IMPROVING STUDENTS' LISTENING SKILL THROUGH THE USE OF PODCAST TO THE ELEVENTH GRADE STUDENTS AT MAN 2 PARIGI

THESIS

Submitted to Meet Requirements for Examination in the Degree of Sarjana Pendidikan (S.Pd) at the Tarbiyah and Teacher Training Faculty State Islamic University Datokarama Palu

By :

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2023

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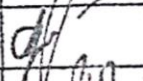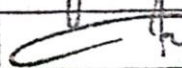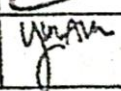
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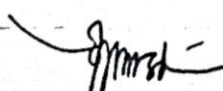
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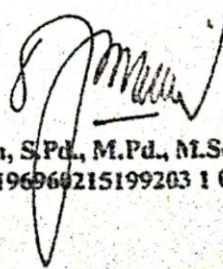
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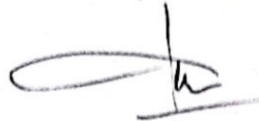
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ABSTRACT

Name   : Veronika

Number of Students : 16.1.16.0013

Title   : Improving Students' Listening Skill Through The Use of Podcast To The Eleventh Grade Students At Man 2 Parigi

This research aimed to find out the *"Improving Students' Listening Skill Through The Use of Podcast To The Eleventh Grade Students At Man 2 Parigi"*

The purpose of this research was to determine the use of podcasts in improving students' listening skills. Quantitative techniques are used in this research. Data obtained from experimental techniques, this research was conducted to find out information about improving students' listening skills in using podcasts. This study involved 20 students of class XI MAN 2 Parigi. Samples were selected using random sampling that met certain criteria. For the experimental class, the researcher chose XI MIA 1 as the experimental class and XI MIA 2 as the control class.

However, students faced difficulties in understanding audio at the first meeting, after being given treatment using podcasts, the findings revealed that podcasts helped students to improve their listening skills. It is proven by the increase in the average pre-test and post-test scores of experimental class students from 63 to 79. However, this research shows that improving English listening skills can be improved by using Podcasts.

CHAPTER I

INTRODUCTION

A. Background of Research

As one of the international languages, English plays an important role in almost all aspects of life. In Indonesia, English is one of the foreign languages included in compulsory subjects taught in schools from junior high school to college. In addition, English is also one of the subjects that entered the national examination as a determinant of the student's graduation.

In the process of teaching in high school, there are four main basic skills in English taught to students namely reading, listening, speaking, and writing. Listening is one of the skills that has a very important role in learning English because listening is an ability that is mostly used in any conversation or activity.[1] Listening is considered as an accepting skill in which people need this ability to receive language orally. In the teaching and learning process in the classroom, before students can respond to what the teacher is saying, students must listen first in order to understand the information or explanations provided.

In today's era, many advanced technologies can support students to improve their listening skills. But in reality, there are still many students who are not so familiar with the subject of listening.[2] It happens because they can not listen to

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[1] Jhon Field, *Listening in Language classroom*(Cambridge :Cambridge University Press, 2009), h 13. https://staffnew.uny.ac.id/upload/ ListeningintheLanguageClassroom. (18 Maret 2021).

[2] Muhammad Galuh Elga Romadhon, "Utilizing Podcast In Listening Class: The Advantages And The Challengess"*, Conference of English Language and Literature*, vol. 1 (July 2019).   7   https://semnas.untidar.ac.id/wp-content/uploads/2019/07/Muhammad-Galuh-Elga-Romadhon   (18 Maret 2021)

English text properly while the class is listening. And in the end, they can not write down what they hear. Some of them can not even find the main ideas, supporting ideas, or details of the recording.

Based on the researcher's preliminary research through interviews, the listening skill of the eleventh-grade students of MAN 2 Parigi was still not good. They had difficulty understanding audio because they rarely listen to audio in English in class. Students were also unfamiliar with listening to native English speakers. That was because teachers rarely give listening exercises. Based on this issue, the effort that needs to be made was to help students to practice more in order to succeed in developing their listening skills.

Teachers can use the media to make learning more enjoyable and it was hoped that it can encourage students to be more excited in learning Listening. Good learning media can not only make students excited in learning, but according to Arono, good media is media that can convey messages and can provide understanding to students.[3] There were several media that are often used when learning listening, including CDs, DVDs, tapes, television, radio and so on.

However, apart from the media previously mentioned, there were also media that utilize the internet network that can be used to train students' listening skills, one of which was Podcast. The term Podcast is a combination of the words

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[3] Arono, "Improving Students Listening Skill through Interactive Multimedia in Indonesia," *Academy Publication: Journal of Language Teaching and Research*. http://www.academypublication.com/issues/past/jltr/vol05/01/08. (20 Maret 2021)

Pod (ie from the brand name iPod) and Cast. Spotify notes that there are currently around one million podcast titles from various countries.[4]

Because the Podcast application can connect to internet data, students can download and practice listening anywhere. Teachers can also download recordings in Podcasts that can be adjusted according to students' abilities. After considering the benefits of Podcasts for teachers and students, this research is related to the use of Podcasts to improve the listening skills of eleventh-grade students at MAN 2 Parigi.

B. Identification of the problem

According to the background of the research, researcher identified some problems relating to teaching listening. Three problems were found in MAN 2 Parigi :

1. The students were unfamiliar with listening subject
2. The students were not able to listen to the whole of sentences in the recording because of less practice
3. The Students were not interested in listening

C. Formulation of the Problem

Based on the research background above, this research problem can be formulated in the following question:

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[4] Spotify, "Spotify Reveals More Opportunities and Features for Creators During Stream On," *Situs resmi Spotify.* https://support.spotify.com/us/podcasters/article/creating-a-music-talk-episode/ (20 Maret 2021).

Can the use of podcasts improve students' listening skills in eleventh grade in MAN 2 Parigi?

D. Objective of the Research

The objective of this research was to improve the students' listening skills in the eleventh grade of MAN 2 Parigi by using podcasts.

E. Significance of the research

The researcher hopes the results of this research can be useful for English teachers and students, especially at MAN 2 Parigi. First, for teachers, this research was expected to benefit teachers in teaching listening. When teachers know that the effect of using podcasts on students' listening skills was good, they can use this technique to teach listening. Second, for students, this research was expected to benefit students in improving their listening skills. Hopefully, it can motivate them in improving their listening skills by using podcasts.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Previous Research Findings

In this research, researchers took several previous related studies that can support this research, as follows:

Qurrota A'yun (2018) conducted research Titled *The Effect Of Using Podcast on Students' Listening Skill in The Second Year Of Eighth Grade Of Mts Yaspina Rempoa*. The finding of this research is that the use of podcasts has a significant effect on students' listening skills.[5]

Fitratun Nisa (2018) *Improving Students' Listening Skills Through Podcasts Of Eleventh Grade At Smk Tritech Informatika Medan.* In constructing this research, the researcher collecting data from the classroom action research, which is carried out through four steps, they are plan, action, observation, and reflection. This research concludes that the students' ability in listening skills increase by using English podcasts as a learning media.[6]

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[5] Qurrota A'yun, "The Effect of Using Podcast on Students' Listening Skill in The Second Year of Eighth Grade of Mts Yaspina Rempoa," Repository Uin Jakarta,vol. 1 no. 3 (Juli 2018), 5. https://repository.uinjkt.ac.id/dspace/handle/123456789/40461 (25 Maret 2021)

[6] Fitratun Nisa, "Improving Students' Listening Skills Through Podcasts Of Eleventh Grade At Smk Tritech Informatika Medan", *Google Scholar : Jurnal Improv Students' Listening Skills Through Podcast. https://scholar.google.com/* (25 Maret 2021)

Utri Fitria, Machdalena Vianty, and Ismail Petrus (2015) conducted research titled, *Using Podcast To Improve Students' Listening And Speaking Achievements Of Student's At Man 3 Palembang*. The results of this research show that Podcast is an effective and innovative technology-based learning tool in English classes, especially in integrating listening and speaking.[7]

The researchs above different objectives from the research conduct by researcher. In addition, the research methods used in the researchs above are also different from the research methods use by the researcher. The researchs above use qualitative methods, while researcher use quantitative methods.

B. Literature Review

1. Listening

a. Definition of Listening

Listening in English is our ability to best understand what other people are saying. Not only that but also the information we get through other media. In a sense, the listening process can be interpreted as paying attention to the words of the message, as well as receiving nonverbal signs such as body language, facial expressions, and so on. The process of listening involves understanding the meaning that is being told, evaluating the nonverbal language, and remembering the message that is being sent.

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[7]Utri Fitria, Machdalena Vianty, Ismail Petrus, "Using Podcast To Improve Students' Listening And Speaking Achievements of Student's At Man 3 Palembang," *JELE*, vol. 2 no. 1(2015), 56. https://ejournal.unsri.ac.id/index.php/jenglish/article/view/2218/1036 (30 Maret 2021)

According to Devito, listening activities can be interpreted as an active process of receiving stimulation in the ear (aural).[8] Listening is not an activity that is done without intentionality but rather, listening must be done consciously by the listener.

Rost states that listening ability plays an important role in the process of learning English as a second language, as it can provide meaningful input for learners who are learning English. He then stressed that without an understanding of input at the right level, the learning process could not be carried out. Therefore he believes that listening ability is as important as speaking.

Listening defined by Erben is an active process in which students focus on certain features of the input and build meaning in spoken language". However, listening and hearing are two different words. Listening is when we hear a sound but we don't know where the source of the sound comes from whereas in listening the brain automatically translates the words or messages that the speaker conveys.

Therefore, it can be concluded that Listening becomes one of the skills that must be mastered to improve language mastery. For language learners, listening becomes one of the main components of learning in the classroom, because students automatically learn if they can listen well to what the teacher is listening to, otherwise if students do not listen well to what the teacher is listening to, they will lose the opportunity to learn. And that's one of the obstacles language learners had in developing their language mastery.

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[8] Joseph Devito, *The Interpersonal Communication*. New Jersey: Pearson Education limited, 2016, h. 169. https://lib.ui.ac.id/detail.jsp?id=20373225. (30 Maret 2021)

b. Teaching listening

Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.[9]

Listening is very much needed because students learn something by hearing, be it listening to what the teacher says or listening to the learning audio. When students listen, they automatically receive and interpret the message as a learning process. Therefore listening must be given in direct teaching as well as instruction. However, in teaching listening, teachers should give students an understanding of what importance they hear. This aims to allow students to remember what they hear clearly and carefully.

According to Harmer there are some strategies in teaching listening.[10]

a. Use textbooks

This guiding student, show them how to work with their textbooks.

b. Use communicative approach

Teacher should try to discourage students from using the mother tongue.

[9] Fitratun Nisa, "Improving Students' Listening Skills Through Podcasts Of Eleventh Grade At Smk Tritech Informatika Medan", *Google Scholar : Jurnal Improv Students' Listening Skills Through Podcast. https://scholar.google.com/* (3 April 2021)

[10] Jeremy Harmer, *How to teach English an introduction to the practice of English language teachi.* England : Academia, 2007, h. 204. https://www.academia.edu/36259102/How_to_Teach_English_2nd_Edition_Jeremy_ (3 April 2021)

c. Read for the gist

    Teacher has to explain and show their students how to deal with the texts.

d. Deal with unfamiliar vocabulary

    Teachers are supposed to provide their learners with the suitable context.

e. Use dictionaries

    Teachers ought to explain how to make the best use of them.

According to Flowerdew and Miller learning strategies are distinguished as:

a. Meta cognitive strategy

    Meta cognitive strategy can be described as strategies that are used by the learners to organize, monitor and evaluate their learning process.

b. Cognitive strategy

    Cognitive strategy is the ways that the students use to acquire the language.

c. Socio affective strategy

    Socio affective strategies are the processes in which students employ others to improve their learning.

c. Use Internet in Teaching Listening

Currently, the use of an internet network in Indonesia is very fast. Therefore, teachers can use the internet network to access various English learning sites easily. Utilizing the internet network to teach listening will make it easier for teachers and students in the learning process to teach.[11] In addition to being able to make time, students will also be more excited about learning to listen. Below are some sites that teachers can access to teach listening including:

1. Audioblog

   It consists of audio file technology and blogs. Audio files in audioblogs can be posted or downloaded by users, usually files in MP3 format. Audioblogs are a great place to share ideas and opinions for students. Teachers can use audioblogs in listening teaching. For example, when a teacher had a debate about a case with a student, in preparation for the debate, the teacher asks his or her student to practice expressing and maintaining an opinion using this audioblog.

2. Podcast

   Podcast is digital audio files that we can find on internet sites that can be accessed and listened to via smart phone or computer. Podacst comes from the words Apple iPod and Broadcast. Everyone can download, listen to or subscribe to thousands of podcasts, and we can even create our own podcasts. To listen to podcasts there are several applications that we can download e.g.

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[11] Siti Mukminatun, "Pemanfaatan Media Internet dalam Peningkatan Pembelajaran Listening," *Lumbung Pustaka UNY : Jurnal pemanfaatan media untuk pembelajaran listening.* https://eprints.uny.ac.id/3481/1/Pemanfaatan_Media_Internet_dalam. (5 April 2021)

Google Podcasts, Spoltify, Anchor, Castbox and many more. In addition to being able to listen to podcasts, the app can also be used to create and edit our own podcasts.

3. Youtube

In this site, learners can search for a wide range of English language learning materials in the form of audio visuals. Learners only need to type keywords in the search field. For example, when typing the keyword "Learning English", there are several sites that appear among others, learning English in 30 minutes, Learn English with TV series, learning English for Kids, learning English with Song, and many more. Usually in the site is presented in serial form and even equipped with subtitles.

4. Storynory

The site offers many stories in mp3 form, even in those stories are also complete with downloadable script text. The stories presented also range from fairy fiction, short stories, original stories, Meth and world stories as well as educational stories.

5. VOA Learning English

VOA Learning English is a special program of Voice of America to help English learners all over the world to develop their English skills everyday. This program includes stories, lessons, together with up-to-date news reports which are written by simple vocabulary and spoken at a quite slow speed to help learners to understand them easily. This app is designed to bring learners

best experience to improve their English. learners can read, listen and watch the lessons everywhere with mobile devices. Even if we are already good at English, we can also learn more about American culture, history as well as latest news in the world. The contents are updated daily with transcribed audios and videos, the most popular contents include:

a. World news

b. Education, business, science, technology

c. American history, culture, nature, and stories

d. Everyday grammar and vocabulary

2. Podcasts

1. Definition of Podcast

As explained earlier, that podcasts are digital audio files that can be found on the internet that we can easily listen to and also download. The term podcast itself is a combination of the word pod namely Apple ipod and broadcast. Podcasts are a series of digital audio and video recordings uploaded on wab with the help of Rapid Simple Syndication (RSS).[12] RSS feeds allow listeners to download a wide variety of their favorite podcasts using software such as google podcasts, spotify, iTunes and others. listeners no longer need to visit every website to listen to the latest episodes of their favorite podcasts. Listeners simply download apps like google podcasts and listeners can find a wide collection of

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[12] Mur Lafferty, Rob Walch, *Tricks of the Podcasting Masters* (NewYork : Que Publishing, 2006), h. 13 . https://epdf.tips/queue/tricks-of-the-podcasting-masters.html (8 April 2021)

podcasts and not only that, if the listener activates the subscribe button, then, the listener will get a notification if there is the latest episode of the podcast they like.

The first podcast maker was the BBC. In making podcasts, the fission of the BBC is to provide information, educate, and also entertain people by using podcasts.[13] BBC podcasts offer a wide range of topics to their listeners, such as weather news, sports, artwork, foods, music, documentaries, science and nature, comedy stories, and more. Besides, listeners can also download and become members of the BBC podcast. Not only download audio, but listeners can also download transcripts of that audio.

Fernandez says that there are three different types of podcasts, namely:[14]

1. Basic podcasts that contain audio recording content and are the easiest podcasts to create and listen to.

2. Perfected podcasts that had audio and video slides, perfected podcasts are almost similar to basic (traditional) podcasts only, these types of podcasts are equipped with multimedia information such as slides, images, photos, short videos and chapters that can help listeners improve perception of the topics discussed.

3. vodcast (video podcast) is a podcast containing audio and video files

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[13] BBC Sounds, "how to create a podcast," *situs resmi BBC Sounds.* https://www.bbc.com/academy-guides/podcasting-what-do-i-need-to-know/ (8 April 2021)

[14] Vicenc Fernandez, Jose M Sallan and Pep Simo, "Past, Present, and Future of Podcasting in Higher Education," Research Gate :Exploring Learning and Teaching in Higher Education, vol 1., no 8, pp 1-13

2. The Advantages of Podcasts

Podcasts had the advantage of improving listening skills, with podcast learners able to practice improving their listening skills by using podcasts. Students can download podcast audio and can listen to it anywhere both inside and outside the school. podcasts can not only help improve listening and speaking skills, but also in other language skills and fields such as pronunciation, lexicon, and grammar.

Constantine In His Journal which covers podcast subjects at various levels and also answers questions related to podcast profits, they are: 1) learners can benefit from global listening, even if they only listen from three to five minutes a day; 2) students will be exposed to the new language; 3) the intermediate learner has a need for authentic texts and to be exposed to a variety of voices[15].

The use of podcasts to teach listening benefits not only students but also teachers. For teachers, podcasts can be downloaded and stored on both smartphones and computers, so teachers no longer need to buy learning CDs. Teachers only need to download podcast audio and set it up using speakers or send podcast audio files to all students through WhatsApp app, email, telegram and so on, and students can listen to those audio files anywhere and anytime.

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[15] Constantine Petrous, *Podcasts: Another Source for Listening Input* (New York: The Internet TESL Journal, 2007), h. 3. http://iteslj.org/Techniques/Constantine-PodcastListening.html (9 April 2021)

3. Theoretical Framework

listening is the most basic skill students must master. Because listening is the most commonly used skill in the classroom and includes the most important skills.[16] when students listen then they are also automatically learning. In other words, when they listen well to what the teacher is told, then their minds try to accept and interpret what is being said. Thus it can be said that listening has an important role in supporting student learning. However, there are still many students who are still lacking in listening skills.

To solve the problem, the use of podcasts in listening learning is believed to be the right technique in improving students' listening skills. In this already highly sophisticated era, utilizing technology will make students more eager to learn than to use traditional methods[17]. By using podcasts on listening lessons, teachers can efficiency the time and no longer even need to bring tapes in the room. Teachers only need to download podcast audio on the software on their smartphone or computer.

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[16] Qurrota A'yun, "The Effect of Using Podcast on Students' Listening Skill in The Second Year of Eighth Grade of Mts Yaspina Rempoa," Google Scholar 1, (2018): 2

[17] Siti Mukminatun, "Pemanfaatan Media Internet dalam Peningkatan Pembelajaran Listening," *Lumbung Pustaka UNY : Jurnal pemanfaatan media untuk pembelajaran listening.* https://eprints.uny.ac.id/3481/1/Pemanfaatan_Media_Internet_dalam. (15 April 2021)

4. Research Hypothesis

Hypothesis is idea that is suggest as a possible explanation of fact.[18] Base on the title of Improving Students' Listening Skill Through The Use of Podcast, the researcher make a hypothesis that Podcast can improve students' listening skill.

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[18] Hornby, *Oxford Advanced Learner's Of Current Englist*, (Oxford : Oxford University Press 2000) vol 6, h. 102

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher was used quasi-experimental research designs. According to Sugiyono, experimental research is a research method used to look for the influence of certain treatments on others under controlled conditions.[19] This research consists of two groups, an experimental group, and a control group. The researcher was given pre-test and post-tests to both groups, however, the treatment was only given to the experiment group. Treatment was provided for six meetings. The researcher was taught it by using podcasts, while for the control group researcher did not use podcasts.

The design was involved in one group which are pre-test (O1), exposed to treatment (X), and post-test (O2), this design is also printed as follows:

E	O_1	X	O_2
C	O_1		O_2

Where:

E: Experimental group

C: Control group

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[19] Sugiyono, *Metode penelitian pendidikan: pendekatan kuantitatif, kualitatif, dan R&D* (Bandung : Alfabeta, 2013), h. 11 . https://www.scribd.com/document/391327717/Buku-Metode-Penelitian-Sugiyono (3 juni 2021)

X: Treatment

O_1:Pre-test

O_2:Post-test

B. Population and Sample

1. Population

   The population is all research subjects. Sugiono defines a population in the field of generalization consisting of objects or subjects that had certain qualities and characteristics that the researcher decides to study.[20] Referring to the research above, the researcher chose the eleventh-grade students of MIA MAN 2 Parigi as the research population. The population of eleventh grade MIA students was 56 students which were divided into two classes, namely MIA 1 and MIA 2.

2. Sample

   Sugiyono defines the sample as a part of the amount and characteristics of the population. The researcher was used random sampling as a technique to determine the sample of this research. According to Polit & Hungler, purposive sampling is based on the assumption that the researcher's knowledge of the population can be used to self-select cases that will occur included in the sample. The researcher took two classes, namely XI MIA 1 and XI MIA 2, which were used as samples in this research. The two classes had similar characteristics and

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[20] *Ibid*

grades in English. The experiment class was XI MIA 1 which consisted of 10 students. And the control class was XI MIA 2 which consisted of 10 students. The total sample was 20 students.

C. Research Variables

Related to the title "Improving Students' Listening Skills Through The Use of Podcasts at eleventh-grade students of MAN 2 Parigi, the variable of this research consisted of two variables. They were dependent and independent variables. The dependents variable was Listening skills and the independent variable was Podcast

D. Research Instrument

According to Arikunto Instrument is the tool when the researcher uses a method so that instrument is needed to get the data in a researcher.[21] In this research, the researcher was used test as an instrument. Suharsimi Arikunto defines a test as a series of questions or exercises and other tools used to measure skills, knowledge, intelligence, abilities, or talents possessed by certain individuals or groups.[22] The test used in this research was divided into two, they are:

1. Pre-Test

   The pre-test here was given before conducting an experimental research study or before teaching listening using Podcasts, the aim was to

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[21] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: PT Rineka Cipta 1997) https://opac.perpusnas.go.id/DetailOpac.aspx?id=217760 (4 Juni 2021)
[22] *Ibid*

find out students' initial abilities. In this test, students listened to an audio podcast about The Dangers of Skin-Lightening, which was the audio source podcast from VOA Learning English. While listening, students were asked to fill in part of the blank dialogue script that was listened to complete the dialogue. The test and audio source can be found in appendix 1

2. Post test

   Post-test was given after the treatment was given to the experimental class or after teaching listening used Podcasts aim to determine the success of the learning process and to measure the mastery of students' competence in the material being taught. In this test, students listen to an audio podcast about Girls Ride to School on Bicycles which was the same source as the Pre-test, namely VOA Learning English. Students also fill in some of the blank dialogue scripts that were listened to complete the dialogue. Tests and audio sources can be found in appendix 2

E. Procedures of Collecting Data

In collecting data, the researcher was collected the data with the following procedures:

1. Asking permission from the headmaster of MAN 2 Parigi to do the experiment.

2. Pre-test, It is a test which was given to the students at the beginning of the course. This test is given to both the experimental class and control class before any treatment is given to the experimental class

3. The treatment, to be performed after giving pre-test to experimental and control groups, researcher teach students listening skills using Podcasts. The activities and learning materials used by the researcher were related to the curriculum for eleventh graders.

4. Post-test, It was a test which is given to the students at the end of the course. This test was also given to both the experimental class and control class. But this test was given to the students after the treatment was given to the experimental class.

F. Techniques of Data Analysis

Data analysis techniques are a way used by researcher to analyze the data that will be collected to be able to answer the formulation of problems and test hypotheses that had previously been formulated. In quantitative research, according to Sugiyono, said that "Data analysis is an activity after data from all respondents or other data sources are collected".[23]

This research data processing technique uses statistical techniques, as it can be used to calculate the relationship or influence between dependent and independent variables. As Arikunto points out: "to calculate the amount of

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[23] Sugiyono, *Metode penelitian pendidikan: pendekatan kuantitatif, kualitatif, dan R&D* (Bandung : Alfabeta, 2013), h. 147 . https://www.scribd.com/document/391327717/Buku-Metode-Penelitian-Sugiyono (7 juni 2021)

correlation we use statistics.[24] The formula uses to test the hypothesis was the t-test with a significance level of 0.05 (95%). Before the t-test is carried out, there are several steps that must be done as follows:

1. Assessed the correct answers from the pre-test and post-test that were answered using this formula:[25]

   Score = $\dfrac{\text{Students' correct answer}}{\text{Total number of item}} \times 100$

2. Classified the student's scores using the following scale :[26]

Score	Classification
81-100	Very Good
71-80	Good
61-70	Average
51-60	Poor
0-50	Very Poor

3. Calculating the percentage vote of the learner score using the following formula :

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

   Where :

   P = Percentage

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[25] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Proposal* (Jakarta: PT Rineka Cipta 2002) https://opac.perpusnas.go.id/DetailOpac.aspx?id=217760 (7 Juni 2021)

[26] Depdiknas, "Kurikulum tingkat satuan pendidikan," *Official Website Depdiknas.* https://www.kemdikbud.go.id/ (7 Juni 2021)

F = Frequency

N = Total number of sample

4. Calculate the Mean score both experiment and control class using this formula as follow :

$$x = \frac{\sum x}{N}$$

Where :

X = Mean score

$\sum x$ = The sum of the all score

N = Total number of sample

5. Finding out the significant deviation by applying this formula

$$\sum x^2 = \sum x^2 - \frac{(\sum x^2)}{N}$$

$$\sum y^2 = \sum y^2 - \frac{(\sum y^2)}{N}$$

Where :

$\sum x^2$ = Deviation score of experimental class

$\sum y^2$ = Deviation score of control class

N = Number of students

6. Finding out the difference between the mean score of the pre-test and post-test by calculating the value of the test using the following formula :[27]

$$t = \frac{Mx - My}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{n_x + n_y - 2}\right]\left[\frac{1}{n_x} + \frac{1}{n_y}\right]}}$$

Where :

Mx = Mean of experimental class

My = Mean of control class

$\sum x$ = Sum of Square of experimental class

$\sum y$ = Sum of Square of control class

N_x = Number of students of experimental class

N_y = number of students of control class.

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[27] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Proposal* (Jakarta: PT Rineka Cipta 2002) https://opac.perpusnas.go.id/DetailOpac.aspx?id=217760 (7 Juni 2021)

CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

A.   Profile of MA Negeri 2 Parigi

Headmaster   : Syamsul Bahri, S.Ag

Address   : Jl. Nusantara Number 119, Sumber
                                                  Agung, Mepanga subdistrict, Parigi
                                                  Moutong District, Central of Sulawesi
                                                  Province.

national school number   : 40209870

School Statistics Number   : 131172080002

Accreditation   : A

Latitude   : 0.5287095375108299

Longitude   : 121.46347045898438

Postal code   : 94376

Email   : mantomini007@gmail.com

below are the facilities at MAN 2 Parigi:

Table 2

No	Facilities	Total
1	hall building	1
2	classroom	15
3	computer room	1
4	language laboratory	1
5	science Laboratory	1
6	principal's office	1
7	library	1
8	prayer room	1
9	counseling guidance room	1
10	UKS	1

11	football field	1
12	volleyball court	1
13	basketball court	1
14	toilet	4
15	parking lot	2

B. Findings of The Data

Researcher obtained this research data through several steps. First, from observations made for one days. Second, the researcher gave tests which included pre-test and post-test to the experimental class and control class, the type test given was fill in the blank which was sent to students via WhatsApp, and the test material given was related to the report text which was the material from the researcher. Finally, the researcher calculated the data using manual statistical calculations.

C. Findings of The Observation

Observations carried out by the researcher lasted for one day. This observation aims to identify and recognize the object of research. Because the research was conducted during a pandemic, schools were temporarily closed. The learning process carried out by teachers during the pandemic was through online learning using the WhatsApp application and the Zoom application if possible. The teacher gives assignments online, then the tasks that have been completed by students are collected to the respective class leaders, then the class leaders submits the assignment to the subject teacher. The results of observations made by the researcher during online classes are presented below:

1. The teacher conducted student attendance, this aims to find out which students were not present in the online class.

2. Before discussing the topic to be discussed, the teacher first gave some questions to the students related to the topic being discussed. This means that the teacher applies warm-up activities.

3. In delivering the material, the teacher uses Indonesian more because the students did not understand if the teacher fully uses English.

4. The teacher opens a question and answer session to find out the extent of students' understanding of the material discussed

5. The teacher re-explains the material discussed

6. The teacher gives assignments to students related to the material discussed.

7. The class leader brings the assignment completed by students to the teacher.

D. Findings of Pre-Test

Before giving the treatment, the researcher first conducted a pre-test to determine the skills of class XI MIA MAN 2 Parigi students in listening. The Researcher conducted pre-test on January 14th 2021, from 08.00 to 09.30 for class XI MIA 1, continued on January 15th at 10.00 to 11.30 for class XI MIA 2. The researcher calculated the score of the pre-test results which can be seen in the following table:

a. Pre-Test of Experimental Class :

Table 3

Result of Pre-test of the Experimental class

NO	Name	Correct Answer	Score	Category	Qualification
1	AN	8	80	Good	Successful
2	AL	6	60	Poor	Unsuccessful
3	AA	7	70	Average	Successful
4	DAP	5	50	Very Poor	Unsuccessful
5	ES	6	60	Poor	Unsuccessful
6	EN	9	90	Very Good	Successful
7	MA	3	30	Very Poor	Unsuccessful
8	MHH	6	60	Poor	Unsuccessful
9	MM	8	80	Good	Successful
10	SA	5	50	Very Poor	Unsuccessful
Total		63	630		

After calculating the total score, the researcher then analyzed the pre-test score of the experimental class using the formula proposed by Hatch and Farhady as follows:

$$x = \frac{\sum x}{N}$$

$$x = \frac{630}{10}$$

$$= 63$$

Based on the results of the analysis above, it can be seen that the mean score of the experimental class was 63. The chart of the results of the experimental class pre-test can be seen below :

Chart 1

The pre-test results of the experimental class
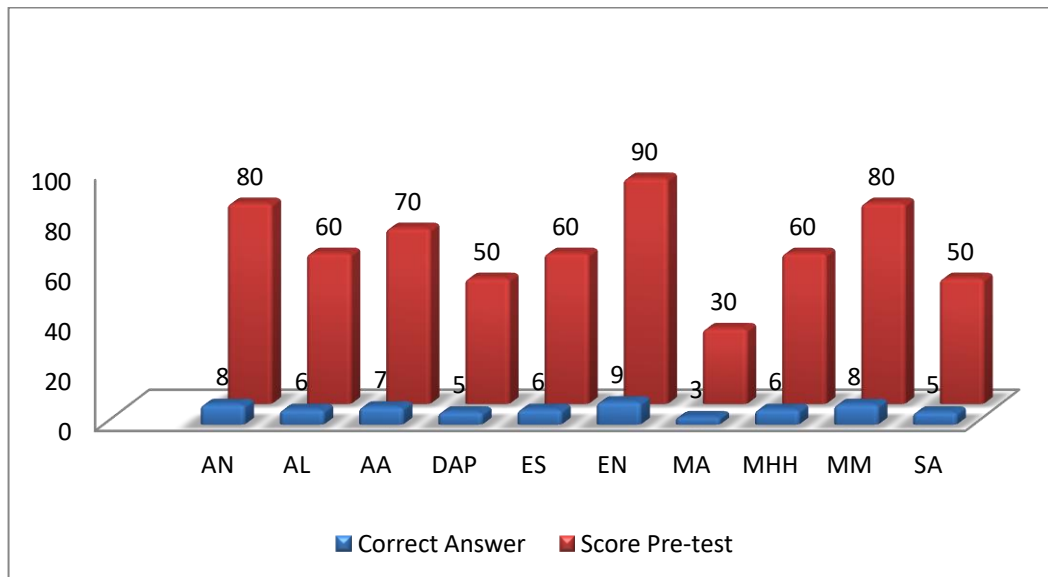
b. Pre-Test of Control Class :

Table 4

Result of Pre-test of the Control class

NO	Name	Correct Answer	Score	Category	Qualification
1	DN	5	50	Very Poor	Unsuccessful
2	NAR	6	60	Poor	Unsuccessful
3	NPA	5	50	Very Poor	Unsuccessful
4	RF	6	60	Poor	Unsuccessful
5	RN	6	60	Poor	Unsuccessful
6	RA	6	60	Poor	Unsuccessful
7	RDC	6	60	Poor	Unsuccessful
8	RF	7	70	Average	Successful
9	SA	7	70	Average	Successful
10	ZHK	5	50	Very Poor	Unsuccessful
Total		59	590		

After calculating the total score, the researcher then analyzed the pre-test score of the control class using the formula proposed by Arikunto as follows:
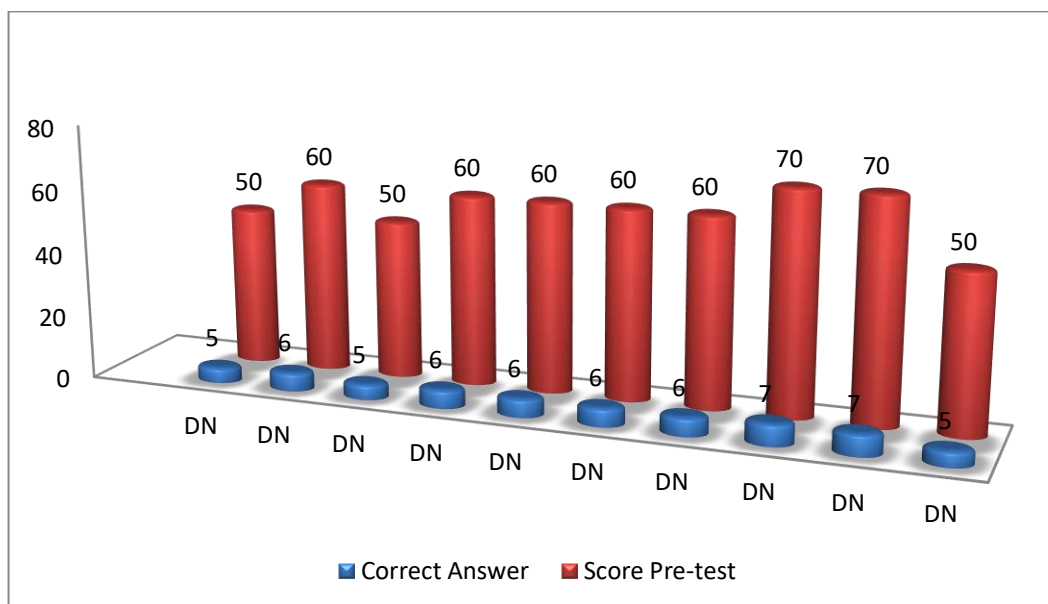
$$x = \frac{\sum x}{N}$$

$$x = \frac{590}{10}$$

$$= 59$$

Based on the results of the analysis above, it can be seen that the mean score of the control class was 59. The chart of the results of the control class pre-test can be seen below :

Chart 2

The pre-test results of the control class

C. Findings Post-Test

After giving the treatment, the researcher gave a post-test. The researcher conducted a post-test on March 1, 2021. There were 10 post-test questions and the questions were distributed online using WhatsApp and Google form. The post-test results are presented as follows :

    a. Post-Test of Experimental Class :

Table 5

Result of Post-test of the Experimental Class

NO	Name	Correct Answer	Score	Category	Qualification
1	AN	8	80	Good	Successful
2	AL	8	80	Good	Successful
3	AA	8	80	Good	Successful
4	DAP	7	70	Average	Successful
5	ES	8	80	Good	Successful
6	EN	10	100	Very Good	Successful
7	MA	5	50	Ver Poor	Unsuccessful
8	MHH	8	80	Good	Successful
9	MM	9	90	Very Good	Successful
10	SA	8	80	Good	Successful
Total		79	790		

After calculating the total score, the researcher computed the mean score of postest of experimental class by using formula proposed by Hatch and Farhady as follows:
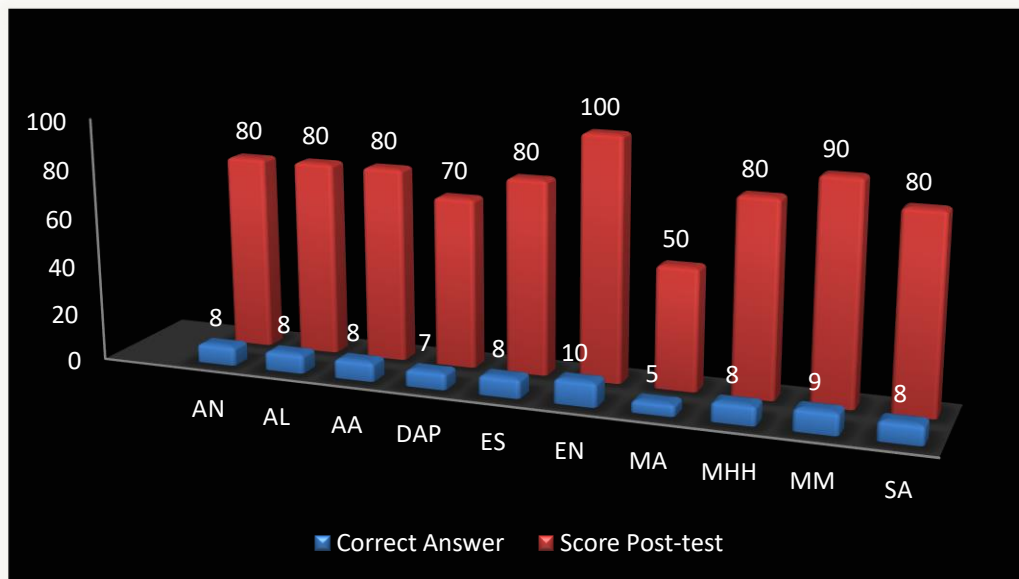
$$x = \frac{\sum x}{N}$$

$$x = \frac{790}{10}$$

$$x = 79$$

It can be seen that the mean score of the experimental class was 79. The chart of the post-test results of the experimental class can be seen below :

Chart 3

The post-test results of the experimental class

b. Post-Test of Control Class :

Table 6

Result of Post-test of the Control class

NO	Name	Correct Answer	Score	Category	Qualification
1	DN	5	50	Very Poor	Unsuccessful
2	NAR	6	60	Poor	Unsuccessful
3	NPA	6	60	Poor	Unsuccessful
4	RF	6	60	Poor	Unsuccessful
5	RN	6	60	Poor	Unsuccessful
6	RA	7	70	Average	Successful
7	RDC	6	60	Poor	Unsuccessful
8	RF	8	80	Good	Successful
9	SA	8	80	Good	Successful
10	ZHK	5	70	Average	Successful
Total		66	660		

After calculating the total score, the researcher computed the mean score postest of control class by using formula proposed by Hatch and Farhady as follows:
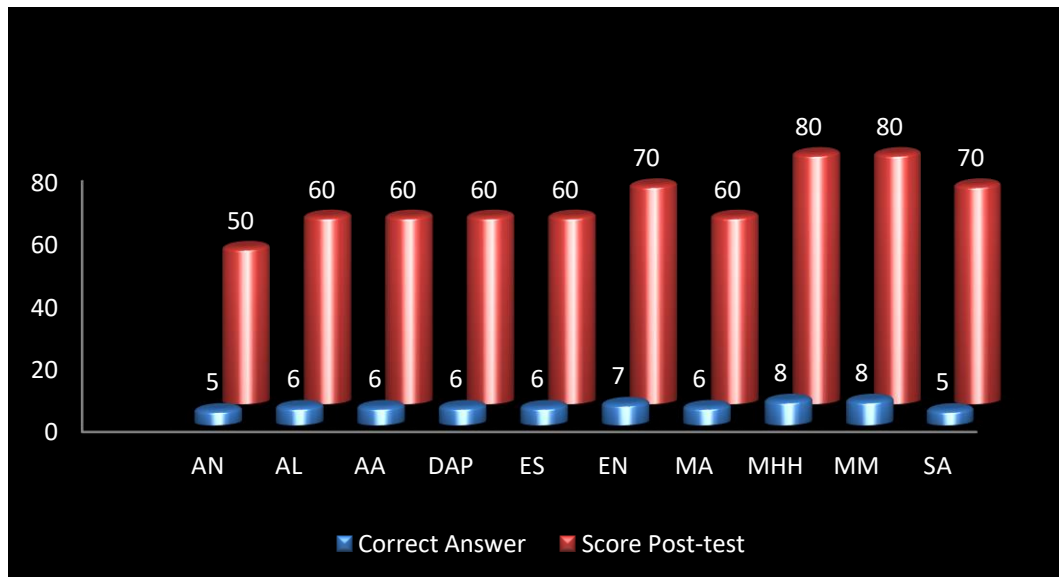
$$x = \frac{\sum x}{N}$$

$$x = \frac{660}{10}$$

$$x = 66$$

Based on the results, it can be seen that the mean score of the control class was 66. The chart of the results of the control class post-test can be seen below :

Chart 4

The pre-test results of the control class

D. **Deviation and Square Deviation**

Table 7

Deviation and Square Deviation of Experimental Class.

No	Interval Name	Tests Score		Deviation	Square Deviation
		Pre Test	Post Test	(x)	(x^2)
1	AN	80	80	0	0
2	AL	60	80	20	400
3	AA	70	80	10	100
4	DAP	50	70	20	400

5	ES	60	80	20	400
6	EN	90	100	10	100
7	MA	30	50	20	400
8	MHH	60	80	20	400
9	MM	80	90	10	100
10	SA	50	80	30	900
Total Score		**630**	**790**	**160**	**3.200**

By looking the table above the highest deviation (X) score was 30 and the lowest was 0, while the highest square deviation (X^2) was 900 and the lowest was 0.

Table 8

Deviation and Square Deviation of Control Class.

No	Interval Name	Tests Score		Deviation (y)	Square Deviation (y^2)
		Pre Test	Post Test		
1	DN	50	50	0	0
2	NAR	60	60	0	0
3	NPA	50	60	10	100
4	RF	60	60	0	0
5	RN	60	70	10	100

6	RA	60	70	10	100
7	RDC	60	60	0	0
8	RF	70	80	10	100
9	SA	70	80	10	100
10	ZK	50	70	20	400
Total Score		590	660	70	900

At thet table 8, indicated thet the highest deviation (y) score was 20 and the lowest was 0, while the higtest square deviation (y^2) was 400 and the lowest score was 0.

After getting the deviation and square deviation of experimental and control classes, the research calculated the mean deviation both of the classes by using the formula :

$$Mx = \frac{\sum x}{n} \qquad\qquad My = \frac{\sum y}{n}$$

$$Mx = \frac{160}{10} \qquad\qquad My = \frac{70}{10}$$

$$= 16 \qquad\qquad\qquad = 7$$

Next, the researcher calculated the square deviation of experimental and control classes by using the formula :

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{n} \qquad\qquad \sum y^2 = \sum y^2 - \frac{(\sum y)^2}{n}$$

$$\sum x^2 = 3.200 - \frac{(160)^2}{10} \qquad\qquad \sum y^2 = 900 - \frac{(70)^2}{10}$$

$$\sum x^2 = 3.200 - 2.560 \qquad\qquad \sum y^2 = 900 - 490$$

$$= 640 \qquad\qquad\qquad\qquad = 410$$

The next step was the calculation of t-counted to find out the significant difference between the experimental class and the control class. To estimate of the t-counted the researcher used the formula that was desingned by Suharsimi Arikunto (2014).[28] The process of the calculation was as follow :

$$t = \frac{Mx - My}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{n_x + n_y - 2}\right]\left[\frac{1}{n_x} + \frac{1}{n_y}\right]}}$$

$$t = \frac{16 - 7}{\sqrt{\left[\frac{640 + 410}{10 + 10 - 2}\right]\left[\frac{1}{10} + \frac{1}{10}\right]}}$$

$$t = \frac{9}{\sqrt{\left[\frac{1050}{18}\right]\left[\frac{1}{10} + \frac{1}{10}\right]}}$$

$$t = \frac{9}{\sqrt{[58.333]\left[\frac{2}{10}\right]}}$$

$$t = \frac{9}{7.637\,[0,2]}$$

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[28] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan raktik* (Jakarta: PT Rineka Cipta 2006) https://opac.perpusnas.go.id/DetailOpac.aspx?id=217760 (22 Juni 2021)

$$t = \frac{9}{1,527}$$

$$t = 5.893$$

E. Testing Hypothesis

For the last steps the researcher was testing the hypothesis in this research. There were two hypotheses in this research, namely the null hypothesis (Ho:β=0) Used Podcast cannot improve the student's listening skills at the eleventh grade of MAN 2 Parigi, and the alternative hypothesis (Hα:β≠0) used Podcast can improve student's listening skills at the eleventh grade of MAN 2 Parigi. To notice that the hypothesis was accepted or rejected, there were two criteria that the researcher used in making the hypothesis of the research as follow :

a. if the t-counted was higher than the t-table, it means that the alternative hypothesis was accepted and the null hypothesis was rejected. Thus, the used Podcast can improve students' listening skills at the eleventh grade of MAN 2 Parigi

b. if the t-counted was lower than the t-table, it means that the null hypothesis was accepted and the alternative hypothesis was rejected. Thus, the use of Podcast can not improve student's listening skills at the eleventh grade of MAN 2 Parigi

However, before deciding whether the hypothesis was accepted or not, the researcher needed to know the critical t-table using 0.05 level significance and the degree of freedom of this research was :

Degree of freedom (df)   = $N_x + N_y - 2$

$$= 10 + 10 - 2$$

$$= 18$$

$Df\ 18 = 1{,}734$

Based on the results of the data analysis above, it can be seen that the t-table was 1,734 , while the t-count was 5,893. Means Hα was accepted and Hσ was rejected. Therefore, the use of podcasts can improve the listening skills of the eleventh-grade students of MAN 2 Parigi.

F. Discussions

In collected research data, at the first and last meetings, the researcher gave a pre-test and also a post-test for both classes. The results of the pre-test from the control class showed the mean score (x) was 59, while the mean score of the pre-test for the experimental class was 63. From the results of the pre-test, there were 4 and 3 students in the experimental class and control class who passed the minimum of standard achievement. After the researcher finished giving treatment to the experimental class, the researcher gave a post-test to both classes where the questions from the post-test were the same as the pre-test.

The result of the post-test score for the control class was 66, while for the experimental class it was 79, so the mean score for the experimental class is greater than the mean score for the control class. Based on the post-test results showed that in the control class there were 4 students out of 10 students who could pass the minimum standard achievement, while in the experimental class there were 9 students out of 10 students who successfully passed the minimum standard achievement.

After knowing the mean score of pre-test and post-test in both classes. Next, the researcher calculated the results of the t-count and t-table from the data, the calculation results showed that the t-count was 5,893 and the t-table was 1,734. Referring to the scientific provisions of the research, if t-count is greater than t-table, it means that the research is declared successful, however, if t-table is greater than t-count then the research is declared unsuccessful. In this research, the researcher concluded that the use of podcasts can improve the listening skills of the eleventh grade students at MAN 2 Parigi.

CHAPTER V
CONCLUSIONS AND SUGGESTION

A. CONCLUSIONS

Based on the previous discussion and the results of the research above, the researcher concludes that:

1. At the beginning of the meeting, students' listening skills in both the experimental and control classes were still quite low. We can see that based on the results of the pre-test of both the experimental class and the control class, there are only a few students who can pass the minimum standard of achievement.

2. After the treatment was given. This shows that there was a significant improvement in students' listening skills in the experimental class. This can be seen from their post-test results

3. Based on the results of the data presented above, shows that the use of podcasts can improve the listening skills of the eleventh grade students of MAN 2 Parigi.

B. SUGGESTION

In order to improve the quality of teaching English, especially students' listening skills, the researcher would like to provide the following suggestions:

1. The researcher suggests that students continue to learn more about listening, whether using podcast applications or through other similar media.

2. The researcher suggest that teachers can improve their methods in the listening learning process such as using media or applications.

3. Future researchers who get the same research should use this research as guidance to develop their research.

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www.bbcpodcast.uk.id. Retrieval on 13th october 2020

Distribusi Nilai t_{tabel}

d.f	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$
1	3.078	6.314	12.71	31.82	63.66
2	1.886	2.920	4.303	6.965	9.925
3	1.638	2.353	3.182	4.541	5.841
4	1.533	2.132	2.776	3.747	4.604
5	1.476	2.015	2.571	3.365	4.032
6	1.440	1.943	2.447	3.143	3.707
7	1.415	1.895	2.365	2.998	3.499
8	1.397	1.860	2.306	2.896	3.355
9	1.383	1.833	2.262	2.821	3.250
10	1.372	1.812	2.228	2.764	3.169
11	1.363	1.796	2.201	2.718	3.106
12	1.356	1.782	2.179	2.681	3.055
13	1.350	1.771	2.160	2.650	3.012
14	1.345	1.761	2.145	2.624	2.977
15	1.341	1.753	2.131	2.602	2.947
16	1.337	1.746	2.120	2.583	2.921
17	1.333	1.740	2.110	2.567	2.898
18	1.330	1.734	2.101	2.552	2.878
19	1.328	1.729	2.093	2.539	2.861
20	1.325	1.725	2.086	2.528	2.845

APPENDIX

APPENDIX 1

PRE-TEST

Do this exercise while listening. Complete the fields below with the correct word.

The Dangers of Skin-Lightening

In some countries, women put creams on their ....(**1**) to make it lighter. The African country of Senegal is one example. These creams have many chemicals in them. Some of the chemicals can give you.............(**2**). They can also ....(**3**) your eyes and skin. Adama Diagne works in a ....(**4**) shop in Dakar in Senegal. She tells people not to ....(**5**) some of the creams. The cream she uses is a mix of carrots and chemicals. Diagne says that this is her choice. She wants to be a lighter ....(**6**) color, not black. Khardiata Pouye Sall is a ....(**7**) in Senegal. She worries about people like Diagne. Her film is about the problems with these skin creams. The name of her film is This Color That.....................(**8**) Sall says her country needs to be ....(**9**) with the sale of skin-lighteners. And, when women ....(**10**)more, they may choose not to use the creams.

Source : https://learningenglish.voanews.com/z/5203

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Let's Teach English - VOA Learning English
9 Sep 2017

Women Teaching Women English Unit 3 Reading: The Dangers of Skin Lightening - September 08, 2017

▶ Putar • 2 mnt   ☰+   ⊕   ⤴

Tidak ada deskripsi

:hing Women English Unit 3 Reading: ▷

🏠 Beranda   🔍 Jelajahi   ☰▶ Aktivitas

PRE TEST XI MIA 1 and XI MIA 2

APPENDIX 2

POST-TEST

Do this exercise while listening. Complete the fields below with the correct word.

Girls Ride to School on Bicycles

In ....(**1**) countries, many children do not have a way to go to school. They may walk many kilometers to school because their families do not have money for ....(**2**) When the children walk to school, parents are afraid for their safety. So, sometimes, they keep their children at home. Or, other times, the child stops going to school. Parents may also keep their kids at home to help to ....(**3**) food and take care of the other children. This is a big problem for girls. The costs of school .... (**4**), books, and meals also keep children out of school. With ....(**5**) money, parents often send their boy children to school before they send the girls. Loise Luseno is a .... (**6**) girl from Kakamega, Kenya. In the past, she walked almost 10 kilometers to go to school.

But then, she stopped going because it was too ....(**7**) The people in her family are farmers. They get only about $30 each month – not enough for food, ...(**8**), and transport. But, a few months ago, Luseno went back to school on a bicycle. World Bicycle Relief, an American group, ...(**9**) the bicycle. The group donates bicycles to help children go to school. The bicycle program has donated about 7,000 bicycles around Kenya. Most of the people receiving them are girls. The head of the ....(**10**) in Kenya says the bikes have improved the lives of children.

Source : https://learningenglish.voanews.com/z/5203

Let's Teach English - VOA Learning English
17 Okt 2017

Women Teaching Women English Unit 8 Reading: Girls Ride to School on Bicycles - October 16, 2017

▶ Putar • 3 mnt ☰+ ⊕ ⋘

This audio file goes with Unit 8 of the Women Teaching Women English course, which accompanies the Let's Teach English video series.

ool on Bicycles - October 16, 2017 ▷

⌂ **Beranda**   🔍 **Jelajahi**   ☰▸ **Aktivitas**

POST TEST XI MIA 1 and XI MIA 2

KELAS *

◯ XI MIA 1

◯ XI MIA 2

JENIS KELAMIN *

◯ LAKI-LAKI

◯ PEREMPUAN

KETERANGAN *

◯ Hadir

◯ Tidak Hadir

Setelah

⊕   🔁   Tᴛ   🖼   ▶   🗒

POST TEST

SEBELUM MENGERJAKAN SOAL, KLIK LINK DI BAWAH INI UNTUK MENDAPATKAN AUDIO DAN LEMBAR SOAL :
AUDIO :
https://drive.google.com/file/d/1b2hBiN0fD1-j-f0YRRLM7Ouul5u0gnJk/view?usp=sharing
SOAL :
(https://drive.google.com/file/d/1hSPm0uq7mYpLj8gfdFdRBHVxYOH0M-tT/view?usp=drivesdk)

Setelah selesai menjawab soal di atas, kemudian Upload jawaban kalian di bawah ini : *

⤒ **Tambahkan file**

Kembali   **Kirim**   **Kosongkan**

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Jangan pernah mengirimkan sandi melalui Google
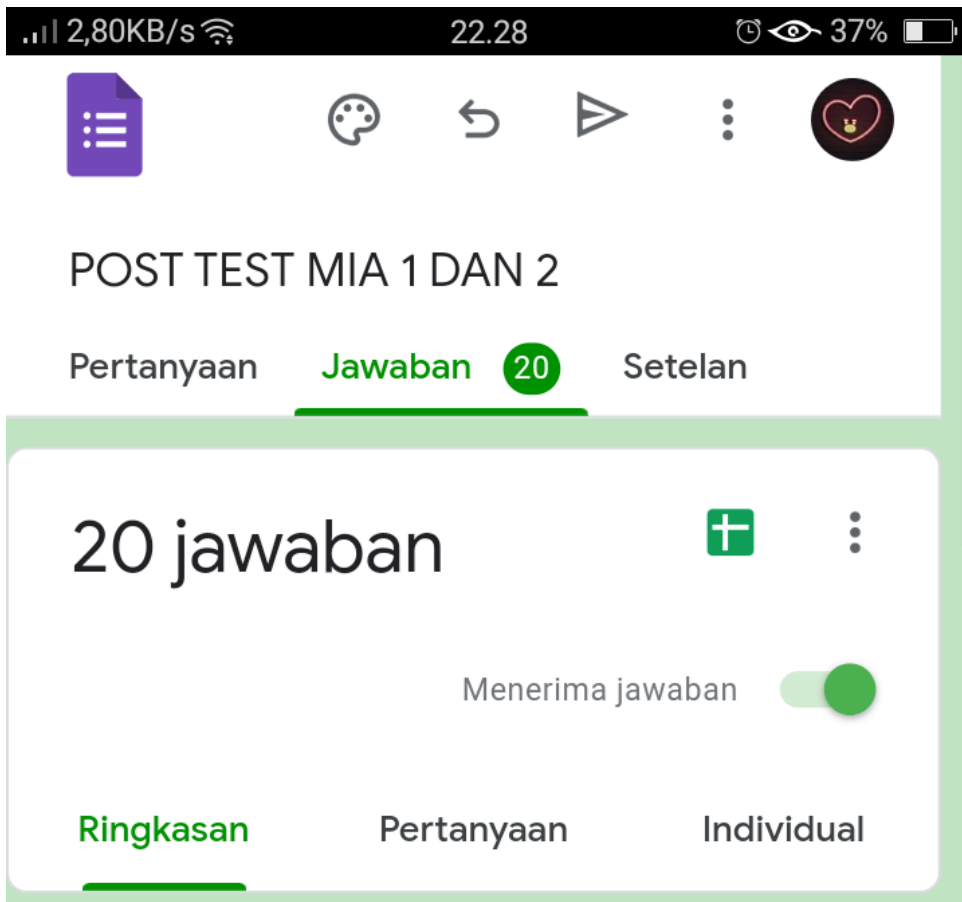
List of Students Who Attended the Post-Test

1.	Poor
2.	transport
3.	grow
4.	kids
5.	little
6.	sixteen year
7.	far away
8.	school costs
9.	dont needed
10.	Program

Do this exercise while listening. Complete the fields below with the correct word.

Girls Ride to School on Bicycles

In ....poor..........(1) countries, many children do not have a way to go to school. They may walk many kilometers to school because their families do not have money for ....transport..........(2) When the children walk to school, parents are afraid for their safety. So, sometimes, they keep their children at home. Or, other times, the child stops going to school. Parents may also keep their kids at home to help to ....grow..........(3) food and take care of the other children. This is a big problem for girls. The costs of school ....fees..........(4), books, and meals also keep children out of school. With ....little (5) money, parents often send their boy children to school before they send the girls. Loise Luseno is a ....sixteen year old (6) girl from Kakamega, Kenya. In the past, she walked almost 10 kilometers to go to school. But then, she stopped going because it was too ....far away..........(7) The people in her family are farmers. They get only about $30 each month – not enough for food ....school cost (8) and transport. But, a few months ago, Luseno went back to school on a bicycle. World Bicycle Relief, an American group ....donate (9) the bicycle. The group donates bicycles to help children go to school. The bicycle program has donated about 7,000 bicycles around Kenya. Most of the people receiving them are girls. The head of the ....program..........(10) In Kenya says the bikes have improved the lives of children.

Source : https://learningenglish.voanews.com/z/5203

Do this exercise while listening. Complete the fields below with the correct word.

Girls Ride to School on Bicycles

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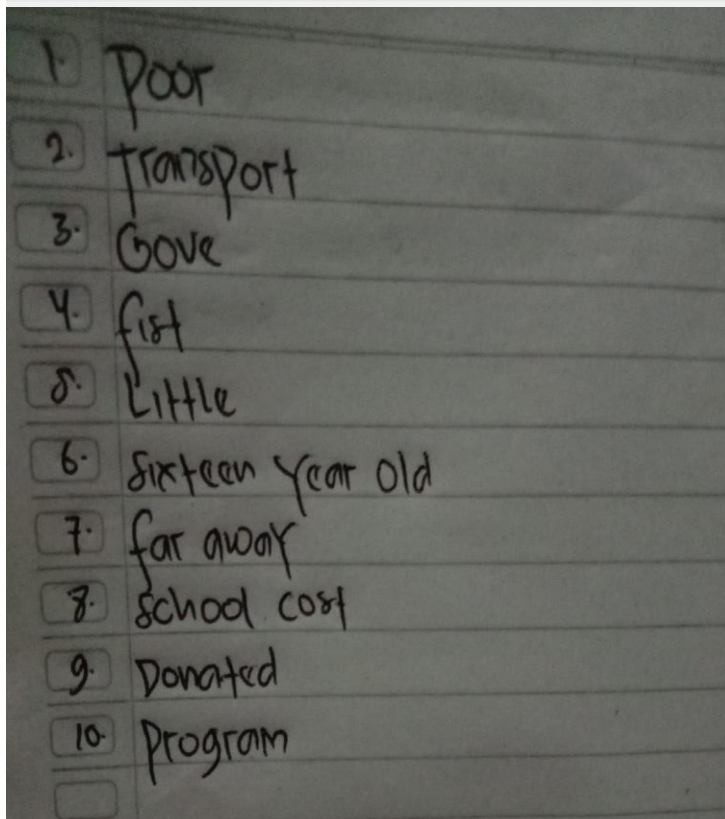
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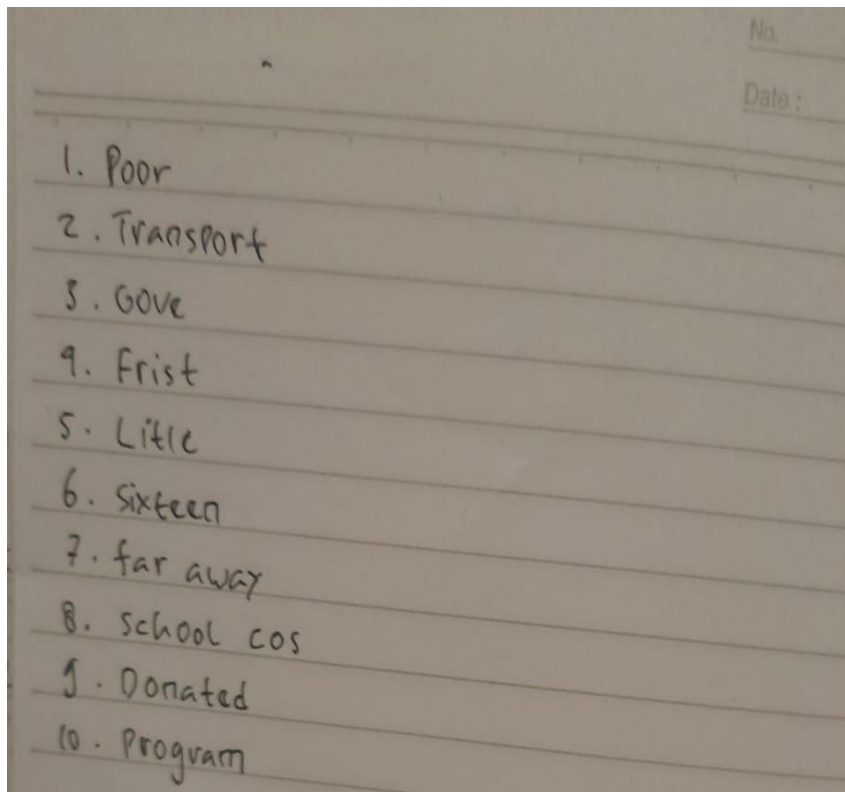
Source : https://learningenglish.voanews.com/z/5203

73

Do this exercise while listening. Complete the fields below with the correct word.
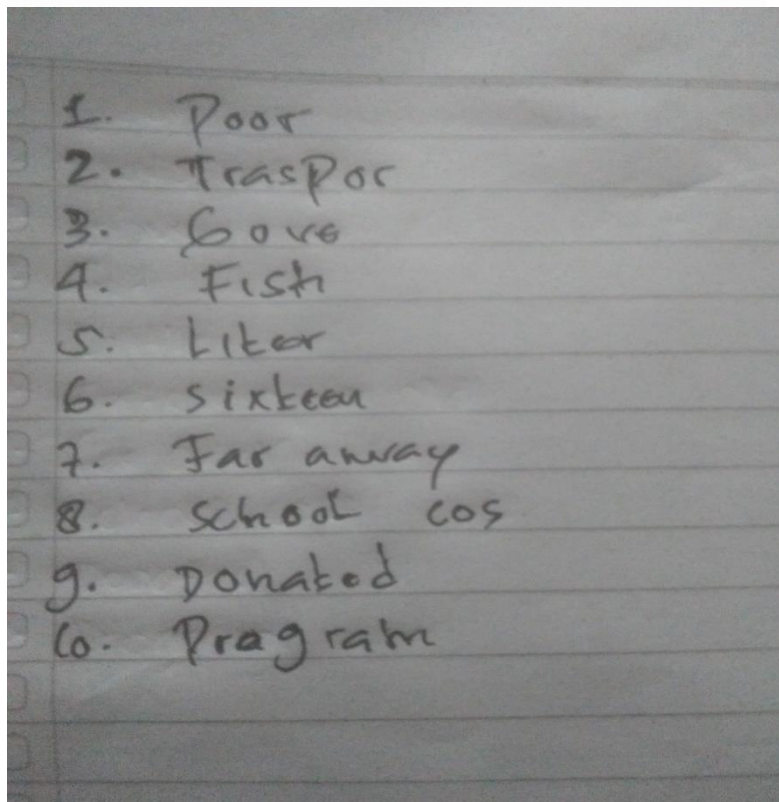
Girls Ride to School on Bicycles

In ..poor..(1) countries, many children do not have a way to go to school. They may walk many kilometers to school because their families do not have money for ..transport..(2) When the children walk to school, parents are afraid for their safety. So, sometimes, they keep their children at home. Or, other times, the child stops going to school. Parents may also keep their kids at home to help to gove..(3) food and take care of the other children. This is a big problem for girls. The costs of school ...fist.... (4), books, and meals also keep children out of school. With little......(5) money, parents often send their boy children to school before they send the girls. Loise Luseno is a sixteen year old (6) girl from Kakamega, Kenya. In the past, she walked almost 10 kilometers to go to school. But then, she stopped going because it was too far away..(7) The people in her family are farmers. They get only about $30 each month – not enough for food, school cost (8), and transport. But, a few months ago, Luseno went back to school on a bicycle. World Bicycle Relief, an American group, donatet.(9) the bicycle. The group donates bicycles to help children go to school. The bicycle program has donated about 7,000 bicycles

1. Poor
2. Transport
3. Gove
4. fist
5. Little
6. Sixteen Year Old
7. far away
8. School cost
9. Donated
10. Program

1. Poor
2. Transport
3. Gove
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6. Sixteen
7. far away
8. school cos
9. Donated
10. Program

1. Poor
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3. Gove
4. Fist
5. Little
6. Sixteen year old
7. Far away
8. School cost
9. Donated
10. Program

Poor
Transport
Gove
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Sixteen year old
Far away
School cost
Donated
Program

1. Poor
2. Traspor
3. Gove
4. Fish
5. Liter
6. sixteen
7. Far away
8. school cos
9. Donated
10. Program

Do this exercise while listening. Complete the fields below with the correct word.

Muthia Magfira

Girls Ride to School on Bicycles

In **pour** (1) countries, many children do not have a way to go to school. They may walk many kilometers to school because their families do not have money for **transport**(2) When the children walk to school, parents are afraid for their safety. So, sometimes, they keep their children at home. Or, other times, the child stops going to school. Parents may also keep their kids at home to help to **grew** (3) food and take care of the other children. This is a big problem for girls. The costs of school **feast** (4), books, and meals also keep children out of school. With **little** (5) money, parents often send their boy children to school before they send the girls. Loise Luseno is a **16 years old**(6) girl from Kakamega, Kenya. In the past, she walked almost 10 kilometers to go to school. But then, she stopped going because it was too **far away**(7) The people in her family are farmers. They get only about $30 each month – not enough for food, **school cost**(8), and transport. But, a few months ago, Luseno went back to school on a bicycle. World Bicycle Relief, an American group, **donated**(9) the bicycle. The group donates bicycles to help children go to school. The bicycle program has donated about 7,000 bicycles around Kenya. Most of the people receiving them are girls. The head of the **program**(10) in

SD dengan Cap Air

HD tanpa Cap Air

Bagi (2)