

STUDENTS' PERCEPTION OF USING PODCASTS IN LISTENING COURSE AT IKIP PGRI BOJONEGORO

SKRIPSI



**Presented to
IKIP PGRI Bojonegoro
in partial fulfilment of the requirements
for the degree of *Sarjana* in English Education**

**By:
Sela Putri Setyowati
NIM: 21120082**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
2025**

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APPROVAL SHEET

Undergraduate skripsi entitled **"STUDENTS' PERCEPTION OF USING PODCASTS IN LISTENING COURSE AT IKIP PGRI BOJONEGORO"** is compiled by:

Name : Sela Putri Setyowati
NIM : 21120082
Department : English Education

Has been approved by the advisors:

Bojonegoro, 9 July 2025

Advisor I,



Fitri Nurdianingsih, M.Pd

NIDN. 0729058701

Advisor II,



Dr. Refi Ranto Rozak, M.Pd

NIDN. 0702058403

LEGITIMATION

Undergraduate skripsi entitled "STUDENTS' PERCEPTION OF USING PODCASTS IN LISTENING COURSE AT IKIP PGRI BOJONEGORO" is compiled by:

Name : Sela Putri Setyowati

NIM : 21120082

Department : English Education

This is to certify that this skripsi has been approved by the Board Examiners as the recruitment for the degree of Sarjana of English Education Department, Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro on 4th August 2025.

Bojonegoro, August 4th 2025

Chairman,


Dr. Cahyo Hasanudin, M.Pd

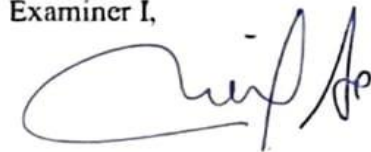
NIDN. 0706058801

Secretary,


Ayu Fitrianiingsih, M.Pd

NIDN. 0720049101

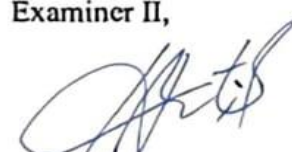
Examiner I,



Meiga Ratih Tirtanawati, M.Pd

NIDN. 0725058403

Examiner II,



Chyntia Heru Woro Prastiwi, M.Pd

NIDN.0728017903

Rector

Dr. Dra. Junarti, M.Pd.

NIDN. 0014016501

MOTTO

“Hidup adalah tentang menerima proses, bukan hanya mengejar hasil. Tentang bagaimana kita berdamai dengan kegagalan, menghargai usaha sekecil apa pun, dan tetap percaya pada diri sendiri meski dunia tampak tak berpihak. Karena dalam diam dan perjuangan, kita sedang menulis kisah kuat tentang harapan. Hidup juga tidak selalu berjalan sesuai rencana, tetapi dari setiap jatuh bangun, kita belajar tentang arti keteguhan. Dalam setiap kesulitan tersembunyi pelajaran, dan dalam setiap usaha yang tulus, selalu ada jalan menuju harapan. Selama kita terus melangkah, hidup akan selalu memberi ruang untuk tumbuh.”

- Proses, Harapan, Dan Diri Sendiri -

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With deep gratitude to Allah SWT for all His mercy and grace, without His help, all these efforts would not have been realized and to the Prophet Muhammad SAW, a role model for all time. This thesis is dedicated to:

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2. My beloved father, (Alm. Slamet) who has now passed away but my prayers are always there for my father, your enthusiasm, affection, and advice always live in my every step. even though his body and soul are gone The author is very grateful for your love, hard work, and sacrifice during your lifetime. May Allah SWT put you in the best place by His side, this work is a small part of the struggle that you once dreamed of.
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4. Tomut, Caca, Ima, Mitha, and Siska, Thank you for being the colors in this journey. Through laughter, complaints, sleepless nights working on assignments, and moments of pressure you were there as irreplaceable companions. Our friendship is one of the most valuable things I gained

throughout my college years. May our shared struggles today become the foundation of our success tomorrow. My prayers are always with you, wherever life takes you.

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8. To myself, who kept going even when things felt overwhelming. Thank you for holding on through the stress, the silence, the self-doubt, and every late night filled with uncertainty. You didn't stop and that matters. Let this moment be a quiet proof that you are stronger than you thought, and that no storm lasts forever. More challenges will come, but so will more victories. Keep going.

STATEMENT OF AUTHORSHIP

I, the undersigned below:

Name : Sela Putri Setyowati
NIM : 21120082
Department : English Education
Faculty : Language and Arts Education

In order to uphold academic integrity sincerely and without coercion of any parties,
I hereby declare that the thesis entitled:

Students' Perception of Using Podcasts in Listening Course at IKIP PGRI Bojonegoro

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found. **I personally** accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, 9 July 2025



Sela Putri Setyowati

NIM. 21120082

ABSTRAK

Setyowati, Sela Putri (2025). Students' Perception of the Influence of Using Podcasts on Listening Ability in IKIP PGRI Bojonegoro. Skripsi. Program Studi Pendidikan Bahasa Inggris. Fakultas Pendidikan Bahasa dan Seni. IKIP PGRI Bojonegoro. Pembimbing: (I) Fitri Nurdianingsih, M.Pd, (II) Dr. Refi Ranto Rozak, M.Pd.

Kata Kunci: Kosakata, Persepsi Mahasiswa, X, Media Sosial

Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa Program Studi Pendidikan Bahasa Inggris di IKIP PGRI Bojonegoro terhadap penggunaan podcast dalam meningkatkan keterampilan menyimak (listening). Selain itu, penelitian ini juga mengeksplorasi faktor-faktor yang memengaruhi persepsi mahasiswa dalam penggunaan podcast sebagai media pembelajaran dalam mata kuliah Extensive Listening. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan teknik pengumpulan data berupa angket berskala Likert dan wawancara mendalam. Sebanyak 23 mahasiswa semester pertama terlibat sebagai responden dalam penelitian ini. Hasil penelitian menunjukkan bahwa mayoritas mahasiswa memiliki persepsi positif terhadap penggunaan podcast sebagai media untuk meningkatkan keterampilan menyimak. Mahasiswa merasa bahwa podcast membantu mereka memahami materi berbahasa Inggris secara lebih efektif, meningkatkan motivasi belajar, serta memperkaya pengalaman menyimak melalui paparan aksen penutur asli dan kosakata yang autentik. Fitur seperti pengulangan, intonasi, kecepatan bicara, serta penggunaan bahasa informal dinilai sangat membantu dalam memahami percakapan sehari-hari. Faktor-faktor yang memengaruhi persepsi mahasiswa meliputi kesesuaian topik podcast dengan minat pribadi, kualitas audio, ketersediaan perangkat dan koneksi internet, serta motivasi belajar individu. Meskipun beberapa faktor seperti preferensi belajar individu dan motivasi menunjukkan keragaman respons, secara umum, podcast dinilai sebagai media pembelajaran yang fleksibel, menarik, dan efektif untuk mendukung pengembangan keterampilan menyimak bahasa Inggris di tingkat pemula.

ABSTRACT

Setyowati, Sela Putri (2025). Students' Perception of the Influence of Using Podcasts on Listening Ability in IKIP PGRI Bojonegoro. Thesis. English Education Study Program, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro. Advisors: (I) Fitri Nurdianingsih, M.Pd, (II) Dr. Refi Ranto Rozak, M.Pd. Keywords: Vocabulary, Students' Perception, X, Media Social

Keywords: Students' Perception, Podcast, Listening Skills, Learning Media

This research aims to explore the perceptions of students in the English Education Study Program at IKIP PGRI Bojonegoro regarding the use of podcasts in enhancing their listening skills. Additionally, this study investigates the factors that influence students' perceptions of podcast use as a learning medium in the Extensive Listening course. The study employed a qualitative descriptive approach, using a Likert-scale questionnaire and in-depth interviews as data collection instruments. A total of 23 first-semester students participated as respondents. The findings reveal that the majority of students hold a positive perception toward the use of podcasts as a tool for improving listening skills. Students reported that podcasts helped them better understand English material, increased their learning motivation, and enriched their listening experience through exposure to native accents and authentic vocabulary. Features such as repetition, intonation, speech speed, and informal language were considered helpful in understanding everyday English conversation.

The factors influencing students' perceptions include the relevance of podcast topics to personal interests, audio quality, device and internet availability, and individual learning motivation. Although some aspects—such as learning preferences and motivation—elicited varied responses, podcasts were generally viewed as flexible, engaging, and effective learning media for supporting English listening skill development at the beginner level.

PREFACE

First, I would like to express my gratitude to the presence of Allah SWT for all His grace, and guidance. Secondly, salutations to our Prophet Muhammad SAW, so that the author can complete the thesis entitled " Students' Perception of the Influence of Using Podcasts on Listening Ability in IKIP PGRI Bojonegoro " as one of the requirements to obtain a Bachelor's degree in the English Education Study Program, Faculty of Language and Arts Education. For that, the author would like to express her sincere gratitude to:

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May Allah SWT grants blessings and ease. This thesis is the result of a long process full of challenges, learning, and reflection. In the process, the author has received a lot of help, support, and encouragement from various parties which is very meaningful and the author realizes that this thesis is far from perfect. Therefore, the author really hopes for constructive criticism and suggestions for the sake of perfecting this thesis. Hopefully this work can provide benefits for readers and interested parties.

Bojonegoro, 9 July 2025

Sela Putri Setyowati
NIM. 21120087

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CHAPTER I

INTRODUCTION

A. Background of the Study

Due to the lack of exposure to authentic and varied audio materials in typical classroom settings, listening is still a difficult skill to acquire in language learning (Vandergrift & Goh, 2012). Even though hearing is essential for communication, listening instruction frequently uses inflexible teaching methods and scripted audio resources that don't capture the complexity of real-world interactions. One successful strategy to overcome these constraints is Extensive Listening (EL), which emphasizes exposure to a lot of meaningful and intelligible input (Yeh, 2014). Podcasts are frequently used in EL to offer realistic and varied listening resources, which improves students' language and culture comprehension while encouraging motivation and self-reliance (Rahimi & Sarem, 2012).

Traditional listening instruction in an English teacher education institution mostly relies on teacher-cantered practice and textbook-based resources. These approaches frequently fall short in terms of maintaining students' enthusiasm in improving their listening skills or preparing them for communication in the real world. This gap can be closed by including podcasts into the curriculum, which provide adaptable, interesting, and genuine listening experiences. According to Yeh (2014), students' vocabulary, pronunciation, and listening sensitivity can all be enhanced by the variety and authenticity of the language input that podcasts offer.

Additionally, the efficiency of teaching tools is greatly influenced by how students view them. Teachers can maximize the use of podcasts in the classroom

by knowing how IKIP PGRI Bojonegoro students view their impact on learning. Although podcasts are generally enjoyed, Walls et al. (2010) contend that their effectiveness hinges on students' preparedness, resource accessibility, and compatibility with their preferred methods of learning.

B. Research Problem

The following research questions are the focus of this study:

1. What are the perceptions of English Education Department students at IKIP PGRI Bojonegoro regarding the use of podcasts to enhance their listening ability in Extensive Listening course?
2. What factors influence students' perceptions of the impact of podcast use on their listening ability in Extensive Listening course?

C. Objective of the Study

The following are the study's goals:

1. To identify the perceptions of students of the English Education Department of IKIP PGRI Bojonegoro on the Perception of the Impact of Podcast Use on Listening Skills.
2. To explore the factors that influence students' perceptions of the impact of podcast use on them.

D. Significance of the Research

1. Theoretical Benefits

a. For Lecturers and Teachers

Teachers may learn a lot from this study on how to properly use podcasts to help kids become better listeners. The study's findings can assist instructors in creating more creative lesson plans, such adding

podcasts to the curriculum of courses on extensive listening or other subjects. Learning may be made more engaging, adaptable, and student-centered via podcast-based instruction.

b. For Students

This study can provide students with insight into how they can use podcasts as a tool in developing English listening skills. Students can find out which types of podcasts are most effective in improving their listening skills, as well as how they can optimize the use of podcasts in the independent learning process outside of class hours.

c. For Curriculum Development

The results of the study can be a reference for curriculum development in the English Language Education Study Program, especially in designing learning activities that involve technology and digital media. The use of podcasts as teaching materials can be integrated to support more interactive and varied learning, as well as help students prepare for English language exams or tests.

d. For Educational Institutions

This research can help educational institutions such as IKIP PGRI Bojonegoro in developing a more modern and relevant learning approach to technological developments. Integration of media such as podcasts in teaching can increase the attractiveness of study programs and support more affordable and flexible learning for students.

e. For Educational Researchers and Practitioners

This research provides empirical data on students' perceptions of the use of podcasts in language learning, which can be used by researchers or educational practitioners to develop further studies on the use of technology in language education. In addition, the findings of this study can provide insight into the challenges or obstacles faced by students in using podcasts, so that they can be used as evaluation material for developers of technology-based educational materials.

f. For Educational Podcast Publishers and Providers

For parties who develop or provide educational podcast content, the results of this study can provide feedback on the types of content that are most effective and preferred by students. This can help podcast providers in creating more relevant and quality materials to support language learning.

2. Practical Benefits

Students gain several useful advantages from using podcasts as a teaching tool, especially when it comes to improving their listening skills. Podcasts, according to Vandergrift and Goh (2012), provide students with real-world language input, which improves their comprehension of communication in everyday situations. Students are able to practice listening in relevant circumstances because of this authenticity, which promotes active engagement with spoken language. Additionally, because podcasts are so adaptable, students may study at their own speed and go back and review episodes to solidify their grasp of difficult ideas.

Yeh (2014) emphasizes that because students may access the content at any time and from any location, podcasts encourage independent learning. This adaptability enables students to customize their study regimens and aids those with varying schedules. Yeh adds that by offering a relaxed setting for practice, podcasts can lessen the tension related to listening assignments and promote a good attitude toward language acquisition.

Rahimi and Sarem (2012) highlight how podcasts might enhance listening comprehension by exposing listeners to language input repeatedly. Pronunciation, understanding, and vocabulary learning are strengthened by this repetition. Additionally, they emphasize the value of exposing students to a variety of accents and speech patterns through podcasts, which improves their comprehension of different English speakers in authentic contexts.

As noted by Walls et al. (2010), podcasts provide chances for group education. In group activities, students can debate podcast content, encouraging engagement and a greater comprehension of the subject matter. Additionally, including podcasts into class activities might enhance student motivation to participate in listening exercises by making learning more interesting and pleasurable.

E. Definition of Terminologies

1. Students' Perception

a. Podcasts

Podcasts are digital audio files available on-demand, often used as a medium for education and entertainment. Vandergrift and Goh (2012) identify podcasts as effective tools for improving listening skills due to

their authentic and diverse content. Yeh (2014) highlights that podcasts provide a flexible learning platform that students can access anytime, fostering autonomous learning. According to Rahimi and Sarem (2012), podcasts allow repeated exposure to language, which is crucial for developing listening proficiency. Walls et al. (2010) emphasize the importance of podcasts in delivering real-world language usage, helping students improve their comprehension in practical contexts. In summary, podcasts are versatile and accessible digital resources that support autonomous, authentic, and repeated language learning, making them a valuable tool for developing listening skills. The term "student perception" describes how students understand and make meaning of their educational experiences, especially how they view instructional resources and techniques. Perception is important because it affects how students' approach and interact with learning tasks, which in turn affects their motivation and performance, according to Vandergrift and Goh (2012). According to Yeh (2014), students' attitudes and perceptions are closely related, and this can help or hurt their ability to learn. Rahimi and Sarem (2012) go on to say that individual characteristics such learning styles, cultural background, and past knowledge affect perceptions. According to Walls et al. (2010), teachers can gain insight into how their teaching strategies affect learning outcomes by knowing how students perceive the material. These viewpoints lead to the conclusion that students' perceptions are a subjective interpretation of their educational experiences,

influenced by environmental, emotional, and cognitive elements that have a big influence on their learning and engagement.

b. Listening Ability

The ability to successfully comprehend and interpret spoken language is referred to as listening ability. Vandergrift and Goh (2012) emphasize the significance of listening in language acquisition by characterizing it as a multifaceted process including both cognitive and metacognitive techniques. According to Yeh (2014), listening is a fundamental ability that facilitates successful communication and aids in the growth of other language skills like speaking and writing. According to Rahimi and Sarem (2012), active involvement with the content and exposure to a variety of linguistic inputs improve listening skills. According to Walls et al. (2010), the development of listening skills necessitates practice in authentic settings where students can hone their comprehension abilities in relevant circumstances. As a result, listening comprehension is a complex skill that requires practice and cognitive engagement and is necessary for efficient communication and overall language competence.

c. Influence

In education, influence is the impact or effect that one variable—such a teaching strategy or tool—has on another, like student results. According to Vandergrift and Goh (2012), alterations in students' learning behaviours and accomplishments can be used to gauge the impact of instructional resources like podcasts. According to Yeh (2014), influence

can be indirect, forming long-term attitudes and abilities, or direct, impacting immediate learning outcomes. Rahimi and Sarem (2012) contend that learner engagement and implementation efficacy are key factors in determining the impact of technology in the classroom. The impact of each teaching tool should be assessed in the context in which it is used, considering elements like learner readiness and the learning environment, as noted by Walls et al. (2010). As a result of the interplay of the tool, the learner, and the learning environment, influence is defined as the quantifiable effect of educational interventions on student learning.

2. Practical Benefits

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