

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter shows the result of the research findings. This chapter presents the result of research findings which is concerned to answer the research questions and research discussion. This chapter is divided into three subheadings: data description, data analysis and discussion.

A. Data Description

This research was designed in quasi- experimental research. The researcher acted as the implementer of the materials. This research is aimed to find out the better achievement on writing analytical exposition. It is to find out whether or not the students who are taught analytical exposition text using VOA Special English Audio Podcast have better achievement on than those who are not taught by VOA special English audio podcast. Further, for supporting the result of the first research question, the students' motivation is needed to be explored. It is purposed to explore whether or not the students can be motivated in learning writing analytical exposition text through VOA Special English Audio Podcast.

The use of Microsoft Excel program was needed to easily calculate the data. The data in this research was presented from both of groups, experimental group and control group. The following data descriptions are:

1. Students' Score

The data was collected from the score of tests, both in experimental and control group, and interview to the students in experimental groups'. The result of the scores is presented below:

a. The Experimental Group

Experimental group was a group of students who was taught writing analytical exposition text using VOA Special English audio podcast. The data of the students' score in experimental group were collected from pretest and post-test. The data were collected from 30 students of XI- S2 as the member of experimental group.

The scoring of students' composition was adapted from writing scoring profile from Jacob et.al. The score of students' composition was divided into five terms. They are content, organization, vocabulary, language use and mechanic. The detail students' scores can be seen on appendix 3 and appendix 4.

To make the scores easy to be understood, the data of pretest and post test are presented in interval data.

Table 4.1
The Result of Pretest and The Post Test of Experimental Group

Interval Data	The Number of Students	
	In Pre-Test Score	In Post-Test Score
64- 69	0	0
70-74	7	1
75-89	23	27
90-94	0	2
95-99	0	0
Total Students	30	30

b. The Control Group

Control group was a group of students who was not taught writing analytical exposition text using VOA Special English audio podcast. They were taught using conventional teaching that usually does by the English teacher in SMAN 1 Waru. The data from control group were collected from pretest and post test.

The writing composition scored using writing scoring profile which was adapted from Jacob et, al with criteria in content, organization, vocabulary, language use and mechanic The detail score of pre test and post test in control group can be seen in the appendix 3 and appendix 4.

The following result score of pretest and post test in control group is the interval data which aimed easier to be read.

Table 4.2
The Result of Pretest and Post Test in The Control Group

Interval	The number of students	
	In Pre-test score	In Post-Test score
64- 69	2	0
70-74	4	1
75-89	24	29
90-94	0	0
95-99	0	0
Total Students	30	30

2. Students' Motivation

The next data was taken from the students' motivation. It was given randomly to 15 students in experimental group. The data was taken through interview to the students. It was conducted to explore whether or not the students can be motivated

in learning writing analytical exposition text through VOA Special English Audio Podcast. The indicators of motivation were taken from Sardiman's theory. The indicators were interest, having passion, having spirit and challenge.

The use of interview guideline was aimed for focusing the interview. The data were collected related to motivation of experimental groups' students after getting treatments in writing using VOA Special English audio podcast.

The sample was 15 students of the experimental group as the representation of the students in the experimental group. The students' answer of the interview can be seen in the following tables:

Table 4.3
Question of the Interview No. 1 and The Answer

No.	Questions	Students	Answer
1	What is your opinion after you get treatments using VOA Special English for learning writing?	A	In my opinion, I know more about writing skill. Eventhough, I find many difficulties, I'm happy having learnt it through VOA audio podcast.
		B	I think, I know more how to share my arguments. I want to learn it more, especially about podcast.
		C	It is good because I can analyze and give my opinion about a case from news.
		D	Previously, I have many difficulties in learning writing skill. I afraid to share my idea. But I can face it enjoyable because the teacher teach me patiently how to write my opinion into text using English
		E	In my opinion, it is challenging.

			Previously, I'm afraid in learning writing in English because I'm afraid I can not do anything. But, the teacher help me a little bit.
		F	I think, I like it because the teacher is good.
		G	I think it is challenging.
		H	Actually, I like English. So, I do not get any difficulty in following the lesson.
		I	In my opinion, I like it. But I like to listen to the podcast.
		J	In my opinion, I like it. The teacher helps me. So I'm never afraid in learning writing skill.
		K	I think it is clear. And I want to learn more about writing skill in English
		L	I think I know more about analytical exposition. I like to write my opinions about the news from VOA
		M	I think I like it. But I do not like analytical exposition. It is too difficult for me.
		N	It is good. But learning analytical exposition is difficult
		O	It good. In the previous grade, learning writing is very hard for me. I can't understand it. But now, I have known a little bit how to write in English.

From the table above, it can be concluded that the students like writing skill. Eventhough at the first sight, they are afraid in learning writing. Yet, after getting treatments, the students like to learn writing. They like it

because it was something different, ranging from the teacher's role until the materials.

Table 4.4
Question of The Interview No. 2 and The Answer

No.	Questions	Students	Answer
2	Do you enjoy in learning writing using materials from VOA special English? why?	A	Yes, because the way in teaching is enjoyable.
		B	Yes, the teacher teach pleasantly
		C	Yes, the teacher is good
		D	Yes, because I have known news from many countries in the world through VOA and I get many vocabulary which I've never known before
		E	Yes, I have known more about the materials easily.
		F	Yes. The materials are easy to be understood.
		G	Yes. The VOA is new for me. And I enjoy it
		H	No. Because the speed is fast enough. I confused to understand the news
		I	Yes. It is good.
		J	No. I do not like it
		K	No. It is difficult
		L	Yes. I get more new vocabulary when I learn it from VOA
		M	Yes. The speed of the speaker is slow enough. I can get it and write my opinion easily
		N	No. I do not enjoy it
		O	Yes. I like it

From data above, most of the students enjoy learning writing using materials from VOA special English. Mostly, they enjoy it because of the teacher's way in teaching, the atmosphere and the easy materials. Eventhough, there are some of students do not like it because they are confuse about the speed of the native speaker in the VOA Special English audio podcast.

Table 4.5
Question of The Interview No. 3 and The Answer

No.	Questions	Students	Answer
3.	Do you always have spirit in learning writing using materials from VOA special English? why?	A	Yes because I enjoy it
		B	Yes because I like it
		C	Yes because the teacher is fun
		D	Yes because it is new and the materials is easy to be understand
		E	Yes because the teacher help me more to be smart it writing
		F	Yes. Because I love learning writing
		G	Yes. Eventhough it is difficult enough for me. But I still want to earn it
		H	No. I do not like it
		I	Yes. I want to learn it again
		J	No. I hate it
		K	No. It is boring because the task always write.
		L	Yes. It is challenging
		M	Yes. The teacher is good
		N	No. It is difficult
		O	Yes because I like the teacher. The teacher is fun and good

Mostly, the students always have spirit in learning writing using materials from VOA special English. They feel that the teaching process support them to learn writing well.

Table 4.6
Question of The Interview No. 4 and The Answer

No.	Questions	Students	Answer
4	Do you feel challenged in learning writing using materials from VOA special English? why?	A	No. I think it is too easy.
		B	Yes. It is force me to be smart. And like it because It help me delete my laziness and make me like to write more.
		C	Yes. It is challenging
		D	Yes. It is good
		E	Yes. Eventhough I get difficulties using vocabulary, I still want to write because I know it is good for me
		F	Yes the difficulties in develop the main sentence do not decrease my passion to finish my task in writing
		G	Yes. I like it
		H	Yes. eventhough i get difficulties in write my opinion in English. But I should do it. Because I want to be smart in English
		I	Yes. Eventhough it is difficult but I like it.
		J	Yes. Eventhough it is so hard for me
		K	Yes. Because it is unique. I never get it from my teacher
		L	Yes because I want to listen more
		M	Yes because I like to

			understand what native speaker say
		N	No. It is difficult
		O	Yes of course. Because I should not be loser even I have problems in vocabulary.

Most of them felt challenged in learning writing using materials from VOA special English. Some of them want to learn it again eventhough they have faced some difficulties. Some of them prefer to finish their task eventhough they do some mistakes in their writing task.

Table 4.7
Question of The Interview No. 5 and The Answer

No.	Questions	Students	Answer
5	Do you feel curious in learning writing using materials from VOA special English? why?	A	Yes. Of course I want to learn it more
		B	Yes because I want to know and listen more what foreign people say
		C	Yes. Because I like it
		D	Yes because I want to know the content of the news and give my opinion about it
		E	Yes because I also want to be smart in English
		F	Yes because it is good for me. I want to be smart in writing
		G	Yes because I like listening and writing
		H	Yes because I like it
		I	Yes because VOA is new for me
		J	No it is difficult
		K	Yes I want to write more

		L	Yes because I like writing and I want to know the news and write my opinion on writing
		M	Yes because it is unique and new. I've never gotten it before.
		N	No it is difficult for me
		O	Yes because the news is good for me.

Most of the students who feel curious in learning writing using materials from VOA special English want to learn it again. They feel curious about the content in the news. They are curious to understand what the native speaker said. In the other hand, some of students do not feel curious because the materials from VOA Special English audio podcast are difficult for them.

Table 4.8
Question of The Interview No. 6 and the Answer

No.	Questions	Students	Answer
6	Do you prefer to learn writing using materials from VOA special English? why?	A	Yes. Because I like it
		B	No. But I prefer listening with VOA
		C	No. But I like VOA
		D	No. because actually I prefer to listening and speaking than writing
		E	Yes It is good for me to increase my writing skill
		F	Yes because I realize that it help me more in writing
		G	Yes because the teacher always support me to write well
		H	Yes. I know more new knowledge from VOA and analytical Exposition

		I	Yes because it ease me to write my opinion into analytical exposition text
		J	Yes because I like it and I want to be smart in English for my future
		K	Yes because I want to be smart in writing
		L	No because I difficult to understand VOA and give my opinions about it into written form of analytical exposition text
		M	Yes.the materials help me to understand a little bit about writing. The VOA materials motivate me to enrich my vocabulary and apply it in the text.
		N	No. but I want to learn VOA more
		O	Yes because the teacher is good. She helps me more through VOA

Most students said that they prefer to learn writing using materials from VOA special English. The reasons are ranging from helping materials until ease them to show their opinion. In the contrary, some students do not prefer writing using materials from VOA special English. Yet, they prefer to learn VOA Special English audio podcast because they like listening to it.

Those are the data collected from the interview. For the further analysis can be seen in the following sub-headings.

B. Research Findings

This subheading is used to analyze the data. The steps of analyzing the data are comparing the mean of the test, analyzing the test using t-test, testing the hypothesis and analyzing the result of interview.

1. Comparing mean of the test

For knowing the difference result of the test, it needed to compare the mean of the test from each group (*see appendix 3 and appendix 4*). The following result is:

a. Pretest

The result of pretest from the experimental groups represents the students' capability before getting treatments. The following is the result of the data.

Table 4.9
The Comparing Mean of Pretest

Groups	The number of Students	Mean	Total score
Experimental	30	76,5	2294
Control	30	75,6	2264

b. Post Test

The result of post test showed the final result of the students' capability after getting treatments. The result is:

Table 4.10
The comparing mean of Post Test

Groups	The Number of students	Total Mean	Total score
Experimental	30	82,2	2466
Control	30	79,0	2369

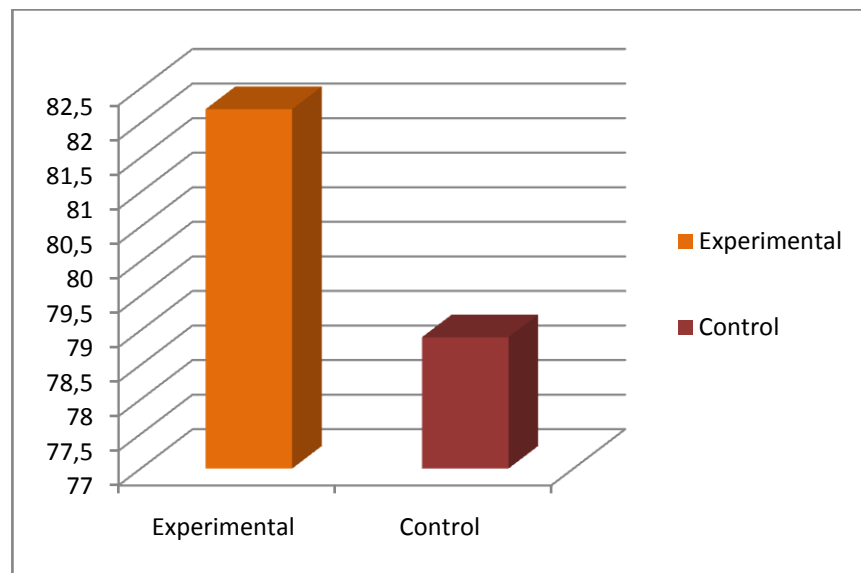


Chart 4.1
The chart of comparing mean of post test

c. Conclusion

The result above presented that both groups have improvements after getting treatments. In the experimental group, the final score with mean 82,2 shows the improvement than the pretest (76,5 score). Control group with mean 79,0 also shows the improvements from the pretest score 75,6. Yet, the better improvements are the students in the experimental group. The post test

as the final test of both groups shows that experimental group get higher achievement than control group.

It means that students who are taught writing analytical exposition text using VOA Special English audio podcast have better achievement than those who are not taught writing analytical exposition text using VOA Special English audio podcast have better achievement.

2. Analyzing the Data by Using T_{test}

In answering the first research question, the researcher analyzed the data from t-test. T-test was aimed to compare whether the result was accidentally happen or not.

In analyzing the t-test, the data was taken from the post test from experimental group and control group. Before calculating t-test, it needs to calculate normality test and homogeneity test. The normality test was used to check whether the characteristic of population were normally distribution or not, the assumption if the data is normally distributed means the sample of this research is representative to use. Homogeneity test was used to check the homogeneity of variance of both experimental and control group test score¹.

In the chapter III (*see page 51-55*), the calculation showed that the data was in normal distribution and the data was homogeny. After the checking the normality and homogeneity of the data, the t-test was calculated from the data of post test from experimental group and control group.

¹Arifin, *Metodologi Penelitian Pendidikan*,..... 123

For calculating the t-test, it needed to know standard deviation and variance from data in post test of experimental group and control group. The result of Standard Deviation and Variance calculated using Ms. Excel. The following result calculation is:

Tabel 4.11
The Result Calculation of Standard Deviation (Sd) And Variance (V) in Experimental and Control Class

	EXPERIMENTAL	CONTROL
TOTAL	2466	2369
MEAN	82,2	79,0
STD. DEVIATION	3,6	3,2
VARIANCE	13,3	10,2

The next step is calculating t-test from post test of experimental group and control group. The following procedures are:

$$t = \frac{x_1 - x_2}{\sqrt{\left\{ \frac{(n_1 - 1)S_1^2 + ((n_1 - 1)S_2^2)}{n_1 + n_2 - 2} \right\} \frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{82,2 - 79,0}{\sqrt{\left\{ \frac{(30 - 1)3,6 + ((30 - 1)3,2)}{30 + 30 - 2} \right\} \frac{1}{30} + \frac{1}{30}}}$$

$$t = \frac{3,2}{\sqrt{\left\{ \frac{104,4 + 92,8}{58} \right\} \frac{2}{30}}}$$

$$= 6,7$$

- a. Determining alpha (α) = 0,05
- b. After all data calculate, the number of degree of freedom calculates.

The formulas is:

$$\begin{aligned} df &= (N_1 + N_2) - 2 \\ &= (30 + 30) - 2 \\ &= 60 - 2 = 58 \text{ (t}_{\text{tabel}} = 1.980) \end{aligned}$$

From the calculation of the data above, it was found that standard deviation of the experimental group was 3,6 while the control group was 3,2. T-value comparing with t-table distribution with significant 0,05 and degree of freedom (df) 58. It was found that t-table was 1.980 while the result of t-value was 6,7.

3. Testing the Hypothesis

- 1) $t_{\text{value}} > t_{\text{table}}$ it means that Null Hypothesis (H_0) is rejected and Alternative Hypothesis (H_a) is accepted.
- 2) $t_{\text{value}} < t_{\text{table}}$, it means that Null Hypothesis (H_0) is accepted and Alternative Hypothesis (H_a) is rejected.

To test the hypothesis, there are some steps in the following:

- a) H_a (the Alternitive Hypothesis)

The students who are taught by VOA Special English Audio Podcast have better writing achievement on writing analytical

exposition text than those who are not taught by VOA special English audio podcast.

b) H_0 (the Null Hypothesis)

The students who are not taught by VOA Special English Audio Podcast have better writing achievement on writing analytical exposition text than those who are taught by VOA special English audio podcast.

This research used standard significance 95% ($\alpha = 0,05$) to test the hypothesis. Taking the conclusion or testing decision used test-two sides. The foundation decision rule is:

H_0 accepted if: $t_{\text{value}} < t_{\text{table}}$

H_0 rejected if: $t_{\text{value}} > t_{\text{table}}$

Based on the calculation above, the result of the t value was 6,7. The t_{table} with 5% significance and the degree of freedom (df) 58 is 2,000. It means that the t_{value} was higher than the t_{table} (the value required to reject the null hypothesis at the 0, 05 level) and the difference was significant. Consequently, the statement of (H_a) that The students who are taught analytical exposition text using VOA Special English Audio Podcast have better writing achievement than those who are not taught by VOA special English audio podcast, is accepted. In the contrary, the statement of (H_0) the students who are not taught analytical exposition text using VOA

Special English Audio Podcast have better writing achievement than those who are taught by VOA special English audio podcast, is rejected.

Table 4. 12
Summary of Data Analysis

Technique	t_{value}	t_{table}	Result
VOA Special English audio podcast	6,7	2, 000	Significant

4. Students' Motivation

For answering the second research question, the students' motivation needed to be explored. The data of students' motivation got from the interview to the students in the experimental group. The indicators of interview of interview guidelines were taken from Sardimans' theory which are include interest, curiosity, having spirit and challenge. The meaning of those indicators can be seen on the following table:

Table 4. 13
The Indicators of Motivate Students and Their Meanings

No	Indicator	Meaning
1.	Interest	The feeling of wanting to involve
2.	Curiosity	The feeling of wanting to know more or learn more about something.
3.	Having spirit	The feeling of enjoyment and enthusiasm of involving the activity
4.	Challenge	Something difficult which tests someone's ability.

The data from the interview was analyzed descriptively. It means that the data from interview were described in words rather than numerical.

The data were analyzed in each question of interview delivered to the students in the experimental group. In the first interview session, the question was “What is your opinion after you get treatments using VOA Special English for learning writing?” Mostly, their opinions are positive to the writing analytical exposition text the authentic materials from VOA. They like it eventhough they faced many difficulties during the learning process, ranging from lack of vocabulary until difficulties in understanding analytical exposition text. In the other hand, three of them prefers to learning listening to VOA Special English rather than writing analytical exposition text after they listen to VOA Special English audio podcast. It can be concluded that 80% students answer positive opinion to the research. In addition 20% students answer negative opinion about the research.

In the second interview, the question was “Do you enjoy in learning writing using materials from VOA special English? Why?” Mostly, the students answer that they enjoy learning writing using materials from VOA special English. They enjoy it because the way of their learning process is different from what they usually get. In addition, they think that the researcher did their role as a teacher in teaching writing. The students think that the researcher helped them and supported them to learn writing well. 73%

students of experimental group answered that they enjoy in learning writing using materials from VOA special English. While 27% students answered that they do not enjoy in learning writing using materials from VOA special English. They think that giving their opinion about the news and develop it into analytical exposition text is difficult for them.

The third question of the interview was “Do you always have spirit in learning writing using materials from VOA special English? Why?” 73% students said that they always have spirit in learning writing using materials from VOA Special English. They said that it is new materials for them in learning writing skill. One of them likes to write. She likes to learn writing more. In the contrary, 27% of the students do not have spirit. They do not like it because the materials were difficult for them. One of them think that the activity was boring because the task always writing.

The fourth question was “Do you feel challenged in learning writing using materials from VOA special English? why?” 87% of the students answer that they feel challenged in learning writing using materials from VOA Special English. They want to learn it eventhough they face some difficulties. Most of them prefer to finish their task on writing analytical exposition text using the materials of VOA Special English audio podcast eventhough they get difficulty to translate their idea in English. It means that the materials are challenging for them. 13% of the students feel that they are not challenged to

the materials. One of them feel that the materials is too easy for her that is why she doesn't feel challenged. Yet, the other student is not challenged because the materials are difficult for him.

The fifth question in interview was "Do you feel curious in learning writing using materials from VOA special English? why?". Mostly the students feel curious in learning writing using materials from VOA Special English. Their curiosity can be shown from their answer that they like the materials, they want to learn it again, their willingness to know the content of the news in VOA, and their willingness to be smart in writing in English lesson. It showed that 87% of the students give positive answer to the research. However, 13% of the students do not feel curious to the materials. Besides the materials were difficult for them, they also do not get used to listen to the native speaker.

The last question in the interview was "Do you prefer to learn writing using materials from VOA special English? why?". 77% of the students prefer to learn writing using materials from VOA Special English. The reasons are that the materials help them to enrich the vocabulary so that the students can apply it writing text; the materials also easy for them so that they can give their opinions about the news and develop their opinions into analytical exposition text; and they like it especially about VOA Special English. However, 33% of the students do not prefer to learn writing from VOA

Special English. They prefer listen to VOA Special English audio podcast rather than write after listening.

The entire percentage of interview result can be seen in the following table below.

Table 4. 14
The Percentage of Interview Result

Question Number	The Percentage of Positive Answer	The Percentage of Negative Answer
1	80%	20%
2	73%	27%
3	73%	27%
4	87%	13%
5	87%	13%
6.	77%	33%

C. Discussion

This research indented to discuss the research findings. The discussion explained in two terms, the use of VOA Special English audio podcast in teaching Writing and students' motivation.

1. The use of VOA Special English audio podcast as the authentic material in teaching Writing.

This discussion focused on the finding of the better achievement on teaching writing analytical exposition text using VOA Special English audio podcast and using conventional teaching.

VOA Special English audio podcast used for the authentic material in teaching writing. Besides it is the popular podcast, it gives a chance for students

to understand easily the content of new through audio material². The audio material from VOA Special English is understandable because it uses the simple words in reporting each news report.³ The materials are various, ranging from agriculture, education until health report. It means that by using this podcast the students can know the report of the news around the world. It also can enrich their vocabulary. They also can elaborate their idea easily because the podcast helps them in acquiring the content of the news. Furthermore, students' problem in lack of vocabulary also can be decreased. It means VOA Special English audio podcast gives advantage in teaching writing.

This research was designed using quasi experimental research design which comparing two teaching way. Teaching writing using course book is the conventional teaching for XI-S3 as the control group. In the other hand, teaching writing using VOA Special English audio podcast is the alternative teaching for XI-S2 as the experimental group.

The result of the final test shows that the mean of experimental group is 82,5 and the mean of control group is 79,0. Experimental group gets the higher score than control group. It means that students who are taught using VOA Special English audio podcast have better achievements than those who are not. In short, audio material is beneficial to be taught in the school because it brings them to be interested into learning writing. As Azhar Arsyad stated that audio materials is the

² Yao Nan And Zuo Mingfang, Journal: *Using VOA Special English To Improve Advance English Learner' Productive Use of High Frequency Words* (China: English Teaching Forum, 2009)

³ Ibid

interesting materials because it gives the different way into the learning process.⁴

The result is also related with Nan and Mingfang theory that VOA Special English improve the excitement of the learners in learning English⁵.

The result proved that VOA Special English audio podcast is good to be applied in the teaching writing. It can decrease the students' problem in writing and grab their interest into learning writing skill. It helps the students to elaborate easily their ideas, giving their arguments and pour them into written form using the specific news from the podcast. The criteria of good writing also scored through rubric of assessing writing from Jacob et.al.

2. Students' Motivation

According to the Sardiman's theory, motivation is something that engaging students' self that let them to do something⁶. He stated that the indicators of students who are motivated into the learning process are in terms interest, curiosity, having spirit and challenge. This research has explored the motivation of the students in the experimental group.

This case, students' motivation, took for supporting the result of the test. It takes from the interview to the students in the experimental group. The result in the previous subheading (*see page 75-79*) showed that most of students are motivated in learning writing analytical exposition text using authentic materials

⁴ Azhar Arsyad, *Media Pembelajaran* (Jakarta: PT RajaGrafindo Persada, 2006)148- 149

⁵ Yao Nan and Zuo Mingfang, Journal: *Using VOA Special English To Improve Advanced English Learners' Productive Use of High Frequency Words* (China: English Teaching Forum, 2009)

⁶ Sardiman A.M., *Interaksi dan Motivasi Belajar Mengajar* (Jakarta: PT. RajaGrafindo Persada, 2006)

from VOA Special English audio podcast. Most of them are interested and have spirit to the learning process. During the learning process of writing, they give their attention, they responds when they do not know some confusing explanation, and raise their hands when they want to gives their opinion. In the interview, most of them share their opinion about the teaching process pleasantly. All of students said that they like the materials because the materials are different from their real English teacher. They said that much knowledge about new words was gotten by them. 11 of 15 students said that they enjoy in learning writing using materials from VOA Special English audio podcast. Furthermore, 10 of 15 students stated that they always have spirit during in learning writing using materials from VOA Special English audio podcast. They love to learn something new, so that they want to be smart on English writing. Because of the voice of the native speakers is not too difficult, they feel easy to understand the content of the news.

In addition, most of them also feel challenged and curious on learning writing using VOA Special English audio podcast. Even though they get difficulty on share their opinion about the news using their own words, they still want to learn it again. During the learning process of writing, they forced their selves to write correctly with the help of mobile phone dictionaries. In the interview, 13 of students in stated that they feel challenged on learning writing using the materials from VOA Special English audio podcast. They stated, even though they get

some difficulties on composing the text, they do not want to be given up. In their opinion, the tasks help them to reduce their laziness on learning English. Besides they feel challenged, they also feel curious. In the interview, 10 of 15 students are curious into learning writing using VOA Special English audio podcast. They want to learn it again because they want to learn again about VOA and analytical exposition text. They feel that they do not understand fully about those authentic materials. They want to listen and share their opinion on the written form because they think that the materials are easy, new and helpful for them in learning English writing. Those are why 10 of 15 students said that they prefer to learn writing using VOA Special English audio podcast rather than learning writing using textbook.

Those result indicates that they are motivated because of they have learn writing using different teaching way. It is in line with Larry Lewwin's theory who stated that giving something new and something different means giving a chance for students to know and engage enjoyable into the learning process⁷.

In short, the use of VOA Special English audio podcast gives many benefits into the teaching writing process. Besides it is the good authentic material, it also can motivate students into the learning process.

⁷ Larry Lewin, *Paving The Way in Reading and Writing* (USA: Jossey Bass, 2003) 5