

**STUDENTS' PERCEPTION ON THE USE OF PODCAST TO
IMPROVE ENGLISH SPEAKING MASTERY OF ENGLISH
EDUCATION STUDY PROGRAM AT SRIWIJAYA
UNIVERSITY**

A THESIS BY

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**English Education Study Program
Departement of Language and Arts Education**



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
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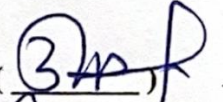
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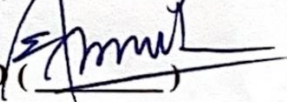
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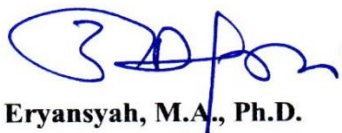
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DECLARATION

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Certified that thesis entitled “Students’ Perception on the Use of Podcast to Improve English Speaking Mastery of English Education Study Program at Sriwijaya University” is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, December 10 2024

The undersigned

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DEDICATION

I dedicate this thesis to my beloved parents, whose unwavering support, love, and countless prayers have guided me throughout my journey. Your sacrifices, encouragement, and boundless affection have been my greatest strength.

And I also dedicate this thesis to myself, for completing it and continuing to strive to achieve my goals while learning from every challenge along the way.

MOTTO

“Man Jadda Wa Jadda”

“Arbeite hart in der stille, lass deinen erfolg dein lärm sein”

“Stay curious, never stop learning”

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Palembang, December 10 2024

The Writer

Devita Eka Lestari

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ABSTRACT


This study was a qualitative study focused on identifying English Education students' perception of using podcasts as a medium for improving English-speaking mastery. The respondents involved in this study were 43 seventh-semester students of the English Education Study Program at Sriwijaya University who used podcasts to enhance their English speaking mastery. The research instruments used in this study were a questionnaire and an interview. Research findings showed that students had a positive perception of the use of podcasts as a learning medium for English speaking, and it was also found that podcasts could improve their speaking skills, especially in pronunciation, vocabulary, and confidence. In conclusion, podcasts can effectively support students in improving their English speaking mastery.

Keywords: *Students' Perception, Speaking Mastery, Podcasts*


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CHAPTER I

INTRODUCTION

This chapter presents (1) background of the study, (2) problems of the study, (3) objectives of the study, and (4) significance of the study.

1.1 Background of the Study

In this global era, English is a language that people are very interested in learning and improving, even though English is difficult to learn. There are various skills that must be mastered and learned in English, one of which is speaking skills. Speaking skills are one of the English language skills that must be improved (Bamanger, 2021). Speaking is one of the English language skills that needs to be developed because it can show that someone can use English and convey their opinions to other people in communicating. In Indonesia, several students still encounter difficulties in mastering spoken English.. Lack of knowledge of English vocabulary and fear of making mistakes when speaking or being embarrassed are the difficulties experienced by Indonesian students. These problems make it difficult for individuals to articulate or convey ideas verbally. For this reason, teaching English requires interesting and interactive learning. Lecturers are required to support students to practice English. Lecturers provide many opportunities for students to practice English, one of which is by utilizing technological media which is now increasingly developing. Students are encouraged to practice speaking English as often as they can. So by providing opportunities to practice English, students will feel more confident in communicating with each other. (Suseno, 2024).

In the era of digital development, there are many technological media that can help improve students' speaking skills, one of which is using podcasts. Students and lecturers can use podcasts inside and outside the classroom to promote comprehensive teaching aspects and information that will help and motivate students to learn foreign languages more effective

Podcasts are generally used to tell stories or share stories, and provide information to the media. Many universities have implemented the use of podcast media for English language learning, one of which is in Indonesia, (Suranto *et.al*,2024). Learning in this network is a process of learning activities carried out using the internet via a connection and produces creativity to interact in the process of teaching and learning activities (Sani, 2016). Apart from that, online learning is a teaching and learning system that utilizes the internet network to bring together the two parties concerned to carry out interactions supported by the internet network and technology. There are various types of media that can be used by teachers as a medium for online learning activities. Before that, media in learning was a means used to convey or channel messages, which made students pay attention, thoughts and feelings to the learning process. The National Education Association in defines media in education as a means that can be read, heard and manipulated along with the instruments used in these activities. However, as the technological scene develops, educational technology media now comes with various innovations to solve students' learning problems.

The use of technological media in education allows students and lecturers to carry out teaching and learning activities even though they are in different places (de Menezes, 2019). Utilizing digital technology in this aspect of education is certainly very profitable. Moreover, there are many technological media that can be used to carry out online learning. Some teachers or lecturers nowadays are getting richer with the various alternative media or platforms they use. Many are already proficient in creating and using audio, visual, audio-visual media and so on in their learning.

A part from that, many teachers today have mastered online platforms or media. So, many learning problems with media constraints have been solved. One media that can be used by teachers as teaching material in online learning activities is creating audio media in the form of podcasts. This innovation in the use of media in learning in the form of podcasts can become a learning resource

using audio media (Hafis, 2023). As a medium for learning, the use of podcasts helps lecturers in carrying out learning activities both in class and outside of class. The results of research by (Istanto, 2024) regarding Podcasts as an audio-based teaching material media reveal the advantages of this podcast media as a teaching material media, including the effectiveness and efficiency of this podcast media which is a simple player tool that is easy to find, with In other words, this podcast media can be an efficient and effective learning resource for students (Ramadhanty,2024). Podcasts are considered an alternative strategy because they contain many topics spoken by native English speakers. Students can record performances and post them to the Internet. So they are more likely to pay attention to preparation because they know it can be heard by people around the world. There are many models provided in podcasts such as reports, conversations, discussions, and interviews.

In terms of speaking skills, podcasts can also help students, especially those who lack the confidence to speak in front of an audience because podcasts can be produced behind a screen. Thus, the use of podcasts will be effective and efficient in improving students' speaking abilities. Therefore, the aim of this research is to find out how students perceive English podcast activities that have been implemented by a school in Sidoarjo, Indonesia. There has been a lot of previous research on students' perceptions of using podcasts, both at school and at university. The Ministry of Tourism and Creative Economy, Tourism and Creative Economy Agency of the Republic of Indonesia (2024) revealed that the development of audio and audiovisual podcasts in Indonesia is quite significant. This is reflected in Indonesia's position as the world's second-largest podcast audience by the third quarter of 2021, based on Global WebIndex (GWI) data.

The development of podcasts in audiovisual format has experienced a significant increase. The development of podcasts is actually not surprising. Remember, currently podcasts have become a medium for disseminating information that is of interest to many groups. Especially among the millennial generation and Gen Z in the world of education as an innovation in learning media

that is closer to the millennial concept. The popularity of this podcast has ultimately helped give birth to many creative people in Indonesia, including students.

Podcasts have become a medium that is increasingly popular among the public with the number of listeners and podcasters continuing to increase. Not only because the content is interesting, many people want to become podcasters because creating a podcast can be said to be very easy and practical. However, there are several stages in podcast creation that can be challenging for many podcasters. One key aspect is crafting the overall structure and flow of the podcast. This involves determining the main topic and ensuring it aligns with both the podcaster's interests and abilities, as well as the preferences of the target audience. Planning the podcast's content includes creating an outline that organizes the main discussion points, subtopics, and details to be covered, ensuring the narrative flows logically and coherently. A well-prepared structure not only helps convey information clearly but also keeps the podcaster focused during recording. This focus is crucial for delivering engaging and effective content that resonates with listeners.

Further research from Prastiyowati (2023) participants in this research came from various universities in Indonesia with a total of 162 students from various majors (English and non-English) who were learning English through English podcasts. This study adopts an explanatory sequential design approach.. The research results show that Indonesian students are quite used to learning English using podcasts.

By listening to English podcasts, students can add new vocabulary, improve their pronunciation better, and motivate them to speak. Other research has been conducted by Sengang et al., (2017). The participants were TKJ class III students at Cokroaminoto Vocational School, Kotamobagu. Researchers use a quantitative approach. The questionnaire findings revealed positive reactions based on students' experiences in using podcasts as a learning medium. English podcasts are a great medium for learning English, especially for improving speaking skills.

Although previous research explains students' perceptions about using podcast media to improve speaking skills, this research is important to conduct. Because podcasts can practice speaking skills and boost students' confidence Podcasts also have many topics to discuss which will have an impact on student achievement both in terms of English speaking skills. This research not only focuses on students' perceptions of English podcast activities for improve speaking skills, but also finds out what students problem in English podcast activities that have been implemented in universities. There are several students who can already speak English with native speakers in English podcast activity. However, there are still many students who still cannot speak English fluently, because they lack confidence and lack of vocabulary when speaking English. Based on the background above, the author is interested in conducting research and title: **“Students’ Perception On The Use Of Podcast To Improve English Speaking Mastery Of English Education Study Program at Sriwijaya University.”**

1.2 Problems of the Study

Based on the background that has been described, the research questions posed by this study are formulated as follows:

1. What are the students’ perception of using podcast to improve speaking mastery?
2. What problems do students face when carrying out podcast activities?

1.3 Objectives of the Study

Based on the problem formulation described above, the research objectives are as follows:

1. Find out students’ perception of using podcast to improve English speaking mastery
2. Find out the problems faced by students when carrying out podcast activities.

1.4 Significance of the Study

This study is intended to offer significant contributions, particularly in providing a deeper understanding of the use of podcasts as a tool to enhance speaking skills. The researcher outlines the potential benefits of this study for teachers, students, and future researchers, which are explained as follows:

1.4.1 The English Teachers

This study can serve as a resource for English teachers looking to incorporate innovative methods into their teaching strategies. By exploring the use of podcasts, teachers can gain insights into how audio-based learning materials can help students improve pronunciation, fluency, and overall confidence in speaking. Additionally, the study offers practical recommendations on how to integrate podcasts effectively into classroom activities.

1.4.2 The Students

For students, this study highlights the potential benefits of using podcasts as a self-directed learning tool. Podcasts provide exposure to authentic language use, diverse accents, and conversational contexts, enabling learners to develop their speaking skills outside the classroom. The findings will encourage students to adopt podcasts as a supplementary resource to practice and refine their spoken English.

1.4.3 The Future Researcher

Future researchers can use this study as a foundation for further exploration of podcasts in language education. It will contribute to the existing body of knowledge by identifying key factors that influence the effectiveness of podcasts in enhancing speaking skills. Moreover, this study can inspire new avenues of research, such as examining the impact of podcast content types, frequency of use, or cultural factors on language acquisition.

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