



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET, DAN TEKNOLOGI
UNIVERSITAS SRIWIJAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Raya Palembang-Prabumulih Indralaya Ogan Ilir 30662
Laman: www.fkip.unsri.ac.id, Pos-El :support@fkip.unsri.ac.id

KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS SRIWIJAYA
NOMOR: 1090/UN9.FKIP/TU.SK/2024

TENTANG
PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA PROGRAM STRATA-1 (S-1)
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS KAMPUS PALEMBANG
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS SRIWIJAYA

- Menimbang : a. bahwa dalam rangka penulisan dan penyusunan skripsi mahasiswa, dipandang perlu ada pembimbing skripsi mahasiswa;
b. bahwa sehubungan dengan butir a tersebut di atas, perlu diterbitkan Surat Keputusan sebagai pedoman landasan hukumnya.
- Mengingat : 1. Undang-Undang No.20 Tahun 2003;
2. Peraturan Pemerintah No. 4 Tahun 2014;
3. Permen Ristekdikti No. 12 Tahun 2015;
4. Permen Ristekdikti No. 17 Tahun 2018,
5. Kepmenkeu RI No. 190/KMK.05/2009;
6. Kepmendikbudristek RI No. 53540/M/06/2023;
7. Keputusan Rektor Unsri No.0110/UN9/SK/BUK.KP/2021.

MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA TENTANG PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA PROGRAM STRATA-1 (S-1) PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS KAMPUS PALEMBANG FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA.

KESATU : Menunjuk/Mengangkat Saudara
Eryansyah, M.A., Ph.D

Sebagai pembimbing skripsi mahasiswa

Nama : **Devita Eka Lestari**
Nomor Induk Mahasiswa : 06011381823052
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : *Perception on the Use of Podcast Scripting to Improve Writing Achievement of 6th Semester Students of English Education Study Program*

- KEDUA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini dibebankan kepada anggaran biaya Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya dan/atau dana yang disediakan khusus untuk itu.
- KETIGA : Keputusan ini mulai berlaku sejak tanggal ditetapkan sampai dengan tanggal 31 Juli 2024, dengan ketentuan bahwa segala sesuatu akan diubah dan/atau diperbaiki sebagaimana mestinya, apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di : Indralaya

Pada tanggal : 28 Maret 2024



Tembusan:

1. Koordinator Prodi Pend. Bahasa Inggris FKIP
2. Dosen Pembimbing
3. Mahasiswa yang bersangkutan
Universitas Sriwijaya

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

A THESIS BY

Devita Eka Lestari

06011381823052

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



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
PALEMBANG
2024**

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

A THESIS BY

Devita Eka Lestari

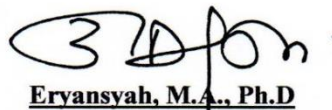
06011381823052

English Education Study Program

Departement of Language and Arts Education

**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
PALEMBANG
2024**

**Approved by
Advisor,**



Eryansyah, M.A., Ph.D

NIP. 196907181995121001

Certified by

Head of English Education Study Program



Eryansyah, M.A., Ph.D

NIP. 196907181995121001



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

Devita Eka Lestari
06011381823052

**This thesis was defended by the writer in the final program examination and
was approved the examination committee on:**

Day : Tuesday

Date : December 24th, 2024

1. Chairperson : Eryansyah, M.A., Ph.D (

2. Member : Amrullah, M.Ed., Ph.D (

Palembang, 24 December 2024

Certified by,

Coordinator of English Education Study Program

Eryansyah, M.A., Ph.D.

NIP. 196907181995121001



DECLARATION

I, the undersigned

Name : Devita Eka Lestari
Place, date of birth : Prabumulih, 04 November 2000
Student Number : 06011381823052
Study Program : English Education

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

Devita Eka Lestari
06011381823052



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”

ACKNOWLEDGEMENTS

Alhamdulillahirabbil'alamin. First and foremost, I would like to express my deepest gratitude to Allah SWT for His blessings and guidance throughout the completion of this thesis. Without His grace, strength, and wisdom, I would not have been able to overcome the challenges and reach this important milestone in my academic journey. His presence has been my source of comfort and confidence in times of uncertainty, reminding me to keep striving and remain steadfast in my efforts. This thesis was written to fulfill one of the requirements for obtaining a bachelor's degree in the English Education Study Program, Faculty of Teacher Training and Education at Sriwijaya University.

The successful completion of this thesis would not have been possible without the invaluable help, guidance, and support of many people who contributed their time, knowledge, and encouragement throughout this journey. In addition to expressing heartfelt gratitude for the blessings granted by Allah SWT, the researcher would like to sincerely thank the following individuals for their invaluable support and contributions throughout the completion of this thesis:

1. My beloved parents, Mr. Atmajaya and Mrs. Sukmawati. I am deeply grateful for your sacrifices, both big and small, which have made it possible for me to pursue my dreams. Your encouragement has always been a source of my strength, and your belief in me has never faltered, even during the toughest times. I am truly blessed to have parents who have always been there, not just as caregivers, but as my greatest motivators. May Allah SWT always bless them with health, happiness, and endless joy.
2. My advisor, Eryansyah, M.A.,Ph.D. Thank you for your guidance, patience, and invaluable feedback throughout the process of writing this thesis. Your encouragement and wisdom have been essential to the completion of this thesis
3. My examiner, for their constructive criticism and insightful suggestions, which have helped improve the quality of this thesis.

4. All of my lecturer, for their dedication, profound knowledge, and unwavering commitment to imparting valuable lessons that have significantly shaped my academic journey.
5. All students of SEESPA 2018, thank you for being good classmates, a constant source of inspiration, support, and camaraderie. Together, we have created a learning environment that fosters collaboration, mutual growth, and motivation. The experiences we've shared and the challenges we've overcome together have made this journey unforgettable.
6. All my friends and partners at MEC English Course and AIESEC in UNSRI, for your invaluable friendship, teamwork, and unwavering encouragement. Your support has been a continuous motivator, helping me to maintain balance and focus while achieving my academic and personal goals.
7. All my best friends, thank you for your kindness, understanding, and constant encouragement, which have been a great source of strength and motivation throughout this journey. I am truly lucky to have such a supportive circle of friends who always know how to lift my spirits and motivate me to keep going.
8. Lastly, I sincerely hope that this thesis will be beneficial and useful to all, contributing to the field, enriching the academic community, and providing value to those who seek knowledge and insight. May this work inspire further exploration and development in the area it covers.

Palembang, December 10 2024

The Writer

Devita Eka Lestari

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL	ii
COMMITTEE APPROVAL	iii
DECLARATION	iv
DEDICATION	v
MOTTO	v
ACKNOWLEDGEMENTS	vi
TABLE OF CONTENTS	viii
LIST OF TABLES	ix
LIST OF FIGURES	x
LIST OF APPENDICES	xi
ABSTRACT	xii
CHAPTER I INTRODUCTION	1
1.1 Background of the Study	1
1.2 Problems of the Study	5
1.3 Objectives of the Study	5
1.4 Significance of the Study	6
1.4.1 The English Teachers	6
1.4.2 The Students.....	6
1.4.3 The Future Researcher.....	6
CHAPTER II LITERATURE REVIEW	7
2.1 Podcast	7
2.1.2 Benefits of Podcast.....	8
2.2 Podcasting Technique	9
2.3 Common Obstacles Encountered in Making Podcast	10
2.4 Learning System with Podcast.....	11
2.5 Perception	12
2.5.1 Factors that Influence Perception	13
2.4 Previous Related Studies.....	14
CHAPTER III RESEARCH METHODOLOGY	17
3.1 Research Method and Design	17

3.2 Respondents	17
3.3 Technique for Collecting the Data	18
3.3.1 Questionnaire	18
3.3.2 Interview.....	18
3.4 The Procedure for Analyzing Data	19
3.4.1 Questionnaire	19
3.4.2 Interview.....	21
CHAPTER IV FINDINGS AND DISCUSSION	23
4.1.1 The Result of Questionnaire.....	23
4.1.2 The Result of Interview	30
4.2 Discussion	37
CHAPTER V CONCLUSION AND SUGGESTION	42
5.1 Conclusions	42
5.2 Suggestions	42
REFERENCES.....	44
APPENDICES	

LIST OF TABLES

Table 1	Students' Perception of the Usability of Podcasts for Learning English Speaking
Table 2	Students' Feelings About Using Podcasts for Learning English Speaking
Table 3	Students' Perception of English Speaking Skills Improved Through Podcasts
Table 4	Students' Perception of the Effectiveness of Podcasts in Learning English Speaking
Table 5	Questions Items of Interview

LIST OF FIGURES

Figure 2.3.1 Factors that Influence Perception

LIST OF APPENDICES

Appendix A	Proposed Thesis Title
Appendix B	Letter of Appointment of Thesis Advisor
Appendix C	Research Permission from Faculty of Teacher Training and Education Sriwijaya University
Appendix D	Questionnaire Items
Appendix E	Interview Questions
Appendix F	Interview Script
Appendix G	Thesis Consultation Card

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

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*


A thesis by English Education Study Program Sydent, Faculty of Teacher Training and Education, Sriwijaya University.

Name : Devita Eka Lestari
Student Number : 06011381823052

Certified by
Head of English Education Study
Program


Eryansyah, M.A., Ph.D
NIP. 196907181995121001

Approved by
Advisor


Eryansyah, M.A., Ph.D
NIP. 196907181995121001

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.

as a learning tool for English. And future researchers are expected to be able to further investigate this research to get better results. The other researchers may follow this study in a different context in order to find more actions to improve the students' listening, speaking, writing skills.

REFERENCES

- Apriliani, I. D. (2022). Students' Perception Towards the Utilization of Podcasts in Gaining Listening Comprehension. *The Educations*, 22(2), 1982-1988.
- Ashton-Hay, S., & Brookes, D. (2011). Here's a story: using student podcasts to raise awareness of language learning strategies. *English Australia Journal*, 26(2), 15-27.
- Aulia, R. A. (2023). *The influence of using podcast towards students' pronunciation mastery at the first semester of eleventh grade of man 1 lampung tengah in the academic year of 2022/2023* (Doctoral dissertation, UIN RADEN INTAN LAMPUNG).
- Bamanger, E. M., & Alhassan, R. A. (2015). Exploring Podcasting in English as a Foreign Language Learners' speaking Performance. *Journal of Education and Practice*, 6(11), 63-74.
- Behjat, F., Yamini, M., & Bagheri, M. S. (2011). E-Tools To Assist Efl Learners' speaking Skill: Wikis, Weblogs, And Podcasts. *The Journal of Applied Linguistics*, 4(1), 27-49.
- Bosker, H. R., Reinisch, E., & Sjerps, M. J. (2017). Cognitive load makes speech sound fast, but does not modulate acoustic context effects. *Journal of Memory and Language*, 94(5), 166-176.
- Boulanouar, H., Chenafa, M., & Belarbi, D. (2024). *Songs or Podcasts? Understanding EFL Learners' Listening Habits in Developing Listening Abilities, Vocabulary Acquisition and Pronunciation Skills* (Doctoral Dissertation, UNIVERSITY OF AIN TEMOUCHENT).

- Bowie, J. L. (2012). *Podcasting in a writing class? Considering the possibilities*. Praxis. Retrieved from <http://kairos.technorhetoric.net/16.2/praxis/bowie/index.html>
- Bustari, A., Samad, I. A., & Achmad, D. (2017). The Use Of Podcasts In Improving Students Speaking Skill. *JELE (Journal of English Language and Education)*, 3(2), 97-111.
- Camelia, R. D. A., Aditya, M. Y., & Ridwan, A. (2021). Podcasts: Improving Students' Extensive Listening Skills. *English Teaching Journal: A Journal of English Literature, Language and Education*, 9(1), 54-59.
- Chandra, N. E., Purnama, H. D., & Laheba, S. M. V. (2021). The Use of Podcast in Creative Writing Course. In *English Language Education Study Program International Conference (ELESPIC)*, 1(1), 6-9.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3th ed). SAGE Publications, Inc. <https://www.worldcat.org/title/research-design-qualitative-quantitative-andmixed-methods-approaches/oclc/269313109>.
- Curlee, A., y Early, J. S. (2023). Teaching the Podcast: Using a Genre Approach to Secondary Writing Instruction. En B. L. Hott (Ed.), *Quality instruction and intervention. Strategies for Secondary educators* (pp. 87–107). Rowman and Littlefield.
- de Menezes, C. Q., & Moreira, F. L. (2009). *Podcast–Enhancing Skills in the English Class*. Composição Gráfica.
- Ekayani, P. (2017). Pentingnya penggunaan media pembelajaran untuk meningkatkan prestasi belajar siswa. *Jurnal Fakultas Ilmu Pendidikan Universitas Pendidikan Ganesha Singaraja*, 2(1), 1-11.
- Elmayantie, C. (2018). Pemanfaatan Internet dalam Pembelajaran Bahasa Inggris oleh Guru Sekolah Menengah Kejuruan Negeri 1 Palangka Raya. *Jurnal Saintekom: Sains, Teknologi, Komputer dan Manajemen*, 8(1), 65-77.
- Eriksson, M., Smith, L., & John, T. (2018). Subtitles and transcripts for enhancing language learning: Accessibility in multimedia content. *Journal of Language and Communication*, 24(3), 145-160.
- Fadilah, E., Yudhapramesti, P., & Aristi, N. (2017). Podcasts as an alternative to audio content distribution. *Journal of Journalism Studies*, 1(1), 90–104.
- Fatika, N. F., & Rahayu, E. M. (2021). Using podcast media on teaching listening in new normal era. *Academic Journal Perspective : Education, Language, and Literature*, 9(1), 68-76.

- Golubovschi, O., & Gîrneț, M. (2022). Enhancing students' narrative speaking skills through the use of podcasts. *Probleme actuale ale lingvisticii și didacticii limbilor străine: Perspectives in Clinical Research*, 4(3), 159-165.
- Hafis, A. (2023). *PERSEPSI PENDENGAR TERHADAP PODCAST THIRTY DAYS OF LUNCH DI KALANGAN MAHASISWA UIN SUSKA RIAU*. (Doctoral dissertation, UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU). <https://repository.uin-suska.ac.id/75857/>
- Hajar, I., Rahman, A., Tenriawali, A. Y., & Mangesa, R. (2020). The Influence Of Podcasts In Learning English Vocabulary Of Twelve Grade Students Of Sma Negeri 2 Buru. *Exposure: Jurnal Pendidikan Bahasa Inggris*, 9(2), 235-249.
- Haryany, W. (2023). *STUDENTS' PERCEPTION OF USING TIK TOK APPLICATION AS A MEDIA IN LEARNING ENGLISH OF THE SIXTH SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM OF SRIWIJAYA UNIVERSITY*. (Bachelor Thesis, Universitas Sriwijaya).
- Istanto, J. W., & Indrianti, I. (2011). Pelangi Bahasa Indonesia podcast: what, why and how. *Electronic Journal of Foreign Language Teaching*, 8(1), 371-384.
- Kohar, E., Salam, U., & Sumarni. (2014). Students' perception towards the use of podcast for learning English. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, 3(12), 1-15.
- Knaflic, C. N. (2015). *Storytelling with data: A data visualization guide for businessprofessionals*.Wiley.
<https://www.wiley.com/enus/Storytelling+with+Data%3A+A+Data+Visualization+Guide+for+Business+Professionals-p-9781119002253>.
- Mayangsari, D., & Tiara, D. R. (2019). Podcasts as a learning medium in the millennial era. *Jurnal Golden Age*, 3(2), 126-135.
- Prastiyowati, S. (2014). *Using podcasts to improve listening skills of third-semester students of the English Department of Muhammadiyah University of Malang*. (Masters Thesis, Universitas Negeri Malang).
<https://repository.um.ac.id/58710/>
- Rahayuningsih, R., Rosalinah, Y., & Subroto, I. (2021). Teaching Listening Through Podcast. *Wanastra: Jurnal Bahasa dan Sastra*, 13(2), 93-101.

- Ramli, A. M., & Kurniawan, E. H. (2017). The Use of Podcast to Improve Students' Listening and Speaking Skills for EFL Learners. *A Journal of Applied Linguistics and Language Research*, 5(2), 1-10.
- Riyani, R., & Sari, A. I. (2020). Penggunaan Podcast Untuk Memperbaiki Pengucapan (Pronunciation) Mahasiswa Dalam Berbicara Bahasa Inggris (Sebuah Penelitian Tindakan Kelas Pada Mahasiswa Pendidikan Bahasa Inggris Semester I Kelas 01, FKIP UNISRI Pada Tahun Akademik 2019/2020). *Research Fair Unisri*, 4(1),1-10.
<https://ejurnal.unisri.ac.id/index.php/rsfu/article/view/3380>
- Sandoval Zapata, M. M. (2020). Podcast-Based Lessons: A Useful Tool To Improve University Students' Descriptive Oral Skills. *Comunicación*, 29(1), 52-68. <https://doi.org/10.18845/rc.v29i1-2020.5260>.
- Sani, H., Inderawati, R., & Vianty, M. (2016). Using podcast with dictogloss procedures to improve listening comprehension and writing achievements of tenth graders. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, 3(2), 164-178.
- Saragih, D., Marpaung, A., & Saragih, R. P. S. (2022). Influence of Podcast In Improving Students' Listening Skill of Senior High School. *International Journal Corner of Educational Research*, 1(2), 57–68.
<https://doi.org/10.54012/ijcer.v1i2.8>
- Sengang, A. E., Pelenkahu, N., & Muntuuntu, M. (2022). Students' perception On The Use Of Podcast To The Learning Of English Speaking. *JoTELL: Journal of Teaching English, Linguistics, and Literature*, 1(1), 63-83.
- Sholikhah, A. (2016). Statistik deskriptif dalam penelitian kualitatif. *KOMUNIKA: Jurnal Dakwah dan Komunikasi*, 10(2), 342–362.
- Sotério, C., & Linhares Queiroz, S. (2023). Improving Writing Skills Through Scripting a Science Podcast for Non-Expert Audiences. *Journal of College Science Teaching*, 52(6), 30-37.
- Sudarmoyo, S. (2020). Podcast Sebagai Alternatif Media Pembelajaran Jarak Jauh. *Edudikara: Jurnal Pendidikan Dan Pembelajaran*, 5(2), 65-73.
- Suseno, E. (2024). Advantages Of Using Translation, Paraphrasing, And Podcasts To Improve Natural Writing Skills. *IJIET (International Journal of Indonesian Education and Teaching)*, 8(2), 223-247.
- Tabatabaee, G. A., & Rezvani, E. (2019). Effects Of Using English Podcasts On Idioms And Vocabulary Learning Of Iranian EFL Learners. *Indonesian*

Journal of Learning and Instruction, 2(1), 1-16.
<https://doi.org/10.25134/ijli.v2i01.1680>.

Van Engen, K. J., & Peelle, J. E. (2014). Listening Effort And Accented Speech. *Frontiers in Human Neuroscience*, 8, Article 577.
<https://doi.org/10.3389/fnhum.2014.00577>

Veluswamy, S. K., Babu, A. S., Shah, P., & Maiya, A. G. (2013). Clinical Trial Registration In Physiotherapy Research. *Perspectives in Clinical Research*, 4(3), 191-192. <https://doi.org/10.4103/2229-3485.115387>

Wijaya, H. (2020). *Analisis data kualitatif: Teori konsep dalam penelitian pendidikan*. Sekolah Tinggi Theologia Jaffray.

Yeh, H. C., Chang, W. Y., Chen, H. Y., & Heng, L. (2021). Effects Of Podcast-Making On College Students' English Speaking Skills In Higher Education. *Educational Technology Research and Development*, 69(5), 2845–2867. <https://doi.org/10.1007/s11423-021-10026-3>

Zeng, Z. (2022). Maximize learners' engagement with a Chinese novel through podcasting and book club discussion. In *Performed Culture in Action to Teach Chinese as a Foreign Language* (pp. 146-157)

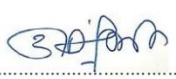


KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS SRIWIJAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Raya Palembang-Prabumulih Indralaya Ogan Ilir 30662
Telepon: (0711) 580085, Fax. (0711) 580058
Laman: www.fkip.unsri.ac.id , Pos-El: support@fkip.unsri.ac.id


USUL JUDUL SKRIPSI

Nama : Devita Eka Lestari
NIM : 06011381823052
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : 1. Perception On the Use of Podcast Scripting to Improve Writing Achievement of 6th Semester Sudents of English Education Study Program.
2. The Perception of English Education Study Program of Sriwijaya University Students towards Music on the Use of Youtube Nursery Rhymes Channels as an Effective Instructional Material For Young Language Learners.
3. Using Song Lyrics to Improve Narrative Writing Achievement of the 3rd Semester Students English Education Study Program.

Disetujui Judul Nomor : 1 (Satu)

Pembimbing : Eryansyah, M.A., Ph.D. (.....)

Palembang, 15 Agustus 2024
Koordinator Program Studi,


Eryansyah, M.A., Ph.D
NIP. 196907181995121001

Tembusan:
1. Dosen Pembimbing
2. Subbagian Akademik



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET, DAN TEKNOLOGI
UNIVERSITAS SRIWIJAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Raya Palembang-Prabumulih Indralaya Ogan Ilir 30662
Laman: www.fkip.unsri.ac.id, Pos-El : support@fkip.unsri.ac.id

KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS SRIWIJAYA
NOMOR: 1749/UN9.FKIP/TU.SK/2024

TENTANG
PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA PROGRAM STRATA-1 (S-1)
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS KAMPUS PALEMBANG
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS SRIWIJAYA

Menimbang : a. bahwa dalam rangka penulisan dan penyusunan skripsi mahasiswa, dipandang perlu ada pembimbing skripsi mahasiswa;
b. bahwa sehubungan dengan butir a tersebut di atas, perlu diterbitkan Surat Keputusan sebagai pedoman landasan hukumnya.

Mengingat : 1. Undang-Undang No.20 Tahun 2003;
2. Peraturan Pemerintah No. 4 Tahun 2014;
3. Permen Ristekdikti No. 12 Tahun 2015;
4. Permen Ristekdikti No. 17 Tahun 2018,
5. Kepmenkeu RI No. 190/KMK.05/2009;
6. Kepmendikbudristek RI No. 53540/M/06/2023;
7. KeputusanRektor Unsri No.0110/UN9/SK/BUK.KP/2021.

MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA TENTANG PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA PROGRAM STRATA-1 (S-1) PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS KAMPUS PALEMBANG FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA.

KESATU : Menunjuk/Mengangkat Saudara
Eryansyah, M.A., Ph.D

Sebagai pembimbing skripsi mahasiswa

Nama : **Devita Eka Lestari**
Nomor Induk Mahasiswa : 06011381823052
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : *Perception on the Use of Podcast Scripting to Improve Writing Achievement of 6th Semester Students of English Education Study Program*

- KEDUA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini dibebankan kepada anggaran biaya Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya dan/atau dana yang disediakan khusus untuk itu.
- KETIGA : Keputusan ini mulai berlaku sejak tanggal ditetapkan sampai dengan tanggal 31 Desember 2024, dengan ketentuan bahwa segala sesuatu akan diubah dan/atau diperbaiki sebagaimana mestinya, apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di : Indralaya
Pada tanggal : 15 Agustus 2024



Tembusan:

1. Koordinator Prodi Pend. Bahasa Inggris FKIP NIP 196710171993011001
2. Dosen Pembimbing
3. Mahasiswa yang bersangkutan Universitas Sriwijaya

PBING_Plg



APPENDIX C

RESEARCH PERMISSION FROM SRIWIJAYA UNIVERSITY



RISET, DAN TEKNOLOGI
UNIVERSITAS SRIWIJAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Raya Palembang-Prabumulih Indralaya Ogan Ilir 30662
Laman: www.fkip.unsri.ac.id, Pos-El : support@fkip.unsri.ac.id

Nomor: 2759/UN9.FKIP/TU.FKIP.SB5/2024
Perihal: Mohon Izin Penelitian

15 November 2024

Yth. Koordinator Prodi Pendidikan Bahasa Inggris
FKIP Universitas Sriwijaya

Dalam rangka penyelesaian Program Strata-1 (S-1) Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya, kami mohon bantuan kiranya berkenan mengizinkan Mahasiswa:

Nama : Devita Eka Lestari
NIM : 06011381823052
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

untuk melakukan penelitian di lingkungan Program Studi Pendidikan Bahasa Inggris FKIP Universitas Sriwijaya tanggal 20 November 2024 sampai dengan 23 November 2024.

Penelitian tersebut dilaksanakan dalam rangka penulisan Skripsi yang berjudul "*Perception on the Use of Podcast Scripting to Improve Writing Achievement of 6th Semester Students of English Education Study Program*".

Demikian, atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.

an, Dekan
Wakil Dekan Bidang Akademik,

Dr. Rita Inderawati, M.Pd.
NIP 196704261991032002

Tembusan :
Ketua Jurusan Pendidikan Bahasa & Seni
FKIP Universitas Sriwijaya




Pend. BING Plg








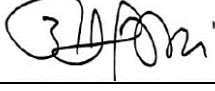


APPENDIX G

THESIS CONSULTATION CARD

Thesis Consultation Card

Name : Devita Eka Lestari
NIM : 06011381823052
Thesis Title : Students' Perception On The Use Of Podcast To Improve English Speaking Mastery Of English Education Study Program at Sriwijaya University
Advisor : Eryansyah, M.A.,Ph.D

No	Date, Aspect	Advisor's Comment	Signature
1.	16/04/24 Title	Discussion	
2.	07/05/24 Chapter 1	Discussion	
3.	15/05/24 Chapter 1-2	Revise as suggested	

4.	22/07/24 Chapter 1-2	Revise as suggested	
5.	16/08/24 Chapter 1-3	Ok for Chapter 1 Revise as suggested chapter 2-3	
6.	27/08/24 Chapter 2-3	Ok for chapter 2 revise as suggested chapter 3	
7.	10/09/24 Chapter 3	Ok	
8.	30/09/24 Chapter 4	Revise as suggested	
9.	03/10/24 Chapter 4	Revise as suggested	
10.	19/10/24 Chapter 4	OK	
11.	15/10/24 Chapter 5	Revise as suggested	
12.	21/11/24 Chapter 5	Revise as suggested	
13.	28/11/24 Chapter 5	Ok	

Coordinator of study Program

Palembang, 02 Desember 2024
Advisor,



Eryansyah, M.A., Ph.D.

NIP. 196907181995121001



Eryansyah, M.A., Ph.D.

NIP. 196907181995121001