THE USE OF PODCAST TO RETELL THE STORY

A PAPER

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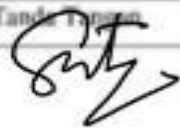
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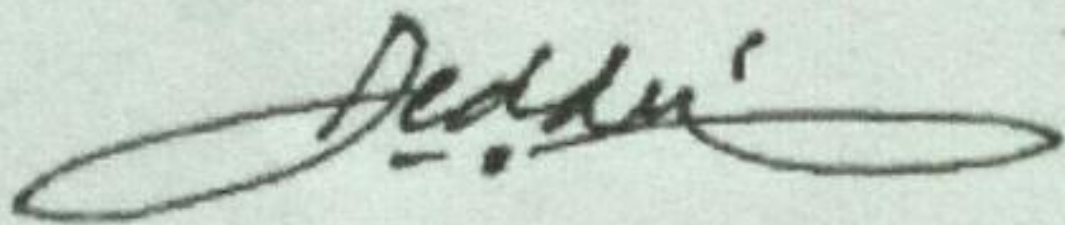
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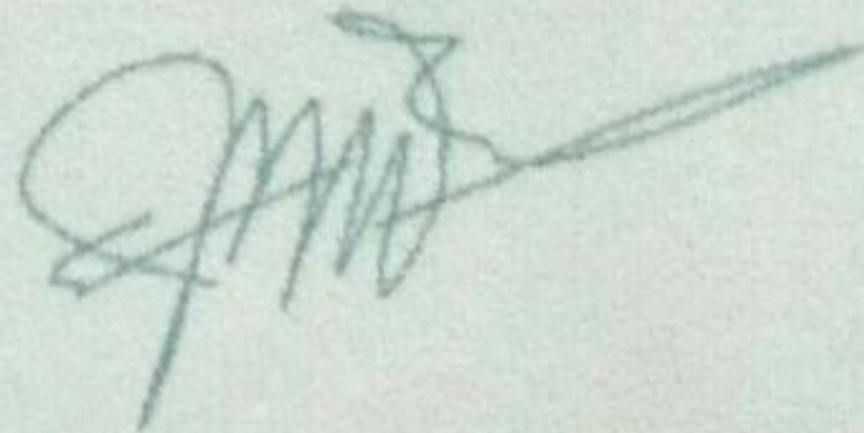
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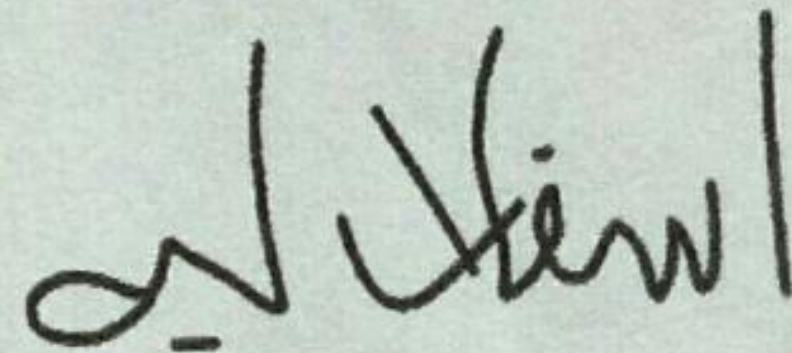
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DECLARATION

I hereby declare that the paper entitled "**The Use of Podcast To Retell The Story**" is completely my own work. I am fully aware that I have quoted some statements and ideas from many resources. All quotations are properly acknowledged in the texts. Should there be any claim on the originality or ownership of this paper, I would be prepared to take any legal responsibility.

Bogor, Maret 2021

Filsya Devara

PREFACE

Alhamdulillahirabbialamin, all the greatest praises are dedicated to Allah SWT who has given blessing, health, strength, and mercy to the writer. *Shalawat* and *Salam are* expressed and extended to prophet Muhammad SAW who has guided us from the darkness in to the light and from the bad character to the good character. Therefore, the paper entitled "The Use of Podcast To Retell The Story" can be completed.

This paper is written as a partial fulfillment of the requirements for the *Sarjana Pendidikan* Examinantion in the English Language Education Study Program, Faculty of Teacher Training and Educational Sciencies, Pakuan University.

Doing her best has been tried in writing this paper, but the perfection is still too far to be realized. Therefore, positive criticisms and suggestions are needed to make this paper better. Hopefully, this paper will be useful for the writer herself and the readers.

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Sincere appreciation is presented to the science tenth grade students of SMAN 1 DRAMAGA BOGOR as the respondents of this research.

ABSTRACT

THE USE OF PODCAST TO RETELL THE STORY

By:

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ABSTRACT

Language is a system for the expression of meaning. People can transfer their ideas and feeling with language. The fact that cannot be dinied sometimes some students are afraid to speak because of shyness and fear in making mistakes and are not interested in the learning process. Podcast as an alternative teaching media to improve students speaking skill on retelling the story. This research aims at finding out if there is a significant effect on retelling the story by using podcast. The researcher takes the data randomly with 30 students. It is conducted online at SMAN 1 DRAMAGA BOGOR. In this research, pre-experimental method with one group pre-test and post-test designs are used. The researcher takes 30 samples from class X scicence 1. The data are taken from pre- test and post- test provided in the form of oral tests. Some steps are done to analyze the data and design of t-test value is 5.20. the result of the t-test and t-table with $d.f$ =29 at the significant level of 0.05 is 2.04. It shows that the t-test value is higher than the value of t-table (5.20 > 2.04). From the result that podcast media effected students on speaking skill to retell the story. As a result podcast can help students' more active to ask and more confident to speak in learning process. It means that the alternative hypothesis is accepted. In conclusion, there is an effect of using podcast on retelling the story.

Keywords : Speaking skill, podcast and retell the story.

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CHAPTER I

INTRODUCTION

A. Background of the study

Language is a system for the expression of meaning. People can transfer their ideas and feelings with language. In English, there are four skills that students are expected to master all language skills of English; reading, writing, listening, and speaking skills. However, among the four skills, listening and speaking are two kinds of skills that are interrelated. So besides improving their listening skills, students also have to practice speaking a lot. Practicing listening is also highly recommended to improve speaking skills. Speaking is one of the important skills to convey information between speaker and listener,

The writer has conducted a pre-observation to know the problem and causes in learning speaking by interviewing. The students gave the same answer because of how the way the teacher taught speaking. They said that the way the teacher taught was bored, so the did not enjoy learning the sentences. One of the student felt shy to speak. Another student said that the teacher technique did not interested.

Teaching speaking to beginners is different from teaching speaking to advance learners, it needs appropriate methods that build students'interest in speaking. Using podcast to retell the story can helps students to express their idea by listening podcast.

They could retell scene by scene of the stories, so that they could conveyed the stories and the message that they should convey were delivered to their friends. According to Rosell- Aguilar and Fernando (2015) The podcast was a convenient and easy to use format. Podcast is surely easy to access, it would be attractive, and it motivates the students in learning. Students are expected to be able to develop their speaking skill to retell the story by using podcast to improve their learning innovations through technology.

B. Reasons for choosing the topic

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. The writer has three reasons for choosing this topic.

First, she wants to improve students' learning develop innovation experiment using another media. the world of education has changed from time to time with technology that is always evolve. Therefore, students will be able to access learning information easily and quickly. Students who use technology well will have creativity in technology based learning.

Second, she wants to make the teacher and students know more about education in the 21th Century. Learning process must be fun and students more active to speak. The writer believes that podcast is fun media to be

applied. Based on the principles of podcast. This media require students in speaking and listening skills.

The last reason is the witer wants to prove that podcast can improve students' speaking skill to retell the story. All students have the difference characteristic. There are some students feel shy when they were asked to speak in front of class. This media will improve students' speaking skill to retell the story. The writer believes with that way, students feel interested a more confident and active to speak in front of class.

According to three reasons above, the writer believes that podcast media is worth enough to be researched. She also believes that podcast is good media to be applied in learning process.

C. Statement of the Problem

Based on the background of the study the writer intends to know the use of podcast to retell the story. The researcher will be conducted to discover the answer of this question "Does the use of podcast give effect to retell the story?"

D. Hypothesis

The writer states alternative hypothesis (*Ha*) to this study. The hypothesis is there is a significant effect of using podcast to retell the story.

E. Aim of the Research

Based on the reason for choosing the topic, the researcher intends to identify whether of using podcast can give effect to retell the story.

F. Limitation of the Study

The limitation of the research is the writer focuses on the ability of pronounciation and grammar to retell the story by using podcast.

G. Operational Definition

1. Podcast

A podcast is an episodic series of spoken word digital audio files that a user can download to a personal device for easy listening. Streaming applications and podcasting services provide a convenient, integrated way to manage a personal consumption across many podcast sources and playback devices.

2. Retelling the story

Retelling the story is a strategy that is used to determine how well a student has comprehend a specific story.

H. Significance Research

The researcher expects this study will give the benefit to the teacher and students. For the teachers,it expected that this study will be able develop innovation experiment in learning process using another media. For the students it is expected, that this study will be able to improve students' speaking skill to retell the story.

CHAPTER II

THEORITICAL FOUNDATION

A. Speaking

1. Definition Speaking

Speaking is one way to communicate with ideas and though a message orally. To enable students to communicate, we need to apply the language in real communication. According to Rickheit & Strohner (2008: 207) speaking is speech to convey information verbally. So, the students can communicate. We need to realize how actually communicate it is.

Harmer (2007: 284) states that speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language on the spot. It means that speaking is a skill to speak clearly, and does not need to heave language skills, which is important to be able to get information directly.

Brown (2007) states that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages.

Accordance with the previous study by Sawir (2005) who claims that most international students from Asia, including Indonesia, had listening and speaking difficulty due to the fact that they were not well-prepared with those skills in their secondary schools. It means the students' listening skill should be one of the focus skills to acquire in order to improve their students' speaking skill (Hasan & Hoon, 2012; Weiler, 2012).

Richard (2008) that enhancing the speaking skill is strongly related to the students' progress in the listening skill. It means that listening and speaking skills are closely related, if students are very skilled in speaking it means they also good in listening skills.

2. **Types of Speaking Performance**

Type of Classroom Speaking Performance There are six categories apply to the kinds of oral production that students are expected to carry out in classroom, Brown (2001: 266). They are: Imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue), and extensive (monologue).

a. Imitative

Speaking is focused on some particular element of language form that the purpose of meaningful interaction. In imitative categories, the speaking classroom may legitimately be spent generating "a human tape recorder" speech. Such drilling, it offers the students opportunity to listen and to orally repeat certain strings of the

language that may pose some linguistics difficulty, either phonological or grammatical.

b. Intensive

Intensive is including any speaking performance that is designed to practice some phonological or grammatical aspect of language. It can be self-initiated or can be a part of some pair work activity where the learners are going over certain forms of language.

c. Responsive

The classroom activity encourages the short replies to teacher or students-initiated question or comments. These replies are usually sufficient and do not extend into dialogues.

d. Transactional (Dialogues)

Transactional language, carried out for the purpose of conveying or exchanging specific information. Such conversation may have more of negotiate nature to them than do responsive speech.

e. Interpersonal (Dialogue)

Interpersonal categories, the classroom activity purposed of maintain social relationship. It is not only for transmission of facts and information.

f. Extensive (Monologue)

The students at intermediate to advanced levels are called on to give extended monologues in the form in oral report, summarize, or perhaps short speeches

3. Types of Classroom Speaking Activities

According to Harmer(2002:271) there are some activities in speaking activities, as follows:

a. Acting from a script

   This activity is an activity where the teacher asks students to act out a scene in a book or dialogue that they write themselves. the results can also be recorded. By giving students this activity before they appear, namely teaching them that interpreting is a learning activity that can also produce language.

b. Playing communication games

   This activity is a game activity which lures students to communicate. but because of the information gap so that one student must talk to his friend according to the task requested

c. Discussions

   This activity makes students give their speaking skills in class. This activity will be achieved by providing activities that force students to make choices as choices in a discussion.

    Prepared talk

   This activity is carried out by a student or a group to make a presentation on a topic of their own choice. This discussion is not about a formal topic, it's just that the speaking genre must be clear and useful and can attract the attention of

both the listener and the speaker if it is properly regulated. This activity is carried out by a student or a group to make a presentation on a topic of their own choice. This discussion is not about a formal topic, it's just that the speaking genre must be clear and useful and can attract the attention of both the listener and the speaker if it is properly regulated.

d. Questionnaires

this activity allows students to create a questionnaire on any appropriate topic. questioner and respondent have something to say to each other using the use of repeated language patterns. the results of the questionnaire can be in the form of papers, discussions or lectures that have been prepared.

e. Simulation and role play

This activity encourages students' fluency in speaking in general or trains students to apply it in the real world. This activity is suitable for esp students. this activity has three distinct advantages. the first they can be motivated, the second they are more confident to speak and the last they allow students to speak multiple language.

B. Podcast

1. Definition of Podcast

Podcast is such an interesting media which provides information and entertainment but soon educators saw the huge potential for teaching and learning (Warlick, 2005: Adams, 2006). It means that podcasts are easily accessible media to get any information, especially in this era, students and teachers can learning and teaching using podcast media because it is quite effective.

Stanley (2006) states that Podcast is the publishing of audio or video via internet, designed to be downloaded and listened to a portable mp3 player of any type, or on a personal computer. It means podcasts are available in many platforms such as radio. but podcasts can be downloaded and listened to anytime using a cellphone, laptop or anything.

Rosell- Aguilar (2007) states podcasts are an innovating way for students to learn in every situation without any visual clues. They can find their interesting topics and take the favorite, relevant and useful information as their ideas for listening and speaking. It means that podcasts are an effective medium for students to learn.

They can find interesting information about anything useful for listening or material for conversation topics.

2. Advantages of Podcast

There are some advantages of using podcast in education:

a. Audio learning plays an incremental role in learning for young people. "when words are spoken aloud, children can understand ideas that are two to three grade levels higher than their normal reading level" (FeHennig, 2017, p. 30). It means that when the audio is pronounced clearly and repeatedly it can help a child better understand ideas beyond his / her age level.

b. Listening to podcasts is a way for students to experience the benefits of audio learning. Whether it is in the form of reading an article while listening, or just a standalone listening activity, students are able to receive these benefits FeHennig 2017). According to Fehennig that listening to podcasts can train students' listening. besides that, other skills can also be trained such as reading, speaking.

c. Vandenberg (2018) found "close listening of good podcasts reveal reveals the importance of logical and coherent thinking processes of structing an argument. Podcasts therefore enhance students' writing and provide insights that 9 assists in analyzing texts". Stated by Vandenberg (2018) that Listening to podcasts properly helps students 'thinking processes openly and able to argue, and improves students' writing skills in analyzing text.

d. Other uses of podcasts in the classroom include the ability to provide ideas to students for related materials. Using podcast can make easy for learning activity because there are related topic and material for learning and teaching.

e. Students and teacher can listen podcast whenever and wherever because podcast is available downloaded.

3. Disadvantages of Podcast

Besides that, podcast has also disadvantaged. There are some disadvantages of podcast by Barto (2008):

a. There is time consuming and cost. Even though podcast is assumed as alternative media to develop students' speaking skill, it also spends much time.

b. The duration of audio can be more than 10 minutes. It means that listening podcast can take a half duration in classroom for listening podcast.

c. The students need more time to understand the content of the speaker due their lack of vocabulary. It means that the students who have minim vocabulary feels difficult because, they must understand what the speaker talk about on podcast.

d. Podcast is also costly for some students. Not all students own mobile phone, especially in remote area. It means that the students who have not gadget.

C. Retell The Story

1. Definition of Retell The story

Schienkman (2004) mention that story retelling provides the students an opportunity to analyze stories and build oral language as they acquire related vocabulary. It means that retelling sthe story allows students to analyze the story and they can improve their speaking skills.

Retelling is strategy that is used to determine how well a students has comprehend a specific story. Retelling can be used as an effective tool in improving comprehension as well as assessing it (Jennings, Caldwell, Lerner ; 2014). It means retelling is a teacher technique to assess how far students understand about the story. Now by retelling, this can be an efficient wai to improve students' understanding. During a retelling, teachers gain insight as to how students are putting together the information offered in a text, when students' understanding of a text in observed and analyzed during retelling, teacher discover what information students remember and deem as important. According to Jennings, Caldwell, Lerner (2014) to begin a retelling, inform the students he or she will retell a story after reading the story. Once the students

has finished retelling the information he or she remembers from the story, the teacher may ask the students to elaborate on certain part learning.

Stated by Searfoss and Readence (1994) that story retelling is an aproprite assessment tool for use with ESL students. General inquiries provide more opportunities for children to express everything that they remember, which may be more than they are able to do when specific question are asked. It means that retelling is an appropriate assessment technique for students, the the teacher can give various kinds of questions so that student has the opportunity to reveal something from the story.

D. Related Research

There are three related research of this research. The first is related research is done by Iskandar Abdul Ahmad, Ahmad Bustari, Diana Ahmad (2017) entitled is "The Use of Podcast In Improving Students' Speaking Skill of The 11th grade students of SMA NEGERI 11 Banda Aceh" The result of the study showed that there are several aspects required to be mastered by students such as grammar, fluency, accuracy, vocabulary and pronunciation. However, the researchers limited to focusing at improving students' fluency and pronunciation aspect. The result of the study showed that the significant difference in fluency and pronunciation on students' speaking skill who were taught by using podcast and those who were not. The result of the data showed that the mean scores of pretests of fluency was 58 and the posttest was 81, and for the mean scores of pretests pronunciation was 64 and the posttest was 84. It indicates that there was a statistical difference between the mean scores of the pre-test and post-test. This implies that the use of Podcast can give positive effects on improving XI IS 3 students' speaking skill of *SMAN 11 Banda Aceh.*

The second is related research is done by Utri Fitria, Machdalena Vianty, Ismail Petrus (2014), entitled "Using Podcast to Improve Students' Listening and Speaking Achievements of 12th grade in MAN 3 Palembang". The result of the study showed that using podcast can improve studtents' listening and speaking achievements. It can be indicated from the result of the

mean score from the post test of listening test by experimental group was 76.2 and control group was 53.167. The result of the data from the post test of speaking test by experimental group was 63.987 and control group was 47.284. It can be concluded that using podcast was improving students' achievement in speaking and listening.

The third is related research is done by Darwissyah Irwan D (2016), entitled "The Effect of Retelling Story Towards Students' Speaking Abillity of 11th grade in MA Al-Asy'ariyah Bandar Lampung". Based on the result of data analysis and testing of hypothesis t0 = 3.82 and from the distribution table of t of for significant level 0,5%: t-table = 2,00 and 1%: t-table= 2,65. It means that t0>t-table. So it can be said that there is a positive implementation of retelling story towards students' speaking ability. In this case, the researcher would like to say that teaching speaking using retelling stories is one of good technique to improve students' speaking ability.

Based on the previous researchers above, it is known that there are many effects of using podcast to retell the story. In this research, the writer intends to solve problem. That is why the writer will continue this research to retell the story by using podcast.

CHAPTER III

RESEARCH METHODOLOGY

A. Method and Design

In conducting this research, the writer uses Pre- Experimental method. One group pretest-posttest design is applied by Sugiyono (2013) as follows:

$$O_1 \; X \; O_2$$

O_1 : Pre test

X : Treatment

O_2 : Post test

The one-group pretest and posttest design usually involve three steps: (1) administering a pretest measuring the dependent variable, (2) applying the experimental treatment X to the subjects, and (3) administering a post test, again measuring the dependent variable. Differences attributed to application of the experimental treatment are then evaluated by comparing the pretest and post-test scores (Ary et al, 2010: 303).

B. Population and Sample

The research is conducted at SMAN 1 DRAMAGA which is located in Jalan Raya Dramaga KM.7, Kec. Dramaga, Kabupaten Bogor. The target of population of the research is the X Science 1. The sample is chosen by using simple random sampling technique. The total respondents are 30 students.

C. Research Instrument

The researcher must be use instrument in order to get the better data. The instrument of the research is a tool of facility that is used by researcher for collecting data in order to get better result or in other words, it can be occur complete and systematic. The instrument is used by researcher is test. The instrument of the test in this research is objective test. Objective test is frequently criticized on the grounds that they are simpler to answer than subjective test. This vocabulary testing used by the researcher to know the student mastery in vocabulary before and after taught by using Podcast. According to Ary et al (2010:201) stated that a test is a set of stimuli presented to and individual in order to elicit responses on the basis of which a numerical score can be assigned. Arikunto (2010:193) explain that a test is a set of question or exercise or by any means which is used to measure the skill and the knowledge, intelligence, ability or talent proposed by individual or a group of people.

The researcher gave the test twice of the students. The first test is pretest where it is given to the students before giving treatment by teaching achievement before teaching by using podcast. The second test is given to the students after giving treatment by teaching speaking using podcast. It aims to know student's mastery achievements after teaching by using podcast.

The test item in the pretest are exactly same as those in the posttest. The researcher gives the speaking test in the pretest and posttest. The first is pre-test. It will be conducted to know the students' speaking skill to retell the story . The second is post-test. It was done to know whether there will be a significant effect by using podcast on the students' speaking ability or not after a podcast activity applied.

D. Data Collection Technique

The writer using Zoom and Whatssapp audio or google drive to collect the data from pre-test and post-test to know students' speaking ability. Regarding the pandemic this application may be able to solve any barriers in supporting the learning process. Both materials in pre-test and post-test are same. The score of both pre-test and post-test are calculating by using t-test formula to find out the effect of using podcast to retell the story.

E. Data Analysis

        After all of data are collected, the results are compared to find out the effect of using podcast on students' speaking ability. There are four steps to get all the result of calculation to analyze the data and used including students' works, calculating the gain, calculating the mean of gain, calculating t-test , and testing the hypothesis. The following t-test formula are taken from Supardi (2013:325) as follows:

1. Calculating Gain (d)

d = [y - x]

y = the post-test result of one student

x = the pre-test result of one student

2. Calculating Mean of Gain (M_d)

$$M_d = \sum \frac{d}{n}$$

M_d = Mean of gain

$\sum$ = Mean of gain

d = Gain

n = Total of sample

3. Calculating Deviation of Difference

The Result of calculating deviation of difference is used to calculate the t-test.

The formula is as follows:

$X_d = d - M_d$

Notes:

X_d = the deviation of the difference

d = the difference

M_d = the mean difference

4. Calculating T-test

$$t = \frac{M_d}{\sqrt{\dfrac{\sum x_d^2}{n(n-1)}}}$$

t = t-test

M_d = Mean of gain

$\sum x_d$ = Deviation of gain score ($x_d = d_1 - M_d$)

n = Total of sample

$\sum x_d^2$ = Quadrate deviation of gain score

n = Total of sample

5. Testing the hypothesis

The formula degree of freedom follows:

df = n - 1

n = Total of sample

It is used to compare and test the hypothesis by knowing the result of t_{cal} and t_{tab}.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Findings

The research was conducted to the tenth grade of SMAN 1 DRAMAGA from 11th January 2021 until 8th February 2021. The total sample was 30 students. Speaking test was given before treatments as the pre-test and after treatments as the post-test to collect the data, the students got three treatments using podcast, then the researcher gave the post test. The data were analyzed by using t test formula to find out whether there is an effect of using podcast to retell the story.

1. Calculating Frequency Distribution of The Pre test Scores

In this research there are 30 students. The researcher gave speaking test to the students. They are retelling what the podcast talk about "The Frog Prince" in two until four minutes. After getting the data, the highest of the Pre test score is 75 and the lowest of the Post test score is 38. Based on the data which are, the scores are presented in the table of frequency distribution. The scores are shown in the following table.

Table 4.1

Frequency Distribution of Pre-test Scores

Table Frequency Distribution Pre test Scores				
Class Interval	Class Boundary	Mid Point	Fabsolute	Frelative
38- 43	37.5- 43.5	40.5	3	10%
44- 49	43.5- 49.5	46.5	18	60%
50- 55	49.5- 55.5	52.5	0	0%
56- 61	55.5- 61.5	58.5	8	27%
62- 67	61.5- 67.5	64.5	0	0%
68- 75	67.5- 75.5	71.5	1	3%
total			N= 30	100%

Highest score : 75

Lowest score   : 38

a. **Range**

R = 75- 38 = 37

b. **Interval class**

K = 1 + 3.3 (Log N)

= 1 + 3.3 (Log 30)

= 1 + 3.3 (1.4777)

= 1 + 1.48741

= 5.8471 = 6

c. **Length of Interval**

$P = \dfrac{r}{k}$

$= \dfrac{37}{6}$ = 6.16 = 6

The description of table 4.1 above presented the class interval for the scores of

pre test, class boundary stands for the limitation of students' pre test, mid point called

24

the middle of the range score, frequency of variable x namely Fabsolute, the frequency percentage called Frelative and N stands number of respondents.

From the data of frequency distribution of pre test, it shows that the score of the students pre test in 37.5- 43.5 has 10% with three students. Range 43.5- 49.5 has 60% with eighteen students. At range 49.5- 55.5 has 0% with zero students, and range 55.5- 61.5 has 27% with three students. Range 61.5- 67.5 has 0% with zero students and range 67.5- 75.5 has 3% with one student. Therefore, the histogram and polygon graph of pre test scores can be seen in figure 4.1

Figure 4.1

Histogram and Polygon Graph of Pretest Scores
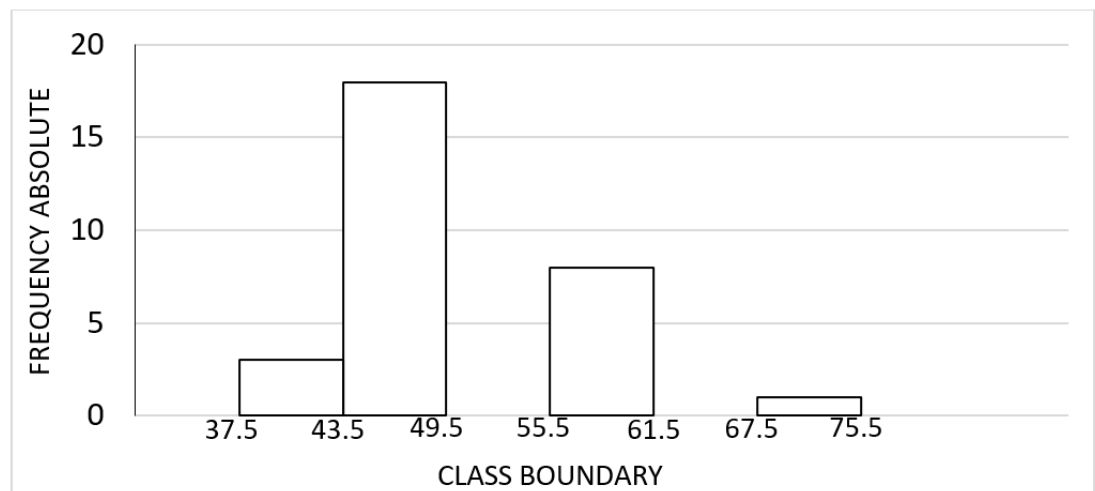
2. Calculation Frequency Distribution of Post- test Scores

From the data in table 4.1 the highest score pre-test was 75 and the lowest score of pre-test was 38. Having analyzed the treatment applied to students, the highest score of post-test was 100 and the lowest score of post-test was 63. The score of frequency distribution of post-test score can be seen in the table 4.2.

Frequency Distribution of Post- test Score

Table Frequency Distribution Post test scores				
Class Interval	Class boundary	Mid Point	Fabsolute	Frelative
63- 68	62.5- 68.5	65.5	6	20%
69- 74	68.5- 74.5	71.5	18	60%
75- 80	74.5- 80.5	77.5	0	0%
81- 86	80.5- 86.5	83.5	5	17%
87- 92	86.5- 92.5	89.5	0	0%
93- 100	92.5- 100.5	96.5	1	3%
Total			N= 30	100%

Highest score : 100

Lowest score : 63

a. **Range**
   R = 100 – 63 = 37
b. **Interval class**
   K = 1 + 3.3 (Log N)
   = 1 + 3.3 (Log 30)
   = 1 + 3.3 (1.4777)
   = 1 + 1.48741 = 5.8471 = 6

c. Length of Interval

$$P = \frac{r}{k}$$

$$= \frac{37}{6} \quad = 6.16 = 6$$

The description of table 4.2 above presents the class interval for the score of post test, class boundary stands for the limitation of students' post test, midpoint called the middle of the range score, frequency of variable X namely Fabsolute, the frequency percentage called Frelative, and N students number of respondents.

From the data of frequency distribution of post test, it shows that the score of students pre test in range 62.5- 68.5 has 20% with six students. Range 68.5- 74.5 has 60% with eighteen students. At range 74.5- 80.5 has 0% with zero students, range 80.5- 86.5 has 17% with five students. At range 86.5- 92.5 has 0% with zero students, and 92.5- 100.5 has 3% with one students. Therefore, the histogram and polygon graph of pre test scores can be seen in 4.2

Figure 4.2

Histogram and Polygon Graph of Post-test Score
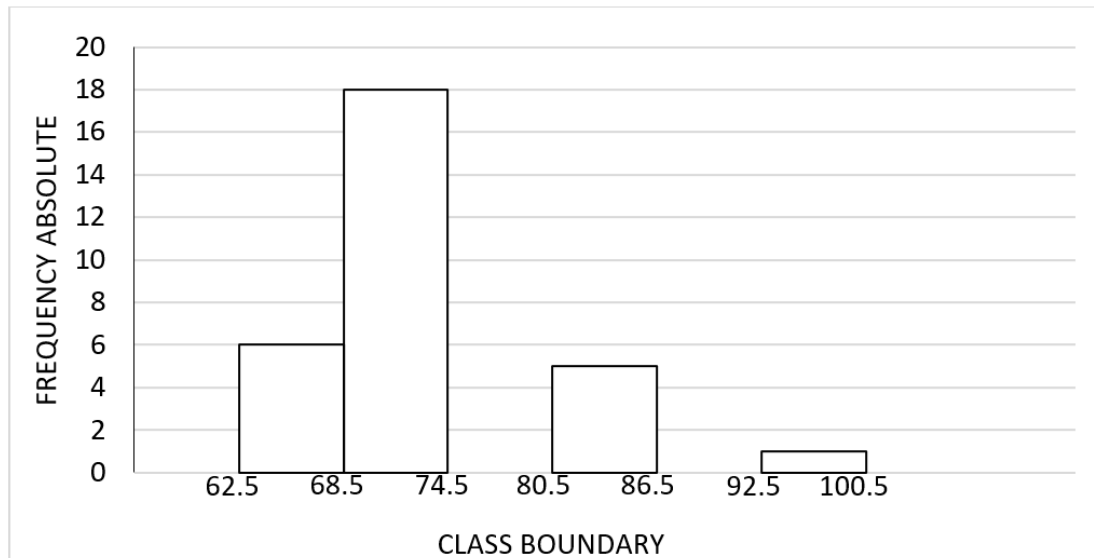
3. **Calculating of The Mean of The Difference**

The mean can be found by dividing the total score of difference with the total number of students. The total score of difference are presented by *d*. Therefore, the total number of students are presented by *n*. Here the calculation.

$$M_d = \sum \frac{d}{n}$$

$$= \frac{675}{30}$$

$$= 22.5$$

4. Calculating Deviation of Difference

The deviation of difference is used to support the formula of t-test. This formula is calculated as follows.

$$Xd = d - M_d$$

$$= 38 - 22.5$$

$$= 15.5$$

5. Calculating the t-test

Having calculated the mean and the deviation of difference, the t-test is calculated to find out the t-test value. The aim of calculating the t-test is to find the effect of using podcast to retell the story. The calculation as follows :

$$t = \frac{Md}{\sqrt{\dfrac{\sum x^2 d}{n(n-1)}}}$$

$$= \frac{27}{\sqrt{\dfrac{3527.5}{30(30-1)}}}$$

$$= \frac{27}{\sqrt{\dfrac{3527.5}{870}}}$$

$$= \frac{27}{\sqrt{4.054}}$$

$$= \frac{27}{2.01} = 13.4$$

6. **Testing Hypothesis**

The degree of freedom (*df*) is calculated after the t-test value counted. It is intended to gain the value of t-table. The calculation is as follows.

df = n- 1

= 30-1

= 29

The result shows that degree of freedom is 29. Based on t-table, degree of freedom of 29 at the significant level of 0.05 is 2.04. Meanwhile, the t-test value is 13.4. It means that the t-test value is higher than the value of t-table (13.4 > 2.04). So, it can be concluded that the null hypothesis *(Ho)* is rejected and the alternative hypothesis *(Ha)* is accepted.

A. Discussion

In conducting this research, speaking test was given to the students twice: before the treatments (pre-test) and after the treatments (post-test). The pre-test was given to measure students' speaking skill to retell the story. Then, the treatments were given to the students three times by using podcast. After applying three treatments, post-test was given to the students to know the effect of using podcast to retell the story.

In giving the treatments, there were some steps done by the teacher. Then, the students were asked to retell the orientation of the story on narrative podcast audio the tittle is 'the princess and the pea'. It was intended to improve students to speak in retell the story, so the students can be more develop their speaking skills. At the second treatment, they were asked to retell the problem of the narrative podcast the title is 'the princess and the pea'. At the last treatment, they were requested to retell the resolution of narrative podcast the title is 'the princess and the pea'. It was done by using podcast to make them to arrange the ideas into a good story.

During the treatments students follow the instruction and steps that were explained by the teacher. when conducting the research, the teacher and students have some problems in learning activity. Such as signal error,

technology problem, the teacher or students could not hear the sound when learning process. Based on that accident, it was spent more time.

The writer took the data from pretest and posttest scores. After getting the data, she counted it by using t-test formula. First, the pretest and posttest scores were calculated. Second, mean of gain and the deviation of gain were computed. Last, the writer calculated the data by using t-test formula to find out the t-test value and test the hypothesis.

According to the calculation, the mean of difference is 22.5 while the total of deviation of difference is 3527.5. Next, the t-test value is 13.4. As stated in the t-table, the degree of freedom (*df*) of 29 at the significant level of 0.05 is 2.04. In this case, the t-test value is higher than the value of t-table (13.4> 2.04). So, it can be determined that the alternative hypothesis (*Ha)* is accepted and the null hypothesis *(Ho)* is rejected. In conclusion, the result shows that using podcast can encourage students to retell the story in speaking skills.

After the treatment it shows that podcast gave some positive effects. First students more confident to speak. Second the students more active asking or participating when online class activity. And the last students feel interested with the podcast because they find new media to improve their speaking skill.

Based on the data above, using podcast can help the students improve their speaking skill to retell the story. It is supported by FeHennig (2017:30) who stated that using podcast can help improving the students' speaking skills by retell the story especially in pronounciation and grammar, because the

students can repeat the podcast more than one and they can easily to learn in every words. It can be seen from the result of post-test score is higher than pre-test score. The result shows that the use of podcast to retell the story.

In conclusion, podcast can be used as an alternative media which it can give interest and make the students more actively to speak.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

the research entitled "The Use of Podcast To Retell The story". Furthermore, this research was applied to the tenth grade students of *SMAN 1 DRAMAGA BOGOR* with the total sample of 30 students. The research is aimed at finding the effect of using podcast media to retell the story.

After conducting this research and calculating the data, it is concluded that Podcast gives effect on students' speaking skill. It is supported by the result of t-test value which is higher than t-table. The value of t-test is higher than t-table (13.4 > 2.04). Therefore, the alternative hypothesis *(Ha)* is accepted and the null hypothesis *(Ho)* is rejected.

From the result that podcast media effected students on speaking skill to retell the story. As a result podcast can help students' more active to ask or answer question in learning process. It makes them to be active. And more confident to speak. Unfortunately, there are some problems . when conducting the research, the teacher and students have some problems in learning activity. Such as signal error, technology problem, the teacher or students could not hear the sound when learning process. Based on that accident, it was spent more time.

Besides, this media makes teaching learning activity more interesting because the teacher found that Podcast Audio is a suitable and effective media to retell the story. Therefore, Podcast audio can facilitate the students to retell the story.

B. Suggestion

Based on the research finding, there are some suggestions for the teacher and next researchers. First, the writer suggests to the teachers who want to use podcast as a medium for teaching learning process. They should be ensure that the learning materials and podcasts are related.. Beside that, the teacher should try to make sure that condition of classroom is conducive especially during the pandemic, to pay attention of time management and to make students focus on the teacher's instruction clearly during the learning process.

The last, the next researchers can investigate this media for other grades of students to know the differences of result in applying this media. In addition, she or he can make the learning process more interesting by combining with games.

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APPENDICES

Appendix 1 : Lesson Plan

LESSON PLAN 1ST TREATMENT

Researcher's name   : Filsya Devara

Subject   : English Language and Literature

Material   : Retell Story (Narrative Text)

Class   : X MIPA 1-6

Time Allocation   : 60 minutes

Indicators	Students are expected to be able to identify social function, structure,language features recount text based on information related to events or experiences based on the explanation through Podcast.
The Goal of The Study	Students are expected to be able to retell the story by using podcast.
Media	Podcast : The Princess and The Pea by Folks and fairytale

Materials	- What is narrative?
	Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. - Language Features - Past tense (found,came,, etc)
	  – Adverb of time (Once upon a time, one day, etc)
	  – Time conjunction (when, then, suddenly, etc)
	  – Specific character. The character of the story is specific, not general. (The old woman,cinderella)
	  – Action verbs. A verb that shows an action. (killed, dug, walked, etc)
	  – Direct speech. It is to make the story lively. (Snow White said,"My name is Snow White). The direct speech uses present tense.

Steps in Learning	1. **Pre-Activity**
	a.Teacher greets the students.
	b.Teacher checks the attendance.
	c. Teacher tells the students the material and learning objectives.
	2. **Whilst Activity**
	a.Teacher gives a generic structure and PPT about recount text.
	- Students are asked to explain the recount
	- Students are asked to explain the generic structure of recount text.
	b. Teacher gives an exercise to students and they have to do it individually.
	- Students retell the story from the podcast in order according to the generic structure(orientation- complication- resolution) by record.
	- Teacher and students discuss the result of the exercise.
	3. **Post Activities**
	a. Teacher gives feedback to students.
	b. Teacher and the students make the conclusion of the lesson.
	c. Teacher closes the lesson.

Rubrik Penilaian Speaking

Aspect	Score	Criteria	Information
Pronounciation	1	Poor	Frequent problem with pronounciation
	2	Fair	Pronounciation errors sometimes make it difficult to understand the students.
	3	Good	Pronounciation is usually clear or accurate with a few problem areas.

	4	Excellent	Pronounciation is almost always very clear or accurate.
Fluency	1	Poor	Hesitates too often when speaking, which often interferes with communication.
	2	Fair	Speaks with some hesitation, which often interferes with communication
	3	Good	Speaks with some hesitation, but it does not interfere with communication.
	4	Excellent	Speaks smoothly, with little hesitation that does not interfere with communication.
Vocabulary	1	Poor	Uses only basic vocabulary and expressions.
	2	Fair	Uses limited vocabulary and expressions.
	3	Good	Uses a variety of vocabulary and expressions, but make some errors in word choice.
	4	Excellent	Uses a variety of vocabulary and expressions.
Accuracy/ Grammar	1	Poor	Uses basic structures, make frequent errors.
	2	Fair	Uses a variety of structures with frequent errors, or uses basic structures with occasional errors.
	3	Good	Uses a variety of grammatical structures, but make some errors.
	4	Excellent	Uses a variety of grammatical structures with only occasional grammatical errors.
Total score			

Cara Perhitungan :

$$\frac{jumlah\ pendapatan\ siswa}{jumlah\ maksimal} \times 100 =$$

LESSON PLAN 2nd TREATMENT

Researcher's name   : Filsya Devara

Subject   : English Language and Literature

Material   : Retell Story (Narrative Text)

Class   : X MIPA 1- 6

Time Allocation   : 60 minutes

Indicators	Students are expected to be able to identify social function, structure,language features recount text based on information related to events or experiences based on the explanation through Podcast.
The Goal of The Study	Students are expected to be able to retell the story by using podcast.
Media	Podcast : The Princess And The Pea by Folks and Fairytale
Materials	- What is narrative? Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. - Generic structure 1. Orientation : Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story. 2. Complication : Tells the beginning of the problems which leads to the crisis (climax) of the main participants. 3. Resolution : The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

Steps in Learning	1. **Pre-Activity**
	a.Teacher greets the students.
	b.Teacher checks the attendance.
	c. Teacher tells the students the material and learning objectives.
	2. **Whilst Activity**
	a.Teacher gives a generic structure and PPT about language features of narrative.
	- Students are asked to explain what kind of language features of narrative.
	b. Teacher gives an exercise to students and they have to do it individually.
	- Students listen podcast and find the language features.
	- Teacher and students discuss the result of the exercise.
	3. **Post Activities**
	d. Teacher gives feedback to students.
	e. Teacher and the students make the conclusion of the lesson.
	f. Teacher closes the lesson.

Rubrik Penilaian Speaking

Aspect	Score	Criteria	Information
Pronounciation	1	Poor	Frequent problem with pronounciation
	2	Fair	Pronounciation errors sometimes make it difficult to understand the students.
	3	Good	Pronounciation is usually clear or accurate with a few problem areas.
	4	Excellent	Pronounciation is almost always very clear or accurate.

Fluency	1	Poor	Hesitates too often when speaking, which often interferes with communication.
	2	Fair	Speaks with some hesitation, which often interferes with communication
	3	Good	Speaks with some hesitation, but it does not interfere with communication.
	4	Excellent	Speaks smoothly, with little hesitation that does not interfere with communication.
Vocabulary	1	Poor	Uses only basic vocabulary and expressions.
	2	Fair	Uses limited vocabulary and expressions.
	3	Good	Uses a variety of vocabulary and expressions, but make some errors in word choice.
	4	Excellent	Uses a variety of vocabulary and expressions.
Accuracy/ Grammar	1	Poor	Uses basic structures, make frequent errors.
	2	Fair	Uses a variety of structures with frequent errors, or uses basic structures with occasional errors.
	3	Good	Uses a variety of grammatical structures, but make some errors.
	4	Excellent	Uses a variety of grammatical structures with only occasional grammatical errors.
Total score			

Cara Perhitungan :

$$\frac{jumlah\ pendapatan\ siswa}{jumlah\ maksimal}\ x\ 100 =$$

LESSON PLAN 3rd TREATMENT

Researcher's name   : Filsya Devara

Subject   : English Language and Literature

Material   : Retell Story (Narrative Text)

Class   : X MIPA 1-6

Time Allocation   : 60 minutes

Indicators	Students are expected to be able to identify social function, structure,language features recount text based on information related to events or experiences based on the explanation through Podcast.
The Goal of The Study	Students are expected to be able to retell the story by using podcast.
Media	Podcast : The Princess and The Pea by Folks and Fairytale
Materials	• What is narrative? Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. • Generic structure 1. Orientation : Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story. 2. Complication : Tells the beginning of the problems which leads to the crisis (climax) of the main participants. 3. Resolution : The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending • Language Features : • – Past tense (found,came,, etc) – Adverb of time (Once upon a time, one day, etc) – Time conjunction (when, then, suddenly, etc) – Specific character. The character of the story is specific, not general. (The old woman,cinderella) – Action verbs. A verb that shows an action. (killed, dug, walked, etc)

	– Direct speech. It is to make the story lively. (Snow White said,"My name is Snow White). The direct speech uses present tense.

Steps in Learning	1. **Pre-Activity**
	    a.Teacher greets the students.
	    b.Teacher checks the attendance.
	    c. Teacher tells the students the material and learning objectives.
	
	 2. **Whilst Activity**
	    a.Teacher gives a generic structure and PPT about narrative text.
	    - Students are asked to explain the narrative
	    - Students are asked to explain the generic structure of narrative text.
	    b. Teacher gives an exercise to students and they have to do it individually.
	    - Students listening to the podcast and do fill in the blank exercise.
	    - Teacher and students discuss the result of the exercise.
	
	 3. **Post Activities**
	    g. Teacher gives feedback to students.
	    h. Teacher and the students make the conclusion of the lesson.
	    i. Teacher closes the lesson.

Rubrik Penilaian Speaking

Aspect	Score	Criteria	Information
Pronounciation	1	Poor	Frequent problem with pronounciation

	2	Fair	Pronounciation errors sometimes make it difficult to understand the students.
	3	Good	Pronounciation is usually clear or accurate with a few problem areas.
	4	Excellent	Pronounciation is almost always very clear or accurate.
Fluency	1	Poor	Hesitates too often when speaking, which often interferes with communication.
	2	Fair	Speaks with some hesitation, which often interferes with communication
	3	Good	Speaks with some hesitation, but it does not interfere with communication.
	4	Excellent	Speaks smoothly, with little hesitation that does not interfere with communication.
Vocabulary	1	Poor	Uses only basic vocabulary and expressions.
	2	Fair	Uses limited vocabulary and expressions.
	3	Good	Uses a variety of vocabulary and expressions, but make some errors in word choice.
	4	Excellent	Uses a variety of vocabulary and expressions.
Accuracy/ Grammar	1	Poor	Uses basic structures, make frequent errors.
	2	Fair	Uses a variety of structures with frequent errors, or uses basic structures with occasional errors.
	3	Good	Uses a variety of grammatical structures, but make some errors.
	4	Excellent	Uses a variety of grammatical structures with only occasional grammatical errors.
Total score			

Cara Perhitungan :

$$\frac{jumlah\ pendapatan\ siswa}{jumlah\ maksimal} \text{ x } 100 =$$

Appendix 2 : Research Instrument

Research Instrument

(Pre test)

Skill : Speaking

Speaking components : Pronunciation, Grammar

Equipment : Whatssapp Voicenote

Students are given the instruction to do retelling the story from the podcast that they

are listening before and present it orally.

A title : The Frog Prince by Folks and Fairytale

Please listen the podcast and retell with your own words.

Pronounciation	Grammar	Total Score	Score

$$\frac{jumlah\ pendapatan\ siswa}{jumlah\ maksimal} \ \text{x}\ 100 =$$

Appendix 3 : Research Instrument

Research Instrument

(Post test)

Skill : Speaking

Speaking components : Pronunciation, Grammar

Equipment : Whatssapp Voicenote

Students are given the instruction to do retelling the story from the podcast that they are listening before and present it orally.

A title : An old woman by Folks and Fairytale

Please listen the podcast and retell with your own words.

Pronounciation	Grammar	Total Score	Score

$\frac{jumlah\ pendapatan\ siswa}{jumlah\ maksimal}$ x 100 =

Appendix 4 : Scoring Rubric

Rubrik Penilaian Speaking by Brown:2004

Aspect	Score	Criteria	Information
Pronounciation	1	Poor	Frequent problem with pronounciation
	2	Fair	Pronounciation errors sometimes make it difficult to understand the students.
	3	Good	Pronounciation is usually clear or accurate with a few problem areas.
	4	Excellent	Pronounciation is almost always very clear or accurate.
Fluency	1	Poor	Hesitates too often when speaking, which often interferes with communication.
	2	Fair	Speaks with some hesitation, which often interferes with communication
	3	Good	Speaks with some hesitation, but it does not interfere with communication.
	4	Excellent	Speaks smoothly, with little hesitation that does not interfere with communication.
Vocabulary	1	Poor	Uses only basic vocabulary and expressions.
	2	Fair	Uses limited vocabulary and expressions.
	3	Good	Uses a variety of vocabulary and expressions, but make some errors in word choice.
	4	Excellent	Uses a variety of vocabulary and expressions.
Accuracy/ Grammar	1	Poor	Uses basic structures, make frequent errors.
	2	Fair	Uses a variety of structures with frequent errors, or uses basic structures with occasional errors.
	3	Good	Uses a variety of grammatical structures, but make some errors.

	4	Excellent	Uses a variety of grammatical structures with only occasional grammatical errors.
Total score			

Appendix 5: students' task pre test

Research Instrument

(Pre test)

Skill : Speaking

Speaking components : Pronunciation, Grammar

Equipment : Whatssapp Voicenote

Students are given the instruction to do retelling the story from the podcast that they are listening before and present it orally.

Please listen the podcast and retell with your own words.

Name : AZ

The Frog Prince

One fine evening a young princess put on her bonnet and clogs, and went out to take a walk by herself in a wood; and when she came to a cool spring of water with a rose in the middle of it, she sat herself down to rest a while. Now she had a golden ball in her hand, which was her favourite plaything; and she was always tossing it up into the air, and catching it again as it fell. After a time she threw it up so high that she missed catching it as it fell; and the ball bounded away, and rolled along on the ground, until at last it fell down into the spring. The princess looked into the spring after her ball, but it was very deep, so deep that she could not see the bottom of it. She began to cry, and said, 'Alas! if I could only get my ball again, Then the frog put his head down, and dived deep under the water; and after a little while he came up again, with the ball in his mouth, and threw it on the edge of the spring.As soon as the young princess saw her ball, she ran to pick it up; and she was so overjoyed to have it in her hand again, that she never thought of the frog, but ran home with it as fast as she could.

The next day, just as the princess had sat down to dinner, she heard a strange noise - tap, tap - plash, plash - as if something was coming up the marble staircase, and soon afterwards there was a gentle knock at the door. Then the princess ran to the door and opened it, and there she saw the frog, whom she had quite forgotten. At this sight she was sadly frightened, and shutting the door as fast as she could came back to her seat. The king, her father, seeing that something had frightened her, asked her what was the matte

As soon as it was light the frog jumped up, hopped downstairs, and went out of the house But she was mistaken; for when night came again she heard the same tapping at the door; and the frog came once more. And when the princess opened the door the frog came in, and slept upon her pillow as before, till the morning broke. And the third night he did the same. But when the princess awoke on the following morning she was astonished to see, instead of the frog, a handsome prince, gazing on her with the most beautiful eyes she had ever seen and standing at the head of her bed. He told her that he had been enchanted by a spiteful fairy, who had changed him into a frog; and that he had been fated so to abide till some princess should take him out of the spring, and let him eat from her plate, and sleep upon her bed for three nights

 The young princess, you may be sure, was not long in saying 'Yes' to all this; and as they spoke a brightly coloured coach drove up, with eight beautiful horses, decked with plumes of feathers and a golden harness; and behind the coach rode the prince's servant, faithful Heinrich, who had bewailed the misfortunes of his dear master during his enchantment so long and so bitterly, that his heart had well-nigh burst.

They then took leave of the king, and got into the coach with eight horses, and all set out, full of joy and merriment, for the prince's kingdom, which they reached safely; and there they lived happily a great many years.

Pronounciation	Grammar	Total Score	Score
2	2	4	50

$$\frac{jumlah\ pendapatan\ siswa}{jumlah\ maksimal} \times 100 =$$

$$\frac{4}{8} \times 100 = 50$$

Research Instrument

(Pre test)

Skill : Speaking

Speaking Components : Pronounciation, Grammar

Equipment : Whatssapp Voicenotes

Students are given the instruction to do retelling the story from the podcast that they are listening before and present it orally.

Please listen the podcast and retell with your own words.

Name : EHV

Once upon a time there was a king who lived with his daughter. That time she was playing with her golden ball but she accidentally let the ball fall into the pond. She tried to find the ball in the pond but the pond was too deep. She didn't know what to do so she began to cry.

An ugly frog sitting on a rock by the pond heard her. The frog asked her why is she crying and then she answered that her golden ball fell into the pond. And the frog asked her to stop crying because he could help her. But he asked her for two wishes. First, the frog wanted the princess to take himr to castle and let him to sit and eat together with her. Second, he wanted her to kiss him too. The princess agreed on those wishes he asked for. Without wasting the time, the frog jumped into the pond and tried to find the golden ball. Finally, he could find it and he tossed it to the grass. The princess was very happy. She took her golden ball and hurried away to the castle. She left the frog alone there.

The next day, the frog came to the castle and knocked its door and yelling at princess. The princess asked her servant to make him go off the castle. The servant went to the door and told the frog to go. She slammed the door in the frog's face, but the frog didnt wanna go.

The king noticed that her daughter was bothered by something. And she told everything about what happened yesterday. The king wanted her to keep her promise to the frog. After that, the princess let him in and they sat down to eat. But the princess didnt eat the food because she was uncomfortable being near the frog. After dinner she went to her room with being followed by the frog.

When she closed the door he made his last demand which is he wanted her to kiss him, he gave her a threat if she doesnt wanna kiss him. She got so mad at him. She

grabbed the frog and threw him against the wall. The princess instantly feel regret for what she has done. She felt very sorry for him and started to cry. She realized that he wanted to be her friend and she kissed the frog as she cried.

Turned out, the frog changed into a handsome prince. He told her that a wicked witch turned him into an ugly frog because he didnt like her. He said only the kiss of a beautiful princess could save him. They were falling in love and got married.

Pronoun	Grammar	Total Score	Score
3	3	6	75

$$\frac{jumlah\ pendapatan\ siswa}{jumlah\ maksimal} \times 100 =$$

$$\frac{6}{8} \times 100 = 75$$

Research Instrument

(Pre test)

Skill : Speaking

Speaking Components : Pronounciation, Grammar

Equipment : Whatssapp Voicenotes

Students are given the instruction to do retelling the story from the podcast that they are listening before and present it orally.

Please listen the podcast and retell with your own words.

Name : MPM

Once upon a time, there was an old woman who had such a beautiful daughter than even the sun blushed. When it shone upon her on nice sunny day. The princess would play in the castle garden with her golden ball. She would throw it up in the air and catch it over and over again. But one day the ball unexpectedly feel to the bottom of a well. The princess started to cry uncontrolablly. He heard someone call to her . suddenly, the frog come and said that the princess must be here friends . let her sit with and eat with the princess. Let him eat from the princess plat, let him drink from the princess glass, play together , and let her sleep on the princess bed . the princess didn't agree but she wanted her golden ball was back. So the frog got the golden ball from the bottom of the deep well. The princess was very happy, and run back into the castle with the frog.

Pronounciation	Grammar	Total Score	Score
2	2	4	50

$\frac{jumlah\ pendapatan\ siswa}{jumlah\ maksimal}$ x 100 =

$\frac{4}{8}$ x 100 = 50

Appendix 6 : students' task post test

Research Instrument

(Post test)

Skill : Speaking

Speaking components : Pronunciation, Grammar

Equipment : Whatssapp Voicenote

Students are given the instruction to do retelling the story from the podcast that they are listening before and present it orally.

Please listen the podcast and retell with your own words.

Name : AZ

An old woman was sweeping her house, and she found a little crooked sixpence and buy a little pig. As she was coming home, she came to a stile, she went a little futher and she met a dog but the dog wouldn't , she went a little futher and she met a stick but the stick wouldn't, she went a little futher and she met a fire but the fire wouldn't, she went a little futher and she met some water but the water wouldn't , she went a little futher and she met an ox but the ox wouldn't , she went a little futher and she met a butcher but the butcher wouldn't , she went a little futher and she met a rope but the rope wouldn't , until finally she met a car and the cat said " if you will go to yonder cow and fetch me a saucer of milk, I will kill the rat " so away went the old to the cow but the cow said to her " if you will go to yonder hay – stack, and fetch me a handful of hay, I'll give you the milk", so away went the old woman to the haystack and she brought the hay to the cow. As soon as the cow had eaten the hay, she gave the old woman the milk and away she went with in a saucer milk to the cat. As soon as the cat had lapped up the milk, the cat began to kill the rat, the rat began to gnaw the rope, the rope began to hang the butcher, the began to kill the ox, the ox began to drink the water, the water began to quench the fire, the fire began to burn the stick, the stick began to bite the dog, the dog began to bite the pig, the little pig in fright jumped over the stile and so the old woman got home that night.

Pronounciation	Grammar	Total Score	Score
4	2	6	75

$$\frac{jumlah\ pendapatan\ siswa}{jumlah\ maksimal} \times 100 = \frac{6}{8} \times 100 = 75$$

Research Instrument

(Post test)

Skill : Speaking

Speaking Components : Pronounciation, Grammar

Equipment : Whatssapp Voicenotes

Students are given the instruction to do retelling the story from the podcast that they are listening before and present it orally.

Please listen the podcast and retell with your own words.

Name : EHV

One day an old woman was sweeping her home when she found some money that she had forgotten about. She was so happy that she danced around singing.

So the next day, she went to the market and bought a nice little pig. She put a collar on the pig, tied a string on the collar and began to walk home with it. The old woman said, "Please, Pig, get over the fence." But the pig would not do so.

Just then a dog came trotting up and the old woman said to him, "Dog, Dog! Come here. Please chase this pig. But the dog would not chase the pig.

So the old woman fetched a bucket of water that was standing just a little way along the fence. "Water, please splash this dog. The dog won't chase the pig. But the water would not splash the dog.

The old woman saw an ox in the distance. When it came closer, she called, "Ox, Ox, please drink the water. The water won't splash the dog. The dog won't chase the pig. The pig won't get over the fence and it is getting dark. But the ox would not drink the water.

Just then a butcher walked by. She stopped him and begged, "Butcher, Butcher, please take this ox with you. The ox won't drink the water. The water won't splash the dog. The dog won't chase the pig. The pig won't get over the fence.But the butcher would not take the ox…

The old woman was getting angry – no one would help her. So she took a rope out of her pocket and said, "Rope, Rope, please tie up the butcher. The butcher won't take the ox away. But the rope would not tie up the butcher.

Just then a mouse ran across the field, and the old woman called, "Mouse, Mouse, please chew the rope. The rope won't tie up the butcher. The butcher won't take the ox. The ox won't drink the water. The water won't splash the dog. The dog won't chase the pig. The pig won't get over the fence. The mouse stopped. He looked at the old woman. " Yes," said the mouse " I will chew the rope, if you will give me some cheese

So the old woman put her hand deep into her pocket, felt around a bit and then pulled out a tiny piece of cheese and when the mouse had eaten the cheese, it began to nibble at the rope, the rope began to tie up the butcher, the butcher began to lead the ox, the ox began to drink the water, the water began to splash the dog, the dog began to chase the pig and the pig jumped over the fence.

The old woman gave a big sigh and walked home. "At least " she said.

Pronounciation	Grammar	Total Score	Score
4	4	8	100

$\dfrac{jumlah\ pendapatan\ siswa}{jumlah\ maksimal}$ x 100 =

$\dfrac{8}{8}$ x 100 = 100

Research Instrument

(Post test)

Skill : Speaking

Speaking Components : Pronounciation, Grammar

Equipment : Whatssapp Voicenotes

Students are given the instruction to do retelling the story from the podcast that they are listening before and present it orally.

Please listen the podcast and retell with your own words.

Name : MPM

An old woman was sweeping her house and she found a little crooked sixpence "what?" said she, "Shall I do with this little sixpence? I will go to market, and buy a little pig." As she was coming home. She came to a stile. But the piggy wouldn't go over the stile. She went a little further and she met a dog, so she said to the dog "dog! Bite a pig,piggy won't go over the stile and I shan't get home tonight. But the dog wouldn't #. She went a little further and she met a fire. So she said "fire! Burn stick, stick won't beat dog. Dog won't bite pig, piggy won't get over the stile, and I shouldn't get home tonight. But the fire wouldn't. she went a little further and she met some water. So she said "water! Quench a fire, fire won't burn stick"

Pronounciation	Grammar	Total Score	Score
3	4	7	88

$\frac{jumlah\ pendapatan\ siswa}{jumlah\ maksimal}$ x 100 =

$\frac{7}{8}$ x 100 = 8

Appendix 7: Students' Pre- Test and Post- Test Scores

No.	Name	X	Y	d (y-x)	xd	xd2
1	AF	50	88	38	15.5	240.25
2	IEP	50	63	13	-9.5	90.25
3	MH	50	75	25	2.5	6.25
4	SAF	63	75	12	-10.5	110.25
5	ZYZ	50	88	38	15.5	240.25
6	AAS	50	75	25	22.5	506.25
7	LC	63	75	12	-10.5	110.25
8	SZ	38	75	37	14.5	210.25
9	SDR	50	63	13	-9.5	90.25
10	RY	50	63	13	-22.5	506.25
11	EHV	75	100	25	2.5	6.25
12	MEA	50	75	25	2.5	6.25
13	AR	63	75	12	-10.5	110.25
14	MTP	50	63	13	-9.5	90.25
15	ASP	63	75	12	-10.5	110.25
16	HS	63	88	25	2.5	6.25
17	SS	63	88	25	2.5	6.25
18	NIS	63	75	12	-10.5	110.25
19	RA	50	75	25	2.5	6.25
20	AN	38	63	25	2.5	6.25
21	MR	50	75	25	2.5	6.25
22	FBA	50	75	25	2.5	6.25
23	MR	50	75	25	2.5	6.25
24	RA	63	75	12	-10.5	110.25
25	VAP	50	75	25	2.5	6.25
26	FR	50	63	13	-9.5	90.25
27	MRZ	38	75	37	14.5	210.25
28	MPM	50	88	38	15.5	240.25
29	AZ	50	75	25	2.5	6.25
30	FA	50	75	25	2.5	6.25
	Total Score	1593	2268	675	7	3257.5
	Md	22.5				

Appendix 8 : Calculation of Frequency Distribution

A. Calculation of Frequency Distribution of Pre test score

Table Frequency Distribution Pre test Scores				
Class Interval	Class Boundary	Mid Point	Fabsolute	Frelative
38- 43	37.5- 42.5	40.5	3	10%
44- 49	43.5- 49.5	46.5	18	60%
50- 55	49.5- 55.5	52.5	0	0%
56- 61	55.5- 61.5	58.5	8	27%
62- 67	61.5- 67.5	64.5	0	0%
68- 75	67.5- 75.5	71.5	1	3%
total			N= 30	100%

Highest Score = 75

Lowest Score = 38

a. **Range**

R = 75 − 38 = 37

b. **Interval Class**

K = 1 + 3.3 (Log N)
= 1 + 3.3 (Log 30)
= 1 + 3.3 (1.4777)
= 1 + 1.48741
= 5.8471 = 6

c. **Length of Interval**

$$P = \frac{r}{k}$$
$$= \frac{37}{6}$$
$$= 6.16 = 6$$

B. Calculation Distribution of Post test score

Table Frequency Distribution Post test scores				
Class Interval	Class boundary	Mid Point	Fabsolute	Frelative
63- 68	62.5- 68.5	65.5	6	20%
69- 74	68.5- 74.5	71.5	18	60%
75- 80	74.5- 80.5	77.5	0	0%
81- 86	80.5- 86.5	83.5	5	17%
87- 92	86.5- 92.5	89.5	0	0%
93- 100	92.5- 100.5	96.5	1	3%
total			N= 30	100%

Highest Score = 100

Lowest Score = 63

a. **Range**
   R = 100 – 63 = 37

b. **Interval Class**
   K = 1 + 3.3 (Log N)
   = 1 + 3.3 (Log 30)
   = 1 + 3.3 (1.4777)
   = 1 + 1.48741
   = 5.8471 = 6

c. **Length of Interval**
   $P = \dfrac{r}{k}$
   $= \dfrac{37}{6}$
   = 6.16 = 6

Appendix 9 : SK Bimbingan

YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian
Jalan Pakuan Kotak Pos 452, E-mail: fkip@unpak.ac.id, Telepon (0251) 8375608 Bogor

SURAT KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN
Nomor : 677/SK/D/FKIP/I/2021

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN.
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Menimbang :
1. Bahwa demi kepentingan peningkatan akademis, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku.
2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
3. Skripsi merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana.
4. Ujian Sarjana harus terselenggara dengan baik.

Mengingat :
1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional.
2. Peraturan Pemerintah Nomor 32 Tahun 2013 Merupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan.
3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan.
4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi.
5. Keputusan Rektor Universitas Pakuan Nmor 35/KEP/REK/VIII/2020, tentang Pemberhentian Dekan Masa Bakti 2011-2015 dan Pengangkatan Dekan Masa Bakti 2020-2025 di Lingkungan Universitas Pakuan.

Memperhatikan :
Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.

MEMUTUSKAN

Menetapkan :
Pertama :
Mengangkat Saudara
1. Drs. Deddy Sofyan, M.Pd
2. Mursidah Rahmah, M.Pd

Sebagai pembimbing dari:

Nama	:	Filsya Devara
NPM	:	031115109
Program Studi	:	PENDIDIKAN BAHASA INGGRIS
Judul Skripsi	:	THE USE OF PODCAST TO RETELL THE STORY

Kedua :
Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.

Ketiga :
Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperlunya.

Ditetapkan di Bogor
Pada tanggal 25 Januari 2021
Dekan

Dr. Entis Sutisna, M.Pd.
NIP : 1. 1102653 404

Tembusan :
1. Rektor Universitas Pakuan
2. Wakil Rektor I, II, dan III Universitas Pakuan

Appendix 10 : Surat Izin Penelitian

YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian
Jalan Pakuan Kotak Pos 452, E-mail: fkip@unpak.ac.id, Telepon (0251) 8375608 Bogor

Nomor : 2398/WADEK I/FKIP/XII/2020   30 November 2020
Perihal : Izin Penelitian

Yth. Kepala Sekolah SMAN 1 DRAMAGA
di
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama   : Filsya Devara
NPM   : 031115109
Program Studi   : PENDIDIKAN BAHASA INGGRIS
Semester   : Akhir

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 11 Januari s.d. 08 Februari 2020 mengenai: THE USE OF PODCAST TO RETELL THE STORY

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan
Wakil Dekan
Bidang Akademik,

Sandi Budiana, M.Pd.
NIK : 11006025469
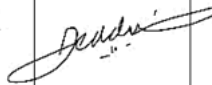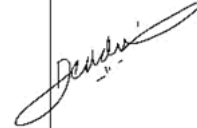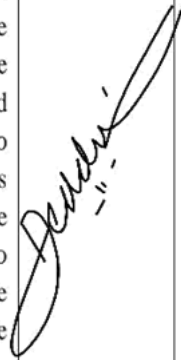
Appendix 11 : Berita Acara Bimbingan
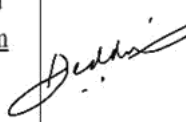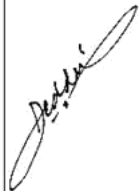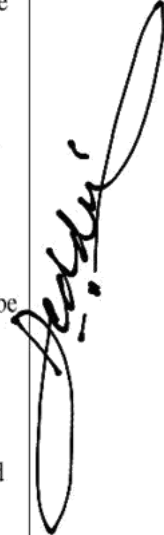
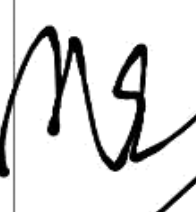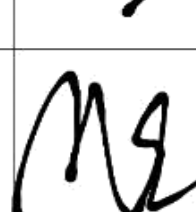| Tanggal	Bab	Catatan Bimbingan	Paraf
14 october 2020	2	• In pages 18 should be " the researcher gave the test twice to the students. • Approval Ujian seminar proposal	
03 march 2021	4	• "The research was conducted to the ten grade of SMAN 1 DRAMAGA from 11 January 2021 until 8 February 2021. The total sample was 30 students. Speaking test was taken before treatments" should be "The research was conducted to the tenth grade of SMAN 1 DRAMAGA from 11th January 2021 until 8th February 2021. The total sample was 30 students. Speaking test was given before treatments" • The number format in english should be full stop not comma.	
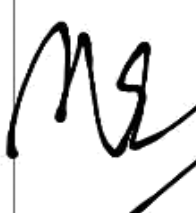
FORMAT BIMBINGAN

Nama : Filsya Devara

NPM : 031115109

Tanggal	Bab	Catatan Bimbingan	Paraf
04 March 2021	V	• (In line 3) "with the total sample 30 students" should be "with the total sample of 30 students"	
04 March 2021	Suggestion	• (Paragraph 1,line 1) "there are writer some suggestion" should be "there are some suggestion for the…" • (Line 3) "as a media must understand" should be "must be understood"	
04 March 2021	Declaration	• (Paragraph 1,line 2) "I have quated" should be "I have quoted" • (Line 3) "all quotation are properly acknowledge in the text" add "d" in acknowledged	
04 March 2021	Preface	• (Paragraph 1, Line 2) "Shalawat and salam do not forget to be expressed to prophet of Muhammad SAW who has guided from the darkness to the light and from the bad character to the good character. Therefore, the paper entitled…..is able to be finished" should be ". *Shalawat* and *Salam* are expressed and extended to prophet Muhammad SAW who has guided us from the darkness in to the light and from the bad character to the good character. Therefore, the paper entitled……. can be completed. • English Study Program it should be English Language Study Program. • (Paragraph 3) "doing his best" it should be "doing her best"	

		"therefore,<u>all of the positive criticsm and suggestion</u>" it should be "therefore<u>, the positive criticsm and suggestion</u>".	
04 March 2021	Acknowlegment	• (Pargpraph 3) "the grateful is expressed" it should be "her thank is also expressed". • Abdul Rosyid, M.Pd as the assistant to the head of English Language Study Program, not as the secretary. • Dr. Entis Sutisna, M.Pd as the academic advisor, not the academic counselor.	
04 March 2021	Abstract	• (Line 2) "some students are afraid to speak because of <u>shy</u> and fear in making <u>mistake</u>" it should be "some students are afraid to speak because of <u>shyness</u> and fear in making <u>mistakes</u>". • (Line 4) "to improve students' speaking skill to retell the story" it should be "to improve students' speaking skill on retelling the story". • (Line 5) "if there is a significant effect to retell the story" it should be "if there is a significant effect on retelling the story". • (Line 5) The researcher <u>takes</u> the data, not <u>took</u>. • (Line 7) Pre- experimental method with one group pre- test and post-test <u>design. pakai"s" pada kata design.</u> • (Line 8) The researcher take 5 samples <u>from</u> every class, not in. • Keyword pakai s, jadi keywords (lebih dari 1)	

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Tanggal	Bab	Catatan Bimbingan	Paraf
26/ 09'19	I	- Ubah background	
11/06'20	I	- Background, research significant	
02/07'20	I	- Limitation of the problem (element speaking)	
08/07'20	I	- Fokus limitation terlalu sempit	
20/07'20	I	- Limitation belum representative	
25/08'20	II	- Revisi	
		- Perbanyak sumber	
		- Related research	
24/08'20	I, II	- Lanjutkan ke pembimbing 1	
22/09'20	III	- Data collection technique	
16/10'20	III	- Approval Ujian Seminar Proposal	
23/02'21	IV	- Table angka sebaiknya tidak ditampilkan di isi - Table pre test dan post test ada di lampiran - Pahami statistika nya	
02/03'21	IV	- Histogram nya kurang tepat	
	V		
05/03'21	Bibliography	- Jelaskan data secara kualitatif (keadaaan sebelum dan sesudah treatment) - Huruf kapital dan halaman	
	V	- Layout	
12/03'21		- Suggestion	
	Bibliography	- Layout, halaman	
		- Ikuti cara menulis abstract sesuai	

| 17/02'21 | V

Abstract | - Pada conclulsion jelaskan secara kualitatif sebelum dan sesudah treatment.

- Di akhir abstract muncul simpulan tentang kodisi sebelum dan sesudah treatment. | |