c. Sleep and read
- d. Lunch and sleep

NAME: _____

Class: 4IM 5

POST-TEST



A. Audio I

Listen to the recording. Answer the questions based on the recording.

✓ 1. Who is in the story?

- a. Fred
- b. Drake
- c. Zack
- d. Frans

✓ 2. Where does he live?

- a. In Canada
- b. In Mexico
- c. In Swiss
- d. In London

✓ 3. How old is he?

- a. 16 years old
- b. 17 years old
- c. 18 years old
- d. 19 years old

✓ 4. What time does he wake up?

- a. At 7.30
- b. At 8.00
- c. At 7.00
- d. At 8.40

✓ 5. Which of these things does he not have for breakfast?

- a. Fruit
- b. Toast and jam
- c. Juice
- d. Bread

6. How does he go to school?

R 9

20

Name:

Class: 4 IPA 5

PRE-TEST

A. Audio I

Listen to the audio carefully and choose the correct answer by listening to the audio.

✓ What time does she wake up?

- a. 06.00 am
- b. 06.15 am
- c. 06.30 am
- d. 07.00 am

✗ The uniform would be kept ready by?

- a. Her sister
- b. Her dad
- c. Her brother
- d. Her mom

✗ What does she uses to go to school?

- a. Motorcycle
- b. Car
- c. Bicycle
- d. Van

✗ What time does he arrive at school?

- a. 07.15 am
- b. 07.30 am
- c. 07.45 am
- d. 08.00 am

✗ What she is doing during breaks?

- a. Read and play
- b. Play and have lunch
- c. Sleep and read
- d. Lunch and sleep



NAME _____

Class: XI IPS

POST-TEST

50

A. Audio I

Listen to the recording. Answer the questions based on the recording.

✓ 1. Who is in the story?

- a. Fred
- b. Drake
- c. Zack
- d. Frans

✓ 2. Where does he live?

- a. In Canada
- b. In Mexico
- c. In Swiss
- d. In London

✓ 3. How old is he?

- a. 16 years old
- b. 17 years old
- c. 18 years old
- d. 19 years old

✓ 4. What time does he wake up?

- a. At 7.30
- b. At 8.00
- c. At 7.00
- d. At 8.40

✓ 5. Which of these things does he not have for breakfast?

- a. Fruit
- b. Toast and jam
- c. Juice
- d. Bread

6. How does he go to school?



Dipindai dengan CamScanner

R 10

(35)

Name: _____

Class: X¹班

PRE-TEST

A. Audio I

Listen to the audio carefully and choose the correct answer by listening to the audio.

✓ What time does she wake up?

- a. 06.00 am
- b. 06.15 am
- c. 06.30 am
- d. 07.00 am

✓ The uniform would be kept ready by?

- a. Her sister
- b. Her dad
- c. Her brother
- d. Her mom

✗ What does she uses to go to school?

- a. Motorcycle
- b. Car
- c. Bicycle
- d. Van

✗ What time does he arrive at school?

- a. 07.15 am
- b. 07.30 am
- c. 07.45 am
- d. 08.00 am

✗ What she is doing during breaks?

- a. Read and play
- b. Play and have lunch
- c. Sleep and read
- d. Lunch and sleep



Dipindai dengan CamScanner

NAME: _____

Class: YIPAS

POST-TEST

(15)

A. Audio I

Listen to the recording. Answer the questions based on the recording.

✓ 1. Who is in the story?

- a. Fred
- b. Drake
- c. Zack
- d. Frans

✓ 2. Where does he live?

- a. In Canada
- b. In Mexico
- c. In Swiss
- d. In London

✓ 3. How old is he?

- a. 16 years old
- b. 17 years old
- c. 18 years old
- d. 19 years old

✓ 4. What time does he wake up?

- a. At 7.30
- b. At 8.00
- c. At 7.00
- d. At 8.40

✓ 5. Which of these things does he not have for breakfast?

- a. Fruit
- b. Toast and jam
- c. Juice
- d. Bread

✓ 6. How does he go to school?



Dipindai dengan CamScanner

R 11

20

Name: _____

Class: 5^{TA}

PRE-TEST

A. Audio I

Listen to the audio carefully and choose the correct answer by listening to the audio.

✓ 1. What time does she wake up?

- a. 06.00 am
- b. 06.15 am
- c. 06.30 am
- d. 07.00 am

✓ 2. The uniform would be kept ready by?

- a. Her sister
- b. Her dad
- c. Her brother
- d. Her mom

✓ 3. What does she uses to go to school?

- a. Motorcycle
- b. Car
- c. Bicycle
- d. Van

✓ 4. What time does he arrive at school?

- a. 07.15 am
- b. 07.30 am
- c. 07.45 am
- d. 08.00 am

✓ 5. What she is doing during breaks?

- a. Read and play
- b. Play and have lunch
- c. Sleep and read
- d. Lunch and sleep



Dipindai dengan CamScanner

(60)

NAME: _____

Class: x1
IPAS

POST-TEST

A. Audio I

Listen to the recording. Answer the questions based on the recording.

✓ 1. Who is in the story?

- a. Fred
- b. Drake
- c. Zack
- d. Frans

✓ 2. Where does he live?

- a. In Canada
- b. In Mexico
- c. In Swiss
- d. In London

✓ 3. How old is he?

- a. 16 years old
- b. 17 years old
- c. 18 years old
- d. 19 years old

✓ 4. What time does he wake up?

- a. At 7.30
- b. At 8.00
- c. At 7.00
- d. At 8.40

✓ 5. Which of these things does he not have for breakfast?

- a. Fruit
- b. Toast and jam
- c. Juice
- d. Bread

✓ 6. How does he go to school?



R 12

(35)

Name: _____

Class: 5th GRADE

PRE-TEST

A. Audio I

Listen to the audio carefully and choose the correct answer by listening to the audio.

1. What time does she wake up?

- a. 06.00 am
- b. 06.15 am
- c. 06.30 am
- d. 07.00 am

2. Who would be kept ready by?

- a. Her sister
- b. Her dad
- c. Her brother
- d. Her mom

3. What does she uses to go to school?

- a. Motorcycle
- b. Car
- c. Bicycle
- d. Van

4. What time does he arrive at school?

- a. 07.15 am
- b. 07.30 am
- c. 07.45 am
- d. 08.00 am

5. What she is doing during breaks?

- a. Read and play
- b. Play and have lunch
- c. Sleep and read
- d. Lunch and sleep



Dipindai dengan CamScanner

(80)

NAME:

Class: VI IPS

POST-TEST

A. Audio I

Listen to the recording. Answer the questions based on the recording.

✓ 1. Who is in the story?

- a. Fred
- b. Drake
- c. Zack
- d. Frans

✓ 2. Where does he live?

- a. In Canada
- b. In Mexico
- c. In Swiss
- d. In London

✓ 3. How old is he?

- a. 16 years old
- b. 17 years old
- c. 18 years old
- d. 19 years old

✓ 4. What time does he wake up?

- a. At 7.30
- b. At 8.00
- c. At 7.00
- d. At 8.40

✓ 5. Which of these things does he not have for breakfast?

- a. Fruit
- b. Toast and jam
- c. Juice
- d. Bread

6. How does he go to school?



R 13

30

Name: _____

Class: XI IPS

PRE-TEST

A. Audio I

Listen to the audio carefully and choose the correct answer by listening to the audio.

✓ 1. What time does she wake up?

- a. 06.00 am
- b. 06.15 am
- c. 06.30 am
- d. 07.00 am

✗ 2. The uniform would be kept ready by?

- a. Her sister
- b. Her dad
- c. Her brother
- d. Her mom

✗ 3. What does she uses to go to school?

- a. Motorecycle
- b. Car
- c. Bicycle
- d. Van

✓ 4. What time does he arrive at school?

- a. 07.15 am
- b. 07.30 am
- c. 07.45 am
- d. 08.00 am

✓ 5. What she is doing during breaks?

- a. Read and play
- b. Play and have lunch
- c. Sleep and read
- d. Lunch and sleep



Dipindai dengan CamScanner

75

NAME:

Class: XI IPS 5

POST-TEST

A. Audio I

Listen to the recording. Answer the questions based on the recording.

1. Who is in the story?

- a. Fred
- b. Drake
- c. Zack
- d. Frans

2. Where does he live?

- a. In Canada
- b. In Mexico
- c. In Swiss
- d. In London

3. How old is he?

- a. 16 years old
- b. 17 years old
- c. 18 years old
- d. 19 years old

4. What time does he wake up?

- a. At 7.30
- b. At 8.00
- c. At 7.00
- d. At 8.40

5. Which of these things does he not have for breakfast?

- a. Fruit
- b. Toast and jam
- c. Juice
- d. Bread

6. How does he go to school?



Dipindai dengan CamScanner

(35)

Name: _____

Class: XI IPS

PRE-TEST

A. Audio I

Listen to the audio carefully and choose the correct answer by listening to the audio.

✓ 1. What time does she wake up?

- a. 06.00 am
- b. 06.15 am
- c. 06.30 am
- d. 07.00 am

✓ 2. The uniform would be kept ready by?

- a. Her sister
- b. Her dad
- c. Her brother
- d. Her mom

✓ 3. What does she uses to go to school?

- a. Motorcycle
- b. Car
- c. Bicycle
- d. Van

✓ 4. What time does he arrive at school?

- a. 07.15 am
- b. 07.30 am
- c. 07.45 am
- d. 08.00 am

✓ 5. What she is doing during breaks?

- a. Read and play
- b. Play and have lunch
- c. Sleep and read
- d. Lunch and sleep

NAME: _____

Class: XI-IPA

POST-TEST

(80)

A. Audio I

Listen to the recording. Answer the questions based on the recording.

✓ 1. Who is in the story?

- a. Fred
- b. Drake
- c. Zack
- d. Frans

✓ 2. Where does he live?

- a. In Canada
- b. In Mexico
- c. In Swiss
- d. In London

✓ 3. How old is he?

- a. 16 years old
- b. 17 years old
- c. 18 years old
- d. 19 years old

✓ 4. What time does he wake up?

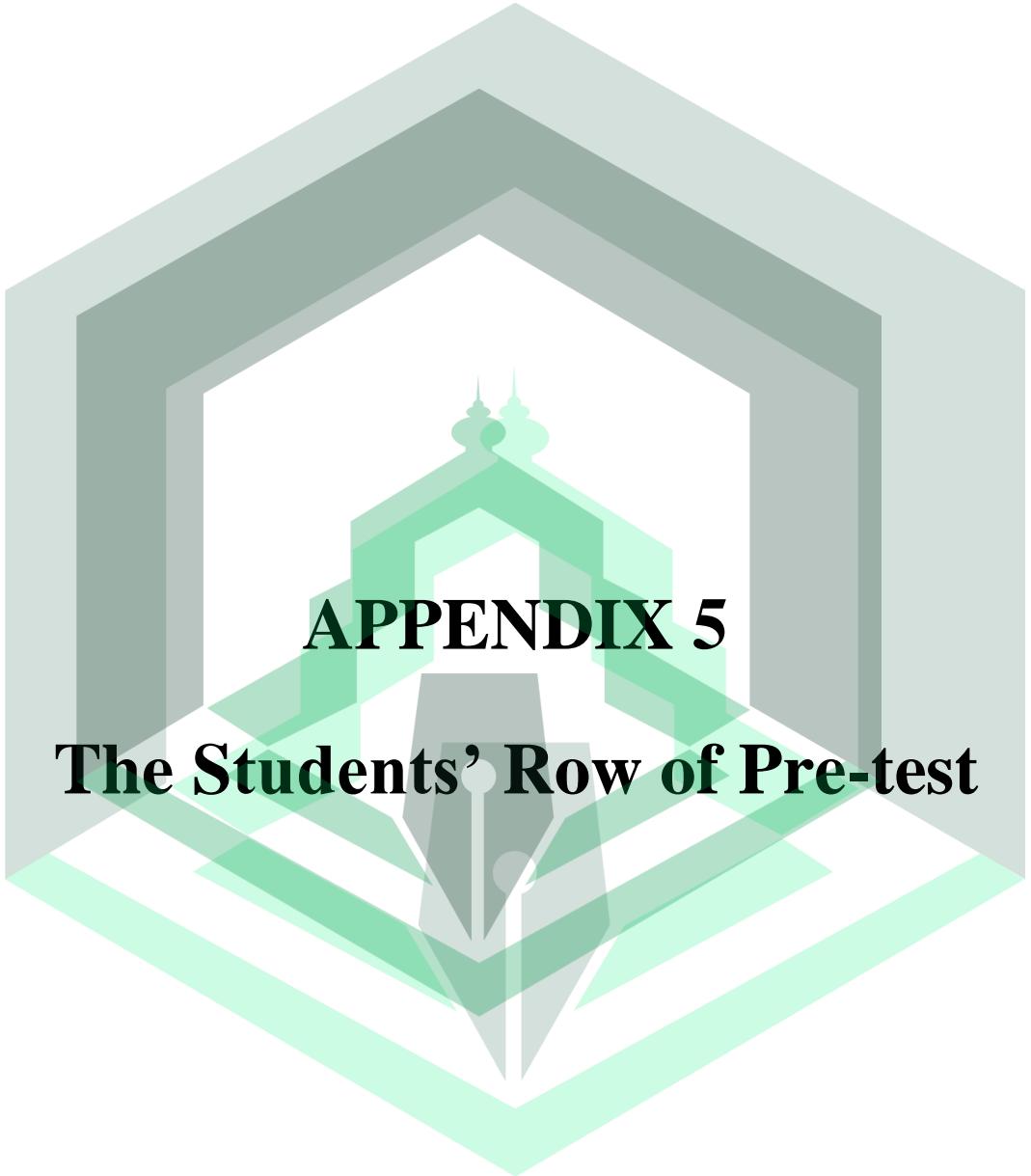
- a. At 7.30
- b. At 8.00
- c. At 7.00
- d. At 8.40

✓ 5. Which of these things does he not have for breakfast?

- a. Fruit
- b. Toast and jam
- c. Juice
- d. Bread

6. How does he go to school?





APPENDIX 5

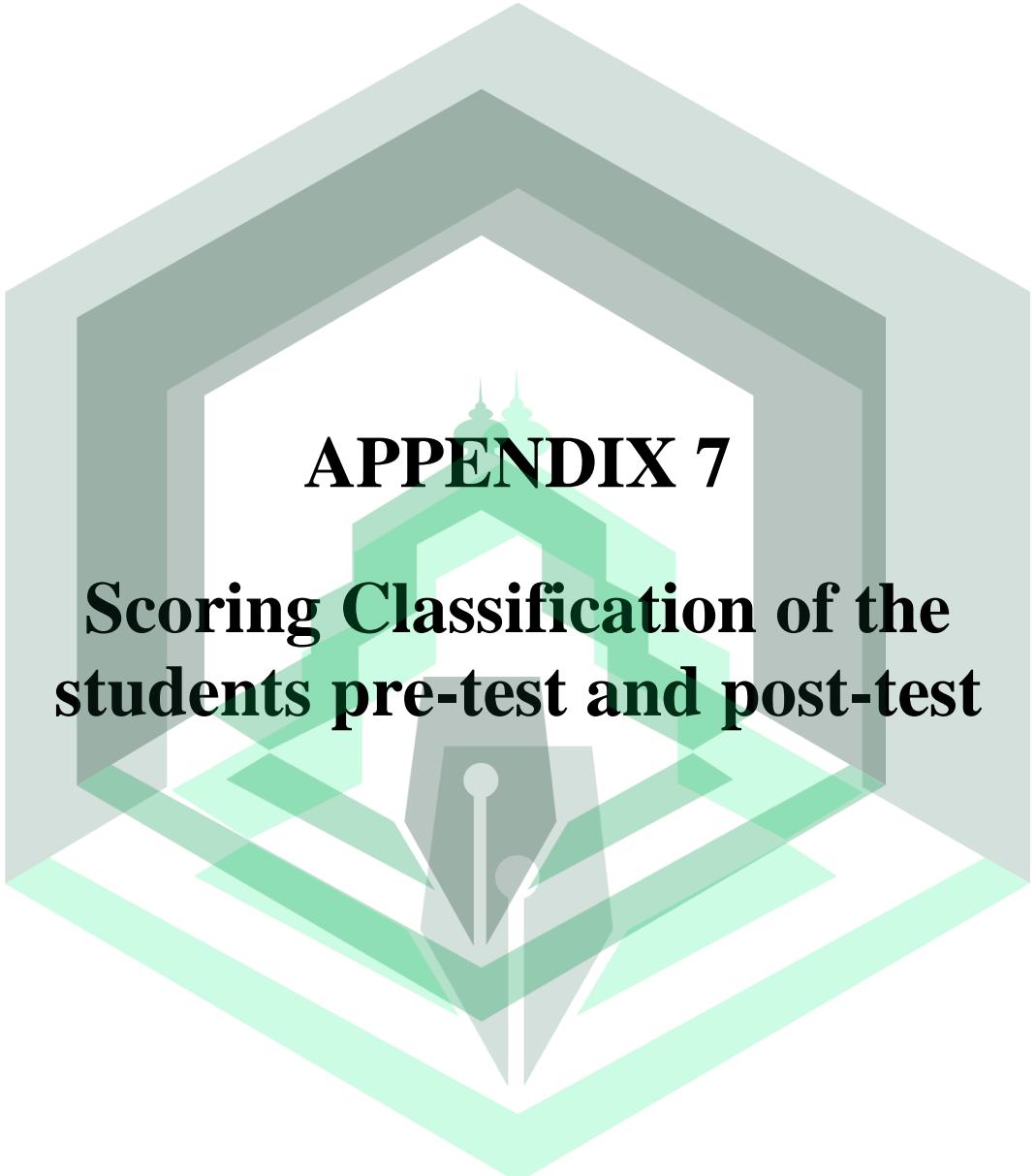
The Students' Row of Pre-test

No	Respondents	Pre-test
1	ASB	40
2	A	40
3	CWL	35
4	AR	50
5	MA	35
6	MF	35
7	EAI	40
8	DA	60
9	M	20
10	WP	30
11	CA	20
12	A	35
13	EK	30
14	E	35
Total		$\Sigma x = 505$
Mean Score (X)		36.07

APPENDIX 6

The Students' Row of Post-test

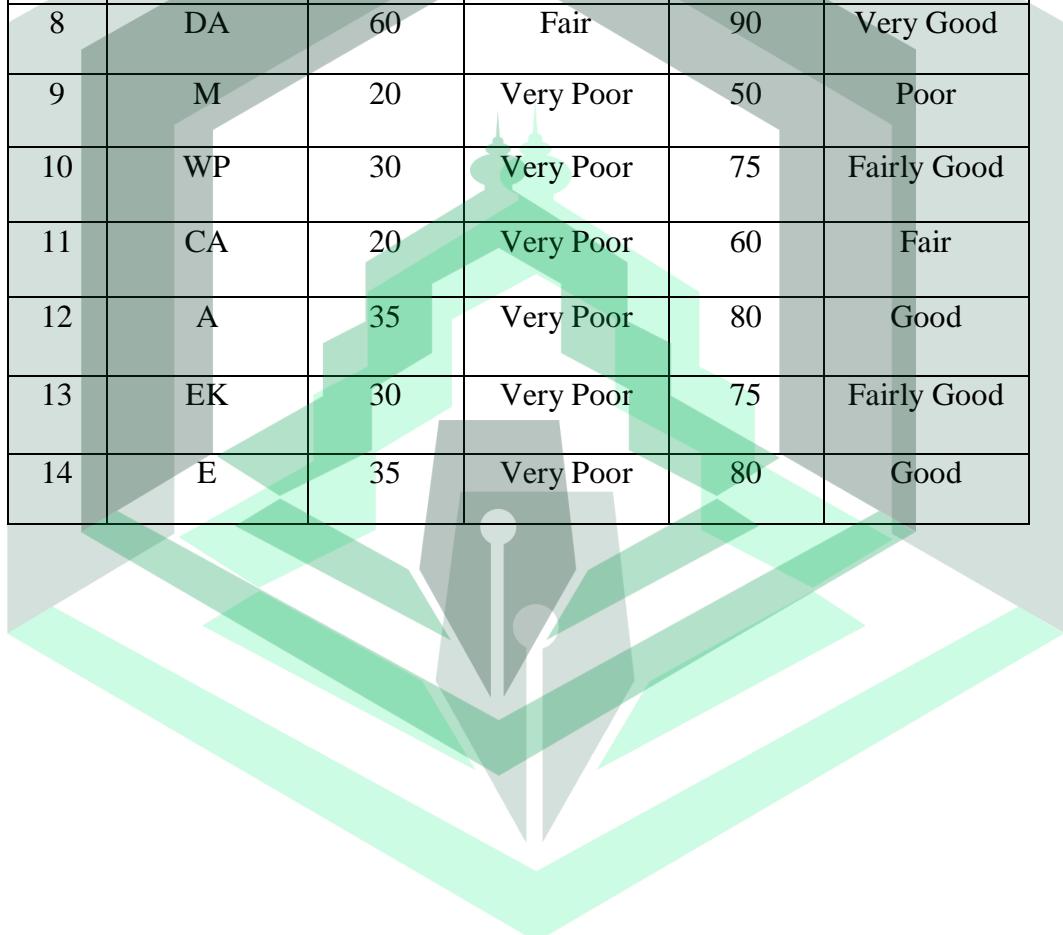
No	Respondents	Post-test
1	ASB	90
2	A	85
3	CWL	75
4	AR	90
5	MA	90
6	MF	85
7	EAI	85
8	DA	90
9	M	50
10	WP	75
11	CA	60
12	A	80
13	EK	75
14	E	80
Total		$\Sigma x = 1110$
Mean Score (X)		79.28



APPENDIX 7

Scoring Classification of the students pre-test and post-test

No	Respondents	Listening skill			
		Pre-test	Classification	Post-test	Classification
1	ASB	40	Poor	90	Very Good
2	A	40	Poor	85	Good
3	CWL	35	Very Poor	75	Fairly Good
4	AR	50	Poor	90	Very Good
5	MA	35	Very Poor	90	Very Good
6	MF	35	Very Poor	85	Good
7	EAI	40	Poor	85	Good
8	DA	60	Fair	90	Very Good
9	M	20	Very Poor	50	Poor
10	WP	30	Very Poor	75	Fairly Good
11	CA	20	Very Poor	60	Fair
12	A	35	Very Poor	80	Good
13	EK	30	Very Poor	75	Fairly Good
14	E	35	Very Poor	80	Good



APPENDIX 8

Mean Score of the Pre-test, Post-test and Gain (D)

- a. The students' mean score of pre-test and post-test

Pre-test:

$$\bar{X}_1 = \frac{\sum x}{N}$$
$$= \frac{505}{14}$$
$$= 36.07$$

Post-test

$$\bar{X}_2 = \frac{\sum x}{N}$$
$$= \frac{1110}{14}$$
$$= 79.28$$

- b. The students mean score of gain (D)

$$Md = \frac{\sum d}{N}$$
$$= \frac{605}{14}$$
$$= 43.21$$

APPENDIX 9

DOCUMENTATIONS

9 November 2021



10 November 2021



Picture 1
The students did the pre-test

Picture 2
The researcher did the first treatment

11 November 2021



15 November 2021



Picture 3
The researcher did the second treatment

Picture 4
The researcher did the third treatment

16 November 2021



Picture 5
The researcher did the fourth treatment
and also gave the post-test



APPENDIX 10

SURAT IZIN MENELITI DAN

SELESAI MENELITI



PEMERINTAH KABUPATEN LUWU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Alamat : Jl. Opu Daeng Risaju No. 1, Belopa, Telpon : (0471) 3314115

Nomor : 302/PENELITIAN/17.01/DPMPTSP/XI/2021
Lamp : -
Sifat : Biasa
Perihal : Izin Penelitian

Kepada
Yth. Ka. SMAN 2 Luwu
di -
Tempat

Berdasarkan Surat Dekan Institut Agama Islam Negeri Palopo : 2037/ln.19/FTIK/HM,01/09/2021 tanggal 28 Oktober 2021 tentang permohonan Izin Penelitian.
Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini :

Nama	:	Endarie Maulid
Tempat/Tgl Lahir	:	Tamboke / 16 Agustus 1999
Nim	:	17 0202 0033
Jurusan	:	Pendidikan Bahasa Inggris
Alamat	:	Pompalangi Tamboke Kecamatan Sukamaju

Bermaksud akan mengadakan penelitian di daerah/instansi Saudara (i) dalam rangka penyusunan "Skripsi" dengan judul :

**THE EFFECTIVENESS OF USING DAILY ACTIVITY PODCAST ON STUDENTS LISTENING SKILL
AT SMAN 2 LUWU**

Yang akan dilaksanakan di **SMAN 2 LUWU**, pada tanggal **01 November 2021 s/d 01 Januari 2022**

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up, Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua peraturan perundang-undangan yang berlaku.
4. Menyerahkan 1 (satu) exemplar copy hasil penelitian kepada Bupati Luwu Up, Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila temyata pemegang surat izin tidak mentaati ketentuan-ketentuan tersebut di atas.



Tembusan :

1. Bupati Luwu (sebagai Laporan) di Belopa;
2. Kepala Kesbangpol dan Linmas Kab. Luwu di Belopa;
3. Dekan Institut Agama Islam Negeri Palopo;
4. Mahasiswa (i) Endarie Maulid;
5. Arsip.



PEMERINTAH PROVINSI SULAWESI SELATAN

DINAS PENDIDIKAN

UPT SMA NEGERI 2 LUWU

Jl. Opu Dg Risaju Batusanduk Kec. Walenrang 91951

**SURAT KETERANGAN PENELITIAN
NOMOR: 421.3 /209/ SMA.02 /LW/ DISDIK**

Yang bertanda tangan di bawah ini, Kepala UPT SMA Negeri 2 Luwu Kecamatan Walenrang Kabupaten Luwu Provinsi Sulawesi Selatan menyatakan bahwa :

Nama	:	ENDARIE MAULID
NIM	:	1702020033
Tempat/Tgl Lahir	:	Tamboke, 16 Agustus 1999
Program Studi	:	Bahasa Inggris

Telah melaksanakan penelitian di SMA Negeri 2 Luwu dalam rangka penyusunan Karya Ilmiah (Skripsi) dengan judul "**The Effectiveness of Using Daily Activity Podcast on Students Listening Skill at SMA Negeri 2 Luwu**" dari tanggal 9 s/d 16 November 2021.

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Luwu, 23 November 2021
Kepala UPT SMAN 2 Luwu,

Drs. SYAFARUDDIN KADIR, M.Pd
Pangkat : Pembina Tk I
NIP : 19660911 199203 1 009