



**EFL STUDENTS' PERCEPTIONS OF USING PODCAST TO DEVELOP  
SPEAKING SKILLS**

*SKRIPSI*

BY

**ALFINA YULIANTI OKTAVIA**

**NPM 219.010.73.033**



**UNIVERSITY OF ISLAM MALANG**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

**ENGLISH EDUCATION DEPARTMENT**

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## ABSTRAK

Penelitian ini dilakukan untuk mengetahui persepsi siswa tentang penggunaan podcast di kalangan siswa EFL dan untuk mengidentifikasi keefektifannya, terutama dalam kemampuan berbicara. Dengan menggunakan desain studi kasus, penelitian ini bertujuan untuk mengetahui persepsi yang digunakan oleh siswa EFL. Penelitian ini dilakukan di Jurusan Pendidikan Bahasa Inggris di salah satu perguruan tinggi swasta di Malang. Penelitian ini melibatkan 37 siswa dari 2 kelas. Melibatkan tiga mahasiswa yang direkrut berdasarkan 4 kriteria, yaitu berapa lama waktu yang dihabiskan di podcast, sudah berapa lama belajar bahasa Inggris melalui podcast, peningkatan keterampilan dalam belajar bahasa Inggris melalui podcast, dan memiliki skor pencapaian tertinggi di kelas berbicara. Menggunakan kuesioner untuk mengidentifikasi peserta yang memenuhi syarat untuk wawancara, dan wawancara semi-terstruktur, siswa yang berpartisipasi ditanyai tentang persepsi mereka dan bagaimana strategi tersebut membantu meningkatkan keterampilan berbicara mereka. Penelitian ini juga bertujuan untuk mengetahui peran podcast dalam meningkatkan keterampilan berbicara.

Temuan penelitian ini menunjukkan bahwa Podcast merupakan media yang efektif untuk meningkatkan kemampuan bahasa Inggris mereka. Persepsi siswa merasa bahwa podcast dapat meningkatkan rasa percaya diri mereka, memotivasi mereka untuk mencoba, dan meniru penutur asli, dan merasa lebih santai. Persepsi negatif terhadap penggunaan podcast dilontarkan mahasiswa karena mereka hanya mendengarkan penutur asli tanpa praktik langsung. Dengan demikian, siswa membutuhkan pelatihan atau materi yang lebih berkualitas mengenai media podcast untuk meningkatkan keterampilan berbicara mereka.

**Kata kunci:** persepsi siswa, podcast, keterampilan berbicara.

## ABSTRACT

This research was conducted to determine students' perceptions of using podcasts among EFL students and to identify their effectiveness, especially in speaking ability. Using a case study design, this study aims to determine the perceptions used by EFL students. The research was conducted in the Department of English Education at a private university in Malang. This study involved 37 students from 2 classes. Involved three students who were recruited based on 4 criteria, namely how much time spent on the podcast, how long have been studying English through podcasts, improved skills in learning English through the podcast, and having the highest achievement score in the speaking class. Using a questionnaire to identify eligible participants for interviews, and semi-structured interviews, participating students were asked what their perceptions were and how the strategy helped improve their speaking skills. This study also aims to determine the role of podcasts in improving speaking skills.

The findings of this study indicate that Podcasts is an effective media to improve their English abilities. Perception students feel that podcasts can improve their self-confidence, motivate them to try, and imitate native speakers, and feel more relaxed. Negative perceptions of the use of podcasts were expressed by students because they only listen to native speakers without practicing directly. Thus, students need more qualified training or materials regarding podcast media to improve their speaking skills.

**Keywords:** students' perceptions, podcast, speaking skills.

## CHAPTER I

### INTRODUCTION

In this first chapter, the researcher discusses several aspects related to the study. These include the background of the study, the research questions, the research objectives, and the research significance.

#### 1.1 Background of The Study

The development of science and technology have advanced, language has become increasingly important to human existence. Language will be used by individuals to express their thoughts, ideas, feelings, and desires. It serves as a platform for people to communicate with one another and meet their everyday needs. Language is an essential tool for preserving human relationships. English is now seen as a tool for the advancement of science and technology. The four language skills listening, speaking, reading, and writing are required of pupils as the culmination of the teaching and learning process. Among those four skills, speaking is one of the four productive skills, and speaking is regarded as the most important one in academic and social life (Adler, Rodman, and Du Pre, 2004), as cited in (Gareis, 2006), because individuals who can master it can communicate with others effectively.

While it is true that speaking English as a foreign language is very important, the globalization of today's society has changed the way learners learn to speak a second

language (Seel & Richey, 2012). The use of podcasts as a support for learning activities is one of the rapid modifications. Podcasts were first described by Jordan (2007) as a combination of case words (for the outline, from the iPod brand name) and broadcast. Podcasts are sound and/or video files that are transferred between websites and made available to site visitors for download via the internet. Any device that supports MP3/MP4 records, such as laptops, smart phones, and MP3 players, will be tuned in to this. Podcasts give teachers opportunities to support their students' development of their speaking abilities (Dagarin, 2004). Research has shown that podcasts are great tools for learning a second language. For instance, it has been discovered that learning exercises and podcasts can both enhance learners' linguistic use (Chan et al., 2011). According to Fitria et al. (2015) and other researchers, podcasts help students strengthen their speaking skills. According to Bongey, Cizadlo, and Kalnback (2006), podcasts can be utilized as an alternative by teachers to instruct students outside of the classroom. In this situation, students can also study independently outside the classroom (Elnagar, 2020).

In such a condition, teachers have a duty to have their students ready to speak English in such circumstances. A podcast is thought of as modern technology to develop students' speaking and listening abilities (Sze, 2006). Podcasts are referred to as online audio or video formats, according to a different study by Salmawati (2018). Additionally, using a computer or Smartphone and the program, users can download podcasts from the internet. It is an innovative media that can be used by teachers to facilitate student learning by speaking inside or outside the classroom.

Another researcher Samad, Bustari, and Ahmad (2017), explain that podcasts had a positive impact on students' accomplishment in speaking skills. Eleventh-grade students, the English podcast could help pupils improve their speaking abilities, particularly in their pronunciation, grammar, vocabulary, fluency, and comprehension. The rise in mean scores between the pre-test and post-test served as a proxy for it. The data analysis showed that the t-test value indicated a significant difference, which suggests that using podcasts to teach students how to speak English would improve their speaking abilities. As a result, this research article aims to determine whether there is a significant improvement in students' speaking abilities as a result of using this podcast.

Depending on the student's interests or the teacher's directions, one can choose and download from a variety of native speaker contents or materials from the podcast. Students also have the option to capture audio for their podcasts while listening. With the help of podcasts, teachers and students could instantly communicate some knowledge with others (Bahadorvar & Omidvar, 2014). Thus, using podcasts can improve students' speaking skills in addition to giving them more listening practice. They can first listen to how a native speaker of English speaks English before they produce or talk in the podcast. Students can mimic the pronunciation, intonation, correctness, etc. Students could therefore converse effectively.

Speaking of the impact of podcasts on language proficiency, Goldman (2018) discovered after examining 13 sources that podcasts provide advantages for both students and teachers. Podcasts, according to Goldman, can enhance the learning environment for both teachers and students. Students can grasp how technology is

used in the learning process by listening to podcasts, and teachers can adapt to technology-based teaching. The same year, Nikolou and Darra (2018) discovered that students felt the podcast's information was interesting and helpful.

More, research has looked into podcasts as a tool for language acquisition. According to Mashhadi (2016), the podcast-mediated blended L2 learning scenario was the most effective one for learning L2 vocabulary. According to Phillips' (2017) research, students who are reluctant to speak English in class now feel more comfortable doing so, and their language proficiency, fluency, and vocabulary growth have all improved. According to Nwachokor (2019), the majority of students believe that podcasts may boost productivity, encourage creativity, and simplify academic learning. Yoestara and Putri (2019) looked into and consulted a variety of sources to determine how much EFL students' listening and speaking skills have improved. It can be said that podcasts can help Indonesian students improve their listening and speaking abilities.

From the previous research above, the researchers are becoming more and more convinced that podcasts are the ideal and efficient media to promote students' mastery of language learning as a result of the aforementioned prior study. The use of podcasts in these earlier studies to examine speech situations was, however, constrained. This research is expected to give undergraduate students greater knowledge about the difficulties they can encounter in learning English by examining how well undergraduate students can learn English through independent study utilizing podcasts. Knowing this enables lecturers to innovate instruction in this area. To fill this gap, this research conducted and focused on using podcasts to develop

students' English speaking skills based on students' perceptions. Previous research was conducted in junior high school and senior high school while the researcher aims to investigate eight-semester students. Therefore, the researcher chose the research title "EFL Students' Perceptions of Using Podcasts to Develop Speaking Skills".

## 1.2 Research Questions

From the discussion above, in the end, the questions posed in this research are as follows:

1. What are the perceptions of EFL students about learning English through online media such as podcasts?
2. What are the students' challenges when using podcasts to develop speaking skills?

## 1.3 Purposes of Study

Based on the problems that are stated in the previous point, the researcher stated that there are two objectives which underline this study. Those are:

1. To investigate EFL students' perceptions about learning English through online media such as podcasts.
2. To find out the strategies of EFL students to face the challenges of using podcasts to develop speaking skills.



#### 1.4 Research Significance

The results of this research can provide good results in the teaching and learning process, the authors hope that the findings of this research can be useful for all, especially students and lecturers.

##### 1. For the Students

By investigating the perceptions of EFL students about learning English, this research is expected to provide information for students to be able to understand what must be done in developing spoken English which is an important skill that must be mastered.

##### 2. For the Lectures

By knowing the students' difficulties in learning to speak, the other research has a new reference about the difficulties in learning to speak. Moreover, the researcher can choose some methods to solve the students' difficulties.

#### 1.5 Scope and Limitation

This research conducted to see students' challenges when using podcasts to develop speaking skills. This research also aims to investigate their strategies for dealing with challenges. This study aims at investigating students of the University of Islam Malang eighth semester in 2023, using the independent learning method using podcasts to develop speaking skills. The participants get a questionnaire link through the WhatsApp chat group.

## 1.6 The Definition of Key Terms

To get better understanding about this research, the following terms can be defined in the context of this research.

1. Students' perception.

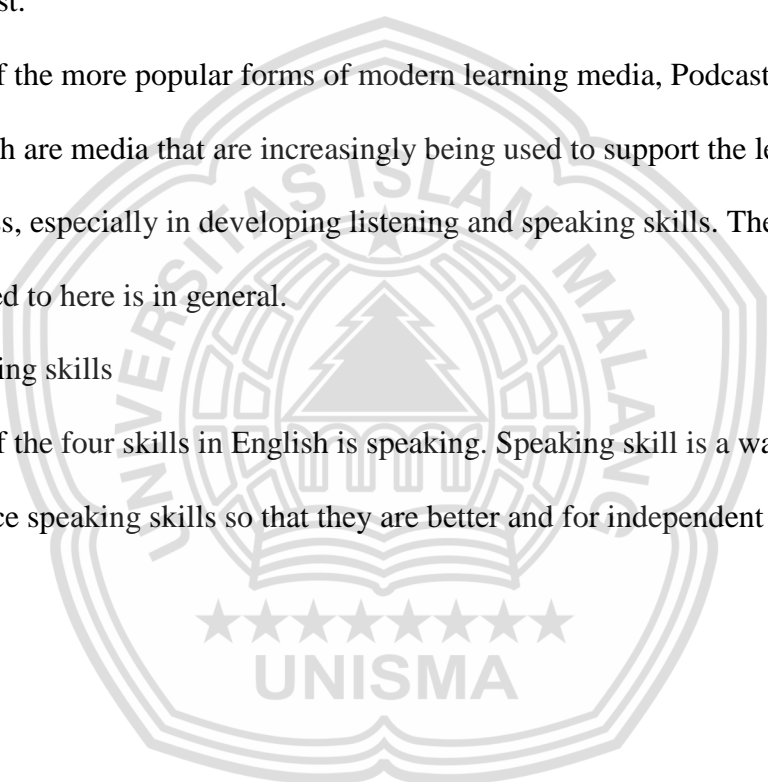
Student perception is a process that students go through give preference to the information they learn from an object.

2. Podcast.

One of the more popular forms of modern learning media, Podcasts in English are media that are increasingly being used to support the learning process, especially in developing listening and speaking skills. The podcast referred to here is in general.

3. Speaking skills

One of the four skills in English is speaking. Speaking skill is a way used to practice speaking skills so that they are better and for independent learning.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents some points about the conclusion and suggestions of the research related to what has been analyzed and discussed.

#### 5.1 Conclusion

This study aims to determine the perceptions of EFL students about using podcasts to develop their speaking skills independently. This study also shows that podcasts have a positive impact on students' perceived speaking ability. The research presented here offers a new perspective on how EFL students can improve their speaking skills through podcasts independently.

The findings of this study add to the understanding of how a student who uses podcasts as a self-learning process can improve his or her abilities, particularly in speaking English. The various topics in the podcast, they usually choose fun podcasts such as vlogs, Spotify, and some programs that usually discuss or review movies, for example, Marvel, etc. Podcasts can improve speaking skills through dialogue, expressions of hosts or guests, and intonations that are imitated by participants. However, in each process, there are challenges where participants also have problems using podcasts as independent learning. For participants who are not used to listening to native speakers speak, participants feel this is a challenge for them because what native speakers convey seems unclear and difficult to understand so, from there, they

try to find strategies that can help them overcome these challenges, namely by writing down words they don't understand in a notebook and then they follow what is conveyed by native speakers.

## 5.2 Suggestion

Based on the conclusions above, some suggestions are addressed to future students and researchers. Researcher suggests students listen often to podcasts because podcasts have a positive effect as a media for independent learning which is easy to use and can help develop English speaking skills.

Teachers are expected to get as much information out of this research as on the contributions and benefits of using English podcasts the increase speaking skills. It will make teachers discover new teaching methods and knowledge to use digital tools effectively, especially podcasts to improve students' speaking skills.

Although this study has numerous limitations, the researcher hopes that it will aid future researchers in looking into the same issue with students' perspectives, specifically the usage of English podcasts to boost speaking abilities. Additionally, the researcher advises investigating the potential of employing digital tools, particularly English podcasts, to enhance speaking abilities. According to the researcher, other researchers can carry out this study's remaining research to learn more about it based on its conclusions, and this study will serve as a guide for upcoming researchers conducting their own research.

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