

**PODCAST AS AN ENGLISH AUTHENTIC
MATERIAL TO DEVELOP STUDENTS'
SPEAKING FLUENCY: STUDENTS AND
TEACHER PERCEPTION**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
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ABSTRACT

Gemilang, Adhinda Gita (2025). *Podcast As Authentic Material: Students' And Teacher Perception Of Using Podcast To Develop Students' Speaking Fluency*. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training. UIN Sunan Ampel Surabaya. Advisors: Sigit Pramono Jati, Ph.D. and H. Mokhamad Syaifudin, M.Ed., Ph.D.

Keywords: *Perception, Speaking, Podcast, Authentic material, Fluency*

In the digital age, especially among millennial students who are highly engaged with technology, podcasts have emerged as a popular and accessible medium for learning. As traditional learning media often fall short in engaging students effectively, podcasts offer a flexible, authentic, and interactive way to enhance language skills, particularly speaking fluency. Despite their growing use, there is still limited understanding of how students perceive podcasts as learning tools, especially in formal education settings. Understanding these perceptions is essential to ensure that podcasts are effectively integrated into speaking instruction and aligned with students' needs and expectations. This study employed a qualitative descriptive research design to explore the perceptions of Grade IX A students and their English teacher at SMP Muhammadiyah 3 Waru regarding the use of podcasts to enhance speaking fluency. Data were collected through questionnaires distributed to 40 purposively selected students and semi-structured interviews conducted with the English teacher. The questionnaire consisted of closed-ended items using a Likert scale, while interviews provided deeper insights into teacher perspectives. The collected data were analyzed descriptively to understand how podcasts support students' speaking skills in English. The findings indicate that both students and teachers perceive podcasts as effective and engaging tools for enhancing English speaking skills. Students reported improved fluency, vocabulary, pronunciation, and self-confidence after regularly using podcasts, appreciating their authentic content and real-life language use. Teachers also recognized the value of podcasts in providing diverse linguistic exposure, increasing student motivation, and supporting independent learning. Overall, the integration of podcasts into English learning was found to foster a more dynamic, authentic, and student-centered learning environment.

ABSTRAK

Gemilang, Adhinda Gita (2025). *Podcast Sebagai Materi Autentik: Persepsi Siswa dan Guru Mengenai Penggunaan Podcast Untuk Mengembangkan Kelancaran Berbicara Siswa*. Skripsi. Program Studi Pendidikan Guru Bahasa Inggris, Fakultas Tarbiyah dan Keguruan. UIN Sunan Ampel Surabaya. Pembimbing: Sigit Pramono Jati, Ph.D. and H. Mokhamad Syaifudin, M.Ed., Ph.D.

Kata Kunci: *Persepsi, Berbicara, Podcast, Materi autentik, Kelancaran*

Di era digital, khususnya di kalangan siswa milenial yang sangat akrab dengan teknologi, podcast telah muncul sebagai media pembelajaran yang populer dan mudah diakses. Ketika media pembelajaran tradisional seringkali kurang mampu melibatkan siswa secara efektif, podcast menawarkan cara yang fleksibel, autentik, dan interaktif untuk meningkatkan keterampilan berbahasa, terutama kefasihan berbicara. Meskipun penggunaannya semakin meningkat, pemahaman mengenai persepsi siswa terhadap podcast sebagai alat pembelajaran, khususnya di lingkungan pendidikan formal, masih terbatas. Memahami persepsi ini sangat penting untuk memastikan bahwa podcast dapat diintegrasikan secara efektif dalam pengajaran berbicara dan sesuai dengan kebutuhan serta harapan siswa. Penelitian ini menggunakan desain penelitian deskriptif kualitatif untuk mengeksplorasi persepsi siswa kelas IX A dan guru Bahasa Inggris di SMP Muhammadiyah 3 Waru terhadap penggunaan podcast dalam meningkatkan kefasihan berbicara. Data dikumpulkan melalui kuesioner yang dibagikan kepada 40 siswa yang dipilih secara purposif dan wawancara semi-terstruktur yang dilakukan dengan guru Bahasa Inggris. Kuesioner terdiri dari pertanyaan tertutup dengan skala Likert, sementara wawancara memberikan wawasan lebih mendalam tentang perspektif guru. Data yang dikumpulkan dianalisis secara deskriptif untuk memahami bagaimana podcast mendukung keterampilan berbicara siswa dalam Bahasa Inggris. Hasil penelitian menunjukkan bahwa baik siswa maupun guru memandang podcast sebagai alat yang efektif dan menarik untuk meningkatkan keterampilan berbicara dalam Bahasa Inggris. Siswa melaporkan adanya peningkatan dalam kefasihan, kosakata, pelafalan, dan rasa percaya diri setelah secara rutin menggunakan podcast, serta mengapresiasi konten autentik dan penggunaan bahasa dalam konteks nyata. Guru juga mengakui nilai podcast dalam memberikan paparan linguistik yang beragam, meningkatkan motivasi siswa, dan mendukung pembelajaran mandiri. Secara keseluruhan, integrasi podcast dalam pembelajaran Bahasa Inggris terbukti mampu menciptakan lingkungan belajar yang lebih dinamis, autentik, dan berpusat pada siswa.

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