

**Project-Based Learning Using Podcast-Assisted Media  
in the Teaching of English Speaking Skill**

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**Abstract**

Developing speaking skill is difficult for foreign language teachers and learners since they rarely use the target language outside the classroom. However, students need more opportunities and confidence to use it outside the classroom. Thus, teachers must adopt various teaching methods to strengthen the students' speaking skill in English. Nowadays, students must possess competencies relevant to the 21<sup>st</sup> century, such as analysis and problem-solving, creativity and invention, communication, teamwork, life skills, and efficient use of technology. Therefore, Project-Based Learning (PjBL) provides opportunities to learn deep content knowledge and 21st-century skills. One of the methods used is using Podcast. A podcast is an up-to-date technology for improving students' listening and speaking abilities. This qualitative study intends to determine the implementation of project-based learning using podcast-assisted media in teaching English speaking skill at one of the schools in Mojokerto, East Java, and the student's perspective on it. The research participants were grade XI Science students. The data were collected through observation and interview. The data were analyzed using an analysis flow by Miles and Huberman which included data reduction, displaying the data, and a conclusion. This study showed that implementing project-based learning using podcast-assisted media in teaching English speaking skill ran smoothly. Students responded enthusiastically. At last, the students' perspectives are also positive since Podcast-assisted media is able to enrich not only their speaking skill but also develop other language skills.

**Keywords:** project-based learning, podcast, English speaking skill

## **INTRODUCTION**

English is now widely used throughout the world. It functions as a universal language among countries. It plays a significant part in various industries, such as banking, computers, advanced studies, business, engineering, medical, and tourism. Consequently, English is now taught and acquired as a second language worldwide. Language serves as a communication tool. We communicate with one another in order to share our thoughts and get to know one another. Anywhere there is speech, communication occurs. Therefore, speaking proficiency is crucial for language learners of any kind. There are four skills in mastering English: listening, speaking, reading, and writing. As Al-Omari (2014) stated that speaking is a fundamental skill in language since it enables people to effectively convey their emotions, concepts, opinions, perspectives, and values through verbal communication. It enables us to communicate with people of various backgrounds and allows them to get new experiences, especially with the growing use of the Internet. Rao (2019) stated that communication skills are essential in today's society, and mastering them is required to succeed in their respective industries. Thus, Speaking is the most important of the four language abilities for communicating effectively in today's global environment.

Moreover, good speaking abilities are necessary for English subjects for students in high school because communication is also an essential aspect of 21st century learning. Proof of a student's success in learning a foreign language is when he/she can communicate and express his/her ideas in the target language. English speaking ability prepares the students to use language as a communication tool in real-life contexts. So, teachers must give students a big chance to develop their speaking skill. However, developing speaking abilities is difficult for EFL students since they have few opportunities to use the target language outside the classroom. Andreas et al. (2024) stated that they need more opportunities to speak and could be doing better, as a consequence they do not actively engage in the learning process. Furthermore, Ahmed et al. (2021) argued that speaking is the most complex language skill for foreign language teachers and learners. They generally need more confidence in speaking since they need help with vocabulary, grammar, fluency, and pronunciation. Thus, teachers must understand their students' difficulties and adopt various teaching methods to strengthen their students' speaking skill in English classrooms.

Nowadays, students are 21st century learners who are close to technology. Their interest in technology is enormous. Technology provides numerous advantages, such as making education more entertaining and productive. Technological developments could make language learning easier (Noor & Daulay, 2023). Technology allows students to become active and learn based on their interests. When students become 21st century learners, they must also be equipped with 21st century skills. Moreover, common skills needed for success in the 21st century are creativity and innovation, critical thinking and problem-solving, communication, collaboration, information handling, technological competence, life and career skills, and awareness of cultures. So, Project-Based Learning (PjBL) provides opportunities for students to learn deep content knowledge and 21st century skills.

Project-based learning is the result of CLT (Communicative Language Teaching). It provides students with the chance to master the fundamentals of language learning. One of the technology tools that are familiar among students is the smartphone. With the smartphone, students can do many things. Modern multifunctional mobile technology allows users to access the internet for information retrieval and search, emailing, reading

e-books, and even shopping. So, based on this situation, the teacher must be good at taking advantage of the situation. Teachers must utilize technology to motivate students to make learning to speak more fun and prevent boredom. Podcasting allows teachers to provide their students with the most up-to-date and interesting information while also motivating them to listen to audio content on topics based on their interests, for example, about students' plans, the famous application "Tik Tok", social media, and many others. When creating a podcast, students, at the same time, besides working collaboratively, also have to activate their critical thinking skills.

Critical thinking is considered beneficial for students learning success. It helps process information received through written and oral communication and improves the quality of the language produced logically and reasonably. Previous researchers conducted a study on using podcasts to increase speaking skill. The result had a significant impact on the students' speaking skill. Rahmasari et al. (2021) conducted a qualitative study to explore students' perceptions of using podcasts to learn speaking skill. Three first-grade students of the vocational high school participated. According to the study, podcasts were engaging media because they offered various themes or materials that allowed listeners to practice speaking anytime. Additionally, they concluded that listening to podcasts helped students improve their speaking abilities by expanding their vocabulary and pronouncing words correctly.

This present study differs from the previous study. In the previous study, the teacher determined the material, this study focuses on the material for the podcast based on the student's interests. It is obtained from a brief discussion with students about what is another hot topic or trend among students, so students are free to choose what material they want to discuss. Teachers can help students construct an understanding of the representation of the conceptual function of the external world. So, by having the topic based on the student's interests, it will be more challenging, accommodate students' learning needs, and arouse students' curiosity. Finally, this study explores Project-Based Learning Using Podcast-Assisted Media in the Teaching of English speaking skill in one of the senior high schools in Mojokerto, East Java.

## **METHOD**

This study was an exploratory qualitative case study, and purposive sampling techniques were applied based on the researcher's consideration of the most valuable and representative sample. The research participants were grade XI Science students of SMAN 1 in Mojokerto. This research took ten students and was then divided into five groups, with one group consisting of two students. Creswell (2010) states that the number of participants in qualitative research is usually five to ten people; still, if data saturation has yet to be reached, the number of participants can be increased until there is repetition of information from the participant.

The instruments used in this study were Observation sheets; conducted to gather real-time data from natural settings in the classroom. Observation sheets were made to assess learning process activities while using Project-based strategies using Podcast-assisted media. This observation sheet consisted of an observation format for implementing teacher and student activities adapted to the stages of learning activities. Audio and video materials; the data could be in the form of photographs, art objects, videotapes, or voice or sound (Creswell, 2010). In the context of this research, the results of students' recordings when doing podcasts could be a source of data and interview sheet. The method of interview used semi-structured interviews. In semi-structured interviews,

all participants were asked the same questions during the interviews within a flexible structure. Participants were encouraged to talk about their experiences through open-ended questions, and their responses determined the ordering of further questions. Below are examples of questions in the interviews given to students after the learning process using Podcast-assisted media.

1. What do you think about podcast-based learning?
2. What do you like about learning using Podcasts?
3. Do you think your English skills getting better after the Podcast implementation?

After collecting all the data from the research instrument, then the data was collected and analyzed as the following analysis flow by Miles & Huberman (2014).

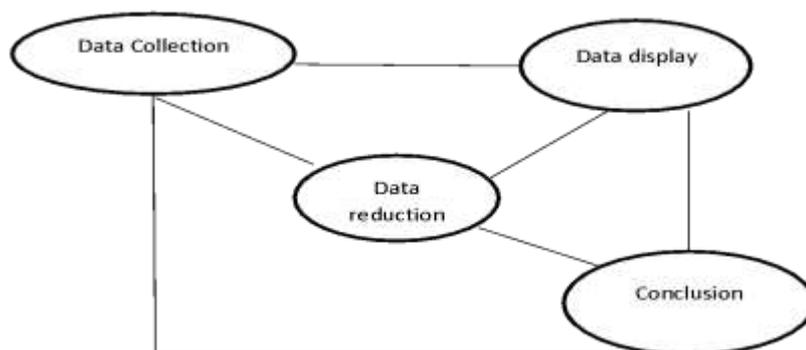


Figure. 1 Data Collection and Analysis

Based on Figure 1, the first step is data reduction. According to Miles & Huberman (2014), data reduction is a selection process focusing on simplifying, abstracting, and transforming raw data that emerges from field data. Then the data is categorized according to needs. For example, data is grouped by date, informant characteristics, or research location. At this stage, good data interpretation skills are needed so that the data does not fall into the wrong category. After doing the data reduction, the next step is displaying the data. This study presents data through brief descriptions, charts, relationships between categories, flowcharts, and the like. Sugiyono (2018) states that primarily qualitative research presents the data narratively. By displaying data, it will be easy to understand what happened and plan further work based on what is understood. In this data display stage, the data categories created in the reduction stage are arranged into sequences so that their structure can be understood. Then the last is the conclusion. It is based on valid evidence in the field during data collection.

## FINDINGS AND DISCUSSION

### *Findings*

The first finding was in terms of the implementation of Project-based learning using Podcast-assisted media in teaching English speaking skill at the 2nd grade of secondary school in Mojokerto. For teachers and students, the term podcast is familiar; they have known podcasts before, although they are only sometimes in English. Several teachers have implemented podcasts in learning. To find out the implementation of it, an observation was conducted during the learning process which was held for five times. The observed teacher already prepared the lesson plan. She run the learning process based on it. As can be seen from the observation aspect in Table 1.

**Observation Aspect**

Table 1. Pre Activity

Score	Always	Usually	Seldom	Never
The teacher opened learning activities, checked students' attendance, prayed and gained the students' attention.	✓			
The teacher gave apperception.	✓			
The teacher gave motivation.	✓			
The teacher explained the objective of the today learning	✓			
The teacher prepared the Podcast that will be used in the learning process.	✓			
The teacher explained the steps used in the learning process using Podcast assisted media.	✓			

From the Table 1, in the pre activity, it can be concluded that the teacher's ability to open the session and convey learning objectives was apparent, systematic, and detailed; so many students were happy and enthusiastic and paying attention. Next aspect was the main activity that can be seen in Table 2.

Table 2. Main Activity

	Always	Usually	Seldom	Never
The teacher conditioned the students to be ready to listen to the Podcast being used in the learning process	✓			
The teacher gave big opportunity/several times for the students to listen to podcast in order to make them really understand what they were listened to	✓			
The teacher gave time to the students to retell the podcast they just listened in group	✓			

Based on the Table 2, in the main activity, the teacher provided initial knowledge to the students so they had sufficient opportunities to understand what to do. Next activity is called closing activity. The description of closing activity can be seen in Table 3.

Table. 3. Closing Activity

	Always	Usually	Seldom	Never
The teacher reviewed today's activity with all the students.		✓		
The teacher made a reflection		✓		
The teacher ended the session and prayed together	✓			

The teacher's proficiency in reflecting throughout the closing activity helped students comprehend their skills. Therefore, from the findings presented in the table above, the teacher had gone through the common stages of implementing podcasts in learning and showed a very positive response to implementing podcasts in learning.

The next finding was in terms of Students' perspectives on using Podcast-assisted media concerning their mastery of English speaking skill. The researcher categorized the data obtained from students who learned to speak using podcasts into two main aspects: the students' understanding of podcasts and their perception of the benefits of podcasts.

### **1. Students' understanding of Podcasts.**

The data were gathered from the student's interviews after implementing the podcast. The first question was, "What do you think about podcasts?" most students said that a podcast was a program in the form of a recording or visual for conveying information, stories, or someone's experience. It was confirmed by student 1

*"Podcast is an internet program in the form of recording or visual. Useful for conveying information, stories or someone's experiences".  
(translated version)*

Student 2 said,

*"Podcasts is a digital- broadcast program via audio or video various types. The most popular include talk shows, fiction stories, interviews, education, music and many more". (translated version)*

The students' answers above indicated that they already slightly understood podcasts before implementing them in the learning process. As we know, Podcasts are a digital audio format that has proliferated; the format is also engaging and easy to listen to. It can be heard while doing other activities consists of the most up-to-date, exciting, and accessible authentic material (Koçak & Alagözlü, 2021). Thus, anyone already knew it since many podcasts are circulating on several platforms created by Gen Z with various models, topics, and delivery methods, even ones using Indonesian. Another question related to the understanding of podcasts was, "What do you like about podcasts?"

The answers were various; for example, student 3 said

*"What I like about podcasts is that they cover various topics. So, I can find out many things from the podcast". (translated version)*

Student 4 said

*"The topics discussed in the Podcasts are interesting because we can learn knowledge and there are sources whom the host asks in podcasts".  
(translated version)*

The students' responses above showed that students already knew the reason why they loved podcasts. It provides many exciting materials; as Rahmasari et al. (2021) mentioned, Podcasts offer various themes or materials that allow listeners to practice speaking anytime. Additionally, podcasting can provide additional material to support learning that could expand or broaden the student's comprehension (Rajic, 2013).

### **2. Students' perspective on the benefits of Podcasts**

Relating students' perspective of the benefits of podcasts, most students agreed that podcasts are beneficial and develop their English skills. Students' responses regarding the benefits were also revealed through open-ended interviews as stated in the following description.

### ***Podcasts enriched students' English vocabulary***

The data showed that students' English vocabulary was getting richer after implementing podcasts. When students listened to English Podcasts, they automatically absorbed some vocabulary, whether it was new or not, and at the same time, they also learned how to pronounce it. Consequently, students had two benefits: pronunciation and vocabulary absorption. Listening directly to the spoken word can improve English pronunciation. Vocabulary is also increasing because podcasts usually contain current topics and authentic English language use (Koštejn, 2018; Yoestara & Putri, 2019; Ramli, 2017). As the result of the students' interviews beneath,

*"Podcasts can develop and expand my knowledge, especially my English vocabulary" (translated version).*

*"My English skills have developed, and I have acquired much new vocabulary," (translated version)*

### ***Podcasts developed students' pronunciation and grammar***

Both pronunciation and grammar are critical aspects of effective communication. Pronouncing words correctly is essential to learning English. Even with flawless grammar, students who mispronounce words will not be understood. Podcasts helped students' pronunciation and grammar. As stated in the student's response below.

*"My English pronunciation is getting better, because I have listened to many podcasts before, so I know how to pronounce correctly".*

*(translated version)*

This is in line with what had been stated by Rahmasari et al. (2021) that besides boosting confidence; the result suggested that students perceived the podcast assignment as enhancing their speaking abilities, such as vocabulary and pronunciation. One student also said that her grammar also evolved even a little bit.

*"my grammar is better than before even though it developed a little"*

This happened because before they recorded the podcast, they had to read the script many times, and checked the grammar, and the diction.

### ***Podcast evolved other students' English skills (listening, reading and writing)***

Listening and speaking are skills in English besides reading and writing. One and the other are interrelated and cannot be separated. Based on the results of students' interviews, it was found that students' basic skills related to English, like reading, speaking, and writing, became more prosperous. As stated by the students.

*"Yes, there are slight changes, namely in the layout words, pronunciation, and writing". (translated version)*

*"Yes, I do. The ability to read, speak, and write is growing after studying podcasts". (translated version)*

*"Yes, because I can develop the process of reading and listening in English. (translated version)*

From the students' results of the interview, it can be concluded that podcasts bring a positive effect not only on one skill but also on other fundamental skills such as listening, and writing. It is in line with the study conducted by Abdulrahman et al. (2017) suggested that podcasts can serve as a means of developing and stimulating students' listening

comprehension. This happens by encouraging students to employ their imagination and mentally construct illustrations of the students and concepts they are hearing.

Different responses came out from different students; she said that her skill in retelling the story is also growing. *“Yes, my skill in telling the story became better”*. It means that students’ speaking skill get the most portions in doing the podcasts.

### ***Podcasts facilitates the students’ by having collaborative work***

In this session, students had to work collaboratively when they had podcasts. It’s impossible to conduct a podcast alone without a partner. Many students said they love doing group work because they can share with each other, as stated by the students

*“I think working in groups is very exciting, I like and enjoy it, because I can share stories”* (translated version)

*“Yes, I like it because we can learn together and I gain knowledge from each other”* (translated version)

*“Working together in groups is very useful for cohesiveness. I like it because it can strengthen our friendship”* (translated version)

*“I like it because working together will make teamwork easier and you can feel how to socialize, act directly toward other people”* (translated version)

From this condition, working collaboratively in the learning process had a positive impact on the students as collaborative work helps learner develops a social support system, establish a positive atmosphere, develop a positive attitude towards the teacher, increase students’ self-esteem, and also promote critical thinking skills (Laal et al., 2013).

### ***Discussion***

The above findings indicated that the learning program implementing Podcasts run very well. Data from the five-time observation of the learning process demonstrated that the learning goes smoothly, and podcasts are nothing new to students. It is due to the abundance of podcasts available on social media featuring various models and topics; one of the interview students said she liked podcasts because they covered various topics. So she could learn many things from the podcast.

This result, then, had similar findings to the previous studies, which stated that podcasts provided numerous expertly-made resources on various themes and the most up-to-date and exciting resources and the students got the authentic material, developing students’ speaking and listening skills (Koçak & Alagözlü, 2021; Rajic, 2013; Rahmasari et al., 2021; Salehi, 2019; Saragih et al., 2022; Lestary, 2021). Various reasons support this result. (1) Students were involved in the learning process. (2) Students were directly exposed to English material, and (3) they experienced authentic material even though sometimes, at first, they had difficulty understanding it.

First, the involvement of the students in the learning process was significant because when the teacher involved them in learning, they would have their own experiences related to the methods used by the teacher, and this was a significant experience, as claimed by Kaya (2015) that children will understand and learn more easily when there is the involvement of other people and context in learning, it could be seen from the result of one of the interview students *“I feel happy because I can experience it by myself and I can share knowledge with my peers.”*

Second, the Podcast provided so much material in English that students could choose. They also could choose the speaker’s speed, which can be adjusted to their

English abilities, as Koçak & Alagözlü (2021); and Bella (2022) claimed that the speed at which material is delivered in podcasts could be modified. Furthermore, the format is engaging and exciting. In this context, students had many opportunities to deal directly with materials in English since knowing direct examples from natives would help them pronounce English words well. The previous study by Bella (2022), Marcelo & Zapata (2019) claimed that podcasts could help students improve their pronunciation, add new vocabulary, and enhance their grammar; their speaking proficiency also improved.

The last is students' experience with authentic material. Podcasts expose EFL students to various accents, speech rates, and themes by providing them with real-life language input. Authentic listening resources increase their overall listening comprehension skills by enhancing their awareness of the nuances in spoken English students (Al-Rashidy & Alsabbagh (2023).

The teacher next instructed the group to create a podcast according to their chosen topic with a maximum duration of five minutes. The groups formed had diverse abilities. Students who had more abilities would be grouped with students who had ordinary abilities. It aimed to ensure that they could learn from each other when interactions occurred within the group. Moreover, interactions with the environment and other people stimulate learning.

When students had a chance to choose the topic according to the knowledge they already had or even according to their own experience, the impact was that they were more enthusiastic. For example, when collecting data, there was a group where one of the members experienced this personally, and it became the main topic in the podcast. The topic was "healthy relationship is easy". In this context, the teacher only played a role as a facilitator. She accompanied and helped students when they had difficulties. Students made a draft and then showed the results to the teacher. It could be denied that the reality in the field was that only some groups ran smoothly; sometimes, some groups faced problems translating sentences into English. So, in this section, the teacher took a role by helping students. From drafting and revising, students practiced critical thinking and analyzed a problem from their point of view. When there is a dialogue or question and answer about things discussed in the podcast, students must have deep and critical thinking skills. Even though there were obstacles, they could still learn a lot from this podcast, such as adding new vocabulary.

When it came to the production of the podcasts, the students were happy and enthusiastic. Mostly, the duration was about four minutes. One by one, they performed it. The students were relaxed and loved it. So, the podcast implementation in the learning process was beneficial. The student's perspective on implementing podcast-assisted media was reflected in the interview set at the end of the learning program. The interviews were conducted with ten representative students. The interview consisted of ten questions, which then would be divided into two big categories: (1) Students' understanding of Podcasts and (2) Students' perspective on the benefits of Podcasts.

From the findings on the student's perspective on implementing podcast-assisted media concerning students' mastery of English speaking skill, it can be argued that the students enjoy the learning and feel motivated to use the podcast in their learning process. They mostly view the implementation of podcasts as an assisted media in learning positively. As indicated by the above findings, the first category is students' understanding of podcasts; they already know what podcasts were. Podcasts are familiar to them, even some only sometimes watch and listen to English podcasts. Many podcasts

on social media are packaged interestingly and casually with up-to-date topics (Sotlikova & Haerazi, 2023).

Concerning the students' perspective on the benefits of podcasts, some students said that their vocabularies were enriched. It is in line with the previous study, which claimed that podcast media boosted students' vocabulary, pronunciation, and grammar (Amiri et al., 2023; Rahmasari et al., 2021; Kafes & Canner, 2020; Díez & Richters, 2020; Khalilavi, 2022). Moreover, students felt that podcast media could develop their other language skills, such as speaking, listening, and writing. Many of the previous research said that podcasts were able to increase students' speaking and listening skills (Sotlikova & Haerazi, 2023; Marcelo & Zapata, 2019; Díez & Richters, 2020; Rahmasari et al., 2021; Rabie, 2023; Saragih et al., 2022). On the other hand in this study, students experienced one different thing. They felt their other language skills, such as reading and writing, also grew. According to students, before producing a podcast, they made a draft; in the process of making a draft, they needed writing skills to compose it; after that, they had to read the result. So that is why they said that their writing and reading skills became better, too.

From the results of the students' interviews, when teachers employ group work in the learning process, they welcome it with full devotion. It can be seen from the student's answers that working collaboratively with their peers gave many benefits. Some students state that it is exciting, make the work easier, useful for cohesiveness, and allow them to gain and share more knowledge. In conclusion, the previous studies indicates that using podcast-assisted media concerning English speaking skill is beneficial. However, this study further investigates some challenges and benefits students perceived while implementing the podcasts. Some participants say there is a significant development in their pronunciation as they got so much English exposure from the example of the English podcast they heard. Their vocabularies and other language skills also became more affluent. However, at the same time, they face some challenges: difficulties in finding the correct vocabulary to express their idea, and the conversation sometimes could not run smoothly due to the lack of vocabulary stock.

## **CONCLUSION**

This study highlights several points. First, implementing project-based learning using podcast-assisted media in teaching English speaking skill at the 2nd-grade secondary school in Mojokerto, derived from observing the learning process, run smoothly and work well. Students responds enthusiastically to the use of podcasts in learning. Classroom learning also becomes fun and exciting. For teachers and students, podcasts are nothing new. They already know it well and have various versions. So, the teacher just need to continue because the students already know about podcasts. Second, the students' perspectives on using Podcast-assisted media concerning their mastery of English speaking skill are mostly good. There are a lot of positive responses to the statements given in the interview section. Podcasts are believed to establish a joyful learning environment in the classroom and offer authentic material for practicing speaking. Students states that because the themes are modified based on their interests, it makes easier for the students to participate and apply in the lessons. Additionally, using podcasts in the classroom can encourage students to learn English because they help with listening, reading, writing skills, and speaking comprehension. Furthermore, grammar, pronunciation, and vocabulary can also be improved. It is recommended that, first, the teacher implement podcasts in the learning process to develop better speaking skill and encourage the students to use the target language in the class more often. Nonetheless,

based on this research's findings, teachers should bravely use new methods to develop students' speaking skill to become more enthusiastic and curious. Integrating technology in the learning process, such as podcasts, is an alternative since students are close to technology nowadays. Allowing students to choose what topic or material they want to discuss is another way to accommodate students' needs. Students can interpret information in their minds only in the context of their own experience and knowledge based on their needs, background, and interests. Moreover, teachers must prioritize collaborative work because by having collaborative work, students may share information and knowledge and complete each other. The following recommendation is for the students. Students must try to speak in English more often and without hesitation because learning a language without practicing it in daily communication will be meaningless; moreover, one can learn a language by habit.

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