

**UTILIZATION OF PODCAST AS LERANING MEDIUM IN
ACADEMIC WRITING COURSE IN ENGLISH EDUCATION
STUDY PROGRAM OF SRIWIJAYA UNIVERSITY**

A THESIS

by

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Magister Program in Language Education



MAGISTER PROGAM IN LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
PALEMBANG

2024

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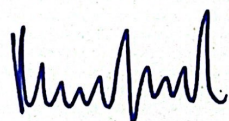
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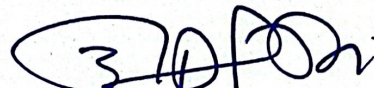
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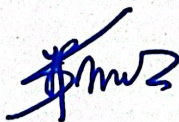


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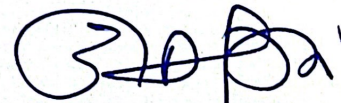
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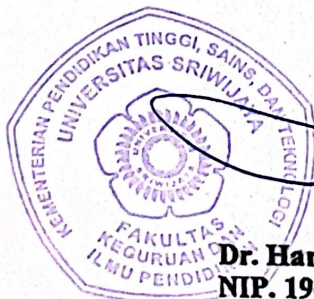
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DECLARATION

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Certify that the thesis entitled —Utilization of Podcast as Learning Medium in Academic Writing Course in English Education Study Program of Sriwijaya University is my work, and I did not do any plagiarism or inappropriate quotation against the ethics and rules commended by the Ministry of Education of Republic of Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Palembang, December 24, 2024

The Undersigned,



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DEDICATION

This dedicated to my lovely husband, Dr. Kurnia Saleh, S.H., M.H., for his unwavering support and constant presence throughout my academic journey. And the main incredible one, my parents, Armansyah and Rosita Heriyati, who had been a reliable source of comfort and had accompanied me through the challenges of administering this thesis. Their prayers, advices, and comfort words had been instrumental in my thesis success.

MOTTO

—Man Jadda Wa Jadda.

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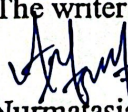
Bismillahirrahmanirrahim, the greatest praise and gratitude to Allah Subhanahu Wata'ala, the most Generous and the most Merciful, the Almighty, the Ruler of all creation, for bestowing upon the writer the ability to fulfil her educational responsibilities. The writer also presents greetings upon the Prophet Muhammad SAW, may be peace and blessings upon him.

The thesis was composed with the purpose of fulfilling one of the requirements for achieving of a master degree in Magister Program in Language Education Sriwijaya University. The writer also extends her utmost appreciation and profound gratitude to:

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Last, the perfection only belongs to Allah. Criticisms, comments and suggestions are really appreciated to improve the thesis.

Palembang, December 24 2023

The writer

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**UTILIZATION OF PODCATS AS LEARNING MEDIUM IN
ACADEMIC WRITING COURSE IN ENGLISH EDUCATION
STUDY PROGRAM OF SRIWIJAYA UNIVERSITY**

ABSTRACT

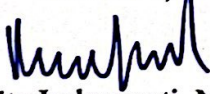
The research is entitled Utilization of Podcast as Learning Medium in Academic Writing Course in English Education Study Program of Sriwijaya University. It examines the role of podcasts as a learning medium in higher education, particularly in integration into academic writing courses. Podcasts offer various advantages such as flexibility, accessibility, and the ability to convey insights from experts. However, its application in teaching writing is still not fully utilized. Using a survey research approach, this study investigates the perceptions of students of the English Language Education program at Sriwijaya University, with an emphasis on their experience of using podcasts in the context of academic writing. Data collection was carried out through semi-structured interviews and documentation, which were analyzed using thematic analysis. The results of the study show that podcasts can enhance learning through the presentation of diverse professional perspectives, encourage scriptwriting practices, and provide flexible access to materials. However, limitations such as the lack of interactive feedback and inconsistent podcast quality become challenges, especially for the development of advanced writing skills. The recommendations of this study emphasize the need for balanced integration, where podcasts complement traditional teaching methods through interactive and multi-modal strategies. This approach ensures podcasts can be an effective support tool in encouraging critical thinking, creativity, and academic growth in English Language Education programs.

Keywords: Learning Medium, Academic Writing, Podcast

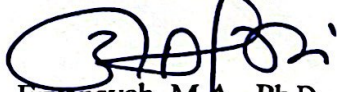
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CHAPTER 1

INTRODUCTION

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

1.1 Background

In the era of the industrial revolution 5.0, the world of education requires a generation that is innovative, creative, and competitive. According to Ahmad and Zhang (2021) one of the innovations in the education sector during the era of the Fifth Industrial Revolution is the increased utilization of internet-connected devices and remote monitoring systems, particularly in the efficient management and provision of educational services to support the needs of learners. This can be achieved by optimizing the use of technology as an educational tool that is expected to produce outputs that can follow or change the times for the better. However, the covid 19 pandemic forces us to create a new innovation that can be used in online learning. The transformative impact of the COVID-19 pandemic on education, emphasizing the integration of digital tools, adoption of Work from Home (WFH) practices, and the evolution of traditional teaching methods into digital literacy practices, ultimately fostering flexibility and knowledge sharing through platforms like webinars, (Valentia, et al. 2021). This is an interesting challenge for researchers to find an idea in this industrial revolution 5.0 era.

The field of media education continues to evolve with the introduction of various new influences, such as concepts, theories, and technologies in the realm of education. Media manifests itself in diverse forms and formats, each possessing its own unique characteristics. Efforts in classifying media are undertaken to establish a taxonomy for media education. Aksa (2017) states that Rudy Bretz is an expert who classifies media based on elements such as sound, visual, and motion. Subsequently, Bretz as cited in Aksa (2017) categorizing media into 8 groups, including: (1) motion audiovisual media; (2) audiovisual media; (3) audio media; (4) motion spring media; (5) visual motion media; (6) silent visual media; (7) spring motion media; and (8) print media.

From the eight types of learning media, one of the innovations that can be done is by utilizing podcast as learning tool in the 21st era since podcast is included in audio or video media, (Al-Bana, 2017). Podcasts refer to the distribution of audio or video files in digital format can be accessed directly from desktops, gadgets or sent to portable media devices such as MP3 players for listening “on the go”. So, it can be concluded that the format of podcast will be able to coloring learning tools innovation in the Industrial Revolution 5.0 Era.

Podcasts have become one of the fastest growing media in recent years. Locker (2018) reveals that podcasts reach over 155 countries with more than 18.5 million episodes. The growth continues to this day. This condition made podcast becomes a medium that are familiar to the current generation. Tools in podcast have characteristic which in line with them. Ramirez (2024) explains that podcasts provide interesting benefits and advantages, compared to other technological devices. Apart from the minimum technological requirements, the accessibility and availability of podcasts has also been widespread. Its ease of access, the cheapness of the quota it requires, its mobility, and so on are the advantages of this podcast media. Just imagine, people can do other activities while listening to podcasts. While traveling, cooking, eating, exercising, and even sleeping, there are still those who listen to podcasts, (Farhan, 2022). So, podcast is a recording sound that is published on a digital platform where can be accessed by every student around the world to listen to the recording anytime and anywhere.

The purpose behind the utilization of podcasts can be divided into three categories, namely: enlarging flexibility in learning (especially in encompassing aspects such as the acquisition of information, social interaction, and encouragement from professional sources), increasing learning accessibility (especially in relation to the use of mobile access), (Scott, et al. 2024) and enriching student learning experiences (especially in campus courses through the use of blended learning experiences), (Gast and Shifrin, 2024). So, it illustrates that the presence of podcasts as a supplement in learning can enrich diversity in the learning process.

Besides, the use of podcasts is believed to be one of the instruments in realizing today's learning paradigm known as the *Merdeka Belajar* program by the Ministry of Education. By recognizing Podcasts as a contemporary media, without feeling stiff and fun, in principle, it is in line with the spirit and purpose of *Merdeka Belajar*. To achieve the goal of *Merdeka Belajar*, the education unit needs to be a safe, inclusive, fun, and challenging learning environment, (Zamjani, 2023). The transformation of education unit learning is the key to change *Merdeka Belajar*. It is crucial for students to comprehend the potential of podcasts, which have evolved as a genre for presenting accurate, relevant, and balanced facts regarding various events, issues, or topics to the audience. Harahap (2020) finds that students embraced podcasting for supplementation of material, either as textbook substitutes or supplements to enhance learning. Beneficial in situations where traditional methods were impractical, podcasts allowed continuous learning. Despite availability, traditional lecture attendance remained unaffected, emphasizing podcasts' supplementary role in supporting flexible educational content access. Podcasts are related to traditional media and convergence trends in audio, creating opportunities to disseminate content widely across various media platforms. Novacikova (2021) adds that the media is increasingly utilizing podcasts as a means of information distribution. It means that podcasts can be listened to while doing other activities or allow listeners to receive an information in a more flexible way.

As a combination of audio and video-based media, podcast is considered to be an alternative choice for learning language education in schools and universities. Of course, it is not the main choice as the only media used, because learning language education itself is essentially based on text which is considered to require the ability and willingness to read and understand it. Moreover, reading constitutes an activity inseparable from listening, speaking, and writing. While engaged in reading, proficient readers will comprehend the material they peruse. Furthermore, readers are expected to effectively communicate their readings orally or in writing. This underscores

the interconnectedness and mutual influence between reading and writing skills. Aulannisa, et al. (2024) found that in SMP Negeri 2 Siwalan, numerous the seventh grade-students exhibit below-average reading skills relative to their age, which could impede text comprehension and academic progress, as evidenced by persistent challenges in reading and composing phrases within sentences. In addition, Kurniawan, et al., (2020) emphasizes that the enhancement of writing skills is one of the many benefits gained from reading books. The broader the scope of reading materials we engage with, the greater the improvement in writing skills. This indicates that we acquire perspectives from reading books, which we subsequently translate into writing as a product of knowledge gained. Nonetheless, it is undeniable that the level of interest in reading in Indonesia remains relatively scant. Compared to other ASEAN countries and foreign countries, Indonesia still ranks at the bottom in terms of reading interest. At the international level, Indonesia has a reading index of 0.001. That means in every thousand people, only one person has a high interest in reading. This condition is much different when compared to America has a reading index of 0.45, and Singapore 0.55. Based on the Unesco survey, Indonesia's reading interest ranks 38th out of 39 countries studied. Whereas in recent years, especially in 2022, Indonesia's literacy index is declining. According to the *Programme for International Student Assessment (PISA)*, Indonesia's reading literacy score dropped in 2022, (Databooks, 2022). This assessment is conducted by the Organization for Economic Cooperation and Development (OECD). In 2022, Indonesia's PISA reading literacy score reached 359 points, 12 points less than in 2018.

Podcasts can serve as a digital literacy medium that aids students in language skills such as listening, speaking, or writing. This innovation undoubtedly presents a solution to address the low reading interest among the Indonesian populace as delineated by the aforementioned data. Besides serving as an entertainment medium, podcasts can be utilized as an information source for the general public and even leveraged as a learning tool for students to acquire broader information and knowledge. According to Goldman (2018)

podcasts offer educators not only the opportunity to develop innovative classroom assignments and activities but also to provide students with a sophisticated digital learning tool, thereby nurturing the cultivation of more proficient and adept teachers. Adlini, et al. (2024) demonstrate the effectiveness of using podcast media in teaching writing skills to fifth-grade elementary school students. Undoubtedly, these positive outcomes are also propelled by other factors such as the activities of teachers and students who follow the learning steps accurately (Mariana, 2020). Consistent with Suryati, et al. (2024) the effectiveness of audio podcast media can assist students in writing biographical texts with proper structure. In addition to spelling and punctuation usage, the writing of words and the majority of text content is organized and systematic. The sentences used by students are also effective, leading to the conclusion that the use of audio podcast media can enhance students' biographical writing skills. Through podcasts that inspire students' writing skills, students have their own attention and satisfaction with the learning process using podcast media. Students pay more attention to listening to podcasts. Furthermore, Helawati, et al. (2024) add that podcasts as a learning medium can enhance creative thinking abilities in the classroom learning process, thus enabling students to write poetry texts and increasing students' curiosity about the ongoing learning material. This implies that the effective use of podcast media contributes to enhancing students' writing abilities across various types of writing.

In this study, the researcher developed the idea of podcast utilization based on the researcher's experience as a student in the language education program at Sriwijaya University, which the researcher considered had implemented the use of podcast as a learning medium. However, the utilization of podcasts is considered not massive and comprehensive because it is only used as a final project not as a complete learning method. Based on an informal interview with one of the students who have produced a podcast in one of her subject, the students said that producing a podcast within the realm of academic writing is truly remarkable, especially when the podcast revolves around discussing

the procedures involved in crafting an article, presented in the podcast format. Indeed, the impact of this podcast course on the subject is relatively minimal, as the course on article writing should ideally be oriented towards providing assistance in the writing aspect. However, in reality, it fails to yield significant contributions. It tends to lean more towards narrating the procedures of writing rather than offering effective guidance. One potential challenge may lie in the composition of the script, necessitating careful consideration on how to craft a script that possesses allure.

The meaningful learning theory emphasizes the importance of connecting new knowledge with the existing knowledge of learners. In the context of academic writing instruction, this theory is relevant because Popova, et al. (2014) stated that it allows students to link new concepts learned through podcasts with the knowledge they already possess. The use of podcasts as a learning medium offers an authentic and varied listening experience that can facilitate this connection. Additionally, podcasts can provide practical and contextual examples that enrich students' understanding of academic writing structures and styles. The idea of using podcasts as a learning medium is compelling, especially considering that studies and research on podcasts in the educational field in Indonesia are still limited. Therefore, the meaningful learning theory serves as a strong theoretical foundation for this research, supporting the use of podcasts as a tool to deepen understanding and enhance academic writing skills effectively.

So, it is necessary to further investigate how the use of podcasts in the final project can also be applied to language learning models in language programs as an effort to optimize learning and provide convenience for everyone in accessing language learning. Likewise, according to Adlini, et al. (2024), who reveals that podcast is an effective media in learning writing. Consistent with the findings of Suryati et al. (2024) the biographical text is identified as one form of written text that can be effectively structured following instruction facilitated by podcast media. Moreover, the creative thinking abilities manifested in the composition of poetic texts by students are

seen to flourish alongside the students' curiosity regarding the ongoing instructional material, as articulated by Helawati et al. (2024). Looking at this data, it can be learned that to conduct text-based language education learning, it is necessary to use a combination of learning media that is not only fixated on text and conventional learning models in the classroom, but uses podcast media as audio and video-based learning media.

There are three studies related to the use of podcasts in language learning that stated above. The first research conducted by Adlini, et al. (2024) utilizing podcast as a learning media for writing in elementary school. The second reaserch conducted by Suryati, et al. (2024) utilizing podcats to facilitate biographical writing in senior high school. The third research conducted by Helawati, et al. (2024) proving the using podcats in creating a poetry in junior high school. All of the researches conducted in school and from the three researches, only one research that discuss about podcast as learning media. It means that there is no research has been done at the university level and research about podcast as an effective learning media is still limited. Meanwhile, this research seeks to explore podcast technology, its utilization as a learning medium in the field of education, best practices from educational podcasts in higher education and understand the adoption of podcasting technology through the diffusion of innovation in 5.0 industrial revolution. The difference among this research with others is the sample of this research will conduct to higher students, the effectiveness of podcast as the media will observe in academic writing, and interview is one of the instruments to enlarge the data in order to collect deeper opinion from the samples. So, a problem formulation can be taken that will be discussed in this study, namely utilization of podcast as learning media in academic writing course. The purpose of this study is to determine the use of podcasts as a learning medium in language education programs at the tertiary level as an effort to improve quality education.

1.2 The Problems of the Study

Based on the background of the study, the following questions were

developed to represent the problems of the study:

1. What is the effect of the use of podcasts as learning medium in Academic Writing Course in English Education Study Program of Sriwijaya University as an effort to improve quality education?
2. How should podcasts be used as learning medium in English education study programs as an effort to improve quality education in the future?

1.3 The Objectives of the Study

The goals of this study are as follows in relation to the above research problems:

1. To find out the effect of the use of podcasts as learning media in in Academic Writing Course in English Education Study Program of Sriwijaya University as an effort to improve quality education.
2. To propose recommendations for the utilization of podcasts as learning media in English language education programs in higher education institutions, with a focus on improving the quality education in the future.

1.4 Significance of the Study

The results of the studies are intended to provide a contribution to education, particularly to the following parties:

1. For English Teachers, this research can be a guideline and reference as well as a trigger for other creative ideas in the utilization and use of podcast media as a new learning media for teaching both in class and outside the classroom.
2. For the Students, this research can be a trigger and encouragement for students to find references and foster creative ideas in an effort to find easy ways to learn languages in language education programs.
3. For Schools, this research is expected to be able to become the basis and guidelines for educational institutions for podcast media to be included as part of new learning methods in order to create a pleasant, effective and efficient learning atmosphere for students and lecturers in higher education.
4. For Future Researchers, this research is expected to be a treasure for other researchers in researching podcasts as learning media to be developed sustainably and more broadly.

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