

**STUDENTS' EXPERIENCES IN USING EDUCATIONAL  
PODCASTS TO AID THEIR ENGLISH SPEAKING  
PERFORMANCE: A CASE STUDY OF SENIOR HIGH  
SCHOOL STUDENTS**

**THESIS**



**UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R  
STATE ISLAMIC UNIVERSITY  
OF KIAI HAJI ACHMAD SIDDIQ JEMBER  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
ENGLISH EDUCATION PROGRAM  
DECEMBER 2025**

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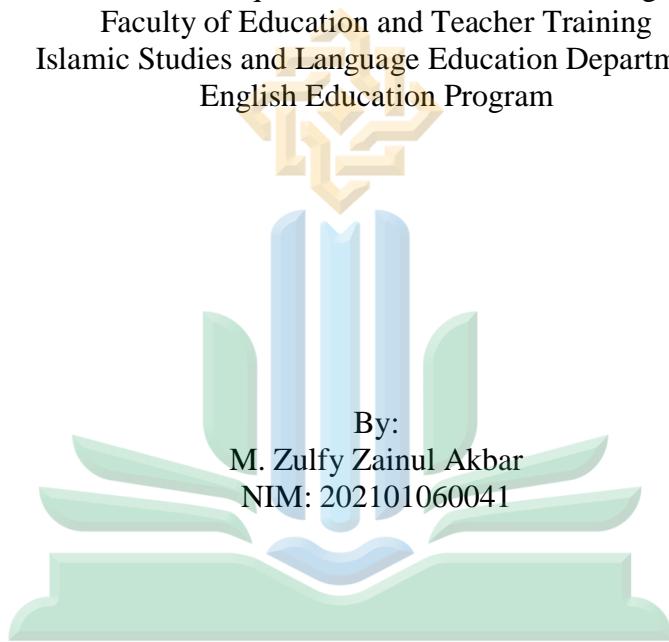
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SCHOOL STUDENTS**

**RESEARCH PROPOSAL**

Submitted to state Islamic University of Kiai Haji Achmad Siddiq Jember  
To fulfill one of the requirements for a Bachelor's Degree (S. Pd)

Faculty of Education and Teacher Training  
Islamic Studies and Language Education Department  
English Education Program



**UNIVERSITAS ISLAM NEGERI  
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# **STUDENTS' EXPERIENCES IN USING EDUCATIONAL PODCASTS TO AID THEIR ENGLISH SPEAKING PERFORMANCE: A CASE STUDY OF SENIOR HIGH SCHOOL STUDENTS**

## **THESIS**

It has been examined and approved by the board of examiners in fulfillment of the requirements for the bachelor's degree of education (S. Pd) at the Faculty of Tarbiyah and Teacher Training English Education Departement.

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Date: 04 December 2025

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## MOTTO

وَقُلْ لِعِبَادِيْ يَقُولُوا إِلَيْنِي هِيَ أَحْسَنُ لَنَّ الشَّيْطَنَ يَنْزَعُ بَيْنَهُمْ لَنَّ الشَّيْطَنَ كَانَ لِلْإِنْسَانِ عَدُوًّا

مُبِينًا

*Meaning: "Only" Allah knows what is in their hearts. So turn away from them, caution them, and give them advice that will shake their very souls.. (Surah An-Nisa ayat 63)\**



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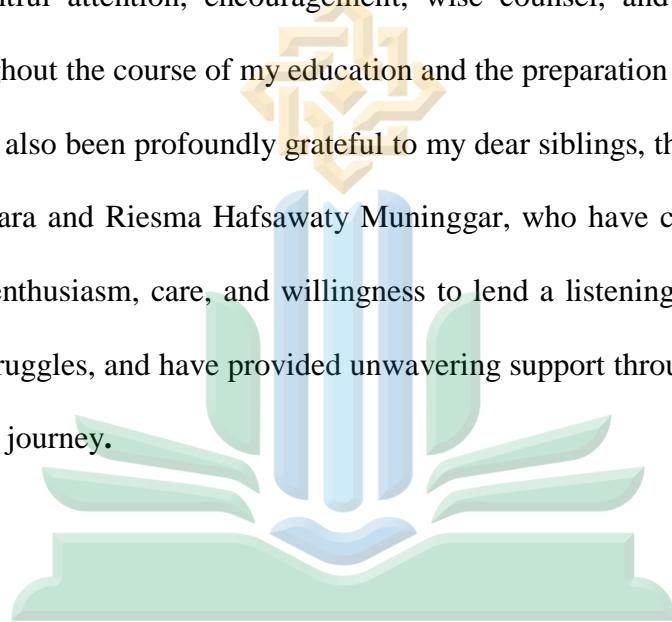
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\*Quraish Shihab, Al-Qur'an dan Maknanya, Cetakan Ketiga (Tangerang: Penerbit Lentera Hati, 2021), [https://books.google.co.id/books?id=eTnfDwAAQBAJ&printsec=frontcover&hl=id&source=gbs\\_ge\\_summary\\_r&cad=0#v=onepage&q&f=false](https://books.google.co.id/books?id=eTnfDwAAQBAJ&printsec=frontcover&hl=id&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false).

## DEDICATION

**I Respectfully dedicate this thesis to the following:**

1. With utmost respect and heartfelt love, I would like to extend my deepest gratitude to my beloved parents, the late Mr. Rawiyanto and Mrs. Lilis Kustiani, who have continuously offered their prayers, unwavering affection, thoughtful attention, encouragement, wise counsel, and steadfast support throughout the course of my education and the preparation of this thesis.
2. I have also been profoundly grateful to my dear siblings, the late Fresky Holi Kumbara and Riesma Hafsawaty Muninggar, who have consistently shown their enthusiasm, care, and willingness to lend a listening ear to my stories and struggles, and have provided unwavering support throughout every stage of this journey.



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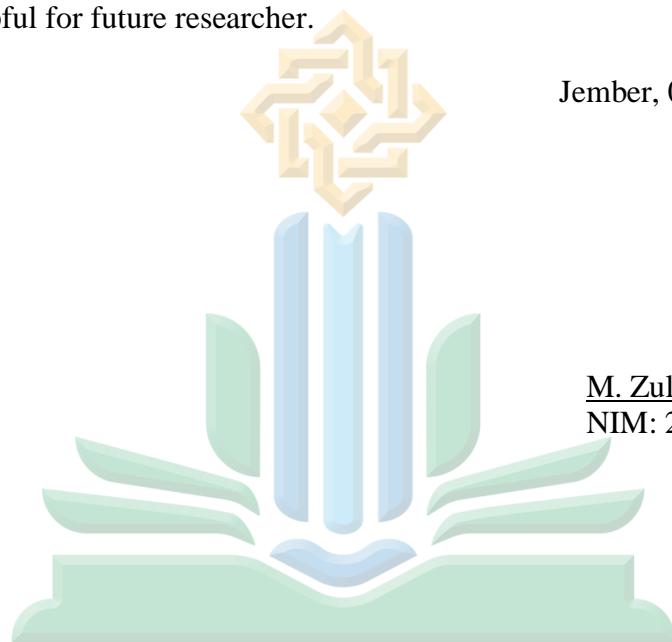
## ACKNOWLEDGEMENT

First of all, I would like to express my gratitude to Allah SWT, who has given me mercy, blessings, and health to complete my undergraduate thesis. This thesis is presented to fulfill the final requirement for completing a bachelor's degree at the English Education Department of State Islamic University of Kiai Haji Achmad Siddiq Jember. The researcher acknowledges that this thesis could not have been completed without the assistance and guidance of several parties. I want to extend my respectful thanks to the following people.

1. Prof. Dr. H. Hepni, S.Ag, M.M., the rector of State Islamic University of Kiai Haji Achmad Siddiq Jember who has been given opportunity for me to study in this university.
2. Dr. Abdul Mu'is, S.Ag, M.Si, the dean of the faculty Tarbiyah and teacher training of State Islamic University of Kiai Haji Achmad Siddiq Jember who has facilitated my study in this faculty.
3. Dr. Nuruddin, M.Pd.I, S.Pd.I, the head of the Islamic and language education department, who had supported and facilitated me in every matter.
4. Dewi Nurul Qomariyah, S.S, M.Pd, the chief of the English education department, who approved this research title.
5. Rofiq Hidayat M.Pd., my academic supervisor who has provided advice, guidance, and support during my studies.
6. Dr. Mega Fariziah Nur Humairoh, M.Pd., my supervisor who has advised, guided, and supported me while writing this thesis.

7. Participants in this study who are willing to be involved in a series of learning activities.

The author realises that this thesis has not yet reached perfection in terms of writing and language. Therefore, the author welcomes criticism and suggestions to perfect this thesis until it reaches perfection. Hopefully, this thesis will be helpful for future researcher.



Jember, 04 Desember 2025

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## ABSTRACT

**M. Zulfiy Zainul Akbar, (2025): Students' Experiences in Using Educational Podcasts To Aid Their English Speaking Performance: A Case Study of Snior High School Students**

**Keywords:** *English Fluency, Digital Learning Tools, Educational Podcast, Speaking Skill, Student Experience*

Many Indonesian senior high school students continue to struggle with English speaking fluency due to inaccurate pronunciation, limited vocabulary, and low confidence. Although digital learning tools have been increasingly integrated into language instruction, the use of educational podcast to support speaking developments insufficiently examined. Existing studies predominantly focus on podcasts as listening resources, leaving a gap in understanding how students utilize them to aid speaking performance. Podcast hold significant potential for speaking performance that expose students to authentic pronunciation and intonation. Podcast also provide opportunities for shadowing that directly strengthen fluency.

This study aims to explore the implementation of educational podcasts in speaking activities and to investigate students' experience in using them as a medium to support their speaking performances. Employing qualitative single case study approach as the research method, the study was conducted with grade XI students that consist of 34 students and 1 English teacher at a senior high school in Jember. Data were gathered through observations, structured interviews with students and teachers, and document analysis of lesson plans, with triangulation applied to ensure the validity of findings. The data were analysed by using Miles and Huberman analysis model that consisted of three concurrent activities: data reduction, data display, and conclusion drawing and verification.

The results indicate that students perceive podcasts as an effective and engaging tool for improving pronunciation, confidence, and overall speaking performance. Their interview responses and improved practice scores demonstrate that podcasts are accessible and beneficial for speaking practice. However, several challenges emerged, including unstable internet connections, difficulties maintaining concentration, and problems understanding varied accents. Future research is recommended to develop more diverse podcast materials, particularly addressing accent differences, and to incorporate vocabulary introduction prior to speaking practice to further optimize learning outcomes.

## TABLE OF CONTENTS

<b>COVER .....</b>	<b>i</b>
<b>ADVISOR APPROVAL SHEET .....</b>	<b>ii</b>
<b>APPROVAL OF EXAMINERS.....</b>	<b>iii</b>
<b>MOTTO .....</b>	<b>iv</b>
<b>DEDICATION .....</b>	<b>vi</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>vii</b>
<b>ABSTRACT .....</b>	<b>viii</b>
<b>TABLE OF CONTENTS .....</b>	<b>ix</b>
<b>LISTS OF TABLES .....</b>	<b>xi</b>
<b>LIST OF FIGURES .....</b>	<b>xii</b>
<b>LIST OF APPENDICES .....</b>	<b>xiii</b>
<b>CHAPTER 1: INTRODUCTION .....</b>	<b>1</b>
A. Research Background .....	1
B. Research Question .....	5
C. Research Objectives .....	5
D. Significance of the Research .....	5
E. Definition of Key terms .....	6
<b>CHAPTER II: LITERATURE REVIEW .....</b>	<b>9</b>
A. Previous Study .....	9
B. Theoretical Framework .....	14
<b>CHAPTER III: RESEARCH METHOD .....</b>	<b>33</b>
A. Approach and Research Design .....	33

B. Research Setting .....	34
C. Participant .....	35
D. Data Collection .....	36
E. Data Analysis .....	41
F. Data Validity .....	42
G. Research Procedures .....	43
<b>CHAPTER IV: FINDINGS AND DISCUSSION .....</b>	<b>46</b>
A. Finding .....	46
B. Discussion .....	61
<b>CHAPTER V: CONCLUSION AND SUGGESTION .....</b>	<b>73</b>
A. Conclusion .....	73
B. Suggestion .....	74
<b>REFERENCES .....</b>	<b>76</b>
<b>APPENDIX .....</b>	<b>88</b>

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## LIST OF TABLES

Table 2.1 Previous Research.....	12
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KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## LIST OF FIGURES

Figure 1: the researcher give an example of podcast .....	47
Figure 2: the students write their experiences .....	48
Figure 3: students reading aloud .....	49
Figure 4: students' presentations.....	50
Figure 5: the researcher's feedback to students presentations .....	51



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KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## LIST OF APPENDICES

Appendix 1: Declaration Of Authenticity .....	88
Appendix 2: Research Matrix .....	89
Appendix 3: Research Map .....	91
Appendix 4: Lesson Plan .....	92
Appendix 5: Interview Guidelines .....	103
Appendix 6: Respondent Score .....	109
Appendix 7: Permission Letter .....	110
Appendix 8: Research Finishing Letter .....	111
Appendix 9: Research Journal .....	112
Appendix 10: Expert Validation Interview .....	113
Appendix 11: Expert Validation Observation .....	114
Appendix 12: Teacher's Interview .....	115
Appendix 13: Student's Interview .....	117
Appendix 14: Transcript Podcast .....	123
Appendix 15: Observation Sheet .....	136
Appendix 16: Documentation .....	137
Appendix 17: Curriculum Vitae .....	139

# CHAPTER I

## INTRODUCTION

### A. Research Context

Among the four English language skills, speaking holds a crucial role to enables individuals to express ideas and oponions effectively.<sup>1</sup> In educational context, speaking is essential to meet the growing demands for English communication skills across various fields.<sup>2</sup> Good speaking skills allow learners to participate in various situations, such as discussions, presentations, and interviews.

While speaking is crucial for students, it present significant challenges for many students. Many students feel less confident in speaking English because they are afraid of making mistakes and have limited vocabulary or lack of opportunities to practice actively in class.<sup>3</sup> These difficulties arise because students are not able to speak and are not used to speaking in English.

According to Tauhid and Febriani, most students have difficulty speaking in English due to limited vocabulary, lack of grammatical mastery, which has not been mastered well.

For example, students' exhibit reticence during oral activities due to anxiety about making errors and uncertainty regarding their lexical repertoire.

<sup>1</sup> Sudarmo Sudarmo, 'The Importance of Speaking in English as a Foreign Language between Skillful and Thoughtful Competencies: Studying Sociolinguistics Perspectives', *Linguistics and Culture Review*, 10 July 2021, 113–24, <https://doi.org/10.21744/lingcure.v5n1.1321>.

<sup>2</sup> Sagdiyeva Guzal and Samarova Soliha, 'The Importance Of Speaking Skills In Language Learning', *Intellectual Education Technological Solutions And Innovative Digital Tools* 4, no. 38 (2025): 174–79, <https://interoncof.com/index.php/nether/article/view/12612>.

<sup>3</sup> Hafidz Satrio Nugroho and Astri Hapsari, 'Efl High School Students' Strategies For Reducing Speaking Anxiety', *The Journal Of English Teaching For Young And Adult Learners* 3 (February 2024), <https://doi.org/10.21137/jeyal.2024.3.1.6>.

Consequently, a significant number of learners continue to experience low self-efficacy in oral English communication. One example of this condition can be found in one of the high schools in Jember Regency. Based on the results of initial observations and interviews with English teachers at the school, information was obtained that most students in that school still had difficulty in pronouncing English words correctly. These difficulties arise because students are not able to speak and are not used to speaking in English.

One of the solutions to develop speaking skills is through language learning that utilizes digital technology, especially podcasts that make students practice speaking by imitating conversations or interesting English materials. However, in its use podcasts have been generally used as a listening learning medium. Numerous studies have demonstrated that podcasts are widely utilized as an effective medium for enhancing students' listening comprehension, as they provide authentic input, varied speech models, and flexible access to learning materials and the extensive literature highlighting their benefits for listening, relatively few investigations have examined the potential of podcasts as a tool for developing speaking skills.

In addition, students tend to lack confidence in speaking because they are worried about making pronunciation mistakes. Brown explains that "learners' fear of making mistakes often inhibits their willingness to speak, which consequently affects their speaking fluency and confidence."<sup>4</sup> This condition shows that *speaking* learning at the high school level is still very

<sup>4</sup> H. Douglas Brown and Heekyeong Lee, *Principles of Language Learning and Teaching: A Course in Second Language Acquisition*, 7th edn (Routledge, 2025), <https://doi.org/10.4324/9781003494294>.

minimal and has not been able to overcome these obstacles effectively. Therefore, more innovative and communicative learning is needed to help students improve their speaking skills<sup>5</sup>, reduces anxiety, as well as increases confidence when communicating in English.<sup>6</sup>

To address speaking challenges mentioned above, teachers can employs various teaching methods, approaches, and strategies to enhance student capabilities in speaking fluency. One of the solutions to develop speaking skills is through language learning that utilizes digital technology, especially podcasts that make students practice speaking by imitating conversations or interesting English materials.

Some previous studies have demonstrated the effectiveness of the use educational podcast in teaching and learning. Studies conducted by Muhammad Nova revealed that students perceived online podcast as a positive and motivating activity that enhanced their speaking practice, creativity, and public speaking skill.<sup>7</sup> Another studies conducted by Mohamad Wardana showed that most of the participants had a positive perception toward the use of podcast, emphasizing that podcast helped them to improve pronunciation, vocabulary, and fluency in speaking<sup>8</sup>. Last but not least, the studies conducted by Mellisa et.al stated that the use of podcast significantly improved students'

<sup>5</sup> Jack C. Richards, *Teaching Listening And Speaking From Theory To Practice* (Cambridge University Press, 2008), <https://repository.bbg.ac.id/handle/repository.bbg.ac.id/handle/623>.

<sup>6</sup> Nugroho and Hapsari, 'Efl High School Students' Strategies For Reducing Speaking Anxiety'.

<sup>7</sup> Muhamad Nova, 'Using Online Podcast as a Speaking Activity in Online Classroom: ESP Students' Perspective', *Pedagogy: Journal of English Language Teaching* 10, no. 1 (2022): 38–48, <https://doi.org/10.32332/joelt.v10i1.4602>.

<sup>8</sup> Mohamad Wardana, 'EFL Students' Perception Of Using Podcasts For Learning Speaking' (bachelorThesis, Jakarta: FITK UIN Syarif Hidayatullah jakarta, 2023), <https://repository.uinjkt.ac.id/dspace/handle/123456789/76075>.

pronunciation and speaking confidence during classroom activities.<sup>9</sup> Based on the previous research above, these result indicate that implementing the podcast was an effective strategy for teaching speaking skill to help students' enhance their speaking performance. However, most previous study mainly focused on implementing and students' experiences, with limited exploration of students' learning experiences and the specific use of educational podcast in classroom contexts.

Previous studies above mainly researched the implementation of general podcast to enhance students speaking performances. The studies that focused on the use educational podcast are less. However, the previous studies also only focused on the effectiveness podcast, yet very few studies have explored students' lived experiences in using educational podcast as a speaking support tool & engage with educational podcasts. However, a practical gap remains, as these studies offer limited pedagogical guidance on the implementation of podcast, especially in distinguishing how educational podcast can be meaningfully integrated into speaking activities on recount text. Therefore, it is essential to examine how educational podcast are implemented and to explore learners' perspectives, particularly in supporting speaking skills within recount text at the senior high school level.

Based on the description above, it can be concluded that English speaking performances require serious attention in the learning process.

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<sup>9</sup> Mellisa Mellisa, *Improving Students' Pronunciation in Speaking by Using Podcast as Media*, 5 May 2021, [https://www.academia.edu/84813646/Improving\\_Students\\_Pronunciation\\_in\\_Speaking\\_by\\_Using\\_Podcast\\_as\\_Media](https://www.academia.edu/84813646/Improving_Students_Pronunciation_in_Speaking_by_Using_Podcast_as_Media).

Although challenges such as low confidence and limited practice, podcast offer an innovative media to help students address these issues. Therefore, this study aim to analyze the implementing the use of educational podcast and also explore about students' experiences of educational podcast to aid their speaking performances.

### **B. The Research Question**

Following the background of study, researcher find out focus of this study there are:

1. How are educational podcasts implemented in speaking activities at the high school level?
2. How do students perceive their experiences in using educational podcasts as a medium to aid their speaking performance?

### **C. The Research Objective**

The objectives of this research:

1. To analyze the implementation of educational podcasts in speaking activities at the high school level.
2. To investigate students' experiences of using educational podcasts as a medium to aid their speaking performance.

### **D. Research Significant**

The results of this study are expected to provide benefits to readers and be useful both theoretically and practically:

#### **1. Theoretical Benefits**

This research is expected to contribute by providing insight into the use of podcasts as a strategy to improve students' English speaking skills, particularly in pronunciation. Additionally, this research can broaden knowledge regarding teaching and learning strategies, particularly by utilizing podcasts in high schools to teach English speaking skills, with a focus on pronunciation.

## 2. Practical Benefits

### a. For Teachers

The findings of this study are expected to help teachers use podcasts more effectively in teaching English speaking, thereby supporting students to aid their overall speaking skills.

### b. For Student

The findings of this study are expected to benefit students aid their English speaking skills, especially in the aspect of pronunciation by utilizing podcasts, podcasts effectively.

### c. For Other Researchers

For other researchers conducting similar studies, this research can serve as a valuable source of information and additional reference material for future research.

## E. Definition of Key Terms

Understanding the key terms that make up the researcher's main point in the research title is the goal of the definition of key terms. Preventing

misinterpretations of the researcher's intended material is the aim. They are as follows:

### 1. Students' Experience

Experience refers to an event, occurrence, or insight that a person gains through direct participation, observation, or interaction with something. Experiences can be individual or collective and play a role in providing new understandings or lessons for those who live them. Experience is continuous. Every experience experienced by humans will affect the next experience.<sup>10</sup> In this study, researchers want to dig deeper into students' experiences when using podcasts as learning media in practicing English speaking skills, especially in pronunciation.

### 2. Educational Podcast

Podcasts are digital content in the form of audio or video available episodically on the internet, which allows listeners to access them via streaming or download as needed. Podcasts can be used as supporting media in the learning process.<sup>11</sup> Podcasts in this study are used as a medium to help students understand and practice English speaking skills, especially in the aspect of pronunciation. The teacher played a selected storytelling podcast or an example of a story text in the form of a podcast to students. After that, students can write a story in the form of a recount text and read out the results of the story made. The teacher focuses on training

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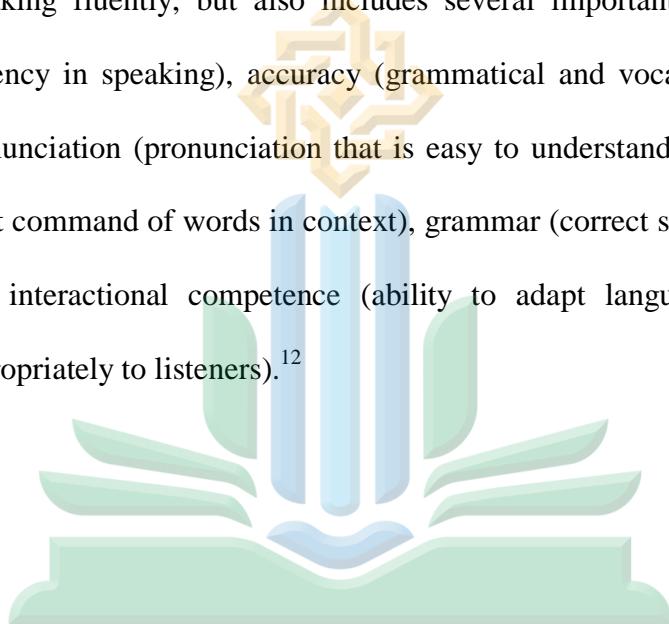
<sup>10</sup> John Dewey, *Experience And Education* (Simon and Schuster, 2007).

<sup>11</sup> Stacey Copeland and Hannah McGregor, *A Guide to Academic Podcasting* (Wilfrid Laurier University Press, 2021).

and honing students' pronunciation. This process is recorded as a podcast that students can listen to anytime.

### 3. Speaking Skill

Speaking skill is a person's ability to convey ideas, information, or opinions orally clearly and communicatively. This ability is not only about speaking fluently, but also includes several important aspects: fluency (fluency in speaking), accuracy (grammatical and vocabulary accuracy), pronunciation (pronunciation that is easy to understand), vocabulary (the right command of words in context), grammar (correct sentence structure), and interactional competence (ability to adapt language and respond appropriately to listeners).<sup>12</sup>



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<sup>12</sup> Brown and Lee, *Principles of Language Learning and Teaching*.

## CHAPTER II

### LITERATURE REVIEW

This chapter provides a literature review on the subject. It is made up of prior research and a theoretical foundation.

#### A. Previous Research

In this section, researcher mention previous research findings that are relevant to the research to be conducted. Thus, the level of novelty and position of the research in question can be ascertained. Below are some previous studies related to the educational podcast to improve students pronunciation in the speaking class:

1. The first previous research was conducted by Muhamad Nova (2022). This study focuses on exploring students' experiences regarding the use of online podcasts as a speaking activity in online English classes. This study used qualitative approach as the research method. The data were collected through observations, questionnaires, and interviews, and analyzed through data reduction, data display, and conclusion drawing. The findings revealed that most students perceived online podcasts as a positive and motivating activity that enhanced their speaking practice, creativity, and public speaking skills. This research relates to the current study as both focus on the use of podcasts to aid students speaking skills, though the current research explores.
2. The research was carried out by Mohamad Wardana (2023). This study focused on investigating EFL students' experiences toward the

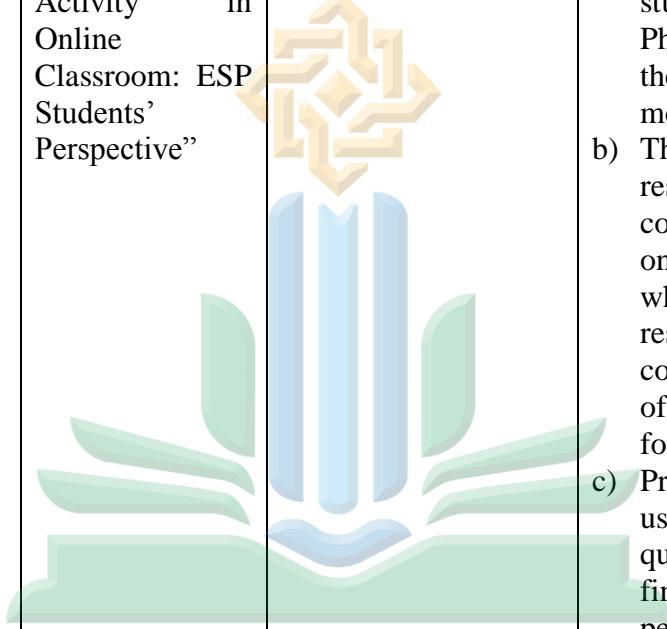
implementation of podcasts in learning speaking English. This study used a quantitative research design. The results indicated that most of the participants had a positive perception toward the use of podcasts, emphasizing that podcasts helped them improve pronunciation, vocabulary, and fluency in speaking. This study support the current study by demonstrating the effectiveness of podcast in speaking skills. However, the current study extends the gap by exploring students' personal experiences and reflections of using podcast within a senior high school context.

3. The previous study was conducted by Mellisa et.al (2021). The focus of this study was to improve students' pronunciation in speaking through the use of podcasts as a learning medium. This research used a classroom action research (CAR) method and involved junior high school students as participants. The results demonstrated that the use of podcasts significantly improved students' pronunciation and speaking confidence during classroom activities. The connection between this study and the current research lies in the use of podcasts as a learning tool to enhance speaking skills. However, the current research differs by emphasizing students' overall experiences and motivation in using educational podcasts, not only on pronunciation improvement.
4. Next study was conducted by Irma Rahmawati et.al (2021). This study focused on developing and implementing audio podcast-based learning media to improve students' listening comprehension and pronunciation.

Using a research and development (R&D) approach, the participants were English Department students from a university. The findings showed that audio podcasts effectively enhanced students' listening comprehension and pronunciation accuracy, making learning more engaging and interactive. Although this research mainly focused on listening and pronunciation, it remains relevant to the current study since it shows that podcasts can support English language skill development. The current research extends this by exploring how podcasts aid students' speaking performances and how students perceive their experiences in this process.

5. last previous research was conducted by Mike Melia P. and Carbiriena Solusia (2024) . This research focused on exploring students' perceptions of using Spotify podcasts as a medium to enhance their speaking abilities. It employed a descriptive qualitative design involving senior high school students as participants. The findings indicated that students viewed the use of Spotify podcasts positively, as it increased their motivation, vocabulary mastery, and confidence in speaking English. This research is related to the current study since both investigate senior high school students and the use of educational podcasts to improve speaking skills. However, the current study focuses more on students' lived experiences rather than limiting to their perceptions.

**Table 2.1**  
**Previous Research**

1.	2.	3.	4.
No.	Writer's Name	Similarities	Differences
1.	Muhamad Nova (2022), entitled “Using Online Podcast as a Speaking Activity in Online Classroom: ESP Students’ Perspective”	<p>Both studies use podcasts to learn speaking.</p> 	<p>a) The previous studies used questionnaires for the design of method, while the current study used Phenomenology for the design of method.</p> <p>b) The previous research was conducted on online learning, while the current research was conducted on offline classes in formal schools.</p> <p>c) Previous research used questionnaires to find out students' perspectives on the use of podcasts, while the current research uses a qualitative approach without questionnaires and focuses on students' experiences of using podcasts.</p> <p>d) The previous research only focused on speaking learning, while the current research focuses</p>

1.	2.	3.	4.
			on pronunciation in speaking students.
2.	Mohamad Wardana (2023), entitled “EFL Students’ Perception of Using Podcasts for Learning Speaking”	Both studies used podcasts in speaking lessons.	<p>a) The previous studies used qualitative approach design, while the current studies used case study.</p> <p>b) The previous research focused on students' perceptions of using podcasts in learning speaking, while the current research focuses on students' experiences using podcasts in learning pronunciation.</p>
3.	Mellisa et.al (2021), entitled “Improving Students' Pronunciation in Speaking by Using Podcast as Media”	<p>a) Both studies focus on improving students' pronunciation in speaking.</p> <p>b) Both studies used podcasts in learning speaking.</p>	The previous research used a Classroom Action Research approach, while the current research used case study approach.
4.	Irma Rahmawati and friends (2021), entitled “Audio Podcast-Based Learning Media in Improving Students' Listening Comprehension and	Both of these studies use podcasts to improve pronunciation.	<p>a) Previous research focused on improving listening skills and pronunciation, while this research focuses on improving pronunciation.</p> <p>b) Previous research</p>

1.	2.	3.	4.
	Pronunciation”		<b>uses</b> the ADDIE R&D approach, while the current study <b>uses</b> a case study approach..
5.	Mike Melia P. and Carbiriena Solusia (2024), entitled “Students Perception on the Use of Spotify Podcast towards Students Speaking Skills at SMAN 1 Sungai Geringging”.	Both of these studies use podcasts in speaking lessons.	Previous research used a quantitative approach, while current research uses a case study approach.

Based on the analysis of previous studies, research on the use of podcast has predominantly focused on enhancing speaking skills and improving learning outcomes. However, a practical gap remains, as these studies offer limited pedagogical guidance on the implementation of podcast, especially in distinguishing how educational podcast can be meaningfully integrated into speaking activities on recount text. To address this gap, this study explores the lived experiences of both students and teacher in utilizing educational podcast at the senior high school level.

## B. Theoretical Framework

### 1. Podcast as Digital Learning Media

Podcasts are a form of digital media in the form of audio recordings that can be accessed online or downloaded to be listened to at

any time by listeners.<sup>14</sup> Podcasts are growing in popularity because they provide flexibility for listeners to choose when and where to listen.<sup>15</sup>

According to Penny, podcast is one of the communication media that able to present information in a personal and in-depth manner.<sup>16</sup> In addition, Azhari also stated that podcasts not only function as a means of entertainment, but also as an effective educational medium in the digital era.<sup>17</sup> Podcasts are typically presented in a series format with specific topics and can contain talks, interviews, discussions, or narratives that are both informative and educational. Podcasts also have a variety of formats such as interviews, stories, discussions, or conversation exercises, which can increase student engagement in learning. These characteristics allow students to hear a wide variety of intonation, pronunciation, and vocabulary in a real-world context, thus providing a real speaking model to emulate.<sup>18</sup> The type of podcast used here is educational Podcast.

Educational podcasts are a type of podcast that is specifically designed for learning purposes, both to increase students' knowledge,

## J E M B E R

<sup>14</sup> Muhammad Azhar et al., 'Dari Konvensional Ke Digital: Transformasi Media Pembelajaran Dalam Mewujudkan Pendidikan Berkelanjutan', *Uluwwul Himmah Educational Research Journal* 2, no. 1 (2025): 1–19, <https://irbijournal.com/index.php/uherj/article/view/256>.

<sup>15</sup> Yohanes Harry Sirait Irwansyah and null Irwansyah, 'The Rise Of Podcast In Indonesia The Development Of New Media Podcast As Popular Culture Of Young Generation In Indonesia', *MEDIALOG: Jurnal Ilmu Komunikasi* 4, no. 1 (2021): 223–33, <https://doi.org/10.35326/medialog.v4i1.1034>.

<sup>16</sup> Peny Hutabarat, 'Development of Podcasts as Digital-Based Learning Supplement Media in Higher Education', *Journal of Applied Humanities Social Journal* 2 (June 2020).

<sup>17</sup> Gadis Azhani et al., 'Media as Cultural Agents: Podcasts as a Means of Education and Preservation of Local Wisdom', *Indonesian Culture and Religion Issues* 2 (June 2025): 15, <https://doi.org/10.47134/diksima.v2i3.211>.

<sup>18</sup> Muhammad Sultan and Alfianti Akhmad, 'Media Podcast Towards Listening Ability', *JIKAP PGSD: Scientific Journal of Education* 4 (January 2020): 40, <https://doi.org/10.26858/jkp.v4i1.12044>.

skills, and learning experiences.<sup>19</sup> This podcast not only delivers material in an informative way, but is also designed to be interactive and easy for listeners to follow, thus supporting the learning process. Podcasts often use natural language and real context in their delivery of their material, helping listeners understand meaning more contextually. The use of podcasts in English learning provides various benefits, especially in improving speaking skills.<sup>20</sup> Through podcasts, students gain authentic language exposure, hear proper pronunciation from native speakers, as well as vocabulary and sentence structures used in real-life contexts.

In addition, Mohzana stated that podcasts allow students to learn independently and repeat as many materials as needed, so that they can practice pronunciation, intonation, and speaking fluency repeatedly.<sup>21</sup> With these aspects, podcasts can be an effective medium that supports the process of improving speaking skills through the mechanisms of listening, imitating, and repetitive practice.<sup>22</sup> Beside that, listening to podcasts regularly, students can expand their vocabulary, understand sentence structure, and mimic the intonation and pronunciation of native speakers, so that their speaking skills develop naturally. It also allows students to

<sup>19</sup> Dahratul Laila, *Learning Tool Innovation Using Podcast Applications*, 2020. Prosiding Seminar Nasional PBSI-III Tahun 2020.

<sup>20</sup> Clara Claudea Oxza Bella, ‘Improving Students’ Speaking Ability Using Podcast’, *RETAIN: Journal of Research in English Language Teaching* 10, no. 01 (2022): 25–31, <https://ejournal.unesa.ac.id/index.php/retain/article/view/41041>.

<sup>21</sup> Mohzana Mohzana, ‘Strategies for Developing Speaking Skills by Utilizing Language Learning Podcasts’, *International Journal of Language and Ubiquitous Learning* 1, no. 4 (2024): 233–45, <https://doi.org/10.70177/ijlul.v1i4.680>.

<sup>22</sup> Risa Amalia and Dian Novita, ‘Enhancing Senior High School Students’ Speaking Skills Through English Podcasts’, *Teaching, Learning, and Development* 3, no. 2 (2025): 109–15, <https://doi.org/10.62672/telad.v3i2.61>.

learn at their own pace, rehear difficult parts, and focus on aspects of the language they want to improve, such as pronunciation or fluency.<sup>23</sup>

According to Novia there are several characteristic of podcast as media for students' to enhanced speaking performance<sup>24</sup>, such as:

- a. Flexibility of Access. Podcasts can be accessed and listened to at any time, allowing listeners to learn and access information more flexibly. Listeners can adjust their listening time around their daily activities.
- b. Content Personalization. Podcast content can be easily personalized to suit listeners' interests and needs. Listeners can choose topics, formats, and delivery styles that suit their preferences.
- c. Wide Audience Reach. Podcasts can reach a diverse group of listeners, including those who may have limited access to traditional media. This supports digital inclusion and expands access to information and learning opportunities.
- d. Learning Capability. Podcast content can be designed for a variety of learning purposes, ranging from informative to instructive to transformative. Integrating podcasts into educational curricula has been shown to increase engagement and develop critical skills.

<sup>23</sup> Intan Ambaria Andini and Ahmad Burhanuddin, 'Indonesian and Thai EFL Learners' Extensive Listening through Podcasts: A Self-Directed English Learning', *Language Circle: Journal of Language and Literature* 16, no. 2 (2022): 332–47, <https://doi.org/10.15294/lc.v16i2.35719>.

<sup>24</sup> Viona Putri Yarisda, "Pemanfaatan Podcast sebagai Media Information dan Edukasi Pada Era Teknologi Saat ini", *Ensiklopedia Socia Review*, Vol. 7, No. 1

e. Affordable Production Costs. Podcasts are relatively more affordable to produce compared to other media, enabling more individuals and organizations to produce informative and educational content.

Overall, podcasts are a flexible, accessible, and rich learning medium with authentic language exposure with characteristics centered on the flexibility of time and place.

## 2. Cognitive Theory of Multimedia Learning (CTML)

In the context of this study, educational podcasts play the role of auditory media that provide oral input in a structured manner to develop *speaking skills*. Podcasts are designed not only to convey information, but also to provide models of pronunciation, intonation, expression, and spoken language structure that are appropriate to the way learners work cognitively. This is in accordance with the principle of CTML (Cognitive Theory of Multimedia Learning) where the presentation of material is designed according to the way human memory works through the use of integrated auditory and visual channels.<sup>25</sup>

One of the applications that researchers found is the application of the CTML principle, which is when teachers play a video of a simple conversation about "introducing yourself" and then divide it into short parts to make it easier for students to understand.<sup>26</sup> The teacher also emphasizes important words through voice repetition as well as

<sup>25</sup> Candido, V., & Cattaneo, A. (2025). *Applying cognitive theory of multimedia learning principles to augmented reality and its effects on cognitive load and learning outcomes*. *Computers in Human Behavior Reports*, 18, 100678. <https://doi.org/10.1016/j.chbr.2025.100678>

<sup>26</sup> Mayer, 2020

eliminating irrelevant music or images to keep the student's focus on the main dialogue. After that, students were asked to imitate the speech from the audio and practice speaking in pairs. The application is adjusted to several basic principles of CTML, namely:<sup>27</sup>:

- a. Multimedia Principle: Podcasts feature verbal illustrations or situational descriptions that help students understand the context of the conversation even though the primary medium is audio.
- b. Modality Principle: Explanations of material, instructions, and dialogue examples are delivered through audio so that students acquire a model of pronunciation, intonation, and rhythm that supports speaking skills.
- c. Segmenting Principle: The material is divided into short segments such as vocabulary recognition, dialogue examples, repetition exercises, and free production exercises, thereby reducing cognitive burden and facilitating gradual comprehension.
- d. Signaling Principle: Important keywords and phrases are emphasized through specific repetition or intonation to direct students' focus on critical aspects of speaking.
- e. Coherence Principle: Podcasts are composed without background music or irrelevant sound effects to keep students' attention on the main material.

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<sup>27</sup> Mayer, R. E. (2020). *Multimedia learning* (3rd ed.). Cambridge University Press

f. Personalization Principle: The language used is conversational and natural, creating a comfortable learning atmosphere and encouraging students' courage to speak.

g. Contiguity Principle: Information is presented sequentially and interrelated between instruction and dialogue examples, making it easier for students to make connections between concepts and practices.

h. Pre-training Principle: The podcast provides an introduction to vocabulary, key phrases, and basic structure before speaking practice so that students have adequate initial knowledge.

Meanwhile, the podcast in this study utilizes the principle of modality by presenting clear oral input in the form of pronunciation, intonation, and expression models that help students process information effectively without excessive cognitive burden. In addition, the material in the podcast is divided into short segments (segmenting principle) so that students can understand and imitate the conversation parts gradually. The principle of signaling is also applied through emphasis on key words or important expressions during explanations, which makes it easier for students to focus on aspects that support speaking ability. On the other hand, the principle of coherence is applied by eliminating irrelevant sound elements, so that students' attention remains directed to verbal input. With a personalization approach, the language used in podcasts is conversational and natural, creating a more engaging learning experience

and encouraging students' courage to produce oral outputs. Through the application of the CTML principles, this educational podcast functions as a medium that provides effective multimodal input in improving students' speaking skills.<sup>28</sup>

### 3. Speaking skill in EFL Learning

Speaking skill in the context of learning English is the ability to produce and convey speech orally with the aim of communicating effectively. According to Brown, speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.<sup>29</sup> That is, speaking is an interactive process of building meaning that involves the ability to generate, receive, and understand messages. In addition, Harmer stated that speaking involves not only the ability to use language correctly but also the skill to use it appropriately in communication.<sup>30</sup> Speaking skills demand not only the correct mastery of language structures, but also the ability to adapt language to social contexts and communication situations.

Speaking skills are an important indicator of students' success in mastering language as a real communication tool. According to Brown,

<sup>28</sup> Smart Learning Environments. (2022). *Multimedia learning principles in different learning environments: a systematic review*. *Smart Learning Environments*, 9, Article 7. <https://doi.org/10.1186/s40561-022-00200-2>.

<sup>29</sup> Brown and Lee, *Principles of Language Learning and Teaching*.

<sup>30</sup> Jeremy Harmer, *The Practice of English Language Teaching*, with Internet Archive ([Essex, England] : Longman, 2001), <http://archive.org/details/practiceofenglis0000harm>.

effective speaking skills have several important components that are interrelated, namely:<sup>31</sup>

- a. Fluency is the ability to speak fluently, naturally, and continuously without many pauses, repetitions, or doubts that can interfere with smooth communication. A person who has good fluency is able to express his thoughts and feelings spontaneously without the need to think too long to choose words or compose sentences. Fluency also includes the ability to maintain a conversation flow with a reasonable rhythm and intonation, so that communication feels lively and not rigid. In the context of English language learning, fluency is very important because it shows the extent to which students can use language as a functional communication tool, rather than simply memorizing structures or vocabulary.<sup>32</sup>

For example, a student who has good fluency can answer

questions like "*What did you do yesterday?*" smoothly, for example:

*"I went to the library to study and then met my friends for coffee."*

The sentence shows fluency in speaking because it is spoken in a natural flow, without much pause or repetition, and conveys ideas clearly and regularly.<sup>33</sup> Conversely, students who lack fluency may often stop, repeat words, or search for the right vocabulary, resulting

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<sup>31</sup> Brown and Lee, *Principles of Language Learning and Teaching*.

<sup>32</sup> Randa Ayman Mohamed Alghobashy, *Developing EFL Speaking Fluency of Secondary Stage Students Using TED Talks-Based Instruction*, 2021.

<sup>33</sup> Feisal Aziez et al., 'Analyzing the Development of University English Students' Speaking Fluency', *Journal of English and Education (JEE)* 10, no. 2 (2024): 111–36, <https://doi.org/10.20885/jee.v10i2.36345>.

in impeded communication or may speak with multiple pauses such as, "*Uh... I... Used to it... to... the... library... and... Um... Met... My Friends...*", which shows a lack of fluency in speaking.<sup>34</sup>

b. Accuracy is the ability to use English correctly according to grammar rules, vocabulary selection, and structurally correct sentence formation. This accuracy is very important because small errors in grammar or word choice can change the meaning and lead to misunderstandings.<sup>35</sup> In speaking, accuracy indicates the extent to which a person understands the language system and is able to apply it consistently in verbal communication. A person who has high accuracy is not only fluent in speaking, but also able to convey messages with the correct structure and clear meaning.

For example, a sentence that is correct in language is: "She doesn't like coffee." This sentence uses the correct grammatical structure for the negative form of *does* in the singular third-person subject (*she/he/it*). This structure shows that the speaker understands the rules of subject-verb agreement and the correct use of auxiliary verbs. On the other hand, if someone says, "She don't like coffee," then there is a grammatical error in the use of auxiliary verbs, because the form *don't* should be used for the plural subject or *I/you/we/they*,

<sup>34</sup> Abeer Mohammed Al-Ghazali and Yasser Alrefaee, 'Silent Pauses in the Speech of Yemeni EFL Learners', *ELS Journal on Interdisciplinary Studies in Humanities* 2, no. 1 (2019): 39–48, <https://doi.org/10.34050/els-jish.v2i1.6142>.

<sup>35</sup> 'Accuracy | TeachingEnglish | British Council', accessed 30 October 2025, <https://www.teachingenglish.org.uk/professional-development/teachers/teaching-knowledge-database/c/accuracy>.

not for *she*. Small mistakes like these can reduce the accuracy of speech, even though the meaning can still be understood by the other person.

Accuracy plays an important role in ensuring that communication in English is effective, clear, and free from ambiguity. Mastery of accuracy helps speakers convey messages accurately and professionally, while increasing credibility in academic and everyday communication contexts.

- c. Pronunciation is the ability to pronounce words in English correctly and clearly according to an internationally recognized standard sound. This aspect includes mastery of *sounds* (the sound of letters and letter combinations), *word stress* (syllable pressure), *intonation* (the rise and fall of the tone of voice), and *rhythm* (the rhythm of speaking). Good pronunciation is very important because small mistakes can lead to changes in meaning and make it difficult for listeners to understand the message.<sup>36</sup> In addition, proper pronunciation also helps the speaker sound more natural and confident when communicating in English.

For example, the word "beach" /bi:tʃ/ is often mispronounced as "bitch" /bitʃ/ by English learners. In fact, the two words have very different meanings — "beach" means beach, while "bitch" is a rude

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<sup>36</sup> *Teaching By Principles An Interactive Approach To Language Pedagogy ( 4th Edition)* (H. Douglas Brown, Heekyeong Lee) (z Lib.Org) (n.d.), accessed 31 October 2025, <http://archive.org/details/teaching-by-principles-an-interactive-approach-to-language-pedagogy-4th-edition->.

word. For another example, the word "record" can be pronounced differently depending on its function: /'rek.ɔ:d/ as *a noun* (note) and /rɪ'kɔ:d/ as *a verb* (record). Thus, the correct command of pronunciation not only improves the clarity of communication, but also prevents misunderstandings in the conversation

d. Vocabulary is one of the main components of English speaking skills that relates to how broad and varied a person's vocabulary is. Good vocabulary mastery allows speakers to express ideas, emotions, and opinions more precisely, clearly, and interestingly. A person with a wide *vocabulary range* can choose words that suit both formal and informal contexts, as well as adapt the language style to the conversational situation.<sup>37</sup> Conversely, limited vocabulary often makes it difficult for speakers to explain things or are forced to use the same words over and over again, making communication less effective. In English language learning, vocabulary enrichment can be done through reading, listening, and regular speaking practice.

For example, to describe feelings of happiness, learners with limited vocabulary may only use the word "happy," while learners with a broader vocabulary may choose more specific words such as "delighted," "thrilled," or "overjoyed," depending on the level of emotion they want to express. For example:

*"I'm happy to see you."* (happy in general)

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<sup>37</sup> *Teaching By Principles An Interactive Approach To Language Pedagogy ( 4th Edition) ( H. Douglas Brown, Heekyeong Lee ) (z Lib.Org).*

*“I’m thrilled to see you!”* (happy so much)

A mastery of a rich vocabulary not only facilitates communication, but also makes the message conveyed more precise, lively, and easy for the interlocutor to understand.

e. Grammar is the ability to use the rules of English grammar appropriately to form structurally correct sentences. Grammar mastery is not only related to the proper placement of words and word forms, but also includes the suitability of tenses, subject-predicates, verbs, and the use of conjunctions so that the resulting sentences are logical and easy to understand. Good grammar allows the speaker to convey the message clearly, avoid ambiguity, and make the conversation sound orderly and professional. In the context of learning, speaking, writing, and sentence analysis exercises are very effective in improving grammar mastery.<sup>38</sup>

For example, a sentence that is grammatically correct is:

*“She has visited Paris twice this year.”* This sentence uses the present perfect tense to show the experience that has occurred until now.

Conversely, if someone says, *“She has visited Paris twice this year,”* then there is a grammatical error in the auxiliary verb (*have* → *has*), which makes the sentence sound incorrect and unprofessional. Good grammar is essential to ensure that communication runs smoothly, the

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<sup>38</sup> *Teaching By Principles An Interactive Approach To Language Pedagogy ( 4th Edition) ( H. Douglas Brown, Heekyeong Lee) (z Lib.Org).*

message is conveyed clearly, and the speaker sounds convincing and can be understood appropriately by the interlocutor.

f. Intonation and stress are the ability to use the right patterns of *intonation* and stress when speaking in English to convey meaning and intent effectively. Mastery of intonation and stress is not only related to random variations in tone or word emphasis, but also includes marking sentence types, emphasizing important information, and conveying the speaker's emotions and attitudes so that speech sounds natural and easy to understand.<sup>39</sup> Proper intonation and stress allow the speaker to emphasize the intended meaning, avoid misunderstandings, and make the conversation sound authentic and communicative. In the context of learning, listening exercises, imitating intonation patterns, and repetitive speaking exercises are very effective in improving the mastery of intonation and stress.

For example, the sentence:

*"I didn't say he stole the money."*

Emphasize the word *say*, so that the focus of the sentence suggests

that the other person may be the one speaking, not the speaker.

Conversely, if the emphasis is wrong or the intonation is incorrect:

*"I didn't say he stole the money."*

Then the meaning of the sentence can change or sound flat, making

the message unclear or confusing to the listener.

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<sup>39</sup> 'English Phonetics and Phonology: A Practical Course', Studylib.Net, accessed 31 October 2025, <https://studylib.net/doc/26110436/peter-roach-english-phonetics-and-phonol>.

Good intonation and stress are essential to ensure that communication runs smoothly, the message is conveyed clearly, and the speaker sounds natural and easy for the other person to understand.

Overall, mastery of the five components—*fluency, accuracy, pronunciation, vocabulary, and grammar*—is the main foundation for developing English speaking skills. Fluency, accuracy, correct pronunciation, broad vocabulary, and proper grammar complement each other to ensure communication runs effectively, clearly, and meaningfully. With consistent practice and the balanced application of all these components, learners can improve their speaking skills significantly, thus being able to interact confidently in a variety of situations and contexts of real communication

#### 4. Students Speaking Skill Learning Experiences in Teachnology Mediated Learning Language

##### a. Students Learning Experience

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Student learning experience in the context of language learning refers to the entire process that students go through when acquiring, processing, and applying language knowledge and skills.<sup>40</sup> This learning experience includes students' interactions with teachers, peers, learning materials, and the overall learning environment. In addition to cognitive aspects, learning experiences also involve affective and social aspects, such as motivation, interest, confidence, and the ability

<sup>40</sup> Ajeng Ma'rifah et al., 'Exploring Students' Learning Experiences in a Thai EFL Classroom: A Narrative Inquiry', *Lexicon: Journal of Language, Literature and Teaching* 14, no. 1 (2020): 14–21, <https://doi.org/10.30595/lks.v14i1.5674>.

to adapt to learning situations.<sup>41</sup> In language learning, students' learning experiences can be seen through active participation in conversations, the practice of listening, reading, writing, and the use of language in real life in everyday contexts.<sup>42</sup> The richer and more diverse learning experiences students have, the more effective they will be at understanding language, building communication skills, and applying language practically in real life.

A positive learning experience not only enhances language proficiency but also fosters independent and creative learning attitudes, enabling students to better face complex challenges in language learning. One way to achieve this is by understanding the factors that influence students' learning experiences, particularly in the development of speaking skills. Several factors significantly affect learning experiences in language learning, including motivation, interest, perception of learning media, and involvement in speaking activities. Motivation serves as the primary driving force for active learning, encompassing both intrinsic motivation, which stems from students' personal desire to master a language, and extrinsic motivation, which is shaped by external rewards or recognition.

<sup>41</sup> Mambarasi Nehe et al., 'Exploring English Learners' Experiences of Using Mobile Language Learning Applications', *JTP - Journal of Educational Technology* 25, no. 1 (2023): 76–90, <https://doi.org/10.21009/jtp.v25i1.34883>.

<sup>42</sup> Gordon Deans Dkhar, 'Language-Learning For Better Teaching-Learning Experience: Findings And Implication', *International Journal On Language, Research And Education Studies* 4, no. 1 (2020): 18–26, <https://doi.org/10.47006/ijlres.v4i1.4179>.

Additionally, interest in learning materials plays a crucial role, as students who are engaged with specific topics or learning methods tend to demonstrate higher levels of focus and enthusiasm in the learning process. Furthermore, students' perceptions of learning media—such as textbooks, audio materials, videos, or digital applications— influence the level of comfort and effectiveness in understanding the material. Learning media that are engaging and aligned with students' learning styles can significantly enhance comprehension and overall learning engagement.

In addition to factors influencing learning experiences, high school students encounter several challenges in developing English speaking skills. One of the primary obstacles is low self-confidence, as many students are afraid of making mistakes or being negatively judged by their peers when speaking. Limited vocabulary and insufficient grammatical mastery further hinder students' ability to construct appropriate sentences, often resulting in hesitant or minimal oral production. Environmental factors also contribute to these challenges, particularly the lack of opportunities to practice speaking outside the classroom and instructional approaches that emphasize theory and written exercises over oral communication. Moreover, differences in students' proficiency levels can impede balanced interaction during speaking activities, as some students progress more quickly while others require additional support. These challenges highlight the need

for effective instructional strategies, consistent speaking practice, and a supportive learning environment to facilitate the development of students' speaking skills.

b. The relationship between Podcast, Speaking Skill & Learning experience

Podcasts have a close relationship with the development of *speaking skills and students' learning experience* in learning English.

As an authentic and contextual audio medium, podcasts provide examples of natural use of language, including pronunciation, intonation, vocabulary, and sentence structure used in real-life communication situations.<sup>43</sup> Through this exposure, students not only improve their listening skills, but also obtain language models that can be imitated and applied in speaking activities.

In the context of *speaking skills*, podcasts can be used as a means of practice that encourages students to speak actively and confidently.

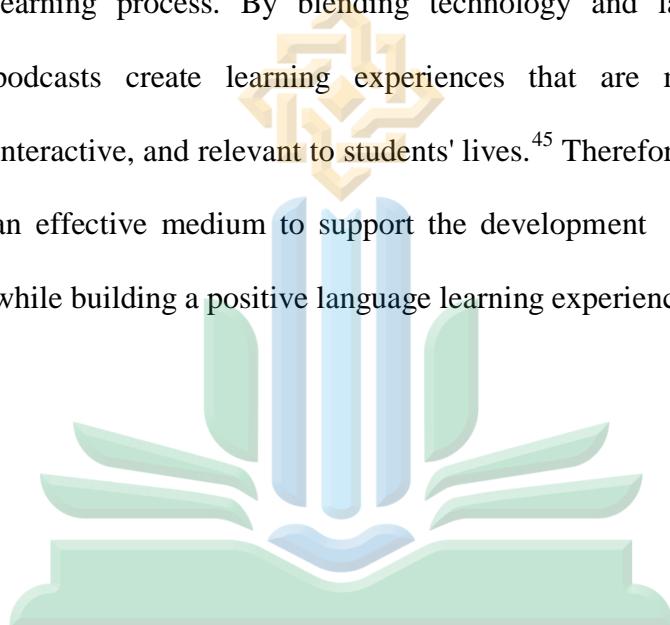
In accordance with Chaves stating activities such as summarizing the content of the podcast orally, responding to the topics discussed, or creating a simple podcast allows students to practice expressing their ideas, opinions, and experiences in English.<sup>44</sup> This activity helps students improve their speaking fluency, enrich vocabulary, and reduce

<sup>43</sup> Mayer, R. E. (2020). *Multimedia learning* (3rd ed.). Cambridge University Press

<sup>44</sup> ChavesYuste, B., & dela Peña, C. (2023). *Podcasts' effects on the EFL classroom: A socially relevant intervention.* *Smart Learning Environments*, 10(20). <https://doi.org/10.1186/s40561-023-00241-1>.

anxiety because they can practice in a more flexible and less stressful atmosphere.

In addition, the use of podcasts contributes positively to the *learning experience* of students. This media is attractive, flexible, and accessible, so it can increase student motivation and involvement in the learning process. By blending technology and language learning, podcasts create learning experiences that are more meaningful, interactive, and relevant to students' lives.<sup>45</sup> Therefore, podcasts can be an effective medium to support the development of *speaking skills* while building a positive language learning experience.



UNIVERSITAS ISLAM NEGERI  
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<sup>45</sup> Smart Learning Environments. (2022). *Multimedia learning principles in different learning environments: a systematic review*. *Smart Learning Environments*, 9, Article 7. <https://doi.org/10.1186/s40561-022-00200-2>.

## CHAPTER III

### RESEARCH METHOD

This chapter provides a general overview of the research methodology used in the study, including the research approach and design, research location, research participants, data collection methods, data analysis techniques, data validity, and the research procedures.

#### A. Approach and Design of Research

This study used qualitative approach as research methodology.

Qualitative research as an inquiry process aimed at exploring and understanding the meaning individuals or groups assign to a social or human problem.<sup>46</sup> Through this approach, the study aims to obtain deeper understanding of how educational podcasts are implemented and how students experience using them as a medium to support their speaking performance, thus, the research is grounded in a qualitative framework to capture students' live experiences in podcast-based speaking activities.

This study employs a case study design with the aim of gaining an in-depth understanding of how students respond to, experience, and benefit from the use of educational podcasts, particularly in relation to improving their confidence and speaking fluency. The selection of this design is grounded in the perspective that a case study enables the researcher to explore a phenomenon intensively within its real-life context. In this research, the case study approach is used to examine *how* students experience educational

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<sup>46</sup> Cresswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage.

podcast and why podcasts improve students' confidence or fluency certain processes occur within a specific group of learners.<sup>47</sup>

The data characteristics in this study are descriptive, detailed, and contextual, consisting of rich descriptions of students' experiences while interacting with the podcast, observational notes regarding their responses, score tables, and transcripts of the podcast recordings. The collected data not only capture final outcomes but also trace the gradual developmental processes that occur throughout the learning activities, allowing the study to present a comprehensive and holistic understanding of the phenomenon.

## B. Research Setting

This study was conducted at a State Senior High School in Patrang District, Jember Regency, East Java. The school was selected because it is easily accessible, has adequate learning facilities that support the use of podcast in the classroom, and is active in both academic activities and the use of digital learning media. This school also ever implemented the use of podcast in the classroom, the student has experience in using podcast as a media for improving their speaking performance. Meanwhile, this school implemented the use of podcast it still there is students who faced challenges in speaking performances such as they are afraid to talk and they are not confident to speak english.

The focus of the study was class XI-1, consisting of students with sufficient learning experience, active participation, and basic English

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<sup>47</sup> S.B. Merriam, 'Qualitative Case Studies', *International Encyclopedia of Education*, 31 December 2010, 456–62, <https://doi.org/10.1016/B978-0-08-044894-7.01532-3>.

proficiency aligned with the research objectives. This class also supports the use of audio-based media, enabling the collection of relevant and contextual data related to speaking skill development. The research was carried out on August 27, 2025, in accordance with the English learning schedule and the readiness of the class.

### C. Research Participants

Before selecting the participants, the researcher first obtained their permission by clearly explaining the purpose of the study, the procedures involved, and their rights as participants. They were informed that participation was entirely voluntary, that they would not be pressured or forced in any way, and that they could withdraw from this study at anytime.

The research subjects were selected using a purposive sampling technique in accordance with the case study approach. This technique was applied to ensure that the participants had relevant experience and understanding regarding the use of educational podcasts in English learning, particularly in developing speaking skills, so that the data obtained would be contextual and in-depth. The researcher personally chose purposive sampling because the students had prior experience using podcasts, were actively engaged in digital learning activities, and had participated in podcast-based speaking activities. These criteria ensured that the participants possessed the relevant background needed to provide meaningful insights for the study.

In this research, the first respondent was the English teacher of class XI-1, Mrs. Mrf, S.Pd., chosen because she directly implemented podcasts in

speaking lessons, actively guided students in audio-based learning, and was able to provide comprehensive data on the effectiveness of the media. The second respondent group consisted of 34 students from class XI-1, the entire class was included because they all participated in the same instructional intervention. For the semi-structured interview, eight students were selected based on the following criteria: four most active students, two most consistent students, and two recommended by the teacher. These participants were expected to provide in-depth and relevant insights into the effectiveness of podcasts as a learning strategy for improving students' speaking skills.

#### **D. Data Collection Technique**

Several data collection techniques were employed in this study. These techniques were used to gather accurate and relevant data to investigate and understand the conditions in the field. The data collection techniques used are as follows:

##### **1. Interview**

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The instrument employed in this study was a semi-structured interview, consisting of a predetermined set of questions consistently administered to all participants, with the inclusion of pertinent follow-up questions to facilitate in-depth exploration. A semi-structured interview was chosen because it provides a balanced structure that ensures consistency across participants while allowing flexibility for the researcher to probe emergent ideas, clarify responses, and explore participants' experiences more comprehensively. This format is

particularly suitable for capturing nuanced perceptions and personal experiences related to the use of educational podcasts.

To address the first research question, the researcher collected data through interviews conducted after the implementation of the educational podcast activities in the classroom. This timing ensured that participants could reflect directly on their recent experiences and provide accurate, and contextual insights. Each participant took part in an individual interview session lasting approximately 10-15 minutes. Through these interviews, the researcher aimed to obtain accurate, rich, and deeper information that would contribute to a comprehensive understanding of how educational podcasts are utilized to support students' speaking performances.

The interviews were designed to elicit participants' experiences and perspectives on the use of podcasts in pronunciation exercises, aiming to provide insights into their role in enhancing English speaking skills and data collected from the interviews comprised transcribed records of interactions between the students and the teacher, (can be seen in Appendix 5). These records consist of participants' responses to the structured questions, capturing their perspectives, experiences, and feedback regarding the integration of podcasts in the learning process. Such data are intended to provide a comprehensive understanding of the utilization of educational podcasts as a pedagogical tool for to aid students' English speaking performances.

## 2. Observation

Meanwhile, to answer the second question, the researcher collected data through observations conducted during the implementations of podcast in the classroom. The type of observation employed in this study was classroom observation, as the researcher simultaneously took the role of the teacher during the learning process. This allowed the researcher to closely monitor and document students' behaviors, speaking performance, and responses while directly facilitating the educational podcast activities. The purpose of this observation was to record student behavior, speaking skills, and responses directly during the educational podcast presentation process.

The observations were conducted across three classroom meetings, ensuring that the data gathered represented consistent patterns throughout the implementation. Each observation session lasted approximately 45-90 minutes, aligned with the teaching period. The results of these observations were systematically recorded using an observation instrument adapted for this study, which is attached in the appendix. This instrument focused on the observed aspects to ensure more focused data and allow for in-depth analysis, thus providing a comprehensive picture of how the use of educational podcasts contributes to improving students' English speaking skills.

The data collected during the observations took the form of notes on student behaviour, responses, and feedback during the podcast

presentations. These notes included aspects of student active collaboration in determining topics, composing scripts, interacting with the audience, and practicing expression and pronunciation so that the podcast sounded clear and natural. The results of all these observations were systematically recorded using an observation instrument adapted for this study. This aspect of the observed aspects was more focused and could be analyzed in-depth to illustrate how the use of educational podcasts contributed to improving students' English speaking skills.

### 3. Document Review

In an effort to gain a deeper understanding of the research location and participants, qualitative researchers usually examine public documents and personal documents relevant to the learning activities. The purpose of using document review in this study is to obtain written evidence and real recordings that can support the results of observations and interviews. In addition, the document review also aims to understand more specifically how the results of using educational podcasts to develop speaking skills.

The type of data obtained through this document review is qualitative data in the form of written information and audio recordings that show the learning process and results using podcasts. Documents are collected from teachers and students during the learning process. A review of the document helps researchers describe the overall learning

context and understand the students' experiences in depth in the use of podcasts.

In this study, the data obtained from the document includes::

- a. **Learning modules.** Documents in the form of teaching modules are used as supporting evidence that explains learning steps that utilize podcasts as a learning medium to improve students' speaking skills.
- b. **English material, recount text.** The recount text material was used because the researcher chose this type of text as suitable material for podcast-based learning, especially in developing speaking skills.
- c. **Student podcast recordings<sup>48</sup>.** This recording is a tangible result of the learning process which is transcribed in written form and can be assessed by the teacher to see the student's speaking ability. In addition, through the recordings, students can evaluate the development of their speaking skills. These recordings also serve as a continuous practice reference for students to improve their pronunciation.

The results of this document review reinforce the findings of the previous two methods and support the preparation of a more valid and in-depth analysis of the role of educational podcasts in improving students' English speaking skills.

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<sup>48</sup> Appendix 1 transkrip podcast siswa

## E. Data Analysis

This study applied the qualitative data analysis framework proposed by Miles and Huberman, which involves three interrelated processes namely data reduction, data display, and conclusion & verification. In this study, the result of the observation and the interview served as the primary source. The procedures for analyzing the qualitative data followed the stages outlined by Miles and Huberman:<sup>49</sup>

### 1. Data Reduction

Data reduction involves the process of selecting, focusing, simplifying, abstracting, and transforming the raw information obtained from observation sheet. This stage emphasizes identifying and organizing the most relevant data. In this study, the researcher carefully reviewed the observation sheet multiple times and coded the information into meaningful thematic categories.

### 2. Data Display

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Data display is an organized, compressed assembly of information that permits conclusions to be drawn and action to be taken. Displays may take the form of texts, graphs, diagrams, charts, matrices, or other graphical formats. In this study, the researcher organized the observation and interview result into descriptive summaries to clearly highlight students' behaviors, responses, and speaking performance during the implementation of educational podcast.

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<sup>49</sup> Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook (2nd Ed)*, 1994

### 3. Conclusion & Verification

Conclusion drawing involves interpreting the analyzed data and assessing whether it aligns with the aims of the study. In this research, the researcher revisited the observation and interview findings from observation and interview findings from the epodcast implementation several times to identify consistent themes related to students' speaking development. Verification was carried out by checking the accuracy and credibility of these interpretations, ensuring that the conclusions of educational podcasts influence students' performance are valid, reliable, and well supported by the data.

### F. Data Validity

According to Miles and Huberman, data validity refers to the trustworthiness, accuracy, and credibility of qualitative findings. Validity is strengthened by continuously reviewing the data, examining emerging patterns, and ensuring that interpretations are grounded in actual evidence rather than researcher assumptions. This study employs three types of triangulation, as follows:

#### 1. Source Triangulation

Source triangulation is conducted by cross-checking data from different sources. The researcher performs source triangulation by verifying information obtained from different participants from the English teacher, Mrs. Mrf, S.Pd., and the 11th-grade students of class XI 1. This

process is carried out to obtain consistency and credibility of final conclusion.

## 2. Technical Triangulation

Technical triangulation assesses data validity by evaluating the same data using various techniques from the same participants. In this study, technical triangulation is conducted by cross-checking data through classroom observations, interviews and document reviews. This technique allowed the researcher to verify whether what is the teacher reported during interviews aligned with classroom practices and written documents such as lesson plans and podcast scripts.

## 3. Member Checking

Member checking is validation technique in qualitative research in which participants review the researcher's interpretations to ensure accuracy and credibility. In the context of this study, member checking was carried out by asking students to confirm whether the researcher's summaries of their experiences using the educational podcast accurately represented what they felt and observed during the activity.

## G. Research Procedures

This section outlines the research implementation techniques to study the use of podcasts to improve pronunciation in speaking classes. The research process consisted of several stages, from initial planning to reporting the findings.

## 1. Pre-field Preparation

### a. Develop Research Design

The researcher began by developing a comprehensive research design that included determining the research title, rationale, focus, objectives, benefits, and methodology. This design became the basis for the research on how the use of podcasts can improve pronunciation in speaking classes.

### b. Selecting Research Sites

The researcher identifies and selects a particular research location that is relevant to the study. For this study, the location of podcast learning to improve students' pronunciation in speaking class was conducted in class XI one of the high schools in Jember

### c. Obtaining Permits

The researcher obtained the necessary permissions by obtaining authorization from the relevant institutions as well as teachers and students. This involved formal requests and approvals from the educational institutions and schools involved.

### d. Assessing the Research Context

Once permission is granted, the researcher conducts a thorough assessment of the research context. This involves understanding the specific challenges and dynamics of the teaching environment for more effective data collection.

e. Preparing Research Tools

Before beginning fieldwork, the researcher prepares all necessary tools and materials such as interview guides, observation checklists, and recording equipment to ensure a smooth data collection process.



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J E M B E R

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

#### **A. FINDINGS**

This chapter discusses the findings and discussion of the research conducted. This stage aims to provide an in-depth explanation of the methodology described in the previous chapter and the results obtained from the research. The findings obtained from this study are how to implement educational podcasts in classroom (1) and explore the experiences of students in grade XI-1 regarding the use of podcasts to improve pronunciation in speaking lessons, as well as understanding the impact of podcast use on students' pronunciation skills and how they feel its influence on their confidence in communicating using English. (2)

#### **1. The Implementation Using Educational Podcast in Senior High School in the Classroom as Media to Improve Speaking skill**

Based on data obtained through classroom observation, the researcher found that the teaching strategies outlined in the lesson plan effectively demonstrated the integration of educational podcasts as a supportive medium in teaching recount texts. The implementation of podcasts in the learning process can be described as follows:

At the initial stage, students were given the opportunity to listen a sample podcast containing personal experience use recount text. This activity aligned with the lesson plan (as seen in appendix 1), which emphasized modelling and guided exposure before records the podcast. The

sample podcast was designed to enhance students' understanding of pronunciation, intonation, and the structural organization of recount texts, serving as a model for the podcasts they would subsequently produce. In this phase, the teacher functioned as a facilitator by providing clear instructions and ensuring students' focus. Meanwhile, students actively listened and took notes on important elements such as sequence of events, language features, and delivery technique to inform their own podcast creation.



Figure 1: the researcher give an example of podcast

Subsequently, students were asked to select a meaningful personal experience, such as a holiday, a significant event, or another memorable incident from their past (as seen in figure 2). The chosen experience served as the basis for composing a recount text that would later be recorded in podcast format. At this stage, the teacher guided students in selecting relevant experiences and offered direction to maintain focus. Students actively engaged in discussion and idea exchange, while the classroom environment remained conducive to planning activities. From this stage, the

researcher also conducted observations to document students' reactions, which indicated excitement and curiosity toward their peers' experiences.



Figure 2: the students write their experiences

The next stage involved drafting the recount text in accordance with the Orientation–Events–Re-orientation structure. During this process, students were expected to employ the past tense, time markers, and maintain narrative coherence, in line with the characteristics of recount texts. Upon completion of the draft, students revised their texts to ensure linguistic accuracy, particularly with respect to past tense usage, appropriate vocabulary, and clarity of ideas. The teacher provided guidance and feedback to enhance the quality of the students' compositions. Concurrently, the researcher conducted classroom observations to collect field data. Students worked actively and independently on writing and revising their drafts using the worksheets provided, while the teacher delivered individualized guidance and feedback. The classroom environment remained organized, allowing students to maintain high levels of concentration.

Prior to recording, students practiced reading their scripts aloud to improve pronunciation, intonation, fluency, and technical readiness (as seen in figure 3). The teacher provided corrective feedback when necessary. Once the practice was deemed adequate, students proceeded to the recording stage using devices such as mobile phones. At this stage, they were permitted to incorporate supporting elements, such as background music, or perform simple edits to improve recording quality. The teacher monitored students' practice, providing feedback on oral performance, while students actively adjusted their intonation and delivery.



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After completing the recordings, students conducted self-evaluation by listening to their own work. At this stage, technical improvements could be made, including noise reduction, pause adjustments, and volume regulation, to ensure clarity and listening comfort. The finalized recordings were then presented to the class. During this activity, students played their podcasts while presenting the main ideas of their narratives, and their peers were given opportunities to ask questions and provide constructive feedback.

regarding content and delivery (as seen in figure 6). The teacher assessed oral delivery quality, while students demonstrated engagement by providing feedback, showing positive responses, and participating actively throughout the presentations.



Figure 4: students' presentations

The final stage involved the provision of feedback and assessment by the teacher on students' podcasts (as seen in figure 7). Assessment criteria included content accuracy, language usage, pronunciation quality, and oral communication effectiveness. In addition to teacher evaluation, peer feedback was also considered to support reflective learning and promote continuous improvement of students' language proficiency. Students responded positively to feedback and acted upon it to enhance their linguistic competence.



Figure 5: the researcher's feedback to students presentations

However, several challenges emerged during the implementation of educational podcasts to develop speaking skills, including students' limited confidence when recording their voices, difficulties in maintaining fluency without relying on written scripts, and varying levels of technological literacy that affected their ability to engage fully with the assigned podcast tasks. In addition to these obstacles, students' experiences revealed mixed perceptions regarding the use of podcasts as learning medium.

*"In this podcast, we are confronted with other people in a conversation. Of course, here we can practice how we respond to the words of others. In contrast to other learning methods that are usually said to be 1-way, students are only told to read or repeat what the teacher says, which makes students unable to think quickly and quickly. However, podcasts themselves have a weakness that lies in the experience of the students themselves, not all students can do pronunciation or be able to speak well, this will even reduce students' interest in speaking with the correct pronunciation." - student 1*

While some students found podcast engaging, enjoyable, and helpful for improving their pronunciation and speaking fluency, others felt anxious about voice recording, uncertain about technical procedures, and overwhelmed by the need to speak spontaneously. Based on these observations, the researcher conducted interviews to gather additional data on students' perceptions and experiences using podcasts as a learning medium.

## **2. Students' Experience on Using Educational Podcast to Improve Speaking skill**

### **a. Benefits and Challenges of Using Educational Podcasts Felt by Students and Teachers**

#### **1) Increased Exposure and Pronunciation Awareness**

From the application of educational podcasts, the researcher found an increased exposure to English input and a heightened awareness of pronunciation, judging from one of the answers from the face-to-face interview between the researcher and the student. In the classroom, students' behaviour also reflected growing engagement with the learning process. Many were observed listening attentively to podcast samples, repeatedly replaying certain segments to focus on stress patterns and intonation. Some students were also seen practicing key phrases quietly before recording, indicating their intention to improve accuracy. These behaviours suggested that the integration of educational podcasts not only

increased students' exposure to English but also encouraged more conscious and deliberate attention to pronunciation features.

*"I am quite happy with podcasts that are used as a tool to improve speaking skills, we can learn how to use good words when responding to a question or explaining a statement. In addition, podcasts can also help improve one's quick thinking skills"- Student 1.<sup>50</sup>*

This statement reflects that students perceive podcasts as a valuable medium for developing speaking skills, particularly in the area of pronunciation. By giving students access to listen to original conversations in English, podcasts help them become familiar with the various accents, intonations, and variations of language usage that exist in everyday communication.

Podcasts provide learners with access to authentic English conversations, allowing them to hear natural pronunciation, stress patterns, intonation, and rhythm in context. Students are exposed to various native accents, speech speeds, and expressions, which increases their familiarity with the diversity of spoken English. This increased exposure not only helps learners recognize and reproduce accurate pronunciation but also enhances their ability to adapt to different conversational contexts

Researcher also found that the presence of native accents in educational podcasts provides learners with rich and authentic pronunciation input, its supported by student 5 answer:

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<sup>50</sup> Appendix 13 Student's Interview

*"Podcasts that can develop pronunciation in English are the presence of speakers with native accents such as American accents, British. So that as listeners we can learn the pronunciation that is original, good and correct"-Student 5.<sup>51</sup>*

This shows that learners view native accents as valuable models for developing accurate pronunciation. Through continuous exposure to these authentic accents, students become more familiar with correct sound patterns, stress placement, and intonation. Such increased exposure gradually enhances their pronunciation awareness, allowing them to recognize differences between their own speech and native-like production. This consistent input not only improves their sensitivity to phonological features but also supports the refinement of their overall pronunciation quality. Hence, the findings suggest that the authenticity of the accents presented in podcasts plays a significant role in strengthening learners' pronunciation awareness and accuracy

## 2) Increased Confidence and Reduced Anxiety

Researcher also found the use of podcasts has been found to contribute to increased confidence and reduced anxiety among English learners. Its supported by teacher's interview:

*"students more brave to talking or speaking English"- English teacher*

By providing learners with repeated and self-paced exposure to authentic spoken English, podcasts allow students to practice

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<sup>51</sup> Appendix 13 Student's Interview

listening and speaking in a low-pressure environment. This repeated engagement helps learners become more familiar with the sounds, intonation patterns, and vocabulary of the language, which in turn boosts their confidence when attempting to produce English themselves. Students reported feeling less nervous when speaking because they could anticipate language patterns and pronunciation more accurately, having internalized examples from native speakers.

Its also same with student's opinion that said:

*"It helped a lot in my journey of learning english. Since i was bad at speaking, it helped me to practice my skills and level up"-Student 2.*

Furthermore, the ability to access podcasts anytime and anywhere enables learners to engage with the language privately, reducing the social anxiety often associated with speaking in front of peers or teachers. This reduction in anxiety is supported by the

findings presented in appendix 6, which show a significant increase in students' performance when presenting podcasts in front of the class.

## J E M B E R

The data indicate that repeated exposure to authentic English input through podcasts not only improves linguistic competence but also strengthens learners' confidence in public speaking, enabling them to deliver presentations more fluently and accurately. Overall, podcasts serve not only as a tool for linguistic improvement but also

as a medium that supports emotional comfort and self-assurance, which are crucial factors in successful language acquisition.

b. Flexibility & Autonomy

Researcher found that the flexible of educational podcast allows students to practice speaking independently, by repeating material as per their needs which will speed up the language mastery process and can be a solution to overcome time and resource limitations in face-to-face learning, as well as enrich teaching methods with a more interactive and engaging approach. With a wide range of topics available, students can choose materials that are relevant to their interests, thus increasing their motivation to learn and their involvement in the learning process in accordance with the student's additional statements in the interview:

*"I usually listen to podcasts about two or three times a week. Sometimes if you have a lot of tasks or are busy, it can only be once a week. But I try to be regular because it's quite helpful"*  
Student 3.<sup>52</sup>

The additional statements above further emphasize that the use of podcasts is perceived as easy to understand and engaging, effectively reducing boredom when improving speaking skills. This is supported by students' responses to interview questions such as 'How often do you use podcasts in learning?' and 'Do you use podcasts outside of class?' Approximately half of the students reported using podcasts independently, outside the formal classroom setting.

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<sup>52</sup> Appendix 13 Student's Interview

These responses indicate that students consider podcasts to be an appealing and flexible learning tool. The ability to access podcasts at any time and in any location allows learners to engage with English input continuously, increasing their exposure to authentic language beyond the constraints of scheduled lessons. This flexibility not only sustains students' motivation but also provides repeated and varied exposure to native pronunciation, intonation, vocabulary usage, and conversational patterns.

As a result, the informal and self-paced nature of podcasts enables learners to practice and reinforce pronunciation and speaking skills in a low-pressure environment. The combination of ease of use, accessibility, and exposure to authentic English contributes to more effective learning, allowing students to internalize correct pronunciation patterns and improve their overall speaking proficiency. Therefore, podcasts serve as both an engaging and practical medium for fostering increased exposure and pronunciation awareness outside the traditional classroom setting<sup>53</sup>.

#### c. Challenges (Internet, accent, vocabulary)

Researcher found that, despite many benefits educational podcasts also brings challenges, both for students and teachers. The teacher revealed,

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<sup>53</sup> Appendix 13 Student's Interview

*"-And for disadvantages i think podcast is too fast, and must be requires internet." – English Teacher<sup>54</sup>*

The statement emphasized that one of the main challenges faced by teachers in the use of podcasts in English learning is the speed at which native speakers speak with rarely used vocabulary. In this context, not all students have sufficient exposure to variations of English accents, such as British, American, or other, more specific accents. The teacher explained that these accent differences often make it difficult for students to grasp the meaning of the conversation being conveyed, especially if the accent is faster or different from what they are used to hearing.

This difficulty can be exacerbated if students are not used to listening to conversations at normal speeds or are unfamiliar with the vocabulary used in the conversation. These challenges often leave students frustrated, especially when they can't grasp the intonation or meaning of the spoken word. Difficulty understanding different accents,

such as British or American accents, coupled with the rapid pace of conversation, causes students to feel left behind in the learning process.

This happens because different accents often bring variations in the pronunciation of words and phrases that do not always match what is taught in class.

In addition, the more natural and dynamic pace of conversations in podcasts often makes it difficult for students to follow the flow of the

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<sup>54</sup> Appendix 12 Teacher's Interview

conversation, so they lose context and cannot fully understand the content of the material being presented. This creates frustration, as they feel they can't fully utilize the learning resources available, even though the podcast should improve their listening and speaking skills.

*"Often not focused if there is a voice from outside as well"-  
Student 4*

Teachers reveal that there are students who feel frustrated when they can't keep up with a quick conversation, because they feel left behind or can't understand the material well. This certainly hinders their learning process, given that the ability to understand and respond to oral conversation is highly dependent on the speed and fluency of listening to the spoken language to difficulties in understanding accents and conversation speed, technical challenges are also significant barriers to students' learning experiences. One of the main problems that often arise is an unstable internet connection. The student revealed,

*UNIVERSITAS ISLAM NEGERI  
"often not focused if there is an outside voice as well," – Student  
4.<sup>55</sup>*

Technical glitches like these disrupt the flow of learning because when podcasts are intermittent, students can't listen to the conversation in its entirety, which reduces their understanding of the material being presented. The audio disconnection also requires students to replay the missed parts, which certainly interferes with their concentration. This is not only a waste of time, but also makes students lose focus, so the

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<sup>55</sup> Appendix 13 Student's Interview

comfort of learning becomes disturbed. In these conditions, students feel less efficient in learning, as they have to face unexpected technical problems that hinder the smooth learning process

Nonetheless, students admit that the use of podcasts in learning remains very useful because it helps them to become more familiar with various topics, enrich their vocabulary, and improve their speaking skills in a more informal and enjoyable way. Thus, despite the challenges faced, many students feel that the benefits are much greater.

From the interview, it can be concluded that podcasts provide ease of access to learning materials anytime and anywhere, making it a practical choice for speaking practice outside of class hours. Podcasts allow them to listen to a variety of different accents and pronunciation ways, which helps to enrich their understanding of the English language. In addition, students feel more motivated to learn because of the podcast format which is more relaxed and less boring than traditional learning methods.

However, on the other hand, the disadvantage of podcasts is the difficulty of following podcasts that have a fast conversation speed or accents that are difficult to understand, thus affecting their ability to capture information well. Some students also feel that they lack direct feedback, which is important for improving their pronunciation or intonation. Despite this, the majority of students still feel that podcasts are a useful and effective tool, although there are certain challenges that

need to be overcome in order to be more maximally used in the learning process

## B. DISCUSSION

### 1. The Implementation Using Educational Podcast in Senior High School in the Classroom as Media to Improve Speaking skill

The Implementation of educational podcasts in learning English provides a new experience for grade XI.1 students, especially in improving speaking skills. Based on the data from the findings and analysis, the researcher concluded that the answer to research question number two was the response of students to this method with various views, both in terms of its benefits and the challenges they faced during the learning process.

Podcasts provide engaging, authentic, and varied audio content that is able to awaken students' interest in learning naturally. By listening to podcasts, students can be exposed to correct pronunciation, proper intonation, as well as the use of vocabulary in a real context, which then encourages them to imitate and practice it independently. As conveyed by Samad, the implementation of podcasts provides a more enjoyable and contextual learning experience which helps students to be more confident and motivated to speak in English<sup>56</sup> In addition, Rahimi and Katal revealed that students who used podcasts regularly developed better listening comprehension and felt more inclined to speak English outside

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<sup>56</sup> '(PDF) The Use of Podcasts in Improving Students' Speaking Skill', *ResearchGate*, ahead of print, 8 September 2025, <https://doi.org/10.26486/jele.v3i2.256>.

the classroom environment.<sup>57</sup> Jalali also emphasized that podcasting enhances the accessibility of authentic language input, which is crucial for learners' speaking development<sup>58</sup> which shows that podcasts not only offer real language exposure, but also strengthen intrinsic motivation and increase students' confidence in actively using English.

Most students of grade XI.1 have a positive perception of the use of educational podcasts in learning English. They consider this method to be a fun and not boring way to learn pronunciation. In contrast to conventional methods that tend to be repetitive and static, the use of podcasts is considered more dynamic because it presents a context of real conversations that are more lively and relevant. As students revealed in interviews that podcasts also boost their confidence. This expression also strengthens Wardana's opinion that students perceive podcasts as an effective tool to enhance their speaking confidence and engagement.<sup>59</sup>

Melia and Solusia also added that students believed that podcasts provided real-life expressions and better speaking models compared to textbooks.<sup>60</sup> In addition, creating your own podcast provides a real speaking experience, training courage and the ability to convey ideas in a

<sup>57</sup> Mehrak Rahimi and Maral Katal, 'The Role of Metacognitive Listening Strategies Awareness and Podcast-Use Readiness in Using Podcasting for Learning English as a Foreign Language', *Computers in Human Behavior* 28, no. 4 (2012): 1153–61, <https://doi.org/10.1016/j.chb.2012.01.025>.

<sup>58</sup> Alireza Jalali et al., *Use of Podcasting as an Innovative Asynchronous E-Learning Tool for Students*, n.d.

<sup>59</sup> Wardana, 'EFL Students' Perception Of Using Podcasts For Learning Speaking' (Jakarta: FITK UIN Syarif Hidayatullah jakarta, 2023).

<sup>60</sup> Mike Melia Putri and Carbiriena Solusia, 'Students Perception on the Use of Spotify Podcast towards Students Speaking Skills at SMAN 1 Sungai Geringging', *Journal of English Language Teaching* 13, no. 4 (2024): 1267–77, <https://doi.org/10.24036/jelt.v13i4.131146>.

concise and clear manner. For example, students are given the task of creating a weekly English-language podcast themed "My Holiday" or "My Best Experience" which is then shared with classmates. This activity not only trains them to speak, but also boosts their confidence because they know that their audience is supportive peers. It shows that the use of technology in learning, especially through audio media such as podcasts, can increase students' interest in learning and encourage them to be more active in exploring language skills independently.

Some of the aspects that have improved include intonation, word pressure, and articulation clarity. For example, students who previously pronounced the word "*comfortable*" in the wrong way, after listening to the podcast, begin to pronounce it with a more natural pronunciation and are closer to native speakers. These changes do not happen instantly, but rather through the process of repetitive listening and active imitation of the pronunciation model presented in the podcast. This shows that podcasts not only provide examples of correct pronunciation, but also play an important role in increasing students' *phonological awareness*—that is, their ability to recognize and manipulate sounds in language consciously.

This phonological awareness is essential in the mastery of speaking skills, as it allows students to be aware of previously overlooked sound differences, as well as improve their pronunciation independently over time. In addition, the variations in intonation and word pressure

reflected in the podcast help students understand the natural rhythms of English, which are often not optimally obtained through conventional teaching methods in the classroom. Studies by Vacacela and Ramirez show that the use of self-awareness strategies with podcasts is able to improve tenselax vocal pronunciation skills with significant effectiveness,<sup>61</sup> while a systematic review by Suci confirms that exposure through podcasts can improve fluency, accuracy, and pronunciation in EFL learning<sup>62</sup>. The shadowing technique applied during the learning process has also proven to be effective. When students are asked to imitate the speaker's voice directly, they focus more on aspects of pronunciation, including rhythm and tone. This supports the theory of audio-lingual learning which emphasizes the importance of repetition and imitation in second language mastery.

Although many students showed a positive response, not a few also faced several obstacles in using educational podcasts as a medium to learn pronunciation. Beatriz Chaves Yuste and dela Peña found that while podcasts improve speaking and listening skills, speech speed and accent variations remain barriers for some students in absorbing material

<sup>61</sup> Dalia Lisette Aguilar Vacacela and Maria Rossana Ramirez, 'Self-Awareness Strategy Using Podcasting to Improve Tense and Lax Vowel Pronunciation Sounds in Beginner EFL-Adult Learners', *Journal of Foreign Languange Teaching and Learning* 5, no. 1 (2020): undefined-undefined, <https://doi.org/10.18196/ftl.5148>.

<sup>62</sup> Suci Setia Cahya Ningrum and Nuranisa Panggabean, 'Systematic Literature Review: Using Podcasts as Media to Develop Listening Comprehension among EFL University Students', *English Teaching and Linguistics Journal (ETLiJ)* 6, no. 2 (2025): 24–33, <https://doi.org/10.30596/etlij.v6i2.24832>.

effectively.<sup>63</sup> One of the main obstacles experienced is the difficulty in understanding the speaker's accent, especially if using *native speakers* who speak quickly and use idiomatic expressions. This can make students feel frustrated, as they not only have to focus on pronunciation, but also have to try to understand the overall meaning of the material being presented. Supported by Syamsul Bahri and Halimatussadiah who revealed that the absence of text or subtitles in the podcast makes it difficult for students to recognize unfamiliar vocabulary, thus slowing down comprehension.<sup>64</sup> For most lower-middle-class students, speaking speed and foreign accents are often the main barriers to the comprehension process. In addition, the lack of visualization or the help of non-verbal context, such as facial expressions or body movements, also makes podcasts feel more challenging than other audiovisual media. As a result, some students tend to lose focus or motivation when they can't follow the content of the podcast well, especially if the material used isn't tailored to their ability level. In addition, students also reported that too fast accents and lack of visual context caused them to feel frustrated and lose focus, especially at the lower middle ability level.<sup>65</sup>

<sup>63</sup> Beatriz Chaves-Yuste and Cristina de-la Peña, 'Podcasts' Effects on the EFL Classroom: A Socially Relevant Intervention', *Smart Learning Environments* 10, no. 1 (2023): 20, <https://doi.org/10.1186/s40561-023-00241-1>.

<sup>64</sup> Syamsul Bahri and Halimatussadiah Halimatussadiah, 'A Qualitative Study On The Impact Of Listening Podcast On Students' Pronounciation', *Educator Development Journal* 2, no. 2 (2024): 107–20, <https://doi.org/10.22373/edj.v2i2.6039>.

<sup>65</sup> Ramli Borneo, 'The Use of Podcast to Improve Students' Listening and Speaking Skills for EFL Learners', *Journal of Applied Linguistics and Language Research*, 1 January 2018, [https://www.academia.edu/38610148/The\\_Use\\_of\\_Podcast\\_to\\_Improve\\_Students\\_Listening\\_and\\_Speaking\\_Skills\\_for\\_EFL\\_Learners](https://www.academia.edu/38610148/The_Use_of_Podcast_to_Improve_Students_Listening_and_Speaking_Skills_for_EFL_Learners).

Some students admit that they can't capture the entire content of the podcast because of the high speaking speed or unfamiliar vocabulary. This causes them to feel left behind and lack the confidence to imitate pronunciation correctly. In some cases, students choose not to complete the listening assignment because they are frustrated with the difficulty of the material. Nurmukhamedov and Sharakhimov point out that although 3,000 common word groups can provide 95% coverage of podcast comprehension, students are recommended to achieve mastery of about 5,000 word groups in order to comprehend the content thoroughly and avoid a frustrating learning experience.<sup>66</sup> In addition, the use of podcasts in EFL learning concludes that the absence of transcripts or glossaries exacerbates students' difficulty in recognizing unfamiliar vocabulary so that Lowering their motivation<sup>67</sup> Thus, teachers need to provide support such as pre-learning vocabulary, transcripts, and appropriate accompanying materials so that students still feel capable and confident in completing listening tasks.

In addition, limited access to devices and a stable internet connection are also obstacles for some students, especially those who have to listen to podcasts outside of class hours. This situation demonstrates the need for teachers to tailor podcast material to students' abilities and provide additional guidance or practice for students who are

<sup>66</sup> Ulugbek Nurmukhamedov and Shoaziz Sharakhimov, 'Corpus-Based Vocabulary Analysis of English Podcasts', *RELC Journal* 54, no. 1 (2023): 7–21, <https://doi.org/10.1177/0033688220979315>.

<sup>67</sup> Moch Rafly Putra Wardiman, *Podcasting to Improve EFL University Students' Listening Comprehension: Voices and Challenges*, 2023.

struggling. Therefore, in order for the implementation of podcasts to be more effective, it is important for teachers to choose materials that are appropriate to the student's level and provide clear direction on how to learn to use podcasts optimally.

## 2. Students' Experiences Using Educational Podcast in English Speaking Skill Class

In this discussion, the focus will be on students' experiences in using educational podcasts to improve the speaking ability of grade XI. Podcasts as a learning medium provide students with practical and interactive opportunities to develop speaking skills. Data obtained from observations, interviews, and document reviews will be analyzed to evaluate students' perceptions and experiences in using podcasts and how these experiences contribute to improving their speaking skills. This discussion is expected to provide a clear picture of how students experience the use of educational podcasts as an alternative learning medium in the process of developing speaking skills in class XI.1.

### a. Benefits and Challenges of Using Educational Podcasts Felt by Students and Teachers

#### 1) Increased Exposure and Pronunciation Awareness

The finding of this study revealed that podcast played a significant role in supporting students' speaking performance. Many students reported that listening to podcast increased their exposure to authentic english input, especially natural speech

used by native and proficient speakers. This aligns with studies that stated podcast provide rich authentic listening materials to helps learners engage with real-world language.<sup>68</sup> This contionous exposure helped students recognize different accents, intonation patterns, and speech rhythms, supporting the idea that podcast enhances oral competence. Moreover, students stated that podcast enhanced their prounciation awareness, as they become more attentive to how words were articulated and how stress and intonation influenced meaning. This finding is consistent with previous studies showing that podcast can help students to enhanced their speaking peerformances.

## 2) Increased Confidence and Reduced Anxiety

The findings also indicate that the use of podcasts positively influenced students' affective factors in learning. Many students reported that listening to podcasts before speaking activities helped them feel more prepared and confident. This increased confidence is related to the supportive nature of extensive listening input, which helps learners feel more secure when producing language. Furthermore, students stated that podcasts reduced their anxiety because they could listen at their own pace, replay difficult parts, and practice without pressure. This aligns with previous studies showing that technology-

<sup>68</sup> Sari, D. P., & Rahman, A. (2024). Developing EFL students' listening comprehension through the use of authentic materials. *Pubmedia Social Sciences and Humanities*, 2(4), 210–220. <https://doi.org/10.47134/pssh.v2i4.381>

mediated listening activities, including podcasts, can lower learners' speaking anxiety by providing a comfortable and non-threatening learning environment.<sup>69</sup> Overall, podcasts were perceived as a helpful tool for boosting confidence and minimizing speaking-related anxiety.

### 3) Flexibility & Autonomy

In addition to providing flexibility in the time and place of study, educational podcasts also allow students to access a wide variety of rich and authentic materials. For example, students can listen to podcasts with various topics such as interviews with famous people, cultural discussions, short stories, to everyday conversation dialogues. The variations not only enrich vocabulary and sentence structure, but also introduce a variety of different language styles and accents, so that students are familiar with the

diverse use of language in real-life contexts. This encourages students to practice speaking more actively and improves their understanding of language use in real contexts. For example, in one of the podcast materials, students are invited to take part in a simulated job interview in English, which not only trains speaking skills, but also prepares them for future professional communication situations.<sup>70</sup>

<sup>69</sup> Khabibatul Lutfa, P., Kurniasih, K., & Fransiskus, F. (2024). *Promoting Speaking Skill through Podcast: EFL Students' Voices*. International Journal of Pedagogical Language, Literature, and Cultural Studies (i-Plural), 1(1), 12-17. <https://doi.org/10.63011/ip.v1i1.7>

<sup>70</sup> Nova, 'Using Online Podcast as a Speaking Activity in Online Classroom'.

With the opportunity to re-listen to the material repeatedly, students can correct pronunciation and intonation errors independently. Furthermore, this medium also helps build students' confidence in speaking, as they can learn in a rhythm and manner that suits their individual needs. These findings are in line with research by Mellisa that shows the use of podcasts in improving student pronunciation,<sup>71</sup> as well as Mike and Solusia's research that confirms that podcasts have a positive impact on students' speaking abilities in high school.<sup>72</sup> In addition, Nova also highlighted the role of podcasts in providing an interactive speaking learning experience and supporting online language learning.<sup>73</sup>

#### 4) Challenges (Internet, accent, vocabulary)

Although there are some obstacles encountered during the

learning process using educational podcasts, such as limited internet access, the accent to be followed feels a bit difficult to understand, and the lack of initial technical skills in some students, these obstacles can still be overcome spontaneously through direct guidance from teachers and support between fellow students. For example, when some students have trouble understanding the accent in the podcast, the teacher gives

<sup>71</sup> Mellisa, *Improving Students' Pronunciation in Speaking by Using Podcast as Media*.

<sup>72</sup> Putri and Solusia, 'Students Perception on the Use of Spotify Podcast towards Students Speaking Skills at SMAN 1 Sungai Geringging'.

<sup>73</sup> Nova, 'Using Online Podcast as a Speaking Activity in Online Classroom'.

additional explanations and live pronunciation exercises, while other students discuss with each other to clarify parts that are not yet understood. In addition, the flexibility of podcasts allows students to learn independently and repeat material as needed, thus providing significant added value in improving speaking skills. With this anytime, anywhere, accessible method, students have a greater opportunity to practice and improve their speaking skills gradually. Therefore, educational podcasts remain as learning medium and have great potential in supporting the development of students' speaking skills in a sustainable manner.<sup>74</sup>

The use of educational podcasts as a learning medium has been proven to significantly affect the speaking ability of grade XI.1 students, based on data obtained through observations, interviews, and document reviews. Educational podcasts are flexible tool in supporting the speaking learning process and make a significant contribution to improving students' communication competence. The findings of the study show, the improving students' speaking skills by using educational podcast is supported by positive responses and active involvement of students during the learning process in accordance with research from Aji who states that the use of podcasts as a learning medium is effective in

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<sup>74</sup> Gwo-Jen Hwang et al., 'Enhancing EFL Learners' Speaking Skills, Foreign Language Enjoyment, and Language-Specific Grit Utilising the Affordances of a MALL App: A Microgenetic Perspective', *Computers & Education* 214 (June 2024): 105015, <https://doi.org/10.1016/j.compedu.2024.105015>.

improving foreign<sup>75</sup> language speaking skills. The study found that podcasts provide a best tool learning experience and increase students' motivation to practice speaking independently. In addition, the study by Yeh also supports these findings by stating that podcasts can enrich contextual language interaction and understanding, thus positively impacting students' communication skills.<sup>76</sup> Based on these findings, it can be concluded that educational podcasts are a relevant and effective medium to improve students' speaking skills in the current digital learning era. Therefore, educational podcasts in language learning not only improve speaking skills, but also create a more enjoyable learning experience for students.



# UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ J E M B E R

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<sup>75</sup> Bayu Prasetyo Aji, 'Enhancing Efl Learners' Speaking Skills Through the Audio-Lingual Method', *Journey*, 17 March 2022, [https://www.academia.edu/120519654/Enhancing\\_Efl\\_Learners\\_Speaking\\_Skills\\_Through\\_the\\_Audio\\_Lingual\\_Method](https://www.academia.edu/120519654/Enhancing_Efl_Learners_Speaking_Skills_Through_the_Audio_Lingual_Method).

<sup>76</sup> H. C. Yeh et al., 'Effects of Podcast-Making on College Students' English Speaking Skills in Higher Education', *Educational Technology Research and Development* 69, no. 5 (2021): 2845–67, <https://doi.org/10.1007/s11423-021-10026-3>.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This study was conducted to analyze students' experience in using podcast media in improving speaking skills, especially in the aspect of pronunciation in learning recount texts at SMA Negeri 5 Jember. The focus of this research includes the application of podcasts in speaking classes as well as the experiences of grade XI students in utilizing the media to improve their pronunciation skills by using qualitative descriptive methods and data collected through observation, structured interviews, and document review to obtain in-depth and valid results.

The findings of the study show that in general students respond positively to the use of podcasts in speaking learning. Based on the results of interviews and class observations, podcasts have been proven to help students improve pronunciation clarity, speaking fluency, and understanding of various English accents. It also allows students to listen to authentic pronunciation examples and practice repeatedly, which can strengthen their confidence when speaking. In addition, students rate podcasts as an engaging, flexible, and able medium to motivate them to participate more actively in the process of learning to speak.

However, the study also found several obstacles, such as internet network constraints, difficulty understanding certain accents, and lack of focus during making or listening activities. Despite these limitations, overall

podcasts have proven to make a positive contribution to the development of pronunciation skills and increase student confidence.

This study also confirms that the use of podcast learning media can be an innovative approach that can develop not only speaking skills but also listening skills that are usually taught separately. Therefore, podcasts can be used as an alternative learning media for teachers in creating more interactive and authentic speaking activities. For future research, it is recommended that the development of podcast media include accent variations and new vocabulary introduction activities before speaking practice, so that the learning process can be more effective in improving students' pronunciation skills and communication competence.

## **B. Suggestion**

Based on the results of research on the use of podcasts as a learning medium to improve students' speaking skills, especially in the aspect of pronunciation through learning recount texts at SMA Negeri 5 Jember, the researcher gave several suggestions to related parties as follows:

### 1. For the Next Researcher

The results of this study are expected to be a reference for future studies that focus on developing speaking skills through digital media. Researchers can further expand the scope of research by adding a variety of podcast topics and types, comparing the effectiveness of podcasts with other learning mediums, or researching the impact of podcast use in other language skills such as listening or vocabulary. In addition, future

research may also involve a larger number of participants as well as consider the duration of media use to obtain more comprehensive results.

English teachers are advised to utilize podcasts as an interesting and innovative alternative to speaking learning media. The use of podcasts can improve students' pronunciation, intonation, and confidence in speaking. Teachers can also combine podcasts with reflective activities such as group discussions, role-play exercises, or content analysis to strengthen students' communication skills. In addition, it is important for teachers to choose podcast material that is appropriate to the student's ability level and provide an introduction to vocabulary before listening activities so that the learning process runs more effectively

## 2. For Media Developers and Educational Institutions

The results of this research can be a reference for learning media developers and educational institutions in creating podcast-based materials that are more varied and contextual. It is recommended that podcast materials contain a variety of English accents, themes relevant to students' lives, and interactive activities that encourage students to actively participate in learning. Educational institutions are also expected to provide supporting facilities such as adequate internet networks and good audio devices so that the implementation of podcast-based learning can run optimally.

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UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
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## Appendix 1: Declaration Of Authenticity

### DECLARATION OF AUTHENTICITY

The undersigned below:

Name : M. Zulfy Zainul Akbar  
 NIM : 202101060041  
 Program : English Education Department  
 Faculty : Tarbiyah and Teaching Training  
 University : State Islamic University of Kiai Haji Achmad Siddiq Jember

Declare that this undergraduate thesis entitled "Senior High School Students' Experiences in Using Educational Podcasts to Improve English Speaking Skills" is my original work, gathered and utilised especially to fulfil the purpose and objectives of this study, and has not been previously submitted to any other university for a higher degree. I also declare that the publications cited in this thesis have been personally consulted.

J E M B E R

Jember, 04 Desember 2025



M. Zulfy Zainul Akbar  
 NIM. 202101060041

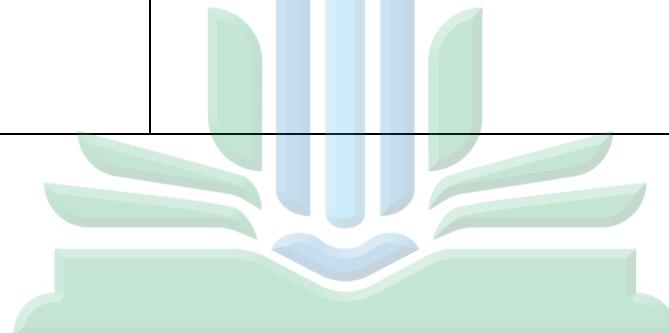
## Appendix 2: Research Matrix

### RESEARCH MATRIX

TITLE	VARIABLE	INDICATOR	RESEARCH METHOD	DATA COLLECTION	RESEACRH QUESTIONS
Students' Experiences in Using Educational Podcast to Aid their English Speaking Performance : A Case Study of Senior High School Students.	1. Independent Variable: Experiences in Using Educational Podcasts 2. Dependent Variable: Speaking Class	The use of podcasts for students to improve english speaking class a. Steps in using podcasts to improve english speaking class b. Type of podcast used. c. Platforms used for listening to podcasts	1. Approach and type of the research: a. Qualitative b. Case Study  2. Technique of Collecting Data: a. Semi-structured interviews with English language students and teachers regarding the use of podcasts. b. Document review 1) Lesson plan 2) Podcast recordings used 3) Students' english score document	1. Semi-structured interviews with English language students and teachers regarding the use of podcasts. Focus group interview with four students and one-on-	1. How is the implementation of educational podcasts as a medium to improve pronunciation in speaking classes?  2. What is the experience of grade XI 1

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 J E M B E R

		<p>Speaking Class:</p> <ul style="list-style-type: none"> <li>a. Speaking class in the recount</li> <li>b. Pronunciation:           <ul style="list-style-type: none"> <li>1) Stress;</li> <li>2) Rhythm;</li> <li>3) Juncture;</li> <li>4) Intonation:</li> <li>5) Pitch.</li> </ul> </li> </ul>	<p>3. Analysis Data</p> <ul style="list-style-type: none"> <li>a. Data reduction</li> <li>b. Data display</li> <li>c. Drawing and verifying conclusions.</li> </ul> <p>3. Validity of Data:</p> <p>Data source triangulation and methodological/technical triangulation (observation, interviews, and documentation).</p>	<p>one interviews with one english teachers.</p> <p>2. Document review</p> <ul style="list-style-type: none"> <li>1) Lesson plan</li> <li>2) Podcast recordings used</li> <li>3) Students' english score document</li> </ul>	<p>students in using podcasts to improve their pronunciation in learning to speak English?</p>
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### Appendix 3: Research Map

#### RESEARCH MAP

Topic	Gap	Theory	Goal	Novelty	Metode
Students' Experiences in Using Educational Podcast to Aid their English Speaking Performance : A Case Study of Senior High School Students.	Practical gap remains for this research, in distinguishing how educational podcast integrated into speaking activities on recount text.	1. John Dewey, Experience And Education (Simon and Schuster, 2007). 2. Cognitive Theory of Multimedia (CTML) from Meyer (2020)	Explore and describe about Teacher and Student experience using podcast to improve speaking ability	The use of educational podcast for as tool to support students' speaking performance, while the previous studies used general podcast.	Qualitative case study approach used for this research.

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J E M B E R

## Appendix 4: Lesson Plan

### LESSON PLAN

#### I. INFORMASI UMUM

##### A. Identitas Sekolah

1. Nama Penyusun	M. Zulfy Zainul Akbar
2. Nama Madrasah	SMA 5 Jember
3. Fase/Kelas	XI 1
4. Semester	Ganjil
5. Tahun Pelajaran	2025-2026
6. Sub Materi Pokok	Recount Text
7. Alokasi Waktu	1 jp 45 Menit

##### B. Kompetensi Awal

1. Pengetahuan dasar mengenai recount text
2. Kosa kata terkait recount text
3. Penggunaan kalimat past tense sebagai pernyataan yang menjelaskan kegiatan lampau

##### C. Profil Pancasila

1. Beriman, bertakwa kepada Tuhan Yang Maha Esa (mengajak siswa berdoa sebelum memulai pembelajaran dan besyukur setelah selesai pembelajaran) dan berakhlik mulia (menumbuhkan sifat jujur dan bertanggung jawab siswa dalam menyelesaikan tugas).
2. Berkebinekaan global (saling menghargai keragaman budaya, agama, latar belakang sosial dan lainnya).
3. Bergotong royong (menumbuhkan rasa kekompakan dan bekerja sama siswa dalam berkolaborasi ketika berdiskusi dengan teman sekelompok).
4. Kreatif (memunculkan dan mengembangkan gagasan atau ide peserta didik).

##### D. Sarana dan Prasarana (bahan dan media pembelajaran)

1. Materi: Reguler, Pengayaan, Remidial
2. Media/alat dan bahan: Laptop, LCD Proyektor, Handphone, Papan Tulis, Spidol,

<p>podcast</p> <p>3. Sumber belajar utama:</p>
<b>E. Target Peserta Didik</b>
<ol style="list-style-type: none"> <li>1. Peserta didik reguler: tidak ada kesulitan dalam mencerna dan memahami materi ajar.</li> <li>2. Peserta didik yang memiliki kesulitan belajar: memiliki kesulitan dalam memahami materi ajar. Diberi perhatian dan pendampingan.</li> <li>3. Peserta didik dengan pencapaian tinggi: memahami materi ajar dengan cepat, mampu mencapai keterampilan tingkat tinggi (HOTs)</li> </ol>
<b>F. Model dan Metode Pembelajaran</b>
<ol style="list-style-type: none"> <li>1. Pendekatan: Saintifik</li> <li>2. Model: Projek Based Learning</li> </ol>

<b>II. KOMPONEN INTI</b>
<b>A. Capaian Pembelajaran</b>
<p>Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/ pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.</p>
<b>B. Tujuan Pembelajaran</b>
Setelah melakukan pembelajaran, diharapkan peserta didik mampu:

1. Siswa mampu mengidentifikasi struktur dan unsur kebahasaan recount text
2. Siswa mampu menyusun recount text secara runtut dengan menggunakan struktur **Orientation – Events – Re-orientation**.
3. Siswa mampu menggunakan bentuk waktu lampau (past tense) dan ungkapan waktu dalam recount text dengan benar.
4. Siswa mampu melafalkan naskah recount text dengan intonasi dan pelafalan yang tepat.
5. Siswa mampu menghasilkan audio podcast dengan kualitas suara yang jelas

### C. Pemahaman Bermakna

Recount text merupakan salah satu jenis teks dalam belajar bahasa Inggris yang memiliki fungsi untuk menceritakan kembali kejadian atau pengalaman yang terjadi dimasa lalu. Teks ini bertujuan untuk memberikan informasi dan/atau menghibur pembaca yang membaca tulisan recount text

### D. Pertanyaan Pemantik

1. Apakah kalian pernah mengalami peristiwa menyenangkan atau menyediakan di masa lalu?
2. Bagaimana peristiwa menyenangkan atau menyediakan itu terjadi? Jelaskan!

### Kegiatan Pembelajaran/ Alur Tujuan Pembelajaran

#### Pertemuan Pertama

#### KIAI HAJI ACHIMAD SIDDIQ

#### Pendahuluan (10 menit)

1. Orientasi
  - a. Guru melakukan pembukaan dengan mengucapkan salam, dan dilanjutkan berdoa bersama siswa sebelum memulai pembelajaran
  - b. Guru memeriksa kehadiran siswa sebagai sikap disiplin
2. Apersepsi
  1. Guru mengaitkan materi dengan kehidupan sehari-hari dan pengetahuan yang telah diketahui siswa serta mengajukan pertanyaan yang berkaitan dengan materi yang

ada pada kehidupan sehari-hari:

- 1) Apakah kalian pernah mengalami peristiwa menyenangkan atau menyedihkan di masa lalu?
- 2) Bagaimana peristiwa menyenangkan atau menyedihkan itu terjadi? Jelaskan!

3. Motivasi

- a. Guru memotivasi siswa dengan memberikan gambaran manfaat dan pentingnya materi yang akan dipelajari dalam kehidupan sehari-hari.



4. Pemberian acuan

- a. Guru menyampaikan tujuan pembelajaran
- b. Guru menjelaskan mekanisme pelaksanaan pembelajaran sesuai dengan langkah-langkah.

**Kegiatan Inti (65 menit)**

1. Pertanyaan mendasar

- a. Guru menyampaikan sebuah pertanyaan “Can you share your memorable experience, like the story in the podcast?”
- b. Guru memutarkan podcast terkait cerita pengalaman pribadi
- c. Guru menjelaskan bahwa podcast dapat meningkatkan pengucapan dan keterampilan berbicara melalui kegiatan mendengarkan dan produksi.
- d. Guru menyampaikan pertanyaan kedua “Can you create a personal experience story like a podcast?”

2. Perencanaan proyek

- a. Guru menjelaskan tujuan projek: siswa akan membuat podcast yang berisi cerita pengalaman pribadi (recount text)
- b. Guru membagi siswa menjadi..... kelompok kemudian siswa mendiskusikan topik pengalaman pribadi apa yang akan diangkat seperti liburan, pengalaman berharga, ataupun lainnya..

3. Penyusunan jadwal

- b.** Hari pertama siswa belajar terkait struktur recount text dan analisis contohnya serta menulis draf recount text
- c.** Hari kedua siswa melakukan latihan pronunciation dan merekam podcast
- d.** Hari ketiga siswa melakukan presentasi dan refleksi

### **Penutup (15 menit)**

1. Refleksi
  1. Guru mengarahkan siswa untuk melakukan refleksi terhadap proses pembelajaran dengan bertanya “apakah pembelajaran hari dapat dipahami?”
2. Tindak Lanjut
  - a. Guru menyampaikan kegiatan yang akan dilakukan pada pertemuan selanjutnya.
  - b. Guru mengarahkan siswa untuk tidak lupa mempersiapkan diri dengan belajar mengenai apa yang akan dilakukan pada pembelajaran selanjutnya.
3. Penutup
  - a) Guru menutup pembelajaran dengan doa, mengucapkan terima kasih, memberikan motivasi dan salam.
  - b) Siswa berdoa bersama dan menjawab salam guru.

## **Kegiatan Pembelajaran/ Alur Tujuan Pembelajaran**

### **Pertemuan Kedua**

#### **Langkah-Langkah Pembelajaran**

#### **Pendahuluan (10 menit)**

1. Orientasi
  - a. Guru melakukan pembukaan dengan mengucapkan salam, dan dilanjutkan berdoa bersama siswa sebelum memulai pembelajaran
  - b. Guru memeriksa kehadiran peserta didik sebagai sikap disiplin
2. Apersepsi
  1. Guru mengaitkan materi dengan kehidupan sehari-hari dan pengetahuan yang telah diketahui siswa.
3. Motivasi

- a. Guru memotivasi siswa dengan memberikan gambaran manfaat dan pentingnya materi yang akan dipelajari dalam kehidupan sehari-hari
- 4. Pemberian acuan
  - a. Guru menyampaikan tujuan pembelajaran
  - b. Guru menjelaskan mekanisme pelaksanaan pembelajaran sesuai dengan langkah-langkah.

### **Kegiatan Inti (65 menit)**

- 1. Monitoring Proyek
  - a. Guru memberikan bimbingan selama proses proyek kepada siswa.
  - b. Guru memberikan panduan struktur recount text: Orientasi-Event-Reorientasi
  - c. Siswa mulai menganalisis contoh-contoh recount text dan mulai menyusun draft naskah cerita pengalaman pribadi
  - d. Guru memerikan bimbingan dalam penggunaan past tense yang tepat dan benar.
  - e. Siswa telah menyelesaikan draft recount text

### **Penutup (15 menit)**

- 1. Refleksi
  - a. Guru mengarahkan siswa untuk melakukan refleksi terhadap proses pembelajaran dengan bertanya “apakah pembelajaran hari dapat dipahami?”
- 2. Tindak Lanjut
  - a. Guru menyampaikan kegiatan yang akan dilakukan pada pertemuan selanjutnya.
  - b. Guru mengarahkan siswa untuk tidak lupa mempersiapkan diri dengan belajar mengenai apa yang akan dilakukan pada pembelajaran selanjutnya.
- 3. Penutup
  - a. Guru menutup pembelajaran dengan doa, mengucapkan terima kasih, memberikan motivasi dan salam.
  - b. Siswa berdoa bersama dan menjawab salam guru.

## Kegiatan Pembelajaran/ Alur Tujuan Pembelajaran

### Pertemuan Ketiga

Langkah-Langkah Pembelajaran	
<b>Pendahuluan (10 menit)</b>	
1. Orientasi	<ol style="list-style-type: none"> <li>Guru melakukan pembukaan dengan mengucapkan salam, dan dilanjutkan berdoa bersama siswa sebelum memulai pembelajaran</li> <li>Guru memeriksa kehadiran siswa sebagai sikap disiplin</li> </ol>
2. Apersepsi	<ol style="list-style-type: none"> <li>Guru mengaitkan materi dengan kehidupan sehari-hari dan pengetahuan yang telah diketahui siswa.</li> </ol>
3. Motivasi	<ol style="list-style-type: none"> <li>Guru memotivasi siswa dengan memberikan gambaran manfaat dan pentingnya materi yang akan dipelajari dalam kehidupan sehari-hari</li> </ol>
4. Pemberian acuan	<ol style="list-style-type: none"> <li>Guru menyampaikan tujuan pembelajaran</li> <li>Guru menjelaskan mekanisme pelaksanaan pembelajaran sesuai dengan langkah-langkah.</li> </ol>
<b>Kegiatan Inti (65 menit)</b>	
1. Monitoring Proyek	<ol style="list-style-type: none"> <li>Siswa berlatih dengan membaca naska podcasts khususnya dalam hal pronunciation</li> <li>Guru memberikan koreksi terkait pronunciation siswa</li> <li>Siswa merekam podcast menggunakan handphone masing-masing</li> <li>Siswa dapat memberikan tambahan backsound dan mengedit rekaman tersebut</li> <li>Rekaman siswa pada pertemuan ini dapat terselesaikan</li> </ol>
<b>Penutup (15 menit)</b>	
1. Refleksi	

<ul style="list-style-type: none"> <li>a. Guru mengarahkan siswa untuk melakukan refleksi terhadap proses pembelajaran dengan bertanya “apakah pembelajaran hari dapat dipahami?”</li> </ul>
<p>2. Tindak Lanjut</p> <ul style="list-style-type: none"> <li>a. Guru menyampaikan kegiatan yang akan dilakukan pada pertemuan selanjutnya.</li> <li>b. Guru mengarahkan siswa untuk tidak lupa mempersiapkan diri dengan belajar mengenai apa yang akan dilakukan pada pembelajaran selanjutnya.</li> </ul>
<p>3. Penutup</p> <ul style="list-style-type: none"> <li>a. Guru menutup pembelajaran dengan doa, mengucapkan terima kasih, memberikan motivasi dan salam.</li> <li>b. Siswa berdoa bersama dan menjawab salam guru.</li> </ul>

### **Kegiatan Pembelajaran/ Alur Tujuan Pembelajaran**

#### **Pertemuan Keempat**

<b>Langkah-Langkah Pembelajaran</b>	
<b>Pendahuluan (10 menit)</b>	
1. Orientasi	<ul style="list-style-type: none"> <li>a. Guru melakukan pembukaan dengan mengucapkan salam, dan dilanjutkan berdoa bersama peserta didik sebelum memulai pembelajaran</li> <li>b. Guru memeriksa kehadiran siswa sebagai sikap disiplin</li> </ul>
2. Apersepsi	<ul style="list-style-type: none"> <li>a. Guru mengaitkan materi dengan kehidupan sehari-hari dan pengetahuan yang telah diketahui siswa</li> </ul>
3. Motivasi	<ul style="list-style-type: none"> <li>a. Guru memotivasi siswa dengan memberikan gambaran manfaat dan pentingnya materi yang akan dipelajari dalam kehidupan sehari-hari</li> </ul>
4. Pemberian acuan	<ul style="list-style-type: none"> <li>a. Guru menyampaikan tujuan pembelajaran</li> <li>b. Guru menjelaskan mekanisme pelaksanaan pembelajaran sesuai dengan langkah-langkah.</li> </ul>
<b>Kegiatan Inti (65 menit)</b>	

1. Menyajikan hasil proyek
  - a. Siswa memutar podcast di depan kelas dan mempresentasikan hasilnya
  - b. Siswa lainnya dapat memberikan tanggapan terhadap hasil podcast milik siswa
  - c. Guru memberikan umpan balik dan melakukan penilaian.
2. Evaluasi dan refleksi
  - a. Guru memberikan umpan balik menyeluruh mengenai isi recount text, kerjasama tim, dan hasil rekaman siswa.

### Penutup (10 menit)

1. Kesimpulan
  - a. Guru memberikan apresiasi kepada semua siswa yang telah aktif dalam melakukan pembelajaran.
  - b. Guru merangkum inti dari pembelajaran yang telah dilakukan.
2. Refleksi
  - a. Guru mengarahkan siswa untuk melakukan refleksi terhadap proses pembelajaran dengan bertanya “apakah masih ada hal yang belum dipahami?”
4. Tindak Lanjut
  - a. Guru menyampaikan materi yang akan dibahas pada pertemuan selanjutnya.
  - b. Guru mengarahkan siswa untuk tidak lupa mempelajari materi yang akan dibahas pada pertemuan selanjutnya.
5. Penutup
  - a. Guru menutup pembelajaran dengan doa, mengucapkan terima kasih, memberikan motivasi dan salam.
  - b. Siswa berdoa bersama dan menjawab salam guru.

### ASESMEN

Asesmen Diagnostik

Memberikan tes tertulis sebelum masuk materi pembelajaran

Asesmen Sumatif

Memberikan tugas tertulis, lisan, dan tes tertulis

Asesmen Formatif

Menilai hasil belajar siswa selama proses pembelajaran

<b>A. Pembelajaran Remedial</b>
<ol style="list-style-type: none"> <li>1. Pembelajaran remedial diberikan kepada siswa yang belum tuntas evaluasi.</li> <li>2. Guru memberi soal tambahan kepada siswa yang belum tuntas dengan memberikan bimbingan perorangan atau tutor sebaya.</li> </ol>
<b>B. Pembelajaran Pengayaan</b>
<ol style="list-style-type: none"> <li>1. Siswa yang telah tuntas akan mendapatkan pengayaan</li> <li>2. Pengayaan dapat ditagihkan atau tidak sesuai kesepakatan dengan siswa</li> <li>3. Siswa yang mendapatkan pengayaan dapat menjadi tutor sebaya bagi teman yang menerima pembelajaran remedial.</li> </ol>
<b>C. Refleksi</b>
<ol style="list-style-type: none"> <li>1. Refleksi untuk guru <ol style="list-style-type: none"> <li>a. Apakah siswa terlibat aktif dalam kegiatan kelompok?</li> <li>b. Apakah siswa dapat membuat draft recount text dan rekaman podcast dengan benar?</li> <li>c. Apakah dari hasil proyek dapat menggambarkan tingkat pemahaman siswa terhadap materi?</li> <li>d. Apakah semua siswa mencapai tujuan pembelajaran?</li> <li>e. Apa yang menyebabkan terdapat siswa yang tidak mencapai tujuan pembelajaran?</li> </ol> </li> <li>2. Refleksi untuk peserta didik <ol style="list-style-type: none"> <li>a. Apa yang kamu lakukan untuk memperbaiki hasil belajarmu?</li> <li>b. Sebutkan 3 hal yang kamu pelajari tentang recount text</li> <li>c. Apakah pembelajaran kali ini menyenangkan? Jika iya, dari 1-10 berapa nilai yang kamu berikan untuk pembelajaran kali ini?</li> </ol> </li> </ol>
<b>D. Daftar Pustaka</b>

Aspek	Indikator	Skor 4	Skor 3	Skor 2	Skor 1
Isi & Struktur Teks (Recount Text)	Struktur teks lengkap (Orientation, Events, Re-orientation) dan urutan peristiwa runtut	Struktur sangat lengkap dan kronologis	Struktur lengkap, urutan cukup jelas	Struktur kurang lengkap, urutan agak membingungkan	Struktur tidak jelas, urutan acak
Kebahasaan	Penggunaan past tense, konektor waktu, dan kosakata relevan	Sangat tepat dan bervariasi	Sebagian besar tepat	Banyak kesalahan, tapi bisa dimengerti	Banyak kesalahan hingga sulit dipahami
Keterampilan Berbicara	Pelafalan, intonasi, kefasihan, dan kejelasan suara	Sangat jelas, lancar, dan ekspresif	Umumnya jelas dan lancar	Kurang lancar, intonasi/pelafalan kurang tepat	Sulit dipahami, tidak lancar
Presentasi & Tanggapan	Kemampuan menyampaikan podcast dan menanggapi pertanyaan	Menyampaikan dengan percaya diri, menjawab pertanyaan dengan baik	Menyampaikan cukup baik, menjawab sebagian pertanyaan	Ragu-ragu saat menyampaikan, jawaban kurang jelas	Tidak bisa menjawab/tidak menyampai kan dengan baik

## Appendix 5: Interview Guidelines

### INTERVIEW GUIDELINES

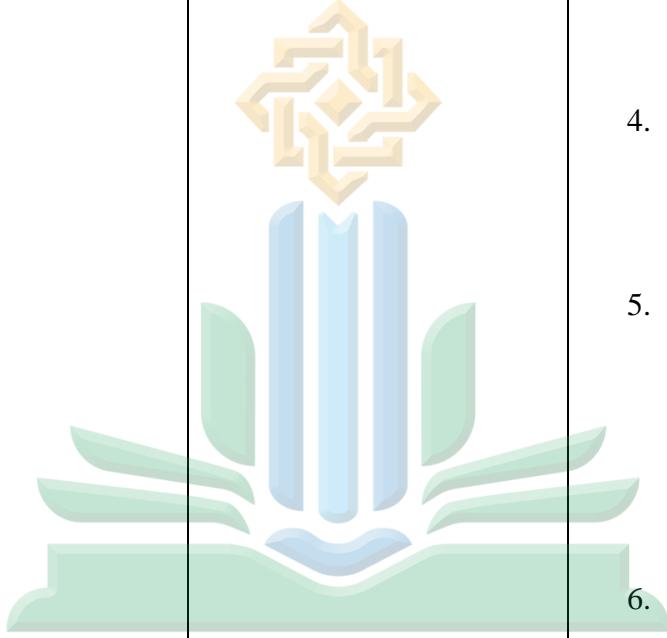
#### Students' Experiences in Using Educational Podcast to Aid their English Speaking Performance : A Case Study of Senior High School Students.

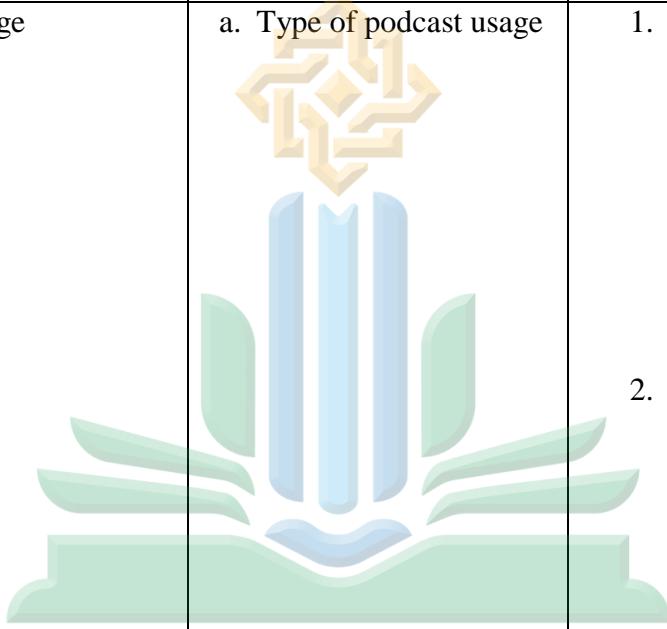
This interview instrument was prepared based on the research focus, specifically on students' experiences with using podcasts to improve their English speaking skills. The questions that have been prepared are expected to help answer the focus of the research until the conclusion is reached. The following is a list of interview questions:

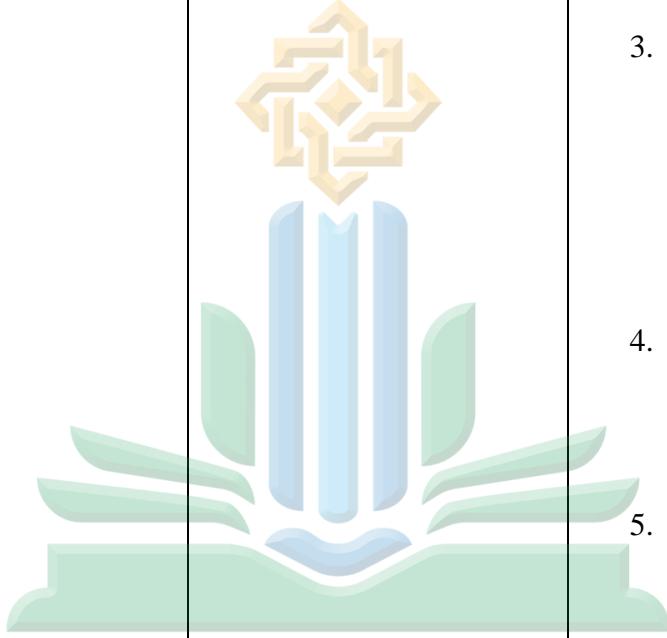
#### Question for student

Aspect	Question Indicator	Question
Students' experiences	1. Students' Perceptions	<ol style="list-style-type: none"> <li>How do you feel about using podcasts to improve your speaking skills?</li> <li>Do you think podcasts help to practice pronunciation? Why or why not?</li> <li>How do podcasts compare to other learning methods (e.g., reading aloud, repeating a teacher, watching videos) for improving pronunciation?</li> <li>Do you enjoy listening and repeating after podcast speakers? Why?</li> </ol>

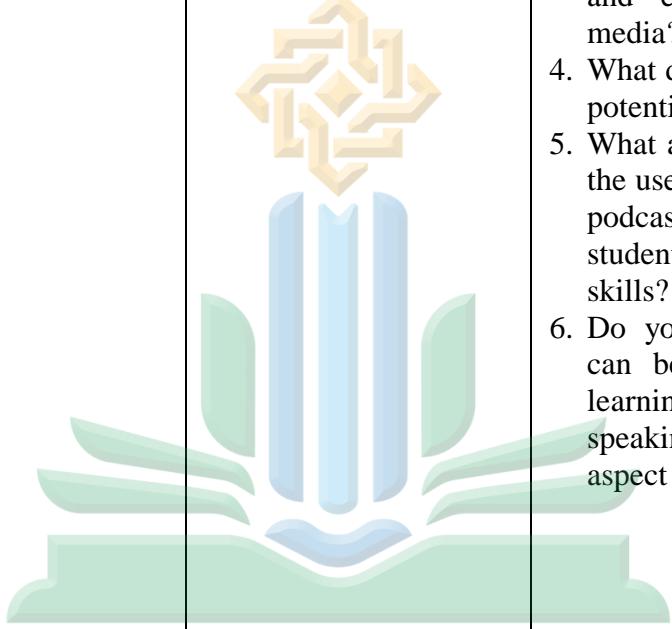
Aspect	Question Indicator	Question
	2. Students' understanding	<p>5. Do podcasts motivate you to practice speaking more often?</p> <p>6. When you listen to a podcast, how well do you understand the speaker's pronunciation and intonation?</p> <p>7. Do you try to imitate the pronunciation you hear in a podcast? If yes, how do you practice?</p> <p>8. Have podcasts helped you notice differences in stress, rhythm, or intonation in English?</p> <p>9. Do you think your pronunciation has improved since you started listening to podcasts? In what way?</p> <p>10. What challenges do you face when trying to follow or repeat podcast pronunciation?</p>
	3. Frequency of use	<p>1. How often do you usually listen to podcasts for learning English?</p> <p>2. Do you listen to podcasts</p>

Aspect	Question Indicator	Question
	 <p>4. Strengths and weaknesses</p>	<p>regularly (daily/weekly), or only when the teacher assigns them?</p> <ol style="list-style-type: none"> <li>3. How often do you replay or repeat parts of a podcast to improve your speaking or pronunciation?</li> <li>4. Are there any problems related to understanding the pronunciation?</li> <li>5. Do you face technical problems (such as internet connection, access to devices) when using a podcast?</li> <li>6. Do you find it difficult to stay focused when listening to a podcast? Why?</li> </ol> <ol style="list-style-type: none"> <li>2. In your opinion, what are the main advantages of using podcasts for learning English?</li> <li>3. What are the difficulties of using a podcast?</li> <li>4. Which aspect of podcasts is most challenging for pronunciation?</li> <li>5. What makes pronunciation</li> </ol>

Aspect	Question Indicator	Question
		create uniqueness for pronunciation development?
Podcast usage	a. Type of podcast usage 	1. What type of podcast do you usually listen to for learning English (such as educational, entertainment, storytelling, interviews, or news)? 2. Which type of podcast do you think is most helpful for improving your pronunciation? Why? 3. Which type of podcast motivates you to repeat or shadow the speaker more often? 4. Are there any types of podcasts you find difficult or unhelpful for pronunciation
	b. How to access the podcasts	1. What device do you usually use to listen to podcasts (such as smartphone, laptop, computer, tablet)?

Aspect	Question Indicator	Question
	 <p>UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ</p>	<p>2. Which platform or application do you use most often to access podcasts (such as Spotify, YouTube, Apple Podcasts, Google Podcasts, school platform)</p> <p>3. Do you need an internet connection to listen, or do you sometimes download podcasts to listen offline?</p> <p>4. Do you usually listen to podcasts at home, at school, or somewhere else?</p> <p>5. Do you access podcasts individually on your device, or do you sometimes listen together in class or with friends?</p>
Improvement of English speaking skills	<p>a. The impact of using podcasts on improving English speaking skills</p>	<p>1. How do you feel after using podcasts in learning?</p> <p>2. Do you feel that your English speaking skills, especially in the aspect of pronunciation, are more fluent?</p>

### Question for teacher

Aspect	Question Indicator	Question
Teacher experiences	<p>a. Perceptions and understanding</p> 	<ol style="list-style-type: none"> <li>1. What do you know about podcasts?</li> <li>2. Do you have experience using podcasts in learning?</li> <li>3. Do you think podcast media can be a good and effective learning media?</li> <li>4. What do you think of its potential in education?</li> <li>5. What are your views on the use of media such as podcasts to improve students' pronunciation skills?</li> <li>6. Do you think podcasts can be a medium for learning students' speaking skills in the aspect of pronunciation?</li> </ol>
	<p>b. Strengths and weaknesses</p>	<ol style="list-style-type: none"> <li>1. What are the advantages of using podcasts?</li> <li>2. What are the disadvantages of using podcasts?</li> </ol>
Podcasts usage	<p>a. Learning strategies using podcasts</p>	<ol style="list-style-type: none"> <li>1. When using podcasts in learning, what learning strategies are suitable to use?</li> </ol>

### Appendix 6: Responden Score

#### DAFTAR SISWA DAN NILAI SIWA XI-1

No.	NAMA SISWA	L/P	NILAI
1.	AMKM	L	93
2.	AFA	L	95
3.	AZR	L	83
4.	AAK	L	88
5.	AL	L	85
6.	AGK	L	78
7.	ASP	L	90
8.	AZA	L	73
9.	AAN	P	95
10.	BS	P	77
11.	CNAS	P	83
12.	COR	P	68
13.	CSC	P	74
14.	DAF	L	85
15.	DRA	P	80
16.	FF	L	79
17.	GASR	L	88
18.	GBSFP	P	90
19.	IMN	L	76
20.	KPTS	P	84
21.	KAD	P	72
22.	KS	P	81
23.	MSP	L	78
24.	MAK	L	85
25.	MGM	L	80
26.	MIZM	L	74
27.	PS	L	83
28.	RAV	P	77
29.	RASK	P	79
30.	RZR	L	86
31.	RDAP	P	88
32.	RAZ	L	82
33.	SAC	P	75
34.	SEW	P	80
35.	SMP	P	84
Rata-rata			80.3

## Appendix 7: Permission Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli, Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136  
 Website:<http://ftik.uinkhas-jember.ac.id> Email: [tarbiyah.iainjember@gmail.com](mailto:tarbiyah.iainjember@gmail.com)

Nomor : B-13196/ln.20/3.a/PP.009/08/2025

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMA NEGERI 5 JEMBER  
 Jln, semangka no. 4 baratan patrang jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 202101060041  
 Nama : M. ZULFY ZAINUL AKBAR  
 Semester : Semester sebelas  
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Senior High School Students' Experiences in Using Educational Podcasts to Improve English Speaking Skills."

" selama 14 ( empat belas ) hari di lingkungan lembaga wewenang Bapak/Ibu Muhammad. Lutfi helmi, M.Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.



**UNIVERSITAS ISLAM NEGERI**  
**KIAI HAJI ACHMAD SIDDIQ**  
**J E M B E R**

## Appendix 8: Research Finishing Letter



PEMERINTAH PROVINSI JAWA TIMUR  
DINAS PENDIDIKAN  
**SMA NEGERI 5 JEMBER**  
Jalan Semangka 4 Jember (0331) 422136 Faks. (0331) 421355  
website: sman5jember.sch.id email: smalajember@gmail.com

Jember, 27 Oktober 2025

### **SURAT KETERANGAN**

Nomor : 400.3.5.3/693/101.6.5.5/2025

Yang bertanda tangan di bawah ini,

Nama : MUHAMMAD LUTFI HELMI, M.Pd.  
NIP : 19801029 200501 1 008  
Pangkat/Gol Ruang : Penata Tk. I  
Jabatan : Kepala Sekolah  
Pada Sekolah : SMA Negeri 5 Jember

Menerangkan dengan sebenarnya bahwa mahasiswa tersebut dibawah ini :

Nama : M. ZULFY ZAINUL AKBAR  
NIM : 202101060041  
Program Studi : Pendidikan Bahasa Inggris

Telah selesai melaksanakan Penelitian di SMA Negeri 5 Jember pada tanggal 25 Agustus s.d. 8 Oktober 2025 berdasarkan surat Permohonan Izin Penelitian dari Universitas Islam Negeri Kiai Haji Achmad Sidiq Jember, Fakultas Tarbiyah dan Ilmu Keguruan, Tanggal 21 Agustus 2025 Nomor: B-13196/In.20/3.a/PP.009/08/2025 dengan judul penelitian " Senior High School Studens' Experiences in Using Educational Podcasts to Improve English Speaking Skills ".

Demikian surat keterangan ini dibuat dengan sebenarnya, untuk dipergunakan sebagaimana mestinya.



**UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R**

### Appendix 9: Research Journal

**Research Journal**

Name : M. Zulfiy Zainul Akbar  
 SRN : 202101060041  
 Title : Senior High School Students' Experiences in Using Educational Podcasts to Improve English Speaking Skills  
 Location : SMA 5 Jember

No.	Day/Date	Activities	Signatures
1.	21 Agustus 2025	The researcher give the research permit letter for school	
2.	22 Agustus 2025	Validation interview and observation sheet	
3.	27 Agustus 2025	Pembelajaran menggunakan podcast	
4.	29 Agustus 2025	Presentation Podcast in the class	
5.	1 Oktober 2025	Ulangan Harian	
6.	3 Oktober 2025	Students and Teacher Interview	
7.	8 Oktober	The researcher asked for the letter of completion research	

Jember, 23 Oktober 2025

UNIVERSITAS ISLAM NEGERI  
**KIAI HAJI ACHMAD HADIDQ**  
 J E M B E R



Muhammad Lutfi Helmi  
 NIP. 19801029 200501 1 008

### Appendix 10: Expert Validation For Interview

LEMBAR VALIDASI INTERVIEW

No.	Aspek yang dinilai	Skor			
		1	2	3	4
1.	Kesesuaian pertanyaan wawancara dengan tujuan wawancara.				
2.	Pertanyaan wawancara mudah dipahami				
3.	Pedoman wawancara layak digunakan untuk menganalisis kemampuan membaca siswa.				
4.	Bahasa yang digunakan tidak mengandung makna ganda				
5.	Maksud dari pertanyaan dirumuskan dengan singkat dan jelas.				

Secara umum tes ini:

1. Valid, dapat digunakan tanpa revisi.
2. Valid, dapat digunakan dengan revisi
3. Kurang valid, butuh revisi
4. Tidak valid, butuh revisi

Komentar dan saran:

**UNIVERSITAS ISLAM NEGERI**  
**KIAI HAJI ACHMAD SIDDIQ**  
**J E M B E R**  
 Jember, 22 Agustus 2025  
 Musrifah, S.Pd  
 NIP. 19700514 199512 2 004

### Appendix 11: Expert Validation For Observation

No.	Aspek yang dinilai	Skor			
		1	2	3	4
1.	Petunjuk penggunaan instrumen lembar observasi sesuai dengan gramatikal dalam Bahasa Inggris.	✓	✓	✓	✓
2.	Petunjuk penggunaan instrumen lembar observasi dapat dipahami dengan jelas.	✓	✓	✓	✓
3.	Aspek penilaian dalam lembar observasi dapat dipahami dengan jelas.	✓	✓	✓	✓
4.	Aspek penilaian dalam lembar observasi dapat menggambarkan pengukuran pemahaman konsep.	✓	✓	✓	✓
5.	Pedoman atau kriteria penskoran dapat digunakan dengan baik.	✓	✓	✓	✓

Secara umum tes ini:

1. Valid, dapat digunakan tanpa revisi.
2. Valid, dapat digunakan dengan revisi
3. Kurang valid, butuh revisi
4. Tidak valid, butuh revisi

Komentar dan saran:

**UNIVERSITAS ISLAM NEGERI**  
**KIAI HAJI ACHMAD SIDDIQ**  
**J E M B E R**

Jember, 22 Agustus 2025

Musrifah, S.Pd

NIP. 19700514 199512 2 004

## Appendix 12: Teacher Interview

	Teacher 1	Teacher 2
Question	<p>1. What do you know about podcast?</p> <p>2. Do you have any experience using podcast in learning?</p> <p>3. Do you think podcast can be a good and effective learning media?</p> <p>4. What do you think of its potential in education?.</p> <p>5. What are your views on the use of podcast to improve student's pronunciation?</p> <p>6. Do you think podcast can be a teaching media for learning speaking skills in the aspect of pronunciation?</p> <p>Strength and weakness</p> <p>1. What are the advantages and disadvantages of using podcast?</p> <p>Learning strategies</p> <p>2. When using podcast in learning, what learning strategies are suitable to use?</p>	<p>1. What do you know about podcast?</p> <p>2. Do you have any experience using podcast in learning?</p> <p>3. Do you think podcast can be a good and effective learning media?</p> <p>4. What do you think of its potential in education?.</p> <p>5. What are your views on the use of podcast to improve student's pronunciation?</p> <p>6. Do you think podcast can be a teaching media for learning speaking skills in the aspect of pronunciation?</p> <p>Strength and weakness</p> <p>1. What are the advantages and disadvantages of using podcast?</p> <p>Learning strategies</p> <p>2. When using podcast in learning, what learning strategies are suitable to use?</p>
Answer	<p>1. Podcast is an audio that can discusses certain topics and can be listened anytime</p> <p>2. Yes, I have listened english podcast to practice my listening skills.</p> <p>3. Yes, i think podcast it's easy to access, flexible for english language learning.</p> <p>4. It has great potential especially for build listening and speaking skills.</p> <p>5. It's can help students can imitate native speakers' pronunciation and intonation.</p> <p>6. Yes, it can be used to practice pronunciation combined with</p>	<p>Podcast is something when there is two people or more talking about something important</p> <p>2. <input type="checkbox"/> Yes, I do. I using podcast after give material</p> <p>3. <input type="checkbox"/> yes, It can when we can know about the characteristic our students</p> <p>4. <input type="checkbox"/> I think it's great when we can use that in full potential</p> <p>5. <input type="checkbox"/> student's can know a lot ot vocabulary with that podcast</p> <p>6. <input type="checkbox"/> Ada, pada saat kita bisa mengetahui karakteristik dari kelas yang akan kita terapkan</p> <p>7. <input type="checkbox"/> tentu, karna itu bisa menjadi media pembelajaran yang baru atau menarik bagi siswa</p>

	<p>speaking.</p> <p>Strength and weakness</p> <p>1. I think podcast flexible and easy to access, can improve listening and speaking skills. And for disadvantages i think podcast is too fast, and must be requires internet.</p> <p>Learning strategies</p> <p>1. Listen and repeat. make a note, and summarizing.</p>	<p>8. <input type="checkbox"/> Yes, it can when we do a lot of giving speaking or reading material to students</p> <p>Strength and weakness</p> <p>1. After giving material to students after that explain how to podcast with English</p> <ul style="list-style-type: none"> <li>- students get more experience</li> <li>- students more brave to talking or speaking English</li> <li>- students get new vocabularies</li> </ul> <p>2. - more a lot of time to use that podcast</p> <ul style="list-style-type: none"> <li>- we should give more inspiration to students about speaking in front of people or camera</li> </ul>
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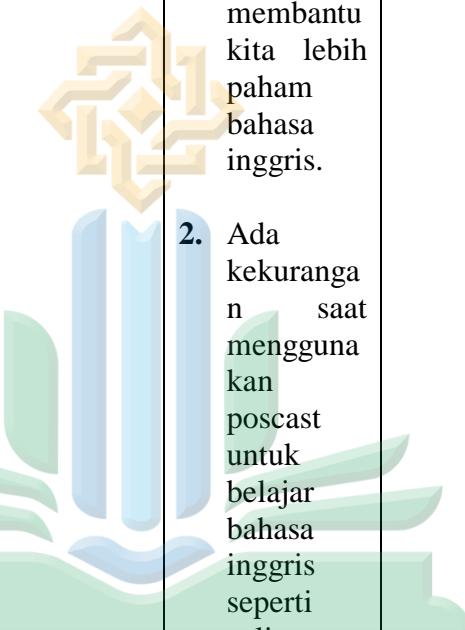
UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## Appendix 13: Student Interview

Type	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8
Questi on	<p><b>1.</b> How do you feel about using podcast to improve your speaking skills?</p> <p><b>2.</b> Do you think podcast help to practice pronunciation?</p> <p><b>3.</b> How do podcast compare to other learning methods (reading aloud,</p>	<p>1. When you listen to a podcast, how well do you understand the speaker's pronunciation?</p> <p>2. Have podcast helped you notice the difference in stress, rhythm, or intonation in English?</p> <p>3. Do you think your</p>	<p><b>1.</b> How often do you usually listen to podcast for learning English?</p> <p><b>2.</b> Do you listen to podcast regularly (daily/weekly), or only when your teacher assigns it?</p> <p><b>3.</b> How often do</p>	<p><b>1.</b> Are there any problems related to understanding the pronunciation?</p> <p><b>2.</b> Do you face technical problem (such as internet connection, access to device, etc) when using podcast?</p>	<p><b>1.</b> In your opinion, what are the main advantages of using podcast for learning English?</p> <p><b>2.</b> What are the difficulties of using a podcast?</p> <p><b>3.</b> What podcast creates uniqueness for pronunciation development?</p>	<p><b>1.</b> What type of podcast do you usually listen (educational podcasts, entertainment, news, interview, etc)?</p> <p><b>2.</b> do you usually listen to podcast at home, school, or somewhere else?</p>	<p><b>1.</b> What device do you usually use to listen to podcast (such as smartphone, laptop, computer, etc)?</p> <p><b>2.</b> Which platform or application do you use most often to access podcast (such as Spotify,</p>	<p><b>1.</b> How do you feel after using podcast in listening</p> <p><b>2.</b> Do you feel that your English speaking skills, especially in the aspect of pronunciation, are more fluent?</p>

	<p>repeating a teacher, watchinh videos, game based learning, etc) for improving your pronunciation?</p>	<p>pronunci ation has improbed since you started listening to podcast? In what way?</p>	<p>you replay or repeat parts of a podcast to improve your speaking skills or pronunciation?</p>	<p>3. Do you find it difficult to stay focused when listening to a podcast? Why?</p>	<p>ent?</p>	<p>3. Do you access the podcast individua lly on your device, or do you sometime s listen together in class or with friends?</p>	<p>YouTube , tiktok, Instagra m, etc)?</p> <p>3. Do you usually listen to podcast at home, school, or somewhere else?</p>	
Answe r	<p>1. Saya cukup senang dengan podcast yang digunakan sebagai alat peningkatan kemampuan berbicara, kita bisa belajar</p>	<p>1. I underst and it well. On a scale of 10, maybe about 8/10. Just have some</p>	<p>1. Biasanya saya dengar podcast sekitar dua atau tiga kali seminggu. Kadang kalau lagi banyak</p>	<p>1. tidak ada masalah terkait pengguna pan</p> <p>2. kadang kadang koneksi internet yang lemah</p>	<p>1. Menurut saya manfaat dari mendengarkan podcast untuk belajar bahasa inggris tentunya sangat</p>	<p>1. Educatio nal Podcast but is just a clip from the stream (just the short version), sometime s i watch Dr. Tirta</p>	<p>1. Smartpho ne</p> <p>2. YouTube</p> <p>3. at home</p>	<p>1. I feel better, i be able to know how the native speakers speak. That makes me understa nd more</p>

	<p>bagaimana penggunaan kata yang baik ketika menanggapi sebuah pertanyaan maupun menjelaskan sebuah pernyataan. Selain itu, podcast juga dapat membantu meningkatkan kemampuan berfikir cepat seseorang.</p> <p>2. Tentu, podcast ini adalah suatu forum dimana kita bisa jadi</p>	<p>troubles in pronunciation of some accents</p> <p>2. It helped a lot in my journey of learning english. Since i was bad at listenin g, it helped me to practice my skills and level up</p> <p>3. Not</p>	<p>tugas atau sibuk, bisa cuma sekali seminggu. Tapi saya usahakan rutin karena lumayan membantu.</p> <p>2. Saya pengucapan kata dalam bahasa Inggris yang benar. Intinya dengan belajar melalui podcast</p> <p>3. Not</p>	<p>3. sering tidak fokus jika ada suara dr luar juga</p>	<p>dapat membantu . Pertama jika ada suara dr luar juga</p> <p>2. Saya pengucapan kata dalam bahasa Inggris yang benar. Intinya dengan belajar melalui podcast</p>	<p>for its information about Educational purpose.</p> <p>2. I listen it at home because its the only free time i have</p> <p>I acces the podcast individually in my personal device</p>	<p>because of that.</p> <p>2. Not really, cause i just listen to it for a while. And i can't be fluent with just listen to it for a while</p>
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	<p>pendengar ataupun pembicara, ketika kita menjadi pembicara, apa yang kita katakan tentu harus jelas agar pendengar mampu memahami apa yang kita bicarakan. Sebuah pelafalan yang salah akan membuat artinya menjadi berbeda.</p> <p>Pada podcast ini, kita</p>	<p>really, i mean I've spent more time in watching movies than listen to a podcast in my lifetime. And i listening to a podcast when I've been pretty good at it. So podcast weren't a big reason for my improveme nt in my pronunciati on</p>	<p>saya juga dengar sendiri, apalagi kalau topiknya menarik atau saya lagi pengin latihan listening.</p> <p>3. Saya sering ulang bagian-bagian tertentu, apalagi kalau ada kata atau kalimat yang pengucapannya susah. Kadang bisa saya ulang sampai tiga atau empat kali supaya</p>		<p>dapat membantu kita lebih paham bahasa inggris.</p> <p>2. Ada kekurangan saat menggunakan poscast untuk belajar bahasa inggris seperti sulit mencari podcast yang sesuai dengan materi yang dibutuhka n untuk</p>		
--	---	--	--	--	--	--	--

<p>dihadapkan dengan orang lain dalam suatu pembicaraan. Tentu disini kita dapat melatih bagaimana kita menanggapi perkataan orang lain. Berbeda dengan metode pembelajaran lain yang bisa dibilang 1 arah saja, siswa hanya di suruh membacakan ataupun mengulangi apa yang guru katakan, yang membuat siswa tidak mampu berpikir secara cepat dan</p>	<p>benar-benar paham dan bisa ikut tiru cara ngomongnya .</p>		<p>belajar, jika hanya belajar dari mendengarkan podcast saja tanpa belajar menulis, membaca juga menghambat proses belajar bahasa inggris</p>	<p>3. Podcast yang dapat mengembangkan pronunciation dalam bahasa inggris yakni</p>		
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<p>cepat. Namun, podcast sendiri memiliki kelemahan yang terletak pada pengalaman siswa itu sendiri, tidak semua siswa dapat melakukan pelafalan maupun mampu berbicara dengan baik, hal ini malah akan menurunkan minat siswa dalam berbicara dengan pelafalan yang benar.</p>		 <p>UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ J E M B E R</p>	<p>adanya narasumber dengan aksen asli seperti american aksen, british. Sehingga sebagai pendengar kita dapat belajar pengucapan yang asli, baik dan benar</p>		
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## Appendix 14: Transcript Podcast

### Transcription of Podcast By Student

00:00:06

Hello everyone, how's your day?

00:00:09

I hope it's a good day because today we will accompany you in a podcast

00:00:14

me as host Khalid and few of my friends.

00:00:20

Let us tell us, yeah, my name.

00:00:24

I'm going first, bro. Okay.

00:00:25

So, my name is Ardelga Di Kurniyadi.

00:00:28

You can call me Ardel, okey?

00:00:30

Simple as that.

00:00:31 UNIVERSITAS ISLAM NEGERI

And you?

KIAI HAJI ACHMAD SIDDIQ

00:00:33

My name is Radheel Chival.

J E M B E R

00:00:35

And you can call me Zipa.

00:00:38

You?

00:00:39

Okay.

00:00:40

My name is Sabrina Maria-Herani.

00:00:42

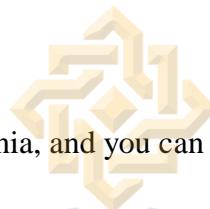
And you can call me Sabrina.

00:00:44

Hello everyone. My name is Rania Totus-Qadila

00:00:47

You can call Mirani.

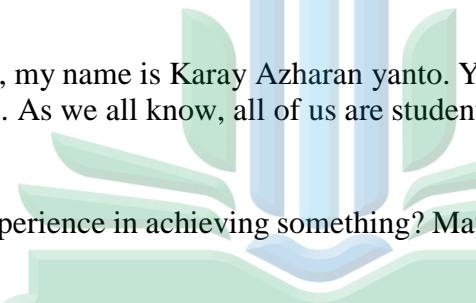


00:00:49

Namahya, Irania, Irania, Irania, and you can call me Vedkai.

00:00:52

Nice to meet you all.



00:00:54

You're right, my name is Karay Azharan yanto. You can call me Kara y to meet you all guys. As we all know, all of us are students. So I wonder, do you guys

00:01:10

have any experience in achieving something? Maybe like, you know, making a

00:01:17

accomplishment or something? Or is it easy? Hard? Or do you like to do it? Or maybe

UNIVERSITAS ISLAM NEGERI  
00:01:24  
you don't want to do it anymore.  
**KIAI HAJI ACHMAD SIDDIQ**

00:01:26

Please tell us your story.

00:01:28

Maybe start from...

00:01:30

...are there.

00:01:32

I'm always first.

00:01:34

So I'm going to tell you my experience is about...

00:01:37

...some years ago, actually I got a game.

00:01:42

And the game is called Call of Duty Mobile. I get the highest rank which is

00:01:48

the title of legendary rank. So among legendary player bro. I'm legendary. That's amazing.



00:01:55

I love love love. So you become a legendary player. Just by watching you too. Yes of course.



00:02:02

Wow. So I give some experience to myself because experience is the best teacher.

00:02:07

That's amazing, Ardell.

00:02:09

So you can teach yourself.

00:02:11  
KIAI HAJI ACHMAD SIDDIQ  
Yes.  
J E M B E R

00:02:12

It's good, man

00:02:14

It's great, great job.

00:02:15

Thank you, Masardel, for your sorry.

00:02:17

Now let's move to the next person.

00:02:19

Sifah.

00:02:21

Me?

00:02:22

Yes. Do you have an experience, Sifah?

00:02:24

Yes, do you have an experience? Yes, I have.

00:02:26

I'm gonna tell you guys about myself a little bit.

00:02:30

I actually, a shy person, the thought of being scolded and mocked,

00:02:36

whenever I was going to do something, it was always been my biggest fear.

00:02:40

But one day, I joined a music extracurricular activity and at first I felt very

## UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ J E M B E R

00:02:58

more confident and music has became a part of me.

00:03:01

Yeah, thank you.

00:03:03

That's amazing starly, Sifman. Thank you. Okay, let's move on to the next person. Caroline, do you have any story to tell us?

00:03:28

Yes, what I always want to...

00:03:32

I give it skill at drowning.

00:03:34

Look at my jaw.

00:03:36

Wow.

00:03:38

I like it.

00:03:40

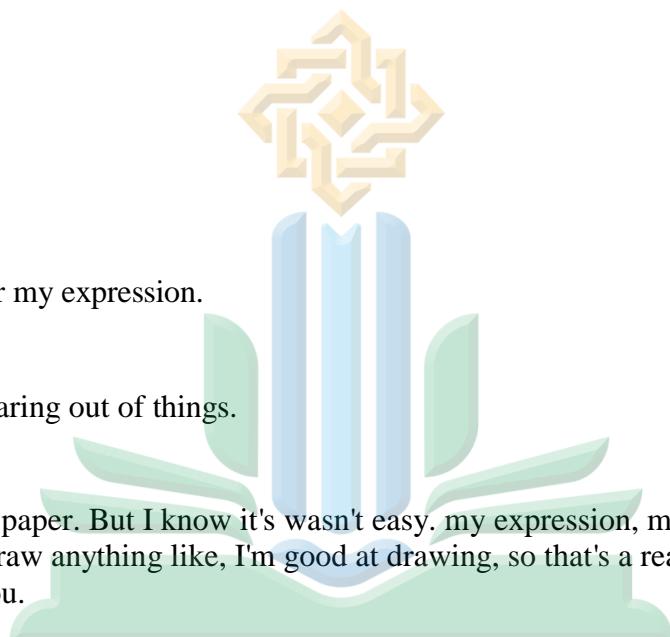
I like it for my expression.

00:03:42

I'm not hearing out of things.

00:03:44

Draw in a paper. But I know it's wasn't easy. my expression, my mood, my face, I cannot draw anything like, I'm good at drawing, so that's a really impressive skill by you.



00:04:13

Thank you for your story, Sanolene.

00:04:16

Okay, let's hear the next person, Sabrina.

J E M B E R

00:04:21

Okay, so I'm gonna tell you guys about my experience.

00:04:26

So far as students, I always want to get a good grades and

00:04:31

yes, a good grades.

00:04:33

By studying, praying and believing in myself, but sometimes it's not always like what I hope for.

00:04:39

But instead of worrying it, I make that as lesson for me to keep going and trying it.

00:04:44

So I'm still working on it right now.

00:04:47

Okey, thank you for the stories of Rina that's so impressive it makes me feel

00:04:53

motivated to do the same thing as you okay let's move on to the next person which is Rani Rani do you

00:05:00

have any questions?

00:05:00

story to tell us please?

00:05:02

Yeah.

00:05:04

As first I decided my trip to Tuan Tupik in Gennas School,

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KIAI HAJI ACHMAD SIDDIQ

00:05:12

And I joined the National Mathematical Internet and

00:05:18

reached the semi-final.

00:05:20

But I couldn't continue in final competition because due to financial limit.

00:05:28

Okay, thank you for the story, Rani.

00:05:31

So, you like mathematics, right?

00:05:34

You must be a smart person.

00:05:36

If I have a home, I will call you, Rani.

00:05:39

Okay, let's move to the next, the last person.

00:05:43

Which is, Kairani.



00:05:45

Kairani, please tell us your story, please.

00:05:48

Okay, when I first entered SM-Alima,

00:05:52

I was just a little bit of a bird

00:05:54

who comes from four and a corporate field school.

00:05:59

When SM-Pempat had dozens of students

00:06:03  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

00:06:09

Including me, we got into SM-alima.

00:06:13

And that was so exciting.

00:06:16

But did I stop?

00:06:17

No.

00:06:18

Why? Because I want to see it as a challenge.

00:06:22

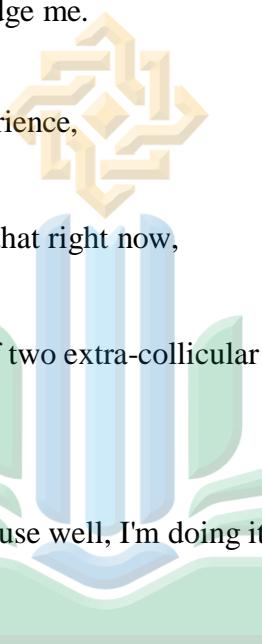
No one knows me right. So I want to do whatever I want and like here,

00:06:29

because well, no one will judge me.

00:06:32

And that's why this my experience,



00:06:37

I really like to tell you guys that right now,

00:06:41

I'm also an active member of two extra-collegiate and also joining a student council right now

00:06:50

From no one knows me because well, I'm doing it too much organization

00:06:58

And everyone knows me, not everyone too, but I have a lot of friends right now from no one knows me.

00:07:08

That's amazing, Taiwanese. Like from someone who's interpreted and shy, right?

00:07:12

Yeah.

00:07:13

Now you join two extracurricular and you join a student council.

00:07:19

Wow, so actually, she's for story and Taiwanese story.

00:07:24

Almost identical, right?

00:07:28

Okay, so that's the last story from us.

00:07:31

All of us here have a different, a different story that already, they already tell.

00:07:39

I hope that we all have something to get from that, like lesson or something.

00:07:46

Okay, that's all for me. Thank you very much. Goodbye everyone. [Music



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

Transcript Podcast by Student

A:

Hi everyone! Welcome to English Fun Podcast!

B:

Today, we're going to talk about our holiday experiences — as examples of recount text!

C:

Remember, a recount text tells about past experiences using past tense verbs.

D:

Exactly! It usually has three parts: Orientation, Events, and Re-orientation.

A:

Okay, let's start! I'll go first.

Last holiday, I went to Bandung with my family. We visited the zoo and saw many animals. My favorite part was feeding the elephants. It was such a fun day!

B:

That sounds great! I went to the beach with my cousins. We swam, played volleyball, and built sandcastles. The weather was perfect, and we watched the sunset together.

C: **KIAI HAJI ACHMAD SIDDIQ**

Wow! My holiday was different. I stayed at home and learned how to cook with my mom. We made fried rice and brownies. Even though I didn't travel, I still enjoyed my time.

D:

I went hiking with my friends. We climbed a small hill near my town. It was tiring but exciting! The view from the top was amazing.

A:

Nice! We all had different kinds of holidays.

B:

Yes! And all our stories are examples of recount text — they tell about past events using past tense.

C:

Don't forget the structure: Orientation, Events, and Re-orientation!

D:

Exactly! And always add how you felt at the end — it makes your story more interesting.

A:

Alright, that's all for today's episode of English Fun Podcast!

B:

We hope our stories help you understand recount text better.

C:

Thanks for listening!

D:

See you next time — and happy learning, everyone!

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## Transcript Podcast by Student

Alya:

Hi everyone! Welcome back to English Corner Podcast! Today, we're going to talk about something fun — Recount Text! But not just the theory — we'll share our own experiences too.

Nisa:

Right! A recount text is a text that tells us about past events or experiences. It usually uses past tense and is told in order of time — from the beginning, middle, to the end.

Rafi:

Exactly! So basically, it's like telling a story about something that already happened.

Dito:

And today, our theme is "Holiday with Friends." We'll share our own holiday stories as examples of recount text.

[Body – Sharing Experiences]

Alya:

Let's start with you, Rafi. Tell us about your most memorable holiday.

Rafi: **UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
MEMBER**

Sure! Last semester holiday, my friends and I went to Bali for three days. It was my first time there. On the first day, we visited Kuta Beach and took a lot of pictures. The next day, we went to Ubud to see the rice terraces. We even tried traditional Balinese food — it was delicious! On the last day, we bought some souvenirs before going home. It was such a great experience.

Nisa:

Wow, that sounds amazing! I also had a great holiday last year. My friends and I went camping near the lake. We set up tents, cooked noodles together, and told stories around the campfire. At night, the sky was full of stars. It was so beautiful!

Dito:

That's nice! My holiday story is a bit funny. My friends and I planned to visit the beach, but when we arrived, it started raining heavily! We ended up staying in a small café near the beach and played cards all day. Even though we didn't swim, it was still so much fun!

Alya:

Haha, that's a great example that sometimes the best memories come from unexpected moments. For me, my last holiday was at the zoo with my school friends. We saw lions, giraffes, and even fed some animals. I learned a lot and took so many photos!

⦿ [Closing]

Nisa:

So, from all of our stories, we can see how a recount text works: it tells past events in sequence, uses past tense, and often shares personal experiences.

Rafi:

Yes! And it usually has three parts: orientation (the beginning), events (the main story), and re-orientation or ending (how you felt or concluded the story).

Dito:

Exactly. And sharing it through a podcast like this makes learning English way more fun!

Alya: **UNIVERSITAS ISLAM NEGERI  
KIAU HAJI LACHMAD SIDDIQ**

Totally agree! Well, that's all for today's episode of English Corner Podcast. Thanks for listening, everyone! Don't forget to share your own holiday recounts with us. See you next time!

### Appendix 15: Observation sheet

Hari/Tanggal:	Sekolah:
Kelas:	Subject: Recount Text
Mata Pelajaran: Bahasa Inggris	

Tujuan Observasi:

- 1) Mengamati perkembangan Penggunaan Podcast
- 2) Memantau keaktifan penggunaan Podcast
- 3) Mengevaluasi efek eksternal dari penggunaan podcast

No.	Aspek Pengamatan	Hasil pengamatan			Keterangan
		Baik	Cukup	Kurang	
1	Penguasaan kelas				
2	Alokasi Waktu				
3	Mendengarkan dengan penuh perhatian				
4	Penguasaan Penggunaan Podcast dan Speaking Skill				
	1.Pronunciation				
	2.Grammar				
	3.Fluency				
	4.Vocabulary				

### Appendix 16: Documentation

Figure 1: the researcher give example of podcast



Figure 2: students write their experiences



Figure 3: students reading their script aloud



Figure 4: teacher interview



figure 5: students interview



figure 6: students presentations



Figure 7: researcher feedback



## Appendix 17: Curriculum Vitae



### A. Author Identity

Name	: M. Zulfiy Zainul Akbar
NIM	: 202101060041
Place, Date of Birth	: Situbondo, 26 <sup>th</sup> June 2002
Gender	: Pria
Address	: Mladangan, Situbondo
Faculty	: Tarbiyah and Teacher Training
Major	: English Educational Training
Email	: Muhammadzulfiyainulakbar@gmail.com

<b>UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ</b>	
B. Educational Background	
Elementary School	: MI Islamiyah Krajan Silomukti(2007-2014)
Junior High School	: MTs Nurul Amin Sumberejo(2014-2017)
Senior High School	: MA Nurul Amin Sumberejo(2017-2020)

### C. Organization Experienced

Ikatan Mahasiswa Situbondo- Pengurus Kaderisasi (2023-2024)