Creating Podcasts about Article Writing in the English Education Study Program of Sriwijaya University

A thesis by

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I, undersigned,

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  Certify that thesis entitled "Creating Podcasts about Article Writing in the English Education Study Program of Sriwijaya University" is my own work and did not have any plagiarism or inappropriate quotation against the ethics and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Indralaya, 31 July 2025
Undersigned,

Tamara Shelvy Maharani

DEDICATION

This thesis is dedicated to my parents, Robet Kenedy and Mei Lestari, who always support me even when I was in my lowest time.

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ABSTRACT

Creating Podcasts about Article Writing in the English Education Study Program of Sriwijaya University

ABSTRACT

Scientific article writing is an essential academic skill for students in higher education. However it is often taught through traditional methods that do not fully enggage students. To foster a more interactive learning experience, the English Education Study Program at Sriwijaya University introduced a podcast project in the Article Writing course. This study aimed to (1) identify the steps taken by students in creating scientific articles as presented in podcasts, (2) examine the aspects of writing that are most frequently discussed in the podcasts, (3) explore the challenges faced by students during the process of creating podcast about article writing. This study employed a descriptive qualitative approach using a case study method. Data were collected through student podcast transcripts and questionnaires. The findings showed all groups completed brainstorming, but few continued to drafting, revising, and editing, and none reached publishing. Introduction and Conclusion were most discussed, while Theoretical and Literature Synthesis were less developed. Students applied grammar, academic vocabulary, coherence, cohesion, clarity, and precision but struggled with referencing, hedging, objectivity, and formal tone. Main challenges included teamwork, technical issues, and time management. The study suggests podcasts can effectively support academic writing when paired with guidance on publication and academic literacy, reinforcement of structural and language features, and systematic technical and project management support.

Keywords: *scientific article writing, podcast, academic skills, English language learning, case study learning, case study*

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CHAPTER I

INTRODUCTION

In this chapter, the researcher explains (1) Background of the Study, (2) The Problem of the Study, (3) The Objective of the Study, (4) The Significance of the Study.

1.1 Background of the Study

Writing scientific articles is crucial skill that students must master, especially in higher education. This ability not only promotes critical thinking and a deeper understanding of academic concepts but also prepares students for research and professional careers (Susanti, 2023). Academic writing is commonly assigned in universities as part of completing academic tasks and research reports (Hikmat et al., 2020). This process not only enhances academic communication skills but also prepares students to complete final projects such as theses and dissertations, and increases their potential for publication in scientific journals (Isnawati, 2024).

In the English Education Study Program at Sriwijaya University, scientific article writing is an essential component of students' academic development. However, the teaching of this skill often relies on conventional methods that may not fully engage students or accommodate diverse learning styles. To address this issue, an innovative project was implemented in the Article Writing course, where students were asked to create podcasts reflecting their process of writing a scientific article. This project provided not only a practical experience in academic writing but also an opportunity to explore how digital media such as podcasts can support students' understanding of the writing process.

Despite its importance, the process of writing scientific articles remains a major challenge for many students. It requires the integration of various complex skills, including idea organization, literature synthesis, and the use of formal academic language. Bem (2021) states that writing empirical journal articles involves both cognitive and technical difficulties. Many students struggle with understanding article structure, formulating focused research ideas, and applying academic language appropriately (Kumalasari et al., 2024). Similarly, (Patty et al.,

2023) identified common student obstacles such as technical knowledge, grammatical errors, and difficulties in determining research topics.

In addition to technical challenges, motivational and instructional factors also influence students' performance in academic writing. Research conducted by Kumalasari et al. (2024) found that low motivation, time limitations, and difficulties in organizing material are also factors that hinder students in academic writing. Traditional teaching methods often fail to actively involve students, making it difficulties for them to fully comprehend complex writing strategies (Riwayatiningsih et al., 2025). Furthermore, the limited access to multimodal learning tools and lack collaborative opportunities further limit their ability to engage creatively and critically in the writing process (Njonge, 2023).

Given these challenges, more innovative and flexible instructional methods are needed. Ramirez (2024) highlights that passive learning methods in language education are less effective in fostering creativity and critical thinking, which are essential for complex tasks such as writing scientific articles. Therefore an innovative and alternative approach is required, such as the use of podcasts, to overcome the limitations of traditional teaching methods. Podcasts can serve as an effective educational platform for delivering learning materials, encouraging discussions, and creating a more interactive and modern learning experience (Ramadhan, 2024). Research conducted by Enríquez et al. (2023) also highlights that podcast production enhances collaborative learning by allowing students to work together in creating content while imrpoving their writing skills.

Previous studies have shown the potential of podcasts in language learning. Studies conducted by Syahabuddin & Rizqa (2021) and Harahap (2020) found that podcasts can improve students' listening skills and learning motivation in English language learning. Meanwhile Rahmasari et al. (2021) and Riyani & Sari (2020) reported that podcasts can enhance students' speaking skills by improving motivation, confidence, and pronunciation. However, studies on the use of podcasts to support writing are still limited (Harahap & Rizal, 2023).

Considering the need for innovative instructional approaches and the limited studies on podcast integration in academic writing, this study aims to identify the steps taken by students in writing scientific articles as presented in podcasts and to

examine the aspects of writing that are most frequently discussed in the podcasts. Furthermore, this study seeks to explore the challenges faced by students during the process of creating podcasts about article writing. Based on the background above, the researcher conducted a study entitled **"Creating Podcast about Article Writing in the English Education Study Program of Sriwijaya University"**

1.2 The Problem of the Study

The problems of the study are formulated in the following research questions.

1. What are the steps taken by students in writing scientific articles as a presented in the podcast?
2. What are the writing aspects most frequently discussed in the podcast?
3. What are the challenges faced by students during the process of creating podcasts about article writing?

1.3 The Objective of the Study

In relation to the background provided above, the objectives of this study are:

1. To identify the steps taken by students in writing scientific articles as presented in the podcast.
2. To examine the aspects of writing that are most frequently discussed in the podcast.
3. To explore the challenges faced by students during the process of creating podcasts about article writing.

1.4 The Significance of The Study

This study is expected to provide theoretical and practical benefits. Both benefits can be explained as follows:

1. Theoretical Significance

This study contributes to the academic discourse on the role of digital media, particularly podcasts, in supporting students' understanding of scientific article writing. This study provides insights into how students utilize podcasts as a learning tool to understand the writing process and the aspects of article writing that are most

frequently discussed. The results can serve as a reference for future research related to innovative methods in teaching academic writing.

2. Practical Significance

This study provides benefits for educators and students. For educators, this study offers a model for integrating podcasts into academic writing instruction, helping them design more engaging and effective teaching methods. For students, this study shows that podcasts can be a useful tool for improving writing skills through relevant discussions and examples of best practices in academic writing.

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