STUDENTS' PERCEPTIONS ON THE IMPACT OF LISTENING TO

PODCAST ON THEIR PRONUNCIATION

THESIS

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SURAT PERNYATAAN KEASLIAN

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

Students' Perceptions on the Impact of Listening to Podcast on their Prounciation adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Aceh Besar, 20 april 2024
Saya yang membuat surat pernyataan,

Halimatussadia

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ABSTRACT

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This study purposes to investigate students' perceptions of the impact of listening to podcasts on their pronunciation. This research used qualitative method together with purposive sampling technique to recruit the participants. The samples were seven of PBI's batch 2020. The result showed that listening to English podcast on improving students' pronunciation ability has positive perception and a preferable learning media to improve pronunciation. English podcast not only effective to improve pronunciation ability, but also help students to increase their listening skill, speaking skill, enrich vocabularies, and confidence. It can be said that the pronunciation of students has increased than before. Based on these results, it can be concluded that listening to English podcast has positively impact on improving students' pronunciation.

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CHAPTER I

INTRODUCTION

A. Background of study

Pronunciation involves producing words with specific sounds that convey meaning within a particular language. It's essentially the act of articulating words in a way that communicates meaning within the context of language usage (Gilakjani, 2016). As English language learners, pronunciation is the element that should be mastered in order to communicate well and properly; resulting in the smoothness of the communication (Sayuri, 2016). By learning how to pronounce the words, EFL learners will be able to create conversation correctly that can be understood by the interlocutors so that information can be conveyed.

When learning new thing, students will normally experience some obstacles. It works similarly with the process of learning pronunciation, there are several difficulties that usually appears. According to Gilakjani et al., (2011), the main obstacle that makes learning pronunciation seems to be difficult are the difference in pronunciation style, accent, and sound system between first language and target language.The influence of attitude, instruction, age, personality, and mother tongue also become factors that can make the students feel difficult when learning pronunciation (Pourhosein Gilakjani, 2011). Due to their failure to fully understand some of the previously mentioned ideas, students prefer to speak English with their mother tongue accent so that they can minimize errors in pronunciation as many as possible.

In this era of growing technology, EFL learners can utilize many of technology-based media in developing their pronunciation ability, one if which is podcast. Podcast is a digital audio file created and uploaded to an online platform for sharing with others (Yoestara & Putri, 2019). Furthermore, it is an audio recording that can be listened by everyone by utilizing the internet (Ractham & Zhang, 2006). It can be accessed flexibly and also can be listened through various existing of media electronic. What makes it interesting is that anyone can be a podcaster (the speaker of podcast); meaning that people from different native languages can serve as speaker in their own podcast. Therefore, nowadays, through podcasts, people from different areas can listen to the actual speaking of native speakers even though they have never met them in the real life. In this study's context, EFL learners can utilize this media to learn better English pronunciation for English native speakers. Furthermore, the themes of podcasts are various depending on the users' interest. This makes it even more attractive because EFL learners can learn.

There are a number of previous research concerned with investigating the benefits or the use of podcast in English learning. One of the studies was conducted by Afdulmanafi & Rokni (2013), At Novin Institute in Gorgan, Iran, a study was conducted to explore the impact of listening to audio-stories on enhancing the pronunciation skills of English as a Foreign Language (EFL) learners. The research utilized both pre-tests administered before the intervention and post-tests conducted after the intervention to assess the effectiveness of listening to podcasts in enhancing students' pronunciation. The findings revealed that engaging with podcasts positively influenced students' pronunciation abilities, indicating its efficacy as a learning tool in this regard. Another relevant study was conducted by Riyani & Sari (2020). The primary objective of this research was to explore the potential impact of incorporating

podcasts into the teaching and learning process on the enhancement of students' English pronunciation skills within Class 01 Semester I at UNISRI, Surakarta, during the academic year 2019/2020. Recognizing the significance of effective pronunciation in language acquisition, the study sought to investigate whether the utilization of podcasts could serve as an effective pedagogical tool in this context. To achieve this objective, the research employed the classroom action research method, a dynamic approach that integrates teaching practice with systematic inquiry, enabling continuous reflection and improvement within the educational setting.

Throughout the study, students engaged with podcasts as a supplementary resource to their traditional classroom instruction, allowing them to access authentic spoken English materials outside of the classroom environment. By incorporating podcasts into the curriculum, students were provided with opportunities for extended exposure to native-like pronunciation, diverse linguistic contexts, and real-world communication scenarios. Through repeated listening and interactive engagement with podcast content, students had the chance to develop their auditory discrimination skills, refine their phonetic awareness, and internalize correct pronunciation patterns.

The research findings indicated a positive correlation between the use of podcasts and improvements in students' pronunciation proficiency. Students reported increased confidence in their spoken English abilities, attributed to their enhanced familiarity with authentic speech patterns and increased exposure to diverse linguistic models. Furthermore, qualitative feedback from both students and instructors highlighted the value of podcasts as a versatile and engaging learning resource, capable of promoting active engagement, autonomous learning, and meaningful interaction within the language learning process.

In addition to the research conducted at UNISRI, Surakarta, a separate study by

Habri (2019) investigated the potential of podcasts as an innovative assessment strategy to enhance the pronunciation skills of Saudi EFL learners. Focusing on twenty-three Saudi students of English at Qassim University, the study examined the effectiveness of podcasts in providing personalized feedback, fostering self-assessment, and promoting continuous improvement in pronunciation proficiency. Through a combination of quantitative analysis and qualitative observations, the study underscored the role of podcasts as a valuable tool for formative assessment, facilitating ongoing reflection, and refinement of pronunciation skills among EFL learners in diverse educational contexts.

Overall, the research conducted at UNISRI, Surakarta, and the study by Habri (2019) collectively contribute to the growing body of literature on the potential of podcasts as a multifaceted resource for enhancing English pronunciation instruction and assessment. These findings underscore the importance of innovative pedagogical approaches and digital technologies in promoting effective language learning outcomes, fostering learner autonomy, and facilitating meaningful communication in diverse linguistic settings.

The findings from the aforementioned research highlight the advantageous impact of integrating podcasts into language classes, particularly in enhancing students' English proficiency, including their pronunciation skills. Motivated by these positive outcomes and recognizing the convenience and accessibility of podcasts as a learning resource, this study aims to delve further into the utilization of podcasts to enhance students' pronunciation abilities, with a specific focus on the English Department (PBI) at UIN Ar-Raniry in Banda Aceh. This research is particularly pertinent given the English Department's vested interest in elevating English language proficiency and pedagogy. By investigating the efficacy of podcasts as a tool for

improving pronunciation within this academic context, this study seeks to address the evolving needs of English language learners and educators. Podcasts offer a dynamic platform for delivering authentic spoken English content, providing students with opportunities for exposure to diverse linguistic models, real-world communication scenarios, and nuanced pronunciation patterns.

The significance of this research lies in its potential to inform pedagogical practices within the English Department, offering valuable insights into the integration of podcasts as a supplementary resource in language instruction. By examining the impact of podcasts on pronunciation acquisition, this study aims to contribute to the ongoing discourse on innovative teaching methodologies and digital learning technologies in language education.

Furthermore, by exploring the practical implications of incorporating podcasts into the English learning process, this research aims to provide educators with actionable strategies for optimizing student engagement, autonomy, and language proficiency development. Ultimately, this study endeavors to empower both students and instructors within the English Department at UIN Ar-Raniry to leverage podcasts as a versatile and effective tool for enhancing pronunciation skills and fostering meaningful language learning experiences..

B. Research Question

This research is conducted to find the answer to this question: **"**What are students' perceptions on the impact of listening to podcast on their' pronunciation?

C. Aim of the Study

Based on the stated research question, the purpose of this study is to find out students' perceptions on the impact of listening to podcast on their pronunciation.

D. Significances of the study

This study offers insights into students' perceptions regarding the influence of listening to podcasts on their pronunciation skills. It is anticipated that this research will be beneficial to various stakeholders in the academic community, including teachers, students, and researchers. For teachers, the findings of this study can serve as a valuable reference when considering the integration of English podcasts as instructional media in English language classrooms, particularly for enhancing students' pronunciation proficiency. By understanding students' perspectives on the efficacy of podcasts, teachers can make informed decisions about incorporating this engaging and effective tool into their teaching practices.

As for students, this research presents podcasts as an enjoyable and alternative resource for improving pronunciation skills. Through the positive experiences shared by their peers in this study, students may be encouraged to explore podcasts as a supplemented learning tool outside of the traditional classroom environment, thereby enhancing their language learning experience in a dynamic and interactive way. Lastly, for other researchers in the field, this study contributes to the existing literature on the use of podcasts for improving pronunciation skills. The insights gained from this research can inform future studies exploring the effectiveness of podcasts in language learning contexts, providing a foundation for further investigation and innovation in language teaching methodologies.

Overall, this research serves as a valuable resource for educators, students, and researchers alike, offering practical implications for enhancing pronunciation instruction through the integration of podcasts and fostering ongoing dialogue and exploration in the field of language education.

E. Terminology

Definitions of key terms used in this study are provided below to prevent misunderstandings and discrepancies in interpretation regarding the terms in the thesis title that are consistent with the study title "Students' Perceptions on the Impact of Listening to Podcast on Their Pronunciation"

1. **Pronunciation**

The way a word or a language is pronounced is known as pronunciation (Prashant, 2018). Pronunciation is the act of enunciating or articulating (sounds, words, sentences, etc.). to speak in a specific way by uttering or sounding.

2. **Podcast**

The term "podcast" originates from the fusion of "pod" (derived from the Apple iPod) and "broadcast." Essentially, podcasts consist of collections of digital audio and video recordings that are distributed online through the utilization of Really Simple Syndication (RSS) feeds (Hasan & Hoon, 2013). These recordings are made available for streaming or downloading, allowing listeners to access them at their convenience on various devices, such as computers, smartphones, or portable media players
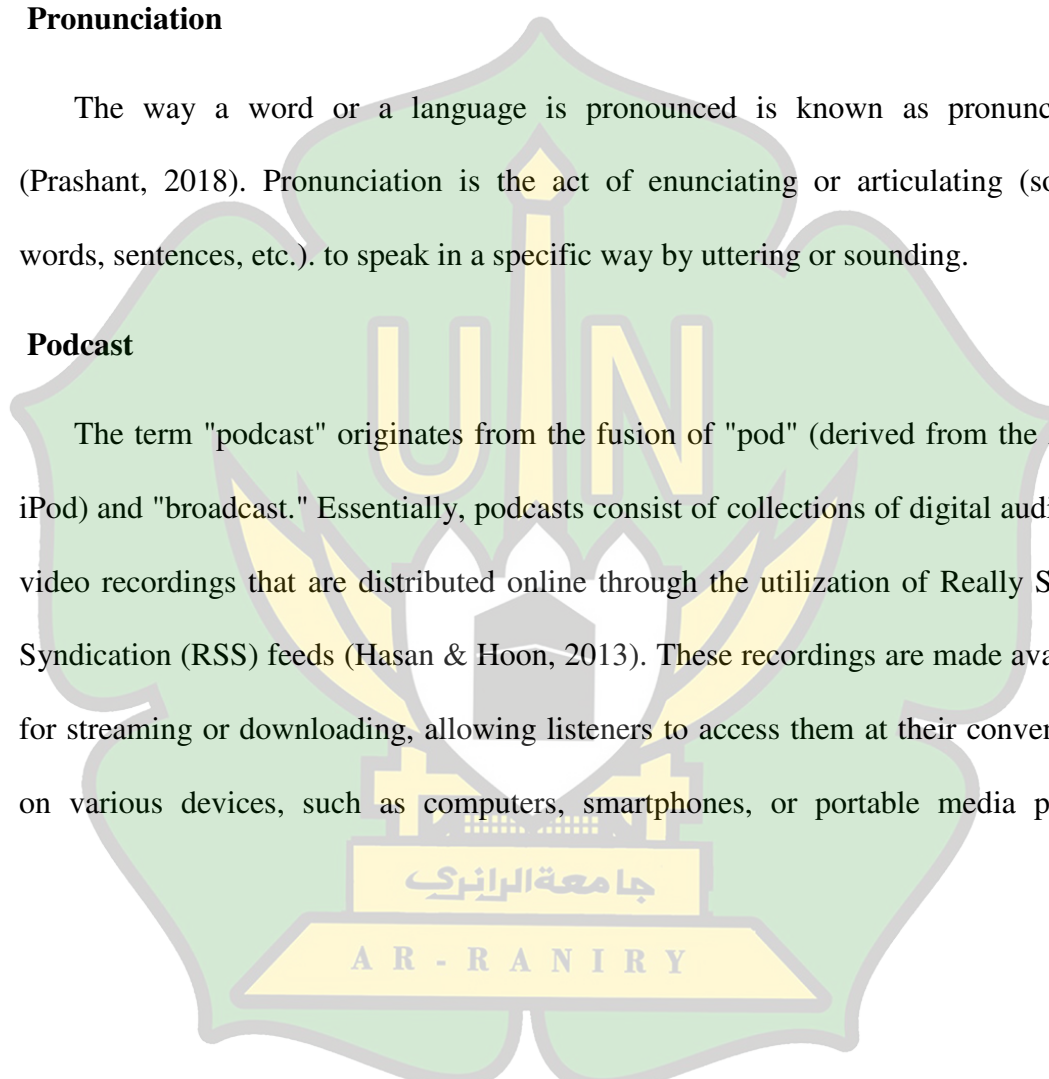
CHAPTER II

LITERATURE REVIEW

This section delves into an in-depth exploration of the theoretical framework surrounding the acquisition of pronunciation skills and the utilization of podcasts, drawing insights from a variety of established literary sources.

A. The concept of perception

1. Definition of preception

A thought, belief, or opinion, often held by many people called perception. Percerption is a subject of interest in its own right, from both of philosophical and a scientific poin of view (Tasantab, 2014). The concept of perception, defined as a prevailing thought, belief, or opinion commonly shared among individuals, holds significant interest from both philosophical and scientific perspectives. It serves as a focal point of inquiry, inviting exploration into its intricate nuances and implications within the realms of philosophy and scientific inquiry alike. Perception is a concept typically used to describe a humans' perspective and attitude over something. The term "perception" encompasses any cognitive process through which an individual comprehends their surroundings, aided by sensory information received through their senses. This includes the intricate mechanisms by which sensory data is interpreted and integrated to form a coherent understanding of one's environment. According to Aral and Saglam (2016), the term "perception" refers to any process that allows an individual to understand what is occurring about themselves with the assistance of the sensory information provided by their senses. Furthermore, it emphasizes that perception is fundamentally a perceiving process, often referred to as a sensory process, wherein individuals receive sensory inputs through their various senses. These inputs serve as the

foundation upon which the perceptual experience is constructed, shaping our understanding of the world around us. Walgito (2010) points out that perception is a perceiving process, sometimes known as a sensory process, in which humans receive inputs through their senses. Perception, as an intricate phenomenon, embodies the culmination of cognitive processes within the human brain, resulting in a personalized viewpoint or interpretation of stimuli. This perspective is not solely determined by sensory inputs but is also intricately woven with emotional states, individual interests, levels of motivation, academic background, past experiences, and a myriad of other contributing factors. These elements collectively shape the lens through which individuals perceive their environment.

Furthermore, the process of perception extends beyond mere sensory reception; it encompasses a complex cognitive endeavor wherein the brain actively processes and interprets incoming stimuli to extract meaning and significance. This interpretative process involves the integration of sensory information with existing knowledge, beliefs, and contextual cues to construct a coherent understanding of the world. In essence, perception is a dynamic interplay between sensory input and cognitive processing, influenced by an array of internal and external factors. It underscores the remarkable capacity of the human brain to construct subjective realities and navigate the complexities of the surrounding world. Koentjaningrat (2010) states that perception is defined as the realization of a human brain activity that manifests as a perspective on a thing. This process is supported by several aspects, including emotion, interest, motivation, academic level, experience, and others. Then, it is followed by a process that enables the brain interprets stimuli in a meaningful manner.

Based on a synthesis of existing theories, perception emerges as a rich and nuanced phenomenon that defies simple definition. It encapsulates not only the

formation of opinions and emotional responses but also the fundamental process of accepting and integrating sensory information. This complex interplay between subjective interpretation and sensory input underscores the dynamic nature of perception. Furthermore, perception serves as a gateway to knowledge acquisition, allowing individuals to navigate and understand their surroundings through the utilization of their five senses. It is through this intricate process that the human mind constructs a coherent understanding of reality, drawing upon a multitude of factors including past experiences, cultural influences, and cognitive biases. Thus, perception stands as a cornerstone of human cognition, shaping our interactions with the world and influencing our beliefs, behaviors, and decisions.

2. Process of Perception

Perception is elucidated as the intricate process through which individuals comprehend their own ideas or assimilate information acquired through sensory organs. It facilitates the recognition and identification of diverse stimuli present in the environment, subsequently leading to their evaluation and attribution of significance. Moreover, it is delineated into three distinct stages: selection, organization, and interpretation, each playing a crucial role in the processing of perceptual information. In the stage of selection, individuals filter through the myriad of sensory inputs bombarding their senses, prioritizing certain stimuli while disregarding others based on factors such as relevance, intensity, and novelty. Following selection, the stage of organization ensues, wherein the selected stimuli are structured and arranged into coherent patterns or configurations. This process involves grouping similar stimuli together and discerning relationships among them, thereby facilitating the formation of perceptual categories and frameworks.

Collectively, these stages of perception elucidate the intricate process through which individuals navigate and make sense of the world around them, highlighting the dynamic interplay between sensory input and cognitive processing in shaping human perception. According to Qiong (2017), perception is defined as the process of people understanding their own ideas or information gained based on sensory organs, allows for the recognition and identification of the existence of various stimuli, followed by their evaluation and attribution of meaning. Furthermore, he also explained three stages in processing perception: selection, organization, and interpretation.

a. Selection

The process of transforming environmental stimuli into meaningful information commences with selection. In our daily lives, humans encounter a plethora of environmental phenomena, each demanding analysis and interpretation. However, given the sheer volume of stimuli bombarding our senses, the human brain faces the risk of becoming overwhelmed. It is at this juncture that the process of selection becomes paramount, enabling individuals to prioritize and attend to specific information that is deemed particularly salient or essential for processing.

This process of selection operates as a filtering mechanism, allowing individuals to focus their cognitive resources on stimuli that are of particular interest or relevance. Whether it be a captivating sight, a crucial piece of auditory information, or a pertinent tactile sensation, the process of selection helps individuals to discern and isolate stimuli that warrant further attention and processing. By selectively attending to certain stimuli while filtering out others, individuals are able to manage the influx of sensory information and allocate their cognitive resources effectively. This process of selection lays the foundation for subsequent stages of perception, facilitating the organization and interpretation of sensory inputs into coherent and meaningful experiences. Thus,

selection serves as a critical component of the perceptual process, enabling individuals to navigate and make sense of their environment amidst the sea of stimuli that surrounds them.

b. Organization

After receiving input from the external world, the subsequent step in perception involves organizing this information by recognizing significant patterns. Whether encountering social interactions or physical objects, individuals observe attributes like shape, color, texture, and size, which assist in structuring their perceptual experiences. At this crucial stage, perception exhibits two key characteristics. Firstly, the organizing process provides structure to human perception, allowing individuals to derive meaning and coherence from the raw sensory inputs received from the environment. Through this process, seemingly unrelated stimuli are integrated into a unified framework, facilitating understanding and interpretation.

Secondly, the process highlights the stability inherent in human perception. Once stimuli are selected and categorized, they become firmly established within the individual's perceptual framework, contributing to the formation of enduring mental representations. This stability enables individuals to rely on familiar patterns and categories when navigating their surroundings, ensuring a consistent and dependable perceptual experience over time. Thus, the organizing stage of perception not only facilitates the creation of meaningful perceptions but also establishes a sturdy foundation for stable and reliable cognitive representations..

c. Interpretation

The third step of perception is interpretation, which is the process of giving the chosen stimuli a meaning. After the chosen stimuli have been divided into organized and

consistent patterns, we attempt to interpret these patterns by giving them definitions. However, different individuals may interpret the same signal in various ways. It depends on how each person perceives and feels about their surroundings.

In accordance with the theories above, it can be informed that perception beginning with the stage selection of certain and necessary information to process. The selected information will be organized by categorizing them, and the chosen stimuli will be interpreted by giving them a meaning. This is what determines each persons' perspective of the experience they have had, the information perceived by everyone might be different.

3. Types of perception

According to Irwanto (2002), perception is divided into two: positive perception and negative perception.

a. Positive Perception

Positive perception is individual sight in positive thoughts or opinions about the phenomenon. It is the result from a persons' satisfaction with the experienced object.

b. Negative Perception

Negative perception is individual sight in negative thoughts or opinions about the phenomenon. It is the result of a persons' dissatisfaction with the experienced object.

Therefore, it is possible to say that someone's perception, whether positive or negative, will always affect people in some manner when they perform anything. The way in which individuals explain all their information about an object that is observed is the most crucial factor in determining whether they have a positive or negative perception of that object.

B. Pronunciation

1. Definition of pronunciation

Communication is inherently tied to language, and a proper grasp of language production is essential for effective communication. This necessitates proficiency in language, of which pronunciation is a key indicator. Pronunciation refers to how language is spoken, encompassing the articulation, intonation, and emphasis of words and phrases. It is a vital aspect of language learning, particularly in the development of oral skills in a second or foreign language, as emphasized by Celce-Murcia, Brinton, and Goodwin (2010).

The term "pronunciation" encapsulates the manner in which individuals verbally express language, encompassing the accurate pronunciation of words and phrases. It holds significant importance within language education curricula, serving as a cornerstone for developing oral proficiency. --Effective instruction in pronunciation plays a pivotal role in facilitating clear and comprehensible communication, empowering learners to express their thoughts and ideas accurately during real-world interactions. Thus, pronunciation instruction is essential for fostering effective communication skills and promoting linguistic competence in language learners.

Pronunciation encompasses a set of habits that evolve through the repetition and refinement of sound production. Its primary objective is to convey meaning through the articulate production of sounds, requiring attention to both individual sounds (segments) and broader aspects of speech known as suprasegmentals, including intonation, stress, rhythm, and timing. Additionally, factors such as sound quality and nonverbal gestures play crucial roles in pronunciation, as they are closely intertwined with the spoken expression of a language. Smith (2019) emphasizes that pronunciation is a cumulative result of habitual practices shaped by continuous repetition and correction in sound

production. The ultimate goal of pronunciation is to imbue language with meaning by skillfully producing sounds, necessitating meticulous attention to both segmental and suprasegmental elements of speech. Furthermore, the significance of sound quality and nonverbal cues cannot be understated, as they significantly contribute to the natural and authentic delivery of language..

Fraser (2001) also states that pronunciation is an essential element of oral communication, including grammar, vocabulary choice, cultural considerations, and so on. The importance of pronunciation extends beyond mere articulation; it is an essential component of effective oral communication, alongside grammar, vocabulary choice, and cultural awareness. A proficient command of pronunciation enhances one's ability to convey meaning clearly and accurately, facilitating successful interactions in various contexts. Moreover, pronunciation influences the overall fluency and comprehensibility of speech, making it a crucial aspect of language proficiency. Additionally, mastering pronunciation allows individuals to express themselves more confidently and appropriately, taking into account cultural nuances and social conventions. Therefore, pronunciation should be given due attention and practice in language learning endeavors to ensure effective oral communication skills. Fraser (2001) argues that excellent grammar can be wholly masked by poor pronunciation. Consequently, learners who master correct pronunciation are afforded greater opportunities to engage fluently in conversations with native speakers, thereby significantly enhancing their language skills. Indeed, interacting with native speakers provides invaluable exposure to authentic language use, enabling learners to refine their speaking abilities, expand their vocabulary, and grasp cultural nuances more effectively. Thus, prioritizing pronunciation proficiency emerges as a reliable pathway toward overall language improvement and proficiency. Furthermore, Yates and Zelinski and Yates (2014) Pronunciation involves

the manner in which individuals articulate sounds to convey meaning in spoken language. It encompasses the intricate process of producing sounds that facilitate effective communication and comprehension during verbal interactions. This includes the precise formation of phonemes, intonation patterns, stress placement, and other linguistic features that contribute to clear and accurate expression. Mastery of pronunciation is essential for effective communication, as it enables speakers to convey their thoughts and ideas accurately while facilitating smooth and comprehensible dialogue with others.

Based on the previous description, it can be said that humans use sounds to communicate with one other through a set of behaviors related to pronunciation. When speaking, pronunciation is essential to accurately communicating the point being made. It will be useless for someone to understand the grammar and norms of a language but difficult to use propre pronunciation. Because comprehending what being said is the fundamental function of language. Pronunciation is therefore one of the key of language proficiency.

2. **Importance of pronunciation in language learning**

Improving pronunciation can help students learn English more easily. This is because pronunciation forces them to listen to speakers or native, focusing on how the speakers make the right sounds when speaking. Nonetheless, teaching listening and speaking is prioritized in the classroom. Pronunciation often takes a backseat as listening, speaking, writing, and reading demand significant time and attention. Moreover, pronunciation is not typically considered a standalone skill but rather an integral component of language proficiency. However, to enhance students' pronunciation abilities, effective teaching strategies are essential. A skilled teacher should dedicate time and effort to help students improve their pronunciation through

targeted instruction and practice sessions. By prioritizing pronunciation alongside other language skills, educators can foster well-rounded language learners capable of clear and effective communication. According to Suárez (2019), pronunciation becomens secondary because listening, speaking, writing and reading require a lot of time. Furthermore, pronunciation itself is not part of the skills, but it is part of language skills' elements instead. To make students improve their pronunciation ability, a good teacher should help their students in learning pronunciation. Learners need help in categorizing or conceptualizing sounds in a way appropriate to English, Gilakjani (2011). Learners necessitate guidance in organizing and conceptualizing sounds in a manner that aligns with English pronunciation standards. This involves breaking down phonetic elements and understanding their placement and articulation within the English language framework. By providing structured instruction and practice, educators can support students in developing a solid foundation in English phonetics and pronunciation.

It has been suggested that mastering pronunciation significantly benefits students in their social interactions. By communicating with clear and accurate pronunciation, individuals tend to exude confidence, which positively impacts their ability to engage effectively in social settings. Ramli et al. (2023), argued that good pronunciation helps students in their social environment, having good pronunciation when communicate with others will make them more confident. Furthermore, The teaching of English pronunciation should be fully integrated into classroom curriculum and instructional practices. This entails dedicating specific time and resources to systematically address pronunciation skills alongside other language competencies. By incorporating pronunciation activities, drills, and exercises into lesson plans, educators can provide students with ample opportunities to practice and improve their pronunciation abilities.

Additionally, leveraging technology and multimedia resources can enhance the effectiveness of pronunciation instruction, allowing for interactive and engaging learning experiences. By prioritizing English pronunciation within the classroom setting, educators can better equip students with the necessary skills to communicate effectively and confidently in English-speaking environments. Underhill (2010), argues that four main reasons why pronunciation should be tought :

a. Pronunciation covers to all four skills.

b. Pronunciation improve listening. Practice pronunciation 'in the mouth' hear it clearly with the ear.

c. Pronunciation is the physical aspect of language. It is the result of muscle coordination. Grammar, vocabulary and meaning are often taught cognitively, but pronunciation is physical.

d. Pronunciation affects self esteem. All students are able to make their own of language pronunciation in orther to be better understand and enjoy the language.

Pronunciation holds significant importance for both students and teachers as it directly influences all four language skills. A teacher with proficient pronunciation skills can effectively model appropriate communication for their students. By listening attentively to the teacher's pronunciation, students can immediately enhance their own pronunciation abilities. This reciprocal process of modeling and imitation facilitates the development of accurate pronunciation and promotes effective communication skills in the classroom. Thus, prioritizing pronunciation instruction benefits both teachers and students in achieving clear and comprehensible communication.

3. **Difficulties in pronunciation learning**

Students should master the pronunciation to make the communication sound effective. However, after students spend lot of time learning, they still have difficulties when practicing pronunciation. When speaking in English, students often do not pronunce rigth words, people cannot understand the information they are trying to convey. The difficulties of pronunciation is because english not first language of the learners. When ESL teachers justify their students' inadequate pronunciation skills, their reasoning may be perceived in two distinct ways. On one hand, it could be seen as an excuse for their own shortcomings in effectively teaching proper pronunciation. Alternatively, it might be interpreted as a stance against the pervasive influence of linguistic factors (Gilakjani, 2011).

ESL teachers justify their students' inadequate pronunciation skills, their arguments can be perceived in two ways. On one hand, it may appear as a way to evade responsibility for their own shortcomings in teaching proper pronunciation. This perspective views their defense as a form of avoidance or excuse-making. On the other hand, their stance could be interpreted as a principled stand against the influence of linguistic factors beyond their control. In this view, teachers may be advocating for a more nuanced understanding of pronunciation acquisition, acknowledging the complex interplay of factors such as first language influence, individual learner differences, and exposure to English outside the classroom. When students pronunce the wrong word, and the teachers can not give the students the correct one, that become of the problem in learning pronunciation, teachers communicate with their students by used error pronunciation.

Gilakjani's observation (2011) underscores the inherent difficulty adults face when endeavoring to refine their pronunciation skills, especially in the context of English as a Foreign Language (EFL) acquisition. Despite years of exposure to English

language education, many learners encounter persistent challenges in achieving proficiency in pronunciation. This struggle is compounded by factors such as age, which can impede the acquisition of new phonetic patterns and articulatory skills. Thus, adult EFL learners often find themselves grappling with pronunciation even after extended periods of language instruction.

Expounding upon the complexities faced by Indonesian learners, Fadillah (2020) delineates the unique hurdles encountered within the Indonesian educational landscape. Historically, English language education in Indonesia has been marred by deficiencies, particularly in the realm of pronunciation instruction. Indonesian EFL learners frequently navigate a curriculum devoid of foundational phonological and phonetic knowledge, leading to a disjointed understanding of English sound systems. Consequently, the absence of systematic instruction on English vowels, consonants, and sound construction renders Indonesian learners ill-equipped to accurately reproduce English phonemes and distinguish between subtle sound variations. This pedagogical gap is further compounded by the absence of explicit instruction on phonetic nuances, leaving Indonesian learners to grapple with the complexities of English pronunciation in isolation. As a result, the discrepancy between sound production and comprehension poses significant challenges for Indonesian EFL learners, hindering their ability to effectively communicate in English-speaking contexts.

Moreover, while linguistic diversity may enrich the global English landscape, it also underscores the importance of clear and intelligible pronunciation in facilitating mutual understanding. While countries like Singapore may develop distinct English dialects reflective of their cultural and linguistic heritage, the importance of mastering standard English pronunciation cannot be overstated. Inadequate pronunciation skills not

only compromise communication but also perpetuate misunderstandings and inhibit meaningful interaction in English-speaking environments.

In summary, Gilakjani and Fadillah's insights shed light on the multifaceted challenges faced by adult EFL learners, particularly within the Indonesian educational context. By recognizing the intersection of age-related limitations, pedagogical deficiencies, and linguistic diversity, educators can adopt targeted strategies to address pronunciation barriers and foster enhanced language acquisition experiences for learners worldwide.

4. **Aspect of pronunciation**

To achieve mastery in pronunciation, individuals must grasp various components integral to effective pronunciation. Two fundamental elements of speech features in pronunciation are suprasegmental and segmental features, each requiring further elaboration:

a. Suprasegmental aspects encompass specific stylistic features employed in the pronunciation of words or sentences, such as stress, pitch, intonation, and other factors contributing to sound production (Pourhosein, 2012). In the domain of pronunciation, three commonly recognized suprasegmental components are stress, intonation, and syllables.

1. Stress

Stress refers to the degree of emphasis that prompts a speaker to modulate pitch or volume, thereby highlighting certain aspects of pronunciation. This stress can be classified into three levels: primary, medium, and weak. Each degree imparts distinct meaning to English words.

2. Intonation:

Intonation involves altering pitch—either higher or lower—while enunciating entire sentences. Intonation serves multiple functions for English speakers, including conveying questions, agreement, disagreement, or affirmation, often guided by the speaker's emotional or expressive state.

3. Syllables (also known as "connected speech")

Syllables aid listeners in deciphering lengthy words during speech, while also emphasizing stressed components and selecting tone movements. They facilitate seamless word connection by incorporating multiple phonemes, known as segmental elements in pronunciation.

b. Segmental aspects pertain to the variations in sound within a language's pronunciation system. This consideration involves recognizing the distinctive sounds produced within the language, impacting both sound production and meaning interpretation. Kelly (2000) cited in Lasi (2020), divides segmental aspects into three phonemes: vowels, diphthongs, and consonants.

1. Vowels

It is sounds generated with an unobstructed airflow and articulation of a voiced airstream through the mouth.

2. Consonants

It encompass voiced or unvoiced sounds, discernible by placing a finger on the throat. Vibrations indicate voiced consonants, while the absence of throat vibrations indicates unvoiced consonants.

3. Diphthongs

It consist of glide-like transitions between two pure vowels, as they seamlessly shift from one vowel sound to another. In essence, pronunciation mastery involves

understanding these components and their interactions to effectively convey language sounds and meaning.

C. Podcast

1. Definition of Podcast

Podcasts have become widely popular not only among adults but also among high school and college students. This popularity can be attributed to their diverse content offerings, accessibility, and engaging format. With podcasts covering a broad range of topics, they cater to various interests and preferences, making them appealing to individuals of all ages. Additionally, the convenience of podcasts aligns well with the lifestyles of students, allowing them to listen on-the-go during commutes or study breaks. Furthermore, the conversational style of many podcasts resonates with younger audiences, fostering a sense of connection and community. Overall, the widespread popularity of podcasts among high school and college students highlights their appeal and relevance in today's media landscape.

Constantine (2007) The examination of podcast subjects involves analyzing them on various levels, including questions about podcast quality, selection criteria for the most beneficial podcasts, and strategies for maximizing learning outcomes from podcast consumption. This process entails assessing factors such as content relevance, production quality, and alignment with learning objectives. Additionally, it involves evaluating the effectiveness of different podcast genres, formats, and hosts in facilitating language acquisition and skill development. By critically examining these aspects, learners can make informed choices about which podcasts to engage with and implement strategies to optimize their learning experiences.

Numerous websites actively foster interaction with students, encouraging them to provide questions or comments. An innovative use of podcasts entails encouraging learners to interact with the content by listening to podcasts while simultaneously reading their transcripts. This approach offers learners a multi-modal learning experience that accommodates various learning styles and preferences. By listening to the audio content and following along with the written transcripts, learners can reinforce their comprehension of the material and enhance their listening skills. Additionally, access to transcripts enables learners to revisit specific sections of the podcast, clarify uncertainties, and engage more deeply with the content.

Moreover, this method encourages active engagement with the material, as learners can pause the audio to reflect on key points and formulate questions or comments for online discussions or submission to the website. Through the integration of podcasts and written transcripts, educators can enrich the accessibility and efficacy of learning resources, creating a more interactive and stimulating learning environment for students (Constantine 2007). In this scenario, students have the opportunity to record the material onto tape and submit it to the teacher, accompanied by a written journal. The teacher then listens to the recording and provides constructive feedback to the students. This activity serves as a valuable tool for enhancing various language skills, including fluency in listening, reading, speaking, and pronunciation, while also aiding in the acquisition of new vocabulary. By engaging in this process, students can actively practice and refine their language abilities while receiving personalized guidance from their teacher. This integrated approach to language learning fosters holistic development and empowers students to become more proficient communicators.

Podcasts are conveniently updated on the web through the use of Really Simple Syndication (RSS), facilitating automatic uploads to computers or websites (Nisa, 2018).

Typically, podcasts range in duration from a few minutes to even an hour or more. They cover a wide array of topics, curated by speakers, allowing listeners to easily select topics of interest and engage in enjoyable and educational content. This accessibility and variety make podcasts a popular choice for individuals seeking to broaden their knowledge and skills while accommodating diverse preferences and schedules. Listeners can effortlessly and conveniently enjoy podcasts by downloading them as digital media files from the web. These files are accessible at any time and from any location through electronic devices. This accessibility enables individuals to engage with podcasts according to their preferences and schedules, enhancing the flexibility and convenience of podcast consumption. Therefore, it can be concluded that podcasts offer a convenient and accessible platform for individuals to access and enjoy audio content tailored to their interests and preferences.

2. Type of podcasts

Nowadays, podcasts have transformed from niche media to forms of popular entertainment, the wide variety of material that can read on podcasts today can attract many people listen to podcasts. According to Santo (2021), there are 8 main types of podcasts, namely:

1. Interview podcasts

Typically, an interview-style podcast features one or two presenters serving as hosts, who engage in conversation with one or more guests during each episode. The guests are invited to share their expertise, experiences, or insights on a particular topic, industry, or theme. This format allows for an in-depth exploration of diverse subjects, as guests provide unique perspectives and valuable information to the audience. Through engaging dialogue and discussion, interview podcasts offer listeners the opportunity to gain knowledge, discover new ideas, and delve into various areas of interest.

2. Conversation podcasts

    Conversation podcasts closely resemble traditional radio shows, featuring either two presenters or a host and a guest engaging in lively discussions about specific themes and topics. Similar to radio shows, presenters may explore trending news, offer insightful commentary, or inject humor into the conversation. This format allows for dynamic and engaging exchanges, where hosts and guests can share opinions, anecdotes, and personal experiences with the audience. By covering a range of subjects in an entertaining and conversational manner, conversation podcasts provide listeners with an enjoyable and informative listening experience reminiscent of traditional radio programming.

3. Podcast monologue

    Monologue podcasts are characterized by a single host who delivers the entirety of each episode without additional co-hosts or guests. Typically, these podcasts are hosted by individuals who are experts or knowledgeable authorities in a specific field or subject matter. By leveraging their expertise, the host provides informative and insightful content directly to the audience. Listeners tuning in to these podcasts seek to gain knowledge and insights on particular topics, and the monologue format allows for a focused and comprehensive exploration of the subject matter. As the sole speaker throughout the episode, the host has the opportunity to convey information, share personal perspectives, and engage the audience in a direct and engaging manner. This format ensures that listeners receive valuable and authoritative content tailored to their interests and informational needs.

4. Storytelling/Investigation Podcast

    In the Storytelling/Investigation Podcast format, each episode typically features one or more presenters who narrate the entire story or chapter of an ongoing narrative. These podcasts often adopt a serialized format, with each episode delving into a specific case,

topic, or theme, and providing varying levels of detail to captivate the audience. The presenters guide listeners through the narrative, weaving together elements of storytelling and investigation to create an immersive and compelling listening experience. Whether uncovering mysteries, exploring true crime cases, or diving into historical events, these podcasts engage audiences with rich storytelling, suspenseful narratives, and in-depth analysis. Each episode builds upon the previous ones, gradually unfolding the story and keeping listeners eagerly anticipating the next installment.

5. Roundtable podcasts

Roundtable podcasts or panel events adopt a format wherein a stable group of presenters rotate to offer commentary and engage in discussion on a particular topic. This structured approach fosters diverse perspectives and lively exchanges, allowing each participant to contribute insights and opinions while collectively exploring the subject matter in depth.

6. Theatrical podcasts

Over the years, fiction podcasts have experienced a rise in popularity. Theatrical podcasts closely resemble audiobooks, featuring a single host who narrates engaging stories to entertain listeners.

7. Podcast reused

Reused podcasts involve taking existing podcast episodes and repackaging them into new content. This could include compiling previous segments into new episodes, creating "best-of" episodes featuring the most popular content, remixing existing episodes to offer a fresh perspective, or producing seasonal recaps at the end of a podcast season.

8. Hybrid podcasts

Podcasts are a very flexible medium. Hybrid podcasts are podcasts that mix or match two formats into one podcast. For example, a podcaster with expertise in a particular subject area might host a monologue-style podcast and occasionally interview guests.

Based on the explanation above, it can be concluded that there are so many types of podcasts that students can listen to and choose which type do students want or which they think is fun and easy to understand.

2. **The role of Podcast In language learning**

Podcasts become popular around students when they are traying to improve the pronunciation ability by listening to it. There are several of benefit of listening to podcast that can increase

a. **Benefit of Podcast (advantages)**

Podcasting has emerged as a valuable tool for fostering learner autonomy in language acquisition. The process of selecting the right podcasts to download represents a crucial stage that not all language learners can successfully navigate (Yaman, 2016). Incorporating podcasts into listening classes offers numerous benefits, including stimulating students' imagination, expanding their vocabulary, facilitating the acquisition of new knowledge, improving listening skills, fostering new interests, nurturing creativity and confidence, and ultimately motivating students to enhance their English listening abilities.

Podcasts serve as a medium that actively engages students in the learning process, enabling them to comprehend auditory information more effectively in the context of English language acquisition (Widodo and Gunawan, 2019). By integrating podcasts into language classes, educators not only increase student engagement but also provide valuable opportunities for practice and review, thereby advancing students' listening comprehension skills. This multifaceted approach contributes to a more dynamic and

effective language learning experience, ultimately empowering students to take ownership of their learning journey.

As noted in Constantine (2007), podcasts offer several advantages for language learners. Firstly, students can benefit from global listening experiences, even with just a few minutes of listening per day. Secondly, podcasts expose students to a new language, providing valuable opportunities for language acquisition. Thirdly, middle-level learners, in particular, benefit from exposure to authentic texts and a diverse range of voices, as highlighted by Ramadhan, Risnawati, and Efrizal (2021).

In their research, Ramadhan, Risnawati, and Efrizal (2021) emphasize the flexibility afforded by podcasts, allowing students to listen at their convenience. With internet connectivity, students can download podcasts for learning purposes, enabling access anytime and anywhere. Additionally, the portability of podcasts further enhances their utility, allowing students to practice listening skills on-the-go. Moreover, students have the autonomy to select materials that align with their level of proficiency, facilitating personalized learning experiences.

b. **Weakness in Using Podcast (disadvantages)**

According to Intan (2021), the use of podcasts is believed to positively impact students' interest, motivation, and self-perceived listening performance. Podcasts tailored to concepts covered in class are thought to enhance students' enthusiasm for studying English. However, despite the perceived benefits of podcasts, several obstacles to effective listening activities in the classroom exist. These include issues related to materials, information processing, students' English proficiency, and the medium itself. Particularly concerning audio podcasts, students may struggle with aspects such as speech rate, accents, and voice clarity.

Additionally, while podcasts offer numerous advantages, they also pose challenges in terms of time allocation for preparation and learning processes. It is crucial for instructors to implement appropriate teaching methods to maximize the effectiveness of podcasts in the classroom. Widodo and Gunawan (2019) emphasize that podcasts can support both teachers and students in their learning activities. In order to become more proficient listeners, students must regulate their focus, recognize new vocabulary, memorize spoken words, and enhance their linguistic competence through podcasts. Rahman (2018) highlights that students' willingness to apply learning techniques is continuously fostered by the availability of audio files for listening, transcript files for reading, and tailored exercises and activities designed for various levels of language proficiency.

c. **BBC podcast as media to learn English**

Today, podcasts are extremely popular. This typically consists of an audio file that is downloaded to an iPod or MP3 player in MP3 format. Advanced students are advised to listen to podcasts. They can last anywhere from 10 minutes to two hours, advanced students are advised to listen to them. There are podcasts on just about any subject you can think of, from hobbies to popular TV shows, sports to technology, and the majority typically sound like pre-recorded radio broadcasts featuring interviews, discussions, or reflections on current events. The method of choosing is comparable to how anyone would pick a video. Make sure the duration, subject matter, and level of difficulty match your needs (Permatasari, 2013). 13 Podcast is audio content available on the Internet that can be automatically delivered to your computer or MP3 player. The BBC is one of the earliest creators of podcast. The vision of BBC is to inform, educate, and entertain the other people by using podcast (http://bbc.podcast.com/). BBC podcast offers the teacher and the students various kinds of topics. The teacher and the students can downloadthe

podcast and become the member of BBC podcast. They also can download the audio

from BBC podcast and the transcript (Amumpuni, 2016).

CHAPTER III

RESEARCH METHODOLOGY

Research methodology refers to the systematic approach utilized for collecting and analyzing data to address specific research questions in greater depth. This chapter provides a detailed explanation of the research design, research participants, data collection methods, and data analysis procedures employed in the study.

A. Research Design

This research utilized a qualitative research method, which is characterized by an inquiry process aimed at understanding social or human problems by constructing a comprehensive and holistic understanding based on verbal descriptions. As defined by Creswell (2018), qualitative research involves gathering detailed perspectives from informants in a natural setting. Additionally, according to Bogdan (1982), qualitative research is descriptive in nature, collecting data in the form of words or images rather than numerical data.

In the context of this study, qualitative methodology was employed to explore students' perceptions regarding the impact of listening to podcasts on their pronunciation ability. Qualitative research, as described by Creswell and Clark (2007), aims to delve deeper into the data obtained and explore participants' viewpoints in greater detail. To investigate participants' perceptions, this study utilized interviews as one of the qualitative research instruments. Through interviews, the study sought to understand how students perceived the effects of listening to podcasts on their pronunciation ability. By adopting a qualitative approach, the research aimed to gain a nuanced understanding

of the topic by capturing the richness and depth of participants' experiences and perspectives.

B. Research Participants

Participants in research serve as representatives of the broader population under investigation. Sugiyono (2013) defines population as the group of individuals or subjects that researchers aim to generalize findings to, characterized by specific qualities or characteristics determined by the researcher. In this study, the population comprises students from the English Language Education Department at UIN Ar-Raniry, batch 2020, totaling 87 individuals. The participants were selected using purposive sampling, a non-random sampling technique outlined by David (2019). Purposive sampling involves selecting participants based on specific criteria determined by the researcher's objectives rather than on random selection. The criteria for participant selection in this study included being a student of the English Language Education Department at UIN Ar-Raniry, batch 2020, and regularly listening to podcasts (approximately 2-3 times a week). Based on these criteria, seven participants were chosen to partake in the study.

Purposive sampling allows researchers to intentionally select participants who possess characteristics or experiences relevant to the research questions and objectives. While purposive sampling may not ensure the generalizability of findings to the entire population, it enables researchers to gather in-depth insights from participants who meet specific criteria, enhancing the validity and relevance of the study's findings.

C. Data Collection Technique

This study aims to explore students' perceptions of the impact of listening to podcasts on their pronunciation. Given the qualitative nature of the research, data was collected through interviews. According to Cohen (2000), an interview is a structured

conversation initiated by the interviewer to gather research-relevant information, focusing on content specified by research objectives. It involves direct verbal interaction between individuals. Esterberg (2011) identifies three types of interviews: structured, semi-structured, and unstructured. In this study, a semi-structured interview approach was employed. Magaldi (2020) describes semi-structured interviews as exploratory and guide-based, focusing on key topics to identify common patterns. This approach allows for flexibility during the interview process, enabling the researcher to modify or add questions as needed.

The interviews were conducted face-to-face, and data were recorded using a smartphone. The interview questions were designed to investigate students' perceptions of the impact of listening to podcasts on their pronunciation. This methodological approach allowed for in-depth exploration of participants' experiences and perspectives, contributing to a comprehensive understanding of the research topic.

D. Data Analysis procedure

After collecting the data, the next step involved analyzing the data to derive findings relevant to the research questions. Data analysis is a systematic process aimed at comprehensively examining the collected data. Sugiyono (2008) outlines three key activities in the data analysis process for descriptive qualitative research: data reduction, data display, and verification/conclusion drawing. Data reduction, the initial step in data analysis, involves condensing the collected data by focusing on main points, identifying themes, and selecting relevant information. This process allows researchers to streamline the data and facilitate further analysis. In this study, data obtained from interviews were scrutinized based on the predetermined themes, with irrelevant data being omitted. The selected data were then organized into key points and articulated effectively.

Following data reduction, the subsequent step was data display, which entails presenting the processed data in the form of sentences, narratives, or tables. Displaying the data facilitates a deeper understanding of the information and aids in drawing conclusions to address the research questions. This stage enables researchers to interpret and make sense of the data, thereby enhancing comprehension for both researchers and readers.

The final step, verification or conclusion drawing, involves synthesizing the reduced and displayed data to address the research questions and objectives. During this process, the researcher attempts to draw conclusions based on the themes identified in the data, aligning them with the research questions. Through thematic analysis, the researcher derives insights into the impact of listening to podcasts on students' pronunciation, thus fulfilling the objectives of the study.
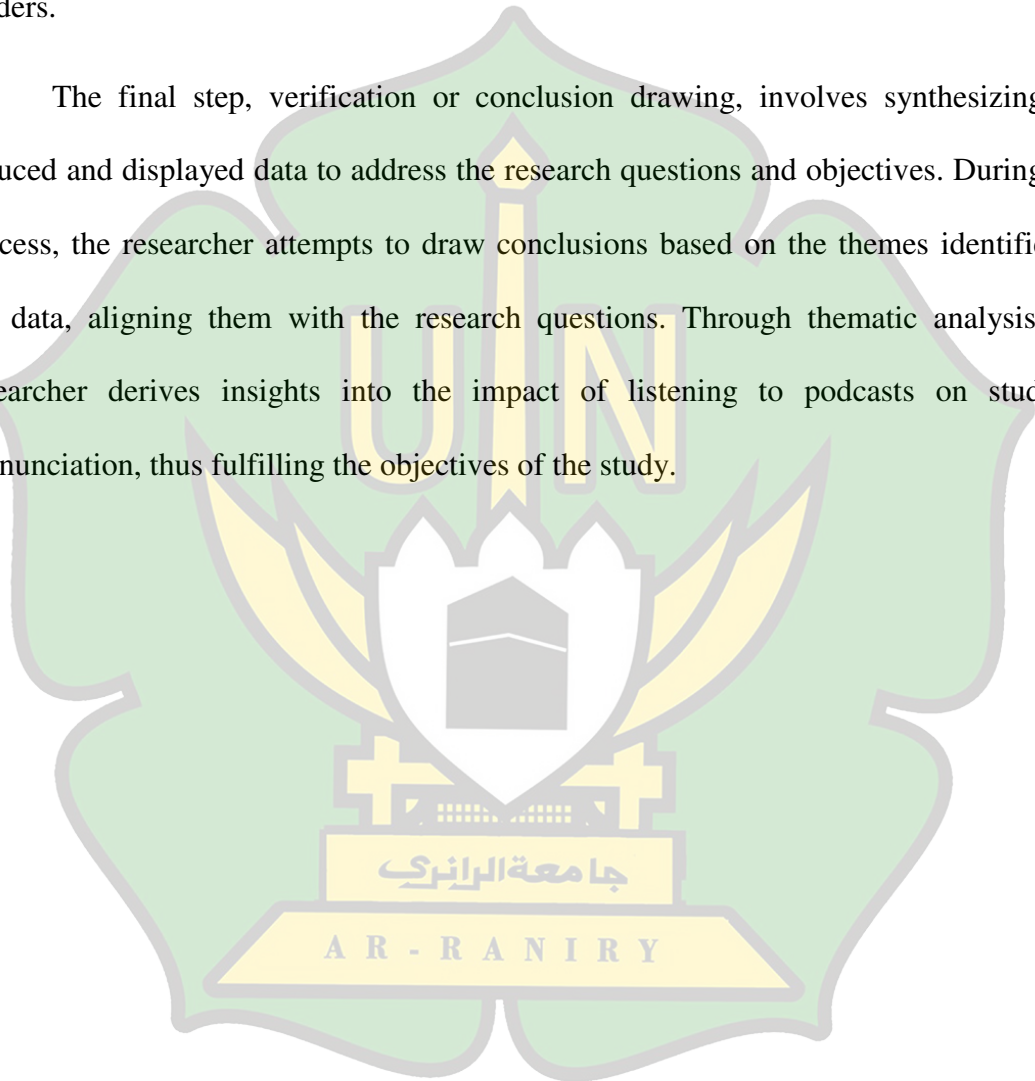
CHAPTER IV

FINDING AND DISCUSSION

This chapter focuses on elaborating the finding and discussion that has been collected from interview to answer the research question that have been mentioned in chapter 1.

A. Research Findings

The aim of this research is to investigate students perception on the impact of listening to podcast on their pronunciation. To find the answers, the researcher conducted face-to-face interview where the questions focuses on the single research question. Accordingly, the findings are separately elaborated below based on the research questions. Furthermore every participants are coding based on their initial names.

The researcher focuses on the single research question which is to find out students' perception on the impact of listening to podcast on their pronunciation. The findings for this research question topic were derived from the answers of interview questions number 1 to 6. From the participants' responses, it was found that they have different perceptions. The elaboration of the findings is provided below.

a. how often students listen to podcasts

First of the interview was asking the participants to give their perceptions about how often students listen to podcasts. Most of them often listen to podcasts to improve their pronunciation abilty

As argued by FN:

''I listent to podcast for many times in a week.

Also RD gave her statement :

" I listen to podcast two or three times in aweek".

As AZ said :

" I spend ten to fiveten minutes when listen to podcast, and it's about three times in a week".

FR add :

" I listent to podcast at leats twice in a week".

BT said:

"I listen to podcast almost every day, although for few minutes".

Based on the interview, all of participants suggested that they listent to podcast two and three times in a week.

b. Types of podcast

Second question asked participants the types of podcast that they listen to.

As FN said that:

" how often do you listening to podcast beside to improve your listening skill ?"

RD gave her statement :

" i listen many times in a week ".

FK add her statement :

"I often listen to podcast, because that is possible with what I need to learn, listen t podcast I know many of new vocabularies, besides it I also learn to listening and pronunciation".

Based on the interview, most off participants answered that thay listent to podcast several times in a week, they gave the same reasons that listen to podcast can increase their English, such improve their listening skill, they get more off new vocabularies, and increase their pronunciation ability".

As AZ add her opinion:

"I seldom listen to podcast, i just listent to podcast when i interest, a listen to podcast about 3 times in a mounth, even though seldom listen to podcast, but I believe that English podcast can improve our pronunciation ability".

From her answer above, even though she seldom listens to english podcast, but she spends about 3 times in a mounth to listend it, and she believed that listend to podcast can improved her english skill.

BT add as;

"Listen to podcast for several times in a week, I going to podcast when I scrolling for Instagram and suddenly an interesting podcast come in screen, then I will continue to watch it at YouTube, I listen to podcast to know many things in English so that I hope my English better".

Based on the answer from BT, she also listens to podcast for several times in a week, its when she is scrolling for Instagram, then suddenly an interesting English podcast come to the screen, she continued to watched it at You Tube.

c. How podcast improve prnounciation.

Most of participants believed that listen to podcast will help them in improving their pronunciation ability.

As participant FN said :

" I believed that listening to podcast can improve my pronunciation ability, because when listening to podcast we listen to correct word that pronounce by native speaker, they said the correct stress and intonation, we will remember how to pronounce appropriately when we speaking".

RD add :

" Definitly listen to English podcast can help my pronunciation, especially when a wrong or difficult pronunciation said by native, so that we know how to pronunce it appropriatly".

FR gave her answer:

" I think that listen to pronunciation can help my pronunciation, because i heard the correct pronunciation from the native, so I imatated them as i can ".

Argued by AZ:

" Definitly if there a word difficult to pronounce, and when we try to say it often make mistakes, so after listen to English podcast, pronunciation will sound better".

d. Podcast media effective to use in improving pronunciation.

In this point, participant asked about the effectiveness off listening to podcast in improving their pronunciation, and they believed that using podcast as tool is effective way in improving their pronunciation.

FN said her statement :

" Sometimes, a podcast effective to use in learning english, especially pronunciation, but sometimes podcast is not possible to improve pronunciation, there also some trouble in podcast".

Rd add her opinion :

" Yes, podcast can be an effective way to improve pronunciation, but not only the one way to improve pronunciation effectively, I mean there are also another way to improve pronunciation, such listening to music, watching to english movie and etc".

Add by FR:

" I think podcast realy effective in improving my pronunciation, because we listent to the native how they pronounce the English words".

Add by AZ:

" I think that listening to podcast can improve my pronunciation, but not single way to improve that, the point is that I agree if podcast can be a tool that used to improve students' pronunciation".

BT add her opinion:

"Podcast can be an effective way to improve pronunciation, as student or teacher we can choose podcast as media to improve pronunciation in English, because in podcast delivered several interesting topics, possible, and easy to understand by students".

OJ gave her statement:

"I agree that podcast can use as the media in improving pronunciation, because when listening to podcast we listen directly to native speakers, if we learn the pronunciation that native pronounce, so it will help in developing our pronunciation".

Most off participants argued that listening to podcast is effective to improve pronunciation, they believed that listening to English podcast can be an effective way, and teacher or students can choose English podcast as learning media, because podcast delivered easy and interesting topics to learn.

e. listening to Podcast can develop confidence in pronouncing English.

Participants also believed that listen to podcast can develop their confidence in pronouncing English when they are speak.

As RD said :

" Yes listen to podcast definitly can develop confidence in pronouncing English, because when we listening to the native speakers we seem reapeat what they said".

AZ add :

" Because when listening to podcast we can record back what have native said, so when speaking English we will more confident of what we heard".

FR gave her statement :

" Because we have learn how to pronounce the word correctly, so that make us confidence when we say it in our communication, because we listend how native said the words".

All of participants argued that listent to english podcast can develop their confidence in pronuncing English, but there is an opposite opinion prom FN, she believed that listen to podcast can not develop her confidencein pronuncing English, as she said :

" No, i dont belieave that listen to podcast can developed my confidence in pronunving English, because we just listen to podcast, but if we speaking english we must have partner, in my opinion to develop our confidence, we need practice with a speaker who speak English to, listent to podcast can not approve my confidence in pronouncing English".

f. After listening to the Podcast several times, participants understand what the English native speakers say.

After participants listen to podcast several times, they understand of what native speakers say better than before.

FN gave her statement:

" I can uderstand some off the words that native says, but i dont get some, i think listent to podcast is helpfull in improving pronunciation in English".

RD add her opinion :

" I understand some word if there a subtitle, and i think if native off the podcast used American accent is easly to uderstand than British even there no subtitle''.

FR said;

"I understand what native say, but sometimes not really understand but overall I understand what they say, because I listen to American podcast so then I get more clearly rather than British podcast".

AZ gave her answer as:

" It depend on the topics, if the topics are talking about politic, medical, and law, I don't not understand much about them, but if the topic about history, the dayly activity of the speaker , i can understand it"

Based on four off participants answer, they said that they understand what native speaker say, event they not get all, however they catch the point. Participant argued that they can understand if the topic discussed about simple dan easy to understand. As BT add her opinion.

BT add:

"Overall, I can understand the point of the speaking, even thought, there also something that I cannot understand such find unfamiliar vocabularies, so that I will choose podcast with subtitle".

OJ gave her statement:

"I choose a simple topic of I listen or watching to podcast, so that I get what the native speakers said, and if I speak to friends or native, they will help me if there something that I cannot understand".

B. Discussion

This study focusses on exploring students' perception on the impact of listening to podcast on their pronunciation, the participant of this study was investigated trough an interview. Based on the finding of the interview, there were many perceptions and opinions from participants. Based on their answers, researcher then concluded some of points. The research question used in this study is only one, which only focuses on students' perception on the impact off listening to podcast on their pronunciation. There are six interview questions on impact of listening to podcast ; have you ever listened to podcast ?, how often do you listen to podcast ?, do you think that listen to English podcast can help you in improving your pronunciation ?, do you think that listen to English podcast is effective to improve your pronunciation ?, do you think that listen to podcast can develop your confidence in pronouncing English, why ?, and after listening to podcast several times, do you really understand what the English native speakers say ?.
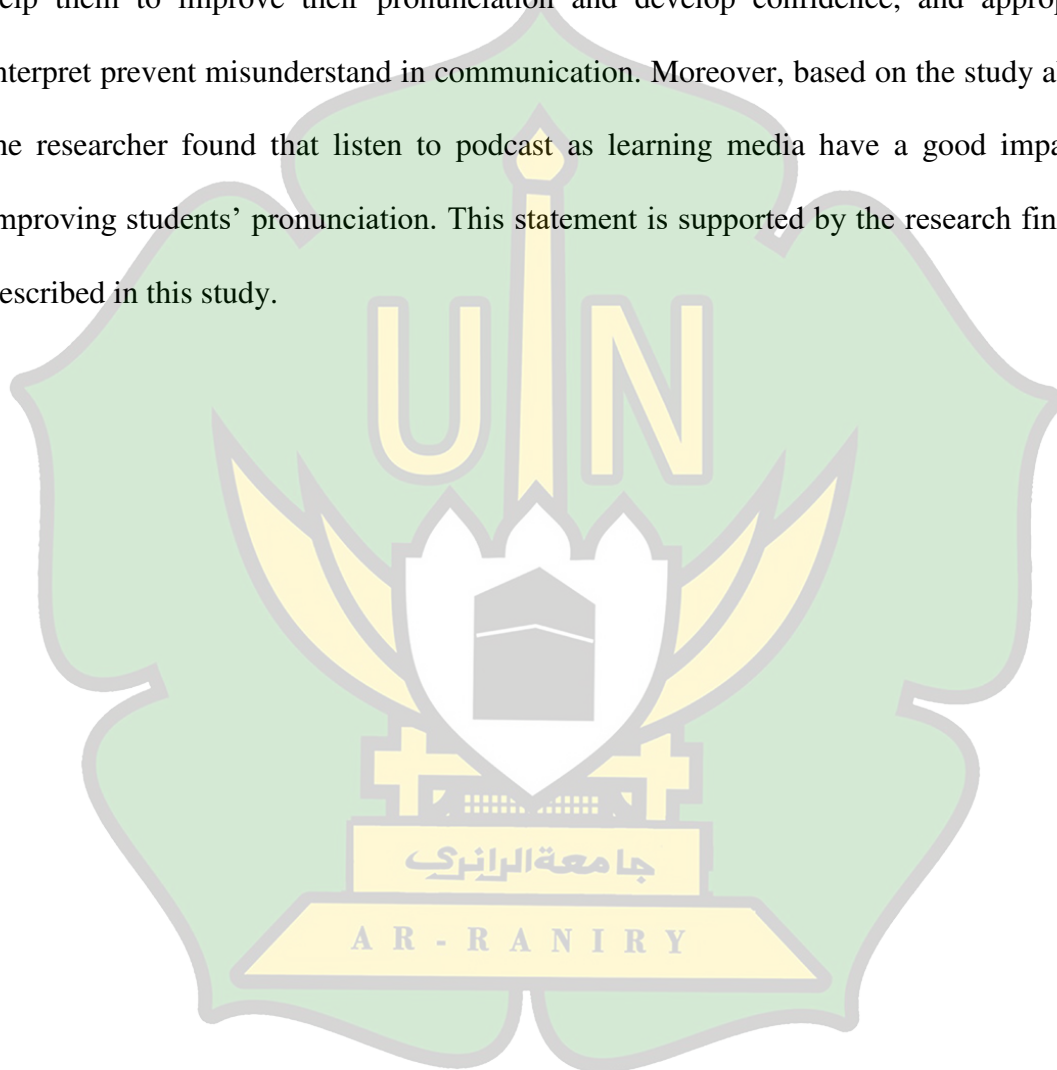
Based on the findings and discussion, it can infer that listen to English podcast has an impact on improving students' pronunciation ability. It can be said that the pronunciation of students has increased than before. Moreover, students were able to

improve several aspects of English learning such as new vocabularies, listening skill, and confidence in speaking. Although some aspects did not have much impact for some participants, but listened to podcast still had a positive impact for them. In addition, students become more enjoy and flexible when learning pronunciation trough podcast. Then can be concluded, podcast can help students' pronunciation because through podcast students listened directly to native speakers, they can also choose the topics that they interest, and podcast is easy media to access. Even though, there is always obstacles in listening to podcast such students cannot understand all off native words and podcast without subtitles. Moreover, listening to podcast can help students to increase their pronunciation and still have another positive impact.

Based on several studies that relevant to this research, students feel the positive effects of using Podcasts in learning English, especially pronunciation, even though they sometimes experience problems in implementing them. Students have a positive perception of the use of Podcasts in improving their pronunciation ability. According to (Riyani & Sari 2020), by listening to podcast, students can improve their pronunciation and vocabulary mastery so that they also can speak more during the speaking activity. According to Abdelhak (2016), he found that podcasts proved to enhance students' pronunciation and help teachers to facilitate task of teaching. Moreover, Podcast also can help students in learning new vocabularies, listening skill, and speaking skill. Podcast had a significant influence on Students' Pronunciation Mastery at First Semester of Eleventh Grade of MAN 1 Lampung Tengah in the Academic Year 2022/2023 (Amalia, 2023).

Students can choose the content as they interest, so that they become more relaxed and enjoy listen to podcast. Another study conducted applying podcast media in teaching speaking showed positive result. In addition, after listen to podcast several

times, students developed their confidence in speaking, moreover they can understand the point of the massages. Ramli, et al. (2023), they found that using podcast as digital media in learning English can shaped students' pronunciation and confidence. Based on the findings, this research show that improving pronunciation trough podcast is effective to use as teaching and learning media in classroom. Students believed that podcast can help them to improve their pronunciation and develop confidence, and appropriate interpret prevent misunderstand in communication. Moreover, based on the study above, the researcher found that listen to podcast as learning media have a good impact in improving students' pronunciation. This statement is supported by the research findings described in this study.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The last chapter presents the conclusion and recommendations of this research, based on the finding and discussion of the previous chapter. Conclusions were provided regarding to findings the answer of research question. Nevertheless, the recommendations will serve as an insight for teachers, students, lecturers, readers, and also for future researchers.

A. Conclusion

The perceptions and opinions were gained from individual interviews, so that students' perception on the impact of listening to podcast on their pronunciation are declared. Therefore, regarding on the participants' responses from the interview, there were several perceptions and opinions about the impact of listening to podcast on pronunciation ability. For more details, they perceived that podcast can help in improving pronunciation, effective to enhance pronunciation, helpful to develop students' confidence in speaking English, and podcast encourage students to understand native better than before. Moreover, the impact is to enrich students' vocabularies, also useful to gain their listening and speaking skill.

Based the findings above, in can infer that listen to podcast are perceived positively in improving students' pronunciation. Also, there were some obstacles they faced when listen to podcast, such find unfamiliar vocabulary, and also sometimes podcast do not provide subtitles so that it sometimes makes it difficult for them to understand the contents of podcast. Moreover, podcast have many positive impacts on their English. Lastly, the researcher can conclude from all the findings and discussions above that podcast have a good impact on improving students' pronunciation ability.

B. Recommendation

The researcher would like to give some recommendations to students, lecturers, and future researchers. Podcast could be helpful for students to improve their pronunciation. In addition, students had a positive attitude towards this learning model. For the lectures, podcast can be a good way of teaching pronunciation to students and an assignment in pronunciation class to overcome the most common problem which is lack of time to practice speaking using appropriate pronunciation and it will also make the class more interesting and fun, students will also be enjoy and relaxed in learning because podcast provide interesting content. Podcast may also give an insight into the effectiveness of the learning media.

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