# STUDENTS PERCEPTION TOWARD PODCAST MEDIA IN LEARNING ENGLISH SPEAKING SKILLS AT ZAINUL HASAN GENGGONG ISLAMIC UNIVERSITY

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## ABSTRACT

In the modern era of technology, there are many applications, both online and offline, that can help them learn to speak, for example, podcasts. Podcast is a platform for storing sound recordings that can be listened to anytime and anywhere. The purpose of this study is to find out how students perceive podcast media in learning English speaking skills to improve their speaking skills. The researcher used a descriptive qualitative method and involved three students. They were fourth-semester English class students in the 2023/2024 academic year. Data was collected through semi-structured interviews and observations. The researcher classified six elements based on the results of this study: technological advances in the digital era, first impressions, and effectiveness of using media podcasts, advantages of media podcasts, student motivation, and teaching podcasts in the technological era. The results show that students have a positive perception of the use of podcasts in speaking learning. Podcasts have many contents or topics that they can listen to and learn to speak whenever they want, which makes students see it as an interesting medium. They also agree that podcasts help students speak in public, as they can improve their vocabulary and pronunciation by listening to native speakers.

**Keyword**: *students' perception, podcast media, speaking skill*

## INTRODUCTION

English is very important in the era of globalization, but English is a foreign language in many countries, including Indonesia. According to Brumfit (2001) English is the most widely used international language in many countries. Additionally, almost every country around the world teaches English in schools and colleges. In Indonesia, English is taught as a foreign language at every level of education Yuliani, N. D., Najmiah, L., Hamdani, B., & Pratolo, B. W. (2023).

Students in this modern era must be able to master speaking skills, which will give them the ability to communicate with the global community. Quoted by Yoestara (2018) People who speak English well are those who can communicate fluently in everyday life. In a natural context, learning speaking skills is still considered very difficult by students because they feel they are not confident when talking to other people, especially Indonesian students who rarely communicate using English. EFL students do not have many opportunities to practice or speak English because they use their mother tongue more than they use English inside or outside the classroom. "Constructing meaning that involves producing and receiving and processing information" is the essence of the interactive process of speaking (Brown, 2004, p. 140). If students have the opportunity to communicate in formal and informal contexts, both inside the classroom and outside the classroom, they will be able to learn English effectively, fluently, and well (Ferdiyanto F & Kholili A, 2022). This doesn't just

mean conveying meaning verbally; it includes various factors, such as accuracy, vocabulary, pronunciation, and fluency (Lutfi, 2020).

In such conditions, educators must prepare their students to be able to master speaking English. They can also use technology, which nowadays is very important for students, to encourage students to be more interested and not bored in learning to speak. The use of technology is very influential in improving English language skills. Bull and Ma (2001) stated that technology is a resource that makes language learners has many resources. In fact, in the modern era of technology, there are many applications, both online and offline, that can help them learn to speak, for example, podcasts. One of the educational innovations is the use of Podcasts, which is now a trend in the academic world (Hutabarat, 2020). Podcast is a platform for storing sound recordings that can be listened to anytime and anywhere. In this case, Podcasting is the process of creating a recording of a sound event, song, speech, or sound mix and then uploading it digitally to a web page. Media such as podcasts help students to talk and make learning more interesting.

Podcasts were first created in 2004 to refer to audio files that could be downloaded automatically using Real Simple syndication software and played on Apple iPods (Schreiber, B. E., Fukuta, J., & Gordon, F. 2010). Podcasts are known as audio or video formats available on the internet. Podcasts, according to Alarco, Blanca, and Bendayan (2017), are a type of media file containing audio and/or video that can be downloaded automatically from the internet to devices such as smartphones, computers, or MP3 players. Besides that Podcasts are a tool that teachers can use to support students in growing their self-confidence and creating a fun learning environment. Podcasts have a lot of content or material from native speakers that can be downloaded according to student interests or teacher instructions. They can also listen to or record their podcasts. According to Nwachokor et al. (2019), most students believe podcasts can increase creativity and productivity and facilitate academic learning.

According to (bahadorvar and omidvar, 2014) Podcasts allow teachers and students to share information with other people at any time. Therefore, podcasts not only improve students' listening skills but can also improve their speaking skills. They can listen to native speakers speaking English before they create or speak on a podcast. When listening to podcasts, students can learn to speak well by following or repeating the pronunciation, intonation, and accuracy of native speakers.

Some previous researchers have discussed these issue; wulan et al (2021); Suvarnaphaet, K. M., & Suvarnaphaet, P. (2023); Alshawabkah, A. F. K., & Abdullah, A. T. H. (2023); Riyani, R., & Sari, A. I. (2020); Buana, N. R. (2021); Aprianto, D. (2024); Harahap, S. D. (2020); Abdulrahman, T., Basalama, N., & Widodo, M. R. (2018); Nwachokor, S. C., Onah, I. B., & Uddin, P. O. (2019); Dewi, D. S., Hartono, R., Saleh, M., & Wahyuni, S. (2022, September); Amalia, M. N. (2021); Sotlikova, R., & Haerazi, H. (2023); Rahman, M. H. N., & Fatimah, S. (2022, December); Wang, Y. C. (2021); Díez, M. T., & Richters, M. A. (2020); Tomé, M., & Richters, M. A. (2020). All the previous that mention above were different with this research. no one previous researchers studied students perceptions towards podcast media in learning english speaking skill.

Based on the background, Researchers found that students had difficulty learning to speak because they were not confident in speaking English and needed to improve their pronunciation. Therefore, students should make more efforts to improve their speaking ability. Researchers conducted research in the fourth semester of the English language

education department at Zainul Hasan Genggong Islamic University where they studied speaking skills using podcast media, so researchers are interested in examining students' perceptions of podcast media in learning English speaking skills. The main aim of this research is to find out how podcast media is used as a learning medium for speaking skills and students' perceptions of the use of podcast media in learning English speaking skills.

In the EFL context, researchers hope that the results of this research can contribute to an environment where English is a very important subject. Based on this statement, the following questions have been answered in this research: 1) how podcast media run as learning media in learning English speaking skills? 2) How do students perception towards podcast media in learning English speaking skills? Thus the main aim of this research is to find out how podcast media is used as a learning medium for speaking skills and students' perceptions of the use of podcast media in learning English speaking skills.

Speaking ability is very important for students because they can express opinions, ideas, and information orally. By speaking, students not only practice but also build relationships with other people. Therefore, if students want to successfully learn and interact well, speaking skills must be mastered. Brown (1970) states that speaking is an interactive process of constructing meaning consisting of information created and received. Speaking is considered the second most important part of the four language skills. In contrast, Thornbury (2004) says that speaking is the action that produces words. We take it for granted because talking is part of everyday life. The average person produces tens of thousands of words every day, although some individuals may produce more. It means Speaking is expressing or communicating something to other people, such as feelings, ideas, or opinions. Students can also appreciate themselves by talking so they can express what they think and feel.

In addition, most students have difficulty communicating in English and engaging in learning activities both inside and outside the classroom (Ferdiyanto F & Kholili A, 2022). Fauziatiin Riyas and Mullik (2016) factor out that learning the art of speaking is the single most critical component of language learning and second or foreign fulfillment is measured in terms of the ability to hold on communication in a language. This study seeks to explore the difficulties of speaking skills faced using high school students. According to the opinions that have been expressed, speaking skills can be defined as the ability to communicate with others in order to achieve goals while using good pronunciation. The goal of this study is to find out what the difficulties each student faces in learning speaking skills and the reasons behind them, so that the researcher can develop a workable practice method.

In learning there will be communication between students and educators and this is usually called learning media. When learning media is used in teaching and learning activities, communication between teachers and students will be smoother. They will have the ability to understand any information conveyed to each other. Learning media is part of education consisting of materials and equipment. Media are physical tools used to encourage students to learn and send messages to them (Gagne, R. M et al, 2005). Media can be defined as a path that connects the recipient and the source of information or messages. However, one of the goals of media in learning activities is to help students know, understand, and be skilled at studying the material being studied. Therefore, the media must be used more effectively and efficiently. The media used in the learning process in class correlates with the level of psychological growth and skills of students who take part in the learning process. It is tailored to students' preferences and abilities, which can increase their desire to learn. In fact, in the

modern era of technology, there are many applications, both online and offline, that can help them learn to speak, for example, podcasts.

Podcast is a platform for storing sound recordings that can be listened to anytime and anywhere. In this case, Podcasting is the process of creating a recording of a sound event, song, speech, or sound mix and then uploading it digitally to a web page. Media such as podcasts can help students to talk and make learning more interesting. Ducate and Lomicka (2009) stated that podcasts can also help improve students' pronunciation and speaking. Nwachokor et al (2019) found that most students think podcasts can be used increases productivity, enhances creativity, and facilitates academic learning. Podcasts can be tailored to individual needs, so students are more engaged in the learning process. As a result, learning outcomes are expected to be more optimal. However, not much is known about how students use podcasts and how they impact learning. Podcasts are a great learning method for students. Students can listen to podcasts whenever and wherever they want. They have no visual cues. Students can find podcasts that interest them. Listening to podcasts on interesting, relevant, and useful topics will increase their input and motivation.

**METHOD**

This study uses a qualitative approach. A qualitative approach usually describes and explains the situation of a phenomenon that occurs. According to Creswell (2017) the nation of qualitative research is "Described an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences. Using descriptive qualitative methods means providing detailed descriptions, explanations, and interpretations of the data to be obtained from a research". Kothari (2004) stated, both qualitative descriptive research and sentence-based descriptive research refer to presenting facts in everyday language. Both types of research report phenomena, describe data and present facts through critical analysis.

This research aims to see how students perception the use of podcast media to improve their speaking skills as well as the factors that influence their perceptions. This study was conducted in February at the fourth semester of English education Department of Zainul Hasan Genggong University, the academic year 2023/2024. This study involved three students who learned speaking through podcasts, in which they created podcast themes and practiced them. Although most of the students had never used podcasts to learn English before, they were familiar with the Internet, YouTube and other methods.

To collect data, researchers used two instruments. First, observations regarding the research object. According to Nasution in Sugiyono (2020:109), observation is a condition where researchers carry out direct observations to gain a better understanding of the context of existing data so that they can obtain a more comprehensive perspective. In addition, researchers conducted semi-structured interviews with students to clarify the data and make it more detailed.

The second is an interview with the research subject. According to Moleong (2017, p. 135), an interview is an opportunity for researchers and respondents to meet face to face to obtain oral information and provide explanations about the problems faced by researchers. As the interviewer, the researcher asks questions, asks for explanations, and takes notes. Students answer questions and provide explanations.

It is hoped that these two instruments can help researchers change students' perceptions about podcast media as part of developing their speaking skills. Before

determining the research participants, some students were interviewed in person to find out more about media use in speaking classes. Furthermore, EFL students received online interviews to collect data.

Data analysis technique is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation then making conclusions that is easily understood by oneself and others. Miles and Huberman in the book Quantitative Qualitative and R&D Research Methods suggest that activities in qualitative research data analysis are carried out interactively and take place continuously until completion so that the data is saturated. Data analysis in qualitative descriptive research is carried out during data collection and after data collection within a certain period.

## FINDING AND DISCUSSION

When podcasts are introduced into classroom language, both teachers and students must prepare themselves. Most importantly, teachers must be fully aware of their duties. By Acting as a facilitator, who helps them in the learning process, this shows that teachers do not play a major role in the learning process, but they make a definite contribution. Therefore, as a facilitator, you must guide the development of students' speaking skills and provide advice that can help them understand the next steps in the learning process. Tutoring is pedagogical methods that can help students prepare themselves. Teachers can ask questions that help students understand audio material. Teachers should use podcasts as an actual resource when teaching students to speak. Specifically, they should choose podcasts that fit the podcast's specific goals.

The following is one way to use podcasts in class which is applied to fourth semester students at Zainul Hasan Genggong Islamic University. The teacher gives a podcast about motivation in learning English, after which the students listen to the podcast carefully. Students must note down the information the teacher conveys while listening and pay attention to linguistic characteristics, such as vocabulary and pronunciation. This lesson aims to improve students' vocabulary and pronunciation.

After listening to the recording, students gather in groups of two to answer questions and plan podcast topics to practice in front of the class. Beginning students are expected to be able to communicate with each other in English and exchange opinions regarding podcasting practices. This process is designed to increase student engagement and their ability to think critically. After discussion, one by one the groups come to the front of the class to answer questions from the podcast they have heard. Not only that, they must be able to communicate clearly and fluently and consider pronunciation, grammar, and vocabulary carefully. Next, the teacher uses the five elements of speaking to assess each student's speech and find out whether the listening students can spot errors. If a student mispronounces something in a podcast, the audio can be played back after the presentation to ensure the student remembers the correct version. Repetition is very important in this case. Lastly, the post-teaching section gives instructors time to reflect and reflect on what worked and what didn't during the learning process.

Podcasts can be used as original material outside of the classroom. Therefore, teachers give students the task of creating a presentation based on the podcast theme, but they can also choose the topic that interests them the most. Then, they can choose from a variety of podcast content supported by transcripts. After that, students practice the podcast in front of the class.

Instructors must prepare students to become independent learners inside and outside the classroom. However, as a facilitator, the teacher still supervises the process. Students can listen to the sound repeatedly until it becomes precise and fluent. Improving their public speaking skills by reading transcripts while listening to audio can also be beneficial for them. In the audio part of the assignment, the teacher emphasizes the topic he wants to discuss. For example, "What is the topic?" Is this issue being discussed? What's your response?

Next, students should discuss the audio topic they chose and view it as an opportunity to practice speaking English like a native speaker. They must be able to convey material from the podcast accurately and smoothly. With this practice, students will improve their speaking skills and become better at using this approach outside of class. Students will become more motivated and become more confident in their ability to speak English fluently. Optimal training will produce optimal results. Students will have better pronunciation, and their ability to convey concepts will also improve. In this way, students can improve their speaking skills in English performances. Students like using this media because podcasts can be accessed wherever and whenever they want. Podcasts are also easy for students to use in the learning process.

The research results were obtained through observation and interviews. It collected data to answer the research question: how do students perceive podcast media in learning speaking skills? Three students participated. They are fourth-semester students majoring in English education. Researchers asked students to perceive podcasts after they learned to speak using podcasts. Researchers divided student data into several categories based on their experience with podcasts after learning to speak using podcast media. This category includes students perceptions about digital or technological developments in the modern era, first perception of learning using podcasts, how effective podcasts are in learning speaking skills, the advantages and disadvantages of using podcast media, their motivations for using podcasts, and using podcasts in the digital era.

**Theme 1: digital or technological developments in the modern era**

"In this era of globalization. We are no strangers to hearing about digital, current technological developments are very rapid. As we know, technology helps us to learn by accessing media, for example, podcast, videos, songs, and English texts so that we can broaden our knowledge". (Participant 1)

"In my opinion, technology in this modern era is very fast because with the presence of technology, now all information about culture, events and even learning media can be accessed. And also with this technology we can develop our skills anywhere and anytime. And what I use most often is podcasts on the YouTube application". (Participant 2)

Based on the results above, students explained that with the development of technology today they can access learning media which can help them develop their skills anywhere and anytime. And podcasts are one of the media that they often use in class and outside of class.

**Theme 2: First impression of learning using podcasts**

The teaching process in podcasts is carried out in direct classroom learning. In this aspect, most students think that media podcasts are very interesting because podcasts have several contents or topics that can help improve their speaking skills. They can enjoy learning

to speak, so they are more confident when talking to other people. This was confirmed by participants 2 and 3.

"My first impression was that Podcasts helped me learn English, so I no longer thought English was boring so I became more interested in learning, especially speaking English in front of my friends". (Participant 1)

"My first impression was quite interesting because I started using podcast media when practicing with friends on campus and I felt quite confident speaking English in front of friends who watched me during the podcast." (Participant 2)

"My first impression after learning to use podcasts was that it really helped us improve our speaking skills. Because by using this media I can train myself to be more confident in speaking English" (participant 3)

This shows that students are enthusiastic about learning to speak using podcasts. Apart from that, podcasts can be used anywhere and at any time. Students can download podcasts on the available platforms so that it is easier for them to use podcasts as a tool to help their speaking skills. Podcasts help students learn English, so they no longer find English boring.

**Theme 3: How effective podcasts are in learning speaking skills**

"Yes, podcast media is very effective. This media helps students with English language difficulties. Apart from improving our speaking, we can also add new vocabulary and also improve our listening skills". (Participant 1)

"Very effective. For example, I had trouble speaking, but after I started listening to podcasts I felt like I got better and my speaking skills honed. Podcasts are a fantastic tool because I can use them wherever and whenever I want". (Participant 2)

"I think podcasts are very effective because with podcast media we can convey whatever we want to say directly, not only that, we can also add new vocabulary that we didn't know before". (Participant 3)

Based on the results above, podcasts are very effective in learning English, especially in students' speaking skills. But not only that, but podcasts can also help students discover new vocabulary and can also improve their listening skills. By using podcast media, students' speaking skills become more honed and it is no longer difficult to speak.

**Theme 4: The advantages of using podcast media**

"The advantage of podcasts is that we can expand our knowledge by listening to native speakers so that we are more confident when interacting with other people. Especially for students who have difficulty in their speaking skills." (Participant 1)

"In my opinion, the advantage of this podcast is that students become more focused on listening to the material being heard. Through podcasts, students can maximize their sense of hearing and sharpen their memory by telling what they have heard. With this, students feel more confident when speaking". (participant2)

"The advantage of this podcast media is that it can increase our self-confidence and is also flexible as a medium for our speaking practice". (Participant 3)

The research results show that the advantage of podcast media is that students feel more confident when communicating. Making students confident depends on the teacher's strategy in organizing the class. With podcasts, teachers can support students and make learning fun, thereby making students more confident. And can expand our knowledge by listening to native speakers. So that students can imitate his speaking style when giving a

podcast. Students are also more focused during learning by listening to podcasts that the teacher displays.

**Theme 5: Their motivations for using podcasts**

"My motivation when listening to podcasts is that I want to speak English more fluently like a native speaker without thinking about the grammar that will be used". (Participant 1)

"By using podcast media as a speaking learning tool in class, I am motivated to improve my speaking skills so that I can communicate smoothly and be more confident". (Participant 2)

"I only often watch podcast content on YouTube and often I find podcast content belonging to foreign people with interesting titles. And when in class the lecturer asked me and my friends to make a podcast, that's when I realized that podcasts could improve my speaking skills and made me want to become a podcaster". (Participant 3)

Data shows that when students use podcasts, they are motivated to practice speaking fluently without thinking about grammar, which makes students more confident. Apart from that, students are also motivated to become podcasters.

**Theme 6: Using podcast media in the digital era compared to other media**

"I like to use this podcast as my speaking learning medium because it has a lot of content or topics that I can listen to and practice my speaking skills whenever I want. With this podcast, I can not only improve my speaking skills but also my listening skills, improve my vocabulary and pronunciation". (Participant 2)

"I like using podcast media, but I prefer using debate platforms rather than podcasts because in debates there are lots of arguments and new knowledge from different ways of thinking of people, so we can sort out which opinion is more accepted by common sense, not just asking questions. Just one person's opinion like in a podcast". (Participant 3)

Data shows that students like learning to learn to speak when they use podcasts. Podcasts have various audio or topics that students can listen to. However, some students prefer to use debate media.

**CONCLUSION AND SUGGESTION**

The purpose of this study was to find out students' perceptions of the use of podcasts as a medium to help them learn to speak English. The results show that students still have a positive perception of the use of podcasts to help them learn to speak English. In addition, the research questions were well done. Every student agreed that podcasts improved their speaking ability. Not only that, podcasts also make students enjoy and have fun using them. Students not only improved their speaking ability, but they also developed a lot of new vocabulary when listening to the podcast. Students also expressed how important it is to master English, and the advantages of podcasts in terms of flexibility make them a great medium for learning English. In today's technological era, it is increasingly easy for students to access English learning resources, such as podcasts, which can be downloaded and accessed whenever they want. In addition, the research results discussed in the podcast

encourage students to become more familiar with English because they have native speakers who speak English and motivate students to introduce themselves to English.

For future researchers, it would be valuable to examine how different podcast formats (e.g., conversational, interview-based, or storytelling) influence students' speaking proficiency, confidence, and pronunciation. Exploring the role of podcast duration and frequency of use in student engagement and skill development could provide deeper insights. Additionally, researchers could investigate the benefits of incorporating interactive elements like discussions or follow-up activities. A comparison between podcast media and other audio-visual tools would also offer a broader perspective on the effectiveness of podcasts in language learning.

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