THE USE OF ENGLISH PODCAST AMONG ENGLISH EDUCATION STUDENTS AT UNIVERSITAS NEGERI PADANG

Thesis

Submitted as Partial Fulfillment of the replacement to Obtain Bachelor of Education (B. Ed) in English Language Education

Written by:

Velia Yuda Gusfira

18018092/2018

Advisor:

Nofrina Eka Putri, M.Pd

NIP: 19831130.201903.0.004

ENGLISH DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

UNIVERSITAS NEGERI PADANG

2022

HALAMAN PERSETUJUAN SKRIPSI

Judul	: The Use of English Podcast among English Education Students at Universitas Negeri Padang
Nama	: Velia Yuda Gusfira
NIM	: 18018092
Program Studi	: Pendidikan Bahasa Inggris
Jurusan	: Bahasa dan Sastra Inggris
Fakultas	: Bahasa dan Seni

Padang, 23 November 2022

Disetujui oleh:

Pembimbing

Nofrina Eka Putri, M.Pd

NIP: 19831130.201903.0.004

Mengetahui,

Kepala Departemen Bahasa dan Sastra Inggris

Desvalini Anwar, S.S, M.Hum, Ph.D

NIP.19710525.1999802.2.002

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan lulus setelah dipertahankan di depan Tim Penguji Skripsi

Program Studi Pendidikan Bahasa Inggris Jurusan Bahasa dan Sastra Inggris

Fakultas Bahasa dan Seni

dengan judul

"The Use of English Podcast among English Education Students at Universitas Negeri Padang"

Nama	: Velia Yuda Gusfira
NIM	: 18018092
Program Studi	: Pendidikan Bahasa Inggris
Jurusan	: Bahasa dan Sastra Inggris
Fakultas	: Bahasa dan Seni

Padang, 23 November 2022

Tim Penguji		Tanda Tangan
1. Ketua	: Dra. Aryuliva Adnan, M.Pd	:
2. Sekretaris	: Senorica Yulia Sari, S.Pd., M.TESOL	:
3. Anggota	: Nofrina Eka Putri, M.Pd	:

UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI
DEPARTEMEN BAHASA DAN SASTRA INGGRIS
Jl. Belibis, Air Tawar Barat, Kampus Selatan FBS UNP, Padang, Telepone. (0751) 447347

SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan dibawah ini:

Nama	: Velia Yuda Gusfira
NIM / TM	: 18018092 / 2018
Program Studi	: Pendidikan Bahasa Inggris
Departemen	: Bahasa dan Sastra Inggris
Fakultas	: Bahasa dan Seni

Dengan ini menyatakan bahwa Tugas Akhir saya dengan judul *"The Use of English Podcast among English Education Students at Universitas Negeri Padang"* adalah benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukuman sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi Universitas Negeri Padang maupun masyarakat dan negara.

Demikian pernyataan ini saya buat dengan penuh kesadaran dan rasa tanggung jawab sebagai anggota masyarakat ilmiah.

Diketahui oleh,

Ketua Departemen Bahasa dan Sastra Inggris

Desvalini Anwar, S.S, M.Hum, Ph.D

NIP.19710525.1999802.2.002

Saya yang menyatakan,

Velia Yuda Gusfira

NIM. 18018092

ABSTRACT

Gusfira, V., Y. (2022). ***The Use of English Podcast among English Education Students at Universitas Negeri Padang.*** **Undergraduate Thesis. Padang: English Language and Literature Department, Faculty of Languages and Arts. Universitas Negeri Padang.**

Technological developments have changed human life, including the education sector. Currently, many technology-based learning media have been found, podcast is one of them. Podcasts can be used as an additional learning media, especially for listening and speaking activities. This study aims to see the phenomenon of using English podcast among English Education students at Universitas Negeri Padang and explore their perception about the use of podcast to improve their listening and speaking skills. This study used a qualitative research method with a case study approach. The interview was used to collect the data. Based on the preliminary observation of English Education students at Universitas Negeri Padang, there are not many of podcast users among English Education students, especially English podcast. The data shows that only about 13% of English Education students use podcasts, of which 7% use English podcasts. Based on this data, students who use English podcasts agree that English podcasts can be used as additional learning media that can improve their listening and speaking skills. However, students also found their own challenges when listening to English podcasts, namely words, idioms or slang that are unfamiliar to them and also internet network problems.

Keywords: podcast, perception, listening, speaking

ABSTRAK

Gusfira, V., Y. (2022). The Use of English Podcast among English Education Students at Universitas Negeri Padang. Skripsi. Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Perkembangan teknologi telah mengubah kehidupan manusia, termasuk bidang Pendidikan. Saat ini sudah banyak ditemukan media pembelajaran berbasis teknologi, salah satunya adalah podcast. Podcast dapat digunakan sebagai media pembelajaran tambahan, terutama untuk kegiatan mendengarkan dan berbicara. Penelitian ini bertujuan untuk melihat fenomena penggunaan podcast berbahasa Inggris dikalangan mahasiswa Pendidikan Bahasa Inggris di Universitas Negeri Padang dan menggali persepsi mereka tentang penggunaan podcast Bahasa Inggris untuk meningkatkan keterampilan mendengarkan dan berbicara. Penelitian ini menggunakan metode kualitatif dengan pendekatakn studi kasus. Wawancara digunakan sebagai metode pengumpulan data. Berdasarkan hasil dari observasi awal pada mahasiswa Pendidikan Bahasa Inggris di Universitas Negeri Padang belum banyak ditemukan mahasiswa yang menggunakan podcast, khususnya podcast bahasa Inggris. Data menunjukkan bahwa hanya sekitar 13% mahasiswa Pendidikan Bahasa Inggris yang menggunakan podcast, 7% dianataranya menggunakan podcast Bahasa Inggris. Berdasarkan data tersebut, mahasiswa yang menggunakan podcast Bahasa Inggris setuju bahwa podcast Bahasa Inggris dapat digunakan sebagai media pembelajaran tamabahan yang dapat meningkatkan keterampilan mendengarkan dan berbicara mereka. Disisi lain, mereka juga menemukan tantangan tersendiri ketika mendengarkan podcast bahasa Inggris, seperti kata-kata, idiom, atau slang yang asing bagi mereka serta juga masalah jaringan internet.

Keyword: Podcast, persepsi, mendengarkan, berbicara

ACKNOWLEDGEMENTS

Alhamdulillahirabbil'alamin, all praise be to Allah SWT, with His uncountable blessing and kindness that has given the writer good health and welfare to finish this thesis entitled: ***The Use of English Podcast among English Education Students at Universitas Negeri Padang***. Also, *Shalawat* and *Salam* are delivered to the greatest leader of human beings, the Prophet Muhammad SAW.

Furthermore, the writer would like to express her sincere gratitude to the honorable advisor, Nofrina Eka Putri, M.Pd. who has given much attention, support, suggestion, and advice from the beginning until the finishing stage of this thesis. So, the writer can complete the thesis as well. A special appreciation is also expressed to the examiners Dra. Aryuliva Adnan, M.Pd., and Senorica Yulia Sari, S.Pd., M.TESOL, who have given suggestions and ideas for the development of this thesis. In addition, the writer would like to express her thanks to the validator Carbiriena Solusia, S.Pd, M.Pd. Moreover, the writer does not forget to express her thanks to all the lecturers and staff of the English Department of UNP for sharing precious knowledge and learning experience in college.

The writer would also like to express her thankfulness to her beloved parents and all the family members, who always give their countless love, powerful prayer, and both mental and financial support. The writer also would like to thank her dearest friends who have given full encouragement, and priceless motivation during the completion of this thesis. And a great thanks to all of 2020 and 2021 English Education students for their sincere helps during this research. Last but not least, I want to thank me for believing in me, for putting in the effort, and for never giving up.

Padang, November 2022

The Researcher

TABLE OF CONTENTS

ABSTRACT ····· **i**

ABSTRAK ····· **ii**

ACKNOWLEDGEMENTS ····· **iii**

TABLE OF CONTENTS ····· **iv**

CHAPTER I ····· **1**

INTRODUCTION ····· **1**

A. Background of the Problem ····· **1**

B. Focus of the Research ····· **5**

C. Research Questions ····· **6**

D. Purpose of the Research ····· **6**

E. Significant of the Research ····· **6**

F. Definition of Key Terms ····· **7**

CHAPTER II ····· **8**

LITERATURE REVIEW ····· **8**

A. Review Related Theories ····· **8**

1. Perception ····· **8**

2. Podcast ····· **10**

3. Listening ····· **14**

4. Speaking ····· **19**

B. Relevant Research ····· **21**

C. Conceptual Framework ····· **23**

CHAPTER III ····· **24**

METHODOLOGY ····· **24**

A. Research Design ····· **24**

B. Participant ····· **24**

C. Instrumentation ····· **25**

D. Technique of Data Collection ····· **25**

E. Technique of Data Analysis ····· **26**

CHAPTER IV ····· **27**

FINDINGS AND DISCUSSION ····· **27**

A. Research Findings ····· **27**

B. Discussion ····· **43**

CHAPTER V ····· **47**

CONCLUSION AND SUGGESTION ····· **47**

A. Conclusion ····· **47**

B. Suggestion ····· **48**

REFERENCES ····· **49**

APPENDICES ····· **54**

Appendix 1 Observation Sheet ····· **55**

Appendix 2 Interview Guidelines ····· **56**

Appendix 3 Interview Transcription ····· **57**

Appendix 4 Surat Tugas Validator ····· **68**

Appendix 5 Lembar Validasi Instrument ····· **69**

CHAPTER I
INTRODUCTION

A. Background of the Problem

In learning English, listening is considered as one of the difficult subject for English Education students. Diora & Rosa (2020) found that there are a number of difficulties faced by English students of Universitas Negeri Padang (UNP) in listening class. This is likely due to the limited amount of time allocated for the listening class (just once a week for two credits). Aside from the classroom learning process, the student will not review the content or seek out extra resources to assist them to improve their listening skills. Another reason is that students typically experience anxiety before listening class, which can occur as a result of overthinking and the fear of making mistakes. As a result, the limited study hours combined with these issues make the learning process less optimal. Most of the issues students face in listening classes are anxiousness, difficulties in inferring the meaning of unknown words, difficulty to concentrate, slurred audio pronunciation, and difficulty in remembering what was said in the audio. As a result, students must take initiative to find additional materials and media to assist them in practicing listening independently. Perhaps practicing alone will help them reduce their anxiety, so they can relax and focus more on listening.

Besides listening, another skill that is generally difficult for English Education students at Department of English Language and Literature to master is speaking skill. Speaking English in a conversation or in front of public can be challenging, according to English Education students (Mitha et.al, 2018). Speaking classes, like listening classes, have limited hours, so participation in learning is less than optimal and additional learning and practice outside the classroom are needed. The problems in speaking include the lack of self-confidence of students, worries about making mistakes in pronunciation,

grammar, or lexical items they use to express something, worrying about being criticized, and feeling embarrassed when speaking English. In addition, the lack of student initiative to seek other learning resources is also one of the causes (Riadil, 2020). Another problem that often occurs during speaking activities is anxiety and lack of confidence. Speaking anxiety is very influential on students' speaking activities, especially when they have to speak in front of many people. Additionally, students admitted that they lacked the self confidence to speak in front of many people because they felt embarrassed if they made mistakes and were judged negatively by their friends. They will believe that their friends are superior than them. It makes them unwilling to participate in class. (Mitha et.al, 2018).

Nevertheless, with some methods, all of these problems may be solved, and solutions to the problems encountered earlier can be found, because technology is continually evolving. Currently, many media and applications can assist English learners in more readily accessing learning materials via their smartphones at any time and anywhere. Many applications and websites offer a variety of elements for learning English engagingly and enjoyably, and they are easily accessed. In this digital era, the use of technology as a medium for the learning process is common. Through technology, students can view, create, share and find all the information needed to improve their language skills (Prayitmojo et.al, 2018). There have been many new technologies developed, and one of them is the podcast, which offers resources for language learning (Bustari et.al, 2017). Podcast is one of the technology products that can be used to learning English, as well as to increase vocabulary and practice their pronunciation (Sansinadi et,al, 2020).

Podcast is audio files that can be uploaded via the internet and can be downloaded via a laptop or smartphone (Chowdhury, 2019). A podcast is a broadcast in the form of voice recordings from the hosts. Through the recordings, the users may listen to talks or conversations between hosts and guests discussing a particular topic. Currently, podcast is one of the trends in Indonesia. The current trend in content distribution is shifting away from video-

based content, like that found on Youtube, and has incorporated audio-based content, like that found on podcasts (Zellatifanny, 2020). Many users engage in podcast content because the discussions are interesting and more relaxed. In addition, users may choose the episodes they like randomly without having to listen to all of them (such as the topics they dislike). When compared to conventional radio broadcasts, podcasts are more flexible. In Indonesia, Spotify, Soundcloud, and Google podcasts are the three main platforms that are frequently accessed for listening to podcasts (Stephani et.al, 2021).

As one of the media resulting from technological advances, a podcast provides convenience in language learning. Darwis (2016) states that many teachers around the world sometimes use podcasts in their teaching and learning activities. Over the last few years, podcasts have continued to evolve. Podcast users continue to experience an increase. Indonesia is the second-largest podcast user in the world in 2021 with a total of 35.6% (*katadata:* 2021). The highest number of users is with an age range of 15-24 years (*katadata*: 2021). The use of podcasts has now touched the world of education as a learning medium. This can be seen from the use of podcasts in the field of education which reaches 10.6% (*katadata*:2021).

The use of English podcast in language learning has become a part of so many researchers' interests that a lot of research has been conducted on this topic. The studies conducted have shown that podcasts are quite effective as a media of learning and have a positive impact on increasing students' understanding of the English learning process. The study conducted by Hasan & Hoon (2012) finds that most of the respondents enjoy listening to podcasts and it piques their interest in learning English. This research also reveals that listening to podcasts can help students to enhance their language skills.

Another study was conducted by Bustari and Samad (2017) highlighting that employing podcasts in the learning process improves students' speaking skills significantly. As a result, podcast media can be utilized as an alternate medium in EFL classes to teach English, particularly speaking abilities. Podcasts can help students overcome issues like poor fluency and inaccurate

pronunciation. Students' grades rise, implying that their speaking abilities have improved. Students are more motivated to learn the language, and it can help them enhance their intelligence, fluency, and pronunciation skills. In conclusion, using podcast media to teach speaking produced good effects in terms of helping students enhance their speaking performance, particularly their pronunciation and fluency.

The study conducted by Rahmatia and Widiatsuty (2018) found that students love to use podcasts in listening classes because they are easy to use. Students think that podcasts can help them learn to listen and they are willing to use podcasts as an alternative way to learn to listen. Most of the students also agree that podcasting is easy to access as many podcasting websites are available on the internet. However, there is one problem that students face when listening to podcasts, namely the duration of the podcast is too long, which causes students to get bored and lose focus when listening to it.

Widodo et.al (2019) found that the use of podcasts in listening classes has numerous advantages, including stimulating students to be more imaginative, enriching students' vocabulary, assisting students in learning new things, assisting students in becoming better listeners, developing new interests, and enhancing students' creativity and confidence. In line with Widodo et.al, Sansinadi et.al (2020) revealed that undergraduate students viewed Podcasts as a useful medium for expanding their English learning opportunities. They may be motivated to study English if they listen to podcasts. It can also assist them in expanding their vocabulary and encouraging them to talk and fix their pronunciation.

Another research was conducted by Rahmasari. et.al (2021) discovered that students had a favorable opinion of the utilization of podcasts in learning speaking. Students think podcasts are engaging media because there are so many different types of content or themes that they can listen to and practice speaking on whenever they want. They also agree that podcasts can help students improve their speaking skills, such as their vocabulary and word pronunciation.

Even though podcast is a popular learning media for learning English in Indonesia currently, in English Language and Literature Department, based on preliminary observation, it was found that only 13% of English education students are podcast users. From the 13%, 7% are English podcast users and 6% are not English podcast users. Based on the results of the preliminary observation above, we can see that there are not many podcast users among English education students. There are some who say they prefer to listen to English songs and watch movies or shows with subtitles instead of listening to podcast. It can be concluded that the phenomenon of using podcast, especially English podcast, is not very popular among UNP English education students.

Considering the above views and benefits, the researcher wants to see more about the use of English podcast among English Education students and also to know their perception of using English podcast as a media for learning English. In addition, the researcher also wants to know whether podcast is able to help English education students at Universitas Negeri Padang to improve their listening and speaking skills and what are the challenges that they face when use or listen to English podcast and how to deal with the challenges.

B. Focus of the Research

Listening and speaking are two of the English skills that are still difficult to master for English as a foreign-language learners, including students of English Education at English Language and Literature Department, Universitas Negeri Padang. This is due to the limited amount of time allocated for both listening and speaking class. The most common obstacles that students encounter in listening classes include nervousness, trouble figuring out the meaning of unfamiliar words, trouble focusing, slurred audio pronunciation, and trouble recalling what was said in the audio. Speaking is another ability that is typically challenging for students to develop in addition to listening. Lack of self-confidence, worry about making mistakes, frequent nervousness when

speaking, and a limited vocabulary are issues that can impede students' ability to enhance their English skills in speaking class.

The student will not review the material outside of the classroom or look for other resources to help them develop their speaking and listening abilities. Another reason is that before classes, students frequently feel anxious, which can be brought on by overthinking and the worry about making mistakes. As a result, the learning process is less effective due to the limited study time and these problems.

In conclusion, the listening and speaking skills of English Education students are not satisfactory due to several factors, including limited learning hours, limited learning resources, and lack of practice carried out by students. Therefore, in order for pupils to overcome issues with their listening and speaking and find learning media that are able to overcome the problems that students have.

C. Research Question

1. How is the use of English Podcast as an additional learning media among English education students at UNP?
2. How is students' perception on the use of English podcast as an additional learning media to improve listening and speaking skills?
3. What are the challenges that faced by students when using podcast?

D. Purpose of the Research

Based on the explanation above, the purposes of the research are:

1. To know the use of English podcast as an additional learning media for English Education students at UNP.
2. To know English Education students' perception on the use of English podcast as an additional learning media to improve their listening and speaking skills
3. To know the challenges of using English Podcast

E. Significance of the Research

This study's findings are considered to be useful for:

a. Lecturers, the results of this study are expected to provide information and suggestions for lecturers to use podcasts as one of alternative English learning media especially for listening and speaking.

b. For students, learning outcomes are expected to motivate them to learn English through English podcasts.

c. For further researchers, the findings of this study should give information and understanding concerning students' perspectives of using English podcasts for learning English.

F. Definition of the Key Terms

1. Perception

Perception is the way or how a person sees something according to their point of view.

2. Podcast

A podcast is a digital audio recording made available on the internet for download to a computer or mobile device.

3. Listening

Listening is the process when someone hears what another person is saying and tries to understand what it means.

4. Speaking

Speaking is the process of conveying language through the mouth.