



**STUDENTS' PERCEPTION ON THE LECTURER'S USE OF PODCAST IN
TEACHING LISTENING COMPREHENSION**

THESIS

*Submitted to English Teaching Department Faculty of Tarbiyah and Teacher Training to
fulfill one of requirement to obtain bachelor degree at IAIN Batusangkar*

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ABSTRAK

SEPRIMA UCIARI NINGSIH, 13 104 084, judul skripsi “**STUDENTS’ PERCEPTION ON THE LECTURER’ USE OF PODCAST IN TEACHING LISTENING COMPREHENSION** Program studi Tadris Bahasa Inggris, Fakultas Tarbiyah, Institut Agama Islam Negeri (IAIN) Batusangkar.

Permasalahan pada penelitian ini adalah adanya beragam asumsi mahasiswa semester Lima Bahasa Inggris IAIN Batusangkar terhadap penggunaan *Podcast* yang digunakan oleh dosen dalam kelas *Listening Comprehension III*. Penelitian ini bertujuan untuk mendeskripsikan persepsi mahasiswa bahasa Inggris semester Lima Tahun Akademik 2017/2018 terhadap penggunaan *Podcast* yang digunakan oleh dosen *Listening Comprehension*.

Jenis penelitian ini adalah deskriptif kuantitatif. Dengan menggunakan desain *Cross sectional design*. Respondent dalam penelitian ini adalah seluruh mahasiswa semester Lima yang sudah mengambil mata kuliah *Listening Comprehension III* Tahun Ajaran 2017/2018 yang berjumlah 60 orang. Dari seluruh populasi yang ada, diambil secara acak 48 orang sebagai sampel dan 12 orang sebagai kelompok try out. Dalam pengumpulan data, instrument yang digunakan adalah lembaran angket yang berisi tentang persepsi mahasiswa Bahasa Inggris semester Lima Tahun Akademik 2017/2018 terhadap penggunaan *Podcast* yang digunakan oleh dosen *Listening Comprehension III*. Setelah angket diuji cobakan didapatkan 19 item yang valid, dan 11 item yang direvisi. Selanjutnya angket direvisi dan kemudian dibagikan kepada 45 orang sampel penelitian untuk mengumpulkan data.

Setelah data dianalisis, didapatkan bahwa persepsi mahasiswa Bahasa Inggris semester Lima Tahun Akademik 2017/2018 terhadap penggunaan *Podcast* yang digunakan oleh dosen *Listening Comprehension III* adalah sangat positif dengan persentase 96 %. Jika dilihat dari masing-masing komponen dari persepsi maka dapat digambarkan sebagai berikut. Pertama, persepsi pengetahuan (*cognitive*) mahasiswa terhadap penggunaan *Podcast* adalah sangat positive dengan persentase 96% . Kedua, persepsi emosional (*affective*) mahasiswa terhadap tugas penggunaan *Podcast* adalah sangat positive dengan persentase 43 (96 %) . Dan persepsi kecenderungan (*conative*) mahasiswa terhadap penggunaan *Podcast* dalam mata kuliah *Listening Comprehension III* adalah sangat positive dengan persentase 94% .

TABLE OF CONTENTS

COVER PAGE	i
THESIS PROPOSAL APPROVAL	ii
ACKNOWLEDGMENT	iii
ABSTRACT	iv
TABLE OF CONTENT	v
LIST OF TABLE	vi
LIST OF HISTOGRAM	vii
LIST OF APPENDICES	viii
CHAPTER I : INTRODUCTION	1
A. Background of the Problem.....	1
B. Identification of the Problem.....	3
C. Limitation and Formulation of the Problem.....	3
D. Purpose of the Research	4
E. Significance of the Research	4
F. Definition of Key Term.....	4
CHAPTER II : REVIEW OF RELATED LITERATURE	6
A. Review of Related Theories.....	6
1. Listening	6
Comprehension	
a. Teaching Listening	7
b. Media in teaching Listening	9
c. Kind of media in Teaching listening	9
2. Podcast.....	11
a. Definition of Podcast	11
b. Importance of podcast	12
c. Types of podcast.....	13
d. Podcast in academic Teaching.....	14
e. Advantages of Podcasts for Language Learning	15
f. How Podcasting Works.....	16
g. Advantages of Using Podcast	18

	3. Perception	21
	a. Definition of Perception	21
	b. Factors Influencing Perception	21
	c. Types of Perception.....	24
	d. Components of Perception.....	25
	B. Review of Relevant Studies.....	27
	C. Conceptual Framework.....	29
CHAPTER III	: RESEARCH METHODOLOGY.....	30
	A. Research Design.....	30
	B. Population and Sample.....	31
	C. Technique of Data Collection.....	31
	1. Research Instruments	31
	2. Research Procedures.....	35
	D. Technique of Data Analysis.....	36
CHAPTER IV	RESEARCH FINDING AND DISCUSSION.....	38
	A. Data Description.....	38
	B. Data Analysis.....	39
	C. Discussion.....	55
CHAPTER V	CONCLUSION AND SUGGESTION.....	58
	A. Conclusion.....	58
	B. Suggestion.....	59
BIBLIOGRAPHY	:.....	

LIST OF TABLE

Table 1 :

Table 2 :

Table 3 :

Table 4 :

Table 5 :

LIST OF APPENDICES

Appendix 1	Table of Specification for Tried Out Questionnaire.....
Appendix 2	Questionnaire for Tried Out.....
Appendix 3	Result of Respondent Questionnaire Items for Tryout.....
Appendix 4	Attendance List of Try Out Questionnaire.....
Appendix 5	Table Analysis for Try Out.....
Appendix 6	The Statistic Total Item.....
Appendix 7	<i>Angka Kritik Nilai</i> r of Instrument.....
Appendix 8	Validity of Try Out Questionnaire.....
Appendix 9	Reliability of Try Out Instrument.....
Appendix 10	Comparative Table of Questionnaire Items.....
Appendix 11	Table of Specification for Data.....
Appendix 12	Questionnaire for Sample.....
Appendix 13	Result of Respondents' Questionnaire Items for General item.....
Appendix 14	Attendance List of Data.....
Appendix 15	Result of Questionnaire Items for General Item Data.....
Appendix 16	The Score of Students' Perception on the used of Podcast by lecyurer in Listening comprehension.....
Appendix 17	The Frequency of Students' Perception on the used of Podcast by lecturer in listening comprehension.....
Appendix 18	Documentation in Taking Data Process.....
Appendix 19	Recommendation Letter.....

CHAPTER I

INTRODUCTION

A. Background of the problem

Listening is one of the four language skills which learners must mastery. Because it needs more attention and concentration to comprehend the sound (listening material). Listening ability is also important to be mastered for its benefit in building a good communication. In building a good communication with others, individuals have to understand the meaning of the messages conveyed by their partners when they have a conversation.

Unfortunately, many students have difficulties to follow listening activity. They felt under pressure to understand every word. It means that the students have difficulty in catching the information from the speaker. This might be caused the students' condition of the class was very noisy. As a result, the students have hearing problem and most of them have low motivation to learn listening.

In order to solve this problem, the teacher needs to find new media for teaching listening. Teacher as a facilitator of learning should find an effective way to create an active and enjoyable learning atmosphere. Podcast is one of media that can motivate the students' learning activity, especially in listening subject. Principally, The students are need to study English with the good feeling like happy, fun, and can motivate them in learning English.

In relevant with Kasihani, (2007 : 113) Students learn the English language can not be separated from the role of the teacher, the method is in use, and material support. Based on the applicable curriculum, always expected to accommodate all the material with a very simple, communicative, enable the basic thinking of students, allows teachers to use and make students enjoy learning English.

In the present time many of the students have technological devices such as MP3 players, computers, and tablets and mobile phones that allowing them to listen to the audio files easily, the problem of listening seems more manageable. Dealing with that a lecturer can take it for improving students listening comprehension by using advance technology that near with student's.

Podcast is a recent technology for improving students' listening skills. Using podcast as an appropriate multimedia can be very potential and practical as a tool to enhance listening skills. Because of that podcast also provide the students' with authentic and contextual material so that free download the recording easily and share it to their students. According to Kargozary et al. in Darwis (2016) Podcast is a downloadable audio or video file from the internet. Podcast is usually played in electronic devices such as mobile phone, Laptop, tablet or Mp3 player.

In addition, Salmon & Nie (2008), state that the use of podcasts in education is considered to promote motivation and engagement, cognition and learning, learner autonomy and innovative opportunities for teaching and presenting. Podcasts allow students to view or listen to lecture content at any time or place, but also offer a number of benefits to faculty. Inexpensive software programs such as Windows Media Player allow a professor to record a podcast at little to no cost (Copley 2007). Lynch et al. (2007) advise that podcast can help to personalise student's learning environment and experiences.

To sum up teaching using of Podcast was different from another media and students' can motivate to learn more any time also offer many benefit like learner autonomy, innovative opportunities for teaching and presenting. Then podcast can help to personalize of their learning environment so that podcast more appealing to a diverse range of learners through others.

The third semester of English students department in IAIN Batusangkar lecturer of listening comprehension subject has use podcast as a media to improve students motivation in learning listening comprehension. Moreover, Podcast has been applied during one years on third semester and fourth semester at 2016/2017 academic years seem like be continue next semester. So far the application of Podcast got enthusiastic approval from the students' by infact that many of them have a notion so happy and feel fun while using podcast. Then one evidence indeed students except that very enthusiastic provable by their attendances almost all come and follow listening comprehension every week and submit all of task that have been given by lecturer.

Based on the researcher preliminary research by interviewing, The researcher found that a students very attracted by Podcast media and said that learn listening comprehension by using podcast program is very fun and happy. But in other side the researcher also found some problem. The problems are there some students' still get difficulty to download audio from podcast program, then also some students' didn't have laptop and smartphone to listen it.

Furthermore, Some of the students' also said that they are very interested toward podcast program because audio in podcast can hear anywhere although doing another work. They can be fun to do task because The podcasts are short, challenging and supported by transcripts, worksheets and vocabulary tasks. Next, Podcast is also

completed by series for all experience levels. They can choose from four levels of learning to match your needs – solute beginner, beginner, intermediate and advanced.

From that assumption of the students above, they are different assumption some of students pro to use podcast and in the other side they are another students did'nt agree to using podcast with any reason. Differences between two assumption will be appear perception among them.

Perception also plays roles in learning performances. According to chambers Dictionary Perception is difined as an act of being aware of one's environment throught physical sensation, which denotes on individual's ability to understand. Performance is always depending on perception, perception result from in innate organizing process.

Sudirman, (2001) give more detail about there are five factors that influence students' learning process; They are IQ, attitude, intelligence, perception, and motivation (quoted in Mardiana, 2017). The process of percepton begins with an object in the real world, termed the distal stimulus or distal object example light, sounds, physical proses the object stipulates the body's sensory organs. The perception process mainly affected by three factor namely internal factor likes need and desire, personality and experience, then external factor such as size, intensity, frequency, status, and contrast.

Based on the problem about reseracher is interested in conducting a research entitled ” Students' Perception on the Lecturers' use of Podcast in Teaching Listening Comprehension”.

B. Identification of the problem

Lecturer applied the new media in teaching Listening Comprehension, namely is Podcast. Podcast is also offer many easer for students to learn and help them to improve their listening ability. Among those, the researcher wanted focus on the lecturers' use of Podcast in teaching listening comprehension. As stated previously the students had different perceptions on the lecturers' use of Podcast in teaching listening comprehension. Thus, the researcher limits the research on students' perception on the lecturers' use of Podcast in teaching listening comprehension.

C. Limitation and Formulation of the Problem

Based on the background and identification of the problem above, the researcher would like to limit the problem to the students' perception on the lecturers' use of Podcast in teaching listening comprehension.

A study of fifth semester students of English Department of IAIN Batusangkar registered in 2017/2018 academic years.

To be more specific, the formulation of the problem can be stated as follow:

1. What is students' perception on the lecturers' use of Podcast in teaching listening comprehension in term of cognitive component?
2. What is students' perception on the lecturers' use of Podcast in teaching listening comprehension in term of affective component?
3. What is students' on the lecturers' use of Podcast in teaching listening comprehension in term of conative component?

D. Purpose of the Research

The purpose of this research to describe the students' perception on the lecturers' use of Podcast in teaching listening comprehension ?

E. Significance of the Research

The result of this research is expectedly to be a useful reference for:

1. Students

The result of this research may give some information about their perception on the lecturers' use of Podcast in teaching listening comprehension.

2. English lecturers

The result of this research can give a positive income to English lecturers especially to Listening comprehension lecturer in

preferring the problem around speaking subject and choose a good media that can improve students Listening ability.

3. Reseacher

This researcher is hope to give a new knowledge to the researcher about topic and fulfill a requirement for thesis writing.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Listening Comprehension

a. Definition of Listening Comprehension

Listening is defined and explained by many researchers from different angles. As defined Anderson & Lynch (1988), Listening comprehension is a

complex process that requires concurrent use of the knowledge and skills required for understanding. This study is based on the belief that “language is the means used by a community to express facts, ideas, beliefs, rules, and so on in short, to express its culture”. Then, in the Oxford dictionary (1993,) “Listening is a complex, problem solving skill, and it’s more than just perception of sound.

Furthermore, Listening includes comprehension of meaning, bearing words, phrases, clauses, sentences, and connected discourse”. listening is usually a hard or difficult task to master in one’s own language. Listening can be also defined as simply the ability or the capacity to understand language which used by native speakers. This definition has been proposed by Mendelsohn (1984) who says that listening is: “the ability to understand the spoken language of native speakers.”. Another definition was proposed by O’Malley *et al* (1989) :“Listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfil the task requirements.”

Moreover, Listening comprehension is important when the listeners need to gain the message from the speaker. Without comprehension, the listeners will not understand well that the speakers are saying. The listener cannot do if she/he does not listen carefully, concentrate on and pay attention to what the speaker .

Listening comprehension is necessary to understand for the students. According to Fang (2010: ⁷) listening comprehension means that the listeners should be encouraged to concentrate on an active process of listening for meanings, using not only the linguistic cues but their nonlinguistic knowledge as well”. They should also know that not every clue will equally important to the message. Therefore, even when they miss a piece of language, they need not worry there will a good chance that other clues will make them understand the message, or at least, enough of the message for their own aim. Listening comprehension would regard theoretically as an active process in which individuals concentrate on selected aspects of aural input, form meaning from passages, and associate what they hear with existing knowledge.

Based on definition above, it can be concluded that listening comprehension was the ability to understand what the speakers are saying. Listening should be encourage to concentrate on a active process and listening comprehension involves real-time processing.

b. Teaching Listening

In teaching listening, the teachers need some principles in order to make the teaching and learning process successful. Brown (2001: 258) suggests some Principles for teaching listening. They are as follows:

1. In an interactive, four-skill curriculum, make sure that the teachers did not overlook the important of techniques that specifically develop listening comprehension competence.
2. Use techniques that make the students intrinsically motivating.
3. Utilize authentic language and context.
4. Carefully consider the form of listeners' responses.
5. Encourage the development of listening strategies.
6. Include both bottoms-up and top-down listening techniques.

Successful listening can also be looked at in terms of the strategies the listener use when listening. Rost (2002: 155) identifies strategies that are used by successful listeners. They are predicting, inferring, monitoring, clarifying, responding, and evaluating. First, predicting was about what listeners think about what they will hear. This fits into the ideas about pre-listening mentioned earlier. The second was inferring. It is useful for learners to listen between the lines. Next was monitoring. Good listeners notice what they do and do not understand. Next, it was clarifying.

The efficient learners is ask questions and give feedback to the speaker. In the responding, the listeners is react to what they hear. The last was evaluating. In evaluating, the listeners is check on how well they have understood. Strategies can be thought as the ways in which a learner approaches and manages a task, and listeners can be taught effective ways of approaching and managing their listening. These activities involve the listeners actively in the process of listening. Besides, it was also required the appropriate listening sequences in order to make the successful listening. Wilson (2008: 160) mentions three listening sequences. They are pre-listening, while-listening, and post listening. They will be explained in details as follows:

1) Pre-Listening

The first stage involves active schemata to help students to predict the content. The pre-listening stage should prepare students by helping them activate their background knowledge and clarify their expectations and assumptions about the text. An ideal pre-listening task was one in which the teacher, through carefully constructed questions, helps the students to activate the background information and language components including the vocabularies used. A successful listening activity is depend on what students do during pre-listening.

2) While-Listening

In the while-listening, the students hear the input once, for listening gist. Then, they listen a second time, either in order to check or answer more details questions. There are some important points in doing while-listening. They are:

- a) Allow students to listen to the text two or three times as a whole.
 - b) Encourage student to focus on global meaning first and do not ask the students for details after the first listen.
 - c) Encourage students to make assumptions after the first listen and verify them after the second listen.
 - d) Focus the questions and attention at this stage on the segments of the texts that are accessible to the students in terms of vocabulary and structures.
- The students don't need to get everything in the text.

3) Post-Listening

There was an emphasis on helping the students with difficulties and reflecting on performance. A post-listening activity represents a follow up to the listening activity and aims to utilize the knowledge gained from listening for the development of other skills such as speaking or writing. The appropriate listening activities in every stage are also required to make the listening successful.

c. Media in Teaching Listening

1. Definition of Media

Media in learning process is one ways to reach the goal of teaching and learning like teacher's hope. Teacher also demand to be creative and find

new strategy to solve the problem when found student's difficult to understand their explanation.

According to Arsyad (2003:15), in teaching and learning activities using the media, the teaching was replaced by terms such as tool of view heard, teaching materials, communication of view heard, educational teaching aids of view, educational technology, teaching aids, and explanatory media.

From the definition above, that media are grown by technology, and now we can find it in many sources. We can conclude that Media is an important things in teaching and learning process. It can set the level of students' interest with a lesson.

2. Kinds of Media in Teaching Listening

They are many variation Media in teaching listening to make student's more understanding about material lesson. According to Siemens and Tittenberger (2009) : they are some media in teaching listening such as:

a) Blog

Blogs are used in different ways both teacher and learners. If teachers use blog to organize their classes to which students may add their comments, this kind of usage hardly meet three criteria established in the preceding section.

b) Wikis

A wiki is basically a simple web page that anyone can edit. At least that's the standard description or what wikis were when first started. The openness of wikis has encountered the reality of human behavior (or more precisely - spam). Wikis are chaotic, informal knowledge spaces. Wikis enable individuals to create a collective resource. Whereas blogs enable individual voices, a wiki over-writes individuality.

The messiness of wikis can be intimidating to newcomers. But wikis are not without governance or management. Wikipedia has extensive resources available on how to handle concerns arising from community conflict. Democracy and openness drive actions in this space.

c) Social Bookmarking

Social bookmarking is a way to store and organize bookmarks (favorites) on the web. Having bookmarks on the web means they are accessible from any computer with an internet connection and a browser.

d) Podcasts

Podcasts is downloadable audio or video from the internet. Particular potential in audio is the increased use of different audio tools for easy collaboration (such as Seismic or Voice Thread). Podcasts is all the rage right now. This usually consist of an audio file, usually in MP3 format, which is downloaded to an iPod or MP3 player.

e) Video

The last decade has seen the web transition from a text-based medium to a multi-media platform with audio, video, and greater interactivity. For educators, this presents a great opportunity to add diversity and variety to courses. While video-taped lectures have been common on university campuses for decades, the increased bandwidth available to most computer users has opened the door for a new approach to extend lectures – enabling learners to view missed (or not fully understood) lectures at their convenien.

f) Games, virtual worlds, and simulations

Virtual worlds and games are common topics discussion in educational conferences. Most educators have at minimum, indirect experience with games whether through conversations with students, the activities of their children, or their own personal use of virtual games.

In short they are some media in teaching listening that can use such as : Blog, Wikis, Social Bookmarking, Podcast, Video, Games, Virtual worlds, and Simulation.All of these media can assist student's to learning fun and enjoy the material of listening.

According to Zimmerman and Pintrich they are items also facilitate of techhlogy student's use to learn like: Communication tools (Whats App, Line, Skype, Google talk), Social networks (Twitter, facebook etc.), Production and storage tool in the cloud (Wikis and blog, Dropbox, Google plus), Social markers and RSS (Delicious, Sage), Multimedia resouces (Podcast, Video), Assesment tools (Exam time, Google application forms), Internet (Wikipedia or online dictionaries, translator,

Google adademic, Dialnet), Management tools (map, mind, manager, Refworks, Mendeley, Viper), Others technology (Specific apps: kalkulilo, Whiteboard lite and organizer : Google calender and evernote).

Based on the explanation above, there are some similarities of the theories above. To make clearer, it can be drawn in the following table :

Table 1

No	Kinds of media in listening	
	Siemens and Tittenberger (2009)	Zimmerman and Pintrich
1.	Blog, Wikis, Social bookmarking, Podcast, Video, Games virtual	Communication tool (Whats App, Line, Skype,Google talk), Social networks (Twitter, Facebook, etc) storage tool in the cloud (Wikis and blog, Dropbox, Google plus), Social markers and RSS (Delicious, Sage), Multimedia resouces (Podcast, Video), Assesment tools (Exam time, Google application forms), Internet (Wikipedia or online dictionaries, translator, Google adademic, Dialnet), Management tools (map, mind, manager, Refworks, Mendeley, Viper), Others technology (Specific apps: kalkulilo, Whiteboard lite and organizer : Google calender

No	Kinds of media in listening	
	Siemens and Tittenberger (2009)	Zimmerman and Pintrich
		and evernote).

2. Podcasts

a. Defenition of Podcast

Podcasts is downloadable audio or video from the internet. in addition according to Wikipedia, (2012) : Podcasting is also the method of distributing multimedia files such as audio programs or music videos over the internet for play back on mobiles devices and personal computers.

A podcasts is an audio file made available on internet. It is a combination of two words broadcasting (the term used for the transmission of television and radio and iPod (a well known portable media MP3 player developed by Apple computer Inc.) (Anna: 2010). Podcasts has been compared to radio broadcasting because it usually has a single producer (or group of people producing it) and the audio transmission is sent to lots of listeners.

From the defenition above said that podcast can transmiss audio for listener which uploaded by expert in English teaching .There is many different about podcasts is that, unlike radio, the person listening doesn't have to listen to it at the time of broadcasting. Instead of a radio transmitter, a podcasts is stored on the web as adigital sound file and this sound file can then be transferred to any computer or digital device, such as an iPod or MP3 player. Then the listeners can choose when they listen.

Podcasts do not differ fundamentally from texts spoken on cassettes or CDs. Teachers have always recorded programmers from the radio or the internet onto a cassette or a CD. With podcasts it is just easier. You subscribe to a podcasts and each time an update (a new installment or a new programmed) is available it is automatically downloaded to your computer. If you think it is suitable you can keep it, or you just delete it.

So you do not have to be at home or program your recorder, it is all done automatically.

In conclusion Based on explanation above can conclude that trough podcast listeners can transferred to any computer digital sound file and transferred to laptop, Ipod, and smartphone also MP3 player you free to choose media that you can use. Then you subscribe to a podcast and free to update a new installment and choose what do you want, beside that if didn't like you can delete it.

b. Importance of Podcast

Podcast is a significant source which can use to teach and learn a language. It is an alternative method of learning which can help improve listening skills. Most of the producers of podcasts are educators and intellectuals who use this technology to communicate with their students outside the traditional class. Podcast is also a tool which allows teachers to share their ideas and suggestions in order to improve their method of teaching .

Educators who decide to create an educational podcast, have to follow five important steps (Wikipedia, 2012)

1. It is important to choose an appropriate content which suits the level of the tuties. This means that it is better to avoid complex content material which includes lots of images and descriptions. It's important to not communicate too much content in a single podcast because students could not understand all the message.
2. Teachers have to limit their educational aim and purpose for each podcast they create.
3. Teachers have to explain the contents through interviews, dialogues or monologues of each podcats.
4. It is better if teachers produce their podcasts in a personal and informal way because some researches in instructional media stated that students learn better using this method.
5. Teachers should integrated their podcasts into their course content and learning activities, because this could be very useful for their students. this means each podcast relates to the course not to be out of it.

c. Types of Podcast

Bolliger et al. (2010) mention that there are three types of Podcast available to be use: audio podcast, enhanced podcast, and video podcast. Different types of podcast with different contents are available in many websites in the internet. Audio podcast is the most popular and easiest to use. It contains audio only and requires a small storage spaces. Mostly, it is in MP3 format and can be played using all MP3 players. Different from audio podcast, enhanced podcast is a combination of audio and digital images. Meanwhile, video podcast contains audio or video in one format. Usually, Video podcast is produced MP4 format and require larger storage space.

d. Podcasts in the Academic Teaching

Podcast is being used in a variety of ways in all levels and disciplines of education. More traditionally, it can be used to distribute lecture material. This material is available as a review (for those in class), or, if students or teachers are absent, a podcast can serve to distribute the missed information (Tavales & Skevoulis, 2006). Podcast can empower students by giving them opportunities to create and publish for a real audience) and facilitate recording and distributing news broadcasts, developing brochures, creating or listening to teachers' notes, recording lectures distributed directly to students' MP3 players, recording meeting and conference notes, supporting student projects and interviews, and providing oral history archiving and on-demand distribution.

1) Podcasts & Teacher

Teachers podcasts are created to facilitate students with latest and innovative lectures in the episode forms. Each episode is created in order to keep the students engage and involve with latest information with creativity.

A teacher either from school or college can create his own podcast in different academic disciplines like literature, Philosophy, History, Science, Religion and Spirituality, Social Sciences, etc. They also create audio books in their own voice. (Sonali,

2011) This means that the technology has also opened an opportunity for students to download and listen to their professors lecture in his digital media. So, now a student will not miss any lecture and can download the latest lecture at any time and place according to his convenience and come prepared to the class .

Leach (2006) explains the benefits of using teacher podcasts before-lesson and afterlesson listening: “What’s more, it gives pupils who were in the classroom the chance to listen again to what the teacher said on a topic, to re-check those notes and make sure,as well as to make it easier for non-English native speakers to re-listen to a lesson without the distractions that may make instant translation difficult the first time around”.

We can deduce that the teacher podcasts have great impact on students while learning. It facilitates and helps them to understand the procedure of getting new knowledge and make them involved in the task . It also means that through teacher podcasts the tutties can cover the basics without wasting classroom time. Teachers podcast is like an assistant to deliver the courses or facts a in simple way and at the same time it provides the additional detail that takes some pupils off into other directions that a simple lesson can not contain.

2) Podcasts and Students

A podcast is a kind of digital lecture through which students get new dimension for their subjects and branch. It enables their thought process to develop in different perspectives to create their own podcast in their own voice. It is important for creating a podcast, one can enhance their vocabulary, public speaking skills, oral presentation skills, like Audio books, Podcast Novel (Sonali , 2011). This kind of podcast is helpful for students; they can record or create their own podcasts for revising their courses and getting ready for the exams . In addition to that , they can use it in case of preparing their research papers or presentations in oral expression with more explanation using their styles and their ideas with intellectual thinking.

e. How Podcast Works

Paul (2009) stated that Podcast is an important technology which is simple and easy to use. He proposed the process of how podcasts works following the steps :

1. Users have to create an audio or video content. This can contain recording audio and editing videos, for example. Contents can be capture with portable devices and then upload to a computer .
2. Users have to post their work to a web server, usually in MP3 format. Then, they have to publish as an RSS file which contains meta information about the audio file such as the URL, the file's name and the text.
3. Users have to use an application like iPodder which identifies the multimedia file and its URL. Then the application downloads the URL and synchs it to a media player.
4. Users listen to their audio or look at their video file . We conclude that each person is going to creat podcast, he sould follow those steps orderly because if he/she jumps one of those step, it will be some how problem for him /her, and this process will not success.

Based on explanation aboved we know that Podcast is important media to use in listening comprehension because having many level best if we compare with others media in listening but the other media just audio like a cassette that we play. By using Podcast Users have to create an audio or video content, Users have to post their work to a web server, . Users have to use an application like iPodder, Users listen to their audio or look at their video file.

f. The Use of Podcast

According to Jain and Hashmi (2013) the advantages of creating and listening English podcast in the classroom, it must also be pointed out that.

- a) As an interesting activity in which student's learn communication skills.

It means that by using of Podcast students can get interesting in learn Listening comprehension due to students also learn communication skills in English.

b) To teach English in a simple and easy way.

Podcast also brought students to learn English in a simple and easy ways because Podcast can be hear anywhere and every time although the student's doing another work so that she can enjoy without feel burden.

c) To teach student's how to be an effective listeners as well as good speakers since most of the available ELT Podcast are designed by the proficient speaker and the native speakers on a wide variety of topics.

By Podcast student's will be to imitated the pronunciation and try to understand what the meaning of the text. Because of that student's can ,form the habit of listening Podcast to increase thier listening comprehension.

d) To teach language with the help of diverse activities based on Podcast.

It means that the student's will be offer diverse activities based on Podcast such as : student's can be learn by speaking, writing, or others skills.

e) To enhance competency in the use of technology.

Podcast also used to enhance competency in the use of technology like students demand to close by technology until she can acces easily.

f) As a motivational technique to keep students on task.

Its mean that the students would be motivated to do her task because she can determine when her task must be finish and predict the task before submit and have chance to repair recur.

From the previous explanation, the researcher concludes that there are many advantages of using Podcast such as As an interesting activity, teach English in a simple and easy way, To enhance competency in the use of technology, As a motivational technique to keep students on task.

3. Perception

a. Defenition of Perception

Perception in physhology difine as a process acquiring information for understanding a object. Then Richard (2010:427) states that perception

is the recognition and understanding of events, object, and stimuli through the uses of sense (sight, hearing, touch, etc). Next, Syafwar (2009: 68) also give definition about perception means a process to determine, organize, and interpret a stimulus that has been gotten by an individual.

So from several definition above we can conclude that perception is a process acquiring information and determine, organize and interpret and stimuli through the use sense.

b. Factor influencing of Perception

Everyone have different perception in looking at one object and take the meaning it. Someones perception also influences by some factor. According to David of 1981 define that Perception depend to individual hope, experience and motivation.

They are some factors which influence individual perception (Shaleh, 2004):

- a. First, Attention is every moment there are occurs, maybe thousands stimuli that catches by all our sensory system which everyone is different so that their attention to the object is also different and this will affect the perception of an object.
- b. Second, Set is mental readiness from someone to face something that will appear with certain manner and it's also someone's expectation about stimuli that would be arising.
- c. Third, need or necessity is someone perception to an object or event. Because of that, the different necessity on someone will lead different perceptions to an object or event.
- d. Fourth, value system is occur in one society also influencing perception to a something, object or event. It means that a perception can happen in one society or another society, because it is can influence to something.
- e. Fifth, feature or personality is perception someone toward something will different with another because of their personality.
- f. Sixth, mental sickness or soul problem is someone perception about something can be wrong because of the problem of their soul.

In addition, Kossen in Nurlailah (2010:24-25) also said that in general there are many factors that influence of perception because of six

categories, they are: Firstly, heredity factor is influence someone perception by means of physic such as sense, cognition, etc. Second, experience and background of environment is a have big influence for what the people looking into give perception to something. Third, peer affect is Influence from someone moreover friend very give individual influence for someone or something.

Fourth, prediction is human preference for give a mistake for another people and individual, this is can be a perception for something different. Fifth, assessment is a measure with the hurried way can bring about carelessness in perception than the result to be a wrong concluded. The condition happened because the individual can effort one problem before to know what the problem actually. And last halo effect is halo rusty effect from someone that has qualified in a condition also believed in the other condition.

In addition, In Addition, Jalalludin (2007:55) states that there are two kinds of perception, positive and negative perception. The positive perception of perception or view of an object and leads to a situation in which subject perceive tend to accept object arrested in accordance with his personal. Next, negative perception that perception or view of an object and refers to a state in which subject perceive tend to reject object arrested for not suit his personality. It means that although it is often realized, the stimulus will be perceived always been a stimulus that are relevant and meaningful to him

From the explanations above, it can be take conclusion that perception influenced by many factors. There are attention, set, need, value system, feature, mental sickness, heredity factor, experience and background of environment, peer affect, prediction, assessment, and halo effect.

c. Types of Perception

There are some opinions related with types of perception. According Richard (2010: 427) there are three types of perception. They are visual, auditory, and speech. Visual perception is perception of visual information

and stimuli. It means the thing someone deals with visual object or event and this perception someone will give perception based on what they look.

Auditory perception requires a listener to detect different kinds of acoustic signals, and to judge differences between them according to differences in such acoustic characteristics as their frequency, amplitude, duration, order of occurrence, and rate of presentation. And speech perception is the understanding of comprehension of speech. It means that someone understanding and know in speech that has different stimulus.

Meanwhile, Pawar and Saper (2014:262) also explain that there are seven types of perception they are as follows: Visual Perception, Haptic Perception, Pitch Perception, Form Perception, Depth Perception, Speech Perception, and Social Perception. First, visual perception is the ability to interpret the surrounding environment by processing information that is contained in visible light. The resulting perception is also known as eyesight, sight, vision. The visual system in human and animals allows individuals to assimilate information from the environment. People interested in perception have long struggled to explain what visual processing does to create what is actually seen.

Second, Depth perception is the visual ability to perceive the world in three dimensions and the distance of an object. Depth sensation is the corresponding term for animals, since although it is known that animals can sense the distance of an object. It is not known whether they perceive it in the same subjective way that humans do.

Third, Pitch or music perception is a perceptual property that allows the ordering of sounds on a frequency-related scale. Pitches are compared as higher and lower in the sense associated with musical melodies, which require sound whose frequency is clear and stable enough to be heard as not noise.

Fourth, Form perception is the recognition of objects in the environment. It is remarkable that despite the fact that each instance of observing the same object leads to a unique retinal response pattern, the visual processing that takes place in our brain is capable of recognizing these experiences as analogous in a way that allows for invariant object recognition.

Fifth, Haptic perception is the process of recognizing objects through touch. It involves a combination of sensory perception of patterns on the skin surface (edges, curvature, and texture) and pro-preconception of hand position and conformation.

Sixth, Speech perception is the process by which the sounds of language are heard, interpreted and understood. Research in speech perception seeks to understand how human listeners recognize speech-sounds and use this information to understand spoken language. The last is Social perception is the process of interpreting information about another person.

From types above, it can be summarized that there are many types of perception. They are visual, auditory, speech, visual perception, audio perception, speech perception, haptic perception, pitch perception, form perception, depth perception, and social perception.

d. Components of Perception

There are three components related with perception. Walgito (1993) give explanations about components of perception, they are:

1) Cognitive components

Cognitive component or perception is the component that related with knowledge, opinion, beliefs and good things that related with how someone's perception about an object.

2) Affective component

Affective component or emotional component is the component that related with like and dislike about an object. Like is the positive value and dislike is the negative value. This component showed the direct behavior, positive or negative.

3) Conative component

Conative or action component is a component that related with tendency action about an object. This component showed intensity for behavior that showed tendency of action big or small dependent on object behavior.

In addition, Masbow in Izzatul Rahmi (2017) argues that there are three components of perception. First, cognitive component (perceptual component) is a component of perception that is related to

someone's knowledge, opinion and belief toward an object. Second, affective component (emotional component) is a component of perception that is related to like and dislike toward an object. Third, conative component (action component) is a component of perception that is related to action tendency toward an object.

Table 1.

Comparative Table for Types of Perception

BimoWalgito (1993)	Masbow in Rahmi (2017)
a. Cognitive components: the component that related with knowledge, opinion, beliefs and good things that related with how someone's perception about an object.	a. Cognitive component (perceptual component): is a component of perception that is related to someone's knowledge, opinion and belief toward an object.
b. Affective component: the component that related with like and dislike about an object. Like is the positive value and dislike is the negative value. This component showed the direct behavior, positive or negative.	b. Affective component (emotional component): a component of perception that is related to like and dislike toward an object.
c. Conative component: a component that related with tendency action about an object. This component showed intensity for behavior that showed tendency of action big or small dependent on object behavior.	c. Conative component (action component) is: a component of perception that is related to action tendency toward an object.

B. Review of Relevant Studies

After the researcher read the sources that related with the research the researcher found there are three researches that relevant with this research. Research from Somayeh Naseri and Chalil Motallebzadeh (2015) with entitle “ Podcasts : A Factor to Improve Iranian EFL Learner’Self-Regulation Abilityand Use of Technology” it has result that used of podcasts as an educational technology can significantly influence and foster self-regulation ability of the learners. Most participants showed a positive perception toward the use of podcast as an educational technology in language learning.

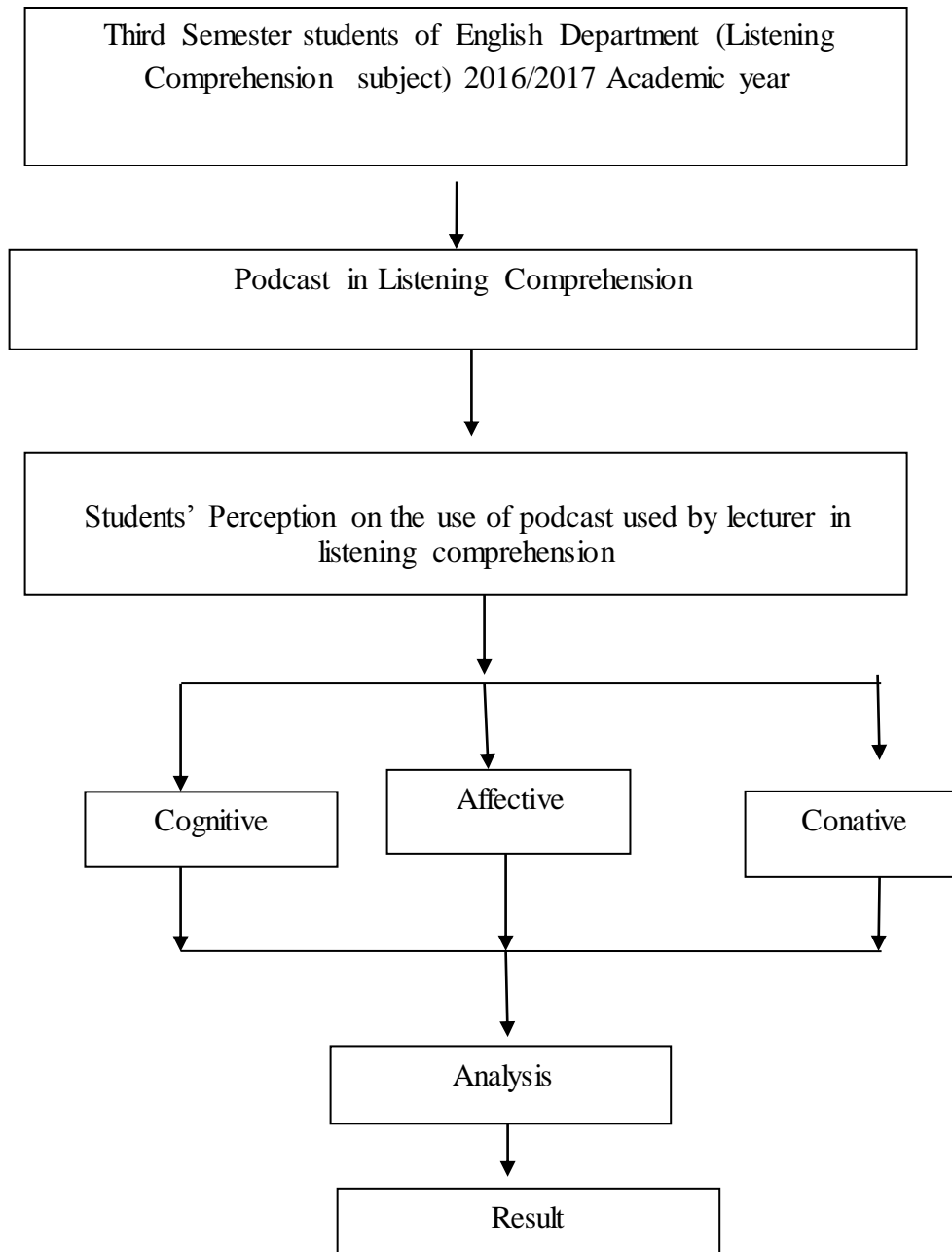
Next researcher found the result of research from Ho Ching Li from department of English, Hongkong institut of education entitle “Using podcast for learning English, perception of Hongkong secondary 6 ESL students. Generally, the findings are positive and the research objectives are well achieved. The students all agreed that podcast could increase their listening skills and they were interested in carrying agreed that podcast had enhanced their language skill. The major benefit of podcasts is to provide more opportunities for students to expose themselves to the language. Although the small sample size of this research may not be able to reveal the whole picture of the Hong Kong context, the in-depth approach provides us with concrete and critical data for further research, such as research on students’ interest in different podcast topics and levels.

Furthermore, lower level students can also be investigated, as podcasts should not be limited only to senior students. Our students are ready to take on the challenges of podcasts. Whether the use of podcasts can be developed in the Hong Kong classroom or not rests on our willingness to try.

Then according to research doing by Elni Kohar, Urai salam, Sumarni from English language education study program of FKIP UNTAN, Pontianak the result of research is students perception toward using podcast in English learning is fun, Podcast is very flexible, then podcast can increase students language skills such as: Listening abilyty, speaking, reading and writing ability.

C. Conceptual Framework

The researcher has drawn the conceptual frame work as below:



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used quantitative descriptive cross sectional design involving collecting the data. Gay (2000:8) states that quantitative research methods are based on the collecting and analyzing the numeric data like questionnaire, test, etc. This research were include in quantitative research that describes current study.

Furthermore, Gay (2000:1) descriptive research is involves collecting data in order to answer questions the current status of the subject or study. Therefore, quantitative descriptive research involves collecting data on order to answer question about the current status of the subject. According to sugyono, (2010) Cross sectional design is observations are done only once on that has been determined by the researchers by looking at relationship between independent variables and dependent.

Based on the theory above, this research concerned with descriptive quantitative to describe the students' perception on the used of podcast by lecturer in listening comprehension. This research conducted to the fifth semester students of English students department in IAIN Batusangkar 2017/2018 academic year.

B. Place and Time doing Research

This research have been conducted at fifth semester of student's of English Department that have been took Listening Comprehension three and time is 15 Januari 2018 –14 Februari 2018.

C. Population and Sample

1. Population

Gay (2000:122) states that population is the group of interest to the researcher, which she or he would like the result of the study to be generalizable. The population of this research the fifth semester of English students department of IAIN Batusangkar in 2017/2018 academic year who had taken listening comprehension three. The total numbers of the students are 60 students.

2. Sample

Based on the number of population previously, the researcher selected the students for sample of this research. According to Gay (2000:121) sampling is the process of selecting a number of individual for a study in such a way that they represent the larger group from which they are select.

The sample of this research was taken by applying simple random sampling. This technique is supported by Gay (2000: 123) who states that simple random sampling is the process of selecting a sample in such way that all individual in the define population have on equal and independent chance of being select for the sample.

The population of this research was 60 students. Gay (2000:135) suggests the table to decides sample size, and its mention that if population 100, the size of sample is 80. It means that the sample is 80% of population, because the population of this research are 60, the researcher taken sample 48 students, it means sample is 80% from population, while 12 students a tried out sample.

The sample of this research was taken by applying simple random sampling. This technique is supported by Gay (2000: 123) who states that simple random sampling is the process selecting a sample in such way that all individual in the define population have on equal and independent chance of being select for the sample. The following table showed the total sample of research and tried out:

Table 1
Sample

POPULATION	TRY OUT	SAMPLE
60	12	48
	60	

D. Technique of Data Collection

1. Research Instrument

In collecting the data, the researcher administered a questionnaire to saw the students' perception on used of Podcast by lecturer in listening comprehension. According to Sugiyono (2007:199) defines questionnaire as one of techniques data analysis that was done by giving a group of written questions or statements to the respondents to be answer. It is can suitable for this research because questionnaire can be used if there is big number of respondents. The items of questionnaire were developed based on the theory of advantages of using podcast that explain before.

The questionnaire item were written in Indonesia language in order to help the respondent comprehend the items.

In this research, the researcher used closed questionnaire. Sugiyono (2007:201), close questionnaire is questions that need short answer or the respondent just need to choose one answer from the questionnaire. Then, Sukardi (2012:77) also states that questionnaire is one of instrument that effective in a research, because there were alternative answers so that the questions appropriate with the purpose of the research. By using closed questionnaire, it helped the respondent to answer quickly and researcher ease to conducted data analysis later.

The questionnaire is a tool for the researcher to know the Students' Perception on the Lecturers' use of Podcast in Teaching Listening Comprehension . To construct the questionnaire, the researcher did some steps as suggested by Suharsimi (2005:135). As follow:

- a. Identifying variable of the problem
- b. Elaborating the variable into sub variable
- c. Finding out indicator of each variable
- d. Ranging description from each indicator
- e. Formulating the description into questionnaire items
- f. Completing the questionnaire by giving direction and instruction

In this research, the researcher used Likert scale. As state by Gay (2000:156), states that Likert scale is aim to ask individual to respond to a series of statement. The scales divide into five categorize. They are Strongly Agree (SA), and Agree (A), Undecided (U), Disagree (D), And Strongly Disagree (SD).

The questionnaire contain either positive or negative statements. Each response associate with a point value, and students' score determined by summed the point values of each statement. They can be saw in the following table.

Table 2
The Scores for Categories of the Statement

Categories	Statement	
	Positive	Negative
Sangat setuju	5	1

Setuju	4	2
Ragu-ragu	3	3
Tidak setuju	2	4
Sangat tidak setuju	1	5

In order to create a good questionnaire, it should be have validity and reliability. Before the questionnaire analyzed to the validity and reliability analysis, the researcher were distributed tried out questionnaire as try out respondent. Before the questionnaire distributed to the sample research, the validity and the reliability of the questionnaire should be check first. For more explanation about it, it discuss as follow :

Table 3
Sample Questionnaire

No	Pernyataan	Jawaban				
		SS	S	RR	TS	STS
1	Sepengetahuan saya Podcast mendorong saya untuk belajar bahasa inggris					

The score were given base on the type of each item. If the item is positive, the score arranges as follow : SA =5,A=4, U=3, D=2 and SD =1.

In doing research,there is an important principle of instrument. According to Gay (2000:161), the most important principles of instrument are validity and realibility.

a. Validity of the Questionare

Validity is the most important characteristic of a test in order get the appropriate of data collection. According to Gay (2000.161), Validity is the most important characteristics of the testor measuring instrument can process. In this case the researcher used questionare in collected the data, So questionare

arrangement must measure student's perception on the used of Podcast by lecturer in listening comprehension.

To find out the validity of the questionnaire, the researcher used content validity. To validity of the questionnaire is constructed by base on the relevant theories that formulated on the table specification that proposed by expert. The researcher consulted to advisor and items which consist of positive and negative statement.

To measure the validity is the instrument. Brown (2004:22) states that validity is the most complex criterion of an affective test. It measure what have to be measured and truthfulness. To find out the validity of the questionnaire, the researcher used content validity. Then, the researcher were analyzed the items based on formula that is proposed by Sudijono (2010: 206):

$$\text{Where: } r = \frac{N(\sum XY) - (\sum X \sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

- r = Coefficient correlation
- N = Number of respondent
- X = Score item
- X^2 = Square of score item
- Y = Sum score item
- Y^2 = Square of sum of score item

After finding the coefficient correlation, correlation correlation were compared with r table (r). The formula to know r table is:

$$df = N - 2$$

Where: df = Degree of freedom

N = Number of respondents

b. Reliability

Besides validity, the data should reliable. Gay (2000:169), reliability is the degree to which a test consistently measures whatever it is measuring. Reliable is consistent, it means establish by determined the relationship between scores resulting from administered the same test, the same group on different occasions and times.

Furthermore, Gay (2000:170) state that a valid questionnaire is always reliable. in this research, the researcher try to make the questionnaire is valid and

also reliable. In order to get reliability of the questionnaire, the researcher analyzed by used interative reliability.

Reliability of the questionnaire analyzed by used split half method as proposed by Gay (2000: 174):

$$r.tot = \frac{2r}{1+r}$$

Where: r.tot =reliability coefficient

r.tt = correlation between score of each half test

2. Research Procedures

This research was conducted by applied the following steps, they are:

a. Preparation

- 1) Focused on the problem that the researcher interest
- 2) Collected theories and references that are related to the researcher problem
- 3) Prepared and wrote the research proposal
- 4) Consulted the research proposal with the advisor
- 5) Revised the research proposal
- 6) Prepared the questionnaire
- 7) Consulted the questionnaire
- 8) Revised the questionnaire
- 9) Conducted proposal seminar

b. Operation

- 1) Gave tried out of questionnaire
- 2) Analyzed tried out of questionnaire
- 3) Distributed the questionnaire to collected the data
- 4) Collected the students' questionnaire
- 5) Scored the questionnaire
- 6) Analyzed the questionnaire
- 7) Described the result of the questionnaire

c. Post operation

- 1) Interpreted the data
- 2) Took conclusion and suggestion

E. Technique of DataAnalysis

In analyzing the data, the researcher will use descriptive analysis. In this technique, the data will analyze by several steps, they are:

1. Gave code to the questionnaire
2. Checked the students' questionnaire
3. Classified the students' answering
4. Analyzed the students' answered
5. Conducted percentages.

In analyzing the data, the researcher were used the descriptive quantitative analysis for calculating the percentage. The researcher used formula proposed by Sudijono (2005 :43):

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

Where: P = The index of Percentage

F = Total mean's score each phases

N= Amount of mean's score

For interpreting the result of the questionnaire, the researcher were used the categories of interested and attitude that have been suggested by Djemari et.al in Helda (2016:50) from Yogyakarta University page 28 as follow as:

Table 4.
The Categorizing of Students' Perception on the use of podcast by lecturer in listening Comprehension

Class interval	Interpretation	F	%
>(0.80 x max score)	Strongly positive		
(0.60 x max score)-(0.80 x max score)	Positive		
(0.40 x max score)-(0.60 x max score)	Negative		
(0.40 x max score)	Strongly negative		

Explanation:

Max score = Total questionnaire x max score skala likert

6. Drawing conclusion

The conclusion found based on the data that researcher got after analyzing and interpreted of the data.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Data Description

This chapter discusses the data description, data analysis, and discussion about the students' on the used of Podcast by Lecturer in Listening Comprehension (A Study of The Fifth Semester Students of English Teaching Department of IAIN Batusangkar Registered in 2017/2018 Academic Year). The data was taken by using questionnaire and distributed to the students to get their perception.

Before doing the research, the researcher tried out the questionnaire. There were 15 students took as the sample for try out. The total item for tryout was 30 items. The result of try out showed that from 30 items there were 11 items were revised, nothing to discarded, and 19 items were valid. Then the researcher collected the data. There were 45 students took as the sample of the research with total item of questionnaire was 30 items.

The questionnaire was constructed from three indicator of perception namely; cognitive, affective and conative. Not only those indicator but also several advantages of using Pdcast . Total of questionnaire was 30 items that was developed by using five likert scale in order to eases the subjects of the study about their levels agreement or disagreement. For the positive items, the scores were arranged as follows: strongly agree (SA)=5, agree (A)=4, undecided (U)=3, disagree (D)=2, strongly disagree (SD)=1. Whereas, for negative items, the scores were arranged as follows: strongly agree (SA)=1, agree (A)=2, undecided (U)=3, disagree (D)=4, strongly disagree (SD)=5.

B. Data Analysis

In data analysis All of the data of this research were analyzed by using descriptive statistics formula such as total score, frequency, and percentage. First, the researcher calculated all of the respondents' score in answering the questionnaire and analyzed in generally. Second, the researcher analyzed based on the three components of perception such as cognitive, affective, and conative.

There were 30 items of questionnaire were constructed. The items belong to number 1 until 30. After getting the data, the researcher got the general score of Students' Perception on the Lecturers' use of Podcast in Teaching Listening Comprehension that can be describe as follow:

Tabel 5

Score of Student's perception on the used of Podcast by Lecturer in Listening Comprehension in Listening Comprehension

Respondent	Score	Respondent	Score
1	116	26	143
2	120	27	143
3	112	28	141
4	117	29	141
5	114	30	141
6	124	31	143
7	124	32	144
8	138	33	141
9	133	34	138
10	142	35	137
11	143	36	137
12	142	37	139
13	138	38	141
14	141	39	139
15	140	40	141
16	138	41	140
17	143	42	139
18	142	43	142
19	142	44	144
20	138	45	142
21	140		
22	141		
23	136		
24	143		
25	143		

Respondent	Score	Respondent	Score
Total			6025

Based on the table above, the researcher got the total score of Students' Perception on the Lecturers' use of Podcast in Teaching Listening Comprehension was 6025, which mean score was 137. 022. Then, the researcher calculated the frequencies table of students' perception on the used of Podcast in Listening Comprehension that can be showed in the table below:

Table 6

General Frequency Table of Students' Perception on the use of Podcast by Lecturer in Listening Comprehension

Score	Frequensi
112	1
114	1
116	1
117	1
120	1
124	2
133	1
136	1
137	3
138	5
139	3
140	3
141	7
142	6
143	7
144	2
	45

From the frequency above, it was found the intensity of Students' Perception on the Lecturers' use of Podcast in Teaching Listening Comprehension The result can be seen in following table above. It was also found the maximum score, minimum score, mean standard deviation and the other aspects by using SPSS as follows:

Table 7

**Statistic result of Students' Perception on the Lecturers' use of Podcast in Teaching
Listening Comprehension**

Statistics			
		VAR00001	VAR00002
N	Valid	45	46
	Missing	1	0
Mean		136.9333	1.9565
Std. Error of Mean		1.28998	.95652
Std. Deviation		8.65343	6.48745
Minimum		112.00	1.00
Maximum		144.00	45.00
Sum		6162.00	90.00

Based on the table above, there was gotten 144 maximum score, 112 minimum score, 136.9333 as mean, 8.65343 as standard deviation, and 6162 as sum of score of Students' perception on the used of Podcast in Listening Comprehension.

Table 8
**Students' Perception on the Lecturers' use of Podcast in Teaching Listening
Comprehension**

No	Class Interval	Frequency	Percentage	Interpretation
1	≥ 115	43	96%	Strongly positive
2	86-114	2	4%	Positive
3	58-85	0	0%	Negative

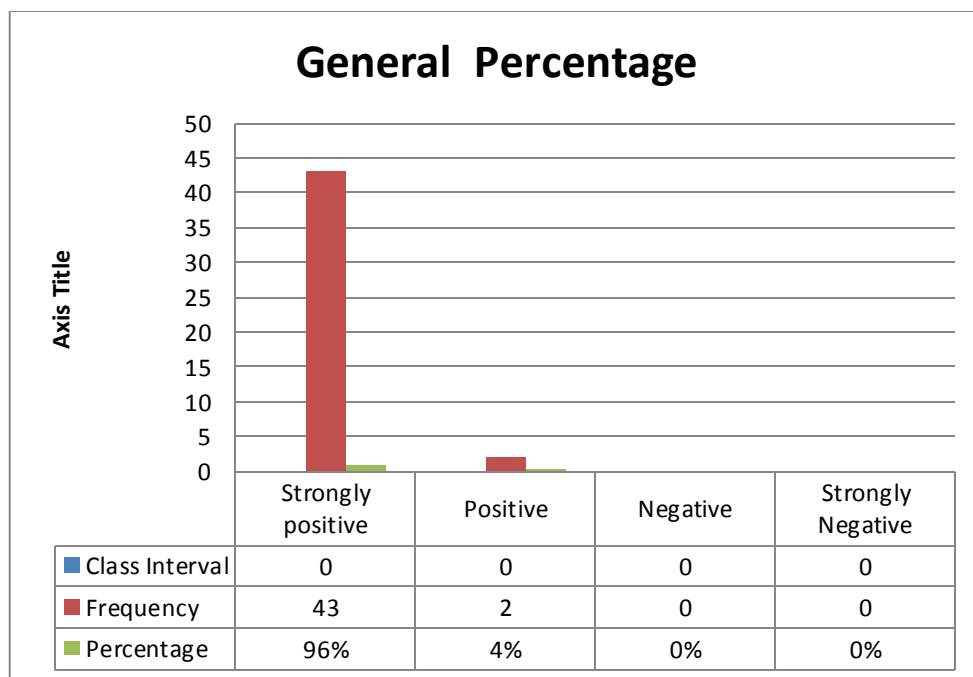
4	< 58	0	0%	Strongly negative
Total			100%	

Based on the table above, in class interval ≥ 115 there was gotten forty three students (96%) had strongly positive perception on the used of Podcast by Lecturer in Listening Comprehension , in class interval 86-114 two students (4%) had positive perception on the used of Podcast in Listening Comprehension in Listening Comprehension, in class interval 58 – 85 Then, none students (0%,) who had negative perception on the used of Podcast by Lecturer in listening Comprehension. and in class interval <58 there is no students (0%) had strongly negative perception on the used of Podcast used by lecturer in listening comprehension.

To make it clearer, the histogram below showed the percentage of Students' Perception on the Lecturers' use of Podcast in Teaching Listening Comprehension

Histogram 1

General Percentage of Students' Score of Students' Perception on the Lecturers' use of Podcast in Teaching Listening Comprehension



Based on the histogram above, there was gotten 96% students had strongly positive perception on the used of Podcast by Lecturer in listening comprehension, 4% students had positive perception on the used of Podcast by Lecturer in listening comprehension,

0 % students had negative perception on the used of Podcast by Lecturer in listening comprehension, and 0% students had strongly negative perception on the used of Podcast by Lecturer in listening comprehension.

After that, the categorizing of students' perception on the lecturers' use of Podcast in teaching Listening Comprehension can be seen as follows:

1. Students' Perception on the Lecturers' use of Podcast in Teaching Listening Comprehension for cognitive component.

Cognitive component or perceptual is component that related to knowledge, opinion, belief, that is good things that relate how person's perception toward an object. There were 18 item were constructed for this component, they are 1, 2, 3, 4, 5, 6, 7, 8, 9, 19, 20 ,21, 22, 23, 24, 25, 26 ,27. After getting the data, the researcher got the score of cognitive components of Students' Perception on the Lecturers' use of Podcast in Teaching Listening Comprehension.

Based on the data, it was found that the score as follow:

Table 9

Frequency of data distribution of cognitive component of student's perception on the used of Podcast by Lecturer in Listening Comprehension

Score	Frekuensi
66	1
69	1
70	2
72	1
74	1
76	1
79	1
80	1
81	2
82	1
83	7
84	7
85	12
86	5
87	2
	45

From the data above the researcher got the total score of cognitive components of Students' Perception on the Lecturers' use of Podcast in Teaching Listening Comprehension was 1174. Then, the researcher calculated the frequencies of cognitive components of Students' perception on the used of Podcast by Lecturer in Listening Comprehension, which can be described as follows:

Table 10

Frequencies of data distribution of cognitive component of student's perception on the used of Podcast by Lecturer in Listening Comprehension

Statistics			
		VAR00001	VAR00002
N	Valid	45	45
	Missing	0	0
Mean		82.0667	1.0000
Std. Error of Mean		.77876	.00000
Std. Deviation		5.22407	.00000
Variance		27.291	.000
Range		21.00	.00
Minimum		66.00	1.00
Maximum		87.00	1.00
Sum		3693.00	45.00

Based on the table above, there was gotten 87 maximum score, 66 minimum score, 82,0667 as mean, 5.22407 as standard deviation, and 3693.00 as sum of score of Students' perception on the used of Podcast in Listening Comprehension.

Table 11

The categories of cognitive component of student's perception on the used of Podcast by Lecturer in Listening Comprehension

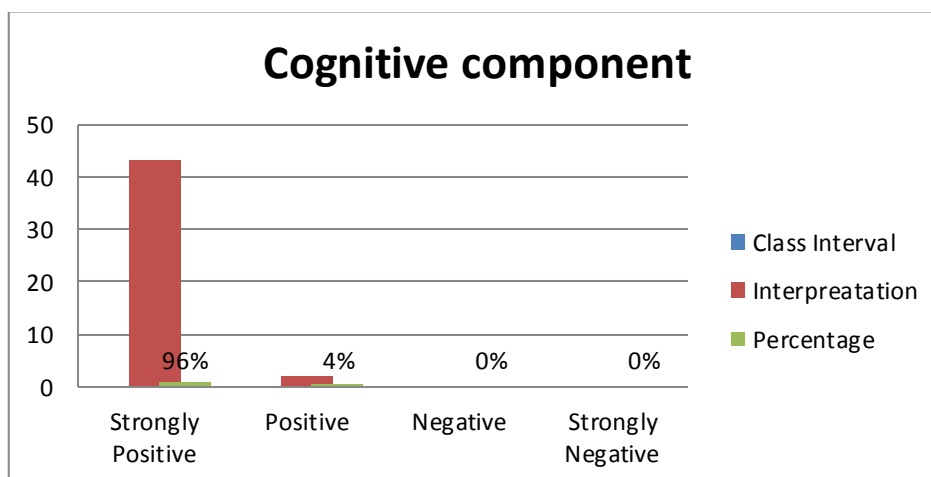
No	Class Interval	Frequency	Percentage	Interpretation
1	≥ 70	43	96%	Strongly positive
2	52- 69	2	4%	Positive
3	35 – 51	0	0%	Negative
4	< 34	0	0%	Strongly negative
Total		45	100%	

Based on the table above, there were 43 students (96%), who had strongly positive perception on the used of Podcast by lecturer in Listening comprehension. There were 2 students (4%), who had positive perception on the used of Podcast by lecturer in Listening comprehension. There were none students (0 %), who had negative perception on the use of Podcast by lecturer in listening Comprehension. Then, none students (0%.) who had strongly negative perception on n on the use of Podcast by lecturer in listening Comprehension.

To make it clearer, the figure below showed the percentage of students' perception on n on the use of Podcast by lecturer in listening Comprehension.

Histogram 2

The Percentage of cognitif component of Students' Perception on the Lecturers' use of Podcast in Teaching Listening Comprehension.



Based on the histogram above, there was gotten 96% students had strongly positive perception on the used of Podcast by Lecturer in listening comprehension for cognitive component, 4% students had positive perception on the used of Podcast by Lecturer in listening comprehension for cognitive component, 0 % students had negative perception on the used of Podcast by Lecturer in listening comprehension for cognitive component, and 0% students had strongly negative perception on the used of Podcast by Lecturer in listening comprehension for cognitive component.

2. Students' Perception on the Lecturers' use of Podcast in Teaching Listening Comprehension for Affective component.

There are 6 items of questionnaire were constructed from this part. The items belong to 10, 11, 12, 13, 14, 15. After getting the data, the researcher got the score of Students' Perception on the Lecturers' use of Podcast in Teaching Listening Comprehension.

The researcher got the score of students' perception on the used of Podcast by lecturer in listening comprehension for Affective component, which can be described as follows:

Table 12

Frequency of data distribution of Affective component of student's perception on the used of Podcast by Lecturer in Listening Comprehension

Score	Frequency
22	1
23	2
24	4
25	3
26	3
27	4
28	3
29	7
30	18
	45

From the table above, the researcher got the total score of students' perception on the used of Podcast by lecturer in Listening comprehension for affective component was 234.

Table 13

Frequencies

Statistics			
		VAR00001	VAR00002

N	Valid	45	45
	Missing	0	0
Mean		27.8222	1.0000
Std. Error of Mean		.36967	.00000
Std. Deviation		2.47982	.00000
Minimum		22.00	1.00
Maximum		30.00	1.00
Sum		1252.00	45.00

Based on the table above, there was gotten 30 maximum score, 22 minimum score, 27.8222 as mean, 2.47982 as standard deviation, and 1252.00 as sum of score of Students' perception on the used of Podcast in Listening Comprehension.

Then, the researcher calculated the frequencies of Students' Perception on the Lecturers' use of Podcast in Teaching Listening Comprehension for affective component, which can be showed in the table below:

Table 13
The Category of Students' Perception on the Lecturers' use of Podcast in Teaching Listening Comprehension for Affective Component

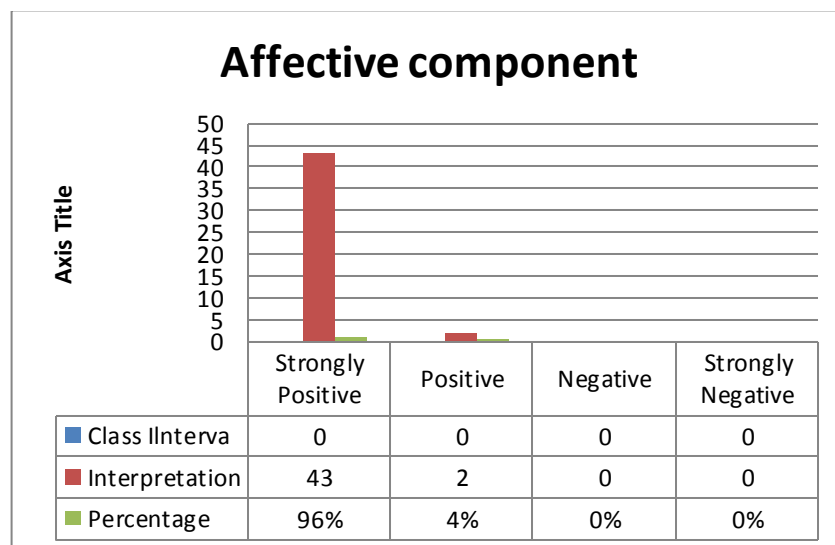
No	Class Interval	Frequency	Percentage	Interpretation
1	≥ 70	43	96%	Strongly positive
2	52- 69	2	4%	Positive
3	35 – 51	0	0%	Negative
4	< 34	0	0%	Strongly negative
Total		45	100%	

Based on the table above, there were 43 students (96 %), who had strongly positive perception on the used of Podcast by lecturer in listening comprehension for affective component. There were 2 students (4%), who had positive perception on the used of Podcast by lecturer in listening comprehension for affective component. There were none students (0 %), who had negative perception on the used of Podcast by lecturer in listening comprehension for affective component. Then, none students (0%), who had strongly negative perception on the used of Podcast by lecturer in listening comprehension for affective component.

To make it clearer, the figure below showed the percentage of students' perception on direct instruction strategy applied by English teacher in inclusive classroom for affective component.

Histogram 3

The Percentage of Students' Perception on the Lecturers' use of Podcast in Teaching Listening Comprehension for Affective Component



Based on the histogram above, there was gotten 43 students' (96 %) students had strongly positive perception on the used of Podcast by lecturer in listening comprehension in term of affective component, There were 2 Students' (4 %) students had positive perception on the used of Podcast by lecturer in listening comprehension in term of affective component, There were none student's (0 %) students had negative perception on the used of Podcast by lecturer in listening comprehension in term of

affective component, and 0% students had strongly negative on the used of Podcast by lecturer in listening comprehension in term of affective component.

3. Conative Component of Perception on the use of Podcast by lecturer in listening comprehension

There are 6 items of questionnaire from this part. The items belong to 16, 17, 18, 28, 29, 30. After getting the data, the researcher got the score of Students' Perception on the Lecturers' use of Podcast in Teaching Listening Comprehension for conative component as follow:

Table 14

Frequency of data distribution of conative component of student's perception on the used of Podcast by Lecturer in Listening Comprehension

Score	Frequency
22	1
23	2
24	4
25	1
26	3
27	10
28	16
29	5
30	3
	45

From the frequency above, it was found the intensity of conative components of Students' Perception on the Lecturers' use of Podcast in Teaching Listening Comprehension. The result can be seen in following table above. It was also found the maximum score, minimum score, minimum score, mean, and standard deviation by using SPSS 16 as follow:

Table 15
Frequencies of data distribution of conative component of student's perception on the used of Podcast by Lecturer in Listening Comprehension

Statistics			
		VAR00001	VAR00002
N	Valid	45	46
	Missing	1	0
Mean		27.1111	1.9565
Std. Error of Mean		.28643	.95652
Std. Deviation		1.92144	6.48745
Minimum		22.00	1.00
Maximum		30.00	45.00
Sum		1220.00	90.00

Based on the table above, there was gotten 30 maximum score, 22 minimum score, 27.1111 as mean, 1.92144 as standard deviation, 1220.00 and as sum of score of Students' perception on the used of Podcast in Listening Comprehension.

Then, the categorizing of Students' Perception on the Lecturers' use of Podcast in Teaching Listening Comprehension for conative component can be seen as follow:

Table 16

The Category of conative component of Students' Perception on the Lecturers' use of Podcast in Teaching Listening Comprehension for Affective Component

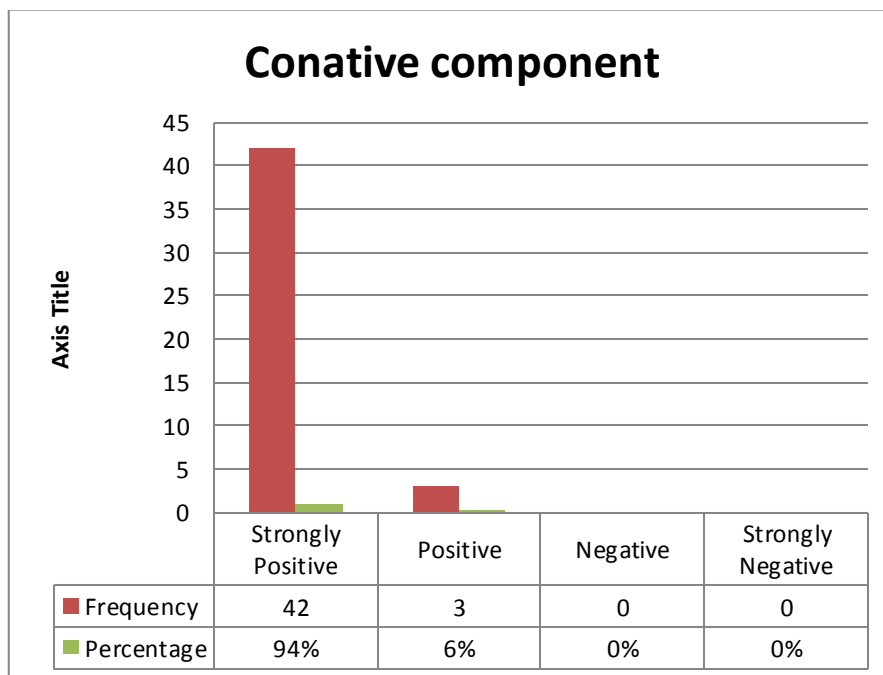
No	Class Interval	Frequency	Percentage	Interpretation
1	≥ 24	42	94%	Strongly positive
2	18 – 23	3	6%	Positive
3	12 -17	0	0%	Negative
4	< 12	0	0%	Strongly negative
Total		45	100%	

Based on the table above, in class interval ≥ 24 , there was gotten 42 students (94 %) had strongly positive perception on the used of Podcast by lecturer in listening comprehension in term of conative component, in class interval 18-23 3 students (6 %) had positive perception on the used of Podcast by lecturer in listening comprehension in term of conative component, in class interval 12-17 none students (0%) had negative perception on the used of Podcast by lecturer in listening comprehension in term of conative component, and in class interval ≥ 22 there was no students (0%) had strongly negative perception on the used of Podcast by lecturer in listening comprehension in term of conative component.

To make it clearer, the histogram below showed the percentage of conative component of students' perception on the used Podcast by lecturer in listening comprehension.

Histogram 3

Frequency of data distribution of conative component of student's perception on the used of Podcast by Lecturer in Listening Comprehension



Based on the histogram above, there was gotten 94 % students had strongly positive perception on the used of Podcast by lecturer in listening comprehension in term of conative component, 4 % students had positive perception on the used of Podcast by lecturer in listening comprehension in term of conative component, 0 % students had negative perception on the used of Podcast by lecturer in listening comprehension in term of conative component, and 0% students had strongly negative on the used of Podcast by lecturer in listening comprehension in term of conative component.

C. Discussion

This part presents the discussion of the research findings. The discussion focuses on the finding of the research question. After done the research the fact show that Podcast was very influenced toward student's listening ability, its was proven by student's perception displayed that Podcast have been role player in listening comprehension. It can be saw based on responsed of questionnare have done spreaded for the fifth student's of English Department of IAIN Batusangkar in 2017/2018 academic year who had taken listening comprehension three. From the data calculation, it was found that the students' perception on the use of Podcast by lecturer in listening comprehension was strongly positive which percentage 96 % and mean 136,9333. it means that the students perceive that Podcast used by lecturer have offered good impact to their listening ability.

From the finding it can be shown that the Podcast is important in English learning, in that it provides support that student's ability in listening comprehension. The finding also related with theories from Leach (2006) who said that explain the benefit before lesson and after lesson listening whats more, it gives pupils who were in the classroom the chance to listen again to what the teacher said on the topic, to re check those notes and make sure, as well as to make it easier for non English native speakers to re-listen to a lesson without distractions that may make instant translation difficult the first time arround.

Podcast also helpfulness in students' learning process to developed their knowledge and got many skills. The finding also related with Jain and Hashmi (2013) who said that there are several advantages of Podcast in the classroom :a) as an interseting activity in which student's learn communication skills, b) to teach English in a simple and easy way, c) to teach student's how to be an effective listeners as well as good speakers since most of the available ELT Podcast are designed by the proficient speaker and the native speakers on a wide variety of topics. d) to teach language with the help of diverse activities based on Podcast, e) to enhance competency in the use of technology, and f) as a motivational technique to keep students on task.

Dealing that after the researcher spreaded the questionnare based on that theories above the answer of respondent was stongly positive which indicated Podcast was important media to support student's in learning English language, particularly in listening comprehension. Almost of students' gave responsed strongly agree that is

43 from 45 student's have done answered stongly agree and agree. Because of that Podcast was needed to continue applied in listening comprehension subject. Next, Podcast not only increase student's listening ability but also all of languange skills and their would be learn any time, any where and have been fun and more enjoy as long their acceses of podcast.

Looking up the students perction on the use of Podcast by lecturer in listening comprehension, there are three components considered, they are cognitive component, affective component, and conative component. Its supported by Walgito (2004:86) states that there are three components of perception.

First, cognitive component is perceptual component. It includes knowledge, opinion, and belief about an object or even. After analyzed cognitive component of Students' Perception on the Lecturers' use of Podcast in Teaching Listening Comprehension, it could be said that Podcast is useful for the student's in learning which found that 96% had strongly positive perception which mean score 82,0667. it means that the collateral with theories said that by Salmon & Nie (2008), State that The use of podcasts in education is considered to promote motivation and engagement, cognition and learning, learner autonomy and innovative opportunities for teaching and presenting

Second, affective component can be called emotional component, includes like and dislike sense about an object or even. Like sense is positive thing and dislike is negative thing. This component indicates direction of attitude that can be positive or negative thing. After analyzing affective component of Students' Perception on the Lecturers' use of Podcast in Teaching Listening Comprehension, it was found that 96 % students had strongly positive perception which mean score 27,8222. It means that the students had well emotional toward used of Podcast in listening comprehension class. Paul (2009), Podcast is an important technology with the simple and easy to use.

Third, conative component is known as action component. This component related to action tendency toward object of attitude of perception on the used of Podcast by lecturer in listening comprehension. It indicates intensity of attitude. The intensity of attitude can be small or big action tendency. After analyzing the data, it was found that 94% students had strongly positive perception which mean score

27,11. It means that the students had high tendency to use of Podcast and realized that it gave contribution in improving their listening ability. Its related to theory said that Lynch et al. (2007) advise that Podcast can help student's personalize students' learning environment and experiences.

Finally, students' perception on the use of Podcast by lecturer in listening comprehension was strongly positive based on the research finding. The students think that video recording assignment gave contribution to in improving their speaking ability. It can be saw from the result of the questionnaire that shows that the students perception on three aspect. These aspects were: cognitive, affective, and conative.

CHAPTER V

CONCLUSION AND DISCUSSION

A. CONCLUSION

Based on the data description and analysis, it can be concluded that the Students' Perception on the Lecturers' use of Podcast in Teaching Listening Comprehension was "*Strongly Positive*" which mean score 136,9333, the calculation of data showed that 96% or 43 students who were at level of strongly positive perception on the used of Podcast by lecturer in listening comprehension. Moreover, the details of Students' Perception on the Lecturers' use of Podcast in Teaching Listening Comprehension can be concluded based on the three components:

1. Students' Perception on the Lecturers' use of Podcast in Teaching Listening Comprehension to cognitive component was "*strongly positive*" which mean score 82,667
2. Students' Perception on the Lecturers' use of Podcast in Teaching Listening Comprehension for affective component was "*strongly positive*" which mean score 27,8222
3. Students' Perception on the Lecturers' use of Podcast in Teaching Listening Comprehension to conative component was "*strongly positive*" which mean score 27,111

In addition, among the three components above, the highest score was gotten from cognitive component and affective component (96 %) which 43 students' and the lower score was gotten from conative component (94%) which 42 students.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestion as follow:

1. The Lecturer

From the result of the research, the researcher suggest to the lecturer in order to creates the high capability students the lecturers are expected to implement appropriate methods, interested media and may technique to catch student's attention, and also strategy in learning process.

2. Students

For the students, the researcher recommand that use Podcast to improve listening ability and language skills in general to improve listening ability,enrich vocabulary,enhancing communication skills in English.

3. Next Researcher

With finding of this research, the researcher suggests other researchers to conduct resarch correlation between using of Podcast and their English communication skills.

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