

STUDENTS' PERCEPTION ON USING ENGLISH PODCASTS TO IMPROVE LISTENING SKILL

THESIS

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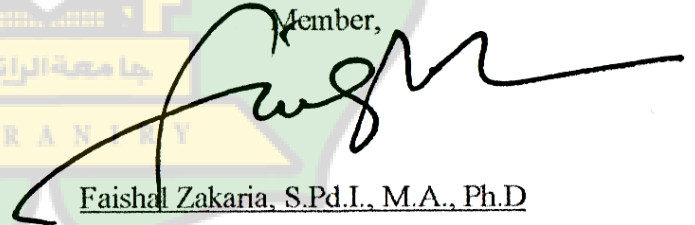
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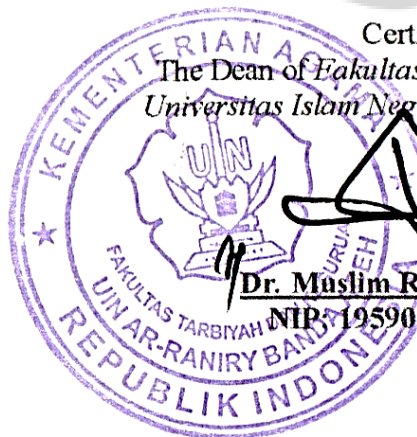
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Students' Perception on Using English Podcasts to Improve Listening Skill

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

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Saya yang membuat surat pernyataan,



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ABSTRACT

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Media is a tool that is most familiar with the current student learning process, one of the media used by students in the learning process to improve listening skills is podcasts. This present research was conducted in order to find out the effectiveness of the use of English podcasts in improving listening skills and to find out the most favorite types of podcasts. This research used a quantitative method and the data were collected by using questionnaire. The validity results obtained from the calculation of the r table value of 0.2609 using a significance level of 5% for 16 statement items are declared valid and with a Cronbach alpha value of 0.8875, the statement items are reliable. The sample was 57 students from the English language education department of UIN Ar-Raniry batch 2019. To analyze the data the researcher used SPSS. The research found that the use of English podcasts is effective in improving listening skills. The score was 75.81% which means that English podcasts are very effective. Moreover, the favorite types of podcast were monologue type (77.2%), interview type (75.4%), and reused type (73.7%) of podcast.

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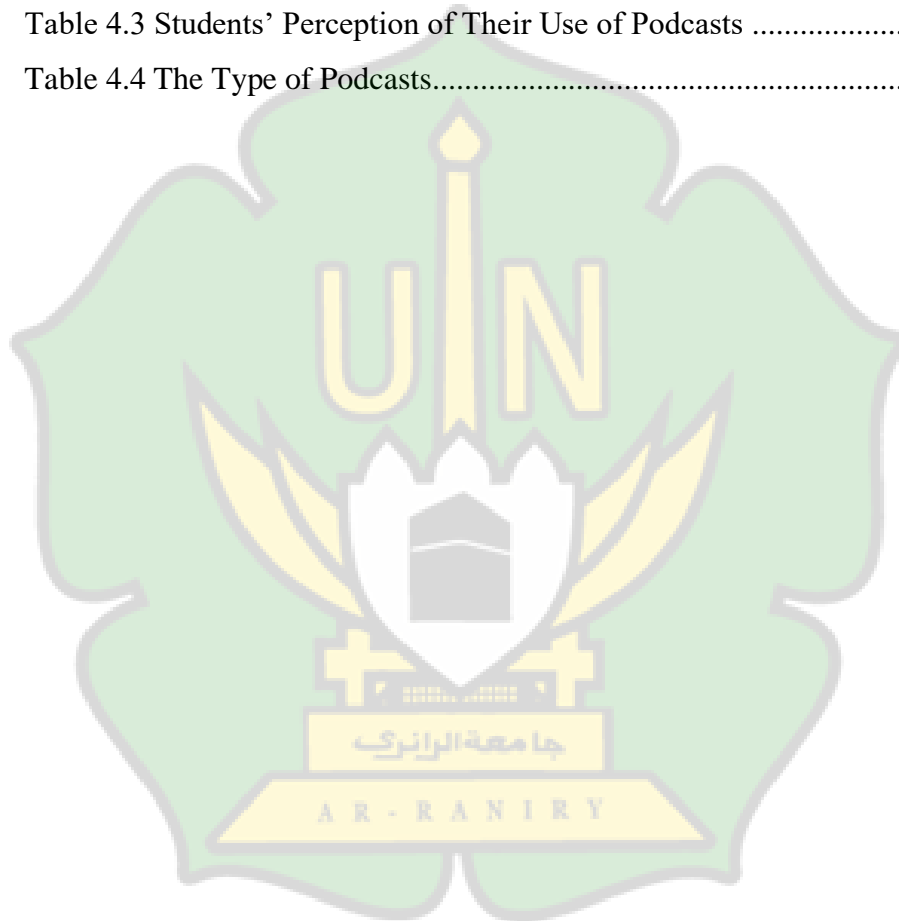
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CHAPTER I

INTRODUCTION

A. Background of Study

Listening is one of the subjects studied in the field of language studies and conversational analysis disciplines. Listening can be improved with regular practice. Helgesen (2003) stated that listening is an active process and aims to understand what we hear. The more we hear, the more we can understand something from what is heard. Because when you listen, you not only process what you hear but also relate it to other information you already know. While according to Hasyuni, as cited in Hidayati (2016), listening is a creative skill, where we understand the sound we hear, then digest raw words, word order, and the rise and fall of sounds, and create meaning from what we hear. This is one of the abilities to understand what the speaker is saying, be it the accent, grammar, pronunciation, and discover the meanings that the speaker has to offer. Based on these two definitions, it can be concluded that listening is a complex and active process of interpretation in which listeners match what they hear with what they already know.

In the process of listening, students tend to have difficulty. Ur (2000) stated that there are 6 difficulties faced by students. First, the problem of sound, many messages are not conveyed because the voice is not clear. Second, the difficulty in understanding every word spoken, one of the things that can cause this to happen is due to lack of vocabulary. Third, can't understand the fast and natural speech of a native speaker, many of the native speakers speak very

quickly which makes it difficult for students to catch what is being conveyed. Fourth, the need to repeat listening more than once, there are still many students who cannot digest the message from the speaker with just one repetition. Fifth, the difficulty of following every word, this is one of the things that students often do that is to translate all the words. And sixth, feeling tired, one of the causes is information that is too long, the speed of the speaker when conveying the message, and others. From some of the difficulties above, many of students try to overcome this by using media as a tool to improve their listening.

Media has been an interested part of current learning process. It helps students to easily understand the material. There are many various listening media such as podcasts, radio, music, movies, and so on. One of the most interesting media to improve listening skills is English podcasts because podcasts are one of the media that can motivate students to learn to listen and make the learning atmosphere more interesting.

Currently, there are several studies about the use of podcasts as a medium. Hasan and Hoon's (2012) research found that podcasts can motivate students to improve their skills in learning English, especially listening. Related to this statement, there are previous studies that are relevant to this research; one of the previous studies has done by Abdulrahman, Basalama, and Widodo (2018), the aim of this study is to determine the understanding of students in the EFL class about using podcasts. The population in this study was 270 high school students in Jakarta. The sample taken was 60 high school students, divided into 2 groups, 30 students in the experimental class and 30 students in

the control class. Sampling was carried out using cluster random sampling. Data were collected using 30 post-test questions and 10 survey questionnaires. For data analysis, researchers used One Way ANOVA for qualitative data and a Likert scale to analyze the questionnaire. 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 comprehension. Meanwhile, the analysis using the Likert scale shows that students have a positive attitude towards the use of podcasts in the listening class. The results of this study showed that podcasts greatly affect students' listening comprehension in the EFL class.

The second previous study was conducted by Gonulal (2020), this study investigates the potential of podcasting and vodcasting technologies in promoting extensive listening and improving overall L2 listening skills. The sample in this study was 49 students from the state university in Turkey who majored in the English language teaching program. This research was conducted over two semesters (28 weeks or 140 hours). The data used in this study were derived from six hearing progress tests, two proficiency tests, and a listening log questionnaire. The hearing progress test showed a significant improvement between the initial and final tests. In the proficiency test, the students also showed similar progress, almost all of them made substantial progress with increasing scores on the pre-test and post-test. Meanwhile, in the log questionnaire, 88% of students said that they enjoyed listening to podcasts and vodcast projects that were carried out by researchers. The results of this

study stated that extensive listening practice with podcasts and vodcasts was very effective in developing L2 listening skills and not only that but also could improve their pronunciation skills and knowledge of words and phrases.

The third relevant study was conducted by Kavaliauskiene (2008). The aims of this study are to examine the challenges that students face in listening to various authentic English podcasts and analyze learners' self-assessment data on improving listening skills. The intended outcome of study is to formulate the tips for good practice in perfecting listening skills. The participants in this study are students of different specializations who study English for Specific Purposes at the Faculty of Social Policy, Mykolas Romeris University, Lithuania. The result of that study is there is an opportunity for raising language awareness by employing podcasting which allows learners to carry out homework assignments at their own pace and under non-threatening conditions.

The forth study done by Edirisingha, Rizzi, Nie and Rothwell (2007). This study is aimed at report's findings from research into the benefits of integrating podcasts into a first year undergraduate module on English Language and Communication at Kingston University. The study describes the teaching and learning context and how the podcasts were integrated as part of the blended learning delivery. The result of this study is podcasts can be a useful addition to the range of tools available. Data analysis of the study showed that podcasts were successful in supporting students' preparation for assessed work, providing significant advice on portfolio and presentations.

Another study done by Morris (2010). The aim of this study was to combine podcasts of lectures with mobile assessments (completed via SMS on mobile telephones) to assess the effect on examination performance. The trial group was given access to podcasts / mobile formative assessments for lectures on the module. Towards the end of the module, all students on the module completed a 'mock' examination on the material in the lectures. The results of this study indicate that providing supporting resources does have a positive impact on student performance.

Based on the results of the previous research above, the use of podcasts in language classes is very helpful for students in improving their language skills, one of which is listening comprehension. Inspired by the benefits and ease of accessing podcasts as a learning medium, the researcher wanted to dig deeper into the use of podcasts to improve listening skills. The difference between the research above and what the researcher wants to learn is that the researcher wants to know how students perceive their favorite podcast type and the use of English podcasts in improving listening skills.

B. Research Questions

Based on the background of the study above, this study focuses on the following problem:

1. Is the use of English podcast effective for improving listening skills?
2. What type of podcast do the students think have more impacts on their learning?

C. Research Aims

Based on the problem of the study, the purpose of this study is to discover the effectiveness of using English podcasts in improving listening skills and to find out the favorite type of English podcast that has an effect on improving listening skills.

D. Significance of The Study

This study provides information about students' perception of how podcasts as audio media can help students improve their listening skills. In addition, this research can be a reference for other researchers who want to investigate further the effect of podcasts as a learning medium in helping students to improve their listening skills. In particular, the benefits of this research for lecturers and students can be stated as follows:

1. Lecturers

The results of this study are expected to help English teachers in motivating their students to achieve their listening comprehension skills. and encourage teachers to use podcasts in their teaching learning process

because many studies show that listening to podcasts can improve student achievement.

2. Students

For students, this research may inform them of the benefits of using podcasts in learning to listen. Thus, they can have an alternative way to improve their listening skills.

E. Research Terminology

The terminology refers to the explanation of keywords or variables in the title, to avoid ambiguous meaning, make this research understandable, and avoid misunderstanding and misinterpretation of the research. Some of the terms used in this study will be defined as follows:

1. Podcasts

According to Constantine (2007), podcasts are internet audio designed to be listened to and downloaded on electronic devices such as Smartphones, tabs, and laptops. Podcasts in this study refer to the students' activity in listening to some information from electronic devices.

2. Listening Skill

Steinberg (2007) stated listening as the process of understanding what we hear from the speaker, which is a process that involves receiving, interpreting, and understanding a message to be responded to, so planning the next conversation is an active listening activity. Listening

skills in this study refer to students' ability to practice their listening comprehension and understand what they have already heard.



CHAPTER II

LITERATURE REVIEW

This chapter contains a literature review that focuses on the theoretical foundations of listening skills and podcasts from several experts it starts from an overview of listening and podcast in brief.

A. An Overview of Listening

1. Definition of Listening

Listening is one of the skills in a language that needs to be learned because listening is one of the important components of communication. Harmer (2000) agrees with the statement that listening is an important part of communication and is considered special because listening comprehension is a process of receiving, processing, and interacting with the knowledge that our mind already has and then solving it instantly.

Listening is an active process of receiving and responding to spoken messages. Listening is receiving language by ears such as letters, stresses, rhythms, and pauses, then using the brain to convert them into important messages. Vandergrift (2002) states that listening is a complex and active process of interpreting. In understanding, listeners need to reconstruct the speaker's original intent by utilizing bottom-up and top-down processing strategies, and by leveraging what they already know to draw new knowledge. From some of these understandings, it can be concluded that listening is an

active process that determines the message meaning of the sound, not only hear but also producing results from what is heard.

2. Listening Process

Listening is an internal process. Listening determines what the listener understands from what is conveyed by the speaker. Some experts describe what happens when we listen. Wilson (2008) distinguishes the listening process into two categories, namely bottom-up and top-down. The bottom-up is more on the analysis of words, sounds, and grammar that can create meaning. In detail, the bottom-up process includes more specific details, such as recognizing groups and sequences in word patterns by understanding messages using prior knowledge and linguistic knowledge. Top-down is more on the process of interpreting the message conveyed by the speaker by using the listener's knowledge related to the topic, situation, contextual, schema or script, type of text, and language to help listeners interpret spoken language and anticipate what will happen next (Wilson, 2008). The top-down process focuses more on the main idea, describes, summarizes, and summarizes the results of what the speaker conveys.

According to Collins (2009), there are 5 categories of listening processes, namely:

1. Listening (Receiving)

This auditory process is also known as a neurological process, where this process refers to sound waves to stimulate the sensory and physical responses of the ear.

2. Understanding (Learning)

This step process helps listeners to understand symbols, where after we see and hear we have to analyze the meaning of what we have heard, namely mind awareness to relate directly to the intention to understand and be understood.

3. Remember (Remember)

In the process of listening, the listener not only receives and interprets the content of the message but also stores what the message is conveyed, even though the memory that we store is not the same as what was seen and heard when the speaker delivered the message.

4. Remembering (Judging)

In this process, the listener will actively weigh the evidence, sort out facts and opinions to determine the information from the message, and determine whether it will remain in long-term memory or may be lost.

5. Respond (Answer)

In the process of this responding, the listener's awareness and concentration are very important, because the listener will respond by answering so that the speaker knows that his message has been heard and understood well.

From this statement, we can see that listening is not just hearing but there are processes from the beginning until we finally understand and can respond to what is conveyed. The listening process involves five stages, namely: listening (Receiving), understanding (Learning), remember (Remember), remembering (Judging), respond (Answer).

3. The Difficulties of Listening

Listening as one of the most important skills in mastering a second or foreign language is a difficult skill for some students to master. According to Ranukadevi (2014), in English listening has an important role, because listening is one of four skills in language development. For students, listening is considered a big challenge because they often have difficulty understanding the meaning and purpose of the speaker.

According to Indahsari (2020), there are several difficulties in the listening aspect, namely the use of different accents, idioms, and uncommon vocabulary. This happens because English is very minimally used every day, even when studying in class students are accustomed to listening to non-native speakers so it is difficult for students to understand and obtain information from what native speakers convey in a lesson or test. Some other difficulties in listening according to Yilmaz & Yavuz (2015), are difficulties in remembering what has been heard, accent, and limited vocabulary mastery. According to Ur (2000), there are 6 difficulties faced by students in the process of learning to listen to a foreign language, namely:

1. Problems with sound

Many do not realize that inaccurate sound can make listeners not understand the content of the message.

2. The difficulty to understanding every word spoken

This is a very common problem where the listener does not realize that he has been fertilized with important information without having to understand all the words spoken.

3. Can't understand speech quickly

Often learners need a natural speech from native speakers to be spoken slowly, and this is not a good thing to make learners understand speech quickly but instead make learners learn slowly. Sometimes even though the speaker speaks quite fast and makes it difficult for students to understand quickly but it will help students to get used to it and start persevering and studying extra to hone their listening skills.

4. Need to repeat more than once heard

The need to hear something more than once often happens to students because they are still lacking in terms of listening because they cannot grasp the meaning of the content conveyed by the speaker either because of the speed or even vocabulary that is not familiar to students.

5. The difficulty of following every word

Many students find it difficult to follow and feel overwhelmed every time information comes in which makes them stop trying to understand every

piece of information and makes them learn to choose what is important and ignore information that is not important.

6. Feeling tired

One of the reasons for feeling tired when listening is too long information, the speed of the speaker when delivering the message, and other funds.

The difficulties in hearing have been mentioned by many experts according to their respective studies. The statement above is only one of them, from what I have mentioned above it can be seen that there are some difficulties faced by students in mastering listening such as difficulty to understand every word, problems with sound, and others.

B. Media and Podcast in Brief

1. Media

The word media, plural of medium, is from the Latin word for middle and describes which is stand between the receiver and the source of the message. It is commonly used to describe ways to convey information and entertainment. The term multimedia often describes highly sophisticated technology, such as CD-ROM and Internet web sites, which incorporate text, sound, vision and animation. In general, we understand technology to embrace things like radio, TV, video, telephone, fax machines and computers (Terry, 2000).

In this modern era, the word media have already been familiar for us in the relation with teaching and learning process. It is issued to facilitate the teacher to realize the goal of the teaching-learning process. Therefore, the teacher can select the media from the standard ones up to the modern ones. In doing this study, the researchers use a podcast as the media in providing materials to improve the students' achievement in listening.

2. Podcast

Podcast media is very popular among the wider community, not only among adults, but also among high school students, and even college students. According to Constantine (2007), the podcast is a combination of two words, namely: iPod and broadcasts. Podcasts are modern digital technology in the form of audio and video files that are available on the web and can be easily downloaded free on any device connected to the internet.

Podcasts can be regularly updated on the web using really simple syndication (RSS) which makes it easy to upload automatically to a computer or web (Nisa, 2018). Usually, the duration of a podcast consists of a few minutes, some even up to an hour, and some are more than an hour. The material in the podcast is available in various topics prepared by speakers so that people can easily choose topics that they find interesting to listen to and learn. Listeners can listen to podcasts easily and comfortably after downloading them on the internet. From the above understanding, it can be concluded that

podcasts are digital media files available on the web and can be downloaded anytime and anywhere via electronic devices.

3. Types of Podcasts

In the last decade, podcasts have transformed from a specialized medium to a popular form of entertainment on par with traditional media. There is a wide variety of material being read in podcasts today that can attract many people to podcasts. According to Santo (2021), there are 8 main types of podcasts, namely:

1. Interview podcasts

An interview podcast will usually involve one or two people as presenters and with one or more guests per episode. In this format, guests will talk about unique skills or insights on a specific topic, industry, or theme.

2. Conversation podcasts

Conversation podcasts are very similar to traditional radio shows, where two presenters or one host and one guest will have an entertaining conversation about specific themes and topics. Oftentimes, presenters will cover trending news or provide insightful or humorous comments.

3. Podcast monologue

Monologue podcasts are podcasts where only one host will speak the entirety of each episode. Podcasts like this are usually hosted by someone who is an expert in a particular field so that the audience who listens to learn about a particular topic will get the information conveyed.

4. Storytelling/Investigation Podcast

In the Storytelling/Investigation Podcast format, there will be one or more presenters per episode to tell the whole story or chapter of the ongoing story. And each episode covers a specific case with varying details.

5. Roundtable podcasts

Roundtable podcasts or panel events, in this format there will be a consistent group of presenters who will take turns providing commentary and conversation around a specific topic.

6. Theatrical podcasts

Fiction podcasts have been a growing trend over the years. Theatrical podcasts are very similar to audiobooks in that their shows consist of a single host telling fun stories to entertain listeners.

7. Podcast reused

Reused podcasts are podcasts that already exist and are then converted and reused as new podcasts.

8. Hybrid podcasts

Podcasts are a very flexible medium. Hybrid podcasts are podcasts that mix or match two formats into one podcast. For example, a podcaster with expertise in a particular subject area might host a monologue-style podcast and occasionally interview guests.

According to the statement above, it can be concluded that there are so many types of podcasts that we can listen to and we can choose which type we want or which we think is fun and easy to understand.

4. The Advantages of Podcasts

Indriastuti and Saksono (2014) 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. We 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.

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

podcasts also help teachers in facilitating the teaching process with lots of language material to teach.

5. The Disadvantages of Podcast

Podcasts are media files in the form of audio and video that are loved by almost all people. There are many advantages of 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.

Barto (2008) in his research found the disadvantages of students in using podcasts, which are time-consuming and costly. Podcasts have various durations, podcasts with a duration of 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 handphones and others that can be used to download or play podcasts. From some of the disadvantages above, it can be said that podcasts not only have

advantages that help students, but podcasts also have disadvantages for some students.

6. Podcast and Language Learning

Podcasts are widely used in student language learning because podcasts are easy to find, easy to use, and free of cost whereas podcasts only require internet access. Once downloaded, podcasts allow students to choose when and where they want to listen to podcasts without needing internet access again. Besides being easy to download, podcasts are also easy to share and even edit. Podcasts are an interesting option that can motivate students in the language learning process, one of which is listening learning.

In the process of learning languages, especially listening, teachers can use podcasts to listen because according to Abdulrahman, Basalama, and Widodo (2018) in teaching listening, the language material used is required to practice listening comprehension. Therefore, podcasts as one of the audio listening tools are great tools to achieve this goal. Asmawati (2005) stated that podcasts are internet audio publications as sources in the academic field that have the type of material for learning.

Kavaliauskienė (2008), states that podcasts are a provider of teaching materials for language teachers because podcasts have many topics. The application of podcasts in the classroom takes a long time because podcasts have many topics, so teachers need to select and sort out materials that are appropriate to the material being taught and which can develop students'

listening processes. In the research of Rachmaniputri, Purnawarman, and Gunawan (2020), there are several steps they take to implement podcasts in the classroom, namely: determining podcast topics that follow school material, compiling lesson plans, and then implementing podcasts in class.

Media podcasts provide good affirmative reasons for students if it will bring students closer to the target language, and it affects students' attitudes and motivation. Mohammadzadeh (2010) suggests that podcast material can increase students' motivation and help them speak more independently and confidently. By using podcast media, teachers can help students build self-confidence and make learning situations comfortable. This confidence can be increased because of their ability to understand the rhetoric of a particular topic through repeated listening and oral performance (Samad, 2016). This understanding makes them perceive the learning process as fun.

Furthermore, Patten and Craig (2007) state that the use of podcasts empowers scholars to manage their own time which means it allows them to study at a time that suits them, control their literacy, and regulate their literacy pace during the specified lecture time.

CHAPTER III

RESEARCH METHODOLOGY

According to Holloway (2005, p. 293), methodology means a framework of theories and principles that form the basis of methods and procedures. Research methodology is a strategy used in collecting and analyzing data to answer problems that are described in more detail. This chapter consists of research design, research setting and participants, data collection methods, and data analysis methods.

A. Research Design

The research method is a way to get data with certain goals and uses in a scientific context (Sugiyono, 2016). In this study, the researcher used quantitative research. According to Creswell (2012), quantitative is a correlation statistic used by researchers to measure the degree of relationship between two variables. This research design helps the researcher to achieve research objectives, namely, researchers want to know students' perceptions about the use of podcasts in improving their listening skills and to find out which types of favorite podcasts have an effect on improving listening skills.

In this study, the researcher use quantitative method. According to Sugiyono (2012), The survey method is a causal relationship which means that it is causal, so here there are independent variables and dependent variable. Moreover, Alsa (2004) states, that survey research is research that uses questionnaires to collect data, then the researcher use the data to describe

attitudes, opinions, behaviors, or characteristics that exist in the population. Thus, it is necessary for the researcher to be careful in collecting, analyzing, and interpreting data.

B. Research Participants

Participants are representative samples or small units of a much larger population that are needed by researchers to facilitate research. According to Sugiyono (2013) population is the object or subject of a generalization that has certain qualities or characteristics determined by the researcher to be investigated in his research. The population of this research is students of the English language education department at UIN Ar-Raniry batch 2019, which amounts to around 150 students who are divided into 6 class units.

The sampling technique used in this research is purposive sampling. Palinkas et al, (2015) explain that purposive sampling is widely used in quantitative analysis to identify and select cases that are rich in information related to the development of interest. Purposive sampling is a non-random sampling technique determined by the special characteristics of the researcher in selecting the sample. The sample was selected based on criteria determined by the researcher, such as students who had taken basic listening courses in the first semester, and students who had listened to podcasts. From the sampling technique and criteria above, the researcher took 57 participants from the population by asking students in front of the class before conducting offline

research, while online the researcher wrote 2 criteria above the link to fill out the questionnaire which was distributed through the WhatsApp group.

Table 3.1

Participants

No.	Gender	Frekuensi	Persentase
1.	Male	10	17,54%
2.	Female	47	82,46%
	Total	57	100%

Table 4.1 above shows the frequency of respondents by gender. The number of male respondents was 10 people or 17.54% and the number of female respondents was 47 people or 82.46%. This shows that the number of female respondents is more than the number of male respondents.

C. Data Collection

According to Arikunto (2000) instruments in data collection are tools used to assist researchers in collecting data to make it easier and systematic. In this study, the data used by the researcher come from a questionnaire. According to Harry (2009), questionnaire is structured questions used by researchers to obtain the required information from respondents. Through questionnaires, the researcher easily gets information about the use of podcasts in improving students' listening skills.

In this study, the researcher used the Likert Scale questionnaire. Likert Scale is one of the methods that present original data collected in scale and categories presented in quantitative. Arikunto (2006) stated that the Likert Scale

is a declaration followed by an answer level. Based on that, the Likert scale can be used to measure the attitude, opinion, and perception of a person or group of people about the phenomenon of education. The Likert Scale that the researcher used are Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) and the questionnaire in this study consists of 16 questions, which are 1 to 8 for the research question 1 which are modified from the research of Abdulrahman, Basalama, and Widodo (2018), while statements 9 to 16 are to answer the research question 2 and the statements are created by the researcher.

The questionnaire of this research was distributed by online and offline. The offline process was carried out by distributing the questionnaires from class to class and in the online process the researcher shared the google form link using WhatsApp media to several students and then the students distributed it to the group. Then the data were analyzed using SPSS.

D. Data Analysis

Data analysis is a technique in the processing and decomposition of the analytical method. In this study, the researcher analyzed the questionnaire data statistically which refers to the analysis method proposed by Sugiyono (2011). In validity test, the researcher measures the validity of the questionnaire value, while in the reliability test, the examiner measured the variables using questionnaire data, and in the statistical descriptive test the researcher used SPSS 20 to process, present, and classify the data studied. There are several methods for analyzing data:

1. Validity Test

The validity test is used to measure the validity of the questionnaire value (Ghozali, 2018). Determining whether or not an item is valid is usually done by comparing r count with r table, with a significance level of 0.05, which means the item can be said valid if the r count is bigger than the r table; on the other hand, the item can be said valid if r count is smaller than r table. The formula of the validity test is:

$$R_{xy} = \frac{n(\sum xy) - (\sum x \sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Note:

R_{xy} = Product moment correlation

n = the number of respondents

$\sum x$ = Total score of an item

$\sum y$ = Total number of answer scores

$\sum xi^2$ = The sum of the squares of the answer scores of an item

$\sum xy^2$ = Sum of the squares of the total answer score

2. Reliability Test

According to Ghozali (2018), reliability is a tool to measure variables using questionnaire data. A questionnaire is reliable if a person's answer to the statement is consistent or stable. In this study, the researcher used the Cronbach Alpha technique to test reliability with the following formula:

$$\alpha = \left(\frac{K}{K-1} \right) \left(\frac{S_r^2 - \sum S_I^2}{S_x^2} \right)$$

Note:

α = Cronbach's alpha reliability coefficient

K = Total of question items being tested

$\sum S_I^2$ = Total of item score variances

S_X^2 = variance of test scores (all K items)

3. Descriptive Statistic

Descriptive statistics is a process that focuses on the management, presentation, and classification of data. In this study, the researcher used a questionnaire graded on a Likert scale, and the results were analyzed using SPSS 20. SPSS (Statistical Product and Service Solution) is an application program that uses a computer to execute statistical calculations (Sarwono, 2006). Then after analyzing with SPSS, the researcher can see the results of her research

The data of questionnaire were calculated by the statistical percentage formula with the following:

$$P = \frac{F}{N} \times 100$$

Note :

P = Percentage

F = Frequency

N = Number of sample

100 = Constants of value

Furthermore, in this study, the researchers determined categories for effectiveness indicators based on the average percentage of student's perceptions on using English podcasts in improving listening skills through a

questionnaire based on the index interval category according to Arikunto (2010) shown in the table below:

Table 3.2

Interval index category for the effectiveness indicator

Interval Index Percentage	Category
0% - 24.99%	Not effective
25% - 49.99%	Less effective
50% - 74.99%	Effective
75% - 100%	Very effective

From the table above, it can be seen that if the index average ranges from 0% to 24.99% then it can be said that the use of podcasts is ineffective, then if the score ranges from 25% to 49.99% it can be said that the use of podcast is less effective, while the use of podcasts is said to be effective if the index average is around 50% - 74.99%, and the use of podcasts is said to be very effective if the index average is around 75% - 100%.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher discusses the data that has been collected from March 29 to April 15, 2022. The results of the data analysis will be discussed in the next section to answer the research questions.

A. Findings

The purpose of this study was to find out students' perceptions of the effectiveness of using English podcasts on students' listening skills. The statements in the questionnaire are about students' perceptions of the advantages of podcasts, podcast topics, and types of podcasts in improving students' listening skills. In this study, the researcher used a questionnaire to answer research questions. Questionnaires were distributed to students majoring in English education class 2019.

1. The Results of the Validity Test

A validity test is used to measure whether or not the aspects of instrument used in the study are valid. Based on data processing, the results of validity testing using an alpha of 5% are obtained as shown in table 4.1 as follows:

Table 4.1
The validity test

Item	Value of R-count Correlation Coefficient	Value of R-table 5% (N=57)	Description
1	0,67	0,2609	Valid
2	0,60	0,2609	Valid
3	0,68	0,2609	Valid
4	0,72	0,2609	Valid
5	0,60	0,2609	Valid
6	0,58	0,2609	Valid
7	0,56	0,2609	Valid
8	0,51	0,2609	Valid
9	0,75	0,2609	Valid
10	0,68	0,2609	Valid
11	0,77	0,2609	Valid
12	0,60	0,2609	Valid
13	0,67	0,2609	Valid
14	0,70	0,2609	Valid
15	0,74	0,2609	Valid
16	0,70	0,2609	Valid

Based on the test results shown in table 1, it shows that the R-count value is greater than the R-table with an alpha of 0.05 for all statement items so that it can be concluded that all items are declared valid to proceed to further research.

2. The Results of the Reliability Test

The reliability test was carried out to see whether the level of the variables used in the study was good or not using the Cronbach alpha value where the reliability test criteria can be seen in table 3 based on data processing,

Table 2

The reliability test

Number of Items	Cronbach Alpha	Description
16	0,8875	Reliable

The results of the reliability test using the Cronbach alpha value in the table indicate that the statement item has a Cronbach alpha value of 0.8875, meaning that the statement item is very well used in research.

3. Descriptive Statistic

Descriptive statistics is a statistical analysis process that focuses on the management, presentation, and classification of data. In this study, the researcher will present the results of data analysis from the research question, namely: Students' perceptions of the effectiveness of using English podcasts in improving listening skills, and the favorite type of English podcast that has an effect on improving listening skills.

a) The effectiveness of using English podcasts in improving listening skills.

In this section, the researcher showed the data of the questionnaire to determine the effectiveness of using English podcasts in improving listening skills.

Table 3

Students' perception of their use of podcasts

NO	QUESTIONNAIRE	Strongly Disagree		Disagree		Agree		Strongly Agree		Index percentage	Index average
		F	%	F	%	F	%	F	%		
1	The podcast is very easy to use and is portable	2	3.5	2	3.5	38	66.7	15	26.3	78.94	
2	Podcasts have a huge impact on improving your listening	1	1.8	0	0	34	59.6	22	38.6	83.76	
3	My motivation to learn English has increased as a result of listening to podcasts	1	1.8	5	8.8	39	68.4	12	21.1	77.19	
4	Listening to podcasts can improve your hearing in no time	1	1.8	1	1.8	41	71.9	14	24.6	79.81	
5	Your listening score is increase after listening to podcasts	3	5.3	10	17.5	34	59.6	10	17.5	72.36	
6	In terms of duration, podcasts with long duration are ineffective	8	14.0	10	17.5	33	57.9	6	10.5	66.22	
7	Podcasts are effective to be applied to learning listening	4	7.0	9	15.8	32	56.1	12	21.1	72.80	
8	The familiar topic of the podcast can improve your listening skill	1	1.8	12	21.1	29	50.9	15	26.3	75.43	

75.81

From the data above, the researcher concludes that most students agreed that the use of English podcasts is effective in improving students' listening skills. From the first questionnaire, it can be seen that 66.7% of students agree that podcasts are easy to use and portable. The possible reason why the majority agreed is that podcasts are one of the easiest media to use, by simply downloading or having an internet connection, listeners can listen to podcasts anytime and anywhere.

Based on question number 2 about the huge impact of English podcasts, all respondents excepted one student (59.6% agree, 38.6% strongly agree and 1.8% strongly disagree) agreed that podcasts had a major impact on improving listening skills. According to Constantine (2007), podcasts not only help students in listening skills but also help to improve pronunciation, fluency, and acquire new vocabulary. This means that podcasts have a huge impact on improving English skills, one of which is listening skills.

In addition, question number 3 about increased learning motivation due to listening to podcasts obtained the data 1.8% strongly disagree, 8.8% disagree, 68.4% agree and 21.1% strongly agree, meaning that almost all respondents agree that listening to podcasts can improve their motivation in learning English.

From question number 4, it can be seen that 71.9% of respondents chose to agree and 24.6% strongly agreed only 1 respondent chose to disagree and 1 strongly disagreed about listening to podcasts can help improve listening in a

short time. This data showed that almost all students experience positive progress after listening to podcasts and the reason that allows this increased to occur in a short time is the consistency of students in listening to podcasts.

Students' responses to question number 5, showed that 5.3% chose strongly disagree and 17.5% chose to disagree. This means the listening scores of 22,8% of students do not increase after listening to podcasts. While as many as 59.6% of students chose to agree and 17.5% chose to strongly agree, this means that listening scores increased after they listen to podcasts. This proves that listening to podcasts helps majorities students to improve their listening scores.

Question number 6 was about the duration of podcasts; 8 respondents chose strongly disagree and 10 chose not to agree, but almost all respondents chose to agree (57.9% agree and 10.5% strongly agree) which means half respondents agreed with the long duration of the podcast are ineffective. A possible reason for these responses is that podcasts with a long duration can make students unfocused and easily bored; this is one of the disadvantages of podcasts (UKEssays, 2018). The duration of a podcast varies; some are only a few minutes, others may take an hour, or even more than an hour. Thus, students need to choose the duration of the podcast based on their abilities.

Regarding the application of podcasts in learning listening (question number 7), the data showed 56.1% of respondents chose to agree and 21.1% of respondents chose to strongly agree, which means 44 out of 57 respondents

agreed that podcasts are effective to be applied in learning language at schools, especially listening. The reason that respondents agreed is that podcasts have many topics so they can be a provider of teaching materials for teachers to use in teaching listening (Kavaliauskienė, 2008).

The last question (number 8) was about the familiar topic of podcasts. Most of students agreed that a familiar topic of the podcast can improve listening skills with the data 50.9% choosing agree and 26.3% strongly agree, 1.8% students choosing strongly disagree, 21.1% disagree. From these data, it can be seen that almost all students stated that familiar podcast topics can help improve listening skills. Podcasts have many topics, so students need to choose and sort out topics that match what they want so that what is conveyed will be easy to understand and it can help students improve their listening skills.

b) The favorite type of English podcast that has an effect on improving listening skills.

The data in the table below are presented about the favorite type of podcast.

Table 4

The type of podcast

NO	QUESTIONNAIRE	Strongly Disagree		Disagree		Agree		Strongly Agree		Index percentage	Index average
		F	%	F	%	F	%	F	%		
1	Interview type of podcast has an effect on improving listening	1	1.8	4	7.0	43	75.4	9	15.8	76.31	75.37
2	Conversation type of podcast has an effect on improving listening	1	1.8	3	5.3	39	68.4	14	24.6	78.94	
3	Monologue type of podcast has an effect on improving listening	1	1.8	2	3.5	44	77.2	10	17.5	77.62	
4	The storytelling/investigation type of podcast has an effect on improving listening	1	1.8	4	7.0	34	59.6	18	31.6	80.25	
5	The roundtable type of podcast has an effect on improving listening	2	3.5	10	17.5	38	66.7	7	12.3	71.92	
6	Theatrical type of podcast has an effect on improving listening	1	1.8	8	14.0	40	70.2	8	14.0	74.12	
7	Reused type of podcast has an effect on improving listening	2	3.5	8	14.0	42	73.7	5	8.8	71.92	
8	A hybrid type of podcast has an effect on improving listening	3	5.3	7	12.3	41	71.9	6	10.5	71.92	

Table 4 showed students' perceptions of 8 types of podcasts according to Santo (2021), namely interview, conversation, monologue, storytelling/ investigation, roundtable, theatrical, reused, and a hybrid podcast. In questionnaire number 1 about the type of interview podcast, almost all students

agreed (75.4% agree and 15.8% strongly agree) about the statement which stated that the type of podcast interview affected the improvement of listening skills, and only a few chose to disagreed (1.8% strongly disagree and 7.0% disagree). This means that the type of interview podcast is in great demand by students.

The statement number 2 is about the type of podcast conversation affects listening improvement, with data of 1.8% of students strongly disagree, 5.3% disagree, 68.4% agree and 24.6% strongly agree. From the data, it can be concluded that almost all students agreed with the statement.

Then in question number 3, the type of monologue podcast got 77.2% to agree and 17.5% strongly agreed which means that most of the students agreed with the statement that the type of monologue podcast increases listening skills; in this type of podcast, only 1.8% of students choose strongly disagree and 3.5% disagree with the statement.

Then question number 4 showed that most of the students answered agreed with the statement that podcast storytelling improve listening skill with data 59.6% agree, 31.6% strongly agree and only 1.8% strongly disagree, 7.0% disagree; the possible reason for students who disagreed with the podcast type of storytelling is that they are not interested in storytelling or they find storytelling unpleasant.

From question number 5, the data showed that more than half of the students (66.7% agree, and 12.3% strongly agree) agreed with the positive

effect of the roundtable podcast type on listening skills, and only a few students disagreed with the roundtable type (3.5% strongly disagree, 17.5% disagree). The reasons may be different because everyone has their own preference.

Question number 6, showed that several students disagreed with the statement (1.8% strongly disagree, and 14.0% disagree), but more than half of the students (70.2% agree, 14.0% strongly agree) choose to agree with the statement; they choose the theatrical podcast type as the type that has a positive effect on improving listening skill.

Regarding the question about the reused type of podcast on number 7, more than half of the students agreed with the statement (73.7% agreed and 8.8% strongly agreed); only a few people disagreed (3.5% strongly disagree and 14.0% disagree), which means more than half of students agreed that reused type of podcast has a positive effect on improving listening skill.

The result in the last question is almost the same as the data in the previous statement where the students who chose to agree more than those who disagree, namely 5.3% strongly disagree, 12.3% disagree, 71.9% agree, and 10.5% strongly agree. It can be concluded that more than half of the students agreed with the statement.

B. Discussion

The aims of this study are to determine students' perception of using English podcasts are effective in improving listening skills and the type of favorite English podcasts that affect listening skills improvement. In this study,

the researcher used a questionnaire to identify student perceptions. From the data that has been analyzed by the researcher, the questionnaire get the highest score with data of index average is 75.81% which means that almost all students agreed that the use of English podcasts is very effective (interval index category for the effectiveness indicator based on Arikunto, 2010) in improving listening skills. 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 demand 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, one of the researcher goals is to find out what types of podcasts are students' think that have more impacts on their learning, especially students majoring in English education department batch 2019. If you look at the data that has been analyzed, it can be seen that all types of podcasts get approval from students, among 8 types of podcasts; the researcher found there are 3 types of podcasts that students think have more impacts on their learning, they are 80.25% for the storytelling type, followed by conversation type with a score of 78.94% and the third favorite type of podcast is monologue podcast with a score of 77.62%. Thus, these are the most favorite podcasts for students in improving their listening skills.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions regarding students' perceptions of the use of English podcasts as media and proposes some suggestions for future researchers.

A. Conclusions

In this study, the researcher aimed to find out the students' perceptions about the effectiveness of using English podcasts and their favorite types of podcasts that improve listening skills. Based on the results of the processing, and analyzed the data has been done, it can be concluded that the use of English podcasts is effective in improving listening skills. This is evidenced by the average index value of 75.81%, which means that the use of English podcasts is very effective in improving listening skills.

Based on the data in chapter 4, especially table 4 regarding the data analysis of the second research question, it can be seen that among 8 types of podcasts in the data, there are 3 types of podcasts that have impacts on students learning; the most type is the storytelling type of podcast, then followed by the conversation type in the second-order, and the third favorite is monologue type of podcast. Thus, it can be concluded that these 3 types of podcasts are often chosen by the English education students batch 2019 to improve their listening skills.

Finally, the researcher concludes that podcasts have a impact on students in developing listening skills. Podcast is one of the effective media that can be used as an alternative to support listening learning because the use of podcasts in learning has an effect on improving students' listening skills.

B. Suggestions

Based on the conclusions above, several suggestions are addressed to students and further researchers. The researcher advises students to often listen to podcasts because podcasts have a positive effect as additional learning media that are easy to use and can help increase motivation to learn English skills, especially listening.

Teachers hopefully get more information from this research, such as the contribution and the benefit of the use of English podcasts in improving listening skills. It would make teachers invent a new teaching method and know-how to effectively use digital tools, especially podcasts to improve students' listening skills.

This study has many limitations, so for the subsequent study, I expected that this study would assist the next researcher in researching the same case about students' perceptions, particularly the use of English podcasts in improving listening skills. In addition, the researcher recommends looking into the possibility of employing digital tools, especially English podcasts to improve listening skills. The researcher believes that other researchers can

continue this research to learn more about it based on the conclusion and this research will serve as a reference for the next researcher to conduct their study.



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Appendix 1. The Frequency and Index Analysis of the Questionnaire
Students' perception of their use of podcasts

QUESTIONNAIRE	Strongly Disagree		Disagree		Agree		Strongly Agree		Index percentage	Index average
	F	%	F	%	F	%	F	%		
1	2	3.5	2	3.5	38	66.7	15	26.3	78.94	75.81
2	1	1.8	0	0	34	59.6	22	38.6	83.76	
3	1	1.8	5	8.8	39	68.4	12	21.1	77.19	
4	1	1.8	1	1.8	41	71.9	14	24.6	79.81	
5	3	5.3	10	17.5	34	59.6	10	17.5	72.36	
6	8	14.0	10	17.5	33	57.9	6	10.5	66.22	
7	4	7.0	9	15.8	32	56.1	12	21.1	72.80	
8	1	1.8	12	21.1	29	50.9	15	26.3	75.43	

The type of podcast

QUESTIONNAIRE	Strongly Disagree		Disagree		Agree		Strongly Agree		Index percentage	Index average
	F	%	F	%	F	%	F	%		
1	1	1.8	4	7.0	43	75.4	9	15.8	76.31	
2	1	1.8	3	5.3	39	68.4	14	24.6	78.94	

3	1	1.8	2	3.5	44	77.2	10	17.5	77.62	
4	1	1.8	4	7.0	34	59.6	18	31.6	80.25	75.37
5	2	3.5	10	17.5	38	66.7	7	12.3	71.92	
6	1	1.8	8	14.0	40	70.2	8	14.0	74.12	
7	2	3.5	8	14.0	42	73.7	5	8.8	71.92	
8	3	5.3	7	12.3	41	71.9	6	10.5	71.92	

Appendix 2. Questionnaire

QUESTIONNAIRE

Name :

Unit :

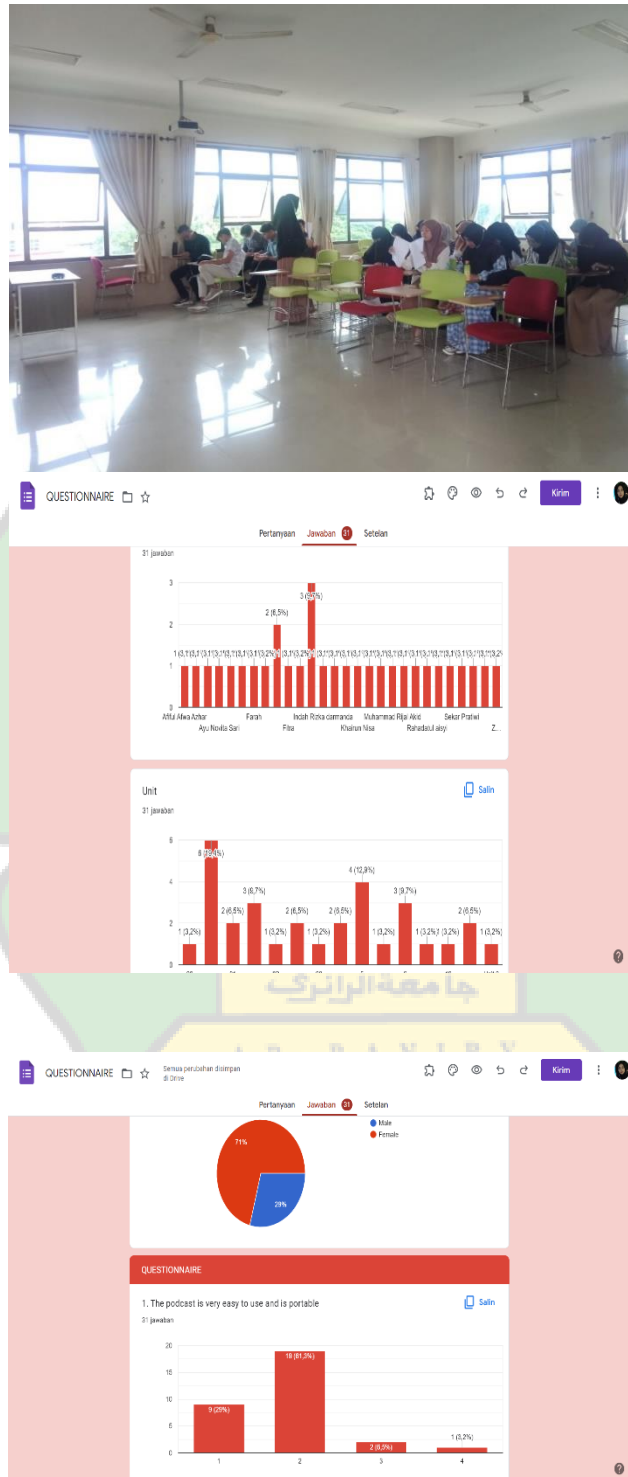
Gender :

Note: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

No	Questions	Respon			
		SA	A	SD	D
1.	The podcast is very easy to use and is portable				
2.	Podcasts have a huge impact on improving your listening				
3.	My motivation to learn English has increased as a result of listening to podcasts				
4.	Listening to podcasts can improve your hearing in no time				

5.	Your listening score is increase after listening to podcasts				
6.	In terms of duration, podcasts with long duration are ineffective				
7.	Podcasts are effective to be applied to learning listening				
8.	The familiar topic of the podcast can improve your listening skill				
9.	Interview type of podcast has an effect on improving listening				
10.	Conversation type of podcast has an effect on improving listening				
11.	Monologue type of podcast has an effect on improving listening				
12.	Storytelling/investigation type of podcast has an effect on improving listening				
13.	Roundtable type of podcast has an effect on improving listening				
14.	Theatrical type of podcast has an effect on improving listening				
15.	Reused type of podcast has an effect on improving listening				
16.	A hybrid type of podcast has an effect on improving listening				

Appendix 3. Documentations



Appendix 4. Recommendation letter from
FTK-UIN Ar-Raniry to Conduct Field Research

7/19/22, 8:40 AM

Document



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-4497/Un.08/FTK.1/TL.00/03/2022
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **DARA LUTHFIA / 170203180**
Semester/Jurusan : X / Pendidikan Bahasa Inggris
Alamat sekarang : Gp. Mulia, Kec. Kuta Alam 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 *Students' Perseption on Using English Podcasts in Improving Listening Skill*

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

Banda Aceh, 28 Maret 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 28 April 2022

Dr. M. Chalis, M.Ag.

Appendix 5. Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-16625/UN.08/FTK/KP.07.6/11/2021

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 27 Oktober 2021
- MEMUTUSKAN**
- Menetapkan** :
PERTAMA : Menunjuk Saudara:
- | | |
|---|----------------------------|
| 1. Syarifah Dahliana, M. Ag., M. Ed., Ph. D | Sebagai Pembimbing Pertama |
| 2. Fithriyah, M. Pd | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- Nama : Dara Luthfia
- NIM : 170203180
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : Students' Perception on Using English Podcasts to Improve Listening Skill
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
- 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 penetapan ini.

Ditetapkan di: Banda Aceh
 Pada Tanggal: 09 November 2021
 Dekan,


 Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Untuk diketahui dan dilaksanakan sebagaimana mestinya.