

# THE COMPARISON OF LISTENING ACHIEVEMENT USING MEDIA PODCAST WITH MEDIA AUDIO-VISUAL AT DIFFERENT LISTENING HABIT AT THE STUDENTS OF SMA CATUR SAKTI YEAR ACADEMIC 2012/2013

By Juni Bayu Saputra & Marzuki Noor

**Abstract:** Listening is essential in the language classroom because it provides input for the learner. Without understanding input at the right level, learning cannot begin. Nevertheless, many students at SMA Catur Sakti year academic 2012/2013 who are not interested in listening subject so that their listening achievement goes to low. This research tries to compare between media podcast and audio-visual toward listening achievement at different listening habit. To find out the result of the research, the researcher proposes four hypotheses, they are: (1) there is interaction of listening achievement, learning media, and different listening habit; (2) there is difference of listening achievement using media podcast and media audio-visual; (3) there is difference of listening achievement using media podcast and media audio-visual at good listening habit; and (4) there is difference of listening achievement using media podcast and media audio-visual at bad listening habit. This research is true experimental research with Factorial Design. In analyzing data, the researcher uses the formula of two ways anava. Based on the discussion, the researcher finds that the result of calculation gives the important result. It is found that  $F_{cal} = 8,5$  and  $F_{table}$  at significance level 1% is 7,11 and at significance level 5% is 4,01. Therefore,  $F_{cal} > F_{table}$ , it means that there is interaction of listening achievement, learning media, and different listening habit. Next, it is found that  $F_{cal} = 85,65$  and  $F_{table}$  at significance level 1% is 7,11 and at significance level 5% is 4,01. It means that  $F_{cal} > F_{table}$ , it means that there is difference of listening achievement using media podcast and media audio-visual. Students in experiment class tend to have better score than those in the control class so the researcher concludes that media podcast is better to use than media audio-visual. Afterwards, it is found that  $F_{cal} = 188,73$  and  $F_{table}$  at significance level 1% is 7,11 and at significance level 5% is 4,01. It means that  $F_{cal} > F_{table}$ , it means there is difference of listening achievement using media podcast and media audio-visual at good listening habit and bad listening habit. Thereby, the researcher concludes that listening habit can also influence the students' listening achievement. Finally, the researcher suggests the teachers to use media podcast to increase the students' listening achievement at different listening habit.

**Key Words:** Listening Achievement, Listening Habit, Media Audio-Visual, Media Podcast

## PROBLEM BACKGROUND

The students' listening achievement is low because as the input students must gain the score as the achievement around 75% up to 80%. Furthermore, if the gain score is >75% so the students should be helped to get the gained score in order that the students can pass from the material given. The main problem that happens in the students of SMA Catur Sakti is that media such as audio or video players are still limited. Considering that the school is located in a rural area with lack of electronic

media support so that it makes the teacher only uses media audio-visual such as movie by using television. Furthermore, students are also blind with the development of new technology or media in listening class. In fact, almost all of the students have media player. So, the students need some auditory variation in order to increase their spirit in learning, and it can be got like in media such as podcast, because there are so many variations of this item, such as; jokes, story, and poetry. At this step, the

researcher also asks some students about their listening habit. The researcher finds that the students listening habit is almost different from each other and they honestly say that they feel confused to understand the conversation from the movie.

Considering this condition, the researcher is interested to compare a listening class using media podcast and media audio-visual at different listening habit then. In addition, to know the level of students' listening achievement, the researcher conducts a pre-survey. Then, after the researcher conducting pre-survey, the researcher gets that the quality of their listening achievement is still low. Based on the data on pre-survey there are 57 students gain score <75%. Thus, there are 30 students who are able to get the score >75%. In line with the explanation above, then the researcher entitles this research with; *The Comparison of Listening Achievement Using Media Podcast with Media Audio-visual at Different Listening Habit at the Students of SMA Catur Sakti Year Academic 2012/2013.*

### **CONCEPTUAL DEFINITION**

Talking about listening, there some of experts gave their definition about it. In Andyani (2011) Laundsteen defines listening as the process by which spoken language is converted to meaning in the mind (p. 14). Thus, In Campo et al. Howatt and Dakin state listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning. An able listener is capable of doing these four things simultaneously. Furthermore, listening is also known as "the basis for the development of all other skills and the main channel through which the student makes initial

contact with the target language and its culture" (Etman, 2009, p. 1).

Talking about achievement, it would be in line with Hornby (2010) who states that, "Achievement is a thing that somebody has done successfully using their own effort and skill" (p. 12).

Based on the definition above, the researcher concludes that listening achievement is a thing that somebody has done successfully in identifying and understanding what others are saying that involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning using their own effort and skill.

Podcasting is still a new term among us. So, let us see some experts' defining due to this condition. According to Rajagopal and Strohbahn (2008) "podcasting = pods (derived from iPods) + broadcasting" (p. 8). Thus, in Mathis and Galloway (2010), Wikipedia defines podcast as a series of digital media files (either audio or video) that are released episodically and downloaded through web syndication." It goes on to state, "The mode of delivery differentiates podcasting from other means of accessing media files over the Internet, such as direct download, or streamed webcasting. A list of all the audio or video files currently associated with a given series is maintained centrally on the distributor's server as a web feed, and the listener or viewer employs special client application software known as a pod catcher that can access this web feed, check it for updates, and download any new files in the series. Further Constantine (2007) stated that a podcast is the name of a digital recording of a radio broadcast or similar program. Podcasts are published on the internet

as MP3 files. Interested listeners are able to download these MP3 files onto their personal computer or personal MP3 player of any type. The files can be listened to at the convenience of the listener. Learners can listen over and over to any material that is of interest to them. To be useful in a school setting a teacher would need internet access, a computer that can play audio files or an MP3 player.

Based on the definition above, the researcher concludes that media podcast is a blending of the words “iPod” and “broadcast” and it produces audio or video files which is released episodically, then it automatically can be downloaded from either computer or another audio/video device, and then can be listened by our audio/video devices, that learners can listen over and over to any material that is of interest to them.

Audio-visual is just like a blending of two words. It is in line with Hornby (2010) who states that “audio-visual is using both sound and pictures” (p. 72). On the other hand, audio-visual is also known as aids for the classroom (Hornby, 2010, p. 72). While, the meaning of aids is also known as audio-visual aids, and audio-visual aids itself means “an audio or visual device used by a teacher to help learning. For example, pictures, charts, and flashcards are visual aids; radio, records, and tape-recorders are auditory aids. Film, television, and video are audio-visual aids” (Richards and Schmidt, 2002, p. 40).

Now, let’s discuss about what media is. Media is “a general term for television, radio and newspapers considered as a whole and as ways of entertaining or spreading news or information to a

large number of people” (Richards and Schmidt, 2002, p. 325).

Media audio-visual is also known as media video. Waryanto (2007) states that, media audio-visual is also known as media video. Video is media used to convey the instructional values. Media video is integrated by a combination between audio and visual. Audio component enable the students to catch the instructional values by hearing sense, whereas visual component enable to create the instructional values visually (p. 6). Thus, it is still in Waryanto (2007) Ronal Anderson described the media video as an electronic picture series with audio component and so is drawn image component presented by video tape. Thus, they are played by a video cassette recorder or video player (p. 6).

Based on the definition above, the researcher concludes that media audio-visual is audio or visual devices that contains both of video and pictures such are film, television, and video used by a teacher to help learning in order to entertain the process of learning in the classroom.

Talking about listening, it has been explained above, and now the researcher would like to explain about habit. Richards et al. (2002) states that, habit is a pattern of behavior that is regular and which has become almost automatic as a result of repetition. The view of language learning as habit formation found in behaviorism has been rejected by virtually all linguists and specialists in language acquisition, but research continues into issues such as the mechanisms through which automaticity develops in language learning (p. 236).

Based on the definition above, the researcher concludes that listening habit is a pattern of behavior in identify and understand what others are saying that requires an essential sound as the input that is regular and which has become almost automatic as a result of repetition.

### METHODOLOGY

In completing data, the researcher uses the field research. In the field research, the researcher conducts the research to the students of grade eleven of SMA Catur Sakti, Marga Tiga East Lampung. The researcher gives pre-test and post-test. In the post-test, the researcher also gives questionnaire to know the students' listening habit. Before the test is given, firstly the researcher would like to try out the instrument test.

In this research, the researcher uses the statistical calculation. The inferential statistics is used to answer the following questions: 1) whether there is interaction of listening achievement, learning media, and different listening habit; 2) whether there is difference of listening achievement using media podcast and media audio-visual; 3) whether there is difference of listening achievement using media podcast and media audio-visual at good listening habit; 4) whether there is difference of listening achievement using media podcast and media audio-visual bad listening habit.

### Hypothesis Test

Hypothesis test is used to know whether the hypotheses proposed by the researcher are proved or not. The formula used in this test is Analysis Varian Test (ANAVA). This test commonly is used "To test the hypothesis of the mean comparative

sample when the data is formed interval or ratio" (Basrowi, 2003, p. 204).

In this research, the researcher uses the ANAVA test called Univariate: Analysis Varian Factorial Design. This design is used to analyze two data clusters by following the controlling variable (Basrowi, 2010, p. 212).

The hypothesis statistic of the test is:

- 1)  $H_0 = \text{Factor A} = \text{Factor B}$   
 $H_a = \text{Factor A} \times \text{Factor B}$
- 2)  $H_0 = M_1 = M_2$   
 $H_a = M_1 \neq M_2$
- 3)  $H_0 = M_{1 \text{ good}} = M_{2 \text{ good}}$   
 $H_a = M_{1 \text{ good}} \neq M_{2 \text{ good}}$
- 4)  $H_0 = M_{1 \text{ bad}} = M_{2 \text{ bad}}$   
 $H_a = M_{1 \text{ bad}} \neq M_{2 \text{ bad}}$

The formula of the test is:

**Table 3.6: Component Formula of Two Ways Anava Arrangement**

Variance Source	Sum of Square (SS)	df	MS	F <sub>o</sub>	p
Between X	$SS_X = \sum \frac{(\sum X_x)^2}{n_x} - \frac{(\sum X_T)^2}{N}$	X - 1	$\frac{SS_X}{df_X}$	$\frac{MS_X}{MS_d}$	
Between A	$SS_A = \sum \frac{(\sum X_A)^2}{n_A} - \frac{(\sum X_T)^2}{N}$	A - 1	$\frac{SS_A}{df_A}$	$\frac{MS_A}{MS_d}$	
Within XA (Interaction)	$SS_{XA} = \sum \frac{(\sum X_{XA})^2}{n_{XA}} - \frac{(\sum X_T)^2}{N} - SS_X - SS_A$	df <sub>X</sub> x df <sub>A</sub>	$\frac{SS_{XA}}{df_{XA}}$	$\frac{MS_{XA}}{MS_d}$	
Dalam (d)	$SS_{(d)} = SS_T - SS_X - SS_A - SS_{XA}$	df <sub>T</sub> - df <sub>X</sub> - df <sub>A</sub> - df <sub>XA</sub>	$\frac{SS_d}{df_d}$		
Total	$SS_T = \sum X^2_T - \frac{(\sum X_T)^2}{N}$	N - 1			

Source: (Arikunto, 2009, p.429)

Note:

- SS<sub>X</sub> = Sum of square between the media.
- SS<sub>A</sub> = Sum of square between the habit.
- SS<sub>XA</sub> = Sum of square within the media and habit.
- SS<sub>d</sub> = Sum of square dalam.

$SS_T$  = Sum of square total.  
 $df$  = Degree free.  
 $MS$  = Mean square.  
 $N$  = The total number of students.  
 $F_o$  = F calculation.

Criteria:

- 1)  $H_0$  is accepted if  $F_{cal} > F_{tabel}$ .
- 2)  $H_0$  is rejected if  $F_{cal} < F_{tabel}$ .

## FINDING

**Table 4.3: The Result of Observation Guideline on Students' Performance in Experimental Class**

Category	Description of students' behavior	Amount			
		M 1	M 2	M 3	M 4
Learning Process	1. Be able to work independently.	6 (22%)	10 (37%)	13 (48%)	17 (60%)
	2. Have no problems in following the class.	7 (25%)	13 (48%)	15 (55%)	20 (73%)
	3. Concentrate on listening to the material.	14 (50%)	15 (55%)	21 (75%)	24 (80%)
	4. Be active during the learning process.	7 (25%)	13 (47%)	21 (75%)	20 (73%)
Attitude	5. Show enthusiasm in listening to the material.	24 (80%)	24 (80%)	26 (85%)	27 (90%)
	6. Show gladness during learning activities.	14 (50%)	15 (55%)	24 (80%)	26 (85%)
	7. Have good spirit in following the class.	15 (55%)	23 (75%)	24 (80%)	26 (85%)

**Table 4.4: The Result of Observation Guideline on Students' Performance in Control Class**

Category	Description of students' behavior	Amount			
		M 1	M 2	M 3	M 4
Learning Process	1. Be able to work independently.	6 (22%)	7 (25%)	10 (35%)	15 (50%)
	2. Have no problems in following the class.	7 (25%)	10 (35%)	12 (40%)	15 (50%)
	3. Concentrate on listening to the material.	10 (35%)	15 (50%)	15 (50%)	16 (60%)
	4. Be active during the learning process.	7 (25%)	10 (35%)	12 (40%)	19 (65%)
Attitude	5. Show enthusiasm in listening to the material.	24 (80%)	24 (80%)	24 (80%)	28 (95%)
	6. Show gladness during learning activities.	15 (50%)	21 (70%)	24 (80%)	28 (95%)
	7. Have good spirit in following the class.	16 (55%)	21 (70%)	24 (80%)	27 (90%)

Note:

**Table Result of the Hypothesis Test**

Variance Source	Sum of Square (SS)	df	MS	$F_o$	p
Between X	$SS_X = 8,8$	1	8,8	8,5	
Between A	$SS_A = 89$	1	89	85,65	
Within XA (Interaction)	$SS_{XA} = 196,10$	1	196,10	188,73	
Dalam (d)	$SS_{(d)} = 55,07$	56	1,04		
Total	$SS_T = 349$	$N-1$ (59)			

Score from the calculation then compared with F table by  $df = 1$  and numerator 56. In the table, the score of F table is as follow:

At significance level 1% = 7,11

At significance level 5% = 4,01

Based on the table 4.3, the researcher found that only 22% of students, in the first meeting of experimental class, could work independently or without cheating to other friends. Meanwhile, 25 % of them get problem in following the class. It was due to their weakness in understanding the material in monologue form. At last, there were 60% of students who were able to work independently without looking or asking to other friends and 73% of them

got no problem anymore. Thus, 50% of the students could do concentrate while listening through the material, because it was easy to listen and understand. It could almost improve on the meeting by meeting and at last it showed 80% development. Next, seen from the entertaining aspect, it could attract the students' attention. It could be seen from 80% of the students who felt enthusiastic only at the first meeting and more than 50% showed gladness and spirit during the instructional process. It could really attract the students' attention; it could be seen from the development that happened so that at last the students' attention went to 90%, 85% and 85%. It indicated that the implementation of media podcast could attract the students' motivation. They could enjoy and felt eager as well as develop their listening achievement.

Based on the table 4.4, the researcher found that only 22% of students, in the first meeting of control class, could work independently or without cheating to other friends. Basically, the first meeting between both of the media was not to far different. Only at students' concentration went little bit lower. It was 35% at the first meeting and only developed up to 60% at final meeting. It indicated that students seemed difficult to do concentrating because they focused on watching the movie better than listening to the movie itself. Next, seen from the entertaining aspect, it could attract the students' attention. It could be seen from 80% of the students who felt enthusiastic only at the first meeting and more than 50% showed gladness and spirit during the instructional process. It could really attract the students' attention; it could be seen from the development that happened so that at last the students' attention went to 95%, 95% and 90%. It

indicated that the implementation of media audio-visual could attract the students' motivation. They could enjoy and felt eager but they got difficulties to develop their listening achievement. It could be seen from 50% of the students who were able to work independently and got no problem while following the class while the rest were only enjoy the media but getting problem through the instructional process.

To sum up, in class using media podcast, the students seem to be enjoying, eager and able to follow the material being discussed. Meanwhile, in class using media audio-visual, the students seem enjoying and eager to the material but they cannot do understand what they are listening to. Sometimes the students just enjoy through the movie instead of focusing on the listening activity.

Based on the calculation the researcher finds that there is interaction of listening achievement, learning media, and different listening habit at significance level 1% and 5%. Thus, there is difference of listening achievement using media podcast and media audio-visual at significance level 1% and 5%. Next, there is difference of listening achievement using media podcast and media audio-visual at bad and good listening habit at significance level 1% and 5%. Finally, the researcher concludes that media podcast is more effective to use in the students with different listening habit.

At this point, media podcast seems very useful to increase the student' listening achievement. This increasing is consistence with Widiastuti, (2011) about "Improving the Listening Achievement of the Third Semester Students of the English Department of State University of Malang through

"The Extensive Listening Activity" Using Podcast".

Podcast can effectively develop the students' listening achievement because Allen (2008) explains that "Podcasts can be viewed and/or listened using portable digital media players. A wide variety of portable digital media players are now available in the market, with "iPod" being the most visible brand. Currently being used in academia to practice foreign languages, record theater scripts, and tape lectures (p. 8)." By this way, students can always close to the listening source that can help them in increasing their skill and enhancing their listening habit. Moreover, it is almost impossible if a student does not have digital media players, considering that almost students' entire phone cell was in modern digital media that consist of MP3 players and so on. Meanwhile, media audio-visual needs more space and it is inefficiency to use, because the students will get difficulty to bring the media such as television or so on. Despite, nowadays some of media audio-visual is also provided in the phone cell, but it is almost impossible for the students to use it as their listening source if they are away from their house.

Podcasting is primarily being used and tested at the college and university level, though some high schools and even younger levels of education are pursuing this new media's use (Allen 2008, p. 4). Nevertheless, teachers fear that this media can replace their obligation in instructional process. In Allen (2008) Knight states that Educators fear that podcasted material will cause students to skip lectures altogether, leaving professors with empty classrooms and undergraduates without the critical student-teacher

dynamic. It also raises an important philosophical question about intellectual property: Who owns classroom content? Is it the professor, the university or a combination of both?

Despite these fears, but in Allen (2008) Duerst suggests that some educational institutions and faculty have begun to embrace this new medium and the benefits it provides, believing it to be the future of education. Podcasts are computer platform independent, quick, and cost-effective technology. Furthermore, Knight states that in many cases, free and/or open source software can create professional sounding podcasts on an existing computer, leaving the microphone, or possibly the salary of the voice-over narrator, as the only initial cost to start developing a podcasting initiative at a school. Podcasts are time efficient for educators, reducing the need to repeatedly state the same material. Moreover, Rosenbaum states that students no longer have to feverishly write down notes, expanding their role in class discussions and general participation.

## CONCLUSION

Based on the calculation, the researcher gets some important information related to students' listening achievement. The average of gained score in experimental class is 7,4, while in control class is 6,6. Thus, students with high score seem facing difficulty in identifying the event of the monologue. It can be seen from students with score >80 answer the question in indicator 2 falsely. Furthermore, almost all of the students face difficulties in labeling the setting of the monologue and students with score <79 face difficulty in mastering past tense in interrogative form. The following is the comparison of the

students' score in the class using media podcast and audio-visual.

1. There is interaction of listening achievement, learning media, and different listening habit at significance level 1 % and 5%. It means that learning media and different listening habit give contribution in determining the students' listening achievement.
2. At significance level 1 % and 5% it shows that there is difference of listening achievement using media podcast and media audio-visual. Students in class using media podcast tends to have better score than those in the class using media audio-visual, so that, the researcher concludes that media podcast is better to use than media audio-visual. It can be seen from the total average of score gained between both of the samples. The average of experimental class is 7,4, while in control class is 6,6.
3. At the same significance level it shows that there is difference of listening achievement using media podcast and media audio-visual at good listening habit. In experimental class, the average of students' gained score with good listening habit is 8,8, while in control class, students with good listening habit is 7,7. Thereby, students with good listening habit tend to have high score by using media podcast.
4. At significance level 1 % and 5% it shows that there is difference of listening achievement using media podcast and media audio-visual at bad listening habit. In experimental class, the average of students' gained score with bad listening habit is 6, while in the control class is 5,7. Thereby, students with bad

listening habit still tend to have high score by using media podcast.

## **SUGGESTION**

### **5.1 Suggestion**

- 1) In instructional process for students at level of SMA, media podcast is better to use because it is easy to understand, attractive and it is very useful to practice and sharpen the students' listening skill so that at the end of instructional process it will help the students to enhance their listening achievement.
- 2) Students with high listening achievement tend to have difficulties in identifying the event of the monologue so that the researcher suggests the teacher to give the material that explore about the place much better. Thus, students with <medium score should be given much more practice about simple past tense.
- 3) In order to enhance the students' listening habit, the teacher is also able to use audio-visual media. Since it is available everywhere and every time, so the students can easily find this media to use for their daily practice or to increase their listening habit.

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