IMPROVING STUDENTS' LISTENING ABILITY THROUGH BBC AND VOA PODCAST

THESIS

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DARUSSALAM – BANDA ACEH
2023 M / 1445 H

THESIS

Submitted to *Fakultas Tarhiyah dan Keguruan*
Universitus Islam Negeri Ar-Raniry Banda Aceh
In Partial Fulfillment of the Requirements for The Degree
Bachelor of Education in English Language Teaching

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It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

On:

Tuesday,

Desember 11th 2023

27 Jumadil Awal 1445H

In Darussalam, Banda Aceh

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Improving Students' Listening Ability through BBC and VOA Podcast

adalah benar-benar karya saya, **kecuali semua kutipan dan** referensi yang **disebutkann sumbemya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pemyataan ini saya buat dengan sesungguhnya.

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ABSTRACT

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Major : Department of English Language Education

Thesis working title : Improving Students Listening Ability Through BBC and VOA Podcast

Main supervisor : Dr.Muhammad Nasir, M.Hum.

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Keywords : BBC and VOA Podcast, Listening Ability, improved

This research aims to find out whether the use of BBC and VOA podcast can help improve the English listening ability of students in MAS Al-Ishlah Al-Aziziyah School class XI-1. This study used the quatitative method with a pre-experimental research design. The selection of the sample based on purposive sampling, the sample was 23 students. The data obtained by using test (a pre-test and posttest). The pre-test and posttest data analyzed through the SPSS for windows version 22. The result of this study shows students' listening ability has improved as represent by increased the mean score in the experimental class. The mean score of 52.17 was registered in the pre-test, and of 74.24 was registered in the posttest. Overall, the result of this research shows a significant difference between pre-test and posttest. Thus, can be concluded that BBC and VOA podcast can improved students listening ability.

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

First of all, I would like to thank Allah the Almighty for giving me strength, health and capability to complete this thesis entitled **"Improving Students Listening Ability Through BBC and VOA Podcast"**. Greeting and praying are also presented to Prophet Muhammad shallallahuʿalaihi wa sallam who has struggled whole-heartedly to deliver the truth to human being and guide his *ummah* to the right path.

My deepest gratitude is addressed to my supervisors Dr.Muhammad Nasir, M.Hum., and Nidawati, M.Ag who have given a great deal of time and provided me valuable guidance to accomplish this research during the whole process of my work. Also, I would like to acknowledge all lecturers of English Education Department for every support. As well, I am grateful to the English teacher of the school where I conducted the research for her cooperation.

Moreover, I owe my deepest thank and my sincere gratitude to my beloved father, (alm)Fadhli Alatif and my beloved mother, Rajiati, and to my brother, Munzir, and my sisters, Munawarah and Trisna Ayu for the great kindness, endless love, and everlasting support both financial and moral.

Though only my name that appears on the cover of this thesis, many great people have contributed to its production. I have been fortunate to have many friends who cherish me all the time. My appreciation is addressed to all my batch mates as well. I would also like to present my deep thanks to all my crazy and outstanding "friend in need". I proudly thank you for all the encouragements and may Allah bless you forever.

Finally, I wish this thesis can give valuable and useful information for the readers. For every critic and suggestion, I sincerely appreciate it and will accept all of it.
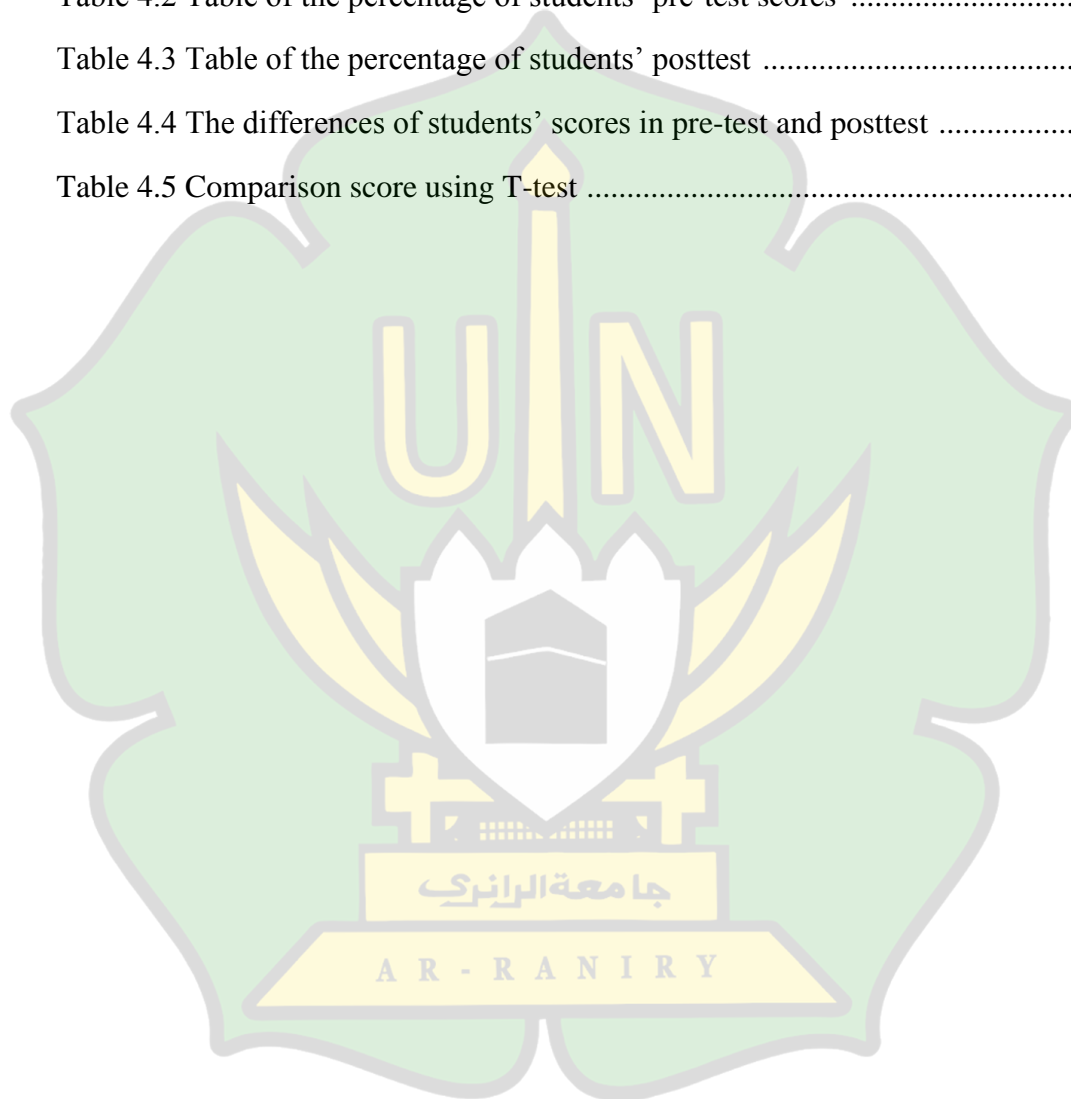
Banda Aceh, Desember 18th 2023

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BAB I

INTRODUCTION

A. The Background of the Study

English is known as an international language. It is spoken by many individuals around the world as either a first language or foreign language Brown (2001). In Indonesia, English is taught as a foreign language in schools. There are four skills must be mastered in learning English there are listening, speaking, reading and writing. All skills are important because they are related one to another.

Listening is one of the most fundamental parts in learning English. When students learn a new language the first step to do is listening. Listening is also an important part that must be done communication in daily activities. Because during the communication process students must catch the meaning clearly with good understanding, then it is very necessary to have skills in listening, it can help students to build good communication.

In the process of listening, students tend to have difficulty. Ur (2000) stated that there are 6 difficulties faced by students. First, sound problems, unclear sound results in many messages not being conveyed properly. Second, difficulty in understanding every word spoken, one of the things that can cause this happens due to lack of vocabulary. Third, cannot understand fasting and natural speech of native speakers, many native speakers speak very well quickly which makes it difficult for students to catch what is being conveyed. Fourth, it is necessary to repeat listening more

than once, there are still many students who can't digest the speaker's message with just one repetition. Fifth, difficulty following every word, this is one of the things that students do what is often done is to translate all the words. And sixth, tired, one of them the cause is information that is too long, the speed of the speaker when delivering message, and others. These factors make students disinterested in learning English. Students need something new in their English learning process, the researcher try to overcome the difficulties by using media as a tool to improve students listening ability.

Media has been an interested part of current learning process. It helps students to easily understand the material. There are many different listening media such as radio, podcast, news, BBC (British Broadcasting Corporation), VOA (Voice of America), music, and film. In this case, the writer used the BBC and VOA podcast as a media in teaching listening, which can enhancement students in learning process. BBC and VOA are long-running media, they have many interesting programs and there are many language choices that can help students learn the foreign language they want to master. According to Brown (2006) students lack strategy, limited diction, difficult identifying goals, and organizing information. Therefore, teachers must use the media to present the topic with students to be fun, comfortable, and simple to understand lessons. The term 'BBC' was first established on October 18, 1922, and today defined as the oldest national broadcaster in the world. BBC is now regulated by BBC Audio & Music, which also provides challenging audio and video content and which also provides online audio content in 30 languages. It helped

student listening and learn new English words so that they are familiar with a lot of English vocabulary.

VOA (Voice of America) is a United States government-owned multimedia international broadcaster that has broadcast various programs in 53 languages since 1942, based in Washington D.C. The use of VOA podcast as learning materials in class can make students interested in learning English. Based on the journal Constantine (2007), a very significant benefit from podcast is having students listen to the podcast and read the transcript. It helped student to develop fluency in reading, to improve pronunciation, to acquire new vocabulary, and to practice their listening skills.

In previous research entitled "The Application of VOA Special English to teaching listening skills to grade 11 students at An Duong High School by Nguyễn Thi Hoài Phương (2011). The results of the study show that VOA makes students very interested in listening to English, because half of them really like listening to VOA.

Another research, conducted by Abdi et.al (2019), under the title "Learning English Listening and Speaking through BBC and VOA Podcast" In this research showed the effect of listening to BBC and VOA podcast contributed a significant improvement of the student achievement in listening comprehension.

Based on the statement above, the use of podcasts in class really helped students in improving their listening skills. Inspired by the benefits of accessing podcasts as learning media, the researcher wanted to explore more in the use of BBC and VOA podcasts to improve students listening ability. Meanwhile, this study focused on

students at MAS Al-Ishlah Al-Aziziyah School, Lueng Bata, Banda Aceh. The researcher chose this school, because many students at the school still have difficulty in listening. This criteria support the researcher to the research on this topic, so researcher can directly compare students' performance in listening before and after used the BBC and VOA podcast during the learning process. This research focused on second grade at MAS Al-Ishlah. It is hoped that listening to BBC and VOA podcast can be an effective technique to be implemented in classroom during the listening class, and increase their English listening ability.

A. Research Question

Based on the background of study above, the problem can be formulated on one research question:"Does the use of BBC and VOA podcast improve students' listening ability?".

B. Research Aim

This research aims to find out the use of BBC and VOA podcast as media to improve students' listening skills.

C. Hypotheses

Hypothesis is a set of assumptions about something that solves a problem and guides additional research. A hypothesis can be true or false. As a result,

hypothesis testing should be used to prove it (Sudjana, 2004). The hypothesis formula is:

1. Ha = There is a significant effect on students' listening ability using BBC and VOA podcast.

2. Ho = There is no significant effect on students' listening ability using BBC and VOA podcast.

This research conducted to improve students' ability and understanding in listening ability by listening to BBC and VOA podcast in Islamic boarding school MAS Al-Ishlah Al-Aziziyah. The researcher hopes that listening to BBC and VOA podcast can improve their listening abilities.

D. Research Significance

This research will make several contributions for students and teacher:

1. Teacher

The results of this study are expected to help English teachers in motivate their students to achieve their listening ability skills. This can encouraging teachers to use BBC and VOA podcast in their teaching and learning process because several studies have shown that listening using BBC and VOA podcast can increase students' listening ability.

2. Student

The good impact expected for students is they can improve their abilities in learning, especially in listening. Students would be more motivated to improve their listening abilities by using the BBC and VOA podcast.

Researches also expect that students can engage in more enjoyable learning activities because the teacher incorporates more interesting teaching techniques or approaches.

E. Research Terminology

Terminology refers to the description of keywords or inner variables title, to avoid ambiguous meaning, make this research easy to understand, and avoid misunderstandings and misinterpretation. The terms used as follows:

1. Listening ability

Listening is the ability to identified and understand what the other person said (Saricoban, 2016). In listening, this is also done to respond to conversations conducted by others, understanding what speakers said and understand the message to respond.

In Merriam-Webster dictionary, the word "ability" is defined as competence to do something or acquired proficiency. It means that someone's ability refers to his dominant skill or power to do a certain thing. In this case of research, listening ability can be defined as the capability or power to understand the meaning of spoken language or speech, especially listening ability in 3th grade senior high school students of MAS Al-Ishlah Al-Aziziyah.

2. BBC and VOA podcast

According to Constantine (2007) podcasts are designed internet audio to be listened to and downloaded on electronic devices such as mobile phones, computers and laptops, this can attract students' attention in language acquisition. British Broadcasting Corporation (BBC) is the largest broadcasting company in the World, they provide programs that inform, educate, and entertain.

Voice of America (VOA) is a dynamic international multimedia broadcaster with services in over 40 languages, they provides news, information, and cultural programming via the internet, mobile phones, social media, radio, and television. In this case of research BBC and VOA podcast refers as learning media to improved students' listening ability.
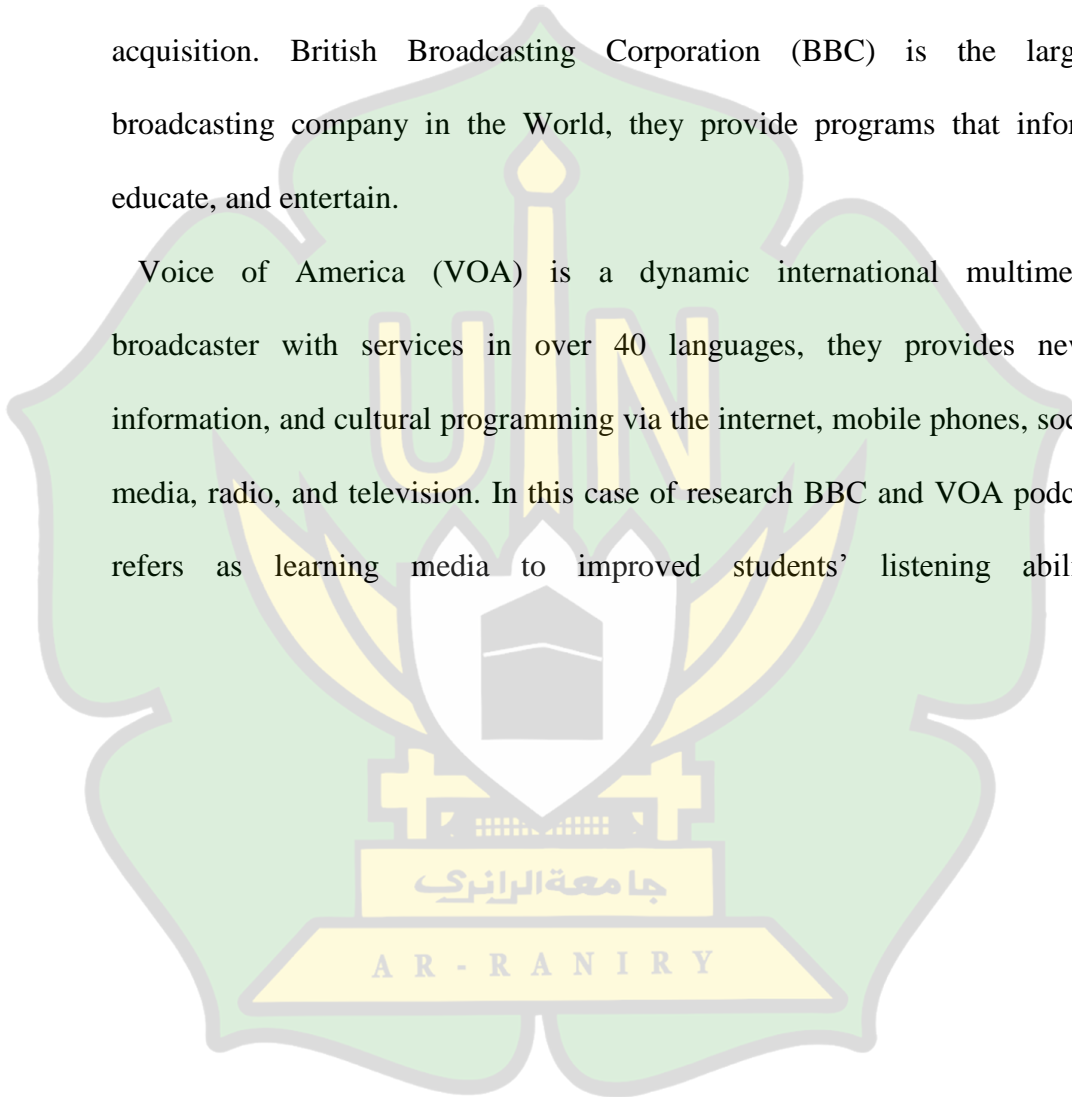
CHAPTER II

LITERATURE REVIEW

This chapter focused on theories related to this study, namely, improving students listening ability, BBC, VOA.

A. BBC and VOA Podcast in Brief

1. BBC

The British Broadcasting Corporation (BBC) is the largest broadcasting company in World. The goal is to make people's lives better by providing programs that inform, educate, and entertain them. This is a public service broadcaster created by Royal Charter and funded by a license fee paid by UK residents. James (2010) stated that differences can be found when teaching English pronunciation, these differences can be determined when teaching. So that students are not confused students could open the BBC Channel to help them listened lots of different people from German, French and other non-English speaking countries. These channels had acceptable pronunciation, and this will facilitate the process of understanding.

The BBC provided free resources and activities for teachers and students, especially through the website. According to Desy Rachmiati and Imam Qalyubi (2021) the used of BBC podcasts in listening classes can make a positive contribution to improving their listening skills, especially in British accents. They also thought that BBC podcasts are great podcasts for learning listening skills. In

addition, using British Broadcasting Corporation (BBC) podcasts in listening skills is required. When using British Broadcasting Corporation (BBC) podcasts, students can develop listening skills, vocabulary, and they will become accustomed to listening to British accents.

a) The Use of BBC in learning English

Listening to British Broadcasting Corporation (BBC) podcasts, will let students know more about British accents, because BBC podcasts are that authentic podcast made by an Englishman and the speaker speaks with a British accent so that students can get more knowledge about British accent.

In addition, the use of British Broadcasting Corporation BBC Podcast is students can learn through available videos and audios, many topics and discussion material provided by BBC podcasts. So, teachers can choose which one suits the needs, desires and material to be taught to students.

b) The Advantages of BBC Podcast

Indriastuti and Saksono (2015) in their research found that there are several advantages of podcasts, including: (1) Learning resources for students. (2) Efficient, easy to store, and can be used anywhere. Due to the small file size, it can be downloaded via a computer or mobile phone that is connected to the internet network. So it can be played anywhere and anytime. (3) Ease of listening. Student can choose whether to just listen to it or download it to be stored and

listened to at any time without having to go through the internet network 4) Easy distribution through portals that can save time and cost 5) Bandwidth friendly (bandwidth). Bandwidth friendly is because the file size to be uploaded and downloaded is compressed in a digital format with a small size, so only a small bandwidth is required for data transfer.

c) The Disadvantages of BBC Podcast

There are many advantages of BBC podcasts, especially for improving the language. Of the many advantages, of course, podcasts also have some disadvantages, according to UKEssays (2018), there are 4 disadvantages of podcasts, namely 1.Takes a lot of time. Some podcasts take too much time to download if the files are too large. 2. Not easy to find. Even though technology has developed at this time, sometimes it is a little difficult to find the material directly in the file. 3. Accessibility issues. When downloading or playing podcasts, it takes a good and fast connection to be easy and convenient. 4. Easily tired. When podcast material has a long duration, that's where listeners find it difficult and feel bored.

The disadvantages cause by the use of podcast will also have the same impact as the advantages caused by listening to BBC podcast.

1.   VOA

Voice of America (VOA) is a dynamic international multimedia broadcaster with services in over 40 languages. Provide global audience of 141 million, VOA provides news, information, and cultural programming via the internet, mobile phones, social media, radio, and television. The goal is to communicate via radio in clear and simple English with people whose native language is not English. VOA is funded by U.S. Government through the broadcasting board of the Governor. On October 19, 1959, the Voice of America broadcast the first Special English program.

a) The Use of VOA in learning English

Listening to Voice of America (VOA) podcasts, will let students know more about American accents, because VOA will represent America.

In addition, the use of Voice of America (VOA) podcasts has a positive impact on students' vocabulary, learning motivation listen to podcasts, and they will get used to it listen to conversations of native speakers. Students can learn through available videos and audios, many topics and discussion material provided by VOA podcasts. So, teachers can choose which one suits the needs, desires and material to be taught to students.

b) The Advantages of VOA Podcast

VOA learning is a broadcast that can be used online or offline, there are learning video and podcast for learners (Muzdalifah , 2018). This help student to improve their English by listening to the podcast that VOA provide for the learners. There are many advantages of podcasts, some of which have a lot of material so students can choose what material they want to hear and study according to what they need.

Constantine (2007) stated that one of the innovative used of podcasts is when students hear and read transcripts of the podcast, this not only helps students' listening skills but also helps in improving pronunciation fluency, and acquiring new vocabulary.

c) The Disadvantages of VOA Podcast

According to Barto (2008) in his research found the disadvantages of students in using podcasts, which are time-consuming and costly. VOA Podcasts have various duration, podcasts with duration up to 10 are more time-consuming and are not suitable if they are implemented in the classroom. Also, podcasts are considered expensive because not all students have technological tools such as hand phone and others that can be used to download or play podcasts. From some of the disadvantages above, it can be said that VOA podcasts not only have advantages that help students, but also have disadvantages for some students.

A. An Overview of Listening

1. Definition of Listening

Listening is aspect that important in learning English. Rost (2011) stated that "there is no spoken language without listening". Listening is important, if we often hear, we can understand many words. As they listen, student' not only process what they hear but are also able to connect with other information that they already known.

According to Bingol et.al. (2014) when listening texts contain known words, then listeners listen to words they already know or have heard, it will make it easier for them to understand. When they understand, there will be a sense of interest so that they like to learn the material being taught.

Babita Tyagi (2013) stated that the ability to listen well is the key so that messages are conveyed effectively. Whether the information conveyed is effective or not can be seen from a good understanding by the listener and then it can be conveyed completely and correctly as was done by the speaker.

Based on the explanation above it can be concluded that listening is a complex thing, if we want to be proficient in the listening process, what we have to do is often practice so that in the process of matching what they have heard with what they know, there will be many words that they know, this will greatly facilitate the listening process. This can make the information that speaker wants to convey can be delivered properly. It must be practiced continuously so that we will be more familiar with listening and finally we can master it

B. Listening Process

Listening is an internal process. Listening determined what the listener hear and understand what the speaker is saying. According to Collins (2009), there are 5 categories of listening processes, namely:

A. Listening (Receiving)

A process that refers to sound waves for sensory and physical stimulation response from the ear, this process is usually named as a neurological process.

B. Understanding (Learning)

This step helps the conscious mind to understand and understand symbols. After seeing and hearing we must analyze the meaning of what we have heard.

C. Remember (remember)

In the process of listening, the listener does not only receive and interpret the contents of the message but also store what the message is conveyed, even though the memory we store is not the same as what is seen and heard when the speaker conveys the message.

D. Remembering (judging)

In this process, the listener will actively weigh the evidence, determining which class of fact and opinions to determine the information of the message.

E. Respond (Answer)

In this process the listener's awareness and concentration is very important, because the listener will respond with answer to determine whether the listener has heard and understand well.

From this statement, it can be concluded that the listening process is not just hearing, but there are several processes until we finally understand and are able to respond to what was said. The listening process involves five stages, namely: listening (Receiving), understanding (Learning), remembering (Remember), remembering (Judging), responding (Responding).

E. Problems in learning listening

Bingol et.al. (2014) stated that there seven potentials problems in listening learning, they are:

a.   Quality of record materials

The quality and clarity of the sound of the recording material used In the listening section, students need to hear the audio clearly. The quality of the sound system being heard can affect listening comprehension.

b. Culture different

According to Bingol et.al. (2014) cultural differences also have an effect. Being unfamiliar with cultural knowledge language plays a big role in understanding context. Understanding of the material may be very

different from the topic of the cultural material being heard. In the case students may have difficulty imagining what has been told. In this problem students have difficulty understanding what the speaker is saying words in listening to audio.

c.   Accent

British and American accents are still difficult for students to distinguish. According to Bingol et.al. (2014) "if the teacher gets used to it students with British and American accents, this problem can be resolved" (p.3).

d.   Unknown vocabulary

In this problem, students are not familiar with the word or more one word. Thus, how do students understand the meaning of listening part.

e.   Length and speed of the listening

Students have difficulty understanding and listening to long passages and speakers who speak faster. According to Bingol et.al.(2014, p.4) it's not easy for the lower levels students to listen for more than three minutes long listen then finish desired activity. Another reason that makes listening to text difficult is speed. If the speaker speaks faster than the normal listener maybe difficult to catch the words meant.

f.   Physical condition

Students who sit in the back seat will definitely have problems when listening compared to students who sit in front. On the other hand, there are other concentration-disturbing factors such as there are sounds from outside the classroom that can disturb students.

g. Lack of concentration

According to Bingol et.al. (2014, p.4) "one of the most important and very influential factors in the listening process is concentration. In learning foreign languages concentration becomes more difficult to build in classroom".

Based on the explanation above, the problem in learning to listen is a common case in the learning process. In listening, students must have problem with listening. To acquire proficiency in listening skills, students should be aware of the problem they have and try to fix it. In the case, the teacher must provide an interesting topic in teaching listening.

C. Previous Research

There are some recent research have been done in the field of BBC and VOA podcast in listening. The first research was conducted by Harahap (2020) shows that podcasts are a type of learning media which can help students improve their listening skills. According to his research, students believe that podcasts could helped them learn English, and can improve their listening ability. They like learning English by using podcast, because podcasts can increased their interest in the topics they are learned. Podcasts also provided clear original pronunciations that are produced from audio. Aside from that, most students think that getting podcasts is easy because there are many podcasting sites available on the internet.

The second previous related study has done by Galina Kavaliauskiene (2008) titled "Podcasting: Tools to Improve Listening Skills". The aim of this study is to Checked out the challenges students face when listening to a variety of authentic English podcasts and analyze self-reported learner data on improving listening skills. The intended outcome of the study is to form advice on good practice in improve hearing. The subjects of the study were students from different schools English majors at the Faculty of Social Sciences Politics, University of Mykola Romeris, Lithuania. The results of this study are an opportunity to increase language awareness using podcasting allowing learners to do their homework at their own pace and under non-threatening conditions.

The third relevant study was conducted by Nursyahdiyah (2018), based on the results of her research, shows that the use podcasts in learning to listen to English effectively, and based on the data obtained it can be concluded that the students' ability in listening skills has increased by using English podcasts as learning media. In addition, students also look active and enthusiastic in the listening learning process by using podcasts as a learning media.

The forth previous related studied has done by Rachmiati (2021). This research found that listening British Broadcasting Corporation (BBC) can improve students' listening skills. From what she founded listening skills, vocabulary and students' familiarity with English accent things can be improved by listening to the British Broadcasting Corporation (BBC) podcasts. Students and teachers find it very beneficial to use BBC podcasts and necessary. On the other hand, students have the

problem of ignorance. Pronunciation and lack of vocabulary are big obstacles for them.

The last relevant research was carried out by NguyỄn Thi Hoài Phương (2011) entitled "The Application of VOA Special English to teaching listening skills to grade 11 students at An Duong High School, graduate of the Faculty of English Teachers Education, Vietnam National University, Hanoi. The author uses interviews and questionnaires as instruments to collect data. The results of the study show that VOA makes students very interested in listening to English, because half of them really like listening to VOA.

The conclusion from the research above shows that improving listening ability by using BBC and VOA podcast as media is very effective, especially in listening skills, because students are easier to hear and enthusiastic during the class. With the media song, students' motivation in learning English will increase and they will enjoy learning more.

These previous related studies are somehow different from the present study. In this research, researcher used experimental teaching which occurred during three meetings. The data collected technique using t-test formula.

CHAPTER III

RESEARCH METHODOLOGY

The research method is a way to get data with a specific purpose and use it in something scientific context (Sugiyono, 2016). The research methodology is the strategy used in collecting and analyzing data for answer the problem described in more detail.

The research design of research method is presented in this chapter. The chapter covered the research design, population and sampling, technique of data collection, and technique of data analysis.

A. Research Design

This study aims to find how the BBC and VOA podcasts are applied in the listening learning process. Researcher used quantitative research in order find to find data and test results that have been done by researchers in the field. According to Creswell (2012), quantitative is a statistical correlation used by researcher to measure the degree of association between two variables. This research design helped researcher to achieve the purpose of the study and researcher wanted to know about the use of BBC and VOA podcast in improving students' listening skills.

A research design used in this research was an experimental design, to get accurate result. According to Creswell (2012), an experimental design is the approach for conducting quantitative research.

Pre-experimental designs are research schemes in which a subject or a group is observed after treatment has been applied, in order to test whether the treatment has potential to cause changed. Then the researcher used one class as the experimental research class, this class received the treatment of using BBC and VOA podcast as material in English language teaching. The success of using BBC and VOA podcast could be seen from the improvement of students score in the Pre-test and post-test.

In this study, only one class was the sample, the whole class received the pre-test, treatment and post-test and there is no control group.

A. Population and Samples

1. Population

The population is individuals who had the same characteristics and place of residence same place. Best et.al. (2006) stated that population is a collection of individuals so as to form a group that is formed researchers are interested in those who have the same or different characteristics and property. The population of this research was all the twelfth-grade students who study at MAS Al Ishlah Al-Aziziyah. There were 46 students separated into 2 classes consisted of 1 class of the female which were class XI-1, and class XI-2 consisted of male student. Thus, it can be concluded that the population in this study is 41 students.

Table 3.1

The Number of Students

Class	Man	Woman	Number of student
XI-1	-	32	32
XI-2	14	-	14
Total	14	32	46

2. Sample

The sample is part of the population taken as an object observation or research. A sample is considered capable of represented population. The selection of the sample based on purposive sampling, which means the sample was selected based on the characteristics of a population that the researcher needs for the research (Mackey & Gass, 2005). By using purposive sampling, it was expected that the criteria of the obtained sample can really help the research.

To be more specific, the researcher took class XI-1 of MAS Al Ishlah Al-Aziziyah which consisted of 32 students. Since this class had a lot of problems in listening classroom, as it confirmed by an English teacher of MAS Al Ishlah Al-Aziziyah Islamic Boarding School.

3. Research Instruments

In this research, the researcher used test form to obtain the data.

A. Test

Tests in this research were given to see the extent of their success in listening. The results of this test will demonstrate their listening abilities before and after treatment. Test used in this study namely pre-test and post-test.

a. Pre-test

The pre-test used to find out the students listening achievement before the treatment given.

b. Post-test.

The post test used to find out the students listening achievement after the treatment.

In a research problem, if the post-test score is higher than the pre-test, it proven that the use of BBC and VOA to improve students' listening skills is practical to apply as a media in teaching listening.

C. Procedures of Collecting Data

To get the data, the researcher then conducted third meetings.

a. First meeting

Researcher came to the class and introduced herself to student. Then, distributed tests to determined students ability of listening using audio from the BBC and VOA. The pre-test consisted of four questions for BBC and

four short questions for VOA based on the BBC and VOA podcast audio played inside research, the audio is repeated two times. A pre-test was given to predict student competence before the treatment was given.

b. Second meeting

In this meeting, treatment was given to analyze the difference effect of student learning outcomes. During the treatment session, researcher discussing the pre-test questions then applied an alternative way to practice listening and explained the used listening to BBC and VOA audio to improved listening ability, and increased vocabulary.

c. Third meeting

The researcher distributed post-test to the students, the post-test contained four questions for BBC and four questions for VOA, the audio is only played one time. The purposed of this post-test was to determined the effect of treatment on improved students' listening skills.

D. Technique of Data Analysis

    1. T-test

Bevans (2020) stated that T-test is a statistical test that is used to compare means of two groups. In this study, data were obtained from the results of the pretest and posttest. This method makes data analysis faster and easier. In this case, researcher used the paired sample test and expected to know the effect of listening to the BBC and VOA in improving students' listening skills. The pretest

scores are compared to determine if there is a significant difference. Calculating the average score of "pretest and posttest":

$$X : \sum \frac{FX}{N}$$

Explanation

X   :mean

Fx   :total score of frequency

N   :the number of sample

This is the formula used to determine the significant differences between pretest and posttest results.

$$T = \sqrt{\frac{Md}{\frac{\sum x2_d}{N(N-1)}}}$$

Explanation

T   : t-score

Md   : mean of differences between pretest and posttest

$\sum x2_d$: Amount of quadrate deviation

N   : total student

CHAPTER IV

DATA ANALYSIS AND DICUSSION

This chapter focused on research findings. The research findings are described, including the data analysis of pre-test and posttest, and the discussion of the research. The finding of these analyses is then brought into further discussions as an attempt to answer the purposed research questions.

A. The Analysis of Test Finding

The students were given tested to assess their ability of listening. As previously stated, one class was selected as the sample for this study, and students were given two types of tests: pre-test and posttest. The data were statistically analyzed by the researcher to identify if there is a significant difference between the results before and after treatment.

After conducting the pre-test and posttest, the data obtained statistically calculated to identify the average score and analyzed whether there is a significant difference in the pretest and post-test score after treatment.

The researcher calculates the mean of the pre-test and post-test scores before conducting the analysis. The results can be seen in following table:

Table 4.1

The Result of Students' Pre-test and Pos-test Scores

No	Initials	Pre-test	Posttest
1.	AS	38	63
2.	AH	38	63
3.	CIK	63	75
4.	CNR	13	63
5.	DR	13	75
6.	DFA	25	100
7.	FT	25	75
8.	IZ	75	75
9.	MM	63	75
10.	MN	88	88
11.	NA	63	75
12.	NS	88	75
13.	PZN	38	70
14.	RH	38	75
15.	LM	63	63
16.	S	88	88
17.	SS	63	75
18.	S	50	88
19.	SAF	88	75
20.	SW	38	75
21.	SA	38	63
22.	WM	50	63
23.	ZK	63	75

The table presented above, show that the highest score for the pretest is 88 and that lowest one is 13. Meanwhile, the highest score for the post-test is 100 and the lowest one is 63. It can be concluded that students' listening ability have improved after implementing BBC and VOA podcast during the research.

a. **The Pre-test Scores**

Based on the table, researcher can present student pre-test scores. In analyzing the pre-test score, the researcher calculated the score to determine the range, class number, and mean using the statistical following formula:

1) Range

According to Anto (1986), Range is the result of subtracting the middle value of the last class with the middle value of the first class.

$$R = H - L$$

Explanation:

R= the range of score

H= the higher score

L= the lowest score

$$R = H - L$$

$$R = 88 - 13$$

$$R = 75$$

The range is the difference between the highest and lowest. Based on the table the range is 75 because the lowest score of the pre-test is 13 and the highest is 88.

2) Class interval

$I= 1 + (3,3) \log n$

$= 1+ (3,3) \log 23$

$=1+ (4,4)$

$= 5,493$ (taken 6)

Class interval refers to the number of scores that have been grouped based on the expected interval. Based on the result above, it indicated that the class interval for pre- test score is 6.

3) Interval class range

The following formula is used to determine the length of interval class:

$$P = \frac{R}{T}$$

Explanation:

P= interval space

R= the range of scores

K= the amount of interval class

$$P = \frac{R}{T}$$

$$p = \frac{75}{6}$$

p= 12.5 (taken 13)

The result shows that the length of interval class is 13.

4) Distribution of frequency

The frequency distribution of pre-test scores can be determined using the table below:
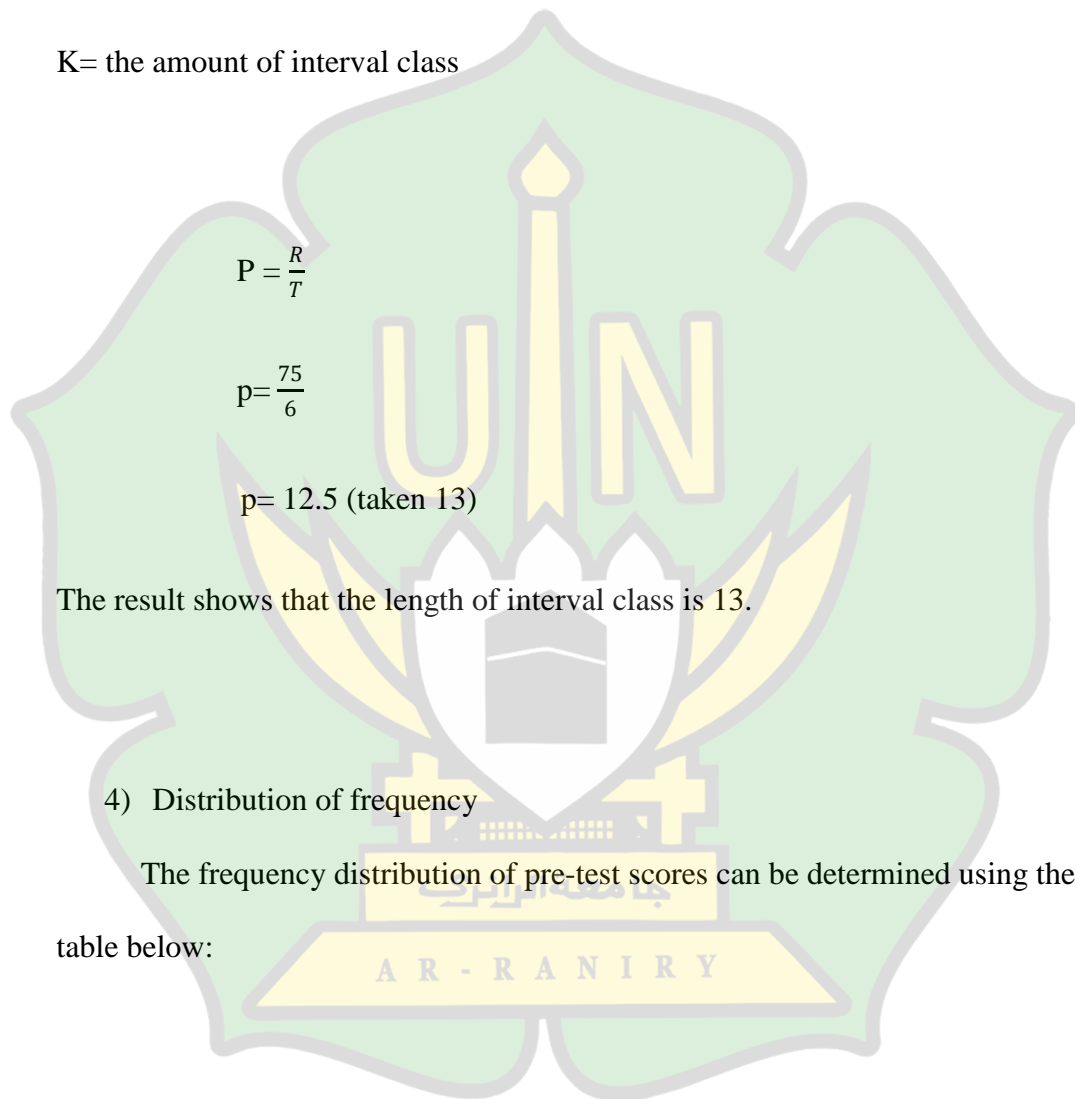
Table 4.2

Table of the Percentage of Students' Pre-test Scores

Score	Students Frequency	Students percentage
13-25	4	17.39%
26-38	6	26.08%
39-51	2	8.69%
52-64	6	26.08%
65-77	1	4.34%
78-90	4	17.39%
Total		**100 %**

Based on the table presented above, it can be seen that the lowest pre-test score is 13. So this table, shows that four students score between 13-25 (17.39%), six students score between 26- 38 (26.08%), two students score between 39-51 (8.69%), six students score between 52-64 (26.08), only one student score between 65-77(4.34%), and four students score between 78-90(17.39).

5) Mean of pre-test score

The following formula is used to calculate the mean score of the pre-test:

X: $\sum \frac{fx}{N}$

X: $\frac{1209}{23}$

X: 52.56

The average score value is calculated by dividing the number of frequencies by total number of students. Here, the pre-test mean score is 52.56. The calculations result showed that the average score of students' listening pre-test is still lower compare t maximum score.

b. **The Posttest Scores**

Based on the table below, the researcher can show students posttest scores. To find out the results, the researcher used several statistical formulas, as it is explained below:

1) Range

R= H-L

R= $100 - 63$

$= 37$

The range is the difference between the highest and lowest score in the data. Based on table the range is 37 because the lowest score of the posttest is 63 and the highest is 100.

2) Class interval

I= 1 + (3, 3) log n

= 1+ (3, 3) log 23

=1+ (3, 3) 1, 36

= 5, 493 (6)

Class number refers to the number of scores that have been grouped based on the expected interval. Based on the result above, it indicated that the class interval for pre- test score is 6.

3) Interval class range

P = $\frac{R}{T}$

p= $\frac{37}{6}$

= 6.166 (taken 7)

The result shows that the length of interval class is 7.

4) Distribution of frequency

The frequency distribution of pre-test scores can be determined using the table below:

Table 4.3

Table of the Percentage of Student Post-test Scores

Score range	Students Frequency	Students percentages
63-69	6	26.08%
70-76	13	56.52%
77-83	0	0%
84-90	3	13.04%
91-97	0	0%
98-104	1	4.34%
Total		**100%**

The table shows that the lowest posttest score is 63. In this table, showed that six students score between 63-69 (26.08%), thirteen students score between 70-76 (56.52%), none of the students score between 77-83 (0%), three students score between 84-90 (13.04%), none of the students score between 91-97 (0%), and only one student score between 98-104 (4.34%).

5) Mean of Posttest Score

The following formula is used to calculate the mean score of the posttest:

X: $\sum \frac{fx}{n}$

X: $\frac{1712}{23}$

X: 74.43

The mean of posttest is 74.43, and this is the posttest average score. The calculation of the results showed that there an increase in the post-test scores, and the pre-test score 52.56 increased to 74.43 in the post-test. The conclusions can be drawn after calculate the pretest and the posttest score of the students' is the total mean scores in differences between the post-test and pre-test of the experimental group were 21.87. The data showed that there was an improvement in students' listening ability after they received the treatments by using BBC and VOA podcast in listening class.

A. The differences in students' scores in pretest and posttest

Table 4.4

The Differences of Students' Scores in Pretest and Posttest

No	Initial	Pre-test score	Posttest score	Differences
1.	AS	38	63	25
2.	AH	38	63	25
3.	CIK	63	75	12
4.	CNR	13	63	50
5.	DR	13	75	62
6.	DFA	25	100	75
7.	FT	25	75	50
8.	IZ	75	75	0
9.	MM	63	75	12
10.	MN	88	88	0
11.	NA	63	75	12
12.	NS	88	75	13
13.	PZN	38	70	32
14.	RH	38	75	37
15.	LM	63	63	0
16.	S	88	88	0
17.	SS	63	75	12
18.	S	50	88	38
19.	SAF	88	75	13
20.	SW	38	75	37
21.	SA	38	63	25
22.	WM	50	63	13
23.	ZK	63	75	12

The table shows the increase of each student's pre-test scores and for posttest scores. The lowest score become 0 point, and the highest increased score is 75 points.

c. T-test

The *t-test* is a statistical test used to compare the means of two groups. That used in hypothesis testing to determine whether a process or treatment actually has impact on the population of interest, or whether the two groups are different from each other.

Table 4.5

Comparison Score Using T-tes

Paired Samples Statistics

	Mean	N	Std.Deviation	Std. Error
Pre-test	52.56	23	23.467	4.897
posttest	74.43	23	9.567	1.995

Paired Samples Test

	Paired Different					T	Df	Sig. (2-tailed)
		Std. deviation	Std. error mean	95% confidence interval of the differences				
				Lower	Upper			
Pair 1 Pretest Posttest		21.870	21.134	4.407	-31.009	-12.730	-4.963	22	.000

The table showed that the mean of the pretest is 52.56 and post-test scores is 74.43. Then, the number of standard deviations was 21.1 and the *t-count* is 4.96. So, the *t-count* would be compared with the T_{table} with significance 5% on the table for the two-tailed test.

The result could be concluded as follows:

$$T_{table} = \frac{T \propto}{2}, n-1$$

$$= \frac{T0.05}{2}, 23-1$$

$$= 0.025, 22$$

$$= 2074$$

The significance level of 5% (a= 0.05), the T_{table} shows that the critical score is 2.074, and the statistical test T_{count} is 4.963. It could be concluded based on the hypothesis by Sudjana (2004).

1. Ho is accepted if $T_{count} < T_{table}$. It indicates that there is no significant different in BBC and VOA podcast to improve students listening ability.

2. Ha is accepted if $T_{count} > T_{table}$. It indicates that there is a significant different in BBC and VOA podcast to improve students listening ability.

In addition, the result of data analysis showed that T_{count} is 4.963 and T_{table} is 2.074. Because $T_{count} > T_{table}$ (4.963 > 2.074), it means that there was a difference between pre-test and posttest scores. In addition, sig (2 tailed) on table paired sample test *t-Test* is 0.000, it was less than 0.05 (5%). Additionally, it was possible to draw the conclusion that the scores on the pre-test and posttest differed significantly. Finally, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. In addition, it can be concluded that by using BBC and VOA podcast is potentially effective in improving students' listening ability.

B. Discussion

This research was conducted to find out the use of BBC and VOA podcast in improving students' listening skill. This research consisted of one research question. The research question was "Does the use of BBC and VOA podcast improve students' listening ability? In answering the research question, the researcher used some tests as instrument to collect data that consisted of Pre-test and Pos-test. It was used in the experimental class.

Based on the data of the research, teaching process in of class was conducted for three meetings. In the first meeting, researcher came to the class and introduced herself to student. Then, distributed tests to determined students ability of listening using audio from the BBC and VOA. The pre-test consisted of four questions for BBC and four short questions for VOA based on the BBC and VOA podcast audio played inside research, the audio is

repeated two times. A pre-test was given to predict student competence before the treatment was given. In the second meeting, treatment was given to analyze the difference effect of student learning outcomes. During the treatment session, researcher discussing the pre-test questions then applied an alternative way to practice listening and explained the used listening to BBC and VOA audio to improved listening ability, and increased vocabulary. The last meeting, the researcher distributed post-test to the students, the post-test contained four questions for BBC and four questions for VOA, the audio is only played one time. The purposed of this post-test was to determined the effect of treatment on improved students' listening ability.

To answer the research question, the data from paired sample T-Test that the score the significance (2-tailed) value was 0,000 in the experimental class which was smaller than probability degree value 0,05. It means that there was a difference between the score of Pre-Test and Posttest after the use of listening BBC and VOA podcast. The mean of posttest in experimental was 74.43 and the mean of pre-test was scored 52.56. This means that the use of BBC and VOA podcasts are very effective (interval index category for the effectiveness indicator based on Arikunto, 2010).

This finding is similar to the previous study by Hasan and Hoon (2012) who found that podcasts can motivate students to improve their skills in learning English, especially listening. Podcasts have many topics and types, and this is one of the reasons why podcasts are in demanded by many people because they can choose the types and topics they are interested in. According

to Salmon and Edrisingha (2008), the type of podcast is important to attract listeners, especially students. In this study, the researcher chose BBC and VOA and its impacts on student learning, especially students from class XI-1 of MAS Al Ishlah Al-Aziziyah. It meant that the use of listening to BBC and VOA podcast in experimental class improved students' ability in listening.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two parts. The first part explains the summary of the research finding. The second part describes some of the benefits of research for students, teacher, and future research. This research was conducted to answer a research question, namely whether the use of the BBC and VOA podcast in learning can improve students' listening ability. Research questions were answered through pre-experimental research on class XI-1students who study at of MAS Al Ishlah Al-Aziziyah.

A. Conclusion

After calculating the data obtained in chapter IV, the researcher formulated several concluding statements. From the discussion in the previous chapter, the researcher concluded that the use of the BBC and VOA podcast in learning was able to improve students' listening ability. This research was conducted on class XI-1students who study at of MAS Al Ishlah Al-Aziziyah . The total students in this study were 23 students. The research was conducted using quantitative and pre-experimental research methods in collecting data. The researcher gave the pre-test, then did the treatment, and then gave the post-test.

Based on the data obtained, the BBC podcast was successfully used in the learning process. There was a change in score between the students pre-test

and post-test. Then, it can be seen from the data that has been analyzed that Tcount > Ttable. It means that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. In short, the use of BBC and VOA podcast can improve students listening skills.

Thus, the use of the BBC and VOA podcast is effective in learn listening, it helps students in building their listening ability. Students feel happy to use BBC and VOA podcast in learning and they are interested in the topics covered. They learn correct spelling and increase vocabulary through podcasts.

A. Recommendation

This research focuses on the use of the BBC and VOA podcast in learning to improve students' listening skills. Based on the results obtained, the researcher offers several recommendations for students, lecturers, and future research. For students, the BBC and VOA podcast can be used as a strategy to improve listening skills. They can access podcasts anywhere anytime, and also provide a variety of topics. In addition, the researcher also hopes that students can use podcasts not only in the learning process but also outside the classroom to help improve listening skills.

For teacher, the BBC and VOA podcast can be used as a media in teaching listening, because students are very interested in podcasts. Researchers hope that lecturers provide podcasts with various interesting topics and provide feedback in listening learning so that they can help students improve their listening skills. For future research, researchers expect the future researchers to be able to do better

research and to be able to use this research as a reference. Future researchers can also examine the difficulties faced by students in using the BBC and VOA podcast in the learning process. The methods used can also be different, such as interviews to find out how they perceive the use of the BBC and VOA podcast.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-5158/UN.08/FTK/KP.07.6/03/2023

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
		b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
		5.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		6.	Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
		7.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
		8.	Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
		9.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
		10.	Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
		11.	Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan	:	Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 07 Maret 2023

MEMUTUSKAN

Menetapkan	:	
PERTAMA		Menunjuk Saudara:

1. Dr. Muhammad Nasir, M.Hum.   Sebagai Pembimbing Pertama
2. Nidawati S.Ag, M.Ag   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Nurul Magfirah**
NIM	:	**180203113**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Improving students listening ability through BBC and VOA**

KEDUA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2023, tanggal 30 November 2022.
KETIGA	:	Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023
KEEMPAT	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam

MENGESAHKAN
copy ini sesuai dengan aslinya
Tanggal .... 06 SEP 2021
Wakil Dekan Bidang Akademik dan Kelembagaan
Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry

S.Ag., M.Com., M.S., Ph.D
20806 200312 1 002

Ditetapkan di: Banda Aceh
Pada Tanggal: 30 Maret 2023
Dekan,

Safrul Muluk

Tembusan

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-5158/UN.08/FTK/KP.07.6/03/2023

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

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Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
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		10.	Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
		11.	Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
Memperhatikan	:		Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 07 Maret 2023

MEMUTUSKAN

Menetapkan	:	
PERTAMA		Menunjuk Saudara:

1. Dr. Muhammad Nasir, M.Hum.   Sebagai Pembimbing Pertama
2. Nidawati S.Ag, M.Ag   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Nurul Magfirah**
NIM	:	**180203113**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Improving students listening ability through BBC and VOA**

KEDUA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2023, tanggal 30 November 2022.
KETIGA	:	Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023
KEEMPAT	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam

MENGESAHKAN
Copy ini sesuai dengan aslinya
Tanggal .... 08 SEP 2023
Wakil Dekan Bidang Akademik dan Kelembagaan
Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry

S.Ag., M.Com., M.S., Ph.D
20806 200312 1 002

Ditetapkan di: Banda Aceh
Pada tanggal: 30 Maret 2023
Dekan,

Saiful Muluk

Tembusan

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor   : B-8232/Un.08/FTK.1/TL.00/08/2023
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Kepala MAS Al-Islashlah Al-Aziziyah
Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   **: NURUL MAGFIRAH / 180203113**
Semester/Jurusan : XII / Pendidikan Bahasa Inggris
Alamat sekarang : Sp. Surabaya, Kec. Baiturrahman, Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Improving Students Listening Ability Through BBC and VOA*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 14 September 2023
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,

Berlaku sampai : 27 Oktober 2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

KEMENTERIAN AGAMA
MAS AL-ISHLAH AL-AZIZIYAH
KOTA BANDA ACEH

Jln. Tgk. H. M. Hasan No. 38 Lueng Bata Telp. (0651) 8012811, Banda Aceh 23247

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
Nomor: MA.01.96/PP.00.6/095/2023

Kepala Madrasah Aliyah Swasta (MAS) Al-Ishlah Al-Aziziyah Kota Banda Aceh menerangkan bahwa :

Nama	: NURUL MAGFIRAH
NPM	: 180203113
Universitas / Fakultas	: Universitas Islam Negeri Ar-Raniry / Fakultas Tarbiyah dan Keguruan
Semester / Jurusan	: XII / Pendidikan Bahasa Inggris

Benar nama tersebut di atas telah melaksanakan penelitian dari tanggal 14 September s/d 12 Oktober 2023 di MAS Al Ishlah Al Aziziyah Kota Banda Aceh, dengan judul **"IMPROVING STUDENT LISTENING ABILITY THROUGH BBC AND VOA'.**

Demikianlah surat keterangan ini dikeluarkan agar dapat dipergunakan seperlunya.

Banda Aceh, 12 Oktober 2023

Basri Bustami, S. Pd, M. Pd

Pretest Question

Name   :

Student ID   :

Podcast Title **:** Why do young people feel so lonely?

Link   : https://youtu.be/2USh8OmgiJE

BBC Podcast Audio

Question 1-4

1. What does the BBC Podcast audio tell about?

Answer:

2. At what age people suffer most from loneliness?

Answer:

3. Why do young people feel lonely more often than older people?

Answer:

4. Mentioned four vocabularies in term from the podcast!

Answer:

Podcast title: Home is where the heart is

Links   : https://youtu.be/cQF7axbtfJs

VOA Podcast Audio

Question 5-8

5. What is the topic of this podcast?

Answer:

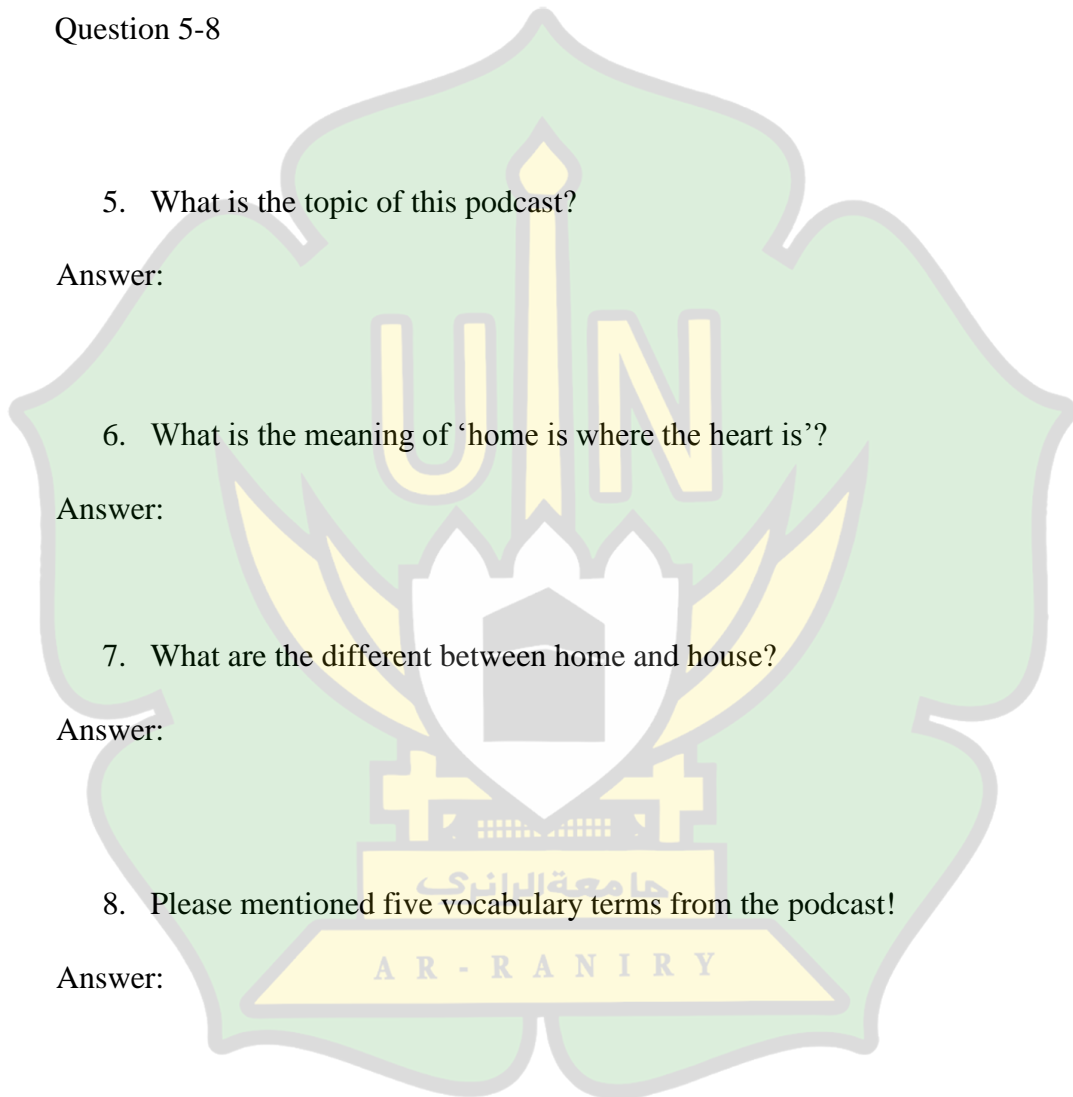6. What is the meaning of 'home is where the heart is'?

Answer:

7. What are the different between home and house?

Answer:

8. Please mentioned five vocabulary terms from the podcast!

Answer:

Post-test Questions

Name   :

Student ID   :

Podcast title : Is being kind good for you?

Link   : https://youtu.be/Kmc7TtKkTs4

BBC Podcast Audio

Question 1-4

1. What sam give to her mom last week?
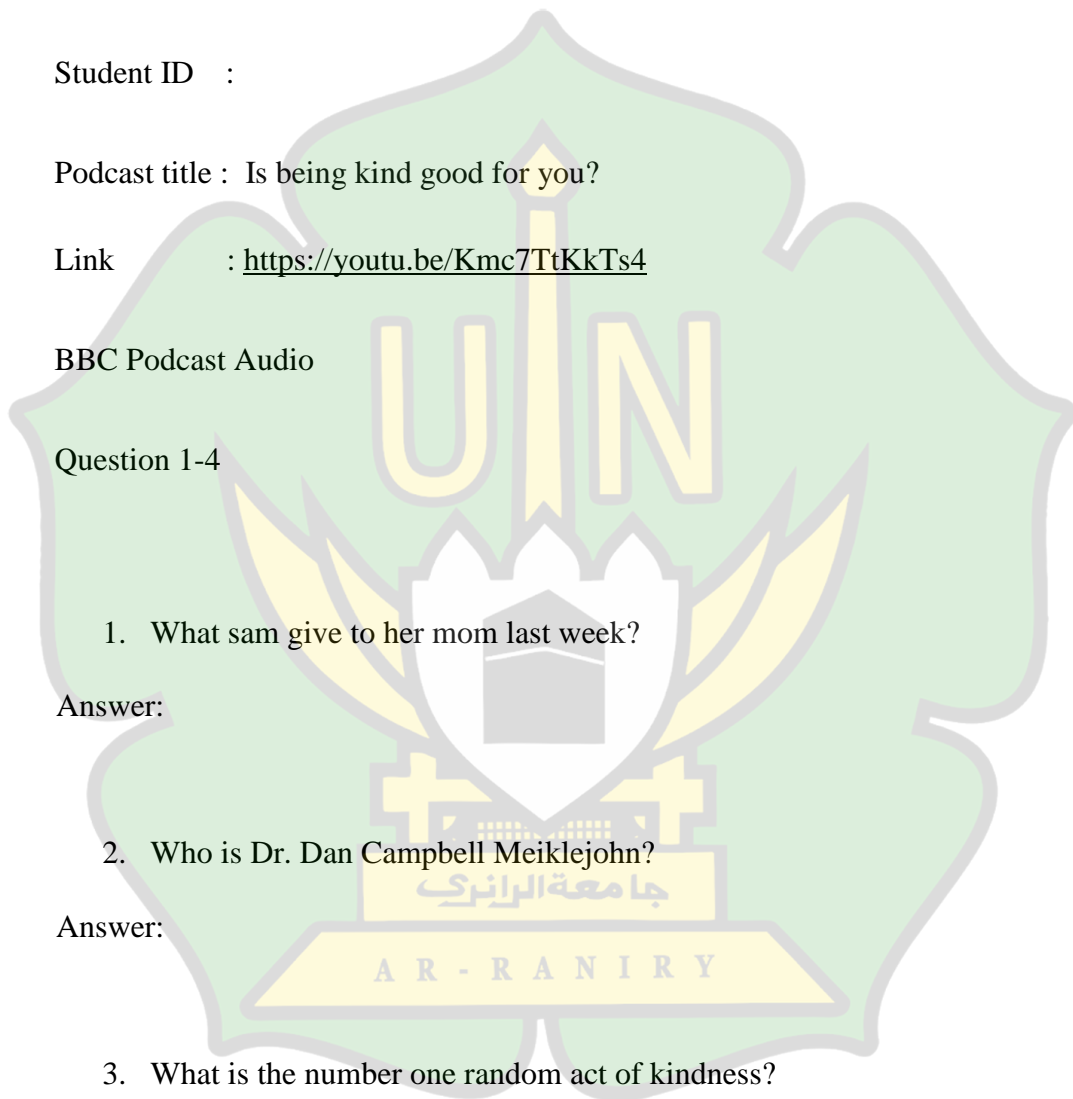
Answer:

2. Who is Dr. Dan Campbell Meiklejohn?

Answer:

3. What is the number one random act of kindness?

Answer:

4. Mentioned four vocabularies in term from the podcast!

Answer:

Podcast title: Staycation

Link : https://youtu.be/rD_XlYCFWfw

VOA Podcast Audio

Question 5-8

5. What is staycation mean?

Answer:
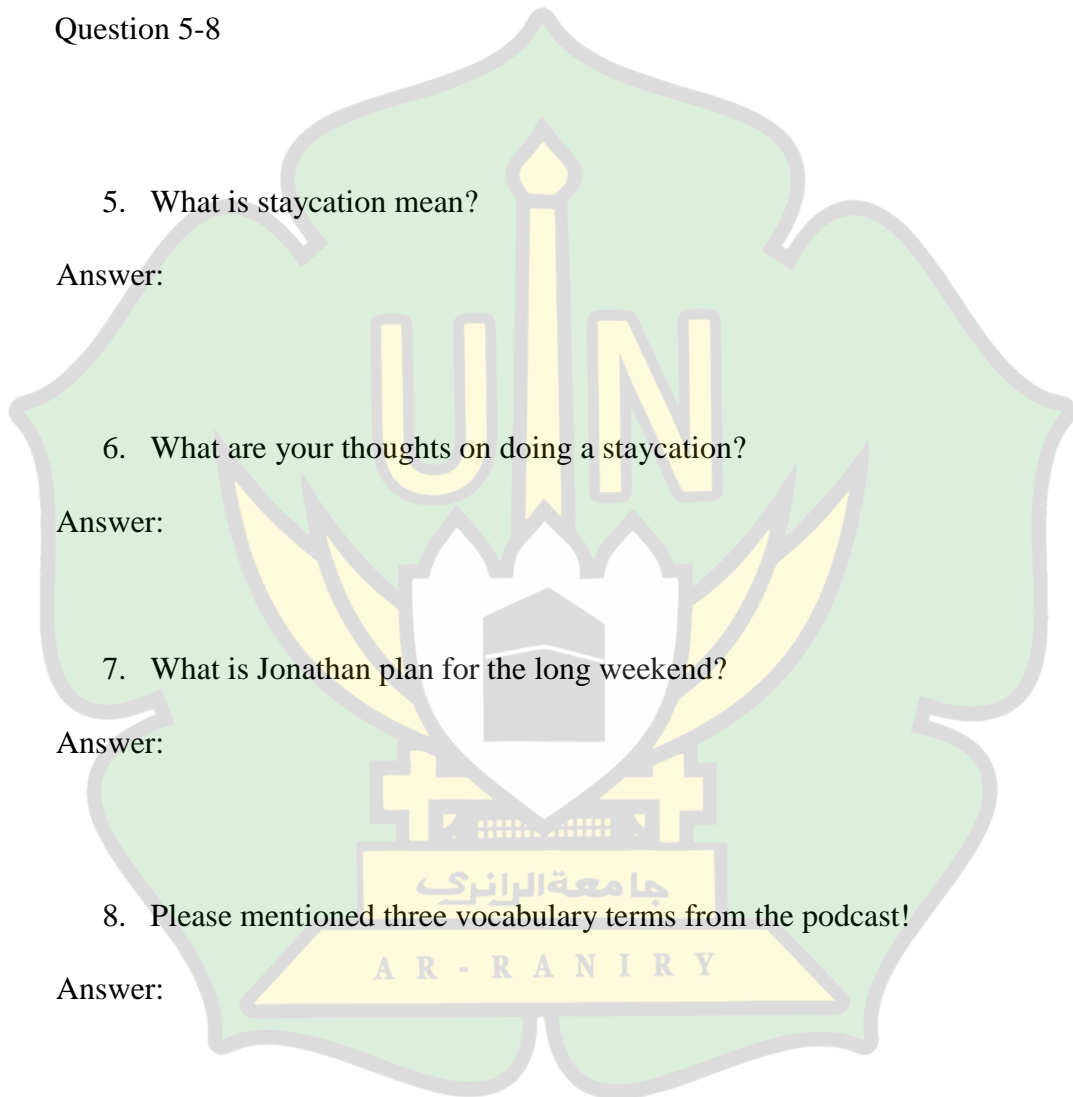
6. What are your thoughts on doing a staycation?

Answer:

7. What is Jonathan plan for the long weekend?

Answer:

8. Please mentioned three vocabulary terms from the podcast!

Answer:

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: MAS Al-Ishlah Al-Aziziyah
Mata Pelajaran	: Bahasa Inggris (Peminatan)
Kelas/Semester	: XI/ Genap
Materi Pokok	: **BBC and VOA Podcast**
Alokasi Waktu	: 2 x 45 Menit

A. Kompetensi Inti

KI 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsive, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak dilingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional dan kawan internasional".

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

KI 4. Mengolah, menalar, menyaji,dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.10 Menafsirkan fungsi sosial dan unsur kebahasaan BBC dan VOA Podcast lirik lagu terkait kehidupan remaja	3.10.1 Menentukan fungsi sosial lirik lagu 3.10.2 Membedakan unsur kebahasaan 3.10.3 Mengidentifikasikan makna fungsi sosial kontekstual 3.10.4 Mengungkapkan makna fungsi sosial kontekstual
4.10 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual BBC dan VOA Podecast terkait kehidupan remaja	4.10.1 Mengucapkan kosa kata yang terdapat dalam audio 4.10.2Membandingkan ejaan kosa kata yang terdapat di audio 4.10.3Menciptakan kembali makna audio dalam bentuk kalimat 4.10.4Mengucapkan makna yang terdapat dalam audio

C. Tujuan Pembelajaran

Melalui Pembelajaran saintifik Berbasis Teks Interaksi dan Transaksional Lisan dan Tulis, peserta didik mampu menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual BBC dan VOA podcast terkait kehidupanpeserta didik mampu menbacakan kata yang terdapart pada audio dengan pengucapan yang benar, intonasi dan tekanan yang sesuai.

D. Materi Pembelajaran

a. Fakta
➤ Di TunjukkanContohteksfungsi sosial dan unsur kebahasaan terkait kehidupan remaja SMA/MA,

b. Konsep
➤ Fungsi social dan strukturteksfungsi sosial dan unsurterkait kehidupan remaja SMA/MA,,

c. Prinsip
➤ Kata, ungkapan, dan tata bahasadalamkaryaseniberbentuk audio podcast

d. Prosedur
➤ Membuatkalimatungkapan yang sesuaiuntukfungsi sosial dan unsur kebahasaan audio podcast terkait kehidupan remaja SMA/MA,

➤ Membuatteksterttulistentangfungsi sosial dan unsur kebahasaan audio podcast terkait kehidupan remaja SMA/MA

E. Metode Pembelajaran

1) Pendekatan   : Saintifik

2) Model   : Discovery Learning

F. Media Pembelajaran

1. Media
❖ Worksheet atau lembar kerja (siswa)
❖ Lembar penilaian

2. Alat/Bahan
❖ Penggaris, spidol, papan tulis
❖ Laptop &speaker

G. Sumber Belajar

❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2017
❖ Pathway to English 2
❖ Audio BBC dan VOA Podcast berbahasa inggris

H.   Langkah-Langkah Pembelajaran

1 . Pertemuan Pertama (2 x 45 Menit)

Kegiatan	Deskripsi
Kegiatan Pendahuluan (10 menit)	
Orientasi **Motivasi**	• Melakukan pembukaan dengan salam pembuka • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. • Mengaitkan materi dan kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi dan kegiatan sebelumnya • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. • Menyampaikan tujuan pembelajaran serta kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
Kegiatan Inti (70 menit)	
Stimulation	• Guru menyalakan audio yang relevan. • Siswa mengamati lembar kerja pre-testyang terdapat pada audio BBC dan VOA podcast • Guru memberikan contoh-contoh materi audio podcast yang terdapat dilingkungan sekolah untuk dapat dikembangkan peserta didik • Guru memberikan contoh-contoh dari audio podcast yang terdapat dilingkungan sekolah oleh guru.
Problem Statement	• Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan audio yang disajikan (Critical Thinking)
Data Collection	• Mengamati dengan seksama materi BBC dan VOA podcast yang sedang dipelajari dalam bentuk audio presentasi yang disajikan dan mencoba menginterprestasikannya. • Mengajukan pertanyaan atas hal-hal yang belum dapat dipahami berkaiatan dengan materi BBC dan VOA podcast yang terdapat dilingkungan sekolah yang telah disusun dalam daftar pertanyaan kepada guru. • Peserta didik berdiskusi hasil pengamatan tentang data dari materi BBC dan VOA podcast yang terdapat di audio

Data Processing	• Mengolah informasi dari materi BBC dan VOA podcast yang terdapat di audio • Peserta didik mengerjakan beberapa soal pre-test mengenai audio yang diputar di dalam kelas
	• Peserta didik mendiskusikan hasil pengamatannya dan • memverifikasi hasil pengamatannya dengan menjawab pertanyaan pada lembar kerja pre-test • Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.
Verification **Generalizatio**	• Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan • Menyelesaikan uji kompetensi untuk materi BBC dan VOA podcast yang terdapat audio yang diputarpada lembar lerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.
Kegiatan Penutup (10 menit)	
Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi ungakapan-ungkapan BBC dan VOA podcast Memeriksa pekerjaan siswa yang selesai untuk materi pelajaran BBC dan VOA podcast	

2 . Pertemuan Kedua (2 x 45 Menit)

Kegiatan/Sin	Deskripsi
Kegiatan Pendahuluan (10 menit)	
Orientasi	• Melakukan pembukaan dengan salam pembuka • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menyiapkan fisik dan psikis peserta didik dalam mengawali

Motivasi	kegiatan pembelajaran.
	• Mengaitkan materi dan kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi dan kegiatan sebelumnya
	• Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.
	• Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
	• Menyampaikan tujuan pembelajaran serta kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
Kegiatan Inti (70 menit)	
Stimulation	• Guru menayangkan audio yang relevan.
	• Siswa mengamati lembar kerja materi menangkap makna dari audio BBC dan VOA
	• Guru memberikan contoh-contoh materi BBC dan VOA podcast
	• Guru memberikan materi BBC dan VOA podcastoleh guru.
Problem Statement	• Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan audio yang disajikan (Critical Thinking)
Data Collection	• Mengamati dengan seksama makna dari BBC dan VOA podcast yang sedang dipelajari dalam bentuk audio yang disajikan dan mencoba menginterprestasikannya.
	• Mengajukan pertanyaan berkaiatan hal yang belum dapat dipahami dan telah disusun dalam daftar pertanyaan kepada guru.
Data Processing	• Mengolah informasi dari taudio BBC dan VOA podcast
	• Peserta didik mengerjakan beberapa soal mengenai BBC dan VOA podcast
Verification	• Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber
	• Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.

Kegiatan/Sin	Deskripsi
Generalizatio	• Mengemukakan pendapat atas audio yang didengarkan • Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan

Kegiatan Penutup (10 menit)

Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi BBC dan VOA podcast.

Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi BBC dan VOA podcast

2 . Pertemuan Ketiga (2 x 45 Menit)

Kegiatan/Sin	Deskripsi
Kegiatan Pendahuluan (10 menit)	
Orientasi	• Melakukan pembukaan dengan salam pembuka • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. • Mengaitkan materi dan kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi dan kegiatan sebelumnya
Motivasi	• Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. • Menyampaikan tujuan pembelajaran serta kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
Kegiatan Inti (70 menit)	
Stimulation	• Guru menayangkan audio yang relevan. • Siswa mengamati lembar kerja posttest dari audio BBC dan VOA
Problem Statement	• Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan

	dengan audio yang disajikan (Critical Thinking)
Data Collection	• Mengajukan pertanyaan berkaiatan hal yang belum dapat dipahami dan telah disusun dalam daftar pertanyaan kepada guru.
Data Processing	• Mengolah informasi dari taudio BBC dan VOA podcast • Peserta didik mengerjakan beberapa soal posttestBBC dan VOA podcast
Data Processing	• Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber
Verification	• Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.
Generalizatio	• Mengemukakan pendapat atas audio yang didengarkan • Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan

Kegiatan Penutup (10 menit)
Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi BBC dan VOA podcast. Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi BBC dan VOA podcast

I. **Penilaian Hasil Pembelajaran**
   1. **Teknik Penilaian:**
      a. Penilaian Sikap　　　　　: Observasi/pengamatan
      b. Penilaian Pengetahuan　　: Tes Tertulis
      c. Penilaian Keterampilan　　: Portofolio

2. Bentuk Penilaian:
   a. Observasi   : Jurnal guru
   b. Tes tertulis   : uraian dan lembar kerja
   c. Unjuk kerja   :Praktik/Pedoman Penskoran
   d. Proyek   :Produk/Pedoman Penskoran
   e. Portofolio   :E-Portofolio

3. Instrumen Penilaian (terlampir)

➢ **Rubrik Penilaian**
1. **Penilaian Kompetensi Sikap**
   a. Sikap yang menjadi fokus penilaian adalah jujur, disiplin, bertanggung jawab, peduli, kerja sama, toleran, santun, responsive dan pro-aktif.
   b. Jurnal penilaian sikap:

No	Hari dan Tanggal	Nama	Perilaku /Kejadian	Butir Sikap	Positif/ Negatif	Tindak Lanjut

2. **Penilaian Pengetahuan**

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Tujuan Komunikatif	Sangat memahami		5	4
		Memahami		4	3
		Cukup memahami		3	2
		Kurang memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	
2	Keruntutan Teks	Struktur teks yang digunakan sangat Runtut		5	4
		Struktur teks yang digunakan runtut		4	3
		Struktur teks yang digunakan cukup runtut		3	2
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut		1	
3	Pilihan Kosakata	Sangat variatif dan tepat		5	4
		Variatif dan tepat		4	3
		Cukup variatif dan tepat		3	2
		Kurang variatif dan tepat	Hampir tidak variatif dan tepat	2	1

		Tidak variatif dan tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

3. Penilaian Keterampilan

a. Penilaian Presentasi/Monolog

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		
	Ucapan		
	Tata bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
	Skor yang dicapai		
	Skor maksimum	**10**	

Keterangan:

Baik mendapat skor 2

Kurang baik mendapat skor 1

b. Rubrik untuk Penilaian Unjuk Kerja

AKTIVITAS	KRITERIA		
	TERBATAS	**MEMUASKAN**	**MAHIR**
Melakukan Observasi	Tidak jelas pelaksanaannya	Beberapa kegiatan jelas dan terperinci	Semua kegiatan jelas dan terperinci
Role Play	Membaca script, kosakata terbatas, dan tidak lancar	Lancar dan kosakata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai

Simulasi	Fungsi social tidak tercapai, ungkapan dan unsur kebahasaan tidak tepat	Fungsi social kurang tercapai, ungkapan dan unsure kebahasaan kurang tepat	Fungsi social tercapai, ungkapan dan unsure kebahasaan tepat
Presentasi	Tidak lancar, topik kurang jelas, dan tidak menggunakan slide presentasi	Lancar, topik jelas, dan menggunakan slide presentasi tetapi kurang menarik	Sangat lancar, topic jelas, menggunakan slide presentasi yang menarik
Melakukan Monolog	Membaca teks, fungsi social kurang tercapai, ungkapan dan unsur kebahasaan kurang tepat, serta tidak lancar	Kurang lancar, fungsi social tercapai, struktur dan unsure kebahasaan tepat dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai, kalimat berkembang, serta ada transisi

Keterangan:

MAHIR mendapat skor 3

MEMUASKAN mendapat skor 2

TERBATAS mendapat skor 1

c. **Penilaian Kemampuan Berbicara (*Speaking Skill*)**

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Pengucapan (*pronounciation*)	Hampir sempurna		5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna		4	3
		Ada beberapa kesalahan dan mengganggu makna		3	2
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1

No.	Kriteria	Deskripsi		Skor	
		Terlalu banyak kesalahan dan mengganggu makna		1	
2	Intonasi (*intonation*)	Hampir sempurna		5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna		4	3
		Ada beberapa kesalahan dan mengganggu makna		3	2
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
3	Kelancaran (*fluency*)	Sangat lancar		5	4
		Lancar		4	3
		Cukup lancar		3	2
		Kurang lancar	Sangat tidak lancar	2	1
		Tidak lancar		1	
4	Ketepatan Makna (*accuracy*)	Sangat tepat		5	4
		Tepat		4	3
		Cukup tepat		3	2
		Kurang tepat	Hampir tidak tepat	2	1
		Tidak tepat		1	

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

d. Penilaian Kemampuan Menulis (*Writinng Skill*)

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Keaslian Penulisan	Sangat original		5	4
		Original		4	3
		Cukup original		3	2
		Kurang memahami	Hampir tidak original	2	1
		Tidak original		1	
2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul		5	4
		Isi sesuai dengan judul		4	3
		Isi cukup sesuai dengan judul		3	2
		Isi kurang sesuai dengan judul	Isi hampir tidak sesuai dengan judul	2	1
		Isi tidak sesuai dengan judul		1	
3	Keruntutan Teks	Keruntutan teks sangat tepat		5	4
		Keruntutan teks tepat		4	3
		Keruntutan teks cukup tepat		3	2
		Keruntutan teks kurang tepat	Isi hampir tidak sesuai dengan judul	2	1
		Keruntutan teks tidak tepat		1	
4	Pilihan Kosakata	Pilihan kosakata sangat tepat		5	4
		Pilihan kosakata tepat		4	3
		Pilihan kosakata cukup tepat		3	2
		Pilihan kosakata kurang tepat	Pilihan kosakata hampir tidak tepat	2	1
		Pilihan kosakata tidak tepat		1	
5	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hamper tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	
6	Penulisan	Penulisan kosakata sangat tepat		5	4

	Kosakata	Penulisan kosakata tepat		4	3
		Penulisan kosakata cukup tepat		3	2
		Penulisan kosakata kurang tepat	Penulisan kosakata hampir tidak tepat	2	1
		Penulisan kosakata tidak tepat		1	
7	Kerapihan Tulisan	Tulisan rapi dan mudah terbaca		5	4
		Tulisan tidak rapi tetapi mudah terbaca		4	3
		Tulisan tidak rapi dan tidak mudah terbaca		3	2
		Tulisan tidak rapi dan sulit terbaca	Tulisan rapi dan hamper tidak terbaca	2	1
		Tulisan tidak rapi dan tidak terbaca		1	

4. Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

5. Pengayaan

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

MATERI PEMBELAJARAN

a. **factual**

BBC and VOA Podcast

The British Broadcasting Corporation (BBC) is the largest broadcasting company in World. The goal is to make people's lives better by providing programs that inform, educate, and entertain them. Listening to British Broadcasting Corporation (BBC) podcasts, will let students know more about British accents, because BBC podcasts are that authentic podcast made by an Englishman and the speaker speaks with a British accent so that students can get more knowledge about British accent

Voice of America (VOA) is a dynamic international multimedia broadcaster with services in over 40 languages. Provide global audience of 141 million, VOA provides news, information, and cultural programming via the internet, mobile phones, social media, radio, and television, the use of Voice of America (VOA) podcasts has a positive impact on students' vocabulary, learning motivation listen to podcasts, and they will get used to it listen to conversations of native speakers.

b. **Konseptual**

Social function:

- To entertain the listeners.
- To teach moral value through the lyric of bbc and voa podcast.
- To provide a way of managing the realitionship between our public and private emotional life.
- To express personal feeling and cultural values.
- To give someone to not only shares their emotions with others, but also to have an emotional connectionthat just can't be experienced in any other way.

Text