

**IMPROVING STUDENTS LISTENING SKILLS THROUGH
AUDIO-VISUAL PODCAST OF TENTH GRADE IN SMA
NEGERI 2 PALOPO**

A Thesis

*Submitted to the English language Education Study Program of Education and
Teacher Training Faculty of State Islamic Institute of Palopo for an
Undergraduate Degree in English Education*



- 1. Dr. H. Rustan S., M.Hum**
- 2. Rusdiansyah, S.Pd.,M.Hum**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHERS TRAINING FACULTY STATE
ISLAMIC INSTITUTE OF PALOPO**

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ISLAMIC INSTITUTE OF PALOPO**

2023

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With awareness and conscience, I declare that :

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In this statement is made truthfully and to be used in accordance with its purpose.

August 24th 2023


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THESIS APPROVAL

This thesis entitled **“How to Improve Students' Listening Skills Through Audio-Visual Podcasts For Class X SMA Negeri 2 Palopo.”**, which was written by **Nurul Hikmah**, Reg. Number 18 0202 0100, a student of English Language Education Study Program Tarbiyah of State Islamic Institute of Palopo, has been examined and defended in **Munaqasyah** session which was carried out on March, 09th 2023. Coincided with Jumadil Akhir, 24th 1444 H, it is authorized and acceptable as fulfilment for undergraduate degree in English Language Education Study Program.

Palopo, August, 17th 2023

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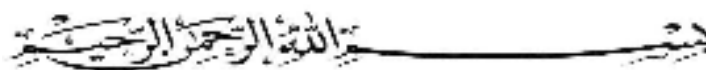
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Palopo, 24 January 2023

The Researcher

Nurul Hikma



TABLE OF CONTENTS

ACKNOWLEDGMENT

TABLE OF CONTENTS	i
LIST OF TABLES	ii
LIST OF CHARTS	iii
CHAPTER I: INTRODUCTION	1
A. Study of Background	1
B. Problem Statement	4
C. Research of The Objective	4
D. Significance of the Study	4
E. Research Scope	5
F. Operational Definition	5
CHAPTER II: REVIEW OF THE LITERATURE	7
A. Previous Study	7
B. Some Relevant Ideas	10
C. The Conceptual Framework	23
D. Hypothesis	25
CHAPTER III: RESEARCH METHOD	26
A. Research Design	26
B. Research Time and Place	26
C. Research Variables	26
D. Population and Sample	26
E. The Research Instrument	26
F. The Data Collecting Procedure	27
G. The Process of Data Analysis	30
CHAPTER IV: FINDINGS AND DISCUSSION	
A. Findings	
B. Discussion	

CHAPTER V CONCLUSION AND SUGGESTION.....

A. Conclusion

B. Suggestion

BIBLIOGRAPHY.....

APPENDICES.....



LIST OF TABLES

Table 2.1 Scoring Category	35
Table 3.1 Pre-test Students Score	37
Table 3.2 Post-test Result for Students	38
Table 3.3 Classifies the listening grade of the students (pre-test)	38
Table 3.4 Student Listening Score Classification (post-test).....	39
Table 3.5 Mean Pre-Test and Post-Test Scores of Students	40
Table 3.6 The student's Pre Test- and post-test scores' standard deviations.....	41



APPENDICES

Appendix 1: Surat Izin Meneliti

Appendix 2: Surat Keterangan Penelitian

Appendix 3: RPP dan Hots Penelitian

Appendix 4: Langkah-Langkah Kegiatan Pembelajaran

Appendix 5: Pre-Test dan Post-Test

Appendix 6: Documentation

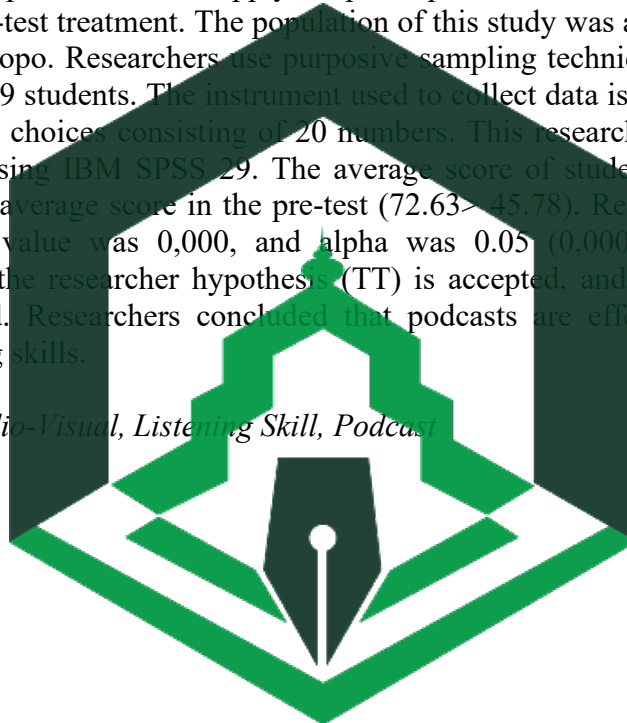


ABSTRACT

Nurul Hikma, 2023. *"Improving students' listening skills through audio-video podcasts for class X SMA Negeri 2 Palopo"* A thesis of the English Language Education Study Program at Education and Teachers Training Faculty, State Islamic Institute of Palopo. Supervised by Dr. Rustan S., M. Hum as the first consultant, and Rusdiansyah S.Pd., M.Hum as the second consultant.

This research is about the effectiveness of using Success Story Podcast in improving students' listening skills at SMAN 2 Palopo. The purpose of this study is to determine the effectiveness of using podcasts to improve students' listening skills at SMAN 2 Palopo. Researchers apply the pre-experimental method using a group of pretest and post-test treatment. The population of this study was a tenth grade student of SMAN 2 Palopo. Researchers use purposive sampling techniques. The sample of this study was 19 students. The instrument used to collect data is a listening test with several multiple choices consisting of 20 numbers. This research data was analyzed quantitatively using IBM SPSS 29. The average score of students in post-test was higher than the average score in the pre-test (72.63 > 45.78). Researchers found that the significant value was 0,000, and alpha was 0.05 (0.000 < 0.05). It can be concluded that the researcher hypothesis (TT) is accepted, and the null hypothesis (T0) is rejected. Researchers concluded that podcasts are effective in improving student listening skills.

Keywords: *Audio-Visual, Listening Skill, Podcast*



CHAPTER 1

INTRODUCTION

A. Background

There are four skills that one should gain knowledge of to have competence in getting to know the language, listening, speaking, reading, and writing. In speech activity through listening, the student, paying attention to the meaning, and the meaning of the sentence, pass through his consciousness through thought activity and judgment, and, connecting his thoughts, implements language communication as a result of systematic oral speech. Since the XXI century is the century of new information technologies, smart classes are being formed. Today, teachers face a big task: to bring the dynamic world to the stage of classroom learning. Learning technology is essential for changing traditional language concepts when learning English. Various social podcast services are available to enhance learning, develop speaking and listening skills, and minimize student fatigue.

The term "podcast" comes from the two English words "iPod" and "broadcast" and means "audio or video that is recorded in the foreign language being studied and subsequently posted on a podcast server for use in the educational process. The main thing is that you can listen to a podcast that is convenient for you at any time, while you are busy with any tasks. Thus, the

social podcast service as an Internet platform with distinctive characteristics creates conditions for learning a foreign language on its basis.¹

However, listening isn't always an easy method. One can listen to the method she/he can differentiate among sounds, comprehend and understand vocabulary and grammar, interpret intonation and that means, bear in mind the whole lot at the same time, and also regulate the social-cultural context from utterances that are listened to (Vandergrift)².

Therefore, it's far more important to apply an effective method of teaching listening for college students to be capable to listen and understand thoroughly. Wallace³ wrote that listening talent is a very critical skill because this may additionally people acquire perception, knowledge, data, and success in communicating with others. Consequently, listening is a very critical skill in learning English.

Utilizing sophisticated and interesting media could be very crucial to guide teachers in the coaching process and add to address some troubles which are encountered by students in their learning. Selecting suitable media from the internet based totally on the cloth and students' character will influence the result or gain knowledge of the outcome.

¹ D Renukadevi, "The Role of Listening in Language Acquisition; the Challenges & Strategies in Teaching Listening," *International Journal of Education and Information Studies* 4, no. 1 (2014): 59–63, <http://www.ripublication.com>.

² Christine C.M. Goh and Larry Vandergrift, "Teaching and Learning Second Language Listening: Metacognition in Action," *Teaching and Learning Second Language Listening: Metacognition in Action*, no. January (2021): 1–361, <https://doi.org/10.4324/9780429287749>.

³ Trudy Wallace, Winifred E. Stariba, and Herbert J. Walberg, "Teaching Speaking, Listening and Writing," *International Academy of Education*, no. May (2014): 12–21.

According to Harmer, one of the main assets of listening to students is their teacher's voice. Students learning a language cannot be separated from the teaching function, the methods used, and the material support. This is where the researchers try to find a way to quickly or later the hearing media training is called podcast. Overcoming that, a researcher can do it to practice student listening skills with the help of podcasts made by a teacher. The Teacher Created Podcast motivates students to become more familiar with trainer interactions in online classes. While they listen to podcasts from researchers, students feel easier with information about the learning material provided by the instructor in the podcast. The researcher has a strong perception that listening to teaching media may be effective for people with no language experience because it is more contemporary, thrilling, and different to help students recognize fabrics well.

From the learning phenomenon that occurred, the researcher had time to conduct interviews with teachers related to these subjects, and the results of observations the researcher found that the lack of students' listening skills in capturing the information they heard made it difficult for students to conclude or summarize in detail as expected by the curriculum. Therefore, to overcome this problem, researchers use podcasts as a learning medium to improve students' listening skills.

The aim of teaching and learning English in high schools is to enable beginners to use their mastery of English skills for speaking orally and in writing at the intermediate level to practice students' listening by using Podcasts. Coaching students in secondary schools is focused on the ability to speak with

them. In that way, students' verbal exchange competence is emphasized. Students are faced with definite situations, where they are explicit about what they think and what they have to do. Researchers use listening activities in the school room as a way to help awareness of the language system. This activity provides listening practice by providing a podcast for verbalization accompanied by listening material.

Based on the explanation and the results of the interview above, it turns out that there are still many students who have not mastered listening skills because of the lack of student interest in learning to listen to English. Therefore, the researcher will conduct a study entitled "How to improve students' listening skills through audio-video podcasts for class X SMA Negeri 2 Palopo" to determine students' ability in listening skills.

B. Problem Statement

Based on the explanation in the background, the research question is can using an audio-visual podcast improve the listening skills of class X students at SMA Negeri 2 Palopo?

C. The objective of The Research

Related to the stated problem, the purpose of this study is to identify the improvement of students' listening skills using podcasts in student learning at SMA Negeri 2 Palopo.

D. Significance of The Research

The purpose of this study is to identify the improvement of students' listening skills using podcasts in their learning of the students at the SMA Negeri 2 Palopo.

1. Theoretical

This research is expected to provide an understanding of improving students' listening skills using podcasts.

2. Practical

a. For Teacher

The results of this study are expected to be a reference for teachers to find alternative ways to improve reading skills, especially in using podcasts.

b. For Students

This research can make students more enthusiastic and interested in listening to English because podcasts tell stories and teach how to listen properly so that they can improve students' listening skills.

c. For further researchers

The results of this study can be used to obtain information and motivation related to the use of podcasts listening to success stories in improving students' listening skills.

E. Scope of The Research

The scope of research on student learning is how the effect of using podcasts to listen to Audio-Visual podcasts in improving the listening skills of class X students of SMA Negeri 2 Palopo.

F. Definition of Terms

This study would like to present the definitions of key terms, as follows:

1. Podcast

A podcast is an audio report this is feasible to download from the internet. The podcast become first known in 2004. it is defined as online audio running a blog or internet audio publishing. The term "podcasting" is a blend of the words "iPod"/1and/1"broadcasting"⁴.

2. Listening skill

Hasa and Hoon have defined that listening ability lets the listener deliver responses to the speakers during the studying procedure.¹ Getting the ones to listen is a critical factor in communicating with others.⁵ In current years when listening is examined in relation not simplest to the ability however Alsoto language learning, listening has been considered from a further angle.⁶

⁴ Anne O'Bryan and Volker Hegelheimer, "Integrating CALL into the Classroom: The Role of Podcasting in an ESL Listening Strategies Course," *ReCALL* 19, no. 2 (2007): 162–80, <https://doi.org/10.1017/S0958344007000523>.

⁵ Md Masudul Hasan and Tan Bee Hoon, "Podcast Applications in Language Learning: A Review of Recent Studies," *English Language Teaching* 6, no. 2 (2013): 128–35, <https://doi.org/10.5539/elt.v6n2p128>.

⁶ also to, "Listening in a Second Language," *Materia Japan* 44, no. 1 (2005): 24–31, <https://doi.org/10.2320/materia.44.24>.

CHAPTER II

LITERATURE REVIEW

A. Previous Studies

Some research carried out on the previous study aimed at teaching student listening skills, the research find different comparable studies, which piques the research interest in this research. Nada Al Qasim & Hind Al Faddah Although recognizing that language is best learned in authentic contexts, and a growing emphasis on the importance of using technology to improve listening skills, only limited research in this area exists in the Saudi context. To add to this research, this quantitative study examines the effect of podcasting on the listening understanding of 46 female Saudi EFL students in higher education. The randomly selected participants were divided into two groups: control and experimental groups and were given six weeks of treatment. T-tests and questionnaires were employed, and the results showed a significant difference between the two groups, supporting the experimental group.⁷ The similarity in this study is that researchers use podcast media to determine the increase in student listening. The difference in research is that researchers conduct research in tertiary institutions.

Meanwhile, Triyanti Abdulrahman aims to determine students' listening comprehension through the use of podcasts in EFL classes. The sample for this study was taken as many as 60 high school students from all over Indonesia who

⁷ Nada Al Qasim and Hind Al Fadda, "From CALL to MALL: The Effectiveness of Podcast on EFL Higher Education Students' Listening Comprehension," *English Language Teaching* 6, no. 9 (2013): 30–41, <https://doi.org/10.5539/elt.v6n9p30>.

were divided into 30 students in the experimental class and 30 students in the control class. Sampling was done by cluster random sampling. The quasi-experimental method with the post-test-only control group is the design applied in this study. The findings revealed that there was a significant difference in the post-test scores between the two groups, in favor of the experimental group. Data analysis using one-way ANOVA showed a significance value (sig. 0.010) less than <0.05 , which means that podcasts have a significant effect on students' listening skills.⁸ The similarity of this study has the aim to investigate the understanding of listening to students through the use of podcasts in class. While the difference from this research is the sample technique used.

On the other hand, Muhammad Rizky Widodo and Agus Gunawan in principle aim to find out whether podcasts have a significant effect on students' listening comprehension or not. The research sample was taken using cluster random sampling, with a total sample of 60 students. The location of this research is SMA Angkasa 2 Jakarta. The research methodology used is a quasi-experimental method, with a post-test-only control group design. To collect data, students were given an objective test consisting of 30 questions. The research data were analyzed descriptively and inferentially. The findings show that there is a significant difference in post-test scores between students who were taught using Podcasts and students who were taught without using Podcasts. This can be seen from the data analysis using ANOVA which shows a significance value (sig.

⁸ Tryanti R. Abdulrahman, Nonny Basalama, and Moh. Rizky Widodo, "The Impact of Podcasts on EFL Students' Listening Comprehension," *International Journal of English Linguistics* 8, no. 6 (2018): 122, <https://doi.org/10.5539/ijel.v8n6p122>.

0.010) smaller than <0.05 . This means that podcasts have a significant influence on students' listening comprehension.⁹ The similarity of this research is given an objective text to analyze the research data descriptively and inferentially. The difference between the two studies is the podcast material given to students.

Saeed Shiri stated this study was conducted to examine the impact of podcasts as learning and teaching tool on Iranian EFL students' motivation to listen as well as their listening comprehension skills. It also investigates students' perceptions of podcasts. 34 middle students who were homogeneous in terms of listening ability were selected and then assigned to two groups. While the experimental group was treated with podcasts, the control group received traditional practices. The results of the data analysis showed that students in the podcasting group outperformed participants in the control group on the listening comprehension test and on the ELCMS scale used to measure changes in students' motivation to listen. Students' views on the program are also obtained through podcast contribution questionnaires and individual interviews. Qualitative data analysis showed that students felt an improvement in their listening achievement.¹⁰ The similarity of this study is to determine the impact of podcasts as a learning tool in the classroom and increase the understanding of participants' listening skills. The difference from this research is the material taught, namely the researcher uses podcasting as a motivational strategy.

⁹ Muhammad Rizky Widodo and Agus Gunawan, "Investigating The Effect Of Using Podcast On Students' Listening Comprehension," *LINGUA Jurnal Pendidikan Bahasa Fakultas Keguruan Dan Ilmu Pendidikan | Universitas Islam As-Syafi'iyah* 15, no. 12 (2019): 35–42, <https://uia.e-journal.id/Lingua/article/view/358>.

¹⁰ Saeed Shiri, "The Application of Podcasting as a Motivational Strategy to Iranian EFL Learners of English: A View toward Listening Comprehension," *Advances in Language and Literary Studies* 6, no. 3 (2015), <https://doi.org/10.7575/aiall.v.6n.3p.155>.

Based on previous studies, there are several differences between this research and the research that has been stated above. For the former, this study focuses more on motivational podcasts where researchers use motivation as material to improve students' listening skills. Meanwhile, the research above only focuses on general podcasts and some of them use podcasts to improve speaking skills rather than listening skills. Second, this study used a pre-experimental method with one group pre-test and post-test, whereas previous research used a quasi-experimental method consisting of two groups (experimental and control group).

B. Some of the Pertinent Ideas

1. Listening

a. Definition of Listening Skill

Listening skills can be intended as the potential to pay interest or to hear something. However, listening isn't equal to listening. The terms listening to and listening are frequently used interchangeably, but there are crucial differences between them. Although each listening to and listening contain sound perception, the difference in phrases reflects a degree of goal.¹¹ Hearing essentially simply likes 3passive interests. Hearing is whilst we just pay attention to the sounds without listening to the sound sources. While listening the brain robotically translates the words into the message that the speaker instructed. That is basically

¹¹ H. Douglas Brown, "Brown_Principle of Teaching and Learning.Pdf," 2007. published by octonary 2013

what listening is figuring out the means and the message of the sounds or words. it is a lively procedure that entails extra than assigning labels to sounds or words.



As defined listening is a complicated problem-solving skill and is greater than just the belief in the sounds.¹² Complex hassle solving and extra than simply notion of the sounds" manner that we must apprehend what the speaker said while the listening is running. It is not the handiest approximately listening, but it's far about our know-how additionally. How we can get the points and data of what the speaker is informed about, and how we will understand the speaker.

Listening is one of the fundamental language competencies, and that's why listening is a medium for people to benefit from the records, got the information, catch the concept, feel the sense, and give appreciation from the speaker.

Based totally on the theories above, the researcher described listening as a process of catching what the speaker says, getting the speaker's concept, and listening additionally is composed of speaker, listener, and sound. Listening is the capability to pay attention or to hear something. Moreover, listening and hearing are two different things, listening is a passive hobby, whilst listening is determining the means and the message of the sounds or words.

Moreover, listening skill is one of the fundamentals of mastering languages, and acquiring them may be very important in getting to know the language. Furthermore, with the improvement of excessive generation, we depend on our ears to get statistics. There's no question that the rate of having information is faster through listening than studying. As a consequence, it's far crucial to

¹² Jonathan M. Newton et al., *Teaching ESL/EFL Listening and Speaking, Teaching ESL/EFL Listening and Speaking ISBN 9780367195533 Published October 27, 2020, by Routledge 294 Pages, 2020, <https://doi.org/10.4324/9780429203114>.*

enhance the level of listening competencies for scholars. From the verse above we also realize that after we want to seize what the speaker says and get the speaker's idea, we should hear the speaker.

Listening comprehension is the method of expert speakers in a first or second language. The look at listening comprehension in second language learning makes a specialty of the function of a person's linguistic unit (e.g. phonemes, words, grammatical structure) as well as the role of the listener's expectations, the situation and context, history expertise, and subject matter¹³

From the definitions, it could be concluded that listening affects different skills. An extraordinarily complex physiological system related to human receptors and inspired by the aid of the human sensory potential. A lively process of interpretation in which listeners match what they have got heard with what they have already acknowledged. It is a manner to begin the mind. We will study other capabilities easily once we pay complete attention to listening capabilities.

b. The teaching of Listening Skills

Historically, gaining knowledge of an overseas language is supposed getting to know to examine and write. Listening becomes simply not noted. Then, in the overdue 1800s, the hobby of using children's getting to know their first language as a model for foreign language teaching grew. One of the results becomes Gouin's series method. It featured movement and an oral presentation of the latest language wherein the teacher could make a chain of statements and

¹³ Jack Richards, *Communicative Language Teaching Today*, Cambridge University Press, vol. 25, 2006.

could perform the movements so that students could map what they saw onto what they heard.¹⁴

Teaching cannot be defined apart from getting to know. Teaching is guiding and facilitating studying, enabling the learner to research, and placing the conditions for learning. Your understanding of the way the learner learns will determine your philosophy of schooling, your teaching style, your technique, methods, and classroom strategies.¹⁵

Listening is a way of mastering the language. It gives the learner records from which to accumulate the know-how essential for the use of the language. While this know-how is built up, the learner can start to speak. The listening-happiest period is a time of observation and learning which affords the basis for the other language abilities. Mastering changed into very a great deal visible as below the control of the trainer.¹⁶

Teaching is showing or supporting someone to learn how to do something, giving instructions, guiding in the look at of something, imparting with expertise, inflicting to recognize or recognize. Listening has also been considered from an additional angle in current years whilst it's miles tested in relation not simplest to comprehension but also language learning. Teaching listening calls for a piece

¹⁴ Jack C Richards, *Teaching Listening and Speaking From Theory to Practice*, *Language Teaching*, vol. 35, 2002, <https://doi.org/10.1017/S0261444802211829>.

¹⁵ Metinee Thanajaro, "Using authentic materials to develop Listening Comprehension in the English as second language classroom," *Journal of Petrology* 369, no. 1 (2000): 1689–99, <http://dx.doi.org/10.1016/j.jsames.2011.03.003> <https://doi.org/10.1016/j.gr.2017.08.001> <http://dx.doi.org/10.1016/j.precamres.2014.12.018> <http://dx.doi.org/10.1016/j.precamres.2011.08.005> <http://dx.doi.org/10.1080/00206814.2014.902757> <http://dx.doi.org/10.1016/j.jsames.2011.03.003>

¹⁶ Gillian Brown, "Listening to Spoken English" 4, no. 1 (2016): 1–23. Published 2016 by Taylor Francis

greater on the part of the instructor than that of the newbies. One of the main concepts of coaching listening must be "Language fabric meant to use for schooling listening comprehension need to never be supplied visually first". Desirable listening instructions go beyond the principle listening undertaking itself with associated activities before and after the listening. It approaches that the coaching of listening must pass the expertise, then the movement.

The teaching of listening has attracted a more degree of interest in latest years. Later perspectives of listening drew on the sector of cognitive psychology, which added the notions of bottom-up and top-down processing and brought attention to the role of earlier information and schema incomprehension. Listening got here to be seen as an interpretive technique.¹⁷ Comprehension does now not continually require knowledge of each phrase or shape (Ciccone). However, language freshmen normally anticipate that successful comprehension handiest happens with overall comprehension.¹⁸

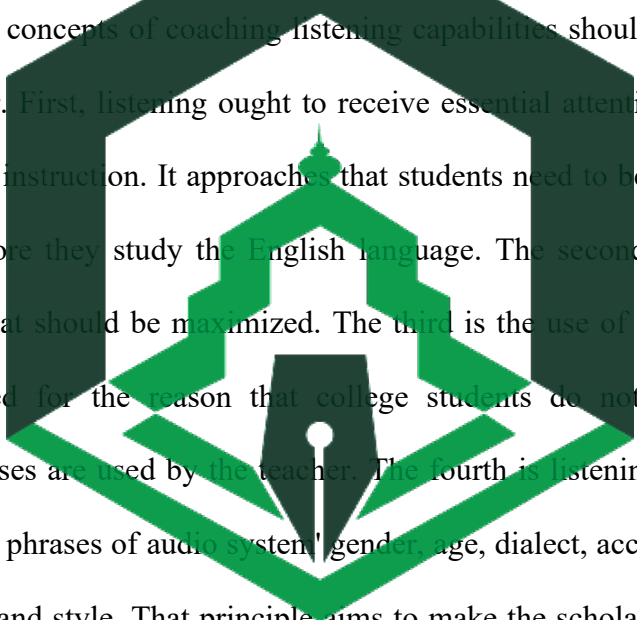
Teaching listening comprehension as a part of teaching a foreign or second language is a relatively recent improvement whose history lies frequently within the ultimate thirty years. Within the early days of coaching the spoken language, it became assumed that students would collect the ability to understand the spoken

¹⁷ Jeremy H, *How To Teach English*, 2009. Published by Monitor class 2021

¹⁸ Desyari Lestari Kurnanika and Cynantia Rachmijati, "Analysis of Students' and Teachers' Response of the Implementation of Scientific Approach With Podcast App in Teaching Listening," *PROJECT (Professional Journal of English Education)* 4, no. 3 (2021): 384, <https://doi.org/10.22460/project.v4i3.p384-391>.

shape of the language if they now and again heard their instructor talk it or listened to a tape of it being spoken.¹⁹

The significance of listening in language getting to know and coaching demands that language instructors help their college students come to be effective listeners. College students need to concentrate on an expansion of factors in some distinctive methods. In the first area, they need to understand paralinguistic clues together with intonation to apprehend mood and that means.²⁰



Some concepts of coaching listening capabilities should be recognized by the instructor. First, listening ought to receive essential attention inside the early level of ESL instruction. It approaches that students need to be familiar first with listening before they study the English language. The second one is the use of substances that should be maximized. The third is the use of true language must be maximized for the reason that college students do not understand when difficult phrases are used by the teacher. The fourth is listening should range the substances in phrases of audio system, gender, age, dialect, accent, topic, velocity, noise, stage, and style. That principle aims to make the scholars inquisitive about the material given in each meeting. The fifth is the instructor ought to ask the scholars to concentrate on the purposes of listening and ask them to reveal their comprehension of an undertaking. The sixth is the language material must in no

¹⁹ The Asian EFL Journal Volume 20 nomer 4 tahun 2018. ISSN O : ISSN 1738-1460, "Non-English Learners' Needs in Learning English as a Foreign Language," no. August (2021).

²⁰ Myron H. Dembo and Helena Seli, *Motivation and Learning Strategies for College Success: A Self-Management Approach, Third Edition, Motivation and Learning Strategies for College Success: A Self-Management Approach, Third Edition*, 2013, <https://doi.org/10.4324/9780203823149>.

way be supplied visually first. The students have to be acquainted with the audio first.

It can be concluded that teaching listening is shifting some material using giving the knowledge of language gadgets. It additionally involves the manner we observe this know-how of the language gadget to apprehend the meaning and the manner we observe particular competencies to recognize and convey meaning. Therefore, it will be higher if we will practice it continuously.

c. Types of Listening

The alternative explanation of the styles of listening is featured inside the language study room that is restricted via assessment with those that arise outside because the selections of listening passages are made by teachers. There are two styles of listening based on language classroom, as follow:

1. Participant Listening

In this kind of, college students" listening is more involved face to face even they concentrate for shorter periods. Some of those exchanges have little informational content. A few students are probable to:

- a. Identify various points of information within the text.
- b. Demand a high level of attention throughout the passage.
- c. Often requires a focus on micro-points rather than macro ones.

²¹ Newton et al., *Teaching ESL/EFL Listening and Speaking*. ISBN 9780367195533 Published October 27, 2020, by Routledge

This point remains that auditory scanning is the major type of listening practice in the listening classroom.

2. Non-Participant Listening

in this kind, the activities require the learners to listen and document on recorded passage. The content of the passage may be a monologue, or it may be an exchange among two audio systems; however, the listener's position is non-player. The kind of listening demanded through an interactive scenario isn't like listening to a recording, on account that a critical part of the procedure is the listener's need to formulate, within a good time body, the precise reaction to what is heard. The listener has to attain information of a comparatively quick piece of input and already with a reply while a trade of turn is signaled by using the speaker.

On the different hand, it is that interactive listening is different from non-participatory in terms of the processes worried, and the newbies may additionally require unique practice in it.

d. Model in Listening Process

There is one of a kind model for explaining the way by way of which the process of listening works. Among specific fashions, the acknowledged version is the bottom-up and pinnacle-down version. This approach highlights the usage of incoming statistics as a source of information concerning the message. The bottom-up approach commences from analyzing the acquired messages on the idea of words, organization of sounds, and, sentences closer to the manner of

receiving the meaning. Flowerdew & Miller referred to that 'consistent with this model of verbal exchange, the sender encodes a message that passes with the communiqué channel inside the form of a signal and then it's far decoded through the receiver' subsequently, this sort of method in listening is visible as a system of the interpretation of message (interpreting).²²

Top-down processing makes use of contextual information to interpret messages. Using general schemata as a foundation, top-down processing creates general predictions and then searches for data that fits into these schemata. With fresh information, the listener actively creates the speaker's original meaning. To understand what he or she hears, the listener draws on prior knowledge of the context in which the listening is taking place. Understanding the issue, the speaker or speakers, and their relationship to the circumstance, to one another, and to earlier events are all part of the context. The listener must rely only on his linguistic expertise to understand what is being said to him if the information being received is novel to him and cannot be extracted from his schemata. Hence, relying solely on top-down processing could result in understanding problems.

e. Solutions and Developing Listening Skills

To get a solution to triumph over the difficulty of listening needs among teachers and college students in studying techniques. It may be started by the instructor by giving the inducement for the scholars. By giving motivation, a

²² John Flowerdew, Lindsay Miller, and David C.S. Li, "Chinese Lecturers' Perceptions, Problems and Strategies in Lecturing in English to Chinese-Speaking Students," *RELC Journal* 31, no. 1 (2000): 116–38, <https://doi.org/10.1177/003368820003100106>.

teacher can construct college students' perception of their educational ability especially in listening.

Motivation shows that inner elements (students' beliefs and perceptions) are key factors in expertise conduct. If the teacher wants to recognize college students' motivation, a teacher may also begin by using evaluating students' behavior inside the three regions:²³

1. Choice of behavior (many students choose to learn more about a subject or topic outside of class, whereas others limit their involvement in-class assignments).
2. Level of activity and involvement in the class and persistence (involvement in a task).
3. Management of effort (the willingness of students to persist when tasks are difficult, boring, or unchallenging is an important factor in motivation and academic success).

The ones are the steps that teachers do to overcome the problem in listening with the aid of forming students' precept of a mastering method, mainly in listening talent.

Supporting the listening getting-to-know technique, a teacher can help the learners by supplying them via supporting after they do the activity. This assist acts as a brief bridge that newbies use to attain the target. Over the years, rookies internalize the information required to satisfy the target independently and the

²³ Ni Made Dewianti Ni Nyoman Deni Witari, "Indian Journal of Public Health Research & Development," *Indian Journal of Public Health* 11, no. 1 (2020): 1–8.

bridge may be eliminated. To provide these solutions for developing listening ability are supported by eight primary approaches:²⁴

1. Listening activities should be provided based on the students' needs and teachers should provide authentic listening materials by providing prior experience with aspects of the text (i.e., with language, ideas, skills, or text type).
2. By guiding the learners through the text or any media that can help the students understand, the Teacher should design listening tasks that arouse students' interest and help them to learn listening skills and strategies.
3. By setting up cooperative learning arrangements.
4. The teacher should provide the students with different types of input like lectures, radio, news, films, TV plays, announcement, everyday conversations, and interviews.
5. The teacher should familiarize their students with the rules of pronunciation and the different accents of a native speaker (teacher can use podcasts English to adjust the material to students' abilities and needs).
6. The teacher should give their students the necessary feedback on their performance because it can promote their error correction and increase their motivation, and help them to develop their confidence in listening exercises.
7. The teacher should use body language such as pointing and facial expressions to reinforce oral messages.
8. By providing how learners can achieve comprehension by themselves.

²⁴ Galina Kavaliauskiene, "Podcasting: A Tool for Improving Listening Skills," *The Journal of Teaching English with Technology (TEwT)* 8, no. 4 (2019): 1–17, <http://www.tewtjournal.org/VOL%5Cn8/ISSUE%5Cn4/A%5CnWORD%5CnFROM%5CnA%5CnTECHIE.pdf>.

Those styles of programs robotically made college students provide the premise for structuring the listening experience/ability. so that, instructors and college students should cooperate in finishing a mission approximately developing students' ability in listening skills.

2. Podcast

a. Definition of Podcast

The podcasts are an innovation of the era for broadcasting audio files and packages on the internet. It contained audio that can be listened into the computer or downloaded to any virtual apparatus for later listening. As mentioned by Guy Sze, the podcasts had been audio and sometimes video programs on the internet that are usually up to date with their episodes at regular intervals.²⁵ Because the part of the cellular gaining knowledge of application podcast soon ends up acquainted because of the speedy improvement of the portable audio, video players and free shipping of digital content material at the net. Furthermore, (Basaran & Cabaroglu) stated that podcast was a compound term coined from "iPod and "broadcast" meaning broadcasting via the net to be performed on iPods.²⁶

Putman & Kingsley explained that the podcast became from the traditional audio broadcast, and converted right into a virtual medium just like a radio show. To sum up, the podcast is the call of a digital recording of a radio broadcast or

²⁵ Paul Man-man Sze, "Developing Students' Listening and Speaking Skills Through," *Education Journal* 34, no. 2 (2007): 115–34.

²⁶ Süleyman Başaran et al., "The Effect Of Language Learning Podcast On English Self-Efficacy International Journal of Language Academy," *International Journal of Language Academy*, no. January (2014), <https://www.researchgate.net/publication/281781072>.

different comparable software released on the websites as MP3 documents that are typically uploaded with the aid of a precise company or any other organization at regular intervals and may be downloaded into the diverse virtual equipment together with laptop, device, and non-public laptop and may be heard at any time either in-on-line or in-offline mode.²⁷

The podcasts were famously recognized and taken into consideration to be taking a component inside the language teaching and mastering, as it brings students toward the goal language and can modify the technique of language coaching and learning. The podcast has offered the aggregate of E-studying audio, video, and textual content documents which right away replaced the use of language laboratories, compact discs, DVDs, and radio cassettes generally use within the regular language classroom. It is not the simplest make college students to be uncovered of many language inputs, however, also can stimulate them into the target language because podcasts delivered the nature of the language to occur in the lecture room.

b. The Advantages and Disadvantages of Podcast

In this international era, having the ability to talk English will become crucial for people to talk with an international network.²⁸ To help nonlocal audio systems to analyze to speak this language, there are many varieties of technologies invented, and one of these which presents fabric for language mastering is called

²⁷ S. Michael Putman and Tara Kingsley, "The Atoms Family: Using Podcasts to Enhance the Development of Science Vocabulary," *The Reading Teacher* 63, no. 2 (2009): 100–108, <https://doi.org/10.1598/rt.63.2.1>.

²⁸ Kavaliauskiene, "Podcasting: A Tool for Improving Listening Skills."

the podcast. Podcast, importing audio or video file to the net, has emerged as sources in the academic subject, and it gives many varieties of fabric in mastering. The podcast is a recorded audio/video report uploaded to an internet site, so the website users can download it freely and pay attention to it later time. Kavaliauskienė states that podcasts have given the language instructor numerous substances for teaching. In contrast to other media, a podcast is assumed an alternative media containing authentic substances that can be used in the learning process.²⁹

Podcasts can be accessed without problems and quickly through the rookies. This motivates them to participate in numerous classroom activities. Also, it gives them the possibility to enthusiastically respond to teachers, and the stages of their mastering quicken desirably.³⁰

The challenge of podcasts on numerous degrees offers the questions of the advantages of podcasts, and the choice of the most useful ones, and discusses how to maximize learning from them. The advantages of podcasts are:

- 1) Novices can benefit from international listening, even though they only listen for three to five minutes a day;
- 2) Students may be uncovered to a brand-new language;
- 3) The intermediate learner needs genuine texts to be uncovered to a variety of voices.

²⁹ Fernando Rosell-Aguilar, "Top of the Pods - In Search of a Podcasting 'Podagogy' for Language Learning," *Computer Assisted Language Learning* 20, no. 5 (2007): 471-92, <https://doi.org/10.1080/09588220701746047>.

³⁰ Nursyahdiyah, "The Use of English Podcasts To Improve Students' Ability in Listening Skill At Eighth Grade of Mtsn Kabanjahe Thesis," 2018.

Podcasts aren't always simply meant for listening. Regularly there may be a transcript supplied in conjunction with worksheets. Several websites interact with the scholars and ask them to put in writing questions or comments.³¹

c. Teaching Listening by Using Podcast

Furthermore, Sloan defines Podcasting as one in all a modern manner of broadcasting thru the internet and also it can be used for transferring digital audio content routinely to cell telephones.³² Gromik claims that podcasting provides beginners with "complete access to actual assets" in non-English speaking contexts. Similarly, Podcasts provide a 'real-lifestyles listening' supply that each overseas language listener is allowed to benefit from it. Constantine explained the significance of the use of Podcasts in a foreign language magnificence from the beginner stage to enhance levels. Beginners can benefit from preferred listening and publicity to new language. For the intermediate degree, students can access real materials and uncover a variety of voices while for the increased stage, they're able to select podcasts substances based on their own needs. Every other advantage of podcasts has been demonstrated with the aid of Lu thru his four weeks of study. The look investigates how podcasts in both UK and US English ought to boost the listening and speaking skill ability of language newbies in an EFL context which involved a Taiwanese learner who had no longer formerly been uncovered to real English. The participant became requested to transcribe the

³¹ Haryanto Atmowardoyo and Kisman Salija, "Podcast Effects on Efl Learners Listening," 2018, 1–10.

³² Steve Sloan, "Emerging Technology : Podcasting CATS 2005 Presentation," no. April 2007 (2005).

podcasts, become aware of vocabulary and grammar in context, and have a discussion of the subjects turned into conducted in English at the give up of each week. They have a look at found out that using podcasts in listening coaching in this way has an effective impact and the player won self-assurance in his potential to understand English usual.

Podcasts are also used as primary assets and evaluate equipment in EFL classrooms. An examination conducted using Ashraf, Naroozi, and Salami proved that podcast has an enormous effect on Iranian EFL sophomore students' listening comprehension.³³ In addition, Hawke looks at the pronounced importance of improvement in science students' medical English listening abilities thru podcasts. As supplementary materials, podcasts assist students to pay attention to its content and motivate them to examine listening both using bottom-up and top-down strategies. Moreover, Istanto also has confirmed that Podcasts improve college students' listening skills and grammar knowledge.

3. Conceptual Framework

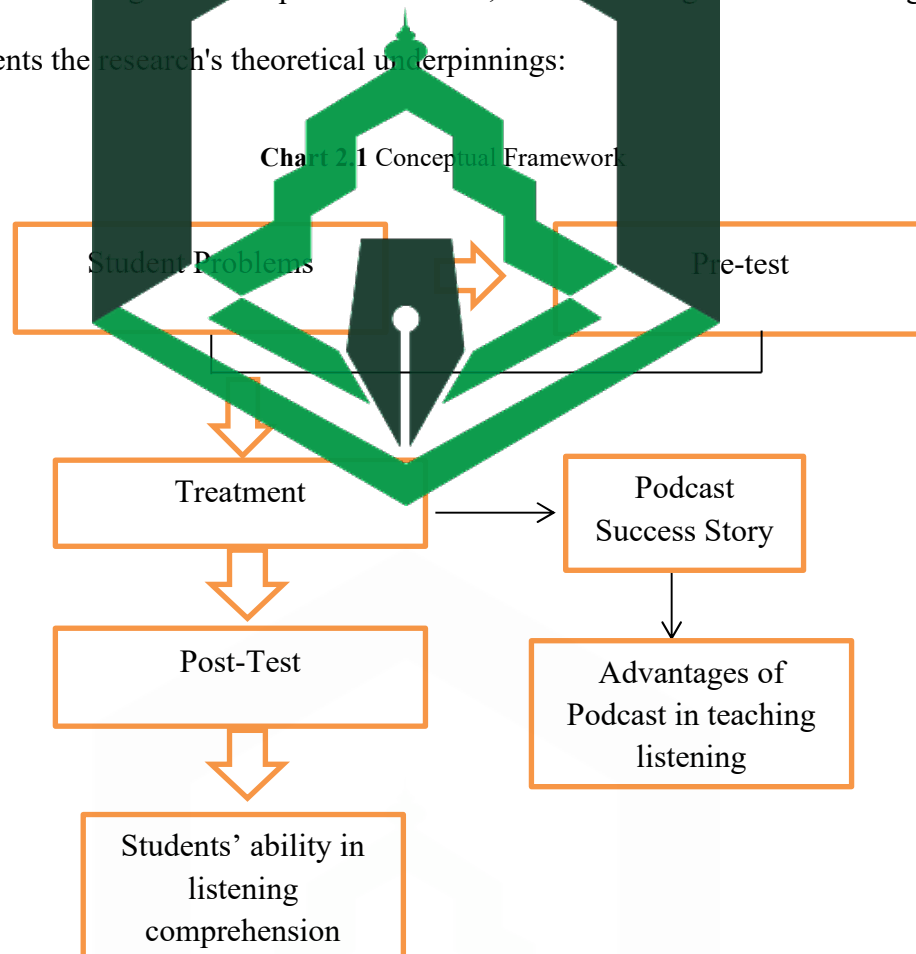
Listening skill is perhaps the most crucial element in language and language learning, for it is the key to speaking, and beyond that, reading and writing. Especially within the administrative center, that ability is used at least three instances more than speaking, and four to five times extra than analyzing and writing. Listening and speaking are often taught together, but novices,

³³ Somayeh Naseri and Khalil Motallebzadeh, "Podcasts: A Factor to Improve Iranian EFL Learner' Self-Regulation Ability and Use of Technology," *Educational Technology and Society* 19, no. 2 (2016): 328–39.

specifically non-literate ones, need to accept more listening exercises than speaking practice.

The researcher attempts to improve college students' listening ability through podcasts. Podcasts are audio software on the internet that are usually updated at ordinary durations. It is straightforward to find and download on the internet. Every so often the audio is equipped with the transcript, so it can assist college students to understand what they pay attention to. The use of podcasts in the listening segment are predicted to enhance students' listening skill.

According to the explanation above, The following is how the diagram represents the research's theoretical underpinnings:



Research Hypothesis

H₀: There was no significant effect of using podcasts in learning to listen in the experimental class and those who were taught without using podcasts in the control class.

H₁: There is a significant effect of using podcasts in listening learning in the experimental class and those taught without using podcasts in the control class.



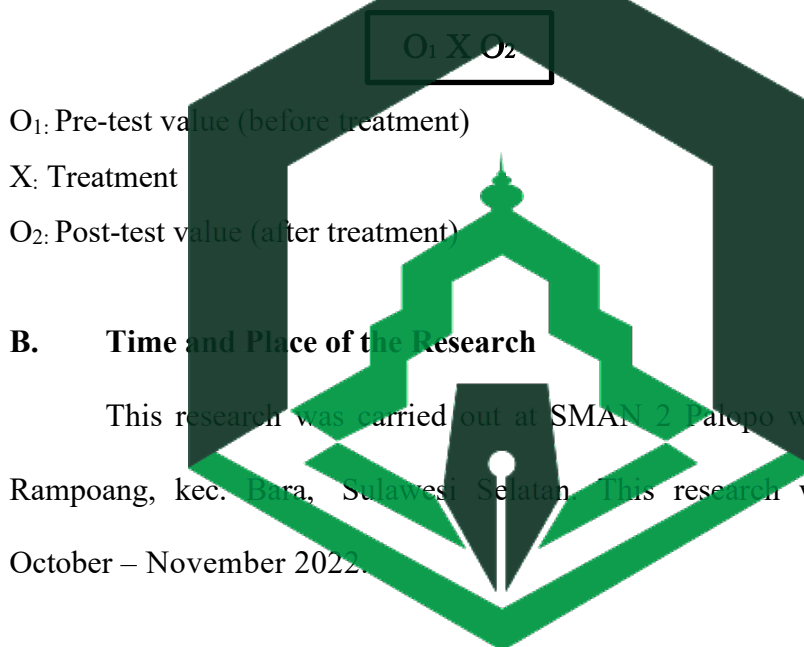
CHAPTER III

RESEARCH METHOD

A. Design of Research

This study used a pre-experimental methodology. In order to assess if podcasts can help class X students at SMA Negeri 2 Palopo improve their listening skills, this study used a pre-test and post-test approach.

The design of this research is described as follows:³⁴



B. Time and Place of the Research

This research was carried out at SMAN 2 Palopo which is located on Rampoang, kec. Bara, Sulawesi Selatan. This research was conducted on October – November 2022.

C. Variables of The Research

The research variables consist of :

1. The Independent Variable of this research is the Podcast
2. The dependent variable of this research is the Students' Listening Ability.

³⁴ Widya Salsabila, Leni Irianti, and Luthfiyatun Thooyibah, “The Effectiveness of Georgiana’S Podcast on Spotify To Improve Students’ Listening Skills,” *Teaching & Learning English in Multicultural Contexts* 5, no. 2 (2021): 1–8, <http://jurnal.unsil.ac.id/index.php/tlemc/index>.

D. Population and Sample of the Research

The population in this study were students at SMA Negeri 2 Palopo. The population of this study consisted of classes (MIPA and IPS) with 275 students. The research was conducted at X MIPA 2 SMA 2 Negeri Palopo. The researcher used purposive sampling. The sample is part of the number in the population. Based on the population above, this study is an example, the researcher chose class X MIPA 2 SMA Negeri 2 Palopo for the academic year 2022/2023 which consisted of 25 students. However, the researcher only took a sample of 20 people in the class because there were only 20 students present at the time of the study.

E. The Instrument of the Research

The research instrument is a Listening test. The test aims to determine the level of students' listening ability to Audio-Visual on Podcast media. The test is classified into 3 steps, pre-test, treatment, and post-test. The test items are in multiple-choice form which consisted of 10 numbers for pre-test and post-test.

F. The procedure for Collecting Data

1. Pre-test

The pre-test was conducted before conducting the research action. The pre-test was applied to measure and evaluate the students' basic ability in listening skills, by paying attention and listening to the audio video podcast given and answering 10 multiple-choice questions related to the content of the podcast discussion. The questions given are one way to give practice to students to know their knowledge and competence, especially their ability in listening skills. Here the researcher uses podcasts as a medium, without informing students about

podcast knowledge. After knowing the results, the researcher can decide and plan whether students need to provide more actions or not.

2. Treatment

After doing the pre-test, the researcher gave treatment to improve students' listening abilities. This treatment was completed using Podcast media. The steps to provide treatment are as follows :

a. Opening activities

1. Opening the class by greeting and asking about the students' condition
2. The teacher introduced herself as well as told the students about the purpose of her presence.
3. Pray together and check student attendance.
4. Prepare physical and psychological students in starting learning activities.

b. Whils activities

1. The researcher introduces Podcast media and tells them the advantages of using Podcasts.
2. After students understand Podcasts. The researcher adds some vocabulary to make it easier for students when the researcher displays the Podcast audio.
3. Next, the researcher played an audio video and gave time students to understand the content of the audio.
4. The researcher shows a video podcast that lasts about 7 minutes to students.
5. The researcher gives questions according to the audio and students must respond quickly to answer the question. Researchers always remind to provide feedback.

6. The researcher asked the students how the message was obtained in the discussion of the Audio Podcast.

c. Closing activities

1. Teacher summarized the learning material.
2. Teacher closed the class.

3. Post-test

In contrast to the pre-test, the post-test is utilized to assess the pupils' current state. Implementation occurs following student therapy. At the most recent meeting, the post-test was completed. The results of the post-test are used to calculate each student's listening proficiency. Ten multiple-choice questions make up the questions. After playing the audio video, the researcher gave instructions on how to respond to questions. The researcher gathered the pupils after they had responded to the questions.



G. Techniques of Analysis Data

Based on experimental research, the researcher conduct pre-test and post-test instruments on a piece of paper. All students get a pre-test at the first meeting to measure their listening qualifications, after that their treatment for four meetings, and finally, a post-test instrument is conducted to measure the impact of podcasts at SMA N 2 Palopo.

To analyze the data, the researcher uses the following steps:

- a) Scoring the students' correct answers pre-test and post-test.

$$\text{Score} = \frac{\text{students correct answer}}{\text{total number}} \times 100$$

Classifying students' results on the test into the following criteria :³⁵

No	Score	Classification
1	90-100	Very good
2	80-89	Good
3	70-79	Fair
4	50-69	Poor
5	0-49	Very poor

Table 2.1 Scoring classification

- b) Calculating the rate percentage of students' scores:³⁶

³⁵ Dewi Sartika Putri and Clarry Sada, "Improving Students' Speakng Skill in the Aspect of Grammar and Vocabulary About Describing Animals By Using Cue Cards Media," *Journal of English Education Program* 2, no. 2 (2021): 87–96, <https://doi.org/10.26418/jjep.v2i2.46600>.

Where: $\bar{x}/1$ = Mean score

$\sum x$ = The raw of all score

N = The number of subjects

In determining the mean score, standard deviation, test of significance, and standard significance, the researcher calculated it by using SPSS 29

H. Hypothesis Testing

The researcher utilized the criteria of the following hypothesis to determine whether the analysis from the hypothesis between pre-test and post-test was acceptable:

If: $t_o > t_t$ = Reject the null

hypothesis If: $t_o < t_t$ =

Received null hypothesis.



³⁶ Iman Brilianto, Yanti Sri Rezeki, and Sofian Maral, "Designing an English Teaching Material for Tenth Grade Students of Culinary Study Program," *Journal of English Education Program* 1, no. 2 (2020): 97–110, <https://doi.org/10.26418/jcep.v1i2.40233>.



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The researcher discusses the results of their investigation into how podcasts can improve students' listening abilities. Some statistical computations compare the pretest (before therapy) and the posttest (after treatment) to determine the effect.

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

a. students' scores in Pre-test

A pretest result before to the treatment is displayed in this section.

Table 3.1 Students' Scores in Pre-test

NO	Respondent	The correct answer	Score
1	MR	5	50
2	A	6	60
3	SC	5	50
4	YI	3	30
5	G	4	40
6	PJ	2	20
7	SRP	2	20
8	I	4	40
9	CGA	7	70
10	MAP	7	70
11	SGS	3	30
12	AP	7	70
13	FL	6	60
14	ADK	4	40
15	NA	2	20
16	ANS	5	50
17	RS	4	40
18	EDS	4	40
19	HK	7	70

Table 3.1 displays the test results for the students. The maximum possible score was 70, and the lowest possible score was 20, according to

the table above.

Table 3.2 Frequency and Presentage of students' listening scores (pre-test)

No	Classification	Score	Frequency	Percentage
1	Very Good	90-100	0	0%
2	Good	80-89	0	0%
3	Fairly	70-79	4	21,05%
4	Poor	50-59	5	26,32%
5	Very Poor	0-49	10	52,63%
	Total		19	100%

Table 3.2 shows the classification of students' listening scores on the pre-test. There are 4 students classified as fairly, 5 students classified as poor, and 10 students classified as very poor.

b. Students Score in Post-Test

The posttest results after using podcasts for many treatments are shown in this section.

Table 3.3 Students Score in Post-test

NO	Respondent	The correct answer	Score
1	MR	7	70
2	A	7	70
3	SC	7	70
4	YI	8	80
5	G	8	80
6	PJ	7	70
7	SRP	7	70
8	I	6	60
9	CGA	9	90
10	MAP	9	90
11	SGS	5	50
12	AP	9	90
13	FL	8	80
14	ADK	7	70
15	NA	6	60
16	ANS	7	70
17	RS	6	60
18	EDS	6	60
19	HK	9	90

Table 3.3 reveals the results of the post-test for the students. The researcher can infer from the data above that the greatest score was 90 and the lowest score was 50.

Table 3.4 Frequency and Percentage of Students' Listening Scores (post-test)

No	Classification	Score	Frequency	Percentage
1	Very Good	90-100	4	21,05%
2	Good	80-89	3	15,79%
3	Fairly	70-79	7	36,84%
4	Poor	50-59	5	26,31%
5	Very Poor	0-49	0	0%
	Total		19	100%

Table 3.4 Shows the remarkable improvement in students' listening skills following treatment. 4 students had very good listening scores, 3 received good listening scores, 7 received fair listening scores, and 5 received bad listening scores on the post-test.

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

Before starting treatment, pre-test results revealed that the student's listening skills were lacking. Most of them requested that the materials be repeated more than four times since they could not grasp what the speaker was saying. The post-test findings revealed that the students' listening abilities had improved as a result of the treatment. The data shown below demonstrate that.

Table 3.5 Students' Pre-test and Post-test Mean Score

Students' score		Improvement
Pre-test	Post-test	(%)
45,78%	72,63%	43,21%

Table 3.5 demonstrates that the improvement rate for students' listening skills after utilizing podcasts was 43.21%. The means pre-test score was 45.78%, while their average post-test score was 72.63%.

a. Mean Score and Standard Deviation of Students' Tests

Table 3.6 The standard deviation of the student's pre-test and post-test scores.

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	
Pretest	19	20	70	45.78	17.421	
Posttest	19	50	90	72.63	11.945	
Valid (listwise)	19					

Table 3.6 shows that the post-mean test score was higher than the pre- (72.63 > 45.78). It implies that there was a noticeable improvement with the application of a podcasting regimen. The pre-standard test's deviation (17.421 > 11.945) was higher than the posttest deviation (11.945).

b. The t-test of student's Listening achievement score

Inferential statistics were used to examine the hypothesis. In this instance, the researcher utilized a t-test (significance test) with the paired sample t-test, or the test, to ascertain whether there was a statistically significant difference between the mean student test scores on the pre-test and post-test.

What is required, presuming a significance threshold of $(\alpha) = 0.05$, is The following table shows the results of the t-test when the degrees of freedom (Df) are equal to $N-1$ and $N = 19$.

Table 3.7 The Paired Sample Test of Pre-test and Post-test

		Paired Samples Test						Significance		
		Paired Differences				T	Df	One-Sided p	Two-Sided p	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
					Lower	Upper				
Pair 1	PRE-TEST - POST TEST	-43.214	12.495	3.86609	-51.0148	-35.4132	-9.363	18	<.001	<.001

According to the results of the paired sample t-test, the mean difference in listening skill between the pre-test test and post-tests for the paired sample was -43.214, with a standard deviation of 12.495, a t-value of -9.363, and a degree of freedom of 18.

The researcher can see from the table above that the probability value was greater than alpha (α) (0.000 0.05). It may be said that there was a noticeable

improvement in the students' listening abilities both before and after the use of podcasts. It indicates that H1 was approved while H0 was rejected.

Podcast media helped students' listening skills at SMAN 2 Palopo. If the students' score reaches the KKM, which ranges from 76 to 100, they'll be considered effective.

B. Discussion

Learning a language in order to contemplate acquiring a career and other areas of lifestyle today is very vital due to the global growth of education. Students often find it challenging to master listening skills. They believed that learning a foreign language was dull and that it was spoken too quickly. That is why the researcher conducted research to learn how to make podcasts an engaging medium for students to improve their listening skills. The researcher chose podcasts as the medium because she wants to create instructional resources for schools that should pique students' attention and facilitate their learning. Learning material is well-designed and can serve as a stimulant.³⁷

According to the pre-test results, the level of student listening was low, particularly when it came to selecting the correct response. They performed less well on the listening portion of the pre-test. Nearly all of them were perplexed and spent a lot of time pondering the speaker's intended answers. They didn't read the question or choose the right response; they just listened.

³⁷ Fabio Testy Ariance Loren, "The Use of Learning Media on Listening Skill in Teaching Indonesian To Speakers of Other Language (Tisol)," *Lingua Didaktika: Jurnal Bahasa Dan Pembelajaran Bahasa* 11, no. 1 (2017): 1, <https://doi.org/10.24036/ld.v11i1.7625>.

In order for the students to demonstrate progress in the post-test, the researcher also delivered the treatment using a podcast. How much the children advanced following treatment was shown by the post-test. According to the researcher's conclusions, students' capacity to listen improved when they used podcasts.

The study discovered that the mean post-test student achievement score was higher than the pre-test thanks to the use of podcasts in the listening activity. Finding out that the average score on the pre-test was 45.78 (bad), and that the average score on the post-test was 72.63 after using a podcast as treatment media (good). The researcher also reported a notable improvement following the administration of a podcast treatment. It is clear that the listening abilities of students are greatly impacted by podcasts. 0.000 , which is less than 0.05 ($0.000 < 0.05$), is the significance value. The researcher's hypothesis (H_1) was found to be true, whereas the null hypothesis (H_0) was found to be false. This indicates that there are substantial variances in the listening.

This finding suggests that using podcasts can help students improve their listening abilities. The students in the experimental class appeared to appreciate listening to English conversations and discussions more after being exposed to the podcast in listening instruction. By using podcasts, students felt comfortable listening to English spoken and were able to gain some exposure to different English spoken. Additionally, Syahbuddin's research found that using podcasts helped students' listening abilities. Following the researcher's use of podcasts to teach listening, the student's attitudes toward the activity underwent a favorable

motivational change. The majority of students feel that listening to podcasts can help them learn English, and they utilize them as an alternate method of learning the language and honing their abilities.³⁸

Another research supports the effectiveness of using a podcast as listening learning media. The students were given the questionnaire and the results showed that they had more interest in the podcast as it provided authentic materials, exciting activities, and meaningful tasks that eventually motivated them more in learning and also can encourage the student's willingness to train their listening ability since it is one of the essential factors for adequate communication skills.³⁹

Another study found that using podcasts could enhance students' knowledge and abilities when they are learning a language. Listening to podcasts encourages students to learn English and improves their language abilities overall. The pupils' motivation for language learning is impacted by the use of podcasts. Because to the variety of content options available, the podcast might aid students in becoming more motivated to learn. Also, teachers could select material that is appropriate for the students' skill level. The information in podcasts, according to learners, increases their motivation to learn a language. From the aforementioned three studies, it can be inferred that, provided the subject matter is regarded appropriate, podcasts might be easily included into the curriculum.

³⁸ Khairiah Syahabuddin and Khaira Rizqa, "Improving Students' Listening Skill Using Podcasts," *Journal of Digital Education, Communication, and Arts (Deca)* 4, no. 01 (2021): 51–61, <https://doi.org/10.30871/deca.v4i01.2867>.

The usage of English podcasts may be a useful medium to improve students' performance in the listening learning process, according to the researcher's research. Yet, the researcher encounters certain challenges when instructing in the classroom.

To listen to the audio, the researcher performed four repetitions. Due to their still limited listening abilities, the children had a difficult time responding to the questions. Due to the classroom's proximity to the parking lot, there was a poor situation management class where the pupils occasionally could not hear the audio. There is a time limit on the offline class. The kids did not take a break following the learning procedure. The kids occasionally had to respond to the questions quickly.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, it can be concluded that the usage of Audio-visual can enhance students' listening skills. It is proven by the mean score of t is higher than pre-test. The researcher discovered that t is greater than alpha (α) ($0.000 < 0.05$). This means that the null hypothesis (t_0) is rejected and the research hypothesis (t_1) is accepted.

B. SUGGESTION

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

1. For Teachers

In order to successfully carry out teaching and learning activities, English teachers must be discriminating when selecting podcasts by taking into account the needs of their students, the podcast's learning objectives, and the length of the podcast. When giving podcasts, it is advised that the teacher sit in a quiet area away from any background noise.

The teaching and learning process to be successful, the instructor should also be able to inspire students, include them in the learning activity, and provide a fun environment.

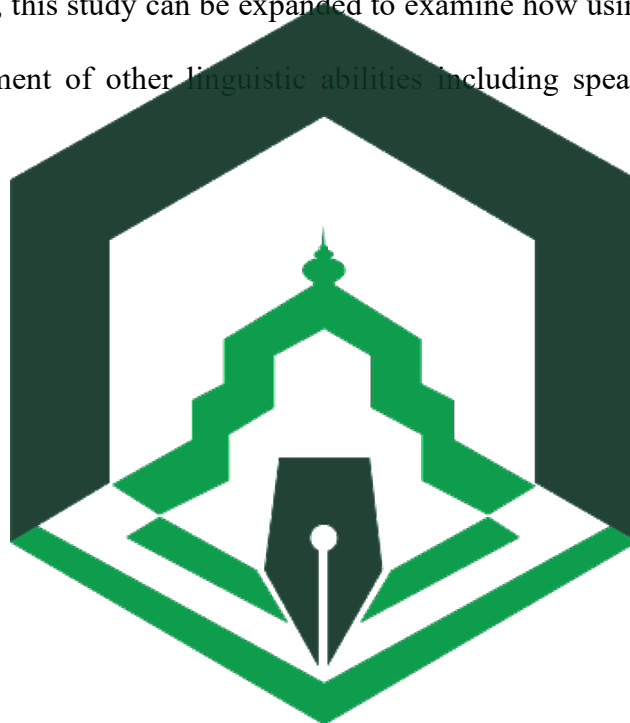
2. For Students

A podcast may be a smart idea if the pupils wish to master English. The kids may become more motivated to learn English as a result. Particularly for

improving students' listening skills. By downloading English information from the internet and listening to it whenever and wherever they are, the students can try using podcasts at home.

3. For other Research

It is advised that they revisit or continue this study in various circumstances to discover more strategies to improve the students' listening skills. Additionally, this study can be expanded to examine how using podcasts affects the development of other linguistic abilities including speaking, writing, and reading.



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A



D

I

X



APPENDIX 1



**SURAT PERNYATAAN VALIDASI
LEMBAR OBSERVASI**

Saya yang bertanda tangan dibawah ini:

Nama : Dewi Furwana, M.Pd

NIP : 19870831 20105 2 006

Pendidikan akhir : Strata Dua

Menyatakan bahwa instrumen penelitian TA atas nama Mahasiswa :

Nama :

NIM :

.....

..... Improving Student Learning Through Podcast

..... Audio-Video of Tenth Gradeegeri 5 Palopo

.....h dilakukan kajian atas instrumen penelitian TA dapat dinyatakan


- Layak digunakan untuk penelitian
- Layak digunakan dengan perbaikan
- Tidak layak digunakan untuk penelitian yangtan

.....an catatan dan saranin sebagaimana ter.....

..... Demikian surat dapat dipergunakan sebagaimana mestinya.

Palopo, 8 September 2022

Validator,



Dewi Furwana, M.Pd

NIP,

Catatan:

bertanda ✓

SURAT PERNYATAAN VALIDASI

LEMBAR OBSERVASI

Saya yang bertanda tangan dibawah ini:

Nama : DR MASRUDDIN, SS, M. Hum
NIP : 19800613 200501 1005
Pendidikan akhir : S3

Menyatakan bahwa instrumen penelitian TA atas nama Mahasiswa :

Nama :
NIM :

: Improving Skill Through Podcast
Audio-Video of Tenting Negeri 5 Palopo

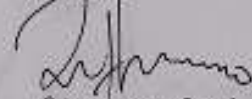
telah dilakukan kajian atas instrumen penelitian tersebut dapat dinyatakan

- Layak digunakan untuk penelitian
- Layak digunakan dengan perbaikan
- Tidak layak digunakan untuk penelitian yang bersangkutan

dan catatan dan saran perbaikan sebagaimana tertera di atas agar dapat digunakan sebagaimana mestinya.

Palopo, 8 September 2022

Validator,


DR. MASRUDDIN, SS, M. Hum
NIP. 19800613 200501 1005

Catatan:


Beri tanda V

PRE TEST

Name :

Class :

Listen carefully and recognize the general idea the speaker said.

1. What theme did she cover in the podcast?
 - a. Love yourself
 - b. Meditation
 - c. The success of mindset
 - d. Habits
 2. What is the name of the speaker on the podcast?
 - a. Aileen
 - b. Cory
 - c. Jessica
 - d. Alisha
 3. When will the podcast broadcast?
 - a. Saturday, March 4
 - b. Sunday, March 5
 - c. Saturday, April 4
 - d. Sunday, April 5
 4. What was the first topic of discussion that he covered?
 - a. Patience
 - b. Unwavering belief in yourself
 - c. Self-Forgiveness
 - d. Gratitude
- 

5. Where will they make the short film?
- a. Jakarta
 - b. America
 - c. China %%%
 - d. Taiwan
6. Who is the woman who inspired the speaker in the podcast?
- a. Marie Forleo
 - b. Oprah
 - c. Michelle Jackson
 - d. Victoria
7. What notes are written on his desk?
- a. The success principle
 - b. The action is here
 - c. There is no try. There's only do
 - d. This baby is a successful baby
8. Whose podcast interviews does she listen to?
- a. Joe Rogan and David Goggins
 - b. Bedros keulian
 - c. Tony robbins with Tim ferriss
 - d. Daniel Levitin and Denzel Washington
9. How much percentage should you apply to be grateful if you want to be successful?
- a. 100%

- b. 70%
- c. 50%
- d. 30%

10. What is the name of the channel?

- a. Ted talk
- b. Motivation to study
- c. Motivation madness
- d. Lavendaire Lifestyle



PRE TEST

70

Name : ANUN APRILIAH

Class : X IPA 2

Listen carefully and recognize the general idea the speaker said.

1. What theme did she cover in the podcast?

- a. Love yourself
- b. Meditation
- c. The success
- d.

2. What was the speaker on the podcast?

- a. Aileen
- b. Cory
- c. Jessica
- d. Alisha

3. When will the podcast broadcast?

- a. Sunday, March 5
- b. Friday, March 5
- c. Saturday, March 5
- d. Sunday, April 5

4. What was the first topic of discussion that he covered?

- a. Patience
- b. Unwavering belief in yourself
- c. Self-Forgiveness
- d. Gratitude

5. Where will they make the short film?

- a. Jakarta

PRE TEST

Name: Felisia Impo

Class: X IPA 2

70

Listen carefully and recognize the general idea the speaker said.

1. What theme did she cover in the podcast?
 - a. Love yourself
 - b. Meditation
 - c. The success of mindset
 - d. Habits

2. What is the main message on the podcast?
 - a. ...
 - b. ...
 - c. ...
 - d. ...

3. When was the podcast broadcast?
 - a. ...
 - b. Sunday, March 5
 - c. Saturday, April 4
 - d. Sunday, April 5

4. What was the first topic of discussion that he covered?
 - a. Patience
 - b. Unwavering belief in yourself
 - c. Self-Forgiveness
 - d. Gratitude

5. Where will they make the short film?
 - a. Jakarta

Name: APRILADIS DINORA KADANG

50

Class: X IPA 2

Listen carefully and recognize the general idea the speaker said.

1. What theme did she cover in the podcast?

- a. Love yourself
- b. Meditation
- c. The success of mindset
- d. Habits

2. What is the name of the podcast?

- a. Aileen

3. When was the podcast broadcast?

- a. Friday, March 4
- b. Saturday, March 5
- c. Saturday, April 4
- d. Sunday, April 5

4. What was the first topic of discussion that he covered?

- a. Patience
- b. Unwavering belief in yourself
- c. Self-Forgiveness
- d. Gratitude

5. Where will they make the short film?

- a. Jakarta

PRE TEST

30
2

Name : ~~Mayla~~ Amanda

Class : X IPA 2

Listen carefully and recognize the general idea the speaker said.

1. What theme did she cover in the podcast?

- a. Love yourself
- b. Meditation
- c. The success of mindset
- d. Habits

2. What is the name of the podcast?

- a. A...
- b. C...
- c. J...
- d. A...

3. When will the podcast broadcast?

- a. Saturday, March 3
- b. Sunday, March 3
- c. Saturday, April 4
- d. Sunday, April 5

4. What was the first topic of discussion that he covered?

- a. Patience
- b. Unwavering belief in yourself
- c. Self-Forgiveness
- d. Gratitude

5. Where will they make the short film?

- a. Jakarta

PRE TEST

Name: AGNI NATASIA SAMBUNG

Class: X IPA 2

50

Listen carefully and recognize the general idea the speaker said.

1. What theme did she cover in the podcast?

- a. Love yourself
- b. Meditation
- c. The success of mindset
- d. Habits

2. What is the main message on the podcast?

- a. Unwavering belief in yourself
- b. Self-Forgiveness
- c. Gratitude
- d. Patience

3. When was the podcast broadcast?

- a. Saturday, March 4
- b. Sunday, March 5
- c. Saturday, April 4
- d. Sunday, April 5

4. What was the first topic of discussion that he covered?

- a. Patience
- b. Unwavering belief in yourself
- c. Self-Forgiveness
- d. Gratitude

5. Where will they make the short film?

- a. Jakarta



PRE TEST

40

Name: Elvira Qian Surina

Class: X IPA 2

Listen carefully and recognize the general idea the speaker said.

✓ 1. What theme did she cover in the podcast?

- a. Love yourself
- b. Meditation
- c. The importance of self-love

✓ 2. What is the name of the speaker of the podcast?

- a. Elvira Qian Surina
- b. Elvira Qian Surina
- c. Elvira Qian Surina
- d. Elvira Qian Surina

X 3. When will the podcast be broadcasted?

- a. Saturday, March 4
- b. Sunday, March 5
- c. Saturday, April 4
- d. Sunday, April 5

X 4. What was the first topic of discussion that he covered?

- a. Patience
- b. Unwavering belief in yourself
- c. Self-Forgiveness
- d. Gratitude

5. Where will they make the short film?

- a. Jakarta

POST TEST

Name :

Class :

Listen carefully and recognize the general idea the speaker said.

1. What is the name of the speaker in the podcast?
 - a. BJ James
 - b. Miller khan
 - c. George Andrea
 - d. BJ Miller
2. What is the amount of voltage that occurs during that event?
 - a. 1100 volt
 - b. 10.000 volt
 - c. 11.000 volt
 - d. 1000 volt
3. What is he job now?
 - a. A doctor
 - b. A Nurse
 - c. A Teacher
 - d. Motivator
4. What disease did frank have during his life?
 - a. Advancing prostate cancer HIV
 - b. Kidney failure

- c. Damaged nerves
 - d. Cancer bone
5. Where does he work?
- a. Los Angeles
 - b. San Francisco
 - c. San Diego
 - d. New York
6. Where is the happiest moment according to BJ Miller?
- a. A school
 - b. A house
 - c. A hospital
 - d. A office
7. How long does he spend to work at the hospital?
- a. 20 years
 - b. 10 years
 - c. 30 years
 - d. 15 years
8. When did he get the accident/crash?
- a. Before Christmas
 - b. After Christmas
 - c. Before thanksgiving
 - d. After thanksgiving
9. What causes the accident?



- a. Climb a stopped train
- b. Car accident
- c. Got electric shock
- d. Fall of the cliff

10. Whose names mentioned in the video?

- a. Frank, John, and/1Adel
- b. Kate, Jane, and Frank
- c. Jane, Louis, Christ
- d. John, Adel, Beth



POST TEST

90

Name: MUH. ALFIKSY B., AHMAD NAUFAL

Class: X IPA 2

Listen carefully and recognize the general idea the speaker said.

1. What is the name of the speaker in the podcast?

- a. BJ James
- b. Miller Khan
- c. George

2. What is the amount of voltage that occurs during that event?

- a. 1 volt
- b. 100 volt
- c. 1000 volt
- d. 10000 volt

3. What is his job now?

- a. A doctor
- b. A Nurse
- c. A Teacher
- d. Motivator

4. What disease did Frank have during his life?

- a. Advancing prostate cancer HIV
- b. Kidney failure
- c. Damaged nerves
- d. Cancer bone

POST TEST

80

Name: Muli Naufal R., Saputra

Class: X IPA 2

Listen carefully and recognize the general idea the speaker said.

1. What is the name of the speaker in the podcast?

- a. BJ James
- b. Miller Khan
- c. George

2. What amount of voltage that occurs during that event?

- a. 1 volt
- b. 2 volt
- c. 3 volt
- d. 4 volt

3. What job now?

- a. A Doctor
- b. A Nurse
- c. A Teacher
- d. Motivator

4. What disease did frank have during his life?

- a. Advancing prostate cancer HIV
- b. Kidney failure
- c. Damaged nerves
- d. Cancer bone

POST TEST

90

Name: TIAIA

Class: X IPA 2

Listen carefully and choose the correct answer for the speaker said.

1. Who is the name of the speaker?

- a. BJ James
- b. Miller Khan
- c. George Andrea
- d. BJ Miller

2. What is the amount of voltage that occurs during the event?

- a. 11,000 volt
- b. 10,000 volt
- c. 11,000 volt
- d. 1000 volt

3. What is his job now?

- a. A doctor
- b. A Nurse
- c. A Teacher
- d. Motivator

4. What disease did Frank have during his life?

- a. Advancing prostate cancer HIV
- b. Kidney failure
- c. Damaged nerves

POST TEST

80

Name: AGNI NATASIA SANGRUM

Class: X IPA 2

Listen carefully and recognize the general idea the speaker said.

1. What is the name of the speaker in the podcast?

- a. BJ James
- b. Miller kl

2. ... the amount of voltage that occurs during the

- 1100-volt
- 10.000 volt
- 11.000 volt
- 1000 volt

What is her job now?

- a. A doctor
- b. A Nurse
- c. A Teacher
- d. Motivator

4. What disease did frank have during his life?

- a. Advancing prostate cancer HIV
- b. Kidney failure
- c. Damaged nerves
- d. Cancer bone

POST TEST

80

Name: Aprilia Dinda Kaelang

Class: X IPA 2

Listen carefully and recognize the general idea the speaker said.

1. What is the name of the speaker in the podcast?

a. BJ James

b. Miller

c. ...

d. ...

is the amount of voltage that occurs during ... ?

1100 volt

10.000 volt

11.000 volt

1000 volt

What is his job now?

a. A doctor

b. A Nurse

c. A Teacher

d. Motivator

4. What disease did Frank have during his life?

a. Advancing prostate cancer HIV

b. Kidney failure

c. Damaged nerves

d. Cancer bone

POST TEST

90

Name: Cantika Guka Ayudia

Class: X IPA 2

Listen carefully and recognize the general idea the speaker said.

1. What is the name of the speaker in the podcast?

a. BJ James

b. Miller

c. ...

... is the amount of voltage that occurs during

a. 1100 volt

b. 10,000 volt

c. 11,000 volt

d. 1000 volt

What is his job now?

a. A doctor

b. Nurse

c. A Teacher

d. Motivator

4. What disease did frank have during his life?

a. Advancing prostate cancer HIV

b. Kidney failure

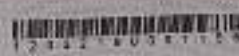
c. Damaged nerves

d. Cancer bone

APPENDIX 2:

IZIN PENELITIAN





PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Arsitek: J.A. Idris, Jl. H. M. Husein No.5 Kota Palopo - Sulawesi Selatan Telpom : (0412) 200740

ASLI

IZIN PENELITIAN
 NOMOR : T155/E/DP/PTSP/DC/2022

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2010 tentang Sistem Perencanaan Pembangunan Nasional
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja
3. Peraturan Walikota Palopo Nomor 3 Tahun 2019 tentang Peraturan Daerah Kabupaten Palopo
4. Peraturan Walikota Palopo Nomor 20 Tahun 2019 tentang Penyelenggaraan Perizinan dan Izin Perizinan di Kota Palopo
5. Peraturan Walikota Palopo Nomor 24 Tahun 2019 tentang Penyelenggaraan Penyelenggaraan Pelayanan dan Perizinan yang Mendukung Investasi di Kota Palopo dan Kawasan Perizinan dan Investasi yang Mendukung Usahan Pemerintah yang Dibentuk dan Beroperasi di Kota Palopo

MEMBERIKAN IZIN KEPADA

Nama :
 Jenis Kelamin :
 Alamat :
 Pekerjaan :
 NIM : 01102

Melakukan penelitian dalam rangka paparan

IMPROVING STUDENTS LISTENING SKILL THROUGH PODCAST AUDIO IN HIGH GRADE IN SMA

Lokasi : SMA NEGERI 1 PALOPO

Estimasi Waktu : 20 September 2022 s.d. 20 October 2022

BERIKUT KETENTUAN YANG BERLAKU :

1. Sesuai dengan ketentuan yang berlaku di Kota Palopo dan Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo
 2. Menempelkan pas foto ukuran 3x4 cm sebanyak 2 lembar, dan surat pernyataan yang telah ditandatangani oleh penanggung jawab penelitian
 3. Penelitian yang dilaksanakan di Kota Palopo
 4. Menyerahkan hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo
 5. Surat Izin Penelitian ini diberikan kepada penanggung jawab penelitian yang tidak menaati ketentuan-ketentuan tersebut di atas
- Demikian Surat Izin Penelitian ini diberikan untuk dipergunakan sebagaimana mestinya.

Diberikan di Kota Palopo
 Pada tanggal : 21 September 2022
 oleh : Kepala Dinas Penanaman Modal dan PTSP
 Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ERICK K. SIGA, S.Sos
 Pangkal Perizinan
 NP : 15830414 200701 1 005

- Terbundar :
1. Kepala Dinas Pengkajian dan Pemrosesan Perizinan PTSP
 2. Kepala Dinas Perizinan
 3. Dinas 1403 SWG
 4. Kepala Dinas
 5. Kepala Dinas Perizinan dan Pengendalian Kota Palopo

APPENDIX 3:





PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN

UPT SMA NEGERI 2 PALOPO

Alamat : Jl. Garuda No. 18 Palpo (0471) 22294 Fax: 3111800 Kota Palopo Kota Pos 91914

KETERANGAN PENELITIAN

Nomor : 421.3/260 – UPT SMA 2/PI.PEDISDIK

Yang bertanda tangan di bawah ini Kepala UPT SMA Negeri 2 Palopo, Provinsi Sulawesi Selatan menerangkan bahwa :

Nama : **WENEMAH**
NIM :
Tempat/Tgl.Lahir :
Jenis Kelamin :
Program Studi : Pendidikan
Jl. Opu Tolak

Berini melaksanakan penelitian di UPT SMA Negeri 2 Palopo, dalam rangka penulisan skripsi dengan judul **EMPROVING STUDENT LISTENING SKILL THROUGH PODCAST AUDIO VIDEO OF TENTH GRADE** SMA NEGERI 2 PALOPO

Demikian Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palopo, 10 Oktober 2022



WENEMAH, S.Pd., M.Pd.
NIP. 19690912 199203 2 014

BerAKHLAK # bangga menjadi orang BANGSA SapaKataku >Silk

SETULUS HATI-SUDUNAP, JUWA SEKILAT BAGA, MEMERINTAKAN SULAWESI SELATAN LUCERDASIKI



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA Negeri 2 palopo

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : X MIPA 2 / Genap

Materi pokok : Podcast Audio-Video

A. Tujuan Pembelajaran/1

Pada saat mengimplementasikannya siswa diharapkan mampu mendengarkan, menganalisis, mengevaluasi menciptakan serta menguasai, literasi dasar, karakter, kompetensi, dan melakukan secara lisan baik tulisan podcast audio-video secara sederhana podcast tentang succes story yg di tampilkan.

B. Materi dan Aktivitas Pembelajaran/1

1. Materi Pembelajaran/1

Guru menyampaikan materi listening comprehension dengan menggunakan media podcast dan siswa memahami dan mampu mengidentifikasi podcast, setelah siswa memahami tentang podcast guru akan menampilkan sebuah audio-video , kemudian siswa dapat menganalisa maksud dari isi podcast tersebut.

2./1Aktivitas Pembelajaran/1

- a. Strategi : Blended Learning dan Indirect Instruction
- b. Teori : Constructivism
- c. Pendekatan : Constructivism Approach dan Contextual : individual, social, dan scientific
- d. Model : Project Based Learning (PBL)
- e. Metode : Diskusi, Penugasan, Tanya Jawab
- f. Teknik : Presentasi
- g. Perangkat : Rpp, Laptop, Video, Rubrik, Podcast
- h. Moda : Offline

C. Assessment/ Evaluasi Pembelajaran/1

1. Non Tes : Menggunakan Rubrik

- a. Literasi dasar (semantik, matematik, berbicara dan digital),
- b. karakter (moral dan/kinerja), dan
- c. kompetensi (critical thinking, creative thinking, collaboration, and communication)

Kompetensi Dasar : Listening Skill



RUBRIK PENILAIAN SISWA

Mata

Pelajaran : Bahasa Inggris

Semester : Genap

Sub topik : Narrative Text

RUBRIK PENILAIAN SISWA

Mata pelajaran : Bahasa Inggris

Semester : Genap

Sub Topic : Motivation

No.	Nama Siswa	Literasi Dasar							Karakter	Kompetensi		
		Semantik	Matematis	Berbahasa	Digital	Moral	Kinestetik	Critical Thinking		Creative/IT hinking	Collaboration	Communication
1.	ADF	4	2	3	4	3	3	3	3	2	4	
2.	CR	4	2	3	4	4	2	3	3	3	4	
3.	ADK	4	2	3	4	3	3	3	3	3	4	
4.	HK	4	3	3	4	3	2	4	3	3	4	
5.	T	4	3	3	4	3	2	3	3	3	4	
6.	AAR	3	3	3	4	3	2	3	3	3	4	
7.	MNS	4	2	3	4	3	3	3	4	3	4	

8.	MAR	3	2	3	4	3	3	4	4	3	4
9.	AGP	3	4	3	4	3	3	4	3	3	4
10.	DKB	3	4	3	4	3	3	4	3	3	4
11.	NA	4	3	3	4	3	3	3	4	3	4
12.	SP	3	3	3	4	3	3	4	4	3	4
13.	AA	3	3	3	4	3	2	3	4	3	4
14.	SGS	4	3	3	4	3	2	3	3	3	4
15.	RS	4	4	3	4	3	3	4	4	3	4

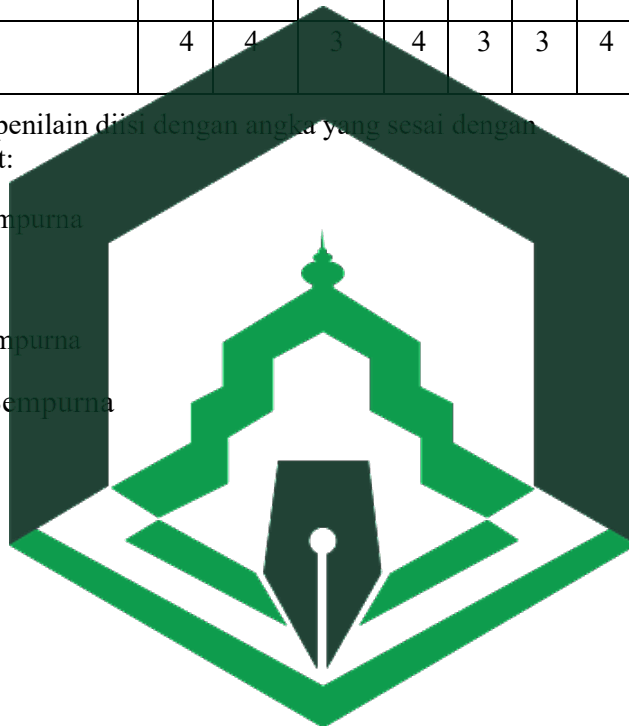
Kolom aspek penilai diisi dengan angka yang sesuai dengan kriteria berikut:

4 = Sangat Sempurna

3 = Sempurna

2 = Cukup Sempurna

1 = Kurang Sempurna





APPENDIX 4
LANGKA LANGKAH
KEGIATAN
PEMBELAJARAN

LANGKAH LANGKAH KEGIATAN PEMEBELAJARAN

1 . Pertemuan Pertama (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>Aperpepsi</p> <ul style="list-style-type: none"> ❖ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya ❖ Mengingat 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 materi/tema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : <ul style="list-style-type: none"> ➢ <i>The Success Mindset in 8 Parts</i> ❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung ❖ Mengajukan pertanyaan <p>Pemberian Acuan</p> <ul style="list-style-type: none"> ❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. ❖ Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang/berlangsung ❖ Membagi 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><u>KEGIATAN LITERASI</u></p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi <i>The Success Mindset in 8 Parts</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>The Success Mindset in 8 Parts</i> ➢ Pemberian contoh-contoh materi <i>The Success Mindset in 8 Parts</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 ❖ Mendengar
1 . Pertemuan Pertama (2 x 45 Menit)	

	<p>Pemberian materi <i>The Success Mindset in 8 Parts</i> oleh guru.</p> <ul style="list-style-type: none"> ❖ Menyimak Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : <ul style="list-style-type: none"> ➢ <i>The Success Mindset in 8 Parts</i> untuk melatih kesungguhan, ketelitian, mencari informasi.
Problem statemen (pertanyaan/identifikasi masalah)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u> Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan video 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>The Success Mindset in 8 Parts</i> Yang tidak dipahami dari apa yang diamati dari beberapa kalimat dan kosa kata.
Data collection (pengumpulan data)	<p><u>KEGIATAN LITERASI</u> 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>The Success Mindset in 8 Parts</i> yang sedang dipelajari dalam bentuk audio-video 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>The Success Mindset in 8 Parts</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>The Success Mindset in 8 Parts</i> yang sedang dipelajari. ❖ Wawancara/tanya jawab dengan nara sumber Mengajukan pertanyaan berkaitan dengan materi <i>The Success Mindset in 8 Parts</i> yang telah disusun dalam daftar pertanyaan kepada guru. <p><u>COLLABORATION (KERJASAMA)</u> 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>The Success Mindset in 8 Parts</i>. ❖ Mengumpulkan informasi Mencatat semua informasi tentang materi <i>The Success Mindset in 8 Parts</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>The Success Mindset in 8 Parts</i> sesuai dengan pemahamannya. ❖ Saling tukar informasi tentang materi : <ul style="list-style-type: none"> ➢ <i>The Success Mindset in 8 Parts</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)

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>	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u> 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>The Success Mindset in 8 Parts</i> ❖ Mengolahinformasi dari materi <i>The Success Mindset in 8 Parts</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>The Success Mindset in 8 Parts</i>.
<p>Verification (pembuktian)</p>	<p><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 :</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-beda 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>The Success Mindset in 8 Parts</i> <p>Antara lain dengan: Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
<p>Generalization (menarik kesimpulan)</p>	<p><u>COMMUNICATION (BERKOMUNIKASI)</u> Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> ❖ Menyampaikan hasil diskusi tentang materi/1<i>The Success Mindset in 8 Parts</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>The Success Mindset in 8 Parts</i> ❖ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi <i>The Success Mindset in 8 Parts</i> ❖ ditanggapi oleh kelompok yang mempresentasikan. ❖ Bertanya atas presentasi tentang materi/1<i>The Success Mindset in 8 Parts</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 style="text-align: center;">➤ <i>The Success Mindset in 8 Parts</i></p> <ul style="list-style-type: none"> ❖ Menjawab pertanyaan tentang materi <i>The Success Mindset in 8Parts</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>The Success Mindset in 8 Parts</i> yang akan selesai dipelajari ❖ Menyelesaikan uji kompetensi untuk materi <i>The Success Mindset in 8 Parts</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>The Success Mindset In 8 Parts</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>	<p>Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi <i>The Success Mindset in 8 Parts</i> yang baru dilakukan.</p>
<p>Guru:</p>	<ul style="list-style-type: none"> ❖ Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran <i>The Success Mindset in 8 Parts</i>

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>Aperpepsi</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 materi/tema/ 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)	
<i>Stop Wasting Time</i>	
<ul style="list-style-type: none"> ❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung ❖ Mengajukan pertanyaan <p>Pemberian Aduan</p> <ul style="list-style-type: none"> ❖ 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

<p>Stimulation (stimulasi/pemberian rangsangan)</p>	<p><u>KEGIATAN LITERASI</u> Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi <i>Stop Wasting Time</i> dengan cara :</p> <ul style="list-style-type: none"> ❖ Melihat (tanpa atau dengan Alat) Memperengarkan audio yang relevan. ❖ Mengamati <ul style="list-style-type: none"> ➢ Lembar kerja materi <i>Stop Wasting Time</i> ➢ Pemberian contoh-contoh materi <i>Stop Wasting Time</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>Stop Wasting Time</i> ❖ Mendengar Pemberian materi <i>Stop Wasting Time</i> oleh guru. ❖ Mahyimak Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : <ul style="list-style-type: none"> ➢ <i>Stop Wasting Time</i> untuk melatih kesungguhan, ketelitian, mencari informasi.
<p>Problem statemen (pertanyaan identifikasi masalah)</p>	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u> 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>Stop Wasting Time 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.
<p>Data collection (pengumpulan data)</p>	<p><u>KEGIATAN LITERASI</u> Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <ul style="list-style-type: none"> ❖ Mengamati obyek/kejadian
<p>2 . Pertemuan Kedua (2 x 45 Menit)</p>	

	<p>Mengamati dengan seksama materi <i>Stop Wasting Time</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>Stop Wasting Time</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>Stop Wasting Time</i> yang sedang dipelajari. ❖ Wawancara/tanya jawab dengan nara sumber Mengajukan pertanyaan berkaitan dengan materi <i>Stop Wasting Time</i> yang telah disusun dalam daftar pertanyaan kepada guru. <p><u>COLLABORATION (KERJASAMA)</u> 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>Stop Wasting Time</i>. ❖ Mengumpulkan informasi Mencatat semua informasi tentang materi <i>Stop Wasting Time</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>Stop Wasting Time</i> sesuai dengan pemahamannya. ❖ Salng tukar informasi tentang materi : <ul style="list-style-type: none"> ➢ <i>Stop Wasting Time</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> 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>Stop Wasting Time</i> ❖ Mengolah informasi dari materi <i>Stop Wasting Time</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>Stop Wasting Time</i>.

2 . Pertemuan Kedua (2 x 45 Menit)

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>Stop Wasting Time</i> <p>antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
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<p>Generalization (menarik kesimpulan)</p>	<p><u>COMMUNICATION (BERKOMUNIKASI)</u> Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> ❖ Menyampaikan hasil diskusi tentang materi <i>Stop Wasting Time</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>Stop Wasting Time</i> ❖ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi <i>Stop Wasting Time</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. <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 : <ul style="list-style-type: none"> ➢ <i>Stop Wasting Time</i>. ❖ Menjawab pertanyaan tentang materi <i>Stop Wasting Time</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>Stop Wasting Time</i> yang akan selesai dipelajari. ❖ Menyelesaikan uji kompetensi untuk materi <i>Stop Wasting Time</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>Stop Wasting Time</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>	
<p align="center">Kegiatan Penutup (10 Menit)</p>	
<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 *Stop Wasting Time* yang baru dilakukan..

- ❖ Mengagendakan materi atau tugas proyek/produk/portofolio/unjuk kerja yang harus dipelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :

- ❖ Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran *Stop Wasting Time*.
- ❖ Peserta didik yang selesai mengerjakan tugas proyek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas proyek/produk/portofolio/unjuk kerja pada materi pelajaran *Stop Wasting Time*.

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 materi/tema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :
 - *If You Want To Know What It Takes To Find and Keep Love*
- ❖ 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
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Stimulation (stimulasi/pemberian rangsangan)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi <i>If You Want To Know What It Takes To Find and Keep Love</i> dengan cara :</p> <ul style="list-style-type: none"> ❖ Melihat (tanpa atau dengan Alat) Memperengarkan audio yang relevan. ❖ Mengamati
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3 . Pertemuan Ketiga (2 x 45 Menit)	
	<ul style="list-style-type: none"> ➢ Lembar kerja materi <i>If You Want To Know What It Takes To Find and Keep Love</i> ➢ Pemberian contoh-contoh materi <i>If You Want To Know What It Takes To Find and Keep Love</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>If You Want To Know What It Takes To Find and Keep Love</i>. ❖ Mendengar Pemberian materi <i>If You Want To Know What It Takes To Find and Keep Love</i> oleh guru ❖ Menyimak Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : <i>If You Want To Know What It Takes To Find and Keep Love</i> untuk melatih kesungguhan, ketelitian, mencari informasi.
Problem statemen (pertanyaan identifikasi masalah)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></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>If You Want To Know What It Takes To Find and Keep Love</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>	<p><u>KEGIATAN LITERASI</u> 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>If You Want To Know What It Takes To Find and Keep Love</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>If You Want To Know What It Takes To Find and Keep Love</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>If You Want To Know What It Takes To Find and Keep Love</i> yang sedang dipelajari. ❖ Wawancara/tanya jawab dengan nara sumber Mengajukan pertanyaan berkaitan dengan materi <i>If You Want To Know What It Takes To Find and Keep Love</i> yang telah disusun dalam daftar pertanyaan kepada guru. <p><u>COLLABORATION (KERJASAMA)</u> 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>If You Want To Know What It Takes To Find and Keep Love</i>. ❖ Mengumpulkan informasi
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3 . Pertemuan Ketiga (2 x 45 Menit)	
	<p>Mencatat semua informasi tentang materi <i>If You Want To Know What It Takes To Find and Keep Love</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>If You Want To Know What It Takes To Find and Keep Love</i> sesuai dengan pemahamannya. ❖ Saling tukar informasi tentang materi : <ul style="list-style-type: none"> ➢ <i>If You Want To Know What It Takes To Find and Keep Love</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>If You Want To Know What It Takes To Find and Keep Love</i> ❖ Mengolah informasi dari materi <i>If You Want To Know What It Takes To Find and Keep Love</i> yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya atau 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>If You Want To Know What It Takes To Find and Keep Love</i>.
Verification (pembuktian)	<p>CRITICAL THINKING (BERPIKIR KRITIK)</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>If You Want To Know What It Takes To Find and Keep Love</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> Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> ❖ Menyampaikan hasil diskusi tentang materi <i>If You Want To Know What It Takes To Find and Keep Love</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)	
	<ul style="list-style-type: none"> ❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : <ul style="list-style-type: none"> ➢ <i>If You Want To Know What It Takes To Find and Keep Love</i> ❖ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi <i>If You Want To Know What It Takes To Find and Keep Love</i> dan ditanggapi oleh kelompok yang mempresentasikan. ❖ Bertanya atas presentasi tentang materi <i>If You Want To Know What It Takes To Find and Keep Love</i> 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 : <ul style="list-style-type: none"> ➢ <i>If You Want To Know What It Takes To Find and Keep Love</i> ❖ Menjawab pertanyaan tentang materi <i>If You Want To Know What It Takes To Find and Keep Love</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>If You Want To Know What It Takes To Find and Keep Love</i> yang akan selesai dipelajari ❖ Menyelesaikan uji kompetensi untuk materi <i>If You Want To Know What It Takes To Find and Keep Love</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>If You Want To Know What It Takes To Find and Keep Love</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)	

Peserta didik :

- ❖ Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi *If You Want To Know What It Takes To Find and Keep Love* yang baru dilakukan.
- ❖ Mengagendakan pekerjaan rumah untuk materi pelajaran *If You Want To Know What It Takes To Find and Keep Love* yang baru diselesaikan.

Guru :

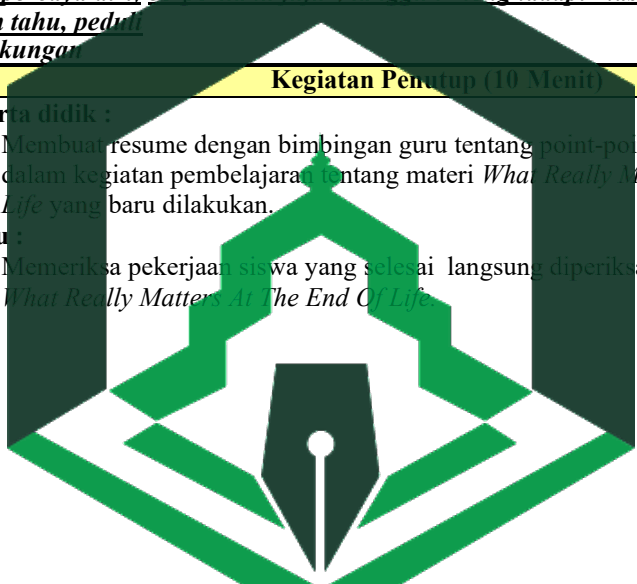
- ❖ Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran *If You Want To Know What It Takes To Find and Keep Lov*.
- ❖ Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas projek/produk/portofolio/unjuk kerja pada materi pelajaran *If You Want To Know What It Takes To Find and Keep Love*.

4 . Pertemuan Keempat (2 x 45 Menit)	
Kegiatan Pendahuluan (10 Menit)	
Guru :	
Orientasi	
<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.	
Apersepsi	
<ul style="list-style-type: none">❖ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya❖ Mengingat kembali materi prasyarat dengan bertanya❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.	
Motivasi	
<ul style="list-style-type: none">❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.❖ Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :<ul style="list-style-type: none">➢ <i>What Really Matters At The End Of Life</i>❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung❖ Mengajukan pertanyaan	
Pemberian Acuan	
<ul style="list-style-type: none">❖ 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

<p>Stimulation (stimulasi/pemberian rangsangan)</p>	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi <i>What Really Matters At The End Of Life</i> dengan cara :</p> <ul style="list-style-type: none"> ❖ Melihat (tanpa atau dengan Alat) Memperengarkan audio yang relevan. ❖ Mengamati <ul style="list-style-type: none"> ➢ Lembar kerja materi <i>What Really Matters at The End of Life</i>. ➢ Pemberian contoh-contoh materi <i>What Really Matters at The End of Life</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>What Really Matters at The end of life</i>. ❖ Mendengar Pemberian materi <i>What Really Matters At The End Of Life</i> oleh guru. ❖ Menyimak Penjelasan pengantar kegiatan secara garis besar/global tentang
<p>4 . Pertemuan Keempat (2 x 45 Menit)</p>	
	<p>materi pelajaran mengenai materi :</p> <ul style="list-style-type: none"> ➢ <i>What Really Matters At The End Of Life</i> untuk melatih kesungguhan, ketelitian mencari informasi.
<p>Problem statemen (pertanyaan identifikasi masalah)</p>	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></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>What Really Matters At The End Of Life</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>	<p><u>KEGIATAN LITERASI</u> 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>What Really Matters At The End Of Life</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>What Really Matters At The End Of Life</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>What Really Matters At The End Of Life</i> yang sedang dipelajari. ❖ Wawancara/tanya jawab dengan nara sumber Mengajukan pertanyaan berkaitan dengan <i>What Really Matters At The End Of Life</i> yang telah disusun dalam daftar pertanyaan kepada guru. <p><u>COLLABORATION (KERJASAMA)</u> 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>What Really Matters At The End Of Life</i>. ❖ Mengumpulkan informasi Mencatat semua informasi tentang materi <i>What Really Matters At The End Of Life</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>What Really Matters At The End Of Life</i> sesuai dengan pemahamannya. ❖ Saling tukar informasi tentang materi : <i>What Really Matters At The End Of Life</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)</p>	
	<p>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.</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>What Really Matters At The End Of Life</i> ❖ Mengolahinformasi dari materi <i>What Really Matters At The End Of Life</i> yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya maupun 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>What Really Matters At The End Of Life</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>What Really Matters At The End Of Life</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>What Really Matters At The End Of Life</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>What Really Matters At The End Of Life</i> ❖ Mengemukakan pendapat atas presentasi yang dilakukan tentanag materi <i>What Really Matters At The End Of Life</i> dan ditanggapi olehkelompok yang mempresentasikan. ❖ Bertanya atas presentasi tentang materi <i>What Really Matters At The End Of Life</i> yang dilakukan dan peserta didik lain diberi kesempatan untukmenjawabnya. <p><u>CREATIVITY (KREATIVITAS)</u></p> <ul style="list-style-type: none"> ❖ Menyimpulkan tentang point-point penting yang muncul dalam
<p>4 . Pertemuan Keempat (2 x 45 Menit)</p>	

	<p>kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang materi : ➤ <i>What Really Matters At The End Of Life</i></p> <ul style="list-style-type: none"> ❖ Menjawab pertanyaan tentang materi <i>What Really Matters at The End of Life</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>What Really Matters At The End Of Life</i> yang akan selesai dipelajari ❖ Menyelesaikan uji kompetensi untuk materi <i>What Really Matters At The End Of Life</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>What Really Matters At The End Of Life</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>	
<p align="center">Kegiatan Penutup (10 Menit)</p>	
<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>What Really Matters At The End Of Life</i> yang baru dilakukan. <p>Guru:</p> <ul style="list-style-type: none"> ❖ Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran <i>What Really Matters At The End Of Life</i>. 	



APPENDIX 7 :
DOCUMENTATION



The second meeting



The third meeting





The fourth meeting





(TAKES TO FIND AND KEEP LOVE)



(STOP WASTING TIME)