

SENIOR HIGH SCHOOL STUDENTS' EXPERIENCES IN USING PODCAST TO LEARN ENGLISH SPEAKING

Aprilia Ayu Kusuma Dewi

Universitas Negeri Surabaya
apriliana.18063@mhs.unesa.ac.id

Abstrak

Di abad 21 yang berkembang pesat, berbagai media inovatif telah diperkenalkan dalam pembelajaran berbicara bahasa Inggris; salah satu produk teknologi populer yang diciptakan untuk mendukung pembelajaran berbicara bahasa Inggris adalah Podcast. Saat ini, Podcast memiliki beragam konten yang dapat membantu dan mendukung siswa tingkat menengah dalam belajar berbicara bahasa Inggris. Beberapa penelitian sebelumnya menemukan bahwa Podcast dapat meningkatkan keterampilan berbicara siswa, tetapi masih belum menunjukkan bagaimana siswa memanfaatkan Podcast untuk belajar berbicara bahasa Inggris. Oleh karena itu, penelitian ini bertujuan untuk mengetahui pengalaman siswa menggunakan Podcast dan bagaimana siswa memanfaatkan Podcast untuk belajar berbicara bahasa Inggris. Penelitian ini merupakan penelitian survei. Penelitian ini dilakukan dengan mensurvei 15 siswa kelas sebelas di wilayah Sidoarjo dan Surabaya, khususnya siswa yang memiliki pengalaman menggunakan Podcast untuk belajar berbicara bahasa Inggris lebih dari satu kali. Untuk mengumpulkan data, peneliti menggunakan kuesioner terbuka yang dibagikan kepada partisipan di Google Forms yang disebarluaskan melalui Media Sosial. Hasil penelitian menunjukkan bahwa podcast dapat memudahkan siswa untuk mengakses materi otentik dari penutur asli karena menyediakan jenis Podcast dengan berbagai konten tema Podcast populer. Podcast dapat membantu siswa dalam fokus pada aspek berbicara mereka, seperti tata bahasa, kefasihan, kosakata, pengucapan, dll. Siswa menggunakan Podcast dengan cara yang biasa mereka lakukan saat belajar, seperti mencari Podcast di platform online, mendengarkan dan menonton, mencatat, menyadari, berlatih. Dapat disimpulkan bahwa Podcast adalah sumber media pembelajaran yang bermanfaat untuk belajar berbicara bahasa Inggris

Kata Kunci: berbicara bahasa Inggris, podcast, siswa sekolah menengah atas

Abstract

In the fast-developing 21st century, various innovative media have been introduced in learning English speaking; one of the popular products of technology created to support learning English speaking is Podcast. Currently, Podcast has a variety of content that can assist and support secondary-level students in learning English speaking. Some previous studies found that Podcasts can improve students' speaking skills, but they still did not show how students make the most of Podcasts for learning to speak English. Therefore, this study aimed to find out students' experiences using Podcasts and how students make the most of Podcasts for learning English speaking. This study was a survey study. This research was carried out by surveying 15 eleventh graders in the Sidoarjo and Surabaya area, specifically, students who have experience using Podcasts to learn English speaking more than once. To collect the data, the researcher used open-ended questionnaires distributed to participants in Google Forms that spread through the Social Media. The results showed that podcasts can make it easier for students to access authentic material from native speakers since it provides kinds of Podcasts with various popular Podcast theme content. Podcasts can assist students in focusing on their aspects of speaking, such as grammar, fluency, vocabulary, pronunciation, etc. Students used the Podcast in the common ways they did while learning, such as searching the Podcast on an online platform, listening and watching, taking notes, realizing, practicing. It can be concluded that Podcast was a beneficial learning media resource for learn English speaking

Keywords: English speaking, podcast, senior high school student

INTRODUCTION

The development of technology significantly impacts many aspects of human life, such as economics, politics,

health, and especially education. According to Wulan (2018), technology is part of language learning worldwide at all different levels. Technology makes it easy to access learning media from various sources on the

internet in the teaching and learning process. On the other hand, in today's rapidly developing technology, students can increase language learning skills such as writing, reading, speaking, listening, etc.

In the 21st century, speaking is one of the skills that have to be mastered for EFL students learning English. Nowadays, speaking is the current problem students face in the teaching-learning process. According to Bustari et al. (2017), speaking represents an interactive process that involves producing and processing or receiving information to serve both interactional and transactional. Meanwhile, speaking plays an essential role in academic and social life because mastering speaking can help learners have good communication. Teaching speaking in the academic context is to maintain students' ability to communicate well and improve their oral communication proficiency. According to Brown (2000), teaching can be defined with the term learning because teaching facilitates a learning process, gives an opportunity to the learners to learn how to do something, gives instruction, guides the study of something, and sets the necessary comfort conditions for learning. It can be concluded that, teaching speaking is processed to help students get knowledge from the environment system and useful to inform, express the idea, communicate, and as an interaction of oral communication between teachers and students in the classroom. Also, learners can share their opinion or idea with others. Furthermore, speaking becomes an essential aspect of the oral form that includes sharing thoughts, solutions, negotiating, communicating, etc.

There are so many technology forms that can be implemented in the language teaching-learning process, one of which is a Podcast. In the development of the Web 4.0 era, podcasts can be accessed through online platforms or digital media. A podcast is online audio or video platform that users can upload, listen to, and share the podcast with others. A podcast can be accessed on YouTube or in Spotify Application. Phillips (2017) defines a *podcast* as a digital audio or video file created and then shared with others via an online platform. It is also part of the Mobile-Assisted Language Learning (MALL) paradigm as it can be downloaded and played on any computer or portable device. Based on the definition from the previous study, Podcasts can be categorized as one of the learning media that can be implemented in the teaching-learning process, especially in learning English speaking. Podcasts can help students improve their speaking skills, and Podcasts can be adapted to the students' needs. A podcast is one of today's technologies that support the educational system in Indonesia because it provides English language material for EFL students whose speakers are native

English speakers. Podcasts contain many types and interesting themes. Santo (2021) stated several popular podcast content themes, consisting of interview podcasts, conversational podcasts, monologue podcasts, nonfiction storytelling podcasts/investigative theatrical podcasts/scripted fiction podcasts. The podcast contains authentic material, and it can help students learn to speak English from the original resource. Yoestara & Putri (2019) stated that podcasts are an effective teaching tool to improve the speaking of Indonesian students because they can provide access to authentic material, support independent learning, increase language confidence, and create active learning.

Some findings from the previous studies related to this research—first, the research conducted by Bustari et al. (2017). The study aimed to determine if there is a significant improvement in students' speaking skills using podcasts. The research population was eleventh-grade students in Senior High School 11 of Banda Aceh. The result showed that the post-test score was higher than the pre-test because there was a significant improvement in the students' speaking skills performance after the treatments. Based on the research finding, the researcher concluded that podcasts demonstrated positive fruits on students' speaking achievement. It shows that Podcast media can be used as one of the alternative media in teaching-learning English speaking to help students improve their speaking skills, especially speaking performance in EFL classes.

Second, the previous research related to this study was from Wulan (2018). The study aimed to investigate whether the implementation of technological platforms in language teaching and learning focused on implementing a podcast to help the students enhance their speaking achievement. The study population was administered to the eleventh-grade students of the science program at SMAN 4 Jember. Based on the research result, the researcher concluded that the implementation of Podcasts showed a significant effect on the speaking achievement of eleventh graders. In addition, the application of podcasts makes students motivated and challenged in speaking class. Implementing podcasts in the teaching-learning process can help students be innovative, independent, and self-confident in learning to speak English.

These previous studies were used as a reference for conducting this research. From the explanation above, based on the previous studies, it can be concluded that Podcast improves students' English-speaking skill. The similarity between the previous study and this present study is the use of podcasts as a media for learning to speak English for 11th-grade high school students. Nevertheless, a case differentiates this study from

previous studies, for instance, in the previous studies examining how effective podcasts were in improving students' English speaking skills. The previous studies did not show how students make the most of podcasts for learning to speak English. Therefore, the researcher is interested in conducting a study to find out students' experiences in using Podcasts and how students make the most of Podcasts for learning English speaking. Since there has been little research about how students utilize Podcasts in learning to speak English, this study aims to explore students' experience of using Podcasts to learn English Speaking. Specifically, the research objectives of this study were formulated as follows:

1. To find out the kinds of Podcast most students use for learning English Speaking
2. To report students' ways of making use of Podcast in learning to speak English
3. To find out aspects of speaking skills that students focus on when they use Podcast for learning to speak

METHOD

In this study, the researcher used quantitative research in a survey as a research design implemented for this research. It is typically research for gathering information from the group or population under study and then analyzing it to understand better their behavior or the characteristics (Kamolson, 2007). In this research, a survey was conducted in the form of an internet survey or a web-based survey which has the potential to reach an enormous amount of data.

The researcher used one main research instrument to obtain the data. All of the data were obtained from collecting students' answers to the questionnaire delivered via Google Form. By using a semi open-ended questionnaire, students were asked about their experiences and how students explore podcasts to help them in learning English speaking. The questionnaire that had been distributed aimed to answer the three research questions. This part consists of questions about what kinds of podcasts the most students use, how students use the Podcast, and what aspects of speaking skills students focus on. The questionnaire was organized into two sections. In Section 1, data were sought on the students' background, such as name, school, phone number, and e-mail. Section 2 contained an open-ended question. The questionnaire consists of 10 questions in total which answered the three research questions. Then, two additional questions show how students implement Podcasts to learn to speak English through voice or video recordings. The questionnaires were distributed in Indonesian to make it easier for respondents to answer

questions honestly and in accordance with their experience in using podcasts to learn to speak English. The students' answers from the questionnaire have gone through the translation stage from Indonesian to English which the researcher has carried out.

This research was carried out in Senior High Schools in Sidoarjo and Surabaya. The researcher chooses High School Students because the researcher wants to examine students' experiences and how they make the most of Podcasts in learning English speaking. They have also used podcasts to learn to speak English more than once, independently or in class. The total number of respondents in this research consisted of 15 students, and there were two students from the school in Sidoarjo and 13 students from the school in Surabaya. These 15 respondents have met the requirements that have been proposed in section 1 of the questionnaire by the researcher, which consist of: (1) Have used Podcast as a learning media to learn English speaking (2) Have used Podcast as a learning media more than once. Then, respondents can fill in personal data and answer questions on the questionnaire.

The questionnaires were distributed to participants in Google Forms and spread through the Social Media platform. After all the data had been collected from the questionnaire, the researcher analyzed the data. The analytical approach of this research has used descriptive statistical quantitative studies that describe and summarize observations (Kaur et al., 2018). This data analysis was carried out in several stages of analyzing the data in a descriptive statistics: (1) Determining the category of respondents' answers to the questionnaire to be grouped using a table to facilitate researchers in accordance with the order of research questions. (2) After the questionnaire data were categorized, the researcher counted the number of sample answers from respondents based on each research question. (3) Calculating the percentage of respondents' answers in the table. (4) Open answers on the questionnaire were used to support the percentage data.

The way students use Podcasts was determined from the students' experiences mentioned in the open answer section of the questionnaire. Open answers were used as a determination because students had used the Podcast in the same way, more than once, following the terms of this study that the researcher had determined. The data was interpreted based on the category of each question in the questionnaire by explaining descriptive statistics as a result of research and used to answer research questions.

RESULTS AND DISCUSSION

Kinds of podcasts students use for learning to speak English

After getting the data from respondents' answers to the questionnaire, the researcher found that podcasts can help students learn to speak English by providing a choice of podcasts that suit the character and needs of each student. Kinds of Podcasts are divided into two forms, consisting of kinds of podcasts in display forms such as audio and video Podcasts and types of podcasts based on popular Podcast content themes. Popular Podcasts consisted of interview podcasts, conversational Podcasts, monologue podcasts, nonfiction storytelling podcasts/investigative Podcasts, and theatrical podcasts/scripted fiction podcasts. Respondents were asked to choose the type of Podcast and what content themes they used when using Podcasts to learn to speak English. Table 1 below shows the result of the students' choices based on their experience when using podcasts.

Table 1. Kind of Podcast the students use for learning English speaking

Kinds of Podcast	Frequency	Percentage
Video Podcast	6	40%
Audio Podcast	5	33%
Both	4	27%
Total	15	100%

Table 1 shows that most students chose Video Podcast with 6 (40%) students who used Video Podcast as a medium for learning English speaking. Based on the data, 5 (33%) students preferred Audio Podcast as a media that they often used to learn English speaking. Meanwhile, 4 (27%) students preferred both video Podcasts and audio Podcasts. These results were supported by the respondents' answers to the questionnaire regarding the utilization of podcasts to help them learn English speaking.

Based on the results in table 1, respondents have expressed various reasons for choosing the type of Podcast they use to learn to speak English. There are several reasons respondents decide to use audio podcasts to help them learn to speak English. The first reason, the audio Podcast was more flexible. It can be listened to under any circumstances and anywhere. For example, the reason was from Student 8 *"Because I subscribe to Spotify, it's good to listen to podcasts without ads and flexible"* Second, audio podcasts are easily accessible because many provide podcasts in the form of audio on various online platforms. The results of participants'

reasons are as follows: Student 7 said *"Because I like to listen to audio podcasts, especially in the car when I'm on the road, it's easy to listen to it."*, then reason from Student 13 *"It's relaxing to listen to, and it can also while snacking"*.

Meanwhile, respondents chose the video Podcast they used to learn to speak English because it had visual images that interested respondents. After all, they can see the expressions and body gestures in the video. For example reason from Student 15 *"More interesting and interactive"*, another reason from Student 5 *"By watching the video, at first I didn't understand what English was, but with gestures, I understood better"*. Additional reasons from students 14 *"It's not monotonous when I watch the video, and I have to know the expressions of the person in conveying"*. In addition, video podcasts made respondents not feel bored. For example, Student 4 said that *"If I watch the video, it's not boring"*.

Table 2. Students' preference toward the use of popular Podcast in learning English Speaking

Popular Podcast	Frequency	Percentage
Interview Podcast	7	31.8%
Conversational Podcast	6	27.3%
Monologue Podcast	3	13.6%
Nonfiction		
Storytelling/Investigative Podcast	3	13.6%
Theatrical/Scripted Fiction Podcast	3	13.6%
Total	22	100%

From the data presented in table 2, the podcasts that had a lot of interest from respondents were Interview and Conversational Podcasts, which participants chose Interview Podcast 7 times (31.8%). However, the results from the table above were supported by the respondents' statements about choosing popular podcasts to help them learn to speak English. First, Podcast interviews attract respondents' attention because they usually interview well-known artists who are liked by them a lot *"Because in this podcast usually interview foreign actors/actresses that I idolize"*. Second, respondents can see the way how someone speaks in their delivery by looking at their expression and body gesture. For example, reason from Student 14 *"Expressions in podcasts usually describe how the content in the question is, so if you don't know the new word, we can see the body movements"*. Third, podcast interviews can motivate respondents. As stated by Student 8 *"I've seen a woman who is very fluent in English, so she was motivated, especially during an"*

interview”, and Student 10 “I want to make my podcast in English, it can also be shared for knowledge”.

Meanwhile, Conversational Podcast voted 6 times (27.3%) by respondents. Respondents used the theme of conversational Podcast content because it can help them practice speaking skills by communicating with friends. As stated by Student 1 “Because I think it helps in communication” and Student 15 “Fun conversation with friends”. Moreover, Conversational podcasts provide new knowledge for learning to speak English, as Student 2 said “Most conversational podcasts can express their own opinions, and I can learn new things”.

According to the results, video podcasts became the students' favorite choice that they used while they were learning to speak English. It is because video Podcasts provide something interesting and interactive. As found by Chan (2014), video Podcasts positively affect students' motivation and attitudes toward learning through podcasts. Students reported enjoying video podcasts, being more motivated to learn the target language, and being more open to Video Podcast-based learning. In addition, the results reveal that for the Podcast theme content that respondents chose, most of them were interested in one popular Podcast, and the average Podcast was an interview and conversational Podcast. Each popular Podcast has a positive role in helping students learn English speaking. It can be seen from the existing data that all popular podcasts have been selected by the participants according to their needs and interest too in supporting them when learning to speak English using podcasts. Found by Alfa (2020), the growth of podcasts that provide various content can assist teachers or students in English Language Teaching and improve speaking skills in the teaching and learning process. This result showed that respondents enjoy the experience of using "pick-your-own" podcasts and that it influences their speaking strategies (Rosyidah et al., 2021). It can be concluded that both kinds of podcasts and popular Podcasts are very effective in helping respondents learn English speaking skills. Also, it all depends on the kind of podcast that participants choose in utilizing podcasts.

Students' ways of making use of Podcast for learning to speak English

In connection with the second research objective, this aims to report how the ways students utilize podcasts to learn to speak English. The researcher has prepared the questions contained in the questionnaire to answer the second research question, which consists of 2 questions. **The first question** started asking about the steps taken by the participants in using Podcasts to learn English speaking “Do you download Podcasts and then play them? So what steps did you take?”

Table 3. Students' respond toward questions in the questionnaire

Yes/No	Frequency	Percentage
Downloading Podcast	12	80%
Without downloading	3	20%
Total	15	100%

The results show that most of the respondents agree that the steps they usually take are to download the Podcast first and then they will play the Podcast. It can be seen in Table 3, which shows that 80% of respondents said yes, that step they took was to download the Podcast on an online platform, then listen to the Podcast. For example, as Student 8 stated, the steps she took were to download that Podcast, then play it, and usually she would practice by herself “Yes, of course, the steps I took from the podcasts that I like, I use a headset, then listen. When I'm done, I usually practice in front of the mirror with the words in that podcast”. Other respondents also expressed another statement.

“Yes, download it, and then I listen to it. Sometimes for my English reference because I love English very much.” (Student 3)

“Yes, download and play it, especially the All Ears English Podcast” (Student 7)

“Yes, look for references from the media, and then continue to practice, for example, via video call to friends” (Student 15)

On the other hand, 3 (20%) participants choose not to download it first but directly listen to the Podcast through YouTube, Spotify, or other platforms. For example, this is the statement given by Student 1 “No, I use YouTube”. Moreover, they only add Podcasts to their listening list, and it was used to learn to speak English. Student 4 stated that “I don't download it, but rather subscribe to the YouTube channel”, and added by the statement of Student 10 “It's more like subscribing and liking, adding it to the playlist on YouTube, so it's easier when I want to see it again”.

Furthermore, this **second question** is related to the previous question. In answering the second question about how students use podcasts to help them learn to speak English. “Please explain how you make use Podcast to learn to speak English? What steps did you take?” The researcher found various ways use Podcasts by students:

Based on the data collected, almost all students have similarities in using Podcasts to learn to speak English. Although it had a monotonous method, this method was

considered effective in helping students because the method they use to learn to speak English has the same steps: (a) Start with listening to audio Podcast and video Podcast through online platforms such as YouTube and Spotify. For example stated by Student 2 *“Usually, I will search the podcast according to my mood”*, and Student 1 *“Listening and then trying to imitate it”*. (b) Furthermore, if students found difficult words or new words that they have never heard before, students always take a note the word or sentence. It is easy to remember and adding new vocabulary, as stated by Student 8 *“While listening to podcasts, I usually take notes and then repeat the pronunciation”*. (c) Then, students realize and practice it, such as saying difficult words or a sentence to improve pronunciation by speaking in front of a mirror, recording voices, and practicing it by talking to friends via video call. For example reason by Student 3 *“I usually see it on YouTube. If I don't understand the sentence, it's repeated until I understand it. Also, if I don't understand, I search on Google Translate what this means, and then the realization of the pronunciation”* and Student 15 said that *“Play, record new vocabulary, and practice”*

Table 4. Podcast produced by students in learning English speaking

Yes/No	Frequency	Percentage
Learning to speak English by producing Podcast	5	33.3%
Without producing Podcast	10	66.7%
Total	15	100%

Based on the findings in this study, the methods that students usually use to learn English speaking are search the Podcast in online platform, listening and watching, taking notes, realization, and practicing. One of those ways was students produce their own Podcast. Based on the results from table 4, kinds of Podcasts can adjust the selected popular Podcast. From the data results above, 5 respondents (33.3%) of 15 in total demonstrated their implementation by creating their own Podcast. Based on the researcher's analysis, there are 4 (26.7%) podcasts in the form of audio Podcast, and 1 (6.7%) video Podcast, in the data that has been collected from questionnaire in the form of Google Drive link.(1) The first and second podcasts are in the form of audio podcasts created by Student 3 and Student 6 whose contents are both popular Podcast Monologues (2) Then, the third audio podcast created by Student 13 contains popular Conversational

Podcasts (3) Furthermore, the fourth audio Podcast was made by Student 14 which contained the popular Podcast Interview. (4) The last podcast was in the form of a video Podcast made by Student 15 which contained a Conversational Podcast.

In previous studies, no one has shown how students use podcasts to learn to speak English. Previous studies mostly focus on how effective Podcast is in helping students improve speaking skills. Based on the experience of students in this study, the data showed that most of the respondents had in common the ways they have been doing for learning English speaking using Podcasts, such as searching the Podcast on an online platform, listening and watching, taking notes, realization, practicing, and some students also produced their own Podcast. Basalama et al. (2020) found that learners can improve their performance by using certain learning strategies, especially those who were not well enough in metacognitive skills. Furthermore, students' learning strategies will help them increase their independence and involvement with their learning process. It can be concluded the easy common ways by the participants that they have been doing to use Podcasts can be used as role models for other students in learning to speak English. Even more, this was because students were consistent in using podcasts seen from the steps they have taken so far in learning to speak English.

Aspects of speaking skill students focus on when they use Podcast for learning to speak English

Table 5. Aspects of speaking focused by students when using Podcast

Aspects of Speaking	Frequency	Percentage
Grammar	5	17.2%
Fluency	8	27.6%
Accuracy	2	6.9%
Vocabulary	6	20.7%
Pronunciation	4	13.8%
Speaking Contents	3	10.3%
Gesture	1	3.4%
Total	29	100%

Table 5 shows that the use of Podcast had positive roles in helping students learn English speaking by developing the ability to speaking aspects. The participants chose the majority of all aspects of speaking, consist of grammar has been voted 5 times (17.2%), accuracy was selected 2 times (6.9%), then gesture was choose for 1 time (3.4%). However, this study showed that 4 out of 7 all aspects of speaking in total that the most students focus on consists

of fluency, vocabulary, grammar, and pronunciation. Fluency is the most chosen with total of 8 times (27.6%), students want to speak fluently like a foreigner. The data supported by participants' reason, the results are as follow:

"I want to be like a foreigner when I speak very fluently. It's okay, even though I'm originally from Indonesia, but I'm learning English" (Student 5)

"I want it to be fluent, even though it's fluent now, but it's still lacking. I want to learn more and more" (Student 10)

"Want to be more proficient and fluent in speaking English" (Student 14)

"Want to speak fluently" (Student 15)

Next is the vocabulary, which is also mostly focused on by the participants in improving their speaking aspect, which was chosen 6 times (20.7%). Based on the respondents' statements, there were several other reasons for focusing on vocabulary, such as " *I'm weak in vocabulary, and my speaking likes to be wrong*"- Student 4. Then, another student said "*Because I started from the basics, and that is vocabulary*". Another participant also said "*Somewhat, the new vocabulary is a challenge for me*". Likewise, with grammar, participants focused on aspects of speaking grammar chose for 5 times (17.2%). Student 12 said that she wanted to improve her grammar skills "*I'm weak in grammar, so I don't want to be laughed at later if I speak English because I don't know the grammar*". Moreover, pronunciation has been chosen 4 times (13.8%). There was a statement from another student who found difficulties when learning speaking aspects, especially in pronunciation "*Because it's hard in vocabulary and pronunciation, so I have to study again and again*". Another participant also said "*Because I want to understand more about it, especially the language used in everyday life*".

Based on the result, it showed that the speaking aspects that students focus on were mostly grammar, fluency, vocabulary, and pronunciation, as found by (Duong & Duong, 2014) these aspects were commonly thought to be the most important aspects of speaking ability. The results showed that most of the students chose the speaking aspect they wanted to focus on because of a weakness or deficiency in speaking English that had to be improved. Even though they have difficulties or weaknesses in the speaking aspect, the speaking aspect can also make students want to know more in learning to speak English and master the speaking aspect using Podcasts.

CONCLUSION

This study showed that Podcast is a popular and useful platform to help students learn English speaking according to students' experience. Students can make use of podcasts to learn and explore various kinds of knowledge skills to improve English. Based on students' experience in using Podcasts, the results show that podcasts can make it easier for students to access authentic material from native speakers to learn English speaking since it provides kinds of Podcasts with various popular Podcast theme content. Podcasts can assist students in focusing on their aspects of speaking, such as grammar, fluency, vocabulary, pronunciation, etc. In using Podcasts, students used the Podcast in the common ways they did while learning English speaking, such as searching the Podcast on an online platform, listening and watching, taking notes, realizing, practicing, and producing their own Podcast. It can be concluded that Podcast was a beneficial learning media resource for English speaking since it can help student face their difficulties while learning English speaking, especially aspects of speaking skills.

Following the positive results of this study, the researcher proposes several suggestions for future researchers, the schools or English teachers, and the government or Department of Education. First, future researchers should conduct further research because of the lack of respondents who meet the requirements that have been determined by this study, and only got 15 respondents made the research not get a lot of experience that students encounter when using Podcasts to learn English speaking. Therefore, future researchers should expand the range of respondents by not limiting them to certain areas. Second, the school or English teacher should use Podcasts as one of the learning materials for students in the teaching-learning process and expand their knowledge about how to use Podcasts for learning English speaking. Third, the government or Department of Education can provide training in using Podcast as a learning media for English teachers.

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