

**AN ANALYSIS OF MEDIA AS A TOOL FOR THE
DEVELOPMENT OF LISTENING COMPREHENSION
(A Descriptive Study of Student' Listening Skill At IAIN CURUP)**

THESIS

This Thesis is Submitted to Fulfill the Requirement
for 'sarjana' Degree in English Language Education



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Demikianlah permohonan ini kami ajukan, Terima kasih.

Wassalamualaikum Wr.Wb

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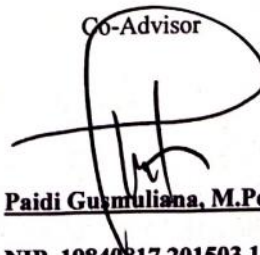
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This statement is made truly, if in the next day there are many mistakes, the writer ready to accept the punishment or the other criticism from IAIN suitable with is regulation.

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PREFACE

All praise to Allah SWT that the writer had finally finished writing his thesis entitled **“An Analysis of Media As a Tool For The Developments of Listening Comprehension (A Descriptive Study of Students’ Listening Skill at IAIN Curup)”**.

This thesis is submitted as a part of the completion for undergraduate degree of sastra 1 (S1) in English study program of IAIN Curup. The writer realize that this thesis is far from being perfect, there for the writer really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that thesis will a really use full to those who are interested in this field of study.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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In conducting this thesis, the researcher received valuable contribution, guidance, assistance, support and motivation from others. In this chance, the writer would like to express her deepest appreciation to:

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Finally, the writer needs constructive suggestions for being perfect in the future. Hopefull, the result of this research can give beneficial contribution to the development of education for acknowledgement above, and those are not mentioned may Allah SWT give them the best reward.

Wassalamualaikum Wr.Wb

Curup, Februari 2019

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MOTTO and DEDICATION

Moto:

***Continue to rise in any situation, never give up. And get your
dreams as high as possible***

Get all the wins and get everything

*Seek knowledge even in China, because seeking knowledge is mandatory for every
Muslim.*

(Hadits originating from the Prophet Muhammad SAW)

This thesis is dedicated to “The Lamp of My Life” my parents

“**ibu**” (Nurlaili) nad “**Ayah**” (Sodiman)

Thank you for all the support. I will make you proud.

Dedication:

This thesis will not be completed without guidance of my great advisor.

Mr. Sakut Ansori, M.Hum and Mr. Paidi Gusmuliana, M.Pd

Thank you so much for all the times and efforts you spent on me.

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My class, PBI A 2014

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My Almamater IAIN Curup

And All of my lecturr in IAIN Curup

I am nothing without you

Thanks

ABSTRACT

**Mediyansa Dwi Saputra (14551013): An Analysis of Media As a Tool For The
Developments of Listening Comprehension
(A Descriptive Study of Students' Listening
Skill at IAIN Curup)**

Advisor : Mr. Sakut Ansori, M.Hum

Co-Advisor : Mr. Paidi Gusmuliana, M.Pd

The objective of this study are to identify the implementation of Media in teaching listening 1 subjects at the first semester of English Study Program and to identify the factors that make the lecturer difficulty of Media in teaching listening 1 subjects at the first semester of English Study Program IAIN Curup.

The type of this study was a descriptive presented in qualitative way. Subject of this study was lecturer of English Department of IAIN Curup which teaching students in first semester in IAIN Curup. The students taught by lecturer using Media in class A B and C of the subject listening, the researcher examined students in each class who had 18 students in one class. The techniques for collecting data were observation, interview and field note. In analysis of data, the step ware: validity, and triangulation.

The result of the research showed that, first implementation Media as a tool for the developments of listening comprehension can be seen at pre-listening activity, while-listening activities and post-listening activities that the media can implementation in listening subject. Second the factors that make the lecturer difficulty of media in teaching listening can be known from interview and observation that student only had a few problems in implementing media.

Key Word: Media and Listening Comprehension

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CHAPTER I

INTRODUCTION

A. Background

In a foreign language class, the ability of the student to listen must have the utmost attention in assuming a sentence that he or she is listening to. But, in communication it often has difficulties during the process. Although listening is natural and automatic, active listening should be taught in the learning process to improve understanding in communication. Listening is defined as an attempt to hear something to pay attention to or just process someone's voice by listening in general involving the five-step process; attending, understanding, interpreting, responding, and remembering.¹

Language is the key through which all ideas in the concepts are filtered through, understanding, and storage. On language, expressive is a determinant of academic success, as almost all language based academics. However, in its application language is not the sole success factor of a student in obtaining a second language. English is not as simple to learn as listening is learning related to words and written language with what they hear because acquiring or learning the language naturally.²

¹Lisa J. Downs (2008), *Listening Skills Training* (American Society for Training and Development).p.1.

²Kaushal SharmaB. C. Mahapatra (2007), *Emerging Trends In Inclusive* (House Delhi).p.58.

Media is one of the ways to gain knowledge in teaching carried out by lecturers with the media the interest of students in learning is higher and higher so that the use in learning can largely be realized as a feasible field to study in a foreign language class. Education as an intellectual discipline that is coherent with the concept of characteristics and practice needs to be given coordination and interaction by lecturers in each teaching. This is to emphasize that media is one of the important parts of teaching that is used in educators now who have shown that there is a development.³

Learning media can enhance student's learning process. So the result of the study is good. Media is very useful in the teaching learning process because of some reason, namely: The teaching can interest the concentration of student so that it can motivate students to learn. Teaching material make more clear meaning so it was be understood by students. The teaching method will be more variety. Students will do many activities not only listen to the teacher's explanation but also other activities such as observation, performance, demonstration etc.

There important reasons why media can encourage the development of media education and media literacy skills in teaching all subjects. Media materials are increasingly being used routinely in teaching by lecturers by

³ Ann Locke, (2013), *Teaching media and Listening: One Step at a Time, Revised Edition* (Bloomsbury education,).p.33-45.

teaching all subjects, because it is easier to explain material in the form of video recordings or power points with diverse content. Like the media used on campus especially as a carrier information from integrated lecturers is clearly important that doing teaching using media is very effective if placed correctly.⁴

The use of media in education throughout the curriculum must involve all the material in teaching that takes place in several semesters, due to getting education that is competent and modern. Learning media be filled with knowledge with topics of understanding and effective teaching ideas that need to be raised in all subjects that be displayed. So that students can feel the benefits of using learning media and current knowledge about the use of media in listening.

One way to increase student motivation toward English is the use of instructional media. One of the instructional media can be used as a medium is computer – based technology information and communication. Computer can be used as a tool to prepare teaching material and learning process in order to be more effective and efficient. In the computer software, there is media used in development of instructional media such as watching video.

⁴ Deal, Ashely. (2007). *A teaching with technology*. (Carnegie Melon),p.99-116.

This program can display information like text, images, animation and sound so that student may be more interest.⁵

In this case, since media is very important in listening lessons, researcher is interest in analyzing the implementation of the tool to which English lecturer need some support or tools to assist inside of the classroom teaching and strategy selection and which can greatly help lecturer develop lesson plan and IAIN Curup is a listening place that uses this tool. Researcher has been seen the experience of English lecturer in listening courses and student feel exhausted in applying the old learning strategies during the regular learning exam without the use of media as a whole, and lecturer have tried several strategies to improve their understanding of listening and students in communicating.

As a result of preliminary research there are several media used by lecturer of listening course such us audio and video used in the learning and also using the bundled book as a handbook for students to listen to the conversations in the audio, the audio also use talk show as a learning activity related to the interaction communications that used media as their communication tool. Then use movies taken from web for listening learning and also news which is media for addition as learning material.

⁵ Gilly Salmon and Palitha Edirisingha, (2008), *Media for Learning in Universities* (McGraw-Hill).p.20-44.

Media of its kind has grown so modern in this era of globalization, which is currently using the web as a place of learning in the form of audio that is connected with the internet connection to get comfort in learning listening. At IAIN Curup the lecturer said that he has used a media of that type whose learning tool uses active speakers connected to the computer and headphone of hearing aids as media tools to teach on the listening course. The preparation of facilities is very useful in learning such as speakers that are very useful for the use by students, because this learning tool the lecturer say more pamper the use of speakers than the previous learning tool while still using Compact Cassette Recorder in listening learning.

In teaching listening at IAIN Curup especially in teaching listening 1 subject at the first semester of English Study Program, lecturer in teaching used media as learning media for listening and difficulties faced is lack of adoption of new strategies such as the use of media in listening. Based on the above explanations and phenomena, the authors interested to examine how to improve students' listening comprehension skills in the implementation of media in IAIN. So, researcher conduct a descriptive study entitled. *"An Analysis of Media as a Tool for The Development of Listening Comprehension"*.

B. Problem of The Research

Based on the phenomenon and background research, researcher can put forward the problem, with the formulated as follows:

1. How is the implementation of Media in teaching listening 1 subject at the first semester of English Study Program IAIN Curup academic year 2018/2019?
2. What are the factors that make the lecturer difficulty of Media in teaching listening 1 subject at the first semester of English Study Program IAIN Curup academic year 2018/2019?

C. The Objective of The Research

The objectives of the research are to investigate:

1. To identify the implementation of Media in teaching listening 1 subjects at the first semester of English Study Program IAIN Curup academic year 2018/2019.
3. To identify the factors that make the lecturer difficulty of Media in teaching listening 1 subjects at the first semester of English Study Program IAIN Curup academic year 2018/2019?

D. The Significance of The Study

Through this study the authors hope that this thesis is useful for students and lecturer interested in improving their listening skills by using media as a learning tool and research results can provide input for language instructors who teach English courses or in schools and also the results of this study will provide information to researchers who wish to discuss similar related studies. This technique can be practiced to improve students' hearing ability in listening to English comprehension.

E. Limitation of The Research

This research just discusses about media has been use by the lecturer IAIN Curup of English Study Program, and looked at how the implementation of media in listening comprehension to students. This study covers only one of the teaching techniques that can improve students' listening skills. This study only discusses the implementation of media to teach the listening comprehension skills in first semester.

F. Definition of Key Terms

In this chapter, there are three media in learning language skills that can be applied. That is listening, speaking, reading and writing. This study is

conducted focus on media in listening. The researcher classifies and provides a brief definition of the following terms:

1. Media

The media in the learning process is to facilitate interaction between teachers and students so that learning making be more effective and efficient. Learning is a process to acquire knowledge. It needs hard work and sometimes make students frustrated and get bored, so that they lose their attention to a lesson. In this case, the use of media in teaching-learning process is needed to attract students' attention and to make teaching- learning activities more interesting and also effective. The use of media in teaching- learning process is not a new thing. Many lecturers know that media be helpful.

In this research the media as tool is used by lecturer in listening class to use a form of audio or video t device to listen or watch listening learning. In the IAIN curves, the media supporting tools already in UPB can be found like handsets as hearing aids when students want to use them with computers. Students then get teaching from lecturers who used media as teaching media tools. Media can also be used in language classes that can be applied by lecturers by preparing computers that have downloaded media applications and hearing aids such as speakers or headphones as a

technology-based learning model implemented in classroom listening classes.⁶

2. Listening Comprehension

Listening as comprehension is the traditional way of thinking about the nature of listening. Indeed, in most methodology manuals listening and listening comprehension are synonymous. The view of listening is based the assumption that the main function of listening in second language learning is to facilitate understanding.

Listening comprehension encompasses the multiple processes involved in understanding and making sense of spoken language. These include recognizing speech sounds, understanding the meaning of individual words or understanding the syntax of sentences in which they are presented. Listening comprehension can also involve the procedure with which utterances are spoken which can change intended meaning from a statement to a question.⁷

⁶ Boulos, M., Maramba, I., & Wheeler, S. (2006). *Listening Using Media in Classes*, (Green Book).p.41.

⁷ Fernandez, V., Simo, P., Sallan, J.M., (2009). *A new technological tool to facilitate good practice in higher education*. (Computers & Education).p.77.

G. Thesis Organization

This study consists of five chapters. This begins with **Chapter I** discussing about Problem of The Research, The Objective of The Research, The Significance of the Study, Limitation of the Research, Definition of Key Terms and Thesis Organization. **Chapter II** is a related review which is consisting of some theory correlated to this research and **Chapter III** discuss about Research Design until technique of Data Analysis. **Chapter IV** consists of several Findings and Discussions of the Problems. The last, **Chapter V** consists of Conclusion and Suggestion from this research.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Definition of Media in Teaching listening Comprehension

Media are the means for transferring or delivering messages. Li-Ling Kuo states that a medium is called the educational medium when the medium transfers message for teaching. He adds that the use of media is important and it is impossible to coordinate teaching with learning without used media. Media are flexible because they can be used for all level of students and in all subjects. Teaching media also can encourage students to take more responsibility for and control over their own learning, engage in joint planning of the syllabus, and take longer-term perspectives on their own learning. Since media give many advantages, the lecturer should consider a medium to be used in teaching- learning process.⁸

Media in the classroom involves students in learning and provides a richer experience. Interactive media allows students to more accurate information and as a definite added value for those who are considered visual learners. Many current media forms are updated several times throughout the day. Access to real-time information allows lecturers to lead discussions and assign students to search for and bring current books to class. The latest report shows that most students see the media as an

⁸ Wai Meng Chan and Titima Suthiwan (2011), *Media in Foreign Language Teaching and Learning*, (Walter de Gruyter, Inc., Boston).p10-77.

interesting learning tool, making learning entertaining and not monotonous.⁹

From several expert theories above, it can be concluded that media are learning media that can be used in teaching listening by lecturers. In addition, media have various forms that can be applied on a computer or other media.

1. Type of Media

The Merriam-Webster's describes "a media as a means of effecting or conveying something". The correspond in part to the way media are used and understood in the educational context today a channel or system of communication, information or entertainment on which information stored. In education the media as well as technical and technological implements that support learning, ranging from recording media such as cassette tapes or DVDs to advanced computers or even the IPAD.

Media in education has its own classification where teaching media provides a function to convey information in the form of teaching material for students in the classroom. Ohm argues that to classify educational media both in accordance with what is desired by the lecturer the way in which the information delivered can be understood. So that classification modes can be applied following three media categories:

- a. Auditive media (e.g. piece of music, radio program etc.)

⁹ Len Masterman (1985), *Teaching The Media*, (This edition published in the Taylor & Francis e-Library).p.77.

- b. Visual media (e.g. picture, silent film etc.)
- c. Audiovisual media (e.g. sound film, TV program etc.)

In the latter case, he lists the following three categories:

- a. Verbal media (e.g. radio program, book etc.)
- b. Pictorial media (e.g. picture, silent film etc.)
- c. Multicodal media (e.g. text with illustrations, sound film etc.)¹⁰

As stated above that the type of media that can be used by IAIN Curup lecturers is in the form auditive media, visual media and audiovisual media of that can be used as teaching tools in listening classes.

2. The Implementation of Media in Listening

In making a conversational framework for teaching and learning in class, in which learning takes place in the course of a pedagogical dialogue between lecturer and learners, that educational media can support four essential forms of activities which it characterize as discursive, adaptive, interactive and reflective. The specific process in dialogue between lecturer and student presents the following functional classification of media and analyses how they can contribute to the pedagogical activities and processes in the conversational framework:

- a. Narrative media
- b. Interactive media

¹⁰ Robert Vanderplank (2016), *Captioned Media in Foreign Language Learning and Teaching*, (Cover illustration Olivier DIGOIT).p100.

- c. Adaptive media
- d. Communicative media
- e. Productive media

Laurillard explained narrative media refer to linear presentational media that are non interactive and non-computer based, such as print, audiocassette, television or film, and digital disc. Computer based presentational media which allow users to navigate and select content at will are grouped under interactive media. Examples are hypertext, hypermedia and multimedia resources. The content may consist of text, graphics, audio, video or any combinations of these.

Adaptive media are such computer based media that can change their state in response to the user's actions. For instance, "an adaptive program is one that uses the modeling capacity of computer programs to accept input from the user, transform the state of the model, and display the resulting output" examples virtual environment, tutorial program and tutorial simulation.

Communicative media serve the purpose of enabling discourse that is, bringing people together to discuss and interact through text/graphics, audio, video or any combinations of these three modes. Examples are computer mediated conferencing, digital document discussion environment (D3E), audio conferencing and videoconferencing.

Laurillard identifies micro worlds and modeling as instances of

productive media which enable learners to harness the productive capability of electronic media to build something or author their own contributions. There will be opportunities for them to engage with the subject in such a way that learners will gain direct insights into its internal relationship.¹¹

It can be concluded from the information above, the implementation of media by lecturer can be presented in the form of listening that is measurable and has supporting facilities such as good speakers and computers that can be used optimally.

3. Aspects in The Media

Media categories identified can support all the pedagogical processes needed for determine the conversation framework like adaptive and productive media will approach complete coverage pedagogical activities within the framework, but actual media selection will depend on the subject to be taught. But asserting that media has an additional effect and that the use of many media will increase the likelihood of all pedagogical processes. Classification based on technology and computer media to be comprehensive, which Weidenmann shows classifies computer-based media consistently which identifies five aspects media:

a. Hardware

¹¹ Manuel Alvarado and Robin Gutch (1987), *Learning the Media and and Introduction to Media Teaching*, (MACMILLAN EDUCATION LTD).p.55.

This refers to the physical or material dimension of a medium, such as a computer, data projector or even a chalkboard.

b. Software

This refers to the “program” that is transmitted through the hardware, such as a video film or a Flash animation.

c. Symbol systems

This refers to the means by which the information transmitted is coded. For instance, in a text, the information is coded through the symbol system “language.” In a sound film, it would be coded through a linguistic system as well as a pictorial language, but one that involves motion pictures and is thus different or extended in comparison with the symbol system of a static picture.

d. Sensory channels

The information carried by the medium is captured through the sensory channels, such as the eyes (sight), ears (sound) and hands (touch), that correspond naturally to the symbol systems in which the information is coded.

e. Message

This refers to the information transmitted through the symbol systems. Weidenmann’s example of such a message, transmitted through a video film, would be the information that technology

opens up new opportunities to but it also exposes to yet unknown risks as well.¹²

The five aspects listed above, as one of three important considerations in choosing and using media. The symbol system used will affect the types of cognitive activities students will do when process learning material. Media for students to act or interact with material for example, the extent to which students can expand the information contained in the material.

4. The Media Influence Listening

Through a review of previous research about the media about learning, the media as an important influence on student learning achievement in certain forms of learning and thus leads to the formation of unique cognitive skills. The media and its attributes have an important influence on costs in their use but the use of media in learning methods can influence teaching that can be conveyed to students by many media with satisfying learning outcomes.

The benefits of media affect learning and methods designed to benefit when using it. Media technology has a direct impact knowledge and learning of students. The main effect is to activate and run the learning process like the characteristics of the media that tend to has direct effect on the cognitive activity of students. Quoting Salomon who argues that the

¹² John Wiley & Sons, (2015). *Mastering Learning*, (Library of Congress Cataloging-in-Publication Data).p.66-77.

processing capability of a media determines the extent to which a person can facilitate and support operations in running the media in learning. By describing and using these three characteristics one can compile a media profile that will distinguish it from other media.

Specifically media learning situations, especially the characteristics and cognitive aspects of students in information processing capabilities and procedures can be stored in long-term memory. The teaching method in the view of the media has a learning design with learning that shows a complex reciprocal relationship between students and lecturers. Method and situation that must be address in media learning by using media capabilities to influence learning.¹³

5. Teaching Listening Processing Used Media

There are issues that can be explored in the areas of knowledge management, collaboration, and the adoption of media. Some of the specific topics of interest include the management and sharing of knowledge using media, examining whether their use actually improves learning, studying their effects on collaboration and networking, and what the factors (or features) are that would help to promote its use.

Listener processing can be interpreted as grammatical and conversion based on pattern recognition and categorization. That it happens proportionally because it does not just involve the extension of

¹³ Nowak, L., Miller, S., & Washburn, J. (1996). *Team testing increases performance. Journal of Education*(Oxford University).p.233.

the context in which the construction of thought can be widely constructed. So in the process of listener has own difficulties in the acceptance of word according a kalimar.¹⁴

Considering the present state of the listener's processing system, the speaker may assume that he contributes optimally to the communicative agreement with his audience. Clark et al refers to this assumption as the principle of 'optimal design'. The principle of audience design and optimal design can be easily applied to text processing problems. According to these principles, the text is reinforced by the speaker or writer in such a way that the listener or reader can construct a consistent coherent message model.¹⁵

From the description explained the purpose of the process is to know how listeners use phonological, lexical, and grammatical language to know the rareness as they listen.¹⁶

1. Attending is the process of focusing on what a speaker is saying regardless of the potential distractions of other competing stimuli. Poor listeners have difficulty exercising control over what they attend to often letting their minds drift to thoughts unrelated to the topic.

¹⁴ Bernd Heine and Heiko Narrog (2011), *The Oxford Handbook of Grammaticalization* (Oxford University Press).p.90.

¹⁵ G. E. Stelmach P. A. Vkoon (1985), *Advances in Psychology* (Elsevier Science Publishers 9.V).p.45.

¹⁶ Ibid., p.258.

2. Understanding is decoding a message accurately to reflect the meaning intended by the speaker. Sometimes we do not understand because the message is encoded in words that are not in our vocabulary; other times the meaning that we find in the message may not be the meaning intended by the speaker; and at still other times our misunderstanding may stem from our missing the emotional, nonverbal meaning of a message.
3. Remembering is being able to retain information and recall it when needed. Too often, people forget almost immediately what they have heard. For instance, you can probably think of many times when you were unable to recall the name of a person to whom you had just been introduced.
4. The fourth listening process is to evaluate or critically analyze what has been said. Evaluation is critically analyzing what you have heard to determine its truthfulness. Critical listening is especially important when you are asked to believe, act on, or support what is being said.
5. Responding is one that is related to the emotional content of the message we have heard. So the goal of our response will be to reassure, encourage, soothe, console, or cheer up.¹⁷

¹⁷ Kathleen S. Verderber, Rudolph F. Verderber and Deanna D. Sellnow(2008-2010), *Communicat* (Wadsworth, Cengage Learning,).p.76.

In conclusion, the implementation of media in teaching listening has a planned process so that the listening class does not find obstacles during the teaching process.

6. The Difficulties Media in Listening

Media in several forms of video and audio files on the Internet combined with advancements in portability, compatibility and compact files size, in listening comprehension is often regarded as a difficult field in teaching. Krashen, recognizes the difficulties faced in media in the second language when dealing with casual, uncontrolled conversations in learning. So there is narrow hearing by lecturers in listening skills that can limit the prescribed content and even repetition of the same task. Research shows good acceptance on the student side can improve listening comprehension and accuracy in learning or listening assignments.

Some research admit the challenges or difficulties associated with implementing media in teaching as a whole are derived from a lack of technical support or budget constraints. So that shows that without adequate technological support its participation institutions have difficulty choosing the right to meet specifics individual needs of students. Research also shows the lack of student technology training in the medium of English education with the use of electronics as learning.¹⁸

¹⁸ Opcit.p.66.

7. The Stages Listening in Class Used Media

Listening should not merely consist in switching a tape recorder on and off, or reading a text aloud, and giving a set of True/False or multiple choices questions to the students. Students can still be unable to understand the meaning as they lack certain knowledge about the topic, setting and the relationships between speakers. Regardless of the students' level it is advisable to orient them to what they are about to hear; introduce the theme, pre-tech some key-words or phrases and tell them what kind of listening passage they are going to hear, a dialogue, a monologue or a discussion.

. Listening activities, in general, should consist of some well-structured pre-, while-, and post-listening stages The pre-listening phase is a kind of preparatory work which ought to make the context explicit, clarify purposes and establish roles, procedures and goals for listening” according to Rost.

Pre-listening activities, including:

- a. The lecturer starting a discussion about the topic (possibly based on visuals and titles); where the students infer from the title what the topic of a conversation may be and the lecturer encourages them to exchange ideas and opinions about the topic.

- b. Brainstorming; where the lecturer asks the students to predict the words and expressions which are likely to appear in the listening passage.
- c. Games; e.g. miming the words or expressions and guiding questions, asked or written by the lecturer.

While-listening activities, including:

- a. Filling in gaps; while listening to a dialogue from podcast web, students hear only the utterances of one of the speakers.
- b. Detecting differences or mistakes from a listening passage; students respond only when they encounter something different or contrary to what they already knew about the topic or the speakers.
- c. Ticking off items ; where students listen a list of words and categorize tick off them as they hear.
- d. Information transfer; where students have to fill grids, forms, lists, maps, plans etc.
- e. Matching the items which have the same or opposite meaning as those the students hear.

Post-listening activities, including:

- a. Answering multiple-choice or true/false questions to show comprehension of messages.

- b. Problem solving activities during which students hear all the information relevant to a particular problem and then try to solve it by themselves.
- c. Summarising, students are given several possible summary sentences and are asked to say which of them fit a recording.¹⁹

B. Listening

Listening is a topic of relevance as one of the essential components of oral language processing is also an interrelated area with many fields. According to Michael Rost the relevance and prevalence of listening in education shows something significant to one's personality by examining breakthrough ways in communicative research such as recording a conversation and using it for long periods of time. Reflecting a change in expectations about what can be achieved through listening. Advance in science and technology that enable us to do so.

Such as listening includes ideas for storing many events and people on one is accessibility network, and connecting with others quickly and efficiently.²⁰

Alusine M. Kanu defines listening is part of the transactional process of communication that has a direct impact on the direction of the

¹⁹ Magdalena Pospieszynska , Listening in FL ClassroomsS – A Feeicipes, (Accessed from Crook Education), Accessed from. <https://translate.google.com/?hl=en/id/MAGDALENA%20POSPIESZY%C5%83SKA> on 3 February 2017.

²⁰ Michael Rost (2011), *Teaching and Researching Listening*(published in Great Britain).p.61

conversation. Active listening involves providing feedback that explains and expands the speaker's message. And also Alusine describes A step in improving the ability to hear is to recognize and overcome obstacles to listen to engage in the problem of busy, busy with external problems, such as leveling, and learning what to expect.²¹

Listening is an essential skill, present in most of the activities we carry out throughout our lives, as Lindsay and Knight shows Besides, Listening is a complex process due to its double psychological and social nature:

Listening is a psychological phenomenon, which takes place on a cognitive level B inside people's heads, and a social phenomenon, which develops interactively between people and the environment surrounding them. It considers listening as a complex process, which needs to be understood in order to teach it, and subsequently, evaluate it before integrating it with phonological aspects and with the skill of speaking.

1. Contexts for Teaching Listening

Language learning is basically an abstract psycholinguistic process whose language always occurs in a concrete social context. Context is not listening but providing standards and expectations of certain goals to students. Thus, teaching and learning, it is important to define this social context for a particular student or group of learners. By itself, it will help

²¹ Alusine M. Kanu (1992), *Reflections in Communication An Interdisciplinary Approach* (American National Standard for Printed Library Materials).p.52.

in choosing the types of inputs and activities that will help learners improve their hearing.

There are several specific criteria that we can consider in definition the social context and learning background:

1. Contact, the origin and type of the contact with the second language In other words, when does the learner come into contact with the L2, and intense is this contact with the L2.
2. Identity, the learner identify himself or herself as a user of a second language, In other words, the learner see himself or herself as bilingual.
3. Competence, the target of competence that the learners are expected to attain in the second language.
4. Function, communicative functions will the second language be used.
5. Goal, the ultimate or eventual goal of the learner in acquiring a second language.²²

The term context in discourse analysis refers to all the factors and elements that are non linguistic and non textual but which affect spoken or written communicative interaction. Halliday describes context as "the events that are going on around when people speak (and write)."The context includes situations in which the communicative interaction takes

²² Ibid., p.146.

place and relates to participants who participate in interaction, socio-cultural background relevant, and physical-situational elements that may be related to brainstorming. Human communication relies heavily on context and sharing knowledge that interactions are related to contextual features.²³

2. The Correlation Between Listening and Media

The important role of the media in supporting learning mainly involves the use of computers and digital media. Learning Media means everything that can be used to stimulate thoughts, feelings, attention and abilities or skills of students so that it can encourage the learning process. The word media comes from Latin *medius* which literally means 'middle', 'intermediary' or 'introduction'. The use of teaching media in the teaching and learning process can generate new desires and interests, generate motivation and stimulation of learning activities, and even bring psychological influences to students.

Thus, it can be concluded that media is an inseparable part of the teaching and learning process in order to achieve educational goals in general and learning objectives in schools in particular. According Briggs words in Marianne:

Learning media is a physical means for delivering content or learning materials such as books, films, videos and so on. Media as a means of communication in the form of print and

²³ Marianne Celce-Murcia, Elite Olshtain (2000), *Discourse and Context in Language Teaching: A Guide for Language Teachers* (Cambridge University Press).p.71

hearing, including hardware technology in a teaching and learning process as a very important element are teaching methods and teaching media.

Media enables educational content to be presented in an alternative format that may sometimes ‘work’ better than traditional text-based information. Media provide visual instructions on how to use software. Student feedback shows improves students’ practical-based learning. Students listened to instructions provided as MP3 audio files and completed three field trips in their own time. In study school, field instructors delivered PowerPoint presentations, instructional DVDs and CD-ROMs. In Malan DJ words:

Educational advantage of audio is its ability to influence cognition through clarity of instructions. Early media studies reported that media lectures gave students an opportunity to go back to the learning and teaching material to gain a better understanding of the course.²⁴

In conclusion, in the statement above that the audio included in the media used is very helpful in education for students.

C. Review of Related Finding

There are several studies that have been studied in this case, namely, the hearing comprehension that is still related to the object of current research in the study as follows: The first is Muhammad Ikmalul Firjon, in his research 2014 entitled “*Improving Students Listening*

²⁴ Malan DJ.(200). *Computer Science E-1* (In Proceedings of the 38th SIGCSE Technical Symposium on Computer Science Education).p.389-393.

Comprehension Using Audiovisual in Second Grade Student. The purpose of this study is to determine whether there is an Audio-Visual influence in teaching the ability to hear the hearings. In general, these findings suggest that there is a link between current research and success in the audio visual outcome can develop student ability in listening, so that it can be concluded that the use or learning strategy can help students in the classroom.

The second finding is Dira Wulan Mawart entitled “*Teacher Practices in Facilitating Students to be Active in Studying English*”. The purpose of this study is to find out the influence by providing strategies, students are expected to be able to work or think for him and optimize their potential or ideas to learn. Based on these findings it has a connection to the current study that English language lecturers should try to do active learning at class that is very important in the teaching and learning process.

CHAPTER III

RESEARCH OF METHODOLOGY

This chapter contains the description of the method employed in this study. The description covers research design, subjects of the study, technique of data collection, research instrument and technique data analysis.

A. Research Design

In this study, the authors used a qualitative descriptive approach, because it describes the situation or phenomena that occur systematically and accurately. According to Bogdan and Bikien case studies are a detailed test of a single background or a subject person or document storage or one particular event. Researcher was describe the data collected through the interview and then can be explained in the results. Researcher works with English lecturer to understand the understanding listening to students in the classroom by taking action and observers.²⁵

B. Subject of The Study

This study was conducted in IAIN Curup. The researcher chooses IAIN Curup as the place of the study because the researcher knows one of the lecturer used media in teaching listening. So, it was be easy get the information from one of the lecturer about the problem which needs to be solved.

²⁵ Drs. H. Kasiyanto Kasemin, M.Si., APU, *Agresi Perkembangan Teknolog Informasi* (Katalog dalam terbitan, 2015)p.130.

The subject of this study is the lecturer which teaching students in first semester of IAIN Curup in academic year of 2018/2019. This study was taken from the lecturer used media which teaching in class A B and C of the subject listening, the researcher observe students in each class who had 18 students in one class.

This research was doing in this class because of this class has lecturer used media in listening. The subject of listening was taught one times a week. The time for each meeting or period was one time forty minutes. Since the study was conducted to improve students' listening skill in English, the research designed the research would not disturb the teaching and learning activities in the classroom.

C. Technique of Data Collection

Technique of data collection is the way to collect the data which suitable with of research. In this research, the data were collected through observation, interview and field notes. This study the data was collected by using the instrument they are:

1. Observation

Observation method is a technique to get information about human behavior by watched and recorded without any direct contact. As doing the observation is only took the role of observer to step away from the role as lecturer and get another point of view of the situation according to Hatch.

Observation was done to get information about human behavior as like in reality.²⁶

The data collected in this research were the utterances that produce by the students in teaching learning process in listening learning by recording transcript and the situation when podcast use (field notes).

Table 1
Observation Used Media of Teaching Listening in IAIN Curup

No	Pre-listening activities	YES	NO	NOTE
1	The lecturer starting a discussion about the topic (possibly based on visuals and titles).			
2	Brainstorming; where the lecturer asks the students to predict the words and expressions.			
3	Games; e.g. miming the words or expressions and guiding questions, asked or written by the lecturer.			
	While-listening activities			

²⁶ Stankovi , Ž (2006), *Development of Distance- Learning Technology*, (Nastava i vaspitanje, No 2).p.169-181.

4	Filling in gaps; while listening to a dialogue from podcast web, students hear only the utterances of one of the speakers.			
5	Detecting differences or mistakes from a listening passage			
6	Ticking off items; where students listening a list of words and categorize tick off them as they hear.			
7	Information transfer; where students have to fill grids, forms, lists, maps, plans etc.			
8	Matching the items which have the same or opposite meaning as those the students hear.			
	Post-listening activities			
9	Answering multiple-choice or true/false questions to show comprehension of messages.			

10	Problem solving activities during which students hear all the information relevant to a particular problem and then try to solve it by themselves.			
11	Summarising, students are given several possible summary sentences and are asked to say which of them fit a recording.			

2. Interview

The second technique in collecting the data used interview. Interview is a way to collect data used get information directly from source. Eisner described notice that the use of interviewing as a research methodology is second in importance to direct observation in qualitative research. It is easy to get accurate information in this research; interview is a verbal communication form, as like conversation to get information from respondent. It include question that need answers orally it the interview does by the researcher with an English lecturer. This instrument is used to get information about podcast, reason and the purpose of code switching that used in teaching and learning process.

Table 2
Blue Print
Semi Structured Interview Lecturer Used Media of Teaching Listening in
IAIN Curup

No	Variable	Indicator	Question
1	The implementation of Media	1. Definition of media in teaching listening comprehension	1. Do you use media in teaching listening? How? Explain! 2. Does the use of media in teaching very important to apply? Why? Explain! 3. Do the media use all levels of student and all subjects? Why? Explain! 4. What advantages do you get when using a media? Explain!
		2. Type of media	5. What are type do you use media in teaching listening? How? Explain! 6. What media categories do you use in listening? Why? Explain!
		3. The implementation of media in listening	7. Do you use narrative media which the form of audio cassettes and films in the learning process of listening? How? Explain! 8. Do you use computer-based presentation media on interactive media in listening? How? Explain! 9. Do you do computer-based listening simulation activities on adaptive media in listening? How? Explain!

			<p>10. Does your student may discuss and interact through text/graphics, audio and video on adaptive media in listening? How? Explain!</p> <p>11. Does your students directly involved in using the media during the learning listening process in class? How? Explain!</p>
		4. Aspects in the media	<p>12. Do the media need hardware and software to run in listening? How? Explain!</p> <p>13. Do students carry out activity system symbols, sensory channels and message activities in use media in listening? How? Explain!</p>
3	The difficulty of used Media	4. The media influence listening	<p>14. Do costs affect the use of media in teaching listening? Why? Explain!</p> <p>15. What are the difficulties in applying teaching methods in the media? why? Explain!</p> <p>16. Is the operation of the media in teaching listening not finding obstacles? How? Explain!</p>

		<p>5. Teaching listening processing used media</p>	<p>17. Does use media may improve student learning in listening? Why? Explain!</p> <p>18. Have students done the activity of attending, understanding, remembering, analyzing and responding in the learning process of listening? Explain!</p>
		<p>6. The difficulties media in listening</p>	<p>19. Does the use of media in the form of audio and video get difficulties? Why? Explain!</p> <p>20. Does the situation of uncontrolled teaching making media teaching disturbed? Why? Explain!</p> <p>21. Does technology training influence lecturers in applying teaching media? Why? Explain!</p>

3. Field Note

The field notes were used to note the important things during the teaching and learning process in every cycle, which has not included in observation sheets. In this study, the activities of taking notes were done by the collaboration lecturer.

Table 3
Field Note to Identifying Implementation of Media in Teaching
Listening

No	Indicators	Sub Indicators	Description
1	Pre-listening activities	1. The lecturer starting a discussion about the topic (possibly based on visuals and titles).	
		2. Brainstorming; where the lecturer asks the students to predict the words and expressions.	
		3. Games; e.g. miming the words or expressions and guiding questions, asked or written by the lecturer.	
2	While-listening activities	4. Filling in gaps; while listening to a dialogue from podcast web, students hear only the utterances of one of the speakers.	
		5. Detecting differences or mistakes from a listening passage	
		6. Ticking off items; where students listening a list of words and categorize tick off them as they hear.	
		7. Information transfer; where students have to fill grids, forms, lists, maps, plans etc.	
		8. Matching the items which have the same or opposite meaning as those the students hear.	

3	Post-listening activities	9. Answering multiple-choice or true/false questions to show comprehension of messages.	
		10. Problem solving activities during which students hear all the information relevant to a particular problem and then try to solve it by themselves.	
		11. Summarising, students are given several possible summary sentences and are asked to say which of them fit a recording.	

D. Technique Data Analysis

Creswell and Miller state that validity is one of the strengths of qualitative research, and it is based on determining whether the findings are accurate from the standpoint of the researcher, the participant, or the readers of an account. Terms abound in the qualitative literature that speaks to this idea, such as trustworthiness, authenticity, and credibility.

The trustworthiness of the result of the data analysis is necessary to be checked in order to reduce the researcher's biases and prejudices. In this study the technique used was triangulation to check the trustworthiness of the data analysis. In this study the technique used was triangulation to check the reliability of the data analysis. Triangulation is the process of strengthening the findings by cross-checking information.

A researcher who argues that his or her findings are derived from many different kinds of people across many different situations will be

more convincing than another researcher whose conclusions are based on observations of one person in one setting according to Potter. With the convergence of information from different sources (interviews, observations and field note), settings and investigators, the researcher can make a powerful argument that the interpretation is more credible.²⁷

Miles and Huberman explain that triangulation has identified several types includes: (1) triangulation of data source (2) investigator triangulation (3) theory triangulation and (4) methodological triangulation. Among the four triangulation types, there are two types which proper with the research: they were triangulation of data source and methodological triangulation.

Researcher uses techniques of data collecting (interview, observation, and field note) from sources (person, time, and place) which different. In this study the sources of data referred to type and reasons use of code switching. Methodological; triangulation is a process in which various method are used to measure the same unit. Methodological triangulation was done by employing different method of collecting data, namely observation and field notes.

²⁷ Fisher, M, & Baird, D. E. (2006), *Making Learning Work: Utilizing mobile technology for active exploration, collaboration, assessment, and reflection in higher education*. (Journal of Educational Technology Systems).p. 3–30.

E. Data Analysis Method

In the previous discussion, this has been discussed that this is the qualitative research. The researcher intends to describe the data obtained, as they were found in the field. After collecting the data, the researcher takes the next step that is analyzing the data. The method of analyzing data that is used in this research is Creswell's theories by doing following steps:

1. Preparing the data for analysis.

This involves transcribing interviews, transcribing recording of conversation or utterances of English lecturer that containing "podcast".

2. Reading and understanding all the data.

This step is to obtain a general sense of the information and to reflect on its overall meaning.

3. Coding and classifying the data.

Coding is the process of organizing the material into chunks or segments of the text before bringing meaning to information. The researcher classified the data that had been marked based on the three types of code switching and ten factors using it.

4. The next step in data analysis involves making an interpretation or meaning of the data.

After the classification was done systematically the researcher describing the type and the motivations of podcast used by English lecturer in teaching and learning process.

5. The final steps is Drawing conclusions.

Conclude the results of the data that has been identified.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the writer explains the result of data analysis from observation, interview and field note. The observation aims to find out the use of media in teaching listening IAIN Curup. The result of collecting data, this section researcher used two instruments, that is observation checklist and interview guide.

A. Findings

1. The Implementation of Media in Teaching Listening

The implementation of media has been taken from the field notes through observations to do in each class by the lecturer apply media in teaching listening. The results of observations that have been done, researcher has compiled a series of findings in the field based on the use of media applied in the listening class. From these results, researcher began examining the results of observations of lecturer who applied media in class A, B and C as classes that had used media during the teaching process. The researcher looked at the results of the field notes that had been collected in four observations. The data presented in this study are data collected from:

a. The Observation in Class A

From the results of observations, it can be seen that the implementation of media by lecturer in each class is very influential in every activity carried out in teaching listening. And only a few were not implemented in the listening teaching process to shown, the researcher wanted to see the relationship between listening and the use of media in teaching listening to that through observations made in class A with the topic of discussion using media whether there were significant differences that occurred during the teaching conducted by the lecturer in students who had implement media in class.

1. Pre-listening activities

In observation, pre-listening is an activity of listening in the things that students do before listening to prepare to listen. This activity has various things to do.

The first is to start a discussion on topics based on visuals and titles. In this observation researcher see that lecturer and students greet each other and ask questions about the topic of discussion actively discussing the topic to be discussed.

Second is brainstorming; where the lecturer asks students to predict words and expressions. In this observation the researcher saw that students listened to lectures about the material and began to respond to the topics being discussed for learning activities.

Third is the game; for example, imitating guide words or expressions and questions, asked or written by the lecturer. In this observation the researcher saw that the students responded to the game displayed by the lecturer in a fun way to restore the student's focus to learning.

2. While-listening activities

In observation, while listening activities are a series of activities carried out by a learner while listening to a section to show their understanding of what is heard and the lecturer begins to hear activities using computers and speakers as supporting equipment from the media.

The first is filling in gaps; while listening to a dialogue from media web, students hear only the utterances of one of the speakers. In this observation researcher see that the lecturer gives direction to students to open a listening learning book.

Second is detecting differences or mistakes from a listening passage. In this observation the researcher saw that the lecturer asks questions about things that students have not yet known.

Third is ticking off items; where students listening a list of words and categorize tick off them as they hear. In this observation the researcher saw that students check the results of the answers that have been written.

Fourth is information transfer; where students have to fill grids, forms, lists, maps, plans etc. In this observation the researcher saw that students who have careful planning will have no difficulty when working on questions.

Fifth is matching the items which have the same or opposite meaning as those the students hear. In this observation researcher see that the lecturer asks questions about things that students have not yet known.

3. Post-listening activities

The first is answering multiple-choice or true/false questions to show comprehension of messages. In this observation researcher see that students do not work on multiple choice questions on the topic being studied but students work on the problem in the form of filling gaps.

Second is problem solving activities during which students hear all the information relevant to a particular problem and then trying to solve it themselves. In this observation the researcher saw that lecturer and students together correct the answers that have been completed along with discussion.

Third is summarising, students are given several possible summary sentences and are asked to say which of them fit a record.

In this observation the researcher saw that the lecturer gives conclusions from today's learning to students.

b. The Observation in Class B

From the results of observations conducted, the researcher found that the lecturer who used media in the classroom had little change in the form of teaching in the class even with the same topic and learned that in the podcast implementation activities by lecturer in the class, based on observations from teaching analysis and the learning process in listening using podcasts found that most students got an increase in listening. Students are more active and enthusiastic during the teaching and learning process.

1. Pre-listening activities

In observation, pre-listening is an activity of listening in the things that students do before listening to prepare to listen. This activity has various things to do.

The first is to start a discussion on topics based on visuals and titles. In this observation researchers see that Students discuss actively discussing topics that will be discussed with the guidance of lecturer.

Second is Brainstorming; where the lecturer asks students to predict words and expressions. In this observation the researcher

saw that the lecturer asks students to listen and examine the recordings given.

Third is the game; for example, imitating guide words or expressions and questions, asked or written by the lecturer. In this observation the researcher saw that the students responded to the game displayed by the lecturer in a fun way to restore the student's focus to learning.

2. While-listening activities

In observation, while listening activities are a series of activities carried out by a learner while listening to a section to show their understanding of what is heard and the lecturer begins to hear activities using computers and speakers as supporting equipment from the media.

The first is filling in gaps; while listening to a dialogue from media web, students hear only the utterances of one of the speakers. In this observation researcher see that students work on questions in the form of completing incomplete text and explain the meaning and function of the text that has been heard.

Second is detecting differences or mistakes from a listening passage. In this observation the researcher saw that students see errors that might occur when filling out answers.

Third is ticking off items; where students listening a list of words and categorize tick off them as they hear. In this observation the researcher saw that the lecturer instructs student to mark the vocabulary or items needed to be discussed.

Fourth is information transfer; where students have to fill grids, forms, lists, maps, plans etc. In this observation the researcher saw that students who have careful planning will have no difficulty when working on questions.

Fifth is matching the items which have the same or opposite meaning as those the students hear. In this observation researchers see that the students are required to prepare their own vocabulary to be able to complete the topic of discussion on learning.

3. Post-listening activities

The first is answering multiple-choice or true/false questions to show comprehension of messages. In this observation researchers see that students do not work on multiple choice questions on the topic being studied but students work on the problem in the form of filling gaps.

Second is problem solving activities during which students hear all the information relevant to a particular problem and then trying to solve it themselves. In this observation the researcher saw

that lecturer provide opportunities for student to discuss solutions and students collect the results of their work with the lecturer.

Third is summarising, students are given several possible summary sentences and are asked to say which of them fit a recording. In this observation the researcher saw that the lecturer and students ask questions to rectify misunderstanding, provide reinforcement and conclusion.

c. The Observation in Class C

From the results of observations, it can be seen the implementation of media by lecturers in class. The researcher makes observations in the meeting on the class C, every activity observed is recorded in the field note. Based on observations from the analysis of the teaching process by lecturer in listening using media, researcher found that most of them students are still low in listening.

1. Pre-listening activities

In observation, pre-listening is an activity of listening in the things that students do before listening to prepare to listen. This activity has various things to do.

The first is to start a discussion on topics based on visuals and titles. In this observation researcher see that before starting teaching and learning, the lecturer asks students to discuss the topic today.

Second is Brainstorming; where the lecturer asks students to predict words and expressions. In this observation the researcher saw that the lecturer displays the idea of discussion that contains the talk native speaker then asks students to understand.

Third is the game; for example, imitating guide words or expressions and questions, asked or written by the lecturer. In this observation the researcher saw that the students responded to the game displayed by the lecturer in a fun way to restore the student's focus to learning.

2. While-listening activities

In observation, while listening activities are a series of activities carried out by a learner while listening to a section to show their understanding of what is heard and the lecturer begins to hear activities using computers and speakers as supporting equipment from the media.

The first is filling in gaps; while listening to a dialogue from podcast web, students hear only the utterances of one of the speakers. In this observation researcher see that the lecturer gives direction to students to open a listening learning book. Students work on assignments given by the lecturer.

Second is detecting differences or mistakes from a listening passage. In this observation the researcher saw that the lecturer

asks students to look at the speaker if they have confusion when understanding the meaning of the topic.

Third is ticking off items; where students listening a list of words and categorize tick off them as they hear. In this observation the researcher saw that students do not indicate the words they have to write.

Fourth is information transfer; where students have to fill grids, forms, lists, maps, plans etc. In this observation the researcher saw that the lecturer gives a keyword before telling students to share worksheets students. Then ask students to interpret the words with the help of a dictionary.

Fifth is matching the items which have the same or opposite meaning as those the students hear. In this observation researcher see that students do not do word matching delivered by native speakers with their vocabulary.

3. Post-listening activities

The first is answering multiple-choice or true/false questions to show comprehension of messages. In this observation researcher see that students do not work on multiple choice questions on the topic being studied but students work on the problem in the form of filling gaps.

Second is problem solving activities during which students hear all the information relevant to a particular problem and then trying to solve it themselves. In this observation the researcher saw that students don't do their problem solving to become sustainable learning.

Third is summarising, students are given several possible summary sentences and are asked to say which of them fit a recording. In this observation the researcher saw that the lecturer gives conclusions from today's learning to students. Students and lecturer conclude what they have learned.

From a number of rare applied in different classes, it can be concluded that the media used in listening classes can be seen from the teaching process by the lecturer so that there are several different media applications in each class due to different teaching steps in each class. Learning activities in listening can affect the media used in the classroom. So the use of media is very dependent on the teaching process in listening. Different things in this step can be concluded that the application of media differs in each class.

2. The Factors That Make The Lecturer Difficulty of Media in Teaching Listening

Researcher has found problems faced by lecturer in using media in listening. The used of media has barriers that might affect the lecturer learning system that have an impact on the use of media. Researcher has discovered the problems faced by lecturer in using media in listening. The used of media has barriers that might affect the teaching system for students which have an impact on development in listening. The researcher gave questions based on the theory of difficulties on the media. The data from interview obtained concluded by researcher show below:

a. The Lecturer

The results of the interview with the lecturer, who used media in teaching listening subject. The researcher saw that lecturers in the use of media needed costs in their application and say that:

“Yes, because in the use of media such as computers, speakers, hardware and software are equipment that is quite expensive.”

Based on the statement above, the researcher concluded that the lecturer needs substantial funding to facilitate facilitators of learning in the classroom such as hardware and software.

Researcher see the results of observations examined in observations based on interviews about the financing in media used occurring in listening. Media activities are implemented by lecturer

who can experience obstacles in this activity such as control in the facilities used.

Then, the researcher asks about the difficulties in applying teaching methods in the media. The lecturer answer:

“The difficulty I face in learning methods that use media is that supporting facilities must be adequate in the classroom so students can hear the material well.”

The researcher concluded that the difficulties in applying teaching methods in the media affect students in learning listening in class.

The researcher saw the results of the observations examined in the observations based on interviews about the difficulties in applying teaching methods in media occurring in while in listening activities. Media activities implemented by lecturer are seen from the accent of conversations in listening, there are obstacles in this activity such as obstacles in the listening process by students.

Researcher also asked about the operation of the media in teaching listening. He said following:

“No, I operate a learning media with an understanding of the technology that I have.”

From the statement above the researcher concluded that the lecturer did not have a lack of operation of the media.

The researcher looked at the results of the observations examined in the observations based on interviews about operation of the media in teaching listening occurring in while in listening activities. Media activities implemented by lecturer see that the operation of the media does not encounter obstacles in implementation.

The researcher gives questions about the use of media in the form of audio and video. Lecturer answers are as follows:

“Yes, the use of media in the form of audio and video often has difficulty being heard because loudspeakers are currently inadequate.”

Based on the explanation above, it can be concluded that the lecturer used of media in the form of audio and video get difficulties.

Researcher see the results of observations examined in observations based on interviews about the lecturer used of media in the form of audio and video get difficulties in pre-listening activities, while listening activities and post listening activities. Media activities are implemented by lecturer seeing used of media in the form of audio and video get difficulties teaching activities in listening.

Furthermore, the question given is that the lecturer about the situation of uncontrolled teaching making media teaching disturbed. The following is the explanation:

“Yes, sometimes the noise in the classroom interferes with learning that comes from students and sometimes the speakers are sometimes damaged too.”

The researcher concluded that the lecturer disturbed by noise in the classroom so learning listening is not maximal which is caused by several factors such as supporting facilities that are sometimes difficult.

The researcher looked at the results of the observations examined in observations based on interviews about lecturer uncontrolled teaching making media teaching disturbed of while listening activities. Media activity is applied by the lecturer to see the lecturer disturbed by noise in the classroom when listening to the activity process by using the computer and the speaker in the teaching activities in listening.

B. Discussion

In this part, researcher provide a more in-depth description of the media as a tool for the development of listening comprehension based on the findings and some related theories. The aim of this part is to answer the questions of the implementation of media by lecturer in teaching listening and the factors that make lecturer difficulty of media in teaching listening.

1. The Implementation of media in Teaching Listening

In this case, the researcher uses field notes to get results from observations made in the class, the implementation of media by lecturer in teaching listening. The explanation is as follows:

a. Pre-listening activities

Based on the field note data the researcher reveals that the lecturer starts a discussion on the topic based on the visual and the title. The lecturer asks students to predict words and expressions. The lecturer has show game such as imitating guide words or expressions and questions, asked or written by the lecturer.

In the data, the researcher concluded that the pre-listening activities had been done out by all lecturer. In the observations made in class A, B and C the researcher saw that the implementation of media by lecturer had all been done by following the checklist observation procedure made by the

researcher. Based on the findings related by Dira Wulan Mawart, the relationship with current research is to know the influence by providing strategy students are expected to be able to work or think for them and optimize their potential or ideas for learning by using media in class.

b. While-listening activities

The researcher analyzed from the data obtained that in this activity students filled in gaps while listening to a dialogue from a web media, students heard only the utterances of one of the speakers. Student detects mistakes from a listening passage. Students listening a list of words and categorize ticks off them as they hear. Students do planning before listening activities to get a good understanding and also some students have not plan to answer questions from native speakers. Student is matching the items which have the same or opposite meaning as those the students hear.

From these results the researcher concluded that in the while-listening activities. Lecturer has used media and carried out all activities based on theory in teaching in listening. In observations made in class A, B and C the researcher saw that the implementation of media in class C by lecturer was slightly different because in matching the items students do not do word

matching delivered by native speakers with their vocabulary and in ticking off items students do not indicate the words they have to write. The researcher concluded that students did not all carry out activities in the checklist observation procedure made by researcher. Based on the theory related to In Malan DJ words, she said is educational advantage of audio is its ability to influence cognition through clarity of instructions. The relationship with current research is that the use of media in the classroom by lecturer the use of media as an audio and video-based learning media is one thing that is developing new ways of teaching.

c. Post-listening activities

In the results of observations conducted, researcher observed the lecturer in teaching media classes and it can be seen that the lecturer does not provide multiple choice questions as an exercise for students in listening. Student doing the problem solving activities during which students hear all the information relevant to a particular problem and then trying to solve it themselves. Students are given several possible summary sentences and are asked to say which of them fit a recording.

In observations made in class A, B and C the researcher saw that the implementation of media in class C by lecturer was slightly different because in problem solving activities students did

not do joint problem solving, the researcher concluded that students did not all carry out activities in the checklist observation procedure made by researcher. Based on the theory related to Briggs words in Marianne the media, he said learning media is a physical means for delivering content or learning materials such as books, films, videos and so on. The relationship with current research is that the use of media in the classroom by lecturers is very petrified in the listening learning process.

2. The Factors That Make The Lecturer Difficulty of Media in Teaching Listening

The Lecturer who has applied media in teaching is listening. Find a little problem that was caused when using the media so the researcher tried to interview the lecturers who used the media and get the following results:

The first is that lecturer has financing in media used occurring in listening. Media activities are implemented by lecturer who can experience obstacles in this activity such as the facilities used that there is a lack of supporting facilities on podcasts that must be maximal when teaching takes place such as laptops that are less supportive and also speaker.

The second that lecturer difficulties in applying teaching methods in the media affect students in learning listening in class. Media activities implemented by lecturer are seen from the accent of conversations in

listening, there are obstacles in this activity such as obstacles in the listening process by students.

The researcher concluded that the lecturer had a lack of financing in media used occurring in listening on lacked supporting facilities on media such as laptops that were less supportive and also speakers. Then the lecturer difficulties in applying teaching methods in the media affect students in learning listening in class.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the researcher wants to present the conclusion of the result of research that has been discussed in the previous chapter. The researcher also wants to give conclusion and some suggestion dealing with implementation of media as a tool for the development of listening comprehension at IAIN Curup.

A. Conclusion

Based on the previous chapter and after conducting the result of the observation, the researcher concludes that:

1. The results of this study provide the view that the implementation of media in listening has differences in their use in the form of hardware and knowledge in the use of media. Supported by media, the lecturer can provide better teaching to students in listening to classes so that student learning improves and has a significant increase in listening skills using media.
2. Factors that make it difficult for the lecturer to used media in listening are known through interviews with lecturer in depth, that students get a little difficulty in the material discussed by lecturer in media and also the hardware used must support the use of media when teaching in

class. By knowing these results, researcher hopes that lecturer can improve media better in their used.

B. Suggestion

Lecturers as instructors must be aware of good teaching strategies to be used in English as a second language. Lecturers must know more about improving students' ability to listen to media, lecturers can use media with supportive tools to support optimal teaching outcomes. In addition, lecturers must be trained to implement media that have been applied in listening activities. Because the more they practice, the more skilled they are in teaching.

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Classroom Observation Checklist

Lecturer:

.....

Observer:

.....

Subject: **Length of Lesson:**

.....

Topic: **Date and Time:**

...../.....

Answer using: **YES** **OR** **NO**

No	Pre-listening activities	YES	NO	NOTE
1	The lecturer starting a discussion about the topic (possibly based on visuals and titles).			
2	Brainstorming; where the lecturer asks the students to predict the words and expressions.			
3	Games; e.g. miming the words or expressions and guiding questions, asked or written by the lecturer.			
	While-listening activities			
4	Filling in gaps; while listening to a dialogue from podcast web, students hear only the utterances of one of the speakers.			
5	Detecting differences or mistakes from a listening passage			
6	Ticking off items ; where students listen a list of words and categorize tick off them as they hear.			

7	Information transfer; where students have to fill grids, forms, lists, maps, plans etc.			
8	Matching the items which have the same or opposite meaning as those the students hear.			
	Post-listening activities			
9	Answering multiple-choice or true/false questions to show comprehension of messages.			
10	Problem solving activities during which students hear all the information relevant to a particular problem and then try to solve it by themselves.			
11	Summarising, students are given several possible summary sentences and are asked to say which of them fit a recording.			

Validator,

.....
NIP.

Field Note

No	Indicators	Sub Indicators	Description
1	Pre-listening activities	<ol style="list-style-type: none"> 1. The lecturer starting a discussion about the topic (possibly based on visuals and titles). 2. Brainstorming; where the lecturer asks the students to predict the words and expressions. 3. Games; e.g. miming the words or expressions and guiding questions, asked or written by the lecturer. 	<ol style="list-style-type: none"> a. Students discuss actively discussing topics that will be discussed with the guidance of lecturers. b. The lecturer asks students to listen and examine the recordings given. c. Students respond to the game displayed by the lecturer in a fun way to restore student focus to learning.
2	While-listening activities	<ol style="list-style-type: none"> 4. Filling in gaps; while listening to a dialogue from podcast web, students hear only the utterances of one of the speakers. 5. Detecting differences or mistakes from a listening passage 6. Ticking off items; where students listening a list of words and categorize tick off them as they hear. 	<ol style="list-style-type: none"> d. Students work on questions in the form of completing incomplete text and explain the meaning and function of the text that has been heard. e. Students see errors that might occur when filling out answers. f. The lecturer instructs student to mark the vocabulary or items needed to be discussed

		<p>7. Information transfer; where students have to fill grids, forms, lists, maps, plans etc.</p> <p>8. Matching the items which have the same or opposite meaning as those the students hear.</p>	<p>g. Students who have careful planning will have no difficulty when working on questions.</p> <p>h. The students are required to prepare their own vocabulary to be able to complete the topic of discussion on learning.</p>
3	Post-listening activities	<p>9. Answering multiple-choice or true/false questions to show comprehension of messages.</p> <p>10. Problem solving activities during which students hear all the information relevant to a particular problem and then try to solve it by themselves.</p> <p>11. Summarising, students are given several possible summary sentences and are asked to say which of them fit a recording.</p>	<p>i. Students do not work on multiple choice questions on the topic being studied but students work on the problem in the form of filling gaps.</p> <p>j. Lecturers provide opportunities for student to discuss solutions and students collect the results of their work with the lecturer</p> <p>k. The lecturer and students ask questions to rectify misunderstanding, provide reinforcement and conclusion.</p>
		12.	l.

Field Note

No	Indicators	Sub Indicators	Description
1	Pre-listening activities	<p>13. The lecturer starting a discussion about the topic (possibly based on visuals and titles).</p> <p>14. Brainstorming; where the lecturer asks the students to predict the words and expressions.</p> <p>15. Games; e.g. miming the words or expressions and guiding questions, asked or written by the lecturer.</p>	<p>m. Before starting teaching and learning, the lecturer asks students to discuss the topic today.</p> <p>n. The lecturer displays the idea of discussion that contains the talk native speaker then asks students to understand.</p> <p>o. Students respond to the game displayed by the lecturer in a fun way to restore student focus to learning.</p>
2	While-listening activities	<p>16. Filling in gaps; while listening to a dialogue from podcast web, students hear only the utterances of one of the speakers.</p> <p>17. Detecting differences or mistakes from a listening passage</p> <p>18. Ticking off items; where students listening a list of words and categorize</p>	<p>p. The lecturer gives direction to students to open a listening learning book. Students work on assignments given by the lecturer.</p> <p>q. The lecturer asks students to look at the speaker if they have confusion when understanding the meaning of the topic.</p> <p>r. Students do not indicate the words they have to write.</p>

		<p>tick off them as they hear.</p> <p>19. Information transfer; where students have to fill grids, forms, lists, maps, plans etc.</p> <p>20. Matching the items which have the same or opposite meaning as those the students hear.</p>	<p>s. The lecturer gives a keyword before telling students to share worksheets students. Then ask students to interpret the words with the help of a dictionary.</p> <p>t. Students do not do word matching delivered by native speakers with their vocabulary.</p>
3	Post-listening activities	<p>21. Answering multiple-choice or true/false questions to show comprehension of messages.</p> <p>22. Problem solving activities during which students hear all the information relevant to a particular problem and then try to solve it by themselves.</p> <p>23. Summarising, students are given several possible summary sentences and are asked to say which of them fit a recording.</p>	<p>u. Students do not work on multiple choice questions on the topic being studied but students work on the problem in the form of filling gaps.</p> <p>v. Students don't do their problem solving to become sustainable learning,</p> <p>x. The lecturer gives conclusions from today's learning to students. Students and lecturers conclude what they have learned.</p>

Table
Blue Print
Semi Structured Interview Lecturer Used Media of Teaching Listening in IAIN
Curup

No	Variable	Indicator	Question
1	The implementation of Media	1. Definition of media in teaching listening comprehension	1. Do you use media in teaching listening? How? Explain! 2. Does the use of media in teaching very important to apply? Why? Explain! 3. Do the media use all levels of student and all subjects? Why? Explain! 4. What advantages do you get when using a media? Explain!
		2. Type of media	5. What are type do you use media in teaching listening? How? Explain! 6. What media categories do you use in listening? Why? Explain!
		3. The implementation of media in listening	7. Do you use narrative media which the form of audio cassettes and films in the learning process of listening? How? Explain! 8. Do you use computer-based presentation media on interactive media in listening? How? Explain! 9. Do you do computer-based

			<p>listening simulation activities on adaptive media in listening? How? Explain!</p> <p>10. Does your student may discuss and interact through text/graphics, audio and video on adaptive media in listening? How? Explain!</p> <p>11. Does your students directly involved in using the media during the learning listening process in class? How? Explain!</p>
		4. Aspects in the media	<p>12. Do the media need hardware and software to run in listening? How? Explain!</p> <p>13. Do students carry out activity system symbols, sensory channels and message activities in use media in listening? How? Explain!</p>
3	The difficulty of used Media	4. The media influence listening	<p>14. Do costs affect the use of media in teaching listening? Why? Explain!</p> <p>15. What are the difficulties in applying teaching methods in the media? why? Explain!</p> <p>16. Is the operation of the media in teaching listening not finding obstacles? How?</p>

			Explain!
		5. Teaching listening processing used media	<p>17. Does use media may improve student learning in listening? Why? Explain!</p> <p>18. Have students done the activity of attending, understanding, remembering, analyzing and responding in the learning process of listening? Explain!</p>
		6. The difficulties media in listening	<p>19. Does the use of media in the form of audio and video get difficulties? Why? Explain!</p> <p>20. Does the situation of uncontrolled teaching making media teaching disturbed? Why? Explain!</p> <p>21. Does technology training influence lecturers in applying teaching media? Why? Explain!</p>



KEMENTERIAN AGAMA
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(STAIN CURUP)

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KEPUTUSAN
KETUA SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP
Nomor : 1305 /Sti.02/1/PP.00.9/12/ 2017

Tentang

PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP

- Menimbang : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat : 1. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
2. Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI ;
3. Keputusan Menteri Agama RI Nomor 1 Tahun 2001 Tentang Kedudukan, Tugas, Fungsi, Kewenangan, Satuan Organisasi dan Tata Kerja Kementerian Agama RI ;
4. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
5. Keputusan Menteri Agama RI Nomor 031 Tahun 2016 tentang STATUTA STAIN Curup ;
6. Surat Keputusan Menteri Agama RI Nomor B. III/3/08207/2016 tentang Pengangkatan Ketua STAIN Curup Periode 2016 - 2020 ;

MEMUTUSKAN :

Menetapkan

- Pertama : 1. Saktut Ansori, M.Hum 19811020 200604 1 002
2. Paidi Gusmuliana, M.Pd 19840817 201503 1 004

Dosen Sekolah Tinggi Agama Islam Negeri (STAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Mediysana Dwi Saputra
N I M : 14551013

JUDUL SKRIPSI : An Analysis Of Podcasts As a Tool For The Development Of Listening Comprehension.
(A Descriptive Study Of Students Listening Skill at STAIN Curup)

- kedua : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Terjadi perubahan Pembimbing Nama tersebut di atas, Karena yang bersangkutan tidak lulus dan telah melakukan perbaikan skripsi ;
- Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh STAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
pada tanggal, 21 Desember 2017

Ketua STAIN Curup

GWakil Ketua I,

GWakil Ketua II,

GWakil Ketua III,

GWakil Ketua IV,

GWakil Ketua V,

GWakil Ketua VI,

GWakil Ketua VII,

GWakil Ketua VIII,

GWakil Ketua IX,

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GWakil Ketua XI,

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GWakil Ketua XIII,

GWakil Ketua XIV,

GWakil Ketua XV,

GWakil Ketua XVI,

GWakil Ketua XVII,

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GWakil Ketua XX,

GWakil Ketua XXI,

GWakil Ketua XXII,

GWakil Ketua XXIII,

GWakil Ketua XXIV,

GWakil Ketua XXV,

GWakil Ketua XXVI,

GWakil Ketua XXVII,

GWakil Ketua XXVIII,

GWakil Ketua XXIX,

GWakil Ketua XXX,



Hasbiyah Harmi, M.Pd.
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Nomor : 1006/In.34/PP.00.9/08/2018
Lampiran : Proposal Dan Instrumen
Hal : Rekomendasi Izin Penelitian

9 Agustus 2018

Kepada Yth.
Rektor IAIN Curup
Kab. Rejang Lebong

Di -
Tempat

Assalamu'alaikum Wr.Wb.

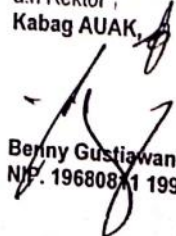
Dalam rangka penyusunan skripsi S.I pada Institut Agama Islam Negeri (IAIN)
Curup:

Nama : **Mediyansa Dwi Saputra**
NIM : 14551013
Fakultas/Jurusan : Tarbiyah dan Ilmu Kependidikan/Pendidikan Bahasa Inggris
(PBI)
Judul Skripsi : An Analysis Of Podcasts As a Tool For The Development Of
Listening Comprehension.
Waktu Penelitian : 9 Agustus s.d 9 November 2018
Tempat Penelitian : IAIN Curup Kab. Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada mahasiswa yang
bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terima kasih.

a.n Rektor,
Kabag AUAK,


Benny Gustiawan, S.Ag., M.Pd.
NIP. 19680811 199103 1 004



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Madiyansah Dwi Saputra
 NIM : 14551033
 JURUSAN/PRODI : Tarbiyah / Bahasa Inggris
 PEMBIMBING I : Saikat Ansoni, M.Hum
 PEMBIMBING II : Rizki Gusmulliana, M.Pd
 JUDUL SKRIPSI : An Analysis of Podcasts As a Tool For The Development of Listening Comprehension CA Descriptive Study of Students' Listening Skill at IAIN Curup

* Kartu konsultasi ini harus dibawa pada setiap konsultasi dengan pembimbing I atau pembimbing 2.

* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing I minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;

* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan di harapkan agar konsultasi terakhir dengan pembimbing di lakukan paling lambat sebelum ujian skripsi



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Madiyansah Dwi Saputra
 NIM : 14551033
 JURUSAN/PRODI : Tarbiyah / Bahasa Inggris
 PEMBIMBING I : Saikat Ansoni, M.Hum
 PEMBIMBING II : Rizki Gusmulliana, M.Pd
 JUDUL SKRIPSI : An Analysis of Podcasts As a Tool For The Development of Listening Comprehension CA Descriptive Study of Students' Listening Skill at IAIN Curup

Kami berpenyapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi STAIN Curup.

Pembimbing I,
 An. Prodi T81

[Signature]

NIP. 1978 02 29 2002122

Pembimbing II,

[Signature]

NIP. 1989 08 10 201603
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No.	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1.	17/01/2018	Phenomena	[Signature]	[Signature]
2.	14/02/2018	background of physical	[Signature]	[Signature]
3.	05/04/2018	add more theories about explanation of patient and difficulty of patient in	[Signature]	[Signature]
4.	19/04/2018	add more theories & adjustment of observation & intervention part	[Signature]	[Signature]
5.	28/08/11	classroom finding	[Signature]	[Signature]
6.	30/11/18	Review parts of observation	[Signature]	[Signature]
7.	01/12/18	Review discussion	[Signature]	[Signature]
8.	10/12/18	ACC for manuscript	[Signature]	[Signature]



No.	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1.	18/01/2018	Bab I	[Signature]	[Signature]
2.	18/02/2018	Bab II	[Signature]	[Signature]
3.	19/07/2018	Bab III	[Signature]	[Signature]
4.	19/2018/11	Bab IV	[Signature]	[Signature]
5.	27/2018/11	Bab IV	[Signature]	[Signature]
6.	30/2018/11	Bab V	[Signature]	[Signature]
7.	1/2018/12	Revisi BAB IV	[Signature]	[Signature]
8.	19/2018/12	ACC for manuscript	[Signature]	[Signature]

BIOGRAPHY



Mediyansa Dwi Saputra was born in Bengkulu on May 19th 1995. He came from Rejang Lebong. He is the second child of the siblings from a couple of Mr Sodiman and Mrs Nurlaili. He finished his elementary school at SDN 35 Airbang Curup, In 2007. Then, he

continued his study to SMPN 1 Curup Timur in 2010. Afterwards, He was accepted in SMAN 1 Curup Timur and finally graduated in 2013. For the next educational progress, he entered Institute College for Islamic Studies (IAIN) Curup and selected English Tadris Study Program in Faculty of Teacher Training and Education. And he finished his “Sarjana” degree (S-1) in this year (2019).