

**THE STUDENTS' ENGAGEMENTS IN USING PODCASTS ON
YOUTUBE FOR INDEPENDENT LEARNING TO IMPROVE
LISTENING SKILLS IN BASIC LISTENING CLASSES AT THE
ENGLISH DEPARTMENT**

A THESIS



by

Billy Christhopel Jeremy

1213020027

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER EDUCATION
WIDYA MANDALA SURABAYA CATHOLIC UNIVERSITY
DECEMBER 2024**

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Submitted to partially fulfill the requirements for obtaining a degree

Bachelor of Education, Widya Mandala Catholic University, Surabaya



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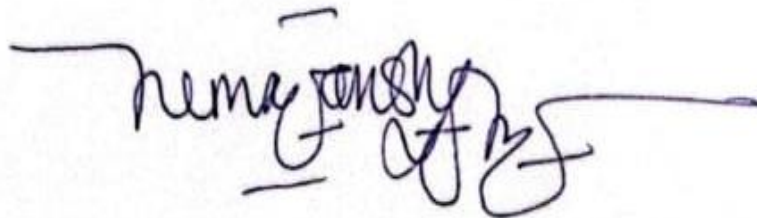
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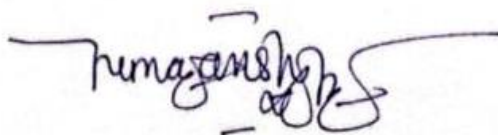
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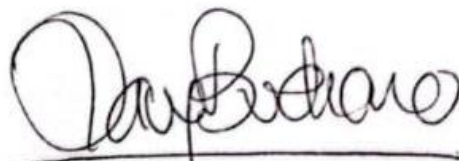
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I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. All the cited works were quoted in accordance with the ethical code of academic writing. I will take all the consequences if plagiarism is found in this thesis.

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Billy Christhopel Jeremy, 1213020027

ACKNOWLEDGEMENTS

Praise be to God Almighty, the author offers his presence, because of His Grace and Grace so that researchers can complete the preparation of a thesis with the title *"The Students' Engagements in Using Podcasts on YouTube for Independent Learning to Improve Listening Skills in Basic Listening Classes at the English Department"*. This thesis was prepared and submitted as one of the requirements for fulfilling the thesis course in the final semester and as a graduation requirement achieved Bachelor's Degree in English Program at the Faculty of Teacher Training Education Widya Mandala Catholic University.

In completing the writing of this thesis, the author's efforts cannot be separated from the help of and guidance from various parties, therefore the author says thanks to:

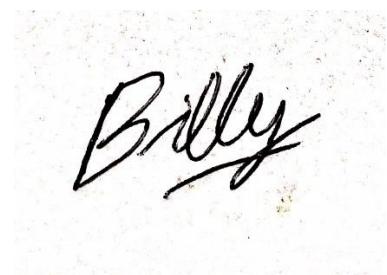
1. Parents, who always support the researcher's study accommodation, give crucial intrinsic motivation, and teach life education.
2. Younger brother, Klemen Simeon Pranata, who consistently reminds me of the thesis examination deadlines.
3. Drs. B. Himawan Setyo Wibowo, M.Hum., as a supervisor, helped the author with various theoretical references that were closely related to the creation of this thesis. On the other hand, not all theories can be applied, the author filters these theories. Mr. Himawan helped the author a lot in tidying up writing looked less structured, provided a lot of internal motivation, and entertained the writer with trending topics, especially when talking about cycling, which has become a new hobby for the author.
4. Drs. Y.G. Harto Pramono, Ph.D., as a first examiner, guided the author with structured feedback that is good for the improvement of the thesis text. He pointed out the major and minor mistakes that were written by the author, for instance, classifying the questionnaire, simplifying the research questions, and telling the logic mechanical when writing the text. Finally, as a crucial examiner, Mr.Harto opened the author's eyes to delete the questionnaire as that data collection did not answer the goal of the research question.
5. Davy Budiono, M.Hum., as a second examiner, guided the author in simplifying the excessive research questions, with the feedback to make one research question filled with the goal of this research. Mr. Davy also pointed out the major mistakes made in

this research, especially on the questionnaire, some parts need to be classified based on the types of engagements.

6. Dr. H.J. Hendra Tedjasuksmana, M.Hum., as an academic advisor lecturer, motivated the researcher's mind to stick with the schedule of the thesis examination. He gives reminders about PK2, which becomes a crucial part of graduation.
7. Suci Anisah Zahra, as the author's lovely pen pal, boosted the author's passion to finish the examination before the Christmas event. As the author's best friend, she gives lots of intrinsic motivation words so the researcher can finish and graduate this semester.
8. Angelia, Cindy, Revata, Stefanny, Lutcille, and Amelia, as the lovely 2024 classmates who can spare their little time to be interviewed.
9. All the staff at Widya Mandala Catholic University, helped the author prepare the LCD materials, cleaned the room for the thesis examination, and saved the vital things when the researcher lost his accessories.

Finally, the author can only hope that all sincere efforts from all parties related to the progress of this thesis can be heard and blessed by God Almighty and reap good fruits. In the future, hopefully, this final assignment will be useful for all generations, especially Zoomers.

Surabaya, December 20, 2024

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Billy Christhopel Jeremy

ABSTRACT

Jeremy, Billy Christhopel, NRP. 1213020027 *THE STUDENTS' ENGAGEMENTS IN USING PODCASTS ON YOUTUBE FOR INDEPENDENT LEARNING TO IMPROVE LISTENING SKILLS IN BASIC LISTENING CLASSES AT THE ENGLISH DEPARTMENT*, Faculty of Teaching Training and Education Widya Mandala Catholic University of Surabaya 2024

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Keywords: *student engagement, podcast, listening skills, thematic analysis*

The types of student engagement that affect students' listening skills in independent learning are the crucial focus of this case study. A significant concern is the lack of students' capability to note unknown words that are slightly beyond their knowledge. Students, often referred to as "Generation Z" or "Gen Z," tend to summarize native speaker statements and copy-paste them into their paragraphs as their version of summarization, although many do summarize the statements using their own words. A plethora of methods can be used for students to improve their note-taking quality, such as abbreviations, classification, and symbolization. These methods exercise students' cognitive abilities to connect and represent abstract ideas that they did not know before. The researcher collected data on the note-taking quality of basic listening students, examining the effects of three types of engagement. The effects such as the students' behavior when using their learning strategies to do independent and active listening, the cognitive side as students predict the correct answer with the materials that are slightly beyond their knowledge, and then the students' self-awareness to finish the assignment. This was achieved through five times class observations, and interviews. The structured data collection began with observations in two classes, Basic Listening A and B. The researcher then used these experiences to guide the creation of five-minute interview questions. Finally, six students were selected for a five-minute interview session. The final product of this research was coded using thematic analysis with a deductive approach based on interview results. According to the thematic analysis, three students—Angelia, Revata, and Stefanny—excelled in behavioral, cognitive, and affective engagements, demonstrating their ability to note information by classifying items from basic to advanced forms, symbolizing points with shapes and pictures to represent abstract ideas, and highlighting strong self-awareness to complete the material driven by intrinsic motivation despite challenging content. Another student, Cindy, is unique in her preference for studying difficult materials; she enjoys predicting correct answers to podcast questions, which boosts her self-confidence. In contrast, Lutcille and Amelia struggle with podcast content; one still dictates the same words as the native speaker while the other has begun paraphrasing statements in her own words. To minimize these issues, teachers need to introduce new note-taking strategies by teaching students how to create mind maps or use the Cornell method. These approaches can stimulate students' cognitive abilities to connect unknown ideas and improve their note-taking quality.

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