# THE PERCEIVED USED OF PODCAST AS LEARNING MEDIA IN IMPROVING STUDENTS' SPEAKING SKILL

## THESIS



**Submitted by:**

**<u>HASBI PAJRI</u>**

NIM. 170203208

The Student of the Faculty of Education and Teaching Training

Department of English Language Education

FACULTY OF EDUCATION AND TEACHER TRAINING

AR-RANIRY STATE ISLAMIC UNIVERSITY

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# THESIS

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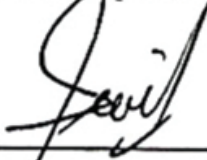
by:

**HASBI PAJRI**
NIM. 170203208

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

Main Supervisor,

Dr.Phil. Saiful Akmal, M.A.

Date: 07 / 9 / 2023

Co-Supervisor,

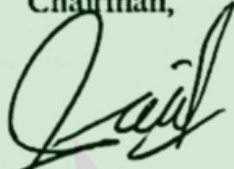Fitriah, S.Ag., M.Pd.

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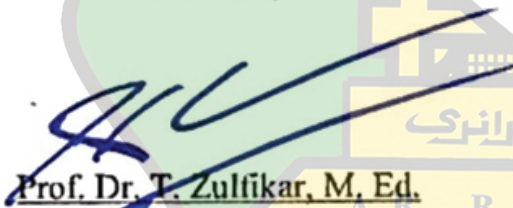Board Examiner,

Chairman,

Prof. Dr. Phil. Saiful Akmal, M.A.
NIP.198203012008011006

Secretary,

Fitriah, S.Ag., M.Pd.
NIP.197510282005012005

Member,

Prof. Dr. T. Zulfikar, M. Ed.
NIP.197804302001121002

Member,

Fera Busfina Zalha, M.A.
NIP.198902272018012001

Certified by:
The Dean of *Fakultas Tarbiyah dan Keguruan*
*Universitas Islam Negeri Ar-Raniry BandaAceh*

Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D
NIP.197301021997031003

# SURAT PERNYATAAN KEASLIAN
## (Declaration of Originality)

Saya yang bertandatangan di bawah ini:

| | | |
|---|---|---|
| Nama | : | Hasbi Pajri |
| NIM | : | 170203208 |
| Tempat/tanggal lahir | : | Pinding/19 Agustus 1992 |
| Alamat | : | Gampung Gue, Kec. Kuta Baro Aceh Besar |

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**The Perceived Used of Podcast as Learning Media in Improving Students'**

**Speaking Skill**

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 27 Oktober 2023
Saya yang membuat surat pernyataan,

Hasbi Pajri

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بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

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The Writer,


Hasbi Pajri

# ABSTRACT

Name                  : Hasbi Pajri
NIM                   : 170203208
Faculty               : *Fakultas Tarbiyah dan Keguruan*
Major                 : Department of English Language Education
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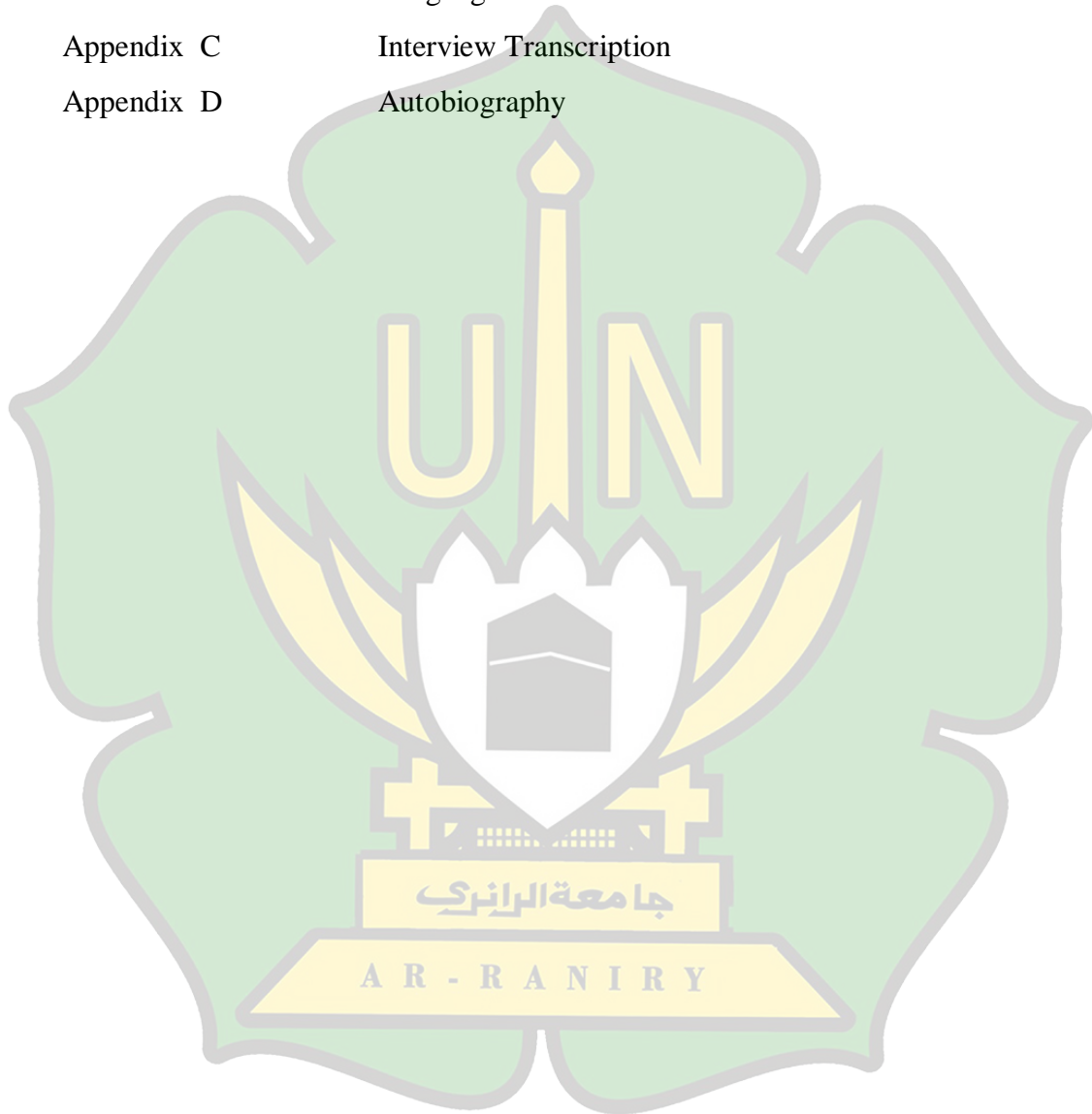                        Perceptions

This research explores students perception on the use of podcasts as learning media in improving students' speaking skills in English. It aims to assess the effectiveness of podcasts and identify the advantages and disadvantages in language learning. The study is significant for teachers, students, researchers, and institutions, providing valuable insights into optimizing podcast use for language development. The terminology includes learning media, podcasts, and speaking skills, emphasizing their crucial roles in the educational context. The sample of this study was seven students of the English Department of UIN Ar-Raniry who used podcasts as a medium for learning English. This qualitative research uses a purposive sampling technique to obtain a sample. This research shows that students' perception on the use podcasts as learning media are effective and efficient. In addition, podcasts benefit students' speaking skills, such as increasing their vocabulary and fluency in speaking.

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# CHAPTER I

# INTRODUCTION

## A. Background of The Study

Nowadays, the use of digital media has penetrated all sectors of our lives. One of them is the education sector. Digital media as a learning medium has grown significantly. The use of digital media aims to facilitate the learning process. Digital media has contributed to the development of and brought innovation to teaching. Media use is critical, and it is impossible to coordinate education and learning without media (Li-Ling, 1996). In addition, an increase from conventional media, which is monotonous, then switches to practical, dynamic, flexible digital media that can be used without any limitations of space and time. Generally, digital media can provide many benefits for learning, including making it easier for teachers to deliver material to students, helping students understand learning more efficiently, increasing teacher and student involvement in education, and many other benefits that digital media can provide.

Podcasts are one of the digital media that have many benefits for learning. Podcasts can be used for various subjects of education. The role of podcasts as an alternative learning medium is to enrich learning and teaching (Tarmawan, 2021). Furthermore, a podcast is an interactive audio recording that can be listened to anytime and anywhere (Schreiber & Klose, 2017). Students can practice listening and speaking skills through podcasts (Hasan & Hoon, 2013). Therefore, podcasts are very suitable for learning English because they can improve language skills such as listening and speaking skills (Fitria et al. 2015). In addition, podcasts can

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also increase students' understanding of the language they learn through listening activities (Hasan & Hoon, 2012). This media can also provide or facilitate space for students to be frequently exposed to the English language environment.

Regarding learning language skills, the more often students listen to the language, the more their speaking skills will increase. Listening and speaking are two interrelated skills (Yoestara & Putri, 2019). Using podcasts as a medium for learning English, teachers will have new teaching methods to stay connected with their students outside the classroom (Bongey, Cizadlo, & Kalnback, 2006). Therefore, the podcast is an appropriate medium for distance learning because it can penetrate time and place limits.

For further information, podcasts and audio data are available on the internet. Podcasts are usually in MP3 or MP4 format files, and they can be listened to via mobile devices, such as smartphones, iPods, tablets, and computers (Samad, 2017). Podcasts also can be downloaded through internet sites for free. The word 'podcast' consists of two words, "Pod" and "cast". The word "Pod" comes from Apple's iPod, a famous portable audio player. Moreover, the word "cast" is from the word "broadcast," which means to transmit for general use or public use (Ho, Chou & Fang, 2016). Media podcasts contain lots of content, such as education, entertainment, lifestyle, business, technology, etc. Users can choose any topic they want to hear. Listening to podcasts can be done while doing other things like walking and exercising (Drew, 2017). Listening to audio podcasts via mobile devices can be another online learning method. Rosell-Aguilar (2013) argues that listening to podcasts can facilitate learning by providing

comprehensible input through meaningful and engaging activities. Furthermore, students can listen to English podcasts to improve their English, mainly speaking skills.

Although podcast media is not created for educational purposes as a media in English learning, it has attracted many educators and researchers, especially in the field of teaching English (Kaplan-Leiserson, 2005; Stanley, 2006; Sze, 2006; O'Bryan & Hegelheimer, 2007; Rosell-Aguilar, 2007; Lord, 2008; Knight, 2007; Istanto, 2011; Chan & Lin, 2011; Hasan & Hoon, 2012,2013; Samad, 2017). Several studies were conducted to determine whether podcasts improved students' speaking skills. Samad et al. (2017) have argued that applying podcast media in teaching speaking positively impacts helping students improve speaking performance, especially pronunciation and fluency. Samad also explained that affirmatively, media podcasts could benefit students by bringing them closer to the target language, thus influencing students' attitudes and motivation. In line with Mohammadzadeh (2010), he argued that listening to material through podcast media will increase students' motivation, and they will be confident in speaking. Podcast media also provides practical learning methods that are easily accessible to students. In addition, the materials for learning English available on podcasts cover various topics. The podcast is an online library that provides many learning materials that can be downloaded to users' devices (Rosell-Aguilar & Fernando, 2015). A podcast as a medium for learning English is the availability of lessons in a practical format (Arzu & Alagoslu, 2021). In another study, podcasts

can improve speaking skills and accelerate mastery of other language instruments such as grammar, vocabulary, and pronunciation (Chan et al. 2011).

Besides podcasts providing a space for students to be exposed to English, there are several other reasons podcasts can be used as media to improve students' English-speaking skills. Yoestara and Putri (2019) stated that podcasts have some benefits for learning English, including providing access to authentic materials, supporting independent learning, increasing students' language confidence, and creating active learning. On the other hand, podcasts can also help teachers develop English teaching. According to Kaplan-Leiserson (2005), since podcasts are an alternative media, teachers can quickly provide authentic teaching materials for learning English to teach their students through podcasts. In addition, this has also been discussed by Dan Schmit (Cited in Bustari, A., Samad, I. A., & Achmad, D. (2017). He argued that educators are a starting point for how podcasting can help students' vocabulary, writing, editing, public speaking, and presentation skills. Students can also learn skills that will be valuable in work, such as time management, problem-solving, and communication (Schmit, as cited in Borja, 2005). It can be assumed that the role of podcasts in future learning is to enrich the learning process in education. Podcasts can benefit teachers and students by improving speaking and understanding of English.

Learning media is indispensable in the learning process because learning media play a significant role in achieving desired educational purposes. The good of teaching media for learning is when the media is not only used to study learning materials but also gives motivation and improves the quality of the

students' studying (Arsyad, 2000). In Indonesia, the effect of using podcasts as learning media for students to enhance their speaking skills is still relatively low. Therefore, this research is conducted to provide valuable information about the effect of using podcasts as learning media in improving students' speaking skills.

## B. Research questions

Based on the background of the study above, the researcher has formulated research questions as follows:

1. How do students perceive the use of podcast as learning media in improving students' speaking skills?
2. What are the advantages and disadvantages of using podcasts as learning media in improving students' speaking skills?

## C. The Aim of The Research

Based on the research question, the aims of this study are:

1. To find out students' perception on the use of podcasts as learning media in improving students' speaking skills.
2. To discover the advantages and disadvantages of using podcasts as learning media to improve students' speaking skills.

**D. Research Significance**

**1. To Teachers**

The results of this study are expected to contribute to teachers in teaching and learning English. This study will also assist teachers in determining suitable English learning media to increase students' speaking skills. In this research, teachers could see the effectiveness of using podcasts as learning media to improve students' speaking skills and discover the advantages or disadvantages of using this media.

**2. To Students**

Students can use podcasts as learning media to improve their speaking skills. Students who are interested in their work will enjoy the learning process and understand the material provided (Ur, 1988). In addition, the most important thing is that podcasts as a learning medium are expected to encourage students to speak English well and prevent boredom in following a learning process. Therefore, the results of this study are expected to be valuable and relevant for students to develop their speaking potential by using podcasts.

**3. To Other Researchers**

This study describes specific information about how using podcasts as learning media improves students' speaking skills. Furthermore, the outcome of this study also includes information about the advantages and disadvantages of using podcasts to enhance students' speaking skills. The result is expected to

provide helpful information and serve as a reference for other researchers conducting similar research.

## 4. To The Institution

Hopefully, the institution will be more supportive of developing the teaching of English by using podcasts in the future. The better the development of students' language skills, the better the image of an institution. If the learning media can function appropriately and professionally, the learning process will be able to run effectively. In addition, It is also expected that this research will be valuable information for the educational field in exploring a great way to help students improve their speaking skills.

## E. Research Terminology
### 1. Learning Media

Rusman (2012) defines learning media as tools or stimuli that convey educational messages, including images, videos, writing, and recorded sound. These forms serve as a means of facilitating learning. Gagne and Briggs, as cited in Arsyad (2014), elaborate on learning media, encompassing physical tools used to convey teaching materials such as books, tape recorders, cassettes, videos, films, slides, pictures, graphics, and computers. These diverse media types can effectively serve as tools for educational purposes.

### 2. Podcast

Erben, Ban, and Castaneda (2008) define a podcast as a digital file accessible online. It can be played on various devices supporting MP3/MP4 files, including smartphones, MP3 players, and computers. The internet offers two main types of podcasts: radio podcasts, converted radio programs like those by BBC and RTHK, and independent podcasts, web-based creations by individuals or organizations (Oktaviani, 2022). This research focuses on independent podcasts, widely utilized for language learning, particularly in English education. Examples of podcasts as a learning medium include "Speak English Podcasts.com with Georgiana," "The English Learner Podcasts," and many more. These independent podcasts can be accessed for free on the Spotify platform.

### 3. Speaking Skill

Speaking is a vital aspect of communication involving interaction between speakers and listeners (Fultcher, 2003). Effective oral communication, as emphasized by Richards and Renandia (2002), demands the adept use of language in social interactions. Speaking skills encompass fluency, pronunciation, grammar, vocabulary, and accuracy. This research explicitly investigates the enhancement of students' fluency and vocabulary after utilizing podcasts.

# CHAPTER II
# LITERATURE REVIEW

## A. Description of Learning Media

### 1. Learning Media

The learning media plays an essential role in achieving a learning goal. Learning interactions between teachers and students will be better and more efficient when using media because it can explain something abstract and still unclear by showing the students the ambiguity of the material lesson. Rusman (2012) stated that learning media is a tool or form of stimulus that conveys messages from learning, which can be performed in the form of images, videos, writing, and recorded sounds.

Learning media tend to be interpreted as graphic, electronic, or photographic tools to process and represent visual or verbal information. According to Gagne and Briggs in Arsyad (2014), learning media consists of tools physically used to convey teaching materials: books, tape recorders, cassettes, videos, films, slides, pictures, graphics, and computers. All of these media can be used as learning media. Over time, these media will also develop, and of course, they will be easier to use.

Based on the explanation above, it can be concluded that learning media is a set of tools used to assist teachers in delivering subject matter to students and purpose to achieve education goals. This study explains the

benefits of podcast media to help teachers choose appropriate and effective English learning media for students.

## 2. The Benefit of Learning Media

Learning media has benefits in the learning process of learning English. Learning media will make students more motivated to learn, more focused, and easier to understand the teaching materials, which can affect students' learning outcomes. Media use in learning can help provide meaningful experiences to students because it can make it easier for students to understand something abstract to be more concrete.

Sudjana and Rivai (Cited in Arsyad, 2014) explained the benefits of learning media as follows:

a. The learning process will attract more students' attention to foster learning motivation.

b. Learning materials will have a more precise meaning to be better understood by students and allow them to master and achieve learning goals.

c. Teaching methods will be more varied, not only verbal communication carried out by the teacher so that students do not get bored but also so that the teacher does not run out of energy, mainly if the teacher teaches many hours of lessons.

d. Students can do more learning activities because they listen to the teacher's explanation and do other activities such as observing, demonstrating, acting, and others while the teacher explains the lesson.

3. **Classification of Learning Media**

Learning media can be classified into several types. According to Rusman (2014), five types of media can be used for learning, including:

a. Visual media can only be seen using the sense of sight. It consists of media that can and cannot be projected. This media is usually in the form of images and moving images.

b. Audio media contains messages in an auditive form that can stimulate the mind and willingness of students to learn teaching materials. One example of this media is radio programs.

c. Audio-visual media, which consists of a combination of audio and visual. Examples include television programs/educational videos, instructional videos/television, and sound slide programs.

d. Types of presenting media, namely graphics, printed materials, still images, still projection media, visual media, films, and multimedia.

e. Computer-based interactive media that requires students to interact by seeing and listening. One example of computer-based interactive media is a computer-based learning interaction program.

## B. Description of Podcast

## 1. Podcast

A podcast is a digital file created and posted on the Internet and can be played back on a mobile device or a personal computer at a time convenient to the listener (Erben et al. 2008). We can listen to the program when, where, and how when we subscribe or download a podcast. Teachers and students can subscribe to, download, and listen to an existing podcast. The critical point is that podcasts designed for native-speaking audiences provide English learners unlimited opportunities to listen to authentic English used in various ways. Already existing podcasts are excellent for English language learners at all levels of language learning. Students need to be allowed to receive meaningful and comprehensible input at the preproduction and early production levels. Podcasts can assist the teacher in providing students with meaningful and understandable language. In addition, podcasts can be played as many times as needed.

According to Sloan (2005), podcasting is an innovative way of broadcasting through the Internet and can transfer digital audio content automatically to mobile phones. Gromik (2008) claims podcasting can provide learners "access to authentic, free and otherwise unavailable" resources in non-English speaking contexts. Scholars have offered some reasons for including podcasts in language learning classrooms (Blaisdell,

2006; Chinnery, 2006; Clark & Walsh, 2004; Laing, Wootton & Irons, 2006; Manning, 2005; Meng, 2005; Sloan, 2005). They include:

1. Podcasting can be played anytime and anywhere. Students can spend and save their time, money, and energy by downloading and listening to podcasts as they please.

2. Personalization is an option that podcasting can provide students with to customize their learning styles and strategies. McRae (2010) defines personalized learning as assessing and addressing individual learners' strengths based on their needs and learning styles.

3. Podcasting can provide pedagogical advantages when used as a complement to 'E-learning.'

4. One of the podcasts' most critical pedagogic characteristics is enabling learning through listening. Rosell-Aguilar (2013) argued that listening to podcasts can facilitate learning by providing comprehensible input through meaningful and exciting activities.

5. Podcasting makes learning more accessible, faster, and more interesting.

**2. Type of Podcast**

Podcasts on hand on the Web commonly fall into "radio podcasts" and "independent podcasts.". Radio podcasts are present radio applications podcasts, such as those produced by the BBC (British

Broadcasting Corporation) and RTHK (Radio Television Hong Kong). "Independent podcasts" are Web-based podcasts produced by individuals and organizations (Oktaviani, 2022). It is the second kind of podcast that is largely achievable for ELT because these can be tailored to suit the wishes of exclusive learners. They can be created by using novices themselves with utmost ease, thanks to the creation in a current MP3 sound file format, and of free and straightforward sound recording and enhancing software programs such as *Audacity*, and to MP3 gamers and an increasing number of handphone turning into a digital device owned through each student.

3. **Podcast Application in Foreign Language Class**

According to Yoshida (2013), in most EFL contexts where English learners have few chances to use the foreign language outside of the classroom, providing them with real and authentic opportunities to practice speaking skills can be a valuable undertaking. Before the beginning of the twenty-first century, CALL was believed to have minimal applications in teaching speaking skills to learners of English (James, 1996). Ahmad, Cornett, Rogers, and Sussex (1985) argued, "The type of activities which are not suited to CALL at present are those which require spoken production." However, new ways of dealing with this issue have been proposed since the beginning of the twenty-first century due to increased ownership of mobile phones and internet

connectivity. One of these new strategies is considered to be podcasting. Indeed, many authors believe that podcasting can significantly affect learners' speaking and listening skills (Pun, 2006; Stanley, 2006). For example, McQuillan (2006) pointed out several tasks that concentrate on oral production, such as using audio diaries, interviewing native speakers, and holding talk shows where learners "can record themselves and classmates for a classroom assignment and provide speech samples to the teacher for assessment." In addition, Tavales and Skevoulis (2006) suggested that learners can record themselves or native speakers and then engage in listening practice as they focus on pronunciation, grammar use, or intonation. Also, podcasting can improve learners' self-studying skills by allowing them to create and publish materials for a real audience (Stanley, 2006).

Chan, Chi, Chin, and Lin (2011) argue that there is scant literature on pedagogical designs of language learning podcasts, especially in speaking skills, despite the benefits and advantages of including podcasting in teaching programs. Accordingly, this study investigated how to incorporate podcasting within the EFL classroom. For this purpose, 60 EFL upper-intermediate learners were recruited from an English language institute in Iran. These learners were randomly assigned into two experimental groups and one control group. This study aimed to compare the effects of student-made and web-based podcasts on EFL learners' speaking skills. It was hypothesized that the

learners who produce their podcasts will outperform those who download them from the web in their speaking skills.

Podcasting helps students develop various skills, including technical, social, communication, intellectual, and project management. The podcast can take on a variety of formats. Think carefully about the form that best suits the class's podcasting aims. Podcasting projects are usually long-term and relatively complicated. The teacher and students will need to conceptualize and develop a format for the podcast, conduct research and interviews, write scripts, record, compile, and edit the podcast, and publish the podcast on the Internet.

Rossel Aguillar (2015) stated podcasting projects are generally large and ongoing and provide the perfect opportunity for teachers to teach students a wide variety of skills, including:

1. Technical skills. Students learn how to record, edit, and distribute digital audio

2. Project management skills. This includes developing a project goal, creating an overall plan, and scheduling time for research, technical production, interviews, recording, editing, publication, and legal 'clearance.'

3. Social skills. Podcasting involves a good deal of teamwork and collaboration if the project is successful.

4. Communication skills. Students learn how best to get their point across to a listening audience

5.   Intellectual skills. Putting together a coherent, focused digital audio show challenges students to create an engaging experience for listeners.

4.   **The Advantages of Podcast**

In their research, Indriastuti and Saksono (2014) found several advantages of podcasts, including (1) student learning resources. (2) Efficient, easy to store, and can be used anywhere. Due to the small file size, it can be downloaded via a computer or mobile phone connected to the internet network. So it can be played anywhere and anytime. (3) Ease of listening. We can choose whether to listen to it or download it to be stored and listened to at any time without going through the internet network 4) Easy distribution through portals that can save time and cost 5) Bandwidth friendly (bandwidth). It is bandwidth-friendly because the file size to be uploaded and downloaded is compressed in a digital format with a small size, so only a small bandwidth is required for data transfer.

5.   **The Disadvantages of Podcast**

There are many advantages of podcasts, especially for improving the language. Besides that, podcasts also have some disadvantages. According to UKEssays (2018), there are 4 disadvantages of podcasts, such as1. Takes a lot of time. Some podcasts take too much time to

download if the files are enormous. 2. Not easy to find. Even though technology has developed at this time, sometimes it is a little challenging to find the material directly in the file. 3. Accessibility issues. It takes a good and fast connection to be easy and convenient when downloading or playing podcasts. 4. Easily tired. When podcast material has a long duration, that is when listeners find it difficult and feel bored.

## C. Speaking Skill

### 1. Definition of Speaking

According to Harmer (2002), speaking is delivering words in the correct sequence. Speaking skills can be a scale of how well we communicate something. On the other hand, Burns & Joyce (1997) stated that speaking is an interactive process for constructing meaning that contributes to producing and receiving information. Speaking is a communication interaction between the speaker and the listener (Fultcher, 2003). Speaking becomes an interactive communication process that conveys ideas between the interlocutor and the speaker with a specific purpose. Chaney and Burk (1998) argued that speaking is an activity of sharing and conveying feelings orally or verbally on many topics.

Effective oral communication requires using language appropriately in social interactions, including verbal communication and paralinguistic elements such as pitch, stress, and intonation. The speaker

should be able to tell which expressions are used to describe or explain something. An acceptable form in the appropriate language should be used. Forms included grammar, vocabulary, pronunciation, intonation, and fluency (Richards & Renandia, 2002). The above explanation indicates that for students to speak well, they must practice their speaking skills regularly. Speaking is a language skill that begins with listening and develops in early childhood. Speaking and vocabulary are necessary through what children read and listen to. To conclude the above statements, they should practice daily to improve students' speaking ability.

2. **The Aspect of Speaking skill**

Speaking becomes very important because it is a skill that allows people to understand what is being explained quickly. The students' oral skills should be good because they have studied English for several years, and there are many oral-related performances in the school classes. But in fact, even students' oral skills are still shallow. It is difficult for them to complete certain aspects of speaking skills. These aspects of speaking skills include:

a. Accuracy

According to Nunan (2015), accuracy refers to how students' speeches can be accepted with grammar, clear pronunciation, and the right vocabulary choices.

b.  Fluency

Fluency is how students can speak at speeds that can be accepted with several false doubts (Nunan, 2015). Lade (1961, p. 240) shows that speaking ability is the ability to report actions or situations with the right words or communicate or express the order of ideas smoothly. Research on listeners' perceptions shows that pausing is one of the fluency factors (Thornbury, 2005). Furthermore, Thornbury (2005, p.) stated that people could be said to be fluent speakers if they meet the following features:

a)  The pause may be extended, but not often

b)  Pause is usually filled

c)  A pause occurs at a significant transition point

d)  There are long-term syllables and words between the break

Foster and Skehan in the Nunan (2004, p. 87) propose a model for assessing speaking where smoothness is measured by considering the number of seconds of silence and time spent saying 'um' and 'ah' because they complete the task.

c.  Pronunciation

According to Thornbury (2005, p. 128-129), pronunciation refers to the ability of students to produce expressions that can be understood to meet task requirements. Harmer (2001, p. 28-33) provides more problems related to pronunciation. He suggested tones, intonation, sound individuals, sounds and spelling, and stress. Pronunciation

becomes vital because it gives meaning to what is said. The wrong pronunciation can cause a misunderstanding or the person involved in an offending conversation.

d.  Grammar

According to Brown (2001, p. 62), "Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence". Concerning context, the speaker must consider the following:

a)  Who the speaker is

b)  Who is that audience

c)  Where communication occurs

d)  Communication: what happened before and after the sentence in question

e)  Implied versus literal meaning

f)  Styles and Registers

g)  Alternative forms include products that can be selected.

e.  Vocabulary

Thornbury (2005, p. 22) suggests three ordinary things used by the speaker in what they are saying:

a)  When people speak, they involve the proportion of high words and expressions that express their attitude (attitude) with what is being said.

b) Speakers usually use words and expressions that express positive and negative assessments because many speeches have interpersonal functions. They can express solidarity by identifying what people like and do not like.

c) The speech also usually uses deictic, i.e., Words and expressions point to the place, time, and participants in the context of intermediaries or further.

f. Interactive communication

Thornbury (2005, p.129) "Interactive communication refers to a candidate's ability to interact with the other person and other candidates by starting and responding appropriately and at the speed and rhythm needed to meet the task requirements." Brown (2001, p. 269) states that most difficulties students face in speaking are interactive communication properties. In speaking, especially when they experience conversations, they negotiate the meaning. Thus, students usually have problems with how to say something, when to talk, and other discourse constants. Even though they have difficulty in this aspect, assessing students through how they interact well trains them to speak naturally.

g. Appropriateness

According to Harmer (2001, p. 24), appropriateness is related to several variables. When people communicate, they must see what effects will achieve communicative goals. These variables are:

a. Setting

b. Participants

c. Gender.

d. Channels.

e. Topics

h. Complexity

According to Halliday (1985, p. 87), complexity is that spoken language is also organized, structured, and complex, as well as written language. Brown, Anderson, Shilock, and Yule, as cited by Nunan (2004, p. 86), state that what makes speaking difficult relates to the type of information that must be conveyed and concerns the scale of the task and the interrelationships between different elements. Spoken language is complex in different ways. The complexity of spoken language is dynamic and complex.

## 3. The Importance of Speaking Skills

The ability to speak is one of the crucial things for us to have. Not only used in the world of work, but several other activities also require this ability, especially in lectures. Good speaking skills will help us convey ideas appropriately to others. Guidance and encouragement are needed to master speaking skills so that someone can speak fluently and efficiently, as speaking skills are essential for our daily lives. This thing is, of course, equally important in learning a second or foreign language. Based on the explanations of several experts regarding

speaking skills. I explain the parts of speaking skills in each theory as follows: There are four aspects below that have a significant influence on speaking skills as Hormaililis (2003):

a. Vocabulary is one of the extreme aspects that support speaking activities. It deals with proper and correct words. (Ur in Hormailis 2003).

b. Grammar Warriner in Ramli (2003) explains that speaking will run smoothly if the grammar is easy to understand. Therefore, speakers must arrange the grammar they use in speaking well. Thus, grammar can also be interpreted as a combination of words from a language to communicate messages that can be understood.

c. Pronunciation refers to the way we make the sound of a word. In other words, pronunciation is how a word or language is spoken. Kelly (2000) said stress and intonation can imply a motive problem.

d. Fluency: speaking fluency is an activity of reproducing words orally. Fluency is the ease with which speakers can construct linguistically complex sentences with complex structures. Fluency refers to knowing and showing what someone wants to say in response to various situational constraints. Longman in Hormailis (2003) stated that fluency is the quality or condition of being fluent. It is the skill to speak a language spontaneously and confidently.

## D. Previous Study

These are some reviews of previous studies related to this study. The researchers chose some literature about earlier research that is relevant to this research.

The first study is "The Effect of Learner Podcasts on EFL Students' Speaking Development" by Arzu and Alagozlu (2021). This study assesses the effectiveness of using learner podcasts in English language classes as an innovative technology-based instructional tool to develop EFL learners' speaking skills. The study investigates to what extent learner-produced podcasts help EFL students to develop their speaking skills. This study was carried out at a state university in Turkey with forty EFL learners. The findings revealed that creating learner podcasts significantly improved learners' speaking skills.

The second study is "Enhancing Students' Speaking Skills Using Podcasts" by Edy Krirtianto Pabebang (2020). This is an experimental study. This research investigated EFL learners' speaking achievement after learning using podcasts. Data were collected through interviews and a Likert scale questionnaire. The research results showed that the students' speaking performance was significantly improved after giving treatment. This study found that podcasts can empower students in speaking skills. That podcast can improve students' speaking skills. Moreover, the students stated an interest in learning by speaking on podcasts.

The third research was conducted by Marisa Yoestara & Zaiyana Putri (2018). "PODCAST: An alternative way to improve EFL students' listening and speaking performance." This research aims to view the impacts of using podcasts in improving listening and speaking performance. As there is a trend of using ICT in language teaching growth, the authors intend to discuss the media that can enhance students' ability to improve their listening skills and speaking performance. The authors collected information about this article's topic from several sources, such as books, journal articles, and previous studies. This study concluded that podcasts could bring many benefits in teaching listening and speaking for EFL learners. The podcast is an effective teaching tool to enhance Indonesian students' speaking and listening skills since it can provide access to authentic materials, support self-regulated learning, increase language confidence, and create active learning.

The fourth research was conducted by Ramli (2017) and was entitled "The Use of Podcast to Improve Students' Listening and Speaking Skills for EFL Learners." Ramli explained that podcasts are beneficial in creating classroom activities, and students seem motivated and attracted to engage in listening and speaking practices. This study reviewed some previous research and designed teaching instruction using podcasts. Ramli provided listening and speaking instructions for university students using a podcast program. Students can gather specific information from the podcast and are involved in a group to use the information to discuss some

alternative solutions to problems the speakers face in the podcast. Ramli also explained that podcasts enrich students' input with various exciting topics.

The fifth study about the effect of podcasts on students' speaking skills in the second grade of nursing in Baiturrahim Vocational School Jambi by Alya Rahandi (2020). This research aims to determine whether there is an effect after using the podcast as a medium in teaching speaking skills in the second grade of nursing at Baiturrahim Vocational School. This research is experimental, where the data is collected from the students' pre-tests and post-test results. This research used one group pre-test and post-test design, where this research only has an experiment class. The total sample used in this research is 25 second-grade nursing students at Baiturrahim Vocational School. In this research, the researcher concluded that alternative media such as podcasts (Beyond Pod) have a positive effect on helping students with their speaking problems.
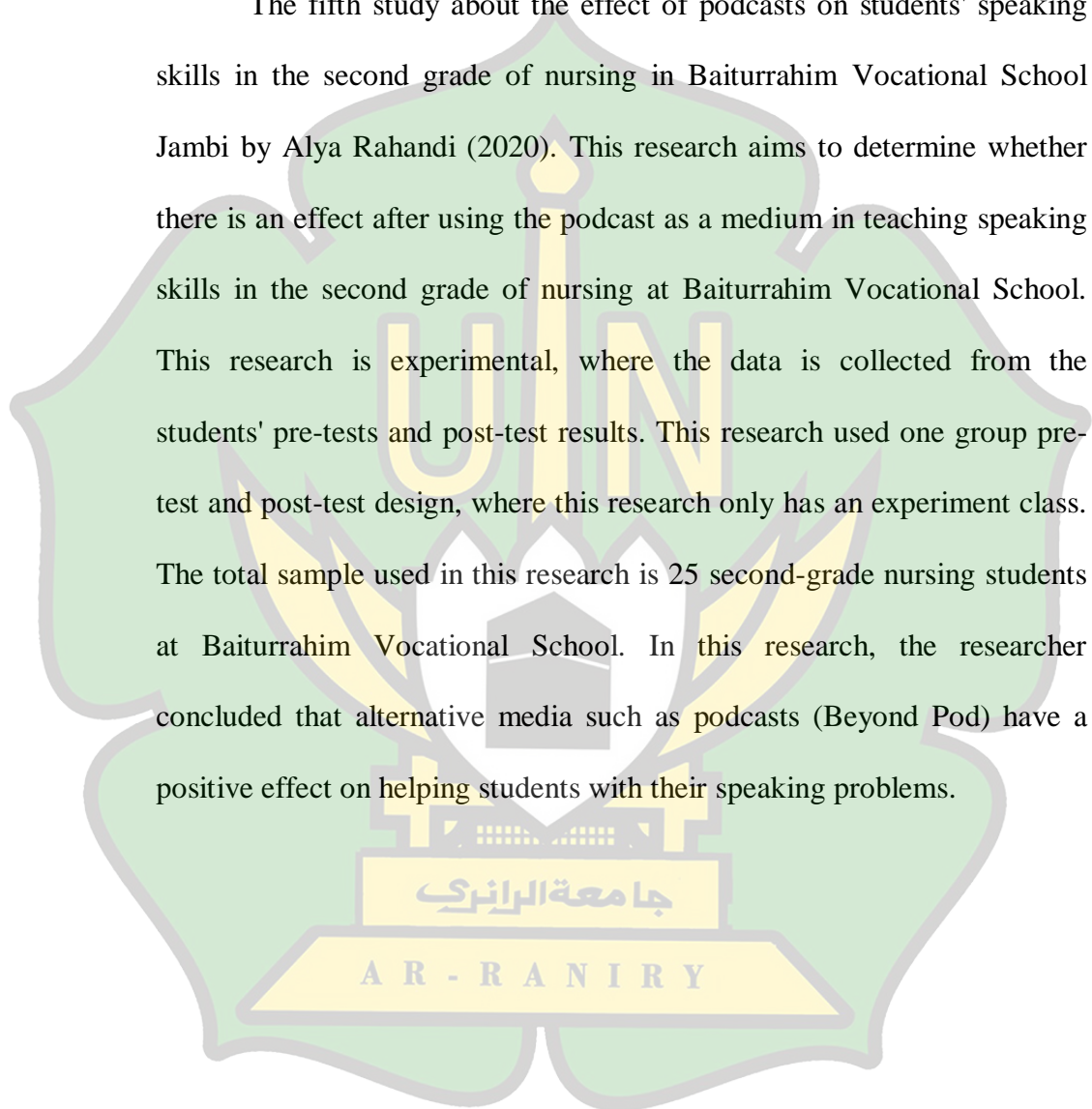
# CHAPTER III

# RESEARCH METHODOLOGY

## A. Research Design

In this research, I used qualitative research to collect and analyze data. Qualitative research is well suited for this study as it allows the researcher to obtain accurate data from the research subject. Qualitative research is also suitable for conducting the study in a natural setting (Khan, 2014). Moreover, this research is about social phenomena and proposes investigating the effect of podcasts as learning media in improving students' speaking ability. Creswell (2014) states that a research design focuses on a phenomenon or discovers social problems.

In a phenomenological study, respondents are asked to describe their experiences as they perceive them. Phenomenological research identifies the meaning of an individual's lived experience concerning a particular phenomenon and develops multiple explanations for that phenomenon (Creswell, 2007). They may write about their experiences, but the information is usually gathered through interviews. The process of research engages providing questions through an interview, collecting the data in the participant's setting, analyzing the data inductively, building from particulars to general themes, and the researcher making interpretations of the meaning of the data and the final written report has a flexible structure (Creswell, 2014).

**B. The Participants and Research Site**

This research was conducted in the English Language Education of UIN Ar-Raniry, located in Darussalam (KOPELMA), Banda Aceh. The participants of this study were all 2017 batch students of the English Department of Universitas Islam Negeri Ar-Raniry. The 2017 batch of students consists of seven class units. Then, seven participants were chosen from each unit using the Purposive Sampling technique to find suitable participants for this research. The purposive sampling technique is a conscious decision of the researcher to select participants based on their quality (Etikan, 2016). This method is also simple to prepare, inexpensive, and fully accredited for research results (Tongco, 2007).

Furthermore, I decided on three criteria for research participants based on the targeted sampling technique used, which are:

1. The participants were students of EFL learners

2. Students who have used Podcast Media

3. The participants are students in the English Department of UIN Ar-Raniry

**C. Method of data collection**

This research used the interview as the method of data collection. The interview is one of the most commonly recognized data collection tools of qualitative research (Mason, 2002). The interview is an activity in which the interviewer asks participants questions and records their answers to gather information about their opinions, knowledge, reasons, beliefs, and feelings about the topic (Cresswell, 2012). This technique is designed in three types: structured,

semi-structured, and unstructured (Edwards, 2013). Their use depends on the needs and the information to be handled.

This research used semi-structured interviews because they allow clarification and follow-up questions to elicit information from the interviewee. A semi-structured interview is a type of interview in which the researcher still has the flexibility to ask additional questions or discuss other topics to obtain more information related to the issue being discussed (Lambert, 2012). Using a semi-structured interview can make it easier for researchers to get information. The interview consisted of 10 questions divided into two themes. The first theme is a few questions about the students' effect of using podcasts as learning media in improving speaking skills. The last question asks about the advantages and disadvantages of using podcasts as learning media in improving students' speaking skills. Interviews are conducted in English and recorded, then taking notes on an ongoing basis. The interview takes about 15-30 minutes for each participant.

## D. Method Data Analysis

According to Hancock (2009), data analysis is an activity that summarizes the mass of data collected and presents the results by communicating the most essential features. In this research, data collection results were analyzed descriptively. Analyzing the data requires reading the transcript many times to familiarize oneself with the file and then coding the transcript to specific themes. Descriptive analytics leads from data to ideas. Each response to the questions is

then provided as primary data to help the researcher summarize the detailed participants' explanations into a good description (Griffee, 2012). Since the interview questions were divided into two topics: the effect of using podcasts as learning media for students and the advantages and disadvantages that podcasts could improve, data analysis was also discussed based on the two topics.

# CHAPTER IV

# FINDING AND DISCUSSION

## A. Research Findings

This research aims to find out students' perception on the use of podcasts as learning media to improve students' speaking skills. Moreover, the researcher also wants to find the advantages and disadvantages of using podcasts as learning media. The participants were interviewed by phone to find the answer. Based on the interview, it was found that seven students were having effects in using podcasts as learning media. Moreover, the students explained to the researcher that they had advantages and disadvantages after using podcasts to improve their speaking skills.

## 1.1 Students' perception on the use of Podcasts as Learning Media in Improving Students' Speaking Skills

Based on the interview results, the students have some effect of using podcasts as learning media. Therefore, the researcher summarized those students' opinions into several points: engaging media to learn English, alternative media to learn English, motivation to learn more, being flexible, and being able to practice a lot.

### 1.1.1 Interesting Media to Learn English

All participants said that using podcasts as learning media is very interesting to improve their speaking skills.

As Participant 1 said:

> "I think the podcast is interesting media for learning English. We can get a lot of information and learn something from it. I have used it for three years now. My friend suggested I use the podcast. He said I can listen to podcasts to improve my English speaking and listening skills. By listening to the podcast, I can learn how to be good at speaking like a native speaker. Moreover, we can choose our favorite topics on the podcast, like entertainment, foreign language learning, health, psychology, etc.".

In line with that, participant 7 admitted that the podcast is an exciting medium to learn English with explanation participant 7 said:

> "A podcast is an interesting medium to study a language like English. I recommend listening to podcasts because it can improve our English ability. I often listened to podcasts in my leisure time, especially the TedTalk channel podcast. I use it to improve my listening skill and my speaking skill. I like to imitate the speakers while they speak at Tedtalk. I tried to re- talk again about the material as the speaker said. I have used podcasts for two years."

Participants 1 and 7 state that podcasts are interesting media because they can learn English quickly and get much information about anything they want. Moreover, by listening to the podcast, they can learn to speak well like native speakers.

### 1.1.2 Alternative Media to Learn English

The utilization of Podcasts is one of the innovations in the world of education. Podcasts are a new trend of interest to academics (Hutabarat, 2020). In this regard, some research shows that teachers and students can use podcasts as an alternative to making learning media entertaining and exciting (Kusuma et al., 2020). Apart from being easily accessible, Podcasts can be repeated, making it easier for students to absorb lessons.

As Participant 4 said:

> "I see podcasts can become an alternative medium for me to learn English. And also, I learn a lot of knowledge from it. I use podcasts to improve my speaking. There are so many podcasts that discuss how to speak properly and correctly. Besides that, I can also sharpen my English listening skills through podcasts."

From Participant 4 answer above, the research shows that podcasts can be an alternative medium in today's learning. In the context of learning English, Podcasts provide innovative and creative opportunities to support further learning (Kargozari & Zarinkamar, 2014). Therefore, Podcasts can be a medium that can attract students' interest because of their relatively new presence in the world of education.

### 1.1.3 Having more motivation to learn

The podcast can motivate students to learn a second language. If motivation has been formed, students can experience significant learning

development. Harahap (2020) states that students are interested and motivated to learn by using Podcasts to improve their English. Not only motivated, they can also apply technology as a source of learning. The learning experience of using Podcasts provides opportunities for students to take advantage of technology and practice lifelong learning (Beylefeld et al., 2009).

As Participant 5 said:

"Podcast is an effective media for improving my speaking skill because after I use it makes me easy to speak in English. Its give motivates me to learn English more. Over time, listening to podcasts routine has also made me familiar with English as a second language."

Similar statements from Participant 4:

"Yes, I think the podcast effectively improves my speaking skills. I feel motivated to learn English through podcasts. I can listen to podcasts wherever I want. I can even access it easily through my smartphone anytime."

Most of them agreed that using the podcast positively affected them. Because it motivates them to be good speakers, they can learn more, relax, and enjoy while learning English.

### 1.1.4  Being Flexible and easy to use

As a learning media in the digital era, podcasts are gaining popularity among students because they are more flexible. Not only that, the podcast in the form of

audio can be played repeatedly if there are students who have difficulty understanding the speaker's intent. Podcasts provide the added advantage of not only being engaged, but they can also choosing to listen anytime, anywhere, and repeat audio segments they have missed (Zellatifanny, 2020).

As Participant 2 said:

"The reason I use podcasts is that podcasts help me in learning English. The podcast is flexible media for learning English because I can listen to podcasts anytime. Then when I use podcasts, it makes me confident to speak English."

Similar answer from Participant 6:

"A podcast is an audio recording that can be downloaded online. You can hear any information that you like from podcasts. I use podcasts to improve my English ability. It helps me to improve my listening and speaking skill. I think the podcast is a great medium for learning English because the podcast is easy to access and very flexible to use. I have used podcasts as English learning media for three years."

The answers from participants 2 and 6 show that podcasts can be used in learning English because they can be accessed by students anywhere and anytime. In addition to being easily accessible, podcasts can be repeated, making it easier for students to absorb lessons. Students can listen to the podcast again if they have difficulty understanding a part (Bittenbender, 2008).

### 1.1.5   Being able to practice a lot

One of the most important aspects of improving speaking skills is lots of practice. Being accustomed to speaking English will help solve many problems in speaking. Being in the English area frequently is an effective way to practice speaking skills. As a result, using English podcasts can help students improve their speaking skills.

As Participant 2 said:

> "It is effective in improving our speaking skills. For those who have never listened to using a podcast, I do not think they are used to speaking. However, if we have used a podcast a lot, then automatically, we will unconsciously practice getting used to speaking during the podcast process. It is like my experience because I often use English podcasts to improve my speaking skills. Accustomed to speaking, surely our mouths are trained to pronounce every word in English."

Participant 2 above said that the way to improve speaking skills is to get used to listening to English podcasts so that they will automatically be trained in speaking every word in English. Therefore, it is very effective for improving speaking skills.

## 1.2 The Advantages and Disadvantages of Using Podcasts as Learning Media

### 1.2.1 The advantages of using podcast

Podcasts have many advantages, and some contain many materials so that students can choose the material they want to listen to and learn according to their needs. One creative use of podcasts is when students listen to and read recordings of podcasts (Constantine, 2007), which helps students speak, improves fluency, and builds new vocabulary. Moreover, podcasts help students and teachers in the teaching process with a variety of language materials to teach.

**1. Improving students' speaking skill**

According to Iskandar (2017), podcasts can improve students' speaking skills. Podcasts can enrich students with a variety of knowledge about vocabulary, fluency, pronunciation, accent, and knowledge of other things. The more often they practice, the more their speaking ability increases.

As Participant 5 said:

> "Listening to the podcast helped me a lot in my speaking skill. And I agree with some experts in language learning, and they said that the more we do listening, the more we increase our speaking. By listening to the podcast a lot, I can learn the accent of native speakers. So, I think it improve my speaking skills."

A similar answer from Participant 1 said:

"Yes, I do. Podcasts can improve my speaking skill, especially in terms of vocabulary and fluency. Why? Because I can imitate the speaker in a podcast like their accent. Furthermore, I have learned a lot of new vocabulary from podcasts. There is a channel in a podcast where the content focuses on teaching their audiences to learn vocabulary. So, I think listening to a podcast can improve my speaking skills, especially in fluency and vocabulary."

All participants said that after using the podcast, their speaking improved significantly, such as vocabulary, fluency, accent, and knowledge of other things.

## 2. Increasing much vocabulary

Podcasts can improve speaking skills and increase vocabulary mastery (Chan et al., 2011). Based on the experiences of students in using podcasts. They felt there was an increase in their vocabulary mastery after using podcasts.

As Participant 5 said :

"Based on my experience, when listening to the podcast, I feel that my vocabulary is increased. I get new words that I never heard before from podcast. I usually listen to an English podcast with an American accent, so I can understand easily what the speaker is talking about. Even sometimes, the speaker used unfamiliar words. However, I know how to connect the words and understand the topic. So, I think it has greatly increased my vocabulary."

All students agreed that there was an increase in vocabulary after using the podcast. They listen to much new vocabulary from podcasts. Therefore, podcasts can increase their vocabulary.

### 3. Enhancing fluency

All participants gave the same answer in the interview. They said that after using the podcast, their fluency has increased. Based on their experience, being accustomed to listening to podcasts will affect their fluency in speaking English. Thus, they are more confident in speaking in front of many people.

As Participant 2 said:

"Yes, of course, podcasts can increase my fluency. The contents of the podcast are conversations, which automatically makes us accustomed to listening to the vocabulary of every conversation or topic discussed in the podcast. Apart from that, the more often we record or do podcasting, it certainly trains our speaking skills, and our speaking fluency will get better."

Similar answer from Participant 4:

"Based on my experience, I listened to podcasts for the last two years. My English is more fluent now. I had some collections of video podcasts last semester on my computer. I made my video podcast as an evaluation material to find out how good my English skills are from year to year. I compared my previously recorded podcast video to my recent recording

podcast. I see much improvement in my fluency. Along with that, my vocabulary also increased."

The explanation above represents the benefits of the podcast experienced by the participants. They feel beneficial because of the application. They agreed that podcasts positively affect their speaking ability and increase their fluency.

### 4. Having Various Materials

Benefits of podcasts is addition to helping students learn English, podcasts help present different media that students can listen to deepen their knowledge. According to Kavaliauskienė (2008), podcasts are a source of instructional materials for language teachers and students because podcasts cover a wide range of topics. Applying podcasts in the classroom takes much time because podcasts have many topics, so students have to choose and arrange materials to suit the material they will learn and can develop their speaking process.

As Participant 7 said:

"Advantages of using podcasts are that I can use my spare time to listen to podcasts because I can easily access anywhere I want. And also, podcasts have much interesting material to hear. The learning materials that I often find on podcasts include health, politics, motivation, and learning foreign languages. Besides learning English, I can also get much information to add my knowledge. That is why I like listening to podcasts."

From the interview answers above, the researcher saw that podcasts have various topics or material that students can learn. Besides being able to learn English, they also use podcasts to increase their knowledge.

### 1.2.2 The Disadvantages of Using Podcast

According to Barto (2008), the weakness of students in using podcasts is that it is time-consuming and expensive. Podcasts vary in length; up to 10 minutes take longer and are unsuitable for classroom use. A podcast that is too long will easily bore students. In addition, podcasts are considered expensive because not all students have technological tools, such as computers and other things that can be used to download or play podcasts. Therefore, it can be said that podcasts have advantages for helping students and disadvantages for some students.

### 1. Time consuming

Podcasting can be used to provide or receive information from teachers and students. However, the disadvantage of this form of data is that the web is a vast and highly public space where anyone from anywhere can publish files. Podcasts can be very time-consuming, especially for larger files and long durations. Thus, it makes students feel bored to listen to it.

As Participant 6 said:

"I think the disadvantage is that podcasts have a long duration. Sometimes I get bored and cannot listen to it for long. The file podcast also has a

relatively large download size. It takes too much time to download if the files are too large. It fills up my smartphone memory."

Participant 6's answer above shows that when the podcast material is of a long duration, listeners or students find it difficult and feel bored.

### 2. Low Internet Signal Problem

All participants admitted that they experienced network problems while listening to podcasts online. Therefore, students will have difficulty uploading and downloading podcast files without a good internet network.

As Participant 2 said:

"I think the disadvantage of podcasting is the internet problems. Sometimes in some areas, when I want to listen to podcasts. The speed of the internet is in bad or low signal. The audio is bad. The speaker's sentence in the podcast is unclear or difficult to listen to fully."

A similar statement from Participant 5 said:

"We know that we need an internet connection to download and upload a file podcast. But if the internet connection is not working or there is a low signal, it is difficult for me to do podcasting. I think that is a problem or challenge I face when using podcasts."

### 3. Low English Proficiency and Accent

The English language ability of each student is not the same. In some students, there are still lacking listening skills. This affects their understanding of the material from the podcast they listen to. Therefore, podcast use is ineffective for those with low listening skills.

As Participant 1 said:

> "I think podcast use is not good enough for people with low listening skills. because everyone's listening level is different, and they will have difficulty understanding the podcast's content."

> Participant 1's answer above shows that podcasts are ineffective enough for students with low listening skills because they will have difficulty understanding the podcast content.

> The statement is also similar to what was expressed by Participant 5, who said:

> "Sometimes, when listening to the Podcast I cannot understand what the speaker says if the speaker on the podcast uses a British accent that I never heard before. So I do not know; maybe I missed what the speaker was talking about. They speak too fast and use different accents. It is not easy to understand the conversation because I usually use an American accent, and it is easier to listen than the other accents."

> Participant 5's answer above shows that podcasts indicate that a lack of understanding of various accents used in English podcasts can diminish students'

interest in listening to this media. This is because they often lose vital information in the provided podcast content, resulting in reduced comprehension or a complete lack of understanding of the speakers' message.

## B. Discussion

Based on the research findings, this discussion provided many opinions and perceptions from seven participants. The researcher elaborated several essential points to answer two research questions in this relation. The first research question focused on how students perceive the use of podcasts as learning media to improve their speaking skills. There is some perception from students in using podcasts, Interesting Media to Learn English, Alternative Media to Learn English, having more motivation to learn, being flexible and easy to use, and practicing a lot. The second aspect discussed is the advantages and disadvantages of using podcasts as learning media to improve students' speaking skills. Podcasts have four advantages: improving speaking skills, increasing vocabulary, enhancing fluency, and having various materials. Besides that, podcasts have three disadvantages: time-consuming, internet connection problems, and low English proficiency.

Based on previously conducted studies relevant to this research, students feel the positive effects of using Podcasts in learning English even though they sometimes experience problems implementing them. Students have a pretty good perception of the use of Podcasts in improving English listening skills because Podcasts provide motivation and opportunities for students to listen to the

pronunciation of native English speakers (Rahmiyati et al., 2021). In addition, it was found that there were statistically significant differences in the perceptions and attitudes of the two groups of Chinese and Korean students learning language at the University of Singapore in using Podcasts in learning due to four reasons, namely (a) the purpose of the podcast and students' learning motivation; b) discrepancies between Podcast designs and learners' expectations, needs, and preferences; c) teacher encouragement and student preparation; and d) mobile learning experiences (Chan et al., 2011). Then, the perception of students at the University of Tanjungpura Pontianak towards using Podcasts in learning English is that it is fun because it is very flexible, a handy tool for learning English, and can improve speaking, listening, reading, and writing skills (Kohar et al., 2014).

Other research findings that are also relevant are that Podcasts could bring many benefits in teaching listening and speaking for EFL learners. The podcast is an effective teaching tool to enhance Indonesian students' speaking and listening skills. It can provide access to authentic materials, support self-regulated learning, increase language confidence, and create active learning (Youstara & Putri). In addition, foreign students learning Indonesian assume that implementing Podcasts improves students' listening skills, grammatical knowledge, and knowledge about the culture of the target society (Istanto & Indrianti, 2011). Moreover, podcasts provide sound affirmative reasoning for students if they bring them closer to the target language and influence student attitudes and motivation. Mohammadzadeh (2010) suggests that podcast material can increase students' motivation and help them speak more independently and confidently. Teachers can use podcast media

to help students build self-confidence and make learning situations comfortable. This confidence can be increased because of their ability to understand the rhetoric of specific topics through repeated listening and oral performances (Samad, 2016). This understanding makes them perceive the learning process as fun.

Based on the findings and discussion, it can be concluded that students' perceptions of using podcasts as a learning medium to improve their speaking skills are excellent. Students can improve their deficiencies, such as vocabulary and fluency in speaking. In addition, students become motivated, confident, and comfortable studying English together or independently. Besides that, there are also some advantages and disadvantages of using podcasts as a medium for student English. Thus, podcasts are an efficient and effective medium for making other students with low motivation become interested and excited to use them for their English learning.

# CHAPTER V

## CONCLUSIONS AND RECOMMENDATIONS

### A. Conclusions

Based on the analysis and discussion above, it can be concluded that using podcasts as a learning medium to help students improve speaking skills is effective because it has many advantages and disadvantages. As for the existing challenges and shortcomings, they could be anticipated and solved by each student.

Furthermore, podcasts can enrich students with a variety of knowledge about vocabulary, fluency, accent, and knowledge of others. Thus, students can continue to practice speaking skills by listening to a podcast that fits their needs. The students are free to choose the podcast despite its sound characteristics, the content is also interesting and helpful to listen to, the pronunciation is clear, the accent is similar to natives' accents, and it offers an authentic tool for learning that describes their daily activities. This research proved that students' perceptions of podcast use improve speaking skills are positive.

### B. Recommendations

The researcher would like to give recommendations for students, lecturers, and the next researcher. Podcasts could be helpful for students to improve their speaking. In addition, students had a positive attitude toward this

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learning medium. For the lectures, podcasts are expected to be an effective medium for learning English and give insight into another knowledge.

The researcher hopes that this research helps the next researcher to research the same case about students' perceptions, especially about using podcasts to improve students' speaking skills. At least this research can be a reference or a source for the next researcher.

The results of this study are also expected to assist teachers in determining the suitable English learning media to increase students' speaking skills. Using various media can affect students' interest in learning English. Today's era of information and technology is an opportunity for a teacher to take advantage of new technological media that can make the learning process more effective.

Based on the conclusion above, the researcher hopes that other researchers can continue this research to study deeper into this research. Furthermore, the researcher recommended investigating teacher effects of using podcasts as media in teaching a second language.
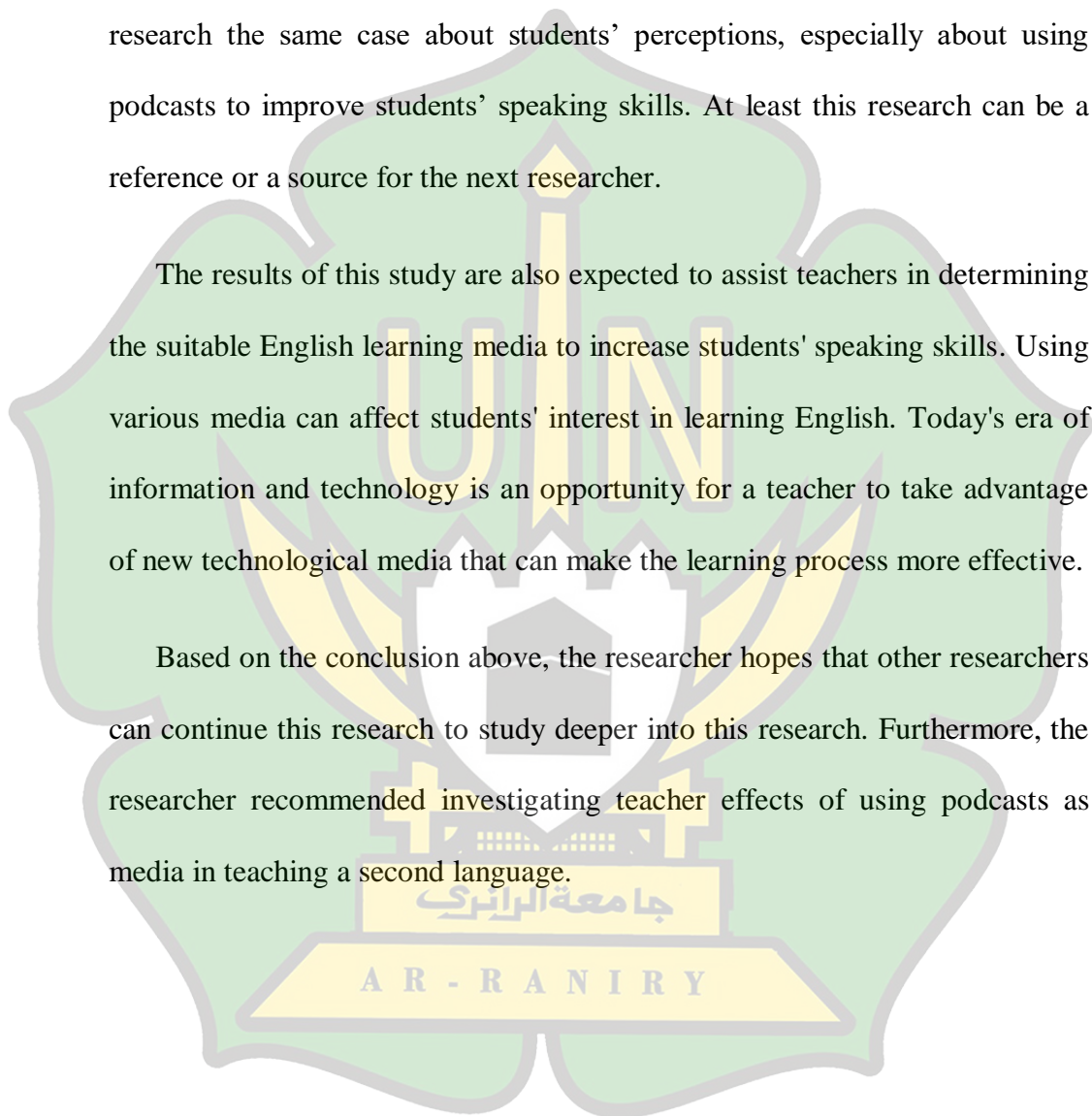
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**APPENDIX**

INTERVIEW TRANSCRIPT

Project : The Perceived Used Podcasts as Learning Media in Improving Students'
Speaking Skills
Interviewer : Hasbi Fajri
Interviewee : Student of PBI (Participant 1)

1. Q : In your opinion, how fluent are you in speaking English?

   A : My English is not so good but maybe intermediate level. So, I think my English fluency is not so good not so bad.

2. Q : How much vocabulary have you mastered? What type of vocabulary are they?

   A: I don't have much vocabulary, but maybe almost 1000 words I have memorized. The types of vocabulary that I memorize are adjectives, verbs, and so on. But mostly in formal vocabulary, not informal vocabulary.

3. Q : What do you think about podcast? How long have you used podcast as media in learning English?

   A : I think, the podcast is interesting media to learn English. We can get much information and learn something from it. I have used it for three years now. My friend suggested me to use the podcast. He said I can listen to podcasts to improve my English speaking and listening skills. By listening to the podcast, I can learn how to be good at speaking like a native speaker. Moreover, we can choose our favorite topics on the podcast like entertainment, foreign language learning, health, psychology etc.

4. Q : In your opinion, what are your reasons for using podcast?

A : There are several reasons why I use podcasts as media for learning English. First, I find that podcast is efficient media for learning English. I can learn a lot about English in any topic from the podcast. And then it also easily to access from the internet. For example, google podcast. Google podcast is easily accessible and free. That is the reason I used it. The podcast is easy to use and easy to access, and it effectively improves my speaking skills.

5. Q : Based on your experience, do you think the podcast can help you in fluency and vocabulary of your speaking skill?
   A : Yes, I do. Podcasts can improve my speaking skill, especially in terms of vocabulary and fluency. Why? Because I can imitate the speaker in a podcast like their accent. Furthermore, I have learned much new vocabulary from podcasts. There is a channel in a podcast where the content focuses on teaching their audiences to learn vocabulary. So, I think listening to a podcast can improve my speaking skills, especially in the fluency and vocabulary aspects..

6. Q : How effectively does the podcast improve your speaking skill? How is your speaking after and before using a podcast?
   A : Before I listened to the podcast, my speaking ability was not so good, but after I used it, I felt my speaking was better, and makes it easy to speak in English. It helps me to improve my speaking skill. Moreover, I think it is fun to learn English by using podcasts.

7. Q : What are the advantages of using podcasts for your speaking?
   A : Obviously, my speaking has improved very well. I think a podcast is a good medium to improve my speaking because I can imitate the speaker in a podcast. That also can increase aspects of my vocabulary.

8. Q : What are the disadvantages of using podcasts for your speaking?

A : I think podcast use is not good enough for people with low listening skills. Because everyone's listening level is different, and they will have difficulty understanding the podcast's content.

9. Q : What is your solution to solve those disadvantages?

A : I think the solution is to provide them with easy and simple podcast content. They have to repeat listening to the podcast frequently. It will make it easier to understand because repetition will be very useful for sharpening their listening ability.

10. Q : What challenges do you face when using podcasts as learning media to improve your speaking skill?

A : The challenging aspect that I face when using podcasts. Because a podcast is a program that uses internet data to access it, sometimes I have a bad signal in my area. It makes me difficult to download the content of a podcast when the internet connection is bad.

# INTERVIEW TRANSCRIPT

Project : The Perceived Used Podcasts as Learning Media in Improving Students'
Speaking Skills
Interviewer : Hasbi Fajri
Interviewee : Student of PBI (Participant 2)

1. Q: In your opinion, how fluent are you in speaking English?

   A: In my opinion, my speaking skill is not so well. Maybe I am at the
   intermediate level.

2. Q: How much vocabulary have you mastered? What type of vocabulary
   are they?

   A: I think I do not have memorized much of it. However, maybe there are
   1000 more vocabularies that I know or mastered. Among them are verbs,
   adjectives, and nouns.

3. Q: What do you think about podcasts? How long have you used podcasts
   as media in learning English?

   A: I think podcasts are a great and easy medium to learn English. I was
   motivated to learn English from podcasts. I used it when I was studying
   last semester. Moreover, I also often listened to podcasts during my time at
   home.

4. Q: In your opinion, what are your reasons for using podcasts?

   A: The reason I use podcasts is that podcast help me in learning English.
   The podcast is flexible media to lern English, because I can listen to
   podcast anytime. Then when I use podcasts, it make myself confident to
   speak English.

5. Q: Based on your experience, do you think the podcast can help you with fluency and vocabulary of your speaking skill?

A: Yes, I do. The contents of the podcast are conversations which automatically makes us accustomed to listening to the vocabulary of every conversation or topic discussed in the podcast. Apart from that, the more often we record or do podcasting, it certainly trains our speaking skills, and our speaking fluency will get better.

6. Q: How effectively does the podcast improve your speaking skill? How is your speaking after and before using a podcast?

A: It is effective in improving our speaking skills. For those who have never listened to using a podcast, I do not think they are used to speaking. However, if we have used a podcast a lot, then automatically, we will unconsciously practice getting used to speaking during the podcast process. It is like my experience because I often use English podcasts to improve my speaking skills. Accustomed to speaking, surely our mouths are trained to pronounce every word in English.

7. Q: What are the advantages of using podcasts for your speaking?

A: It trains me to be able to speak fluently. Furthermore, frequently listening to podcasts also increase our knowledge about a particular topic we are interested in. And along with that, our vocabulary increases.

8. Q: What are the disadvantages of using podcasts for your speaking?

A : in my opinion, the the shortcoming of podcast as media for learning English is the availability of supporting technology to independently produce good quality student podcast connten

9. Q: What is your solution to solve those disadvantages?

A: my solution we have is to increase the vocabulary more and more. Moreover, it helps us when creating podcasts. Furthermore, when

answering questions, the questioner asks us. And also have to listen to other podcasts more often so that our podcasts can be good and useful for others.

10. Q: What challenges do you face when using podcasts as learning media to improve your speaking skill?

A: After my experience using podcasts several times as a learning medium. Sometimes I do not find a topic that I like on the podcast.
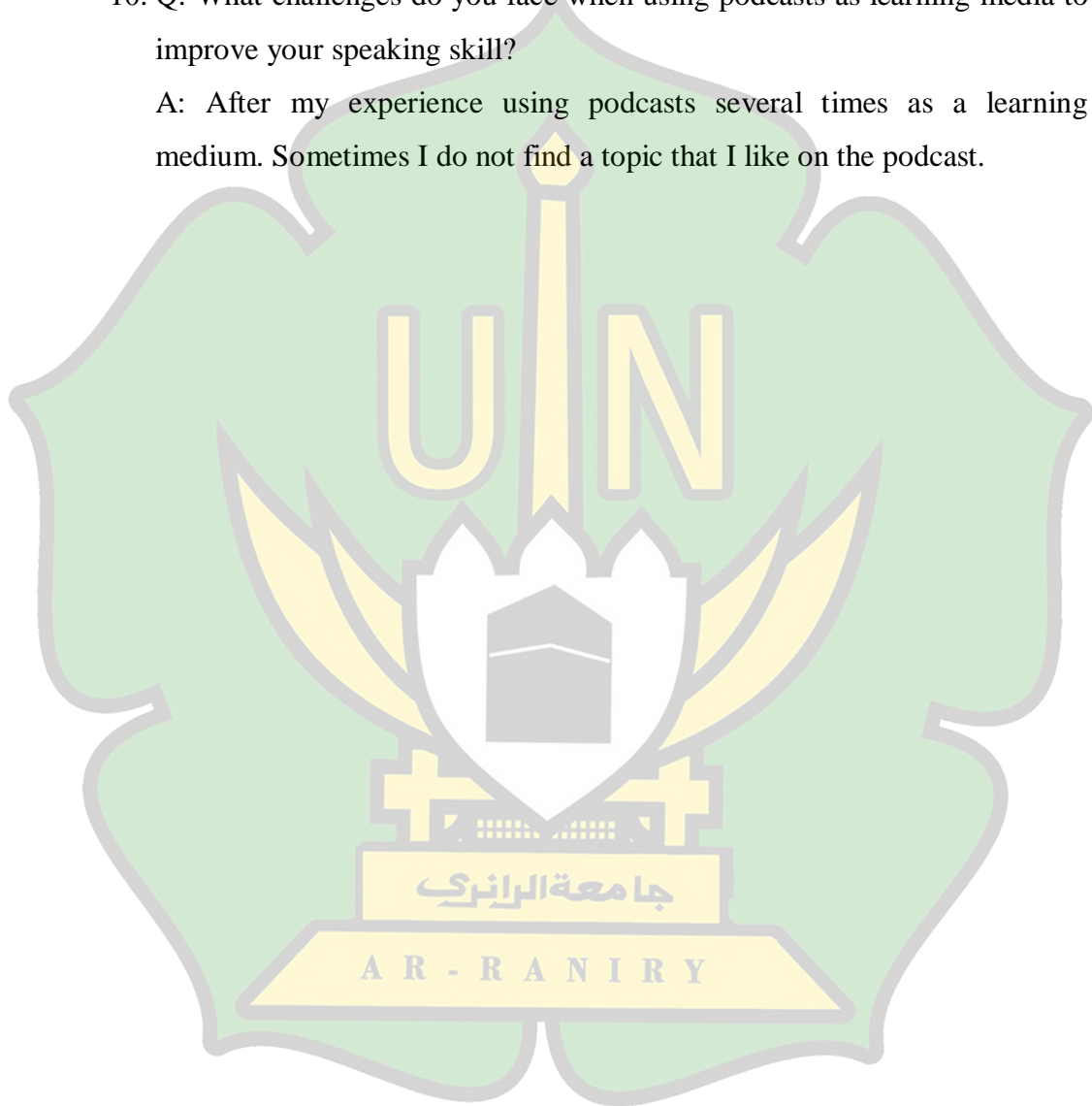
INTERVIEW TRANSCRIPT

Project : The Perceived Used Podcasts as Learning Media in Improving Students' Speaking Skills

Interviewer : Hasbi Fajri

Interviewee : Student of PBI (Participant 3)

1. Q: In your opinion, how fluent are you in speaking English?

   A: I think I can speak English, but I am not fluent. Maybe my English is intermediate level.

2. Q: How much vocabulary have you mastered? What type of vocabulary are they?

   A: I cannot remember how many vocabularies I remembered in English. I think it is in daily vocabulary for daily conversations. Nevertheless, I mostly mastered noun vocabulary.

3. Q: What do you think about podcasts? How long have you used podcasts as media in learning English?

   A: In my opinion, the podcast is a radio program in digital form. It can be downloaded on the internet. We can play it on a computer,mp3 player, etc. Alternatively, the file of the podcast we can also play it on our smartphone. And I cannot remember how long I have used podcasts, but until now, I still listen to podcasts to learn English. I hope it can improve my listening skill.

4. Q: In your opinion, what are your reasons for using podcasts?

   A: I would like to listen to a podcast about religious speech because I learned about the content of religious speech. It can increase my listening skill and also advance my vocabulary. More than that, podcasts contain much information for me.

5. Q: Based on your experience, do you think the podcast can help you with fluency and vocabulary of your speaking skill?

A: I am not sure about that, but I think listening to podcasts can improve our listening skills more than speaking. When I listen to a podcast, I can improve my listening and add spending to my vocabulary. However, practicing the words we get from the podcast is necessary for speaking. So, I think it improves my listening and my vocabulary.

6. Q: How effectively does the podcast improve your speaking skill? How is your speaking after and before using a podcast?

A: It improves my listening kill for now, but I am unsure about speaking. Is it effective or not for my speaking skill? I think my English was not so good before I used podcasts. Nevertheless, after I listened to a podcast, I think it motivated me to speak like the speaker in the podcast. Because when I listen to someone's podcast who speaks in English, I feel motivated to speak English like them. It is entertaining me to hear their podcast.

7. Q: What are the advantages of using podcasts for your speaking?

A: I think it improves my speaking skills and my vocabulary. I can listen to podcasts anytime and anywhere I am. It is easy to access whenever and every I want. I can listen to podcasts while doing my work and while I am doing exercise. So it is easy for me to hear that at any time.

8. Q: What are the disadvantages of using podcasts for your speaking?

A : I think the disadvantage of podcasting is the internet problems. Sometimes in some areas, when I want to listen to podcasts. The speed of the internet is bad or low signal. The audio is bad. The speaker's sentence in the podcast is unclear or difficult to listen to fully.

9. Q: What is your solution to solve those disadvantages?

A: My solution is if my internet connection is bad or low. Usually, I go to a place with good internet speed, such as café or some places with a Wi-Fi connection. It can make easy and also not lagging connection. So if the internet speed is good, listening to podcasts will be more comfortable, and the content is clear.

10. Q: What challenges do you face when using the podcast as learning media?

A: Based on my experience, the challenge I often face when listening to podcasts is that I often hear new words or sentences from the speaker when they speak in the podcast. Sometimes they use idiomatic sentences that I do not fully understand the meaning. However, I usually look for the meaning in a translator application or dictionary to overcome this.
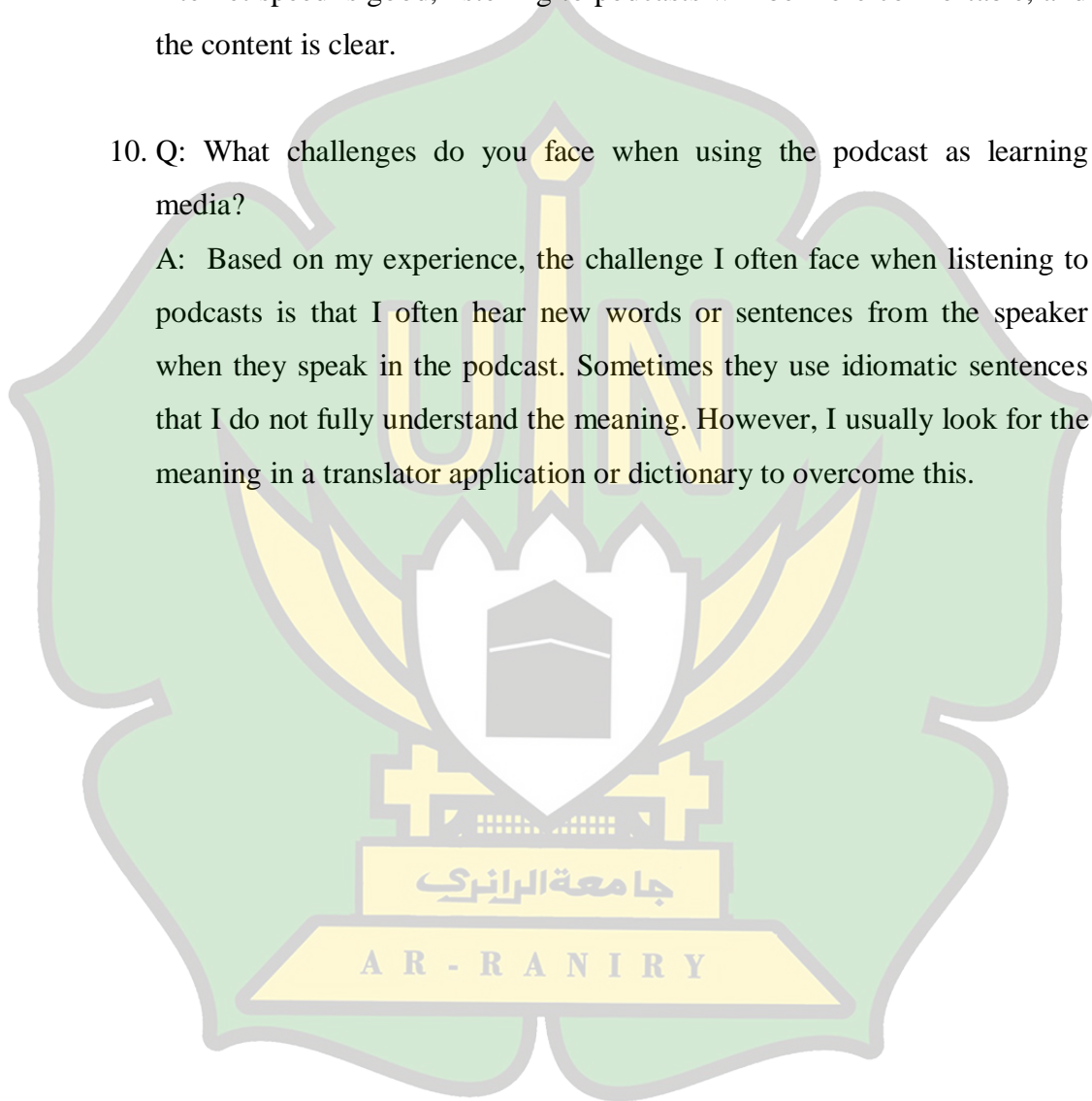
INTERVIEW TRANSCRIPT

Project : The Perceived Used Podcasts as Learning Media in Improving Students'
Speaking Skills
Interviewer : Hasbi Fajri
Interviewee : Student of PBI (Participant 4)

1. Q: In your opinion, how fluent are you in speaking English?
   A: Well, I am not good at speaking. I think maybe my level of English
   speaking is at an intermediate level. I can do simple conversations with
   people.

2. Q: How much vocabulary have you mastered? What type of vocabulary
   are they?
   A: Well, I am unsure how much vocabulary I have mastered. Nevertheless,
   maybe it is around 1000 vocabulary. I memorized some vocabulary,
   including nouns, verbs, and adjectives, and I also memorized some
   idioms.

3. Q: What do you think about podcasts? How long have you used podcasts
   as media in learning English?
   A: Nowadays, podcasts are becoming a new trend media for learning
   foreign languages like English. I also used podcasts to increase my English
   ability and learn about many things. I think podcasts are a flexible medium
   for learning a second language. I believe listening to podcasts can improve
   my listening and my speaking skills.

4. Q: In your opinion, what are your reasons for using podcasts?
   A: I see podcasts can become an alternative medium for me to learn
   English. And also I learn a lot of knowledge from it. I use podcasts to
   improve my speaking. There are so many podcasts that discuss how to

speak properly and correctly. Besides that, I can also sharpen my English listening skill through podcasts.

5. Q: Based on your experience, do you think the podcast can help you with fluency and vocabulary of your speaking skill?

A: Based on my experience, I listened to podcasts for the last two years. My English is more fluent now. I had some collections of video podcasts last semester on my computer. I made my video podcast as an evaluation material to find out how good my English skills are from year to year. I compared my previously recorded podcast video to my recent recording podcast. I see much improvement in my fluency. Along with that, my vocabulary also increased.

6. Q: How effectively does the podcast improve your speaking skill? How is your speaking after and before using a podcast?

A: Yes, I think the podcast effectively improves my speaking skills. I feel motivated to learn English through podcasts. I can listen to podcasts wherever I want. I can even access it easily through my smartphone anytime.

7. Q: What are the advantages of using podcasts for your speaking?

A: One of the advantages of the podcast is that it is very easy to access. For example, we can now find podcast content on the YouTube platform. It makes it easier for me to listen, and, at the same time, I can see who the speaker is. Besides that, learning English from podcasts is a new experience because it differs from learning in class. The atmosphere of learning through podcasts feels more comfortable and simple. I can also repeat the podcast if I do not understand its content.

8. Q: What are the disadvantages of using podcasts for your speaking?

A: I think the disadvantages are, firstly, there are too many distractions when I play podcasts online. Such as advertisements or other podcast content offers on the podcast player platform often appear. Those will disturb my concentration to listen carefully. Second, I see that podcast content is currently less useful because the discussions are many about things that are just for making laughs and entertainment.

9. Q: What is your solution to solve those disadvantages?

A: the solution is that I choose to download the podcast content first. After that, I play the file on my smartphone or laptop. The second solution, I usually choose what content I want to listen to. I also activate the fullscreen feature if the podcast is on Youtube. So I will not be disturbed by other podcast videos.

10. Q: What challenges do you face when using podcasts as learning media to improve your speaking skill?

A: The challenge I often face is that sometimes the speaker in a podcast speaks too fast, so I have difficulty understanding what they are talking about. Moreover, their English accent is different from the English accent I understand.

INTERVIEW TRANSCRIPT

Project : The Perceived Used Podcasts as Learning Media in Improving Students'
Speaking Skills
Interviewer : Hasbi Fajri
Interviewee : Student of PBI (Participant 5)

1. In your opinion, how fluent are you in speaking English?
A: I think my speaking is not fluent, but it works. I think my English is
intermediate level.

2. Q: How much vocabulary have you mastered? What type of vocabulary
are they?
A: Maybe I have 1000 vocabularies. And the type is daily conversation
vocabulary. I started my English in junior high school, an Islamic boarding
school. And there, I learn English and Arabic language. So, because of
that, I think I have memorized many vocabularies until now.

3. Q: What do you think about podcasts? How long have you used podcasts
as media in learning English?
A: I think the podcast is a medium that provides audio files. Podcasts
provide much information we need, including information about learning
English. I have been listening to podcasts for three years. The topic of the
podcast that I love to hear is skincare. The podcast also provides
entertainment content such as horror, thriller, mystery, etc.

4. Q: In your opinion, what are your reasons for using podcasts?
A: I use podcasts to get information about topics I love, especially
skincare. So, the podcast gives much information about skincare that I
could not find in other media. Most of the materials about skincare are
explained using the English language. So, besides getting skincare

information, listening to podcasts also adds to my vocabulary and improves my English ability.

5. Q: Based on your experience, do you think the podcast can help you with fluency and vocabulary of your speaking skill?

A: Base on my experience, when listening to the podcast, I feel that my vocabulary is increased. I get new words that I never heard before. I usually listen to an English podcast with an American accent, so I can understand easily what the speaker is talking about. Even sometimes, the speaker used unfamiliar words. However, I know how to connect the words and understand the topic. So, I think it has greatly increased my vocabulary.

6. Q: How effectively does the podcast improve your speaking skill? How is your speaking after and before using a podcast?

A: Podcast is an effective media for improving my speaking skill because after I use it make me easy to speak in English. Its give motivates me to learn English more. Over time, listening to podcasts routine has also made me familiar with English as a second language.

7. Q: What are the advantages of using podcasts for your speaking?

A: Listening to the podcast helped me a lot in my speaking skill. And I agree with some experts in language learning, and they said that the more we do listening, the more we increase our speaking. By listening to the podcast a lot, I can learn the accent of native speakers. So, I think it improve my speaking skills.

8. Q: What are the disadvantages of using podcasts for your speaking?

A: Sometimes, when listening to the Podcast I cannot understand what the speaker says if the speaker on the podcast uses a British accent that I never heard before. So I do not know; maybe I missed what the speaker was

talking about. They speak too fast and use different accents. It is not easy to understand the conversation because I usually use an American accent, and it is easier to listen than the other accents.

9. Q: What is your solution to solve those disadvantages?

   A: My solution for this. Suppose there is information or words the speaker speaks that I do not understand. Then I usually repeat it for a minute when I do not understand what the speaker said. I repeat at least three times until I clearly understand what the speaker is saying.

10. Q: What challenges do you face when using podcasts as learning media to improve your speaking skill?

    A : We know that we need an internet connection to download and upload a file podcast. but, If the internet connection is not working or there is a low signal, it is difficult for me to do podcasting. I think that is a problem or challenge I face when using the podcast.
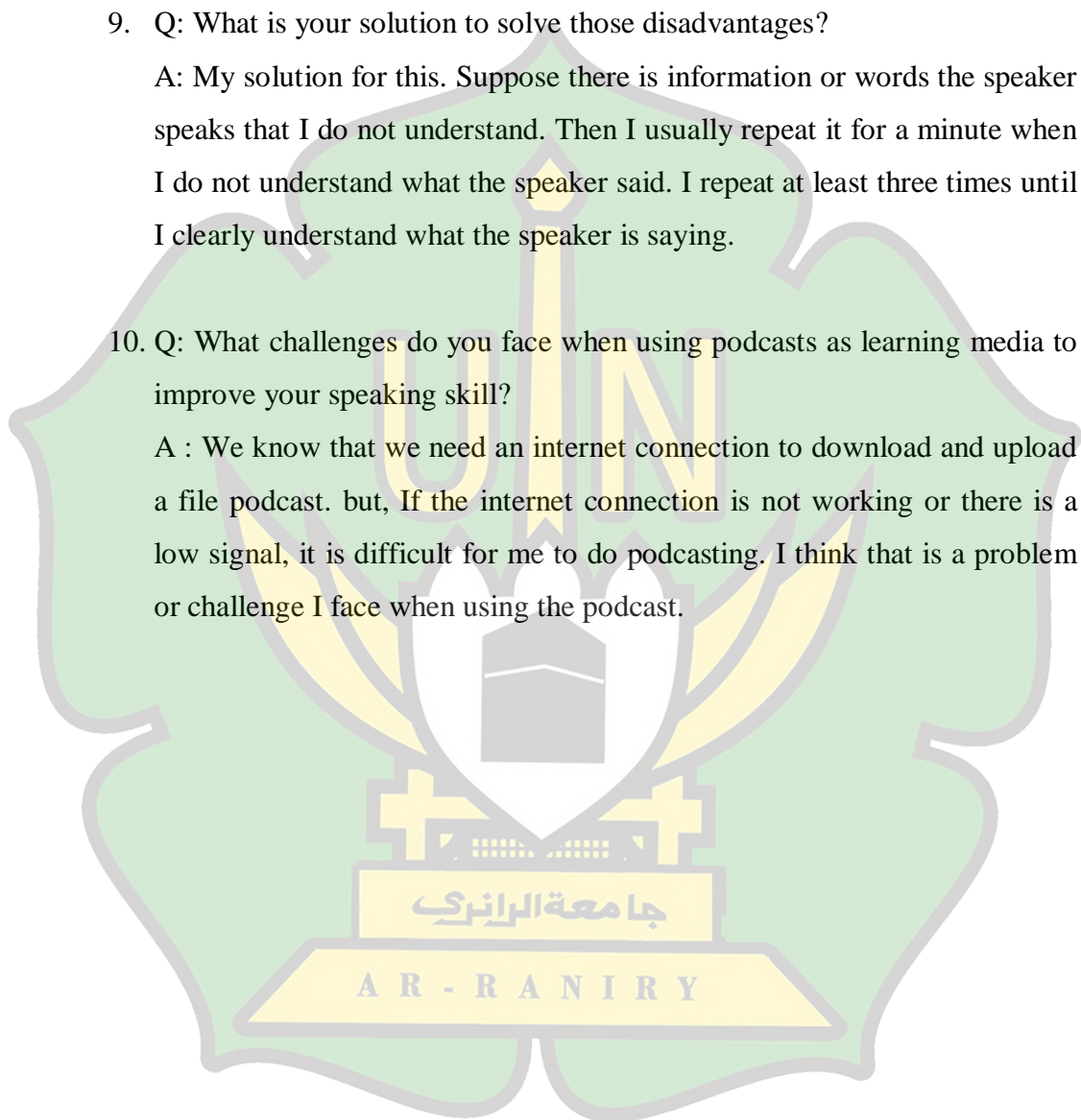
INTERVIEW TRANSCRIPT

Project : The Perceived Used Podcasts as Learning Media in Improving Students'
Speaking Skills
Interviewer : Hasbi Fajri
Interviewee : Student of PBI (Participant 6)

1. Q: In your opinion, how fluent are you in speaking English?
   A: I am not so fluent in English, but I can speak with foreign people in English.

2. Q: How much vocabulary have you mastered? What type of vocabulary are they?
   A: My vocabulary is not much and I don't list how much I have memorized. However, usually, I use the vocabulary under the condition.

3. Q: What do you think about podcasts? How long have you used podcasts as media in learning English?
   A: A podcast is an audio recording that can be downloaded online. You can hear any information that you like from podcasts. I use podcasts to improve my English ability. It helps me to improve my listening and speaking skill. I think the podcast is a great medium for learning English because the podcast is easy to access and very flexible to use. I have used podcasts as English learning media for three years.

4. Q: In your opinion, what are your reasons for using podcasts?
   A: My reason for using podcasts, I think podcasts help me to improve my listening and speaking skill. So, it is the reason that motivated me to use the podcast. Podcasts also enrich my insight when I hear podcast content. I believe podcast is the right medium to learn and improve my English.

5. Q: Based on your experience, do you think the podcast can help you with fluency and vocabulary of your speaking skill?

   A: I think it helps me a lot. That is why I use it as a medium for learning English.

6. Q: How effectively does the podcast improve your speaking skill? How is your speaking after and before using a podcast?

   A: Based on my perspective, the podcast is helping me improve my speaking skills. It also helps me increase my vocabulary.

7. Q: What are the advantages of using podcasts for your speaking?

   A: I think podcasts have some advantages for me. The first podcast will increase my confidence in speaking English. The second I can do other activities while listening to podcasts. It is very flexible to use at any time.

8. Q: What are the disadvantages of using podcasts for your speaking?

   A: I think the disadvantage is that podcasts have a long duration. Sometimes I get bored and cannot listen to it for long. The file podcast also has a relatively large download size. It take too much time to download if the files are too large and it makes fills up my smartphone memory.

9. Q: What is your solution to solve those disadvantages?

   A: My solution is to memorize the vocabulary, learn more about vocabulary, and listen more to English speakers to get used to being fluent in speaking English.

10. Q: What challenges do you face when using podcasts as learning media to improve your speaking skill?

A: I think the challenges I faced when I used podcasts is that sometimes I feel boring because the podcast duration is too long and the way the speaker speaks is sometimes too fast.

INTERVIEW TRANSCRIPT

Project : The Perceived Used Podcasts as Learning Media in Improving Students' Speaking Skills
Interviewer : Hasbi Fajri
Interviewee : Student of PBI (Participant 7)

1. Q: In your opinion, how fluent are you in speaking English?
   A: I think my fluency in speaking is not good because my first language is not English. So, I guess I am still not fluent in speaking.

2. Q: How much vocabulary have you mastered? What type of vocabulary are they?
   A: I cannot remember how much I have the vocabulary exactly. Maybe I have 1000 vocabulary. The type of vocabulary I memorized are adjectives, nouns, verbs, etc.

3. Q: What do you think about podcasts? How long have you used podcasts as media in learning English?
   A: A podcast is an interesting medium to study a language like English. I recommend listening to podcasts because they can improve our English ability. I often listened to podcasts in my leisure time, especially the TedTalk channel podcast. I use it to improve my listening skill and my speaking skill. I like to imitate the speakers while they speak at Tedtalk. I tried to re- talk again about the material as the speaker said. I have used podcasts for two years.

4. Q: In your opinion, what are your reasons for using podcasts?
   A: Podcast is one digital media we can use to improve our English ability. I have read some articles saying podcasts increase our listening and

speaking skills. So, it motivates me to use the podcast as media to learn English.

5.  Q: Based on your experience, do you think the podcast can help you with fluency and vocabulary of your speaking skill?

    A: Yes, I do, because when I hear the podcast, I find some new vocabulary. So, it increases a lot my vocabularies.

6.  Q: How effectively does the podcast improve your speaking skill? How is your speaking after and before using a podcast?

    A: It is effective because I can share my many idea or experience. Do you know? Before I used podcasts, my speaking was not very good, but when I am trying to make my podcast recording, I have the idea to speak, which is very useful! It makes me creative to speak and talk about something that I like.

7.  Q: What are the advantages of using podcasts for your speaking?

    A: Advantages of using podcasts are that I can use my spare time to listen to podcasts because I can easily access anywhere I want. And also, podcasts have much interesting material to hear. The learning materials that I often find on podcasts include health, politics, motivation, and learning foreign languages. Besides learning English, I can also get a lot of information to add my knowledge. That is why I like listening to podcasts.

8.  Q: What are the disadvantages of using podcasts for your speaking?

    A: The disadvantage of using podcasts is that I can not use podcasts if the internet connection or signal is bad, and it is difficult to look for material or the content of the podcast.

9.  Q: What is your solution to solve those disadvantages?

A: My solution I go to a place that provides a good internet network, such as on our campus UIN Ar-Raniry which provides lots of wifi services for students.

10. Q: What challenges do you face when using podcasts as learning media to improve your speaking skill?

A: My challenge It is hard for me to understand the material for a speaker who talks with a British accent. So, sometimes I get a little misunderstanding about the material that the speaker presented in the podcast. Maybe It happens because of the lack of my vocabulary.
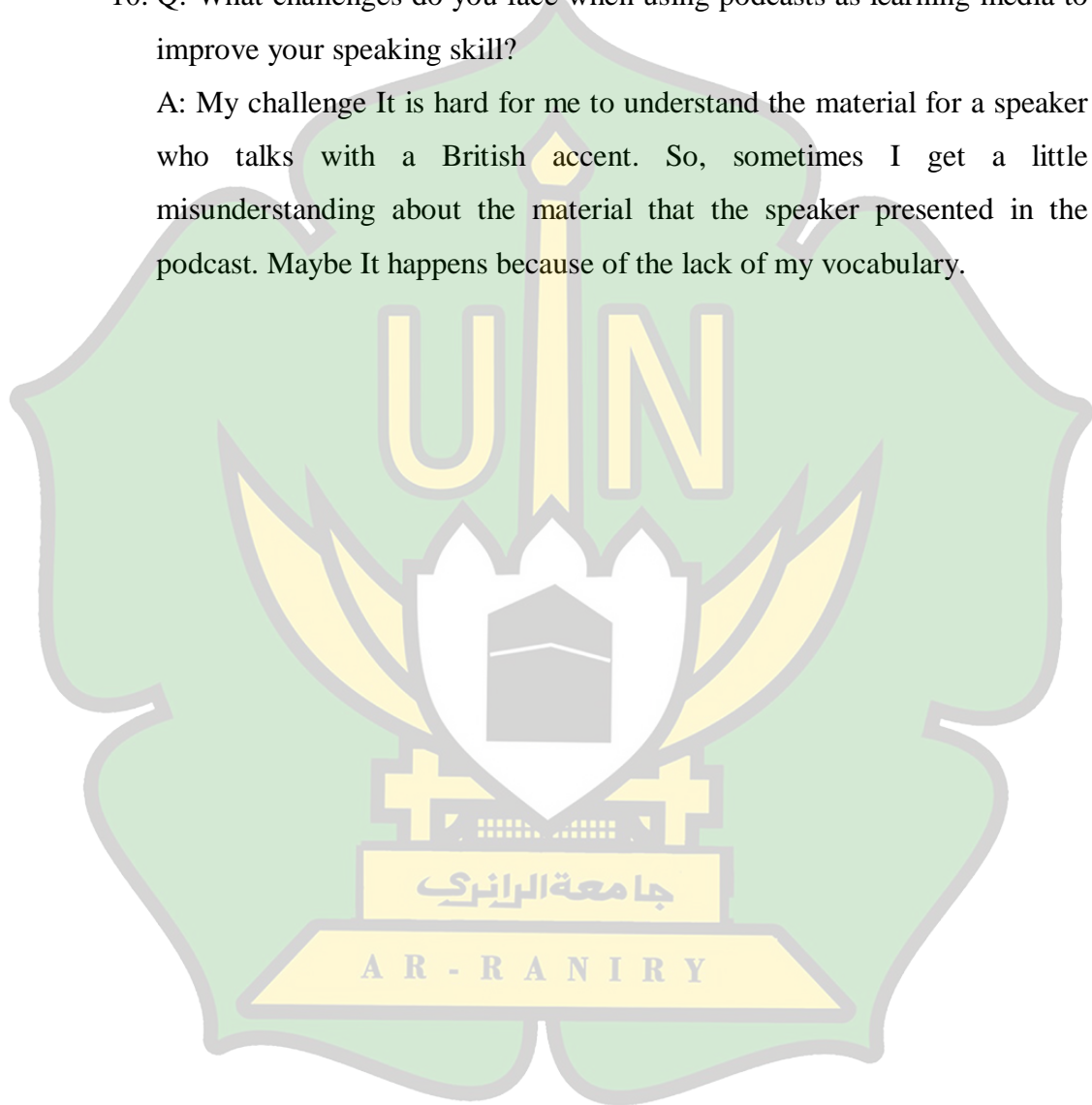
Nomor : B-8371/Un.08/FTK.1/TL.00/08/2023
Lamp   : -
Hal      : *Penelitian Ilmiah  Mahasiswa*

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry
Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan
bahwa:

Nama/NIM               : **HASBI PAJRI** / 170203208
Semester/Jurusan      : Pendidikan Bahasa Inggris
Alamat sekarang        : Gampong Gue. Kec. Kuta Baro Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **The Perceived Used of Podcast as  Learning Media in Improving Students' Speaking Skill**

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 16 Agustus 2023
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,

*Berlaku sampai :*
*16 September 2023*

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

# AUTOBIOGRAPHY

1. Name : Hasbi Pajri
2. Place / Date of Birth : Pinding, August 19th 1992
3. Sex : Male
4. Religion : Islam
5. Nationality : Indonesia
6. Address : Dusun Cik, Kec. Blangkejeren
7. Email : 170203208@student.ar-raniry.ac.id
8. Occupation : The Perceived Used of Podcast as Learning Media in Improving Students' Speaking Skill
9. Parents
   a. Father's Name : Adam
   b. Mother's Name : Siti Maryam
   c. Father's Occupation : Tradesman
   d. Mother's Occupation : Housewife
   e. Address : Dusun Cik, Kec. Blangkejeren
   f. Educational Background
   a. Elementary School : SDS Pepelah
   b. Junior High School : MTs Nahdhatul Ulama Medan
   c. Senior High School : SMKN 9 Medan
   d. University : Education and Teacher Training Faculty of Ar-Raniry Islamic State University, English Language Education Department

Banda Aceh, Oktober 07th 2023
The Writer

Hasbi Pajri