THE IMPLEMENTATION OF TECHNOLOGIES IN TEACHING LISTENING AT THE GRADE XI STUDENTS OF SMA NEGERI 1 PANYABUNGAN UTARA

A THESIS

Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fullfilment of the Requirement for the Graduate Degree of Education (S.Pd.) in English

Written by

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TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC UNIVERSITY OF SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
2022

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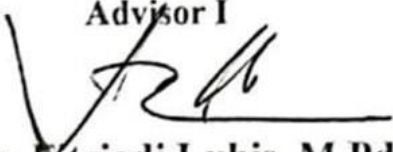for the Graduate Degree of Education (S.Pd.) in English*
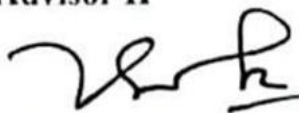
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Term : Munaqosyah

Item : 7 (seven) exemplars

Padangsidimpuan, January 2023

a.n. **Indah Pertiwi**

To:**Dean**

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Padangsidimpuan

Assalamu 'alaikumwarohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Indah Pertiwi**, entitled **"The Implementation of Technologies in Teaching Listening at the Grade XI Students of SMA Negeri 1 Panyabungan Utara"**. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wassalamu 'alaikumwarohmatullah wabarakatuh

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The title of the Thesis   **:The Implementation of Technologies in Teaching Listening at the Grade XI Students of SMA Negeri 1 Panyabungan Utara**

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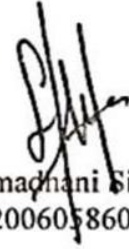
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ABSTRACT

Name   **: Indah Pertiwi**
Reg. No   **: 18 203 00036**
Faculty   **: Tarbiyah and Teacher Training Faculty**
Department   **: English Education**
Title of Thesis   **: The Implementation of Technologies in Teaching Listening at the Grade XI Students of SMA Negeri 1 Panyabungan Utara.**

Listening is a skill of being able to understand a language and receiving information from the speaker. The problem of this research was derived from teacher and students. teacher's difficulties in teaching listening are to found the method and to found the material or listening records of native speakers that were suitable to the students. Students' difficulties are students' lack of vocabularies, so they did not understand what words they had heard from the teacher or speaker and the next difficulties is students lack of motivation or not interesting in learning listening, because sometimes the teacher do not use the media to teach listening.

The objectives of this research are to find out kinds of teaching technology used by the teacher in teaching listening and to find out how the teacher use the teaching technology in teaching listening.

The researcher used descriptive qualitative research as a method of research. The research informan of this study was an English teacher at the grade XI students of SMA Negeri 1 Panyabungan Utara. To collect the data, researcher used observation and interview. The data were analyzed by the researcher through data reduction, data display, and conclusion. The researcher used triangulation technique to check data trusworthiness.

Based on the result of the research, there were kinds of teaching technology used by the teacher in teaching listening such as Liquid Crystal Display (LCD) Projector, laptop, computer, and Sound System or Speaker. The ways teachers used kinds of teaching technology is the teacher used Liquid Crystal Display (LCD) Projector by displaying the video of song and a movie about story of prophet from the laptop that has connected to LCD projector and sound system or speaker, computer was used by showing the movie about story of prophet from internet, and sound system or speaker was used by connecting the bluetooth from the teacher's mobile phone to speaker and make the students more clearly listening the material.

Key Words : Implementation, Technology, Teaching, Listening

ABSTRAK

Nama	**: Indah Pertiwi**
NIM	**: 18 203 00036**
Fakultas	**: Fakultas Tarbiyah dan Ilmu Keguruan**
Program Studi	**: Tadris Bahasa Inggris**
Judul Skripsi	**: Penerapan Teknologi dalam Pembelajaran Listening Pada Siswa Kelas XI SMA Negeri 1 Panyabungan Utara.**

Mendengarkan adalah keterampilan untuk dapat memahami bahasa dan menerima informasi dari pembicara. Masalah penelitian ini berasal dari guru dan siswa. Kesulitan guru dalam mengajar menyimak adalah menemukan metode dan menemukan materi atau rekaman menyimak penutur asli yang sesuai dengan siswa. Kesulitan siswa adalah siswa kurang kosa kata, sehingga mereka tidak mengerti kata-kata apa yang mereka dengar dari guru atau pembicara dan kesulitan berikutnya adalah siswa kurang motivasi atau tidak menarik dalam belajar menyimak, karena terkadang guru tidak menggunakan media. untuk mengajar mendengarkan.

Tujuan dari penelitian ini adalah untuk mengetahui jenis teknologi pengajaran yang digunakan oleh guru dalam mengajar mendengarkan dan untuk mengetahui bagaimana guru menggunakan teknologi pengajaran dalam mengajar mendengarkan.

Peneliti menggunakan penelitian kualitatif deskriptif sebagai metode penelitian. Informan penelitian dalam penelitian ini adalah seorang guru bahasa Inggris pada siswa kelas XI SMA Negeri 1 Panyabungan Utara. Untuk mengumpulkan data, peneliti menggunakan observasi dan wawancara. Data dianalisis oleh peneliti melalui reduksi data, penyajian data, dan penarikan kesimpulan. Peneliti menggunakan teknik triangulasi untuk memeriksa keabsahan data.

Berdasarkan hasil penelitian, ada macam-macam teknologi pengajaran yang digunakan guru dalam mengajar listening seperti Liquid Crystal Display (LCD) Projector, Laptop, Komputer, dan Sound System atau Speaker. Cara guru menggunakan jenis teknologi pengajaran adalah guru menggunakan Liquid Crystal Display (LCD) Projector dengan menampilkan video lagu dan film tentang kisah nabi dari laptop yang telah terhubung ke LCD projector dan sound system atau speaker, komputer digunakan dengan memutar film tentang kisah nabi dari internet, dan speaker digunakan dengan menghubungkan bluetooth dari handphone guru ke speaker dan membuat siswa lebih jelas mendengarkan materi.

Kata Kunci : Penerapan, Teknologi, Mengajar, Mendengarkan

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iii

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I realize this thesis can not be considered perfect without critiques and suggestion. Therefore, it is such a pleasure for me to get critiques and suggestion to make this thesis better.

<div align="right">

Padangsidimpuan, 07 November 2022
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TABLE OF CONTENTS

LIST OF APPENDIXES

CHAPTER I

INTRODUCTION

A. Background of the Problem

Listening is a receptive skill, it means the skill of being able to understand a language and receiving information from the speaker. Listening is the ability to comprehend verbally communicated information and providing approriate feedback. It can be described also as the ability to pay attention to the sound. By listening, the listener can acquire the information and develop of what the speakers say.

In the 2013 curriculum, there are some materials of teaching English that must be mastered by students. They are listening, speaking, reading and writing. Listening becomes one of the skills to be mastered by senior high school students because listening help the students to responding to meaning in formal and interpersonal (socialized) conversations using various spoken languages accurately, fluently and acceptable in the context of everyday life.

Listening and other skills in English are not given separately, but in an integrated manner and basic competencies that exist in the syllabus are according to the level. In teaching listening the teacher should consider several things. For example, teacher should prepare suitable media which will be used in teaching that make students interesting and motivate to learning listening then, they do not think that listening are difficult and frightening, the teacher should have a good method to teach listening, and the teacher should find the material before teaching listening in the class.

Based on interview to English teacher of SMA Negeri 1 Panyabungan Utara. Teacher has difficulties in teaching listening. first is to find the method. The teacher only used students' worksheet of listening. Then, the teacher got difficulty to find the material or listening records of native speakers that were suitable to the students, so sometimes teacher dictated the listening materials to the students and the last the teacher got confused in choosing the media that suitable for students, the teacher only use computer in teaching listening.[1]

Another time with the students of SMA Negeri 1 Panyabungan Utara. students have difficulties in learning listening. The first is students' lack of vocabularies, so they did not understand what words they had heard from the teacher or speaker and the next difficulties is students lack of motivation or not interested in learning listening, because sometimes the teacher does not use the media to teach listening.[2] It means that, the teacher in SMA Negeri 1 Panyabungan Utara has used the technology to facilitate the teacher in teaching listening but has not reached the appropriate target as expected and not maximal because the teacher seldom use it in teaching listening.

Technology is a tool, machine, method, process, activity or idea that is made to facilitate human activities in everyday life. Humans use technology in the fields of communication, learning, transportation, business, manufacturing, data security and so on. The are some feautures that can be used in teaching

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[1]An English Teacher of SMA Negeri 1 Panyabungan Utara, Privat Interview,on November 12 nd 2021, at 01.00 p.m.

[2]Students of SMA Negeri 1 Panyabungan Utara, Privat Interview,on June 24 th 2022, at 11.00 a.m.

listening for instance computer or laptop, radio, tape recorder, television, sound system or speaker, CD player, liquid crystal display (LCD) projector and broadcasting.

Technology in the classroom provides teachers with more tools to support students. Technology in teaching listening is very important tools because technology make students interested in learning and to help the students to understand the material easily, using technology in teaching listening was easier to understand because the pronunciation is more concrete and it is from a native speaker.

Based on the explanation above. It is esential to do a research about the use of technology in teaching listening. This research entitled the implementation of technologies in teaching listening at the grade XI students of SMA Negeri 1 Panyabungan Utara.

B. Focus of the Problem

The researcher focussed the research on the technology as teaching tool for teaching listening. This research was focussed on what kinds of teaching technology used by the teacher and how the teacher applied the teaching technology in teaching listening.

C. Definitions of Key Terms

1. Teaching Technology

   Teaching technology or educational technology is defined as the study and ethical practice of facilitating learning and improving performances by creating, using and managing appropriate technological

processes and resources.[3] It is also the systematic application of scientific knowledge about teaching learning and conditions of learning to improve the efficiency of teaching and learning.

Teaching technology or educational technology is a goal oriented problem solving approach utilizing tools, techniques, theories, and methods from multiple knowledge domains to design, develop, and evaluate human and mechanical resources efficiently and effectively in order to facilitate and leverage all aspects of learning.[4]

2. Listening

Listening is a language modality. It is one of the four skills of a language : listening, speaking, reading and writing. It involves an active involvement of an individual. Listening is the first skill that the students have to master before learning a foreign language. Listening also is one of the most important skills used by students to communicate and understanding what the speakers say.

D. Formulations of the Problem

Based on the previous background, the research formulated the research questions as follows :

1. What kinds of teaching technology are used by the teacher in teaching listening at SMA Negeri 1 Panyabungan Utara ?

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[3] Rita C Richey, "Reflections on the 2008 AECT Definiton of the Field," *PS: Political Science & Politics* 47, no. 03 (2014): 24, https://doi.org/10.1017/s1049096514000973.
[4] Kulwinder Pal, *Educational Technology* (New Delhi: Laxmi Publications, 2007), 3, https://ebooks.lpude.in/.

2. How are the teaching technology used in teaching listening at SMA Negeri 1 Panyabungan Utara ?

E. Aims of the Research

In relation to the problems statement above, the aims of the research are

:

1. To find out kinds of teaching technology used by the teacher in teaching listening at SMA Negeri 1 Panyabungan Utara.

2. To find out how the teaching technology used in teaching listening at SMA Negeri 1 Panyabungan Utara.

F. Significances of the Research

The benefits of the study they are as follows :

1. Theoretically

Theoretically, this research is to improve knowledge either for teacher or society. It is hopes that the result of this study is expected to have contribution for development of English teaching.

2. Practically

a. Teachers

To inspire English teacher to listening and for the teacher in guiding student to improve develop appropriate strategies in teaching their listening skills.

b. Head master

To motivate the English teachers to teach English best.

c. Researchers

The researcher is estimated to give knowledge for the researcher. Well as the students of English department that is estimated to become an English teacher.

G. Outline of the Thesis

The systematic of this research is divided in to five chapters. Each chapter consisted of some sub chapters with detail as follow : Chapter one discusses of introduction : consist of back background of the problem, focus of the problem, definition of terminologies, formulation of the problem, objectives of the research, and significances of Study.

Chapter two consists about theoretical description. This chapter contains the theories that the researcher uses to construct the understanding about the topic discussed in this study. This chapter also contains the review of related findings from other studies.

Chapter three is about methodology of the research that consist of place and time of the research, method of research, research informan, instrument of the research, technique of data collecting, data analysis, and technique of checking data trusworthiness.

Chapter four is general description and the result of the research talking about the analysis of the data. Chapter five is giving conclusion about the result of the research and suggestion which is given to students and the teacher by researcher.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. The Definitions of Technology in Teaching Listening

Technology is a tool that can support and transform education in many ways, from making it easier for teachers to create instructional materials to enabling new ways for people to learn and work together. According to Eady and Michelle "Technology has always been part of the teaching and learning environment. It is part of the teacher's professional toolbox. In other words, it is among the resources that teachers use to help facilitate student learning".[5]

Teaching is the concerted sharing of knowledge and experience, which is usually organized within a discipline and more generally. According to Brown "Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in study of something, providing with knowledge, causing to know or understand".[6] Then teaching listening is a process of helping someone to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciatio, grammar, and vocabulary.

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[5]Lori Eady, Michelle J. and Lockyer, *Learning to Teach in the Primary School*, ed. Peter Hudson, *Queensland University of Technology, Australia* (United States of America: cambridge university press, 2013), 72, https://books.google.co.id/.
[6]H. Douglas Brown, *Principles of Language Learning and Teaching*, Fifth Edit (USA: Longman, 2007), 7, https://doi.org/10.2307/3586319.

According to Maulina et al "Technology in teaching listening is a tool deliberately used as a medium of messages between teachers and students in implementing instruction and facilitating students' attainment of learning listening purposes".[7] Technology in teaching listening requires teacher to expand their knowledge of pedagogical practices across multiple aspects of the planning, implementation, and evaluation processes. For example, technology as an instructional tool teachers must know how to develop plans for teaching listening to students.[8]

Based on the definition above, it can be concluded that technology in teaching listening is a tool used to enhance learning and teaching listening process. By using technology the skills needed in listening can be learned or acquired by language learners. It helps them to recognize the sound, stress pattern, intonation, reduced forms, words combined, vocabulary, grammar, dialects, of the language learned.

2. Purposes of Technology in Teaching Listening

Technology in teaching listening used to support both teaching and learning listening and infuses classroom with digital learning tools. Purposes of technology in teaching listening are :

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[7]Maulina et al., "Research Methods in Teaching Listening Skills Utilizing Technology Media," *Journal of Education and Teaching (JET)* 3, no. 1 (2022): 70, https://doi.org/10.51454/jet.v3i1.140.

[8]Peggy A. Ertmer and Anne T. Ottenbreit-Leftwich, "Teacher Technology Change : How Knowlefge, Confidence, Beliefts, and Culture Intersect," *Journal of Research on Technology in Education* 42, no. 3 (2010): 255, https://doi.org/10.1080/15391523.2010.10782551.

a. Helps in satisfying intellectual curiosity and creativity and is not confined to textbooks, it caters to need based education, provides specialized and comprehensive knowledge.

b. With technology teaching listening is easier and faster and awareness of new knowledge is developed

c. It develop discipline systematically and neatly, self study habits are developed. [9]

The specific explanation above, the purpose of technology in teaching listening are to help the students to learning listening easier and the students are motivate to study listening.

3. **Principles of Using Technology in Teaching Listening**

Hughes indicates four the principles of technology in teaching listening, namely : connect teaching technology to professional knowledge technology, privilege subject matter and pedagogical content connections, use teaching technology to challenge current professional knowledge, and teach many technologies.

a. Connect teaching technology to professional knowledge technology
Technology learning should be closely connected to teachers' professional knowledge, that which directs their professional activities. The explicitness of the connection cannot be understated, for it is crucial in enabling teachers to understand conceptually the potential for technology in their daily professional lives.

b. Privilege subject matter and pedagogical content connections
Technology will have limited impact on education, as Cuban described in cases at the primary, high school, and collegiate

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[9]Pathak Jagdeesh Chaudhary, *Educational Technology* (New Delhi: Pearson, 2012), 245, https://id1lib.org/book/5440745/797744.

levels, unless technology plays a role in students' subject matter learning. To achieve integration into subject matter learning, the "context" must involve specific connections between technology and subject matter and/or pedagogical content knowledge.[10]

c. Use teaching technology to challenge current professional knowledge

In which learning new technology leverages teachers' reflections on the nature of teaching and learning during which they access, consider, question, and eventually change their professional knowledge and practice. Yet, the addition of technology into a classroom or school does not inherently nor naturally reform teaching or learning.

d. Teach many technologies

The final principle emphasizes the need to teach about many different technologies. The overall aim of teaching is to help teachers understand what the technologies are and how the technologies can serve students' learning of subject matter.[11]

In addition, Naidu stated there are four principles of using technology in teaching listening they are familiarization, utilization or reflection on the whole situation or system, integration or understanding and solving new problem, and reorientation or identification of casual relationship.

a. Familiarization

The Familiarization phase is concerned with one's initial exposure to and experience with a technology. A typical example of familiarization is a teacher participating in an in-service workshop covering how to use a technology, such as word processing, spreadsheets, assertive discipline, cooperative learning, motivational strategies, etc. In this phase, the teacher simply becomes acquainted with a technology.

b. Utilization or reflection on the whole situation or system

The Utilization phase, in contrast, occurs when the teacher tries out the technology or innovation in the classroom. An example is a social studies teacher who uses role-playing simulations learned

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[10]Joan Hughes, "Technology Learning Principles for Preservice and In-Service Teacher Education," *Contemporary Issues in Technology and Teacher Education* 4, no. 3 (2004): 347–349, https://www.researchgate.net/publication/228855371_Technology_learning_principles_for_preservice_and_in-service_teacher_education.

[11]Hughes, 352–354.

in a workshop or graduate course. Obviously, teachers who reach this phase have progressed further than Familiarization, but there is the inherent danger that a teacher will become prematurely satisfied with their limited use of the technology.

c. Integration or understanding and solving new problem

Integration represents the "break through" phase. This occurs when a teacher consciously decides to designate certain tasks and responsibilities to the technology, so, if the technology is suddenly removed or is unavailable, the teacher cannot proceed with the instruction as planned. The most obvious technology that has reached this phase of adoption in education is the book and its derivatives, such as worksheets and other handouts. Most teachers could not function without the support of such print-based technologies. Another example, though perhaps amusing to some, is the chalkboard. Most teachers would find it extremely difficult to teach without it.

d. Reorientation or identification of casual relationship

The Reorientation phase requires that educators reconsider and reconceptualize the purpose and function of the classroom. It is marked by many characteristics, probably the most important of which is that the focus of the classroom is now centered on a student's learning, as opposed to the teacher's instruction.

A teacher who has reached the Reorientation phase does not view good teaching as the delivery of content. Instead, the teacher's role is to establish a learning environment that supports and facilitates students as they construct and shape their own knowledge. In this phase, the learner becomes the subject rather than the object of education.[12]

Pal also states there are some principles of using technology in teaching listening are explained below :

a. One must have knowledge of these technology before using them; he should understand the principles of these approaches and should learn how to use them. Before presented any approach, it should be checked whether it working properly or not. It should be repaired if not working properly.

b. Before using technology, teachers should prepare the mentally by explaining complete information about them. For example, before submitting lessons on the radio as T.V. students should know when the program will be broadcast, what are the contents of programs, which points of the program should be taken care of.

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[12]Som Naidu, *Learning and Teaching with Technology*, *Syria Studies* (London: Kogan Page, 2015), 16, https://id1lib.org/book/856591/d4f98b.

In the way the entertained contents are combined with classroom teaching after preparing them mentally.

c. Teacher should develop a learning environment in the classroom in order to use technology. While submitting the contents, teacher should take care, if every student can hear the voice with proper pitch. The contents displayed are clearly visible to students. For this, appropriate arrangements should be done. Teacher should also take care of whether students are interested or not.

d. Before using technology, teacher should formerly review that under what classroom situations, which technology would be more viable, the same should be used. Unnecessarily and forcefully, the approaches should not be used only to show. The approaches should be used when needed.

e. Accordingly, teacher should have feedback of the technology used from time to time and he should try to improve and to increase the effectiveness of his future teaching.[13]

Based on the experts above, Hughes says the principles of using technology in teaching listening are connect teaching technology to professional knowledge technology, privilege subject matter and pedagogical content connections, use teaching technology to challenge current professional knowledge, and teach many technologies that means the teacher must understand how to use technology and use the technology that connected to subject of learning.

While Naidu says principles of using technology in teaching listening are familiarization, utilization or reflection on the whole situation or system, integration or understanding and solving new problem, and reorientation or identification of casual relationship that means teacher must adapt with the technology's problem or situation when teaching listening. Then pal says principles of using technology in teaching listening are must

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[13] Kulwinder Pal, *Educational Technology* (New Delhi: Laxmi Publications, 2007), 17–18, https://ebooks.lpude.in/.

have knowledge about technology before using them, teacher should prepare mentally by explaining complete information about technology, Teacher should develop a learning environment in the classroom in order to use technology, Before using technology, teacher should formerly review that under what classroom situations, which technology would be more viable, the same should be used, and teacher should have feedback of the technology used from time to time and he should try to improve and to increase the effectiveness of his future teaching.

4. **Kinds of Technology in Teaching Listening**

In teaching listening, there are some kinds of technology can be use by the teachers. According to Jathol and Chabra some kinds of technology in teaching listening are follows :

a. Computer
Computer is an electronic device which is capable of receiving data information and performing a sequence of logical operation in following with a predetermined but variable set of procedural instructions program to produce a result in the form of information or signals. The use of computer in listening problems provides students with visual and voice inputs which can enhance their information and ideas, and develop their listening skills. Computer-based listening tests are very important in reinforcing the understanding skills of the listener.

b. Laptop
Laptop is a device that can be used to help various types of human work. Laptop is a portable computer with a small size and can be carried anywhere.

c. CD-Player
The use of CD-player devices is another modern tool for listening comprehension. CD-players are electronic instruments used specifically to run audio CD-ROMs. Lectures and listening examinations can be saved on these audio CDs for latter use by the students.

d. Tap-Recorder

Tap-recorders are one of the oldest technical listening tools, and their use is rapidly decreasing now a days. However, they are still be utilized in certain cases and are attached with some English language learning text-books.

e. Television

Television is a system for converting visual images with sounds into electric signals, transmitting them by radio or other means, and displaying them electronically on the screen.

f. Sound System or Speaker

A sound system or speaker is an electronic component designed in such a way as to increase the power of sound, so that the voice can be heard clearly by many people.

g. Liquid Crystal Display (LCD) Projector

Liquid Crystal Display (LCD) Projector is a type of video projector for displaying video, images or computer data on a screen or other flat surface.

h. Radio

Radio is the use of electromagnetic radiation to communicate electrical signals without wires, to create sound broadcasting, television, and radar.[14]

Based on above, there are some kinds of technology that can be used by the teachers in teaching listening. They are computer, laptop, CD Player, tap recorder, television, sound system or speaker, Liquid Crystal Display (LCD) projector and radio.

5. Benefits of Technology in Teaching Listening

Basically, the benefits of technology in teaching listening is to facilitate the teacher in teaching and help the students to understand the material easily. There are several benefits of technology in teaching listening as follows :

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[14] Chetna Jathol and Sonal Chabra, *Educational Technology* (New Delhi: Vikas Publishing House, 2015), 40, https://tripurauniv.ac.in/.

a. Technology in teaching listening can enhance students' motivation to learn since it can expose them to a wide variety of situations that can help them comprehend similar situations in real life.

b. Technology could encourage active learning, the active learning activities will finally improve the students' interest in learning listening.

c. To support the students in learning listening and the students will be easier to understand the material because the pronunciation is more concrete and it is from a native speaker.[15]

Based on explanation above the benefits of technology in teaching listening are : can enhance students' motivation, to support students in learning, and to encourage active learning. it means technology is important tool to improve the students' interest in learning listening.

The technology has also some disadvantages. According to Raja and Nagasubramani the disadvantages of technology in teaching listening are :

a. Many experts and experienced people say that, due to such technology in learning listening, students imagination is affected, their thinking ability is reduced.
b. Sometime it's also time-consuming from teacher's point of view.
c. It is costly to install such technology.
d. There can be health issues too when used over limit.
e. Some students can't afford modern computer technologies.[16]

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[15]Kretsai Woottipong, "Effect of Using Video Materials in the Teaching of Listening Skills for University Students," *International Journal of Linguistics* 6, no. 4 (2014): 201, https://doi.org/10.5296/ijl.v6i4.5870.

[16]R. Raja and P. C. Nagasubramani, "Impact of Modern Technology in Education," *Journal of Applied and Advanced Research* 3, no. 1 (2018): 35, https://doi.org/10.21839/jaar.2018.v3is1.165.

Based on experts, the disadvantages of technology in teaching listening are costly, can be health issues too when used over limit, and also time consuming from teacher's point of view. So before teaching starts the teacher must check whether the technology is good and there are no obstacles, so as not to spend time of studying to prepare technology.

6. **The Impact on the Use of Technology in Teaching Listening**

Technology is very influential in teaching listening and has a significant impact on teaching listening, they are positive impact and negative impact.

3. **Positive Impact**

According to Suripto in Jamun's journal, the use of technology is beneficial for listening, including :

1) As a media in learning listening
   media as a source of knowledge and education center, such as the Internet network, School computers laboratory and others. The impact of this is that the teacher is not the only source of knowledge, so that students in learning do not need to be too fixated on the information taught by the teacher, but can also access subject matter directly from the Internet, therefore the teacher here is not only a teacher, but also as a student guide to direct and monitor the course of education, so that students are not misdirected in using information and communication media in learning.

2) The learner motivation
   Teaching technology is powerful tool that can support and transform education in many ways, from making it easier for teachers to create instructional materials to enabling new ways for students to learn.

3) The new learning methods
   Which make it the learning system does not have to be face to face.So far, the learning process that we know is learning that is delivered only face-to-face, but with advances in technology, the learning process does not have to bring

students together with teachers, but can also use Internet postal services and others.[17]

4. Negative Impact

According to Sudibyo in Jamun's journal in addition to the positive impacts caused by the use of technology in teaching listening, there will also be negative impacts that will be caused, including :

1) Frequent access to the internet is expected by students not to actually utilize information optimally, but instead to access things that are not good, such as pornography, online games. Even being exposed to cyber-relational addiction is excessive involvement in relationships that exist through the internet (such as through chat rooms and virtual affairs) to the point of losing contact with relationships that exist in the real world.

2) Students become addicts of the excessive existence of the virtual world. This can happen when students do not have a skeptic and critical attitude to something new. Especially in context of their virtual world (internet) indirectly entered the world which is over free, then it is very important the two attitudes above to become a fortress or filter from all available sources of information. In addition, what is no less important is attention from parents is also very important in instilling values about a religious norms as the basis of life.[18]

Based on above technology has positive and negative impact on teaching listening, the positive impact are as a media in learning listening, the learner motivation and the new learning method. Meanwhile the negative impact are frequent access to the internet is expected by students not to actually utilize technology optimally, but instead to access things that are not good, such as pornography, online games and students become addicts of the excessive existence of the

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[17]Yohannes Marryono Jamun, "Dampak Teknologi Terhadap Pendidikan," *Jurnal Pendidikan Dan Kebudayaan Missio* 10, no. 1 (2018): 49, http://jurnal.unikastpaulus.ac.id/.

[18]Marryono Jamun, 50.

virtual world. So depending on the way the teacher teach and always supervises the students to focus on the lesson and not open applications or other sites so that the learning process runs effectively and in control.

7. Teaching Listening at Senior High School

a. Purpose of Teaching Listening

Teaching listening means delivering some material by giving the understanding of language system. It also involves how we apply this knowledge of the language system to understand or convey meaning and how we apply particular skills to understand and convey meaning. It must be practiced continuously so that we will be more familiar with listening and finally we can master it.

According to Harmer in Bradhiansyah's journal there are two major reasons for teaching listening, namely :

1) To let the students hear varieties and accent rather than just the sound produced through the mouth by their teacher with its own idiosyncrasies.
2) It helps students to gain their ability or behavior of language subconsciously even if teachers do not draw attention to its special feature.[19]

Based on English curriculum 2013, the purpose of listening as follow :

1) Understanding transactional and interpersonal discourse (e.g. introductions, buying and selling, teacher instructions, and spontaneous reactions) and/or oral monologues, especially with regard to discourse in the form of narratives, procedures, spoofs, recounts, reports, and news items.

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[19]Bradhiansyah Tri S, "How to Teach Listening in Senior High School," *International Journal of English Education and Linguistics (IJoEEL)* 1, no. 1 (2019): 42, https://doi.org/10.33650/ijoeel.v1i1.962.

2) Can identify the meaning of words, sentences, and utterances very well and accurately.
3) Can identify stress and intonation very well and accurately.
4) Can respond to utterances in interpersonal or transactional discourse with very good and accurate.
5) Can identify main ideas, supporting and detailed information in monologue discourse very well and accurately.[20]

b. The Materials of Teaching Listening

English at Senior High School is directed to develop some skills so that the graduates are able to communicate in English on a certain level of intermediate. Because of that, the teaching and learning process should be appropriate with the purposes. There are many common topics in English book that used for eleventh grade SMA/MA/SMK/MAK, it divides into eight chapters. But the researcher used the topic for the even semester. Such as : offers and suggestions, opinion and thoughts, party time, national disaster – an exposition, letter writing, cause and effect, meaning through music, and explain this.[21] Based on the syllabus curriculum for eleventh grade, this research took meaning through music on chapter 7.

From the curriculum, the material of listening is meaning through music are songs. In this research, the researcher wants to know how the teacher use teaching technology in teaching listening.

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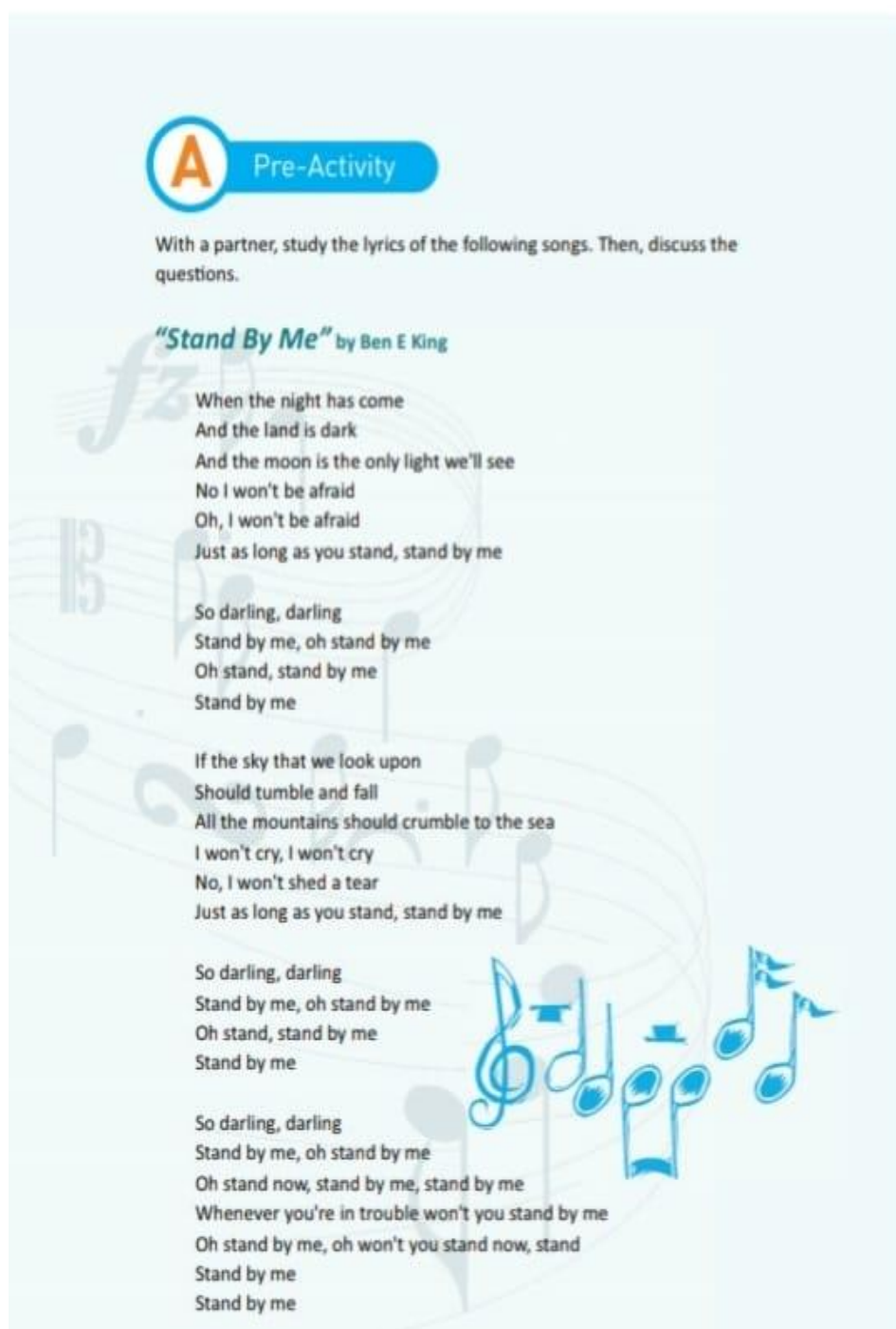
[20]Wahyu Sundayana, "Material Development / Pedoman Guru ING SMA 5", http://file.upi.edu/Direktori/FPBS/JUR._PEND._BAHASA_INGGRIS/. Access on 08 th February 2022, n.d., 17

[21]Emi Emilia and Mahrukh Bashir, *Bahasa Inggris*, (Jakarta: Kementrian Pendidikan dan Kebudayaan, 2017), iv.

Based on the material are songs and study the lyrics of song, where the students listen to audio and answer the questions. The title of songs are stand by me by Ben E King, we shall overcome by Pete Seeger, and Hero by Mariah Carey.
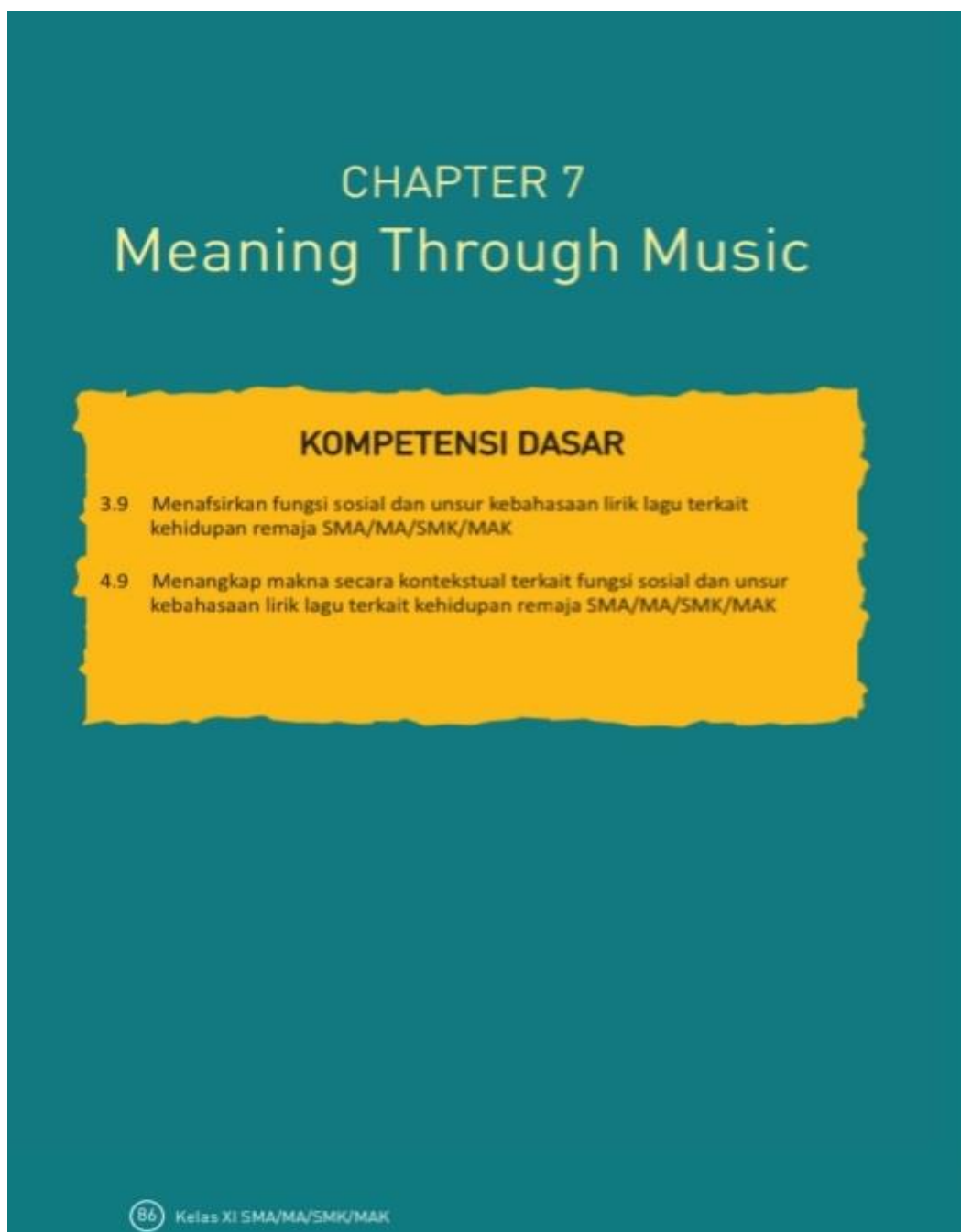
1) The examples of learning material based on the handbook[22]

A Pre-Activity

With a partner, study the lyrics of the following songs. Then, discuss the questions.

"Stand By Me" by Ben E King

When the night has come
And the land is dark
And the moon is the only light we'll see
No I won't be afraid
Oh, I won't be afraid
Just as long as you stand, stand by me

So darling, darling
Stand by me, oh stand by me
Oh stand, stand by me
Stand by me

If the sky that we look upon
Should tumble and fall
All the mountains should crumble to the sea
I won't cry, I won't cry
No, I won't shed a tear
Just as long as you stand, stand by me

So darling, darling
Stand by me, oh stand by me
Oh stand, stand by me
Stand by me

So darling, darling
Stand by me, oh stand by me
Oh stand now, stand by me, stand by me
Whenever you're in trouble won't you stand by me
Oh stand by me, oh won't you stand now, stand
Stand by me
Stand by me

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[22] Emi Emilia and Mahrukh Bashir, 87–92.

"We Shall Overcome" by Pete Seeger

We shall overcome,
We shall overcome,
We shall overcome, some day.

Oh, deep in my heart,
I do believe
We shall overcome, some day.

We'll walk hand in hand,
We'll walk hand in hand,
We'll walk hand in hand, some day.

Oh, deep in my heart,
I do believe
We shall overcome, some day.

We shall live in peace,
We shall live in peace,
We shall live in peace, some day.

Oh, deep in my heart,
I do believe
We shall overcome, some day.

We are not afraid,
We are not afraid,
We are not afraid, TODAY

Oh, deep in my heart,
I do believe
We shall overcome, some day.

The whole wide world around
The whole wide world around
The whole wide world around some day

Oh, deep in my heart,
I do believe
We shall overcome, some day.

"Hero" by Mariah Carey

If you look inside your heart
You don't have to be afraid
Of what you are
There's an answer
If you reach into your soul
And the sorrow that you know
Will melt away

[Chorus]
And then a hero comes along
With the strength to carry on
And you cast your fears aside
And you know you can survive
So when you feel like hope is gone
Look inside you and be strong
And you'll finally see the truth
That a hero lies in you

It's a long road
When you face the world alone
No one reaches out a hand
For you to hold
You can find love
If you search within yourself
And the emptiness you felt
Will disappear
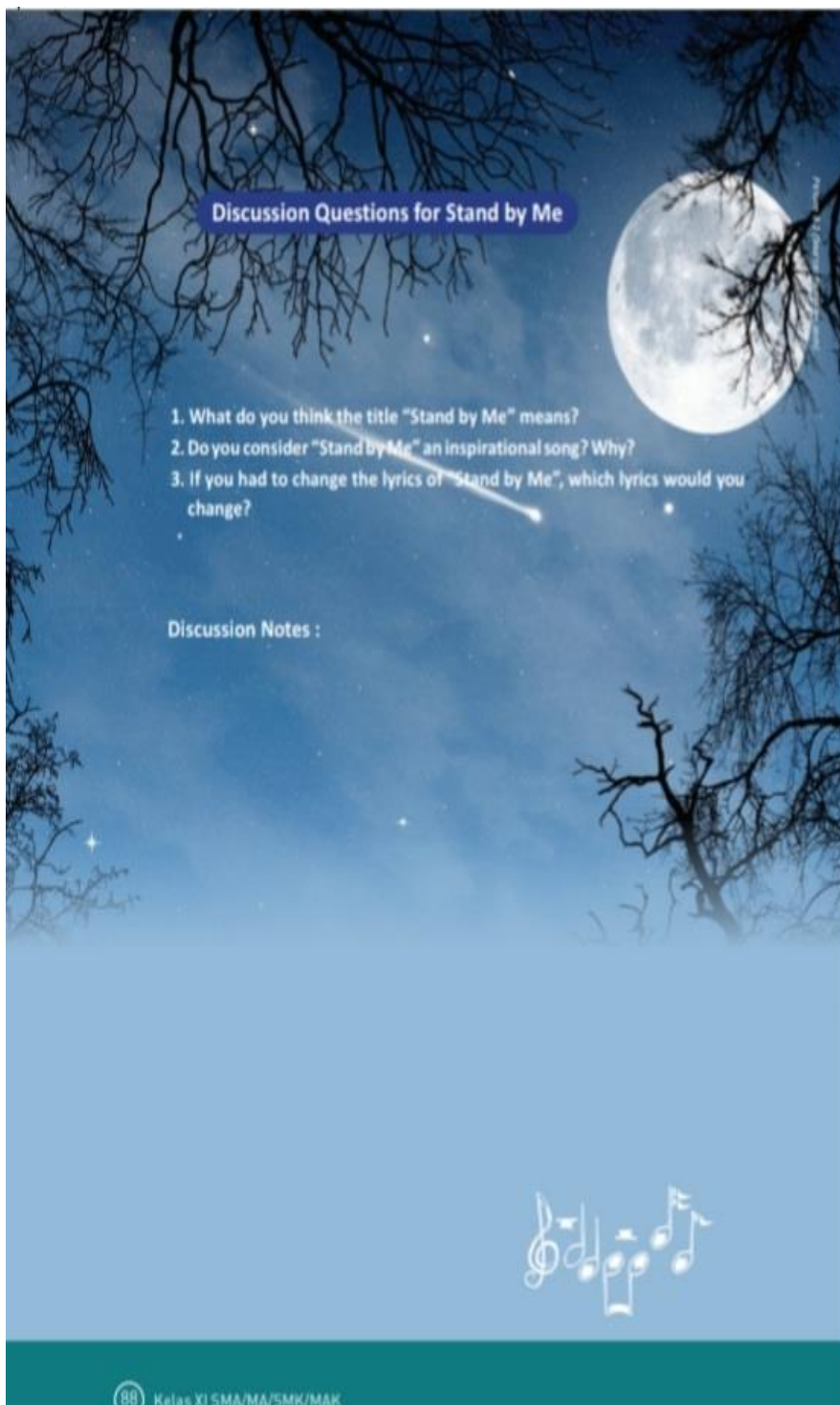
[Chorus]
And then a hero comes along
With the strength to carry on
And you cast your fears aside
And you know you can survive
So when you feel like hope is gone
Look inside you and be strong
And you'll finally see the truth
That a hero lies in you

The Lord knows
Dreams are hard to follow
But don't let anyone
Tear them away
Hold on
There will be tomorrow
In time
You'll find the way

[Chorus]
And then a hero comes along
With the strength to carry on
And you cast your fears aside
And you know you can survive
So when you feel like hope is gone
Look inside you and be strong
And you'll finally see the truth
That a hero lies in you

2) The exercises of listening[23]

Discussion Questions for Stand by Me

1. What do you think the title "Stand by Me" means?
2. Do you consider "Stand by Me" an inspirational song? Why?
3. If you had to change the lyrics of "Stand by Me", which lyrics would you change?

Discussion Notes :

88 Kelas XI SMA/MA/SMK/MAK

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[23] Emi Emilia and Mahrukh Bashir, 87–92.

Discussion Questions for We Shall Overcome

1. What do you think is the theme of this song?
2. Is this an inspiring song? Does it inspire you?
3. Do you think you can overcome all the obstacles and live in a happy and prosperous world?

Discussions Notes :

Discussion Questions for Hero

1. What is the song "Hero" about?
2. According to the song "Hero", what makes a hero?
3. Who is your hero? Why?
4. How does this song make you feel?

Discussion Notes :

B. **Review of Related Findings**

This research is not the first research that had been done. There are some related findings to this research. The first is research by Arifin[24] showed the kinds of Technology (ICT) Information and Communication Technology in teaching English that teachers used were Lcd, laptop, speaker, internet, google classroom, E-mail, Whatsaap, Facebook, youtube, Power point, fokus key, Microsoft word, podcast. Arifin's research described about kinds of Technology (ICT) Information and Communication Technology in teaching English, while this research discussed about kinds of teaching technology used by the teacher in teaching listening and how the teaching technology used in teaching listening.

The second is research by Pamungkas[25] showed English teachers at MAN 1 Muaro Jambi view that the use of technology in teaching English can increase student motivation, because by learning to use technology in the form of computers, gadgets or projectors, students feel more interested and don't feel overwhelmed. So that it can foster enthusiasm and increase student motivation. Pamungkas's research described about English teachers' perception on the use of technology in teaching English, while this research discussed about kinds of teaching technology used by the teacher in teaching listening and how the teaching technology used in teaching listening.

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[24]Siti Alfiani Arifin, "The Implementation of Technology in Teaching English By the Teacher at SMP UNISMUH Makassar" (Muhammadiyah University of Makassar, 2020), https://digilibadmin.unismus.ac.id/upload/10791.

[25]Intan Tri Pamungkas, "Teachers' Perception on the Use of Technology in Teaching English at Madrasah Aliyah Negeri 1 Muaro Jambi" (State Islamic University Sulthan Thaha Saifuddin, 2020), https://repository.uinjambi.ac.id/7073/.

The third is research by Tristian[26] showed educational technology tools are helpful for students and the teacher. For the students, the use of educational technology tools can help them in understanding the material and they will not get bored easily in the class, where for the teacher, the use of educational technology tools can help her to teach and the teacher uses some facilities which are available at language laboratory such ac CD-ROM, interactive audio, interactive videodisc, hypermedia, and telecommunications. Tristian's research described about kinds of educational technology used by the teacher and why the used educational technology in teaching listening, while this research discussed about kinds of teaching technology used by the teacher in teaching listening and how the teaching technology used in teaching listening.

The fourth is research by Ulfa[27] who concluded teacher preparation was done in two ways. The first is preparing syllabus and lesson plan, when teacher encounter the class, teacher must have lesson plan. The second is preparing ICT devices and material, the materials was given based on each skill. Listening, reading, speaking, and writing had their own preparation about the materials. The ICT devices was prepared after teacher encounter the class. The ICT devices that use is laptop that connected to LCD projector and audio speaker, flash disk, smartphone, internet connection and microsoft office. Ulfa's research described about how do the English teacher prepare the English

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[26]Arief Tristian, "The Implementation of Educational Technology Tools In Teaching Listening To The Students of SMKN 1 Nganjuk in Academic Year 2015 / 2016" (University of Nusantara PGRI Kediri, 2015), http://simki.unpkediri.ac.id/mahasiswa/.

[27]Fitria Ulfa, "The Implementation of ICT for Teaching English at State Senior High School 1 Ngunut" (State Islamic Institute of Tulungagung, 2018), http://repo.uinsatu.ac.id/8569/.

teaching by using ICT and how do the English teacher implement ICT for teaching English, while this research discussed about kinds of teaching technology used by the teacher in teaching listening and how the teaching technology used in teaching listening.

The fifth is research by Haq[28] showed the teachers have already understood ERT is, there are many ICT (information communication and technology) which can be used in ERT, and the method of teaching used by the teachers during ERT is only presentation and production. Haq's research described about kinds of ICT are used by teachers in Emergency Remote Teaching and how do the teachers teach using ICT in Emergency Remote Teaching, while this research discussed about kinds of teaching technology used by the teacher in teaching listening and how the teaching technology used in teaching listening.

The differences with my research, with the title "The Implementation of Technologies in Teaching Listening at the Grade XI Students of SMA Negeri 1 Panyabungan Utara" this study aims to find out kinds of teaching technology used by the teacher in teaching listening and to find out how teaching technology used in teaching listening at SMA Negeri 1 Panyabungan Utara.

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[28]Muhamad Amrul Haq, "The Use of Information Communication and Technology in Emergency Remote Teaching" (Syarif Hidayatullah State Islamic University, 2021), http://repository.uinjkt.ac.id/dspace/.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

The location of this research is in SMA Negeri 1 Panyabungan Utara. It is located on Jl. Bhayangkara IV, Desa Rumbio, Panyabungan Utara, North Sumatera. The time of this research was from January 2022 up to finish.

B. Method of Research

This research is qualitative research. According to Gay et al "Qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual (i.e., nonnumerical) data to gain insights into a particular phenomenon of interest".[29] It means Qualitative research involves the studies use the collection of variety empirical material, personal experience, life story, historical and visual that describes routine and problematic moments and meaning individuals' life.

This research used descriptive method. Descriptive method is a method which describes the status of people, an object, a set of conditions, a system of thought or class events in the present time naturally. According to Borg and Gall "The goal of descriptive research is to describe a phenomenon and its characteristics".[30] In this research, the method was used to describe the use of teaching technology in teaching listening.

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[29]L. R. Gay, Geoffrey E Mills, and Peter W Airasian, *Educational Research Competencies for Analysis and Applications*, Tenth Edit (USA: Pearson Education, 2012), 7.
[30]Borg, W. R and Gall, M.D, *Educational Research*, (New York : Longman, 1989),78.

C. Research Informant

Research informant in this research was an English teacher at the grade XI SMA Negeri 1 Panyabungan Utara.

D. Instrument of the Research

Instrument is the important thing in a research and as a tool to help the researcher in collecting the data easier and systematically. According to Marshall and Rossman in Sugiyono "The fundamental methods relied on by qualitative researchers for gathering information are, participation in the setting, direct observation, in-depth interviewing, document review".[31] To get the data in this research, the research used instrumentation of collecting data in this research are :

1. Interview

According to Gorden in Sidiq and Choiri "Interviewing is conversation between two people in which one person tries to direct the conversation to obtain information for some specific purpose".[32] It means interview is data collection techniques aims to make a deepening of the problem you want thoroughly studied.

Interview was used to collect data or information about kinds of teaching technology and how teaching technology are used by the teacher in teaching listening. In this research, interview was conducted with the

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[31]Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D* (Bandung: Alfabeta, 2013), 225.
[32]Umar Sidiq and Miftachul Choiri, *Metode Penelitian Kualitatif Di Bidang Pendidikan* (Ponorogo: Nata Karya, 2019), 59.

teacher and was conducted face to face interview with informant and record the entire interview session with voice recorder.

In this research, the researcher as a interviewer give some questions to the English teacher as a interviewee in order to get some informations related to kinds of teaching technology used by the teacher in teaching listening and how the teaching technology used in teaching listening.

2. Observation

According to Creswell in Sidiq and Choiri "Observation as a form of data collection is the process of gathering open-ended, firsthand information by observing people and plat at a research site".[33] Meanwhile Simpson and Tuson say in Cohen et al "Observation can enable the researcher to access interactions in a social context and to yield systematic records of these in many forms and contexts, to com- plement other kinds of data".[34] It means observation is used to collect the data about kinds and how teaching technology are used by the teacher in teaching listening.

The observations were done to collect data or information about the implementation of technologies in teaching listening and observing the class during the teaching learning listening process. To record the observations, this research used field notes. Field notes could describe the experiences while making the observations and that is occuring in the classroom.

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[33]Umar Sidiq and Miftachul Choiri, *Metode Penelitian Kualitatif Di Bidang Pendidikan* (Ponorogo: Nata Karya, 2019), 66.
[34]Louis Cohen, et al. *Research Methods in Education*, Eighth Edi (New York: Routledge, 2018), 543.

The researcher took field notes a teacher that include kinds of teaching technology used by the teacher in teaching listening and how the teaching technology used in teaching listening. Then, took pictures as evident, recorded all of teacher's activity or events in the class and observed classes where teacher taught.

E. Technique of Data Collection

To collect activity data by observing and interview techniques that were used by researcher. The data collected by the following steps :

1. Asking permission from the teacher to do the interview.

2. Interviewing the teacher by asking some questions and record the entire interview session with voice recorder.

3. Asking permission from the teacher to doing observation.

4. Observing the class by observing to the learning process and taking documentation by using a hand phone.

5. Making a transcript of the voice record.

6. Finding out kinds of teaching technology used by the teacher in teaching listening and how the teacher use the teaching technology in teaching listening at SMA Negeri 1 Panyabungan Utara.

F. Data Analysis

Data analysis is the process of systematically searching and arranging the interview transcripts, fieldnotes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others. Data analysis are conducted as follows :

1. Data reduction

The number of data obtained from the field is quite large, for that it needs to be recorded carefully and in detail. As has been stated, the longer the researcher is in the field, the more amount of data will be complex and complicated. For this reason, it is necessary to immediately conduct data analysis through data reduction.

Reducing data means summarizing, choosing the main things, focusing on the important things, looking for the themes and patterns, and discarding unnecessary ones. Thus the reduce data were provided a clearler description and make it easier to conduct further data collection.[35]

2. Data display

A display is an organized, compressed assembly of information that permits conclusion drawing and action. It helps researcher to understand what is happening, and to do something either analyze further or take action based on that understanding. In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories and others. Through the presentation of the data, the data will

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[35]Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, 247.

organize, arranged in a relationship pattern, so that it will be easier to understand.[36]

3. Conclusion

The last step in qualitative data analysis is drawing conclusion and verification. From the data collection, the researcher drew conclusion from the data that obtained. So that the data can be used for answering the formulation of the problem above.[37]

After collecting the data, the data were analyzed by the procedure as follow :

1. Reducing data or choosing to focus on simplification of data that has been collected both from interview and observation.

2. Displaying data or determining the type and form of data that has been reduced.

3. Draw conclusions or take important information in research.

G. Technique of Checking Data Trustworthiness

In the study, each case must be checked for credibility findings, the research results can be accounted for truth and can be authenticated. Trustworthiness of qualitative research is very important because checking to the trustworthiness of data is used to contradict the assumption of qualitative research is not scientific. As with the effort of checking the credibility of the data from this study.

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[36]Sugiyono, 249.

[37]Sidiq and Choiri, *Metode Penelitian Kualitatif Di Bidang Pendidikan*, 79–84.

1. Triangulation

    Triagulation in this credibility test is defined as checking data from various sources in various ways and at various times with the following explanation :

a. Triangulation source

    Triangulation source to test the credibility of the data is done by checking the data that has been obtained through various sources. Such as the official documents from administration of SMA Negeri 1 Panyabungan Utara like the history of the school, vission, mission, goal, geographical location, organization structure, conditions of teachers, and condition of staffs and students.[38]

b. Triangulation techniques

    Triangulation techniques to test the credibility of the data is done by checking the data to the same source with different techniques. For example, data obtained by interview, then checked by observation or documentation.[39]

c. Triangulation time

    Time also often affects the credibility of the data. Data collected by interviewing techniques in the morning when the informants are still fresh, there are not many problems, will provide more valid data so that

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[38]Sidiq and Choiri, 94.
[39]Sidiq and Choiri, 95.

more credible. For this reason, in the context of testing the credibility of the data, it can be done by checking interviews, observations or other techniques in different times or situations.

2. Membercheck

Membercheck is the process of checking the data obtained by the researcher to the data provider. The purpose of membercheck is to find out how far the data obtained is in accordance with what is provided by the data provider. The data found is agreed upon by the data providers, it means the data is valid so that is more credible or trusted.[40]

Based on explanation above, there are two techniques of checking data trusworthiness that can be used in qualitative research. They are triangulation and membercheck. The researcher used triangulation technique to check data trusworthiness in this research.

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[40]Sidiq and Choiri, 97–98.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the results after finding the data. This chapter was divided into three, general description, findings, and discussion.The data are going to appear in this chapter as clearly as possible, including information of SMA Negeri 1 Panyabungan Utara, description of research findings followed by kinds of teaching technology used in teaching listening and how the teacher used the teaching technology in teaching listening based on the observation and interview.

A. **General Findings**

1. **Background of School**

SMA Negeri 1 Panyabungan Utara was established in 2003, located at JL. Bhayangkara IV Rumbio Village, Rumbio, Kec. North Panyabungan, Kab. Mandailing Natal, North Sumatra, with an area of approximately 15,200 meters. Its strategic and beautiful position is one of the supporters of learning activities at SMA Negeri 1 Panyabungan Utara running well. SMA Negeri 1 Panyabungan Utara has used curriculum 2013 and has 11 study groups with a total of 274 students supported by 4 people education staff and 45 teachers.

The infrastructure at SMA Negeri 1 Panyabungan Utara consists of classrooms, library room, laboratory room, teacher room, worship room, toilet, sports room, administration room, counseling room, students council room (OSIS), and students health unit room. Besides that SMA Negeri 1 Panyabungan Utara provides electricity to assist teaching and learning

activities and provides internet access that can be used to make teaching and learning activities easier.

2. **The Geographical Location of School**

SMA Negeri 1 Panyabungan Utara is located in Jalan Bhayangkara IV, Rumbio village, sub district Panyabungan Utara, district Panyabungan, North Sumatra. This school is located in strategic place. The location is not far from the Rumbio village office which is about 2 KM and close to the highway so that it was able to reached by public transportation. Located in the countryside, this school has a cool and comfortable atmosphere for studying.

3. **Vision and Mission of School**

a. Vision

Excellent in achievement, good character, educated, intelligent, skilled and independent.

b. Mission

1) Implement learning and guidance effectively to optimize the potential of students.

2) Develop a competitive culture for students in an effort to improve achievement in all fields.

3) Growing appreciation and experience of the religion adopted to form students who have good morals and noble character.

4) Improving extracurricular achievements in academics, sports and cultural arts.

5) Creating a conducive atmosphere to streamline all school activities.

6) Prioritizing cooperation in completing educational and teacher assignments.

7) Developing learning by using information and communication technology to produce students who have a global perspective.

B. Research Findings

This study was conducted to determine the implementation of technologies in teaching listening at the grade XI students of SMA Negeri 1 Panyabungan Utara. The data have been obtained by the researcher through interview and observation. In general, the purpose of this research findings is to answer formulation of the problem in the first chapter of this study.

The findings are related to kinds of teaching technology used by the teacher in teaching listening at grade XI students of SMA Negeri 1 Panyabungan Utara and how the teacher use technology in teaching listening. There are some kinds of teaching technology used by the teacher like liquid crystal display (LCD) projector, laptop, computers and sound system or speaker. The teacher used liquid crystal display (LCD) projector to display material from laptop, used computer to show the material from internet, and used sound system or speaker to play the material so the students could listen the material clearly.

1. **Kinds of teaching technology used by the teacher in teaching listening at the grade XI students of SMA Negeri 1 Panyabungan Utara**

In teaching listening, there are some kinds of teaching technology that can be used by teacher. Kinds of teaching technology in teaching listening are computer, laptop, CD-Player, tap recorder, television, sound system or speaker, liquid crystal display (LCD) projector, and radio.

Based on the researcher show, the teacher used some kinds of teaching technology in teaching listening at grade XI. The teacher was observed 3 times. The teaching technology used by the teacher are liquid crystal projector (LCD) projector, laptop, computers, and sound system or speaker. While the teaching technology that the teacher did not use are CD-Player, tap recorder, television, and radio.

In addition to the data derived from observations, this study also conducted interview. The teacher said she used the teaching technology in teaching listening such as liquid crystal projector (LCD) projector, laptop, computers, and sound system or speaker.[41] Based on above kinds of teaching technology used by the teacher in teaching listening at grade XI SMA Negeri Panyabungan 1 Utara are liquid crystal projector (LCD) projector, laptop, computers, and sound system or speaker.

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[41] An English Teacher of SMA Negeri 1 Panyabungan Utara, Privat Interview,on 27 th August 2022, at 09.00 a.m.

2. **How the teaching technology used in teaching listening at the grade XI students of SMA Negeri 1 Panyabungan Utara**

The researcher also found the ways how the teacher used the teaching technology in teaching listening. Based on interview and observations shows that the teacher used teaching technology in teaching listening.

a. Computers

Based on the interview result, The teaching technology that the teacher used are computers. the teacher said that she used computer in teaching listening, first she took the students to the computer laboratory and directed them to open the internet or open the youtube and then see the stories of the 25 prophets, and choose one of the prophet stories to watch. Then we look for it, and she asked the students to tell the main idea is or the title, what are the advantages, disadvantages and conclusions they watch, what is the lesson with us, then the teacher ask the students to present it to the front one by one.[42]

Based on the result of interview with an English teacher, teacher has already used computers to practice listening skills, first teacher asked the students to go to the computer laboratory and asked to open youtube to watch the film or story about prophet, Afterwards, students were provided exercises or assignments to make the conclusion or to

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[42] An English Teacher of SMA Negeri 1 Panyabungan Utara, Privat Interview,on 27 th August 2022, at 09.04 a.m.

take wisdoms from the film that have been watched and then presented one by one in the front. Furthermore the students can understand the material visually and motivated because the film presented is interesting or practicing listening skills.

In addition to the data derived from interview, this study also conducted observations. Based on the researcher show, how the teacher used those technology can be seen in the teaching step below :

1) Pre teaching

Based on what the researcher saw, the first activity carried out in the classroom was opening. Before starting the learning process. The teacher entered the class and greeted the students, then prepared the students to pray before learning after that, teacher checked the students attendance list and prepared the teaching technologies that used in teaching and learning process, after that the teacher asked the students to go to the computer laboratory and used a computer as a tool in teaching listening.[43]

2) While teaching

The teacher asked the student to open youtube, furthermore to look for film about the prophet or other film with an English language. After that, the students watched an English film with no subtitle in computer and the teacher supervised students to stay

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[43]Observe an English teacher of SMA Negeri 1 Panyabungan Utara, on 03 rd September 2022, at 07.30 - 07.45 a.m.

focused on the lesson and did not open harmful website. After watching the film, students made a conclusion from the film. The teacher used computer because it is interesting and made students understand better the material presented.[44]

3) Post teaching

The teacher asked the students about their understanding about the material and teacher conclude or summarize the lesson by herself or together with the students. The teacher in the class XI is more interested in using technology because it makes the learning more interesting and more attentive than just teaching using sound and only books.[45]

The students usually prefer and understand more when using technology. The teacher uses films or videos from youtube with a variety of interesting videos, usually students listen the English songs to enhance listening skill.

b. Sound System or Speaker

Based on the interview result, The teaching technology that the teacher used is sound system or speaker. The teacher said that she brought a sound system or speaker to the classroom, then connect it to mobile phone via bluetooth, after that she played an English song from

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[44]Observe an English teacher of SMA Negeri 1 Panyabungan Utara, on 03 rd September 2022, at 07.45 - 08.45 a.m.

[45]Observe an English teacher of SMA Negeri 1 Panyabungan Utara, on 03 rd September 2022, at 08.45 - 09.00 a.m.

her mobile phone, speaker used to clarify and amplify the voice so to make it easy to hear and can be heard in the classroom.[46]

Based on the result of interview with an English teacher the researcher found, the teacher used sound system atau speaker as a tool in playing material in teaching listening process. The teacher played an English song using the sound system or speaker by connecting bluetooth from the teacher's mobile phone. The teacher used sound system or speaker to make the students listen clearly about an English song that has been displayed from teacher's mobile phone. So that students feel interest and inspired in the learning listening process.

In addition to the data derived from interview, this study also conducted observations. Based on the researcher show, how the teacher used this technology can be seen in the teaching step below :

1) Pre teaching

The teacher opened the class by greeting and preparing the students to pray before learning, after that teacher checked the students attendance list and prepared the teaching technologies that used in teaching and learning process.The teacher used sound system or speaker to deliver materials about meaning through music or song on chapter seven.[47]

2) While teaching

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[46]An English Teacher of SMA Negeri 1 Panyabungan Utara, Privat Interview,on 27 th August 2022, at 09.07 a.m.

[47] Observe an English teacher of SMA Negeri 1 Panyabungan Utara, on 10 th September 2022, at 09.15 - 09.30 a.m.

The teacher played an English song using the sound system or speaker by connecting the bluetooth from the teacher's mobile phone. Afterwards, students were given exercises or assignments to make the conclusion from an English song or answer the questions on the package book. The teacher also used sound system or speaker to make the students listened clearly about the material that has been played from mobile phone.[48]

3) Post teaching

The teacher asked the students about their understanding about the material and teacher concluded or summarized the lesson by herself or together with the students and also gave motivation to the students. In teaching and learning process, the use of teaching technology are effective for the students and English teacher.[49]

Sound system or speaker makes it easy for the teacher to make time efficient without dictated. The students were enthusiastic about learning listening and motivated to learn because of sound system or speaker. The use of variant teaching technology made the students more interested to learn especially in listening.

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[48] Observe an English teacher of SMA Negeri 1 Panyabungan Utara, on 10 th September 2022, at 09.30 - 10.30 a.m.
[49] Observe an English teacher of SMA Negeri 1 Panyabungan Utara, on 10 th September 2022, at 10.30 - 10.45 a.m.

c. Liquid Crystal Display (LCD) Projector, Laptop, and Sound System or Speaker.

Based on the interview result, The teaching technology that the teacher used are Liquid Crystal Display (LCD) Projector, Laptop, and Sound System or Speaker. The teacher said that she used LCD projector in teaching listening, she used it. First she brought the LCD into the classroom, she connected it to the laptop, and connect it to the sound system or speaker to make the students listen the material clearly, so it is on the laptop she has downloaded it, there is the video of the song and a movie about the story of the prophet, so she tell the students it is for profit what they watching, what they see, what they hears, and she also tell the student to draw a conclusion from the story, what is the conclusion of the story, after that she tell their to present something how many people, 4 or 5 people represent about their material learn in front of the class.[50]

Based on the result of interview with an English teacher the researcher found teacher used Liquid Crystal Display (LCD) Projector, laptop, and sound system or speaker. Liquid Crystal Display (LCD) projector as a tool in displaying material from the laptop while teaching listening process and connected to sound system or speaker to make the students listening the material clearly.

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[50]An English Teacher of SMA Negeri 1 Panyabungan Utara, Privat Interview,on 27 th August 2022, at 09.09 a.m.

In addition to the data derived from interview, this study also conducted observations. Based on the researcher show, how the teacher used those technology can be seen in the teaching steps below:

1) Pre teaching

Based on what the researcher saw, the first activity carried out in the classroom was opening. Before starting the learning process. The teacher entered the class and greeted the students, then prepared the students to pray before learn after that teacher checked the students attendance list and the last prepared the teaching technologies that used in teaching and learning process.[51]

In delivering material the teacher brought the material about meaning through music on chapter 7 and played the video of the song the video of the song and the movie about story of the prophet with no subtitle. Students were enthusiastic in listening to the video of the song and the movie about story of the prophet. During the learning process the teacher uses English more often than their mother language, so the students were get used to listening English.

2) While teaching

The teacher displayed material using Liquid Crystal Display (LCD) Projector, laptop, and sound system or speaker in teaching listening, the teacher displayed the video of the song and the movie

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[51]Observe an English teacher of SMA Negeri 1 Panyabungan Utara, on 01 st September 2022, at 09.15 - 09.30 a.m.

about story of the prophet from the laptop and connected to sound system or speaker to make the students listen clearly. LCD projector made the teacher easy to make time efficient without dictated. The teacher also used speakers in the classroom for students to more clearly listening the material presented or played videos. After listening to the material the teacher asked the students to answer the exercises based on the book and make the conclusion about the video of the song and the movie about story of the prophet that have been played, the teacher choosed the students to presented the conclusion in front of the class.[52]

3) Post teaching

The teacher asked the students about their understanding about the material and teacher conclude or summarize the lesson by herself or together with the students and also gave motivation to the students. In teaching and learning process the use of teaching technology are effective for the students and English teacher.

The teacher used Liquid Crystal Display (LCD) Projector, laptop, and sound system or speaker for delivering materials. Those technology were native as a speaker in order to make students understand about pronunciation and spelling words originally. The teacher applied the video of the song with no subtitle and the movie

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[52] Observe an English teacher of SMA Negeri 1 Panyabungan Utara, on 01 st September 2022, at 09.30 - 10.30 a.m.

about prophet story to deliver the materials through Liquid Crystal Display (LCD) in teaching listening.[53]

The teacher used the video of the song and a movie about story of the prophet because the teacher assumed that if the students were given the materials, they could see and hear pronunciation, spelling, phonology, and also the accent from native in the video of the song and movie about story of the prophet, so the teacher wanted to the students could be habitual with the technology.

C. Discussion

In this part, the research discusses about describing teaching technology used by the teacher in teaching listening obtained from observation ceklist and from the interview. After analyzing the collecting of data, it was gotten that the implementation of technologies in teaching listening at grade XI used some kinds of teaching technology. Kinds of teaching used in teaching listening at grade XI students of SMA Negeri 1 Panyabungan Utara are :

1. Computers

The teacher used computer or laptop as a tool to deliver the material. The ways of teacher used computer in teaching listening are : first, the teacher asked the students to go to computer laboratory, then open youtube and asked the students to watch the story about prophet. After watching the

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[53] Observe an English teacher of SMA Negeri 1 Panyabungan Utara, on 01 st September 2022, at 10.30 - 10.45 a.m.

story, the students made a conclusion from the story and presented it in the front.

Related to the findings, this finding is similar to other research findings. Teacher use technology in teaching English in the form of computers, gadgets or projectors. The teacher used computer to open internet, students will find the material more complete in internet and there are clear animated images or videos so that students can better understand the material. Students feel more interested and do not feel overwhelmed. So that it can foster enthusiasm and increase student motivation and not all textbooks in the school contain complete material, sometimes the textbook only displays the important points and does not explain in detail, then the pictures in the book are only few and unclear.[54] It can be concluded that the aim of that research is to analyze the English teachers' perception on the use of technology in teaching English.

2. Sound System or Speaker

Sound system or speaker is a hardware device that works to output sound from a computer or laptop. Sound systems are combined into one with a laptop, besides that there is also a separate device. The ways of teacher use sound system or speaker in teaching listening are : the teacher connected her mobile phone to sound system or speaker via bluetooth, then

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[54] Intan Tri Pamungkas, "Teachers' Perception on the Use of Technology in Teaching English at Madrasah Aliyah Negeri 1 Muaro Jambi" (State Islamic University Sulthan Thaha Saifuddin, 2020), 41, https://repository.uinjambi.ac.id/7073/.

play an English song. The last, after listening to the material, the students do exercise based on the book.

Related to the findings, this finding is similar to other research findings. The teacher used speaker in the classroom for students to more clearly listening the material presented or played videos. Technology that can be projected, audio such as cassettes, compact disc (CD) audio that contains recordings, sources and recordings of music. Technology motion pictures or video media such as computer, VCD, DVD, computer-based learning, and multimedia.[55] Based on above the aims of that research is to find out kinds of technology used by the teacher in teaching English and to find out ways the teachers in using of ICT.

The use of speaker in the classroom makes learning more effective because students can clearly hear the material that has been provided and also practice the students' listening skills. The teachers usually used speaker to playing some of English songs and video or film.

All these varieties have their own characteristics in conveying information and knowledge to users, especially in the process of teaching and learning processes like audio medium is usually used for the purpose of training and developing ability to hear and understand information through the element of sound especially in learning English for example audio can

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[55] Siti Alfiani Arifin, "The Implementation of Technology in Teaching English By the Teacher at SMP UNISMUH Makassar" (Muhammadiyah University of Makassar, 2020), 64, https://digilibadmin.unismus.ac.id/upload/10791.

be used to practice pronunciation and a person's ability to understand a verbally expressed story known as comprehension listening.

3. Liquid Crystal Display (LCD) projector, laptop, and sound system or speaker

Liquid Crystal Display (LCD) Projector is a tool or media for displaying some of material like, images, or data from the computer or laptop. The ways of the teacher used LCD Projector in teaching listening are : first, connected laptop to LCD Projector to display material from the laptop and connected it to sound system or speaker to make the students listen to the material easily, based on observation in the classroom, the teacher brings their own laptop every teaching and used LCD to display the video of song and a movie about story of prophet. So, the students can see the material clearly.

Related to the findings, this finding is similar to other research findings. There are some kinds of educational technology tools which used by English teacher in teaching listening, they are LCD, audio tape, and microphone. The teacher used LCD projector in teaching listening, LCD projector used to display film but sometimes the teacher played a music video in teaching listening when the students feel bored.[56] It can be concluded that the aims of this research is to find out kinds of educational

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[56] Arief Tristian, "The Implementation of Educational Technology Tools In Teaching Listening To The Students of SMKN 1 Nganjuk in Academic Year 2015 / 2016" (University of Nusantara PGRI Kediri, 2015),61, http://simki.unpkediri.ac.id/mahasiswa/.

technology tools mostly used by English teacher and the implementation of educational technology tools in teaching listening.

D. Checking Data Trustworthiness

Based on data trustworthiness by using triangulation technique, the researcher used the triangulation technique to compare the data from interview and observations. It was seen that the data from interview and observations were same. The data include of the kinds of teaching technology used by the teacher and how the teaching technology used in teaching listening. So, based on that result, the data of this research were accurate and credible.

E. Threats of the Research

In conducted this research, the researcher realized that there were many threats of this study, it started from the titled until analyzing the data, so the researcher knew that this thesis was so far from excellence thesis.

On doing the interview, there was the threat of time, because the teacher had the activities. So, the time that was given by the teacher not enough. Then, on doing observation there was the threat, because distrupted due to the emergence of unexpected events. For example a teacher suddenly had an urgent job.

The researcher was afraid that this research poses, but the researcher believes with the researcher hard work this research may be entirely resolved. The researcher was aware all the things would want to be searched, but to get the excellent result were difficult because threats of the researcher.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented the conclusion and suggestion, The conclusion was formulated from research question and suggestion provided some ideas to English teachers and further researcher related to teacher in learning procces.

A. Conclusion

Based on the findings of the research, the research would make conclusion by showing the result of the observation and interview.

1. The kinds of teaching technology in teaching listening that teacher use are Liquid Crystal Display (LCD) Projector, laptop, computers, and sound system or speaker.

2. Kinds of teaching technology is the teacher used Liquid Crystal Display (LCD) Projector by displaying the video of song and a movie about story of prophet from the laptop that has connected to LCD projector and sound system, computer is used by showing the movie about story of prophet from internet, and sound system or speaker is used by connecting the bluetooth from the teacher's mobile phone and make the students more clearly listening the material.

B. Suggestion

Based on the conclusion above,the researcher recommended some suggestion as follows as :

1. For teachers

   Teachers are suggested to use the various of teaching technology because can help the teachers to display material, the use of teaching technology making teaching more exciting and may give more attention for selecting and preparing the tools that will be shown or given in the classroom, such as choosing good quality of the video as teaching material, also make a second planning to face the problem which may be found, and it has purpose to make sure that the learning activity will be finished well without any trouble. Beside that all information likewise displaying the material, assigments, and multimedia learning can be accessed by using technology.

2. For further researcher

   The last for the further researchers who interest with implementation of technology, the researcher can apply this research as a reference for similar studies with different subjects and different method. In addition, the researcher gives recommendation for the further researcher to make study about teaching technology.

   The reason to make study about teaching technology because technology development is improving fast in this era, students may recognize technology better than teachers, and that phenomenon may be able to influence technology in teaching listening.

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Appendix I

Questions of interview

3. Apakah ibu menggunakan technology dalam mengajar listening ?

4. Apakah jenis-jenis technology yang ibu gunakan dalam mengajar listening ?

    a. Computer

        1) Apakah ibu menggunakan computer dalam mengajar listening ?

        2) Bila ya, bagaimana ibu menggunakan computer dalam mengajar listening ?

    b. CD-Player

        1) Apakah ibu menggunakan CD-Player dalam mengajar listening ?

        2) Bila ya, bagaimana ibu menggunakan CD-Player dalam mengajar listening ?

    c. Tap-Recorders

        1) Apakah ibu menggunakan tap-recorder dalam mengajar listening ?

        2) Bila ya, bagaimana ibu menggunakan tap-recorder dalam mengajar listening ?

    d. Television

        1) Apakah ibu menggunakan television dalam mengajar listening ?

        2) Bila ya, bagaimana ibu menggunakan television dalam mengajar listening ?

    e. Sound System or speaker

        1) Apakah ibu menggunakan sound system or speaker dalam mengajar listening ?

2) Bila ya, bagaimana ibu menggunakan sound system or speaker dalam mengajar listening ?

f. Liquid Crystal Display (LCD) Projector

1) Apakah ibu menggunakan liquid crystal display (LCD) projector dalam mengajar listening ?

2) Bila ya, bagaimana ibu menggunakan liquid crystal display (LCD) projector dalam mengajar listening ?

g. Radio

1) Apakah ibu menggunakan radio dalam mengajar listening ?

2) Bila ya, bagaimana ibu menggunakan radio dalam mengajar listening?

5. Mengapa ibu menggunakan technology dalam mengajar listening ?

6. Apa manfaat untuk siswa dalam menggunakan technology dalam pembelajaran listening ?

7. Apakah menggunakan technology dalam mengajar listening membuat siswa aktif dan termotivasi ?

Appendix II

Observation for the teacher instructional Implementation technologies

in teaching listening

Teacher's Name   : Dahrani Lubis, S.Pd

Class   : XI

No.	Pernyataan	Ya	Tidak	Bagaimana penerapannya
1.	Guru menggunakan technology dalam menyampaikan materi dalam mengajar listening.			

2.	Guru menggunakan technology yang di proyeksikan dalam mengajar listening
	   a. Computer
	   b. Laptop
	   c. Television
	   d. Liquid Crystal Display (LCD) Projector			

3.	Guru menggunakan technology audio dalam mengajar listening
	   a. Sound system
	   b. Radio
	   c. CD Player
	   d. Tap recorder			

4.	Guru menggunakan multimedia dan jaringan komputer a. Handphone			
5.	Guru menggunakan media cetak dalam mengajar listening			

	a. Buku paket			
	b. Kamus			
6.	Guru menggunakan objek yang ada disekitar sebagai media pembelajaran			

Appendix III

Transcript of Interview with an English Teacher

Interview questions about the Implementation of Technology in Teaching

Listening

Teacher's Name   : Dahrani Lubis, S.Pd

Date   : Saturday, 27 th August 2022

Time   : 09.00-09.15 a.m

TRANSCRIPT OF INTERVIEW

Researcher   : Assalamualaikum Bu.

An English Teacher   : Waalaikumsalam nak, ada yang bisa ibu bantu ?

 Researcher   : Oh iya Bu, saya Indah Pertiwi dari Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan, akan melakukan penelitian bu.

An English Teacher   : Oke tidak masalah, apa yang mau diapakan, oo apa yang bisa ibu bantu Ibu ?

Researcher   : Ini bu interview tentang the Implementation of Technologies in Teaching Listening bu.

An English Teacher   : Oke terus ?

Researcher   : Pertanyaannya, Apakah ibu menggunakan teknologi dalam mengajar listening bu ?

An English Teacher   : Iya

Researcher   : Apakah jenis-jenis teknologi yang ibu gunakan dalam mengajar listening bu ?

An English Teacher   : Seperti komputer, LCD, Sound system or speaker.

Researcher   : Apakah ibu menggunakan komputer dalam mengajar listening bu ?

An English Teacher : Ya, memang saya menggunakannya.

Researcher : Bagaimana ibu menggunakan computer dalam mengajar listening ?

An English Teacher : Ooo memang saya menggunakannya pakai apa komputer, jadi Setelah itu saya bawa siswa ke ruangan komputer terus saya arahkan buka internetannya atau buka youtube-nya terus lihat di situ cerita nabi-nabi yang 25 orang itu, salah satu kita pilih nabi mana yang kita apa entah nabi Muhammad dan nabi Adam atau besok besoknya lagi kita kita ganti lagi. Baru kita cari oo kita lihat apanya main idea nya atau judulnya terus keuntungan, kerugian dan kesimpulan apa yang mereka tonton itu, apa hikmahnya sama kita habis itu baru kita persentasikan ke depan ataupun sistem kelompok mewakili 1 orang ke depan.

Researcher : Apakah ibu menggunakan CD Player dalam mengajar listening bu ?

An English Teacher : Tidak

Researcher : Terus bu, apakah ibu menggunakan Tap recorder dalam mengajar listening bu ?

An English Teacher : Tidak

Researcher : Kalau television bu, apakah ibu menggunakan television dalam mengajar listening bu ?

An English Teacher : Tidak karena fasilitas di sekolah kami belum ada televisi gitu.

Researcher : Selanjutnya Apakah ibu menggunakan sound system or speaker dalam mengajar listening bu ?

An English Teacher : Ya, saya menggunakan sound system or speaker.

Researcher : Bagaimana Ibu menggunakannya dalam mengajar listening bu ?

An English Teacher : Saya bawa sound system atau speaker keruangan, haa terus saya sambungkan melalui HP dan saya sambungkan melalui bluetooth supaya digunakan untuk memperjelas dan mengeraskan suara sehingga mudah terdengar dan dapat didengar di dalam ruangan.

Researcher	: Apakah ibu menggunakan radio dalam mengajar listening bu ?
An English Teacher	: Tidak
Researcher	: Apakah ibu menggunakan LCD dalam mengajar listening bu ?
An English Teacher	: Ya, saya menggunakan LCD dalam mengajar listening.
Researcher	: Bagaimana ibu menggunakan LCD Projector dalam mengajar listening bu ?
An English Teacher	: Begini saya bawa lcd-nya ke ruangan kelas, saya hubungkan ke laptop, haa jadi di laptop udah saya download di situ ada film cerita nabi Nuh, haa jadi berhubungan cerita yang nabi 25 itu itu kan ceritanya sudah termasuk cerita narative ooh maksudnya cerita yang sudah lewat, berhubungan juga tense nya kan past tense, terus saya suruh siswa itu untuk menarik keuntungan apa yang dia tonton, apa yang dia lihat, apa yang dia dengar, apa keuntungannya bagi dia dan saya suruh juga siswa itu menarik kesimpulan dari cerita itu Apa kesimpulan cerita itu, habis itu saya suruh mepersentasikan entah berapa orang, 4 atau 5 orang mewakili tentang materi yang kami pelajari.
Researcher	: Selanjutnya bu, mengapa ibu menggunakan teknologi dalam mengajar listening bu ?
An English Teacher	: Ooo karena sangat bermanfaat dan berguna dan dalam menambah dan meningkatkan pengetahuan dalam mengajar bahasa Inggris serta membantu untuk memahami dan menguasai bahasa Inggris secara lebih baik di dalamnya banyak informasi yang sangat berguna dan penting.
Researcher	: Apa manfaat untuk siswa dalam menggunakan teknologi dalam pembelajaran listening bu ?
An English Teacher	: Sebenarnya dalam menggunakan teknologi untuk mengajarkan listening itu sangat banyak manfaatnya, kalau menurut saya teknologi itu sangat bermanfaat bagi siswa apalagi kami dalam pembelajaran bahasa Inggris ataupun dalam pelajaran yang lain sangat membantu dan untuk membuat siswa juga tidak belajar monoton ataupun orang itu membuat orang itu rileks ataupun nggak boring orang itu di

kelas, kadang bisa juga kita perankan juga di ataupun diluar ruangan ataupun sepertinya di halaman sekolah, tapi kalau menurut saya teknologi itu sangat bermanfaat dalam pelajaran ooh sangat membantu siswa untuk belajar dan teknologi itu sangat membantu untuk proses belajar mengajar bagi siswa, teknologi itu sangat bermanfaat bagi siswa tapi kalau kita lihat dari segi positifnya.

Researcher : Pertanyaan terakhir bu, apakah menggunakan teknologi dalam mengajar listening membuat siswa aktif dan termotivasi bu ?

An English Teacher : Ya jelas, sangat membuat siswa aktif kalau dihubungkan ke teknologi dan sangat termotivasi siswa kalau pakai teknologi dan cara penggunaannya siswa ooh untuk menggunakan teknologi itu dalam proses PBM itu harus kita kontrol tapi kalau nggak kita kontrol itu sangat fatal bagi siswa.

Researcher : Iya bu, terima kasih atas informasinya bu, Assalamualaikum warahmatullahi wabarakatuh.

An English Teacher : Waalaikumsalam warahmatullahi wabarakatuh

Appendix IV

Results of observation for the teacher instructional Implementation of

Technologies in Teaching Listening

Nama guru   : Dahrani Lubis, S.Pd

Hari dan Tanggal   : 01 September - 10 September 2022

No.	Pernyataan	Ya	Tidak
1.	Guru menggunakan technology dalam menyampaikan materi dalam mengajar listening.	✓	
2.	Guru menggunakan technology yang di proyeksikan dalam mengajar listening a. Computer	✓	
	b. Laptop	✓	
	c. Television		✓
	d. Liquid Crystal Display (LCD) Projector	✓	
3.	Guru menggunakan technology audio dalam mengajar listening a. Sound system or speaker	✓	
	b. Radio		✓
	c. Tap recorder		✓
	d. CD Player		✓
4.	Guru menggunakan multimedia dan jaringan komputer a. Handphone	✓	
5.	Guru menggunakan media cetak dalam mengajar listening		

	c. Buku paket	✓	
	d. Kamus		✓
6.	Guru menggunakan objek yang ada disekitar sebagai media pembelajaran		✓

No.	Hari & Waktu	Teknologi dalam Mengajar Listening	Bagaimana Penerapannya
1.	Kamis, 01, September, 2022 09.15 - 10.45	Liquid Crystal Display (LCD) Projector, Laptop, dan Sound system or speaker	a. Kegiatan Awal Guru memasuki kelas dan menyapa siswa, kemudian mempersiapkan siswa untuk berdoa sebelum belajar setelah itu guru memeriksa daftar hadir siswa dan terakhir menyiapkan teknologi pengajaran yang digunakan dalam proses belajar mengajar. b. Kegiatan Inti Guru membawa Liquid Crystal Display (LCD) Projector ke ruangan kelas, guru memasang LCD Projector dan

			menghubungkannya dengan laptop dan speaker, Guru menggunakan sound system or speaker yang dihubungkan dengan laptop agar siswa lebih jelas mendengar tentang video dari lagu maupun film tentang cerita nabi berbahasa Inggris yang sudah diputar melalui LCD Projector. Selanjutnya, guru memutar video dari lagu setelah itu memutar film tentang cerita nabi dengan non subtitle, setelah siswa menonton video dari lagu dan film tentang cerita nabi dengan non subtitle yang telah diputarkan sang guru, semua siswa diminta untuk memberi kesimpulan tentang apa isi dari video lagu tersebut dan hikmah atau kesimpulan yang bisa diambil dari film yang sudah diputar.

			c. Kegiatan Penutup Guru bertanya kepada siswa tentang pemahaman mereka tentang materi dan guru menyimpulkan atau meringkas pelajaran sendiri atau bersama-sama dengan siswa dan juga memberikan motivasi kepada siswa.
2.	Sabtu, 03, September, 2022 07.30 - 09.00	Computer	Computer : a. Kegiatan Awal Kegiatan pertama yang dilakukan di dalam kelas adalah pembukaan. Sebelum memulai proses pembelajaran. Guru memasuki kelas dan menyapa siswa, kemudian mempersiapkan siswa untuk berdoa sebelum pembelajaran setelah itu, guru memeriksa daftar hadir siswa dan menyiapkan teknologi pengajaran yang digunakan

			dalam proses belajar mengajar, setelah itu guru meminta siswa untuk pergi ke laboratorium komputer dan menggunakan komputer sebagai alat dalam pengajaran mendengarkan.
			b. Kegiatan Inti
			Guru mengajak siswa ke lab komputer, di lab computer guru meminta siswa membuka youtube dan menonton film tentang nabi-nabi ataupun yang lainnya yang berbahasa inggris sesuai film apa yang mereka pilih, dengan guru memantau siswa untuk fokus pada pelajaran dan tidak membuka game ataupun hal lainnya, setelah menonton film siswa diminta untuk menyimpulkan dan mengambil hikmah dari cerita tersebut dan mempresentasikan

			didepan, siswa dipilih secara acak untuk mempresentasikan kesimpulan dan hikmah yang dia dapat. c. Kegiatan Penutup Guru bertanya kepada siswa tentang pemahaman mereka tentang materi dan guru menyimpulkan atau meringkas pelajaran sendiri atau bersama-sama dengan siswa.
3.	Sabtu, 10, September, 2022 09.15 - 10.45	Sound System or Speaker	a. Kegiatan Awal Guru membuka kelas dengan salam dan mempersiapkan siswa untuk berdoa sebelum pembelajaran, setelah itu guru memeriksa daftar hadir siswa dan menyiapkan teknologi pengajaran yang digunakan dalam proses belajar mengajar. Guru menggunakan sound system atau speaker untuk menyampaikan materi tentang

			makna melalui musik atau lagu pada bab 7.
			b. Kegiatan Inti Guru membawa Sound system or speaker ke kelas, guru menghubungkan speaker dengan bluetooth dari HP, guru memutar lagu bahasa Inggris sesuai yang dibuku paket yang sudah didownload sebelumnya, dan lagu lain yang hits agar siswa tidak merasa bosan, setelah mendengarkan lagu tersebut siswa diminta untuk menjawab pertanyaan soal yang dibuku paket tentang lagu tersebut. **c. Kegiatan Penutup** Guru bertanya kepada siswa tentang pemahaman mereka tentang materi dan guru menyimpulkan atau meringkas

			pelajaran sendiri atau bersama-sama dengan siswa dan juga memberikan motivasi kepada siswa. Dalam proses belajar mengajar, penggunaan teknologi pengajaran efektif bagi siswa dan guru bahasa Inggris.

Appendix V

Documentation

Interview with the Teacher

**Teaching Listening Using a Liquid Crystal Display
(LCD) Projector, Laptop, and Sound System or Speaker**

Teaching Listening Using Computers

Teaching Listening Using Sound System or Speaker

CURRICULUM VITAE

A. Identify

Name	: Indah Pertiwi
Reg. Number	: 18 203 00036
Place/Birthday	: Aek Banir, 30th April 2001
Sex	: Female
Religion	: Islam
Address	: Aek Banir , Kec. Panyabungan, Kab. Mandailing Natal
Phone Number	: 0813 9780 3221
Email	: Pertiwilbs@gmail.com

B. Parents

Father's Name	: Darwis Lubis
Job	: Farmer
Mother's Name	: Irma Kholilah Pasaribu
Job	: Farmer

C. Educational Background

Elementary School	: SD N 082 Aek Banir	(2012)
Junior High School	: SMP N 1 Panyabungan	(2015)
Senior High School	: SMA N 1 Panyabungan	(2018)
Collage	: IAIN Padangsidimpuan	(2022)

Nomor: B - 2529 /In.14/E.1/TL.00/08/2022   23 Agustus 2022
Hal   : Izin Penelitian
        Penyelesaian Skripsi

Yth. Kepala SMAN 1 Panyabungan Utara
Kabupaten Mandailing Natal

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Indah Pertiwi
NIM   : 1820300036
Program Studi   : Tadris Bahasa Inggris
Fakultas   : Tarbiyah dan Ilmu Keguruan
Alamat   : Aek Banir Panyabungan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Implementation of Technologies in Teaching Listening at the Grade XI Students of SMAN 1 Panyabungan Utara"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n Dekan
Wakil Dekan Bidang Akademik

Dr. Lis Yulianti Syafrida Siregar, S.Psi, M.A.
NIP. 19801224 200604 2 001

SURAT KETERANGAN
Nomor : 421.3/ 896 /SMA.090/K/2022

ıla Sekolah SMAN 1 Panyabungan Utara dengan ini menerangkan :

Nama	: **INDAH PERTIWI**
NIM	: 1820300036
Program Studi	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan
Alamat	: Aek Banir Panyabungan

ah benar telah mengadakan Penelitian (Riset) di SMAN 1 Panyabungan Utara pada Tanggal 27 stus 2022 s/d 10 September 2022 dengan judul : *THE IMPLEMENTATION OF TECHNOLOGIES TEACHING LISTENING AT THE GRADE XI STUDENTS OF SMA NEGERI 1 YABUNGAN UTARA.*

ikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Rumbio, 10 September 2022
Kepala SMAN 1 Panyabungan Utara

JUNGJUNGDIN HARAHAP, S.Pd
NIP. 19730526 200801 1 001