ANALYSIS OF USING PODCAST IN THE EIGHT GRADE STUDENTS' LISTENING COMPREHENSION AT UPTD SMP N 5 GUNUNGSITOLI

By Angel Bertha Waruwu

**ANALYSIS OF USING PODCAST IN THE EIGHT GRADE STUDENTS'
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UNDERGRADUATE THESIS

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CHAPTER I
INTRODUCTION

1.1 Background of the problem

Listening is one of the language skills. It is an essential part of the communication process that should be mastered by the students. By listening, the students can acquire information and develop what the speakers say. According to Brown, (in Afriyuninda, et al 2021:80), listening is an activity to put the information they have heard. The researcher emphasize in the listening skill, because listening as receptive skill, and important to develop the students' competence and performance in language. Aminatun, (2021:1) states that Listening is one of important skills the students should prosses in learning English as a foreign language. Listening has an important role in foreign language learning, especially in communication because some student activities involve listening.

The Indonesian Minister of education through the eight grade English syllabus, claims that students are expected to be able to respond to the meaning contained in simple short functional oral texts accurately, fluently and acceptably to interact with the surrounding environment. In actuality, though, researcher discovered that eighth graders at SMP N 5 Gunungsitoli were still unable to comprehend the significance and content of the audio they had listened to. To solve the problem, many different types of technologies have been developed to aid nonnative speakers in learning the language, both to speak and listen. Technology may be used in many ways to help people learn languages. One way is to use it as a teaching and learning tool. Audio media is one of the most important types of media for language learning, and the researcher employed podcast technology, which is a type of audio media, in this study.

Podcasts have become a potential tool in the digital learning era for improving language acquisition, especially for students who are working on improving their listening skills. The incorporation of technology into

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educational environments has created new opportunities for accessible and participatory learning. The purpose of this study is to examine how technology based podcasts affects students' listening comprehension, which are crucial for language learning. Podcasts are becoming more and more popular as teaching tools, but actual data is still needed to confirm how well they help students develop their listening abilities. The purpose of this study is to ascertain whether technology-podcasts can improve students' listening skills to a considerable degree and to pinpoint the elements that either support or hinder their performance in a classroom environment.

This research aims to understand how podcasts can be effectively integrated into the language curriculum and to what extent podcasts influence listening comprehension and the title of the research is **"Analysis of Using The Technology-Podcasts in the Eight grade Students Listening Comprehension at SMP N 5 Gunungsitoli"**

1.2 Focus of the Research

Based on the background of the problem above, the focus of the research are as follow

1. Analyze the effectiveness of using Technology-Podcast in the Eight grade Students Listening Comprehension at SMP N 5 Gunungsitoli
2. To solve some of factors that caused lack of students' listening comprehension.

1.3 Formulation of the Problem

The problem formulated as follow :

1. What is the description of podcast?
2. How does the use of podcast effect the student's listening comprehension at SMP N 5 Gunungsitoli?

1.4 Objective of the Research

The objectives of the research were:

To know the effectiveness and impact of using Technology-Podcast on Students listening comprehension at the eight grade of SMP N 5 Gunungsitoli in 2023/2024

1.5 Significance Of The Research

The significances of the research are :

1. Theorytically

Theoretically these results, give a general explanation of the ways in which podcasts might help students actively improve their listening abilities. Students can concentrate on comprehending material and enhancing their verbal information processing abilities by using crisp, high-quality audio. Using listening techniques like identifying keywords, underlining significant points, and figuring out how news articles or presentations are put together might help with this. Consequently, this study can add significantly to our knowledge of how podcasts might enhance students' listening abilities, produce better learning opportunities, and get them ready for spoken communication in a variety of contexts.

2. Pratically

a. For Teacher, the researcher will help the teacher to solve the problem on teaching english on classroom, and the teacher can apply this technology tool to teach in classroom.

b. For Students', the results of this study are expected to significantly influence students' listening skills

c. For next researcher, as an experience to teach listening by using Technology-Podcast

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CHAPTER II
REVIEW AND RELATED LITERATURE

2.1 Theoretical Framework

2.1..1 The concept of Listening Comprehension

a. Defenition of Listening

Listening is the ability to receive, comprehend and understand the message in spoken language. According to Hamaguci (in Rini 2020) that listening is an active activity that involves hearing what is being said and understanding it; as a result, listening is a process where information about the communication is received by the listener's talent. One of the four key skills that students need to develop in order to study the English language. As a receptive skill, listening shows that students take in information from what they hear or see, which increases their propensity to verbalize their emotions.

According to Rost (in Talib,2020), listening is a process that involves taking in what is being said by the speaker (receptive orientation), creating and representing meaning (constructive orientation and creating meaning through involvement, imagination, and empathy (transformative orientation). It's mean that the act of paying attention to and deciphering sounds, words, or messages in order to comprehend their meaning is known as listening. In order to understand what is being said, one must focus on the sounds, words, or signals being conveyed and process them. By deepening and strengthening relationships, active listening dramatically increases communication.

Thus that researcher can draw the conclusion that listening is important in people's lives. Gaining comprehension in listening will enable us to communicate much more effectively. If people wish to communicate effectively and meaningfully, they must hear several kinds of English on a regular and consistent basis. It

implies that since hearing is the primary source of language input, language acquisition is impossible without hearing.

b. Listening Comprehension

As we already know, the act of paying attention to and deciphering sounds, words, or messages in order to comprehend their meaning is known as listening. Rost stated that the various steps required to interpret spoken language and make sense of it are all included in listening comprehension. These consist of identifying speech sounds, comprehending the meaning of particular words, and or figuring out the syntax of the sentences that contain those words.
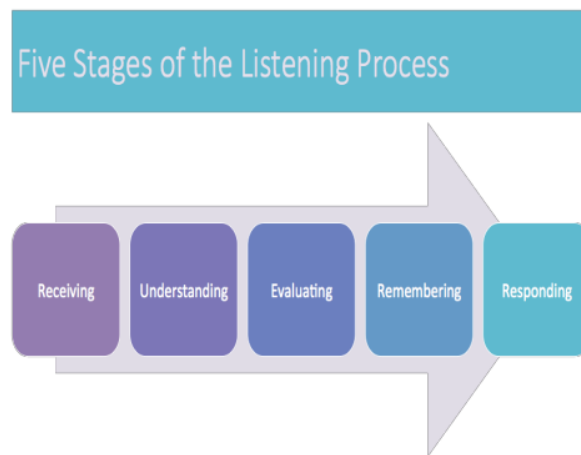
Comprehension is a process that aims to determine how well the message will be understood, and comprehension is necessary for listening. Listening comprehension is a challenge of recognizing and comprehending the speaker's dialog and monologue. English is not our mother tongue, so listening comprehension in this language is very different from other listening exercises. Additionally, some speakers use accents that are difficult for the students to understand, which causes them to miss important details.

c. The Proccess of Listening

Devito state (in Permatasari 2021), states that the process of listening can be described as a series of five types:

Receiving comes first. The act of hearing is receiving. Responding to and hearing when you open your ears or come into contact with auditory input is an innate mechanism of hearing. Understanding comes in second. The stage of understanding is when a listener makes an effort to figure out by processing the words they hear in order to determine their meanings and contents. The audience sorts and saves the knowledge they have gained from

the speaker for subsequent use during the listening stage, which comes after remembering. Following assessment, a range of conclusions regarding the messages are reached. In general, if you understand what the other person is saying, you'll be able to pick up on the details and reply appropriately. You have to evaluate the communications while keeping the speaker's opinions, viewpoint, and personal interpretations separate from the evidence. The hearing process then moves on to the responding stage, during which the listener uses either short- or long-term memory to answer either verbally or nonverbally.

Picture 1.1 Five stages of the listening proce

d. Types of Listening

In daily life we can found types of listening like, listening announcement at school or airport, listening to music, or taking part in seminars or discussion.

Permatasari (2021), cites Brown as saying that there are four different kinds of listening which is :

 1). Intensive listening

2). Responsive listening

3). Selective listening

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4). Extensive listening

e. The Importances of Listening

It's crucial to master English listening. It is a fundamental ability in learning English. When learning a second language, listening comprehension is one of the most crucial language abilities to acquire. M. Karimova, et al. (2020) stated that listening is crucial because it takes up the majority of our time while speaking in the language, provides input that can be extremely useful for learning a second language in general and for honing listening skills in particular, and facilitates language processing.

Brown (in Firda 2023) claims that developing one's listening actually entails developing a range of responses to hearing. Good listening techniques are necessary to understand what is being stated. Put the knowledge you've learned here to use. Make sure you give your pupils your whole attention so they can comprehend what is being asked or said. In addition, listening is essential to good communication because without it, miscommunication may occur, the sender of the message may grow upset or dissatisfied, and communication will break down.

f. Difficulties of listening

According to Djiwandono (in Yahmun et all, 2020: 53-57), listening is primarily concerned with the capacity to decipher spoken language when it is used. According to the definition given above, listening is the capacity to recognize and comprehend what other people are saying. It's certainly a challenging task, but by drawing on past knowledge, we can aid children in understanding what they hear. With all of the complexity involved in the listening process, it makes sense that listening is sometimes thought of as a hard talent to master.

In this research, based on the results of researchers' observations of eight grade students at SMP N 5 Gunungsitoli, researchers found many factors that caused studens' lack of listening comprehension. Some factors that cause students to have difficulty on listening are:

☐ lack of control over speed at which speakeer speak

☐ The student are not able to comprehend the meaning of long spoken text

☐ The student lack of vocabulary, which hinders listenesr to understand the message

2.2 Defenition of Technology-Podcast
a. Technology

Technology is the use of scientific knowledge for practical purposes or applications, aiming to solve problems and improve human life or industry, (Aiden ford 2023). Technology is defined as the practical application of scientific knowledge, particularly when done in a repeatable manner. Technology includes software and other conceptual information in addition to physical tools and other non-tangible techniques. It is essential to research, engineering, and daily living, promoting economic growth and enhancing human prosperity. Technology use has a big impact on a lot of different elements of life, including education, the environment, and health. Numerous advantages are offered by technology, particularly in the areas of information search, communication, and time reduction.

b. Podcast

Audio files available for downloading via the internet subscription are called podcasts. Podcasts can be listened to on any digital device, including laptops, tablets, and smartphones. They are often in the MP3 and MP4 format. Users with subscriptions

receive podcasts automatically and can listen to them whenever and wherever they like, Shelly & Frydenberg (in Talib 2020:132). Podcasts are a type of online digital media that are available for downloading or streaming as audio or video files. Podcasts often consist of episodic content, much like a radio program or television series. The primary feature that sets podcasts apart is their capacity to be viewed or listened to at any time and from any location, giving the viewer or listener flexibility. The topics covered in these podcasts typically include the most recent advancements, fashions, inventions, and global concerns. Technology podcasts can take many different forms, such as indepth analyses of particular problems, panel discussions, product evaluations, and interviews with professionals in the field. Through the use of experts' direct insights, listeners can better comprehend the ways in which technology affects all facets of daily life, business, and society.

A podcast is a set of gear and software that lets consumers download audio files automatically so they may listen to them whenever it's convenient for them, (Mulia et al., 2021). Podcasts are an educational tool that can help students get more enjoyment out of their studies. Students are also encouraged to participate actively in their language study through podcasts. Additionally, because podcasts offer real-world English experiences in the classroom, they can help students learn the target language while simultaneously exposing them to a range of language sources. Certain podcasts play only audio and don't display any images, while other podcasts play audio together with images. Users of other podcasts can expect a combination of text and images.

Podcasts have recently been utilized as a teaching tool or media, particularly for teaching listening skills in English. Podcasts as a tool for teaching listening refers to the use of podcasts as a source or learning medium to improve listening skills in an educational context. In this case, podcasts are used as a means to

help students develop their abilities in understanding and processing oral information conveyed via audio. According to

So technology-podcast is a modern idea that includes methods, systems and devices developed through applications or websites to solve problems and improve human abilities, presented in the form of a digital audio or video program available for streaming or downloading via the internet.

c. Types of Podcast

Types of podcast can vary depend on the purpose, type, and style of the podcast, but in general several podcast formats are generally used. Some common podcast formats include :

The first form is Interview, the host invites guests or experts to participate in an interview in which the audience can hear information and opinions directly from the source. The second type is panel discussion, a group of people discuss a specific topic, and the host moderates the discussion to clarify the panelists' differing viewpoints, the host presents the material in a monologue, presentation, or introspective piece. The next style is News, the host presents breaking news and the most recent information in particular sectors. This style focuses on providing commentary and updates on current affairs. The host then invites guests to participate in an interview. Next comes education or tutorials, which teach in-depth knowledge or tackle specific issues. may include in-depth lectures, tutorials, or topic explanations. Serial is the next; content is delivered in the form of episodic segments. Each episode might either advance the main plot or focus on a specific topic. The final type is topic discussion, in which the host and maybe visitors go into great detail on a particular subject. may involve investigating, analyzing, or contrasting concepts.

d. Benefits of Using Podcast

Pratiwi et al. (2019), podcasts can help students become more attentive when learning new material.

According to Kohler et al (Dyan indahsari, 2020) Podcasts are beneficial for teachers and students alike. The most obvious advantage of podcasts for students is that they provide current information and real native voices, which are beneficial for listening skills development. Podcasts are a great tool for learning English because they expose students to a variety of accents, speaking tenors, and authentic circumstances, all of which help to improve their listening skills. Podcasts are available at any time and anywhere, which facilitates self-directed learning. Podcasts also help students become more engaged, provide authentic, relevant content, and expand their vocabulary. Podcasts support students with varying learning speeds and promote critical thinking in the classroom. Podcasts, which come in a variety of readily available, cost-free options, are a useful instrument for the comprehensive and contextual development of language abilities.

2.3 Latest Related Research

In this instance, the researcher discovered a number of earlier studies that were pertinent to the investigation they intended to carry out. These take the shape of journals. It is anticipated that the study being studied will have some bearing on previously conducted research. The first article is by Sartika Dewi Harahap (2020) entitled "Podcast Impacts on Students' Listening skill: a case study based on students' perceptions" this study involved fourteen students on second semester of Tadris Bahasa Inggris Sekolah Tinggi Agama Islam Negeri Mandailing Natal as participants. The present study was aimed to explore podcast effects on Listening Skill for university students, In conclusion, students moderately engage themselves to sharpen their English

namely listening with technology experiences. Most of the participants agreed that they like podcast because it helped them in learning English. Podcast provided tremendous topics and activities which make both teachers and students enrich their knowledge and develop their English skills in educational purpose. The second article is bu Fiena Intan Rachmaniputri (2020) entitled "Students' Perceptions Towards the Use of Podcasts in Listening Class" The purpose of this study is to find out how students feel about podcasts being used in the classroom and what obstacles they have when it comes to listening to them. This study, which included 25 students from a single public senior high school in Bandung, used a qualitative methodology and a case study design. According to the study's findings, most students had a positive opinion of podcasts being used in the classroom. It is thought that using podcasts will improve students' motivation, curiosity, and self-perceived listening abilities. Podcasts are thought to inspire students to study English since their content is tailored to reinforce what they learn in class. Although students see podcasts favorably, there are a number of obstacles to effective listening in the classroom. The difficulties pertain to the media, the information processing, the resources, and the students' command of English. The limitations mentioned above lead this study to conclude that support, particularly from educators and institutions, is necessary for the use of podcasts in the classroom.
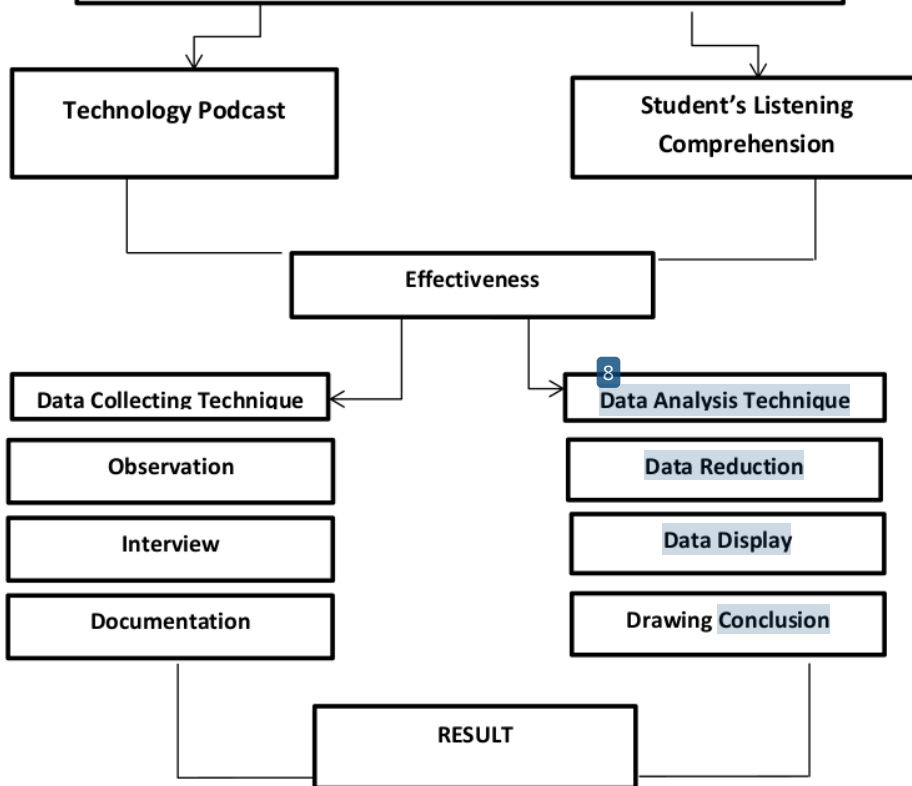
The third article is by Indah Dyiansari (2020), entitled "Using podcast for EFL students in language learning" The benefits of using podcasts to enhance language learning are reviewed in this study. This study aims to present podcasts as a tool for language skill development. Students can be motivated to learn English by using podcasts as a teaching method. This study examined 20 publications that were published between 2020 and 2010 to determine the benefits of using podcasts to teach English

to EFL students. The study's findings demonstrated that podcasts can improve language proficiency, particularly in listening. Additionally, podcasts can inspire students to study languages. Podcasts are a fun technology tool that teachers can utilize to help their Indonesian students learn the language. When utilized to teach listening skills, podcasts are intriguing, as the students have proven. A possible option for supporting English study is a podcast, which enables technology should be used in the classroom by instructors. It is imperative to acknowledge that the goal is not to substitute the physical presence of teachers with podcasts. Thus, it is recommended that educators use podcasts to instruct their pupils on how to maximize their potential.

2.4 Conceptual Framework

In this research, researcher wanted to analyze the effect of using podcast technology on students' listening comprehension using the qualitative descriptive method. To obtain this data, researchers carried out observations, interview and documentation. Initially, the teacher had to introduce students to the technology tool podcast and prepare the necessary content. Subsequently, the teacher uses a podcast to give the material to the class while the pupils quickly become briefed on its contents, purpose, and places that need special attention. Finally, the teacher will quiz the students and provide a brief essay to write based on what they heard in order to measure how well they understood the content and were able to listen.

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│  Analysis of Using of Technology-Podcasts in the Eight grade  │
│  Students' Listening Comprehension at SMP N 5 Gunungsitoli     │
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         ▼                                    ▼
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│  Technology Podcast  │          │  Student's Listening  │
│                      │          │     Comprehension     │
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              │  Effectiveness   │
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│ Data Collecting      │◄─│ Data Analysis        │
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│     Observation      │  │    Data Reduction    │
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│      Interview       │  │     Data Display     │
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│    Documentation     │  │  Drawing Conclusion  │
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              │      RESULT      │
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CHAPTER III

RESEARCH METHOD

3.1 Approach and Type of the Research

A qualitative technique was employed in this study's methodology. A study that aims to comprehend a phenomenon from a holistic perspective, using language and word descriptions, a particular natural setting, and a variety of scientific techniques is referred to as qualitative research. Creswell then defines qualitative research as an investigation of human problems and social phenomena (Murdiyanto, 2020). Additionally, qualitative research is described as a multimethod, focused, natural, holistic, quality-focused, multimethod, multimethod, multimethod, multimethod, and narratively presented approach to scientific research in search of meaning, understanding, concepts, symptoms, symbols, and descriptions of phenomena (Sidiq & Choiri, 2019). This research is of the descriptive variety, which is defined as research with the goal of characterizing or illuminating current phenomena, including both artificial and natural phenomena. Descriptive research aims to produce accurate, factual, and methodical information about the features and facts of a given population or region.

3.2 Variables of the Research

Any characteristic, feature, or value that varies among individuals, things, groups, or activity id referred to as a study variable. According to Sugiyono (2016), conclusion are reached after the researcher choose which ones to study variables in studies. There are two types of variables in this: independent variables and dependent variables (like attachment variables). The researcher will employ characteristics related to students' listening comprehension and technology— podcasts—in this study. Based on this, the researcher will utilize the Technology-podcast technology to observe and interview the eighth-grade children about their listening comprehension. This will ensure that the data is more accurate.

3.3 Setting and Schedule of the Research

This research carried out at UPTD SMP N 5 Gunungsitoli at JL. Pendidikan No. 0, Ilir, Gunungsitoli Distric, Gunungsitoli City, North Sumatera. The time this research is conducted from October to November 2024, starting from submitting research titles, then continuing working on proposal and holding seminars.

3.4 Source of Data

The source of data in research is the source where data can be obtained if researcher use observation, interview and documentation in data collection the types and sources of data will be obtained is:

a. Primary Data

This data was obtained from observations, interviews and documentation carried out on teacher and students on grade eight students of SMP N 5 Gunungsitoli, this is because the researcher wanted to know directly the effect of using podcast technology on students' listening comprehension.

b. Secondary data

This is data obtained from other sources or indirectly, namely secondary data in the form of existing data, such as observation, documents or data that have been recorded or validated, so that researchers only search for and collect data or documentation that is already available and consists of, book, journal, and documentation.

3.5 Instrument of the Research

This research uses observation, interview and documentation methods. Therefore, the Instruments needed are an observation guide, interviews sheet, recording equipment, camera and writing equipment.

In qualitative research, the researcher has the position of planner, implementer, data collection, analysis, data interpreter and ultimately the reporter of the research results (Lexy J. Moleong, 2012: 168). According to Nasution (in Sugiyono 2011:306) in qualitative research, there is no other choice than to make humans the main research instrument.

3.6 Data Collecting Technique

Data collection techniques are special methods used to obtaining data in research that aims to prove the truth of an event or activity. In this research, researchers used 2 (two) methods of collecting data, namely:

a. Observation

According to Haris Herdiansyah (2013: 132) the essence of observation is the existence of visible behavior and the existence of goals to be achieved. Visible behavior can be behavior that can be seen directly by the eye, can be heard, can be counted and can be measured.

Tabel 1.1 Observation Sheet

Day/ Date   :
Class   :
Podcast Topic :
Researcher   : Angel Bertha Waruwu

Pre- Teaching		Criteria	Yes	No	Comment
	1.	The teacher greets the students.			
	2.	The students respond to the greeting.			
	3.	The teacher asks the students condition and their attendance list.			
	4.	The teacher gives opening to the students related to the material will be discussed.			
	5.	Students are active in responding the lead in given by the teacher.			
Whilst-Teaching	6.	The teacher tells students the material at the meeting			
	7.	The teacher presents a sample podcast to check the audio system.			
	8.	The students listen the podcast.			
	9.	The teacher asks the difficult words.			
	10.	The teacher explains and discusses the content of the podcast.			
	11.	The teacher make the instruction before the students listening the podcast.			
	12.	The students listen the podcast.			
	13.	The student shows enthusiasm while listening to the podcast			
	14.	The student shows interest in the podcast material.			
	15.	The student actively takes notes or responds the podcast content			
	16.	The students doing the assignment.			
	17.	The teacher helps the student's difficult.			
	18.	The teacher gives chances to the students for asking questions			
	19.	The students ask questions.			
	20.	The teacher answer the questions and checks the students' understanding.			
	21.	The teacher gives			

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	refreshing time to students listening to the podcast.		
	22. The teacher make the instruction before student listening to the podcast and give them incomplete podcast script.		
	23. The students listening to the podcast and answer the script.		
	24. . The teacher ask the students to answer the complete podcast		
	25. The students offer themselves to be the volunteer.		
Post-Teaching	26. The teacher gives the students' opportunity to ask about the matter has been given.		
	27. The teacher asks the students what material has just been discussed.		
	28. The teacher concludes and summarizes the lesson with the students.		
	29. The teacher closes the teaching and learning process.		
Teacher-students' interaction	30. The students feel free to ask, agree, and express their idea.		
	31. The teacher can control and manage the class.		
	32. The students are encouraged to do their best.		
Improvement of Students Listening Skills	33. The student can identify key words or phrases from the podcast		
	34. Students can complete the incomplete podcast script given by the teacher		
	35. Students are motivated to learn and practice their listening comprehension and activities provided by the teacher.		

b. Interview

An interview is defined as a conversation with specific goals by Lexy J. Moleong (Yuhana & Aminy, 2019). With the goal of gathering information that could clarify the research problem, 308 respondents and researchers met in person to exchange verbal responses. A talk with a definite goal is what Moleong (Nugroho, 2019) defines as an interview. The interviewer asks questions and the interviewee responds to the questions, making up the two parties involved in the conversation.

In this study, researchers will interview English subject teachers who have used podcasts before to find out more about the effectiveness of using podcasts on students' listening comprehension. In collecting the data, the researcher use audio recorder, camera recorder, interview guidelines, and writing the result of the interview activity. There are three types of interview in qualitative research, namely:

a. Unstructured interview

Owing to the nature of the interview, it cannot be pre-structured. The researcher, who is represented in this unstructured interview, chooses the interview questions with the main points before the interview begins, but he can also create new questions based on the interview's flow and the flexibility and freedom granted by the interview process. Based on the participant's response, the interviewer should prepare new questions at that precise moment and ask them by structuring open-ended questions. The interviewer takes informal notes and creates questions during the interview, even though it is not structured beforehand; nonetheless, the interviewer checks for the research. In this regard, the interview type is categorized as a narrative interview.

b. Structured interview

Structured interviews are conducted in a methodical and systematic manner by the interviewer using an interview form with questions written in a standard format. Because the

interviewee is under the interviewer's control, they are less flexible and comfortable. The interviewer creates a framework and asks prepared questions, and participants are expected to provide succinct and clear answers. Although this format allows the interviewer to work with larger groups, survey studies can be used as an example. Structured interviews can be considered the spoken equivalent of written questionnaires. In structured interviews, the researcher should adhere to the interview form that he prepared beforehand; during the interview, the question order and question statements should be followed. Like in the questionnaires, the structured interview aims to avoid answering the question or to minimize the participant's inadequate response.

c. Semi-structured interview

It is the type of interview that is frequently preferred by researchers. It is more flexible than the structured interview type. The interviewer schematized the flow of the interview beforehand. But here, the researcher can ask different questions according to the flow of the interview. The semi-structured interview is between a structured and an unstructured interview. In this type of interview, questions can proceed more flexibly. This sort of interview can be changed according to the current condition of the interviewer, the responses supplied by the participant, and their thoughts on the issue.

So in this research, the researcher will conduct structured interviews,because it can help the researcher in determining the direction of the interview in accordance with the objectives and focus of the research.

Tabel 1.2 Interview Sheet

Teacher's Name   :
Day/Date   :
Class   :

NO.	Interview Question	Answer Describe
1.	What do you think a podcast is?	
2.	Do you often use podcasts?	
3.	What do you think about using podcasts as a tool to improve students' listening comprehension?	
4.	Do you think podcasts are more effective (such as video or regular audio recordings) in teaching listening comprehension? Why?	
5.	Do you think the use of podcasts helps students improve their listening comprehension in English (or another target language)? Can you explain how?	
6.	Do you see any improvement in students' vocabulary comprehension, context understanding, or listening strategies after using podcasts?	
7.	Do podcasts help students understand different accents, intonations, or language variations?	
8.	Do students seem more interested or enthusiastic when	

	learning using podcasts compared to other learning methods?	
9.	Does the use of podcasts increase student participation in class activities such as discussions or questions and answers related to the content of the podcast?	
10.	Have you encountered any challenges or difficulties in using podcasts in the classroom?	
11.	How do you overcome difficulties students may have in understanding the content of the podcast?	
12.	Menurut Anda, apakah podcast cocok digunakan untuk semua tingkat kemampuan siswa (pemula, menengah, atau mahir)?	
13.	How do you adapt the podcast to the level of understanding of students in your class?	
	Podcast apa yang biasanya anda pakai dalam kelas?	
14.	What are your recommendations for more effective use of podcasts in developing students' listening comprehension?	
15.	Are there certain aspects of the podcast that you think need to be improved to better suit students' needs?	

c. Documentation

Data collection techniques with documentation are methods used to collect data or information that already exists in document form. The document itself can be in the form of a picture, book and so on.

3.7 Data Analysis Technique

In analyzing qualitative data, there are three stages of activity, namely: Data reduction, data presentation, drawing conclusions and quantitative. (Mezmir,2020). Based on opinion then the data analysis will be carried out following the steps as follows:

1. Data Reduction (Data Reduction)

    The data reduction stage means summarizing, selecting the main things, focusing on the important things, looking for themes and patterns, and killing what is deemed unnecessary. Thus, the data has been reduced will provide a clear picture and makes it easier for researchers to carry out further data collection. Data reduction in this research will focus on effect of using technology-podcast on students' listening comprehension.

2. Data Presentation (Data Display)

    The data presentation stage includes clarification and data identification, namely writing down an organized and organized collection of data.

3. Drawing Conclusions (Conclusion Drawing)

    The stage of drawing conclusions in this research is the activity of giving meaning and providing an explanation of the results of presenting data obtained from data analysis using Podcast-Technology as a tool in the form of a visible impact on students' listening comprehension.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Results

4.1.1 UPTD SMP N 5 Gunungsitoli Profile

VISION

Realizing education with character, achievement and environment insight.

MISSION

1. Cultivate religious, national, independent, mutual cooperation and integrity attitudes.
2. Carrying out programmed, effective, creative and innovative learning activities.
3. Developing an attitude of compliance with applicable norms and rules.
4. Developing a caring attitude towards a beautiful environment
5. Cultivate the 5 S (smile, greet, greet, be polite and polite).

OBJECTIVE

1. The partner schools are morally-oriented schools which have the following objectives:
2. Have graduates who are reliable, qualified and can compete to continue to high school.
3. Increase intelligence, personality knowledge, noble character, and skills to live independently and pursue further education.
4. Has an average score on the National Examination for graduates from UPTD SMP Negeri 5 Gunungsitoli and continues to improve every year.

5. Excel in subject competitions at district, provincial and national levels.
6. Excel in non-academic competitions at district, provincial and national levels.
7. Has national standard and international standard study groups.

4.1.2 Observation Results

This research was carried out at UPTD SMP N 5 Gunungsitoli which is located on Jl. Pendidikan No. 01, Ilir, Gunungsitoli City, and North Sumatra Province. Using observation sheets, the teaching and learning process was watched and documented. At this point, the researcher also discovered a few issues that arose during the process of teaching and learning.

Pre- Teaching		Criteria	Yes	No	Comment
	1.	The teacher greets the students.	✓		
	2.	The students respond to the greeting.	✓		
	3.	The teacher asks the students condition and their attendance list.	✓		
	4.	The teacher gives opening to the students related to the material will be discussed.	✓		
	5.	Students are active in responding the lead in given by the teacher.	✓		
Whilst- Teaching	6.	The teacher tells students the material at the meeting	✓		
	7.	The teacher presents a sample podcast to check the audio system.	✓		
	8.	The students listen the podcast.	✓		
	9.	The teacher asks the difficult words.		✓	
	10.	The teacher explains and discusses the content of the podcast.	✓		
	11.	The teacher make the instruction before the students listening the podcast.	✓		The teacher determines how many times the podcast will be played and students are asked to note important things
	12.	The students listen the podcast.	✓		
	13.	The student shows enthusiasm while listening to the podcast	✓		
	14.	The student shows interest in the podcast material.	✓		
	15.	The student actively takes notes or responds to the podcast content	✓		
	16.	The students doing the assignment.	✓		
	17.	The teacher helps the student's difficult.		✓	
	18.	The teacher gives chances to the students for asking questions	✓		
	19.	The students ask questions.		✓	
	20.	The teacher answer the questions and checks the students' understanding.	✓		

	21. The teacher gives refreshing time to students listening to the podcast.	✓		
	22. The teacher make the instruction before student listening to the podcast and give them incomplete podcast script.	✓		
	23. The students listening to the podcast and answer the script.	✓		
	24. . The teacher ask the students to answer the complete podcast	✓		
	25. The students offer themselves to be the volunteer.	✓		
Post-Teaching	26. The teacher gives the students' opportunity to ask about the matter has been given.	✓		
	27. The teacher asks the students what material has just been discussed.	✓		
	28. The teacher concludes and summarizes the lesson with the students.	✓		
	29. The teacher closes the teaching and learning process.	✓		
Teacher-students' interaction	30. The students feel free to ask, agree, and express their idea.	✓		
	31. The teacher can control and manage the class.	✓		
	32. The students are encouraged to do their best.	✓		
Improvement of Students Listening Skills	33. The student can identify key words or phrases from the podcast	✓		
	34. Students can complete the incomplete podcast script given by the teacher	✓		
	35. Students are motivated to learn and practice their listening comprehension and activities provided by the teacher.	✓		

The results from the observation table above show that students' activities in class in learning English use podcasts as a teaching medium in listening learning. Researchers found that at the pre-teaching stage the teacher and students interacted through exchanging greetings, then during teaching, the teacher presented the lesson via podcast and students paid attention to the teacher's instructions. Students also show enthusiasm for the material presented by the teacher via podcast. Next, the researcher found that the majority of students did not ask questions about the material they listened to. On the other hand, students were very active in expressing opinions and answering questions given by the teacher, so that researchers found good interactions in teaching and learning activities. Therefore, the researcher concluded that the results of the observations showed that the students were able to identify key words or phrases, complete the incomplete podcast script, and students were motivated to learn and practice their listening comprehension and activities provided by the teacher.

4.1.2 Interview Results

This chapter will go over the research's conclusions based on the study's problems, supporting theories, and methodology. The research will be presented based on the documentation and interview results. The discussion in this chapter is based on the results of data collection via interview studies and documentation of the informants needed for the study. The chapter on the research's findings and discussion, which was completed on October 3, 2024, will include a variety of subjects related to the results of interviews with English subject teachers who have used podcasts in English teaching and learning activities. Purposively, researchers selected informants who were thought to be the most knowledgeable about our expectations and who could provide support for the study.

Tabel 1.2 Interview Sheet

NO.	Interview Question	Answer Describe
1.	What do you think a podcast is?	In my opinion, podcasts are a learning medium, usually in the form of voice recordings, sometimes there are videos, but they remain consistent with the voice.
2.	Do you often use podcasts?	It depends on the material, for example if the material allows the use of podcasts then use podcasts.
3.	What do you think about using podcasts as a tool to improve students' listening skills?	It's pretty good, modern enough to be used in class. It's also pretty easy to use.
4.	Do you think podcasts are more effective (such as video or regular audio	I believe podcasts are particularly effective for teaching listening skills for several reasons. First, podcasts provide authentic language exposure. Unlike traditional

	recordings) in teaching listening skills? Why?	written materials, podcasts feature natural conversations and a variety of accents, which helps students become familiar with real-world speech patterns. Additionally, podcasts allow for a strong focus on listening skills. Without visual distractions, students m 38 concentrate solely on what they are hearing, which is essential for developing their listening comprehension. The variety of topics and formats in podcasts is another benefit. With so many subjects available, I can easily find content that suits my students' interests, keeping them engaged and motivated to learn. One of the main benefits is that students have control over their learning pace. They can pause, rewind, or rewind sections of the podcast, allowing them to process information at their own pace, which can significantly improve their comprehension. Podcasts also encourage active listening. Students need to pay attention to details, tone, and context without relying on visual cues, which helps them hone their listening skills. Finally, the accessibility of podcasts makes them an easy-to-use resource. Students can listen anytime and anywhere, making it easy to integrate the practice into their daily routine. Overall, I found that podcasts provide a rich and engaging way for students to develop their listening skills.
5.	Do you think the use of podcasts helps students improve their listening comprehension in English (or another target language)? Can you explain how?	Yes, it is very helpful. The way it works is easy, I will download a podcast related to the learning material and then present it in class, I will repeat the podcast several times so that my students really understand and comprehend the content of the podcast,
6.	Do you see any improvement in students' vocabulary skills, context understanding, or listening strategies after using podcasts?	Of course, based on experience, the more often students listen to podcasts, the better they will be at remembering vocabulary, if it's another target language, maybe in speaking, because they will know how to say it.
7.	Do podcasts help students understand different accents, intonations, or language variations?	This depends on the student's own abilities, some podcasts do present different accents, intonations and language variations but in general podcasts are very helpful.
8.	Do students seem more interested or enthusiastic when learning using podcasts compared to other learning methods?	Very enthusiastic, because it's called using media, compared to me speaking alone, students are much more enthusiastic when using podcasts.
9.	Does the use of podcasts increase student participation in class activities such as discussions or questions and answers related to the content of the podcast?	Usually they are active during discussions and provide opinions on the material presented via podcasts, but they rarely ask questions in class.
10.	Have you encountered any challenges or difficulties in using podcasts in the classroom?	My difficulty in using this podcast is only at certain times, for example if the environment around the class is quite noisy and if there is a slight problem with the equipment, for example the speakers that I am using.

| 11. | How do you overcome difficulties students may have in understanding the content of the podcast? | To help students overcome difficulties with podcast content, I use several strategies. First, I incorporate pre-listening activities to introduce key vocabulary and concepts, ensuring students have a solid foundation before diving into the podcast.

I also provide guided questions to help them stay focused on key ideas as they listen. This approach encourages active engagement and critical thinking. |
|---|---|---|
| 12. | In your opinion, are podcasts suitable for all levels of student ability (beginner, intermediate, or advanced)? | To help students overcome difficulties with podcast content, I use several strategies. First, I incorporate pre-listening activities to introduce key vocabulary and concepts, ensuring students have a solid foundation before diving into the podcast. I also provide guided questions to help them stay focused on the main ideas as they listen. This approach encourages active engagement and critical thinking. I believe that podcasts can be used for all levels of students, but with some adjustments.

For beginning students, I would choose podcasts that use simple, clear language. Additionally, providing transcripts or summaries can be a great way to help them understand the content. I might also introduce pre-listening activities that focus on basic vocabulary and concepts.

Intermediate students can benefit from a wider variety of podcasts, including slightly more complex content. At this level, I would encourage them to discuss themes and ideas that emerge, and use guided questions to help them understand. Advanced students can enjoy podcasts with a variety of topics and more challenging language styles. I would encourage them to analyze and discuss the nuances of the language and perspectives presented in the podcast.

In this way, I believe that podcasts can be an effective tool for improving listening skills at all levels, provided we adapt our content and approach to the needs of our students." |
| 13. | How do you adapt the podcast to the level of understanding of students in your class? | To adapt podcasts to the level of understanding of my students, I employ several strategies, like Selecting Appropriate Content, Pre-listening Preparation, Providing Supportive Materials, Guided Questions, Follow-up Activities, feedback and Adjustment |
| | What podcasts do you usually use in class? | In class, I usually use different types of podcasts depending on the learning objectives and the ability level of the students. Here are some examples of podcasts that I often use: Educational Podcasts: For example, "Stuff You Should Know" or "TED Talks Daily" which discuss various interesting and informative topics, are suitable for expanding students' horizons. Story Podcasts: Podcasts such as "Story Corps" provide an interesting listening experience through story narratives, helping students understand context and emotion in language., News Podcasts: "BBC World |

		News" provides up-to-date information, suitable for advanced students who want to practice their listening skills with more complex content, but I often download podcasts from YouTube to adjust the learning material. With this variety, I can ensure that students stay engaged and get the most out of each listening session.
14.	What are your recommendations for more effective use of podcasts in developing students' listening skills?	First, podcasts provide authentic language exposure. Unlike scripted material, podcasts feature natural conversations and diverse accents, which helps students become familiar with real-world speech patterns. Additionally, podcasts allow for a strong focus on listening skills. Without visual distractions, students must concentrate solely on what they are hearing, which is crucial for developing their listening comprehension. The variety of topics and formats in podcasts is another benefit. With so many subjects available, I can easily find content that suits my students' interests, keeping them engaged and motivated to learn. One major benefit is that students have control over their learning pace. They can pause, rewind, or rewind sections of the podcast, allowing them to process information at their own pace, which can significantly improve their comprehension. Podcasts also encourage active listening. Students need to pay attention to details, tone, and context without relying on visual cues, which helps them hone their listening skills. "To use podcasts effectively to develop listening skills, I focus on selecting content that interests students and aligns with their learning goals. Before listening, I introduce key vocabulary and concepts to prepare them. Setting a clear goal helps students know what to focus on, and providing guided questions to keep them engaged. I break the podcasts into shorter sections, allowing time for discussion after each section. Encouraging students to take notes helps them grasp key points. After listening, we have a discussion to share thoughts and clarify any confusion. I also incorporate activities, such as debates or reflections, to reinforce what they have learned. Providing transcripts can help with comprehension, and I try to solicit feedback from students to improve future podcast selections. This approach creates a more engaging and effective listening experience.
15.	Are there certain aspects of the podcast that you think need to be improved to better suit students' needs?	First, podcasts provide authentic language exposure. Unlike scripted material, podcasts feature natural conversations and diverse accents, which helps students become familiar with real-world speech patterns. Additionally, podcasts allow for a strong focus on listening skills. Without visual distractions, students must concentrate solely on what they are hearing, which is crucial for developing their listening comprehension. The variety of topics and formats in podcasts is another benefit. With so many subjects available, I can easily

| | | find content that suits my students' interests, keeping them engaged and motivated to learn.

One major benefit is that students have control over their learning pace. They can pause, rewind, or rewind sections of the podcast, allowing them to process information at their own pace, which can significantly improve their comprehension. Podcasts also encourage active listening. Students need to pay attention to details, tone, and context without relying on visual cues, which helps them hone their listening skills.

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Of course, there are aspects of the podcasts that could be improved to better meet students' needs. For example, clearer and slower speech would be especially beneficial for students, especially those learning a new language. Providing visual supplements or transcripts can enhance comprehension, giving students additional resources to support their listening skills.

Interactive elements, such as quizzes or discussion prompts, can engage students more actively and strengthen their understanding. Including a variety of accents will also help students become familiar with different speaking styles, which is invaluable for real-world listening.

Additionally, having more podcasts that are specifically tailored to different skill levels will ensure that all students find the content accessible and relevant. Providing background context before diving into complex topics can help students follow along more easily. Encouraging regular listener interaction, such as submitting questions or feedback, can foster a stronger sense of community in the learning process. These enhancements could make podcasts even more effective as educational tools for students. |

4.1.3 Description of Interview Results

The purpose of this interview is to determine the impact of using podcasts on the listening comprehension of eighth grade students, based on the results of interviews with English subject teachers, the researcher found that the use of podcasts itself still depends on the material to be taught, the informant himself said that podcasts are very effective for teaching listening comprehension for several reasons. First, podcasts provide authentic language exposure. Unlike traditional written materials, podcasts feature natural conversations and a variety of accents, which helps students become familiar with real-world speech patterns. In addition, podcasts allow for a strong focus on listening comprehension. Without visual distractions, students must concentrate only on what they hear, which is important for developing their listening comprehension. The variety of topics and formats in podcasts is another benefit. With so much learning material available, it is easy to find content that suits students' interests, keeping them engaged and motivated to learn. One of the main benefits is that students have control over their learning pace. They can pause, rewind, or replay parts of the podcast, allowing them to process information at their own pace, which can significantly improve their comprehension. Podcasts also encourage active listening. Students need to pay attention to details, tone, and context without relying on visual cues, which helps them hone their listening comprehension. Finally, the accessibility of podcasts makes them an easy-to-use resource. Students can listen anytime and anywhere, making it easy to integrate the practice into their daily routines. Overall, the interviewees found that podcasts provided a rich and engaging way for students to develop their listening comprehension. Students also showed interest or interest in listening to podcasts compared to hearing the teacher speak directly, this was done by students actively providing opinions on the content of the podcast. In addition to listening, students' understanding also showed an increase in vocabulary mastery and pronunciation of a word or sentence. However,

the use of this podcast is sometimes less effective because of the noisy conditions around the classroom, or differences in students' abilities in capturing the material presented in the podcast, but apart from that, the interviewee said that this podcast can be used at various levels but with some adjustments.

Next, the interviewee, the types of podcasts that the interviewees themselves usually use in teaching and learning activities are story podcasts and news podcasts. The interviewee also recommended the use of podcasts that are more effective in developing students' listening comprehension, namely by providing authentic language exposure. Unlike scripted materials, podcasts feature natural speech and a variety of accents, which helps students become familiar with real-world speech patterns because this approach creates a more engaging and effective listening experience. Also, there are several aspects of the podcast that could be improved to better meet the needs of students. For example, clearer and slower speech would be very beneficial for students, especially those who are learning a new language. Providing visual supplements or transcripts can improve comprehension, giving students additional resources to support their listening comprehension so in conclusion the interviewees said that the use of this podcast is very beneficial for students' listening comprehension, especially eighth graders, by implementing several learning strategies and adjustments to the learning materials.

4.2 DISCUSSION

4.2.1. What the description of technology podcast?

Based on research conducted by researchers through observation, interviews with sources and documentation, researchers can describe Podcasts as digital files created and uploaded to the internet. Podcasts involve audio recordings that can be downloaded and listened to on portable MP3 players, laptops, or smartphones. Podcasts provide audio

material online by downloading content automatically and in this way makes podcasts different from others. This is in line with the opinion of Shelly & Frydenberg (in Talib 2020:132 which states that Audio files that are available for download via internet subscription are called podcasts. Podcasts can be listened to on any digital device, including laptops, tablets, and smartphones. Podcasts are often in MP3 and MP4 format. Subscribers receive podcasts automatically and can listen to them whenever and wherever they like. Podcasts often consist of episodic content, such as radio programs or television series. The main feature that distinguishes podcasts is their capacity to be viewed or listened to at any time and from any location, providing flexibility to viewers or listeners. Topics discussed in these podcasts typically include current advances, fashions, discoveries, and global issues. Technology podcasts can take many different forms, such as in-depth analysis of a particular issue, panel discussions, product evaluations, and interviews with professionals in the field. Through the use of direct insights from experts, listeners can better understand how technology impacts all aspects of everyday life, business, and society. As a researcher who studies the use of podcasts to improve student listening comprehension, my findings show that integrating podcasts into educational environments significantly increases engagement and retention of the material. Podcasts provide an authentic listening experience, allowing students to develop their listening skills in a context that mimics real-world communication.

4.2.2 How does the use of podcast effect the student's listening comprehension at SMP N 5 Gunungsitoli?

The use of podcasts can have a significant impact on the listening comprehension of eight grade students at SMP N 5 Gunungsitoli in several ways. First, podcasts provide authentic language exposure, allowing students to hear natural speech patterns, different accents, and everyday language. This helps them become more familiar with real conversations, which is important in developing listening skills. In

addition, the diverse topics and interesting formats of podcasts can increase student interest, encouraging them to be more motivated in listening and learning. Another advantage of podcasts is the ability for students to listen to episodes multiple times. This allows them to repeat challenging material and improve their understanding over time. Podcasts also often provide context through stories and discussions, which helps students better understand complex concepts and vocabulary. In this way, students are not only listening, but also engaging in critical thinking about the information presented. The flexibility in accessing podcasts also contributes to a better learning experience. Students can listen anytime and anywhere, encouraging independent learning and allowing them to engage with content outside of the traditional classroom environment. Overall, these factors collectively improve students' listening comprehension, making podcasts an effective educational tool.

Based on the results of the interview, it was also stated that the use of this podcast can be very effective by adjusting the teaching material with the podcast presented so that this can support improving student learning outcomes, especially in listening comprehension.

4.2.3 The Research Findings Versus to the Latest Related Research

Some researchers have conducted several studies related to the topic. For example, Indah Dyiansari (2020), entitled "Using podcast for EFL students in language learning" The benefits of using podcasts to enhance language learning are reviewed in this study. This study aims to present podcasts as a tool for language skill development. Students can be motivated to learn English by using podcasts as a teaching method. This study examined 20 publications that were published between 2020 and 2010 to determine the benefits of using podcasts to teach English to EFL students. The study's findings demonstrated that podcasts can improve language proficiency, particularly in listening. Additionally, podcasts can inspire students to study languages. Podcasts are a fun technology tool that

teachers can utilize to help their Indonesian students learn the language. When utilized to teach listening skills, podcasts are intriguing, as the students have proven. A possible option for supporting English study is a podcast, which enables technology should be used in the classroom by instructors. It is imperative to acknowledge that the goal is not to substitute the physical presence of teachers with podcasts. Thus, it is recommended that educators use podcasts to instruct their pupils on how to maximize their potential.

Fiena Intan Rachmaniputri (2020) entitled "Students' Perceptions Towards the Use of Podcasts in Listening Class" The purpose of this study is to find out how students feel about podcasts being used in the classroom and what obstacles they have when it comes to listening to them. This study, which included 25 students from a single public senior high school in Bandung, used a qualitative methodology and a case study design. According to the study's findings, most students had a positive opinion of podcasts being used in the classroom. It is thought that using podcasts will improve students' motivation, curiosity, and self-perceived listening abilities. Podcasts are thought to inspire students to study English since their content is tailored to reinforce what they learn in class. Although students see podcasts favorably, there are a number of obstacles to effective listening in the classroom. The difficulties pertain to the media, the information processing, the resources, and the students' command of English. The limitations mentioned above lead this study to conclude that support, particularly from educators and institutions, is necessary for the use of podcasts in the classroom.

From the two previous studies, it can be concluded that the first study discusses the benefits of using podcasts to improve language learning, this study presents podcasts as a tool for developing language skills. The second study discusses that most students have positive opinions about the use of podcasts and will improve the ability, motivation, curiosity, and listening skills that are perceived by students themselves. In this study, it can be seen that podcasts are also proven to be

effective for developing language skills, but are limited to the use of podcast technology on eighth grade students' listening comprehension

4.2.4 The Findings Versus Theories

According to Pratiwi et al. (2019), podcasts can help students become more attentive when learning new material. According to Pratiwi, podcasts can be used as a tool for understanding in a meaningful way as audio medium. The topics or information included in podcasts are very diverse and include topics related to economics, travel, news, health, komedi, business, education, and family. These contents can be adapted to the material that will be taught in the classroom. Meanwhile, research conducted at SMP N 5 Gunungsitoli indicates that the key to effective podcast use is to match the podcast's content with lessons that are currently being taught or that serve as the students' needs so that the students are eager to listen to the podcast. This is probably due to the fact that using podcasts as teaching tools can increase students' concentration and understanding of the material. Listening comprehension is conducted through effective podcasts that help students become more focused on their studies.

4.2.5 The Research Findings Implications

Research shows that podcasts have a positive impact on students' listening comprehension. For example, studies have shown that students who listen to podcasts perform better on listening assessments. This suggests that educators should consider integrating podcasts into their teaching strategies to foster better listening skills among students.. The results demonstrate how well podcasts improve listening comprehension and the necessity of careful deployment based on student interest and material type. Therefore, the teacher is expected to :

1. Integrating Podcasts into Learning

    Teachers can use podcasts as a tool to supplement their lessons. This includes assigning specific episodes as homework or playing podcast segments during class to enrich discussions and lectures. In this way, teachers can provide additional perspectives and make learning more interactive.

2. Encouraging Independent Learning

    By providing access to podcasts, teachers can encourage students to learn independently. Students can listen to the material anytime and anywhere, giving them more control over their learning process.

3. Developing Digital Skills

    The use of podcasts also provides an opportunity for teachers to integrate technology into learning, helping students develop digital skills that are essential in this modern era. By utilizing podcasts, it is hoped that teachers can increase student engagement, strengthen understanding of subject matter, and create a more dynamic and relevant learning experience.

4.2.6 The Research Findings Limitations

Researchers discovered that the research process had numerous flaws in this study. Since this is the first study, the researcher has never conducted any prior research. As a result, many things become difficult when doing study because of ignorance. Furthermore, there were a number of terminology, new sentences, and other things that were misunderstood. These are some of the things that future researchers should focus on in order to improve their research. Here are a few examples of the limitations:

    a. The researcher acknowledges that the study process is still far from flawless and that there are numerous flaws in the way the

research was conducted, written, and data processed because the researcher is still inexperienced.

b. Researchers still lack the skills necessary to interpret qualitative analysis data and locate reference materials that support instructors' social competency in teaching English.

CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the results of the research and discussions that have been carried out, the research demonstrates that incorporating podcasts into the teaching learning can significantly enhance eighth-grade students' listening comprehension skills. The findings support the notion that technology, when effectively integrated into education, can foster greater engagement and improve learning outcomes. However, educators should consider addressing existing challenges to fully leverage the potential of podcasts as an educational resource. Future studies could explore long-term effects and optimal strategies for integrating podcast technology into diverse learning environments.

5.2 Suggesstion

Here are some suggestions from researchers after conducting research and analyzing the research results, as described below.

1. For teachers, especially English teacher at UPTD SMP Negeri 45 Gunungsitoli, it is important to improve students skills in the classroom, especially in Listening comprehension. Teachers are required to increase their creativity using technology as a tool in learning process so that they can help students understand learning materials.

2. Last but not least, for subsequent researchers, they are expected to conduct better research on the topics in this study in the future and prepare everything as well as possible in conducting research and can follow up on this research.

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ANALYSIS OF USING PODCAST IN THE EIGHT GRADE STUDENTS' LISTENING COMPREHENSION AT UPTD SMP N 5 GUNUNGSITOLI

ORIGINALITY REPORT

17%
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| 15 | Jeaneta Rumerung, Deky Mundung, Meiske Manopo, Grace Rumimper. "Optimizing the potential of meeting, incentive, conference, and exhibition destinations through a creative economic development model: A local government study", Journal of Governance and Regulation, 2024
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44 Bitterman, Mary G.F.. "Culture and Communication in the Asia-Pacific Region: Laying the Groundwork for Informational Interdependence and Interchange", Media Asia, 1991.
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