

**STUDENTS' PERCEPTION OF CONDUCTING PODCAST  
ASSIGNMENT ON STUDENTS' SPEAKING SKILL AT  
ENGLISH EDUCATION STUDY PROGRAM AT SRIWIJAYA  
UNIVERSITY**

**THESIS**

**Written by:**

**Anita Nurhaliza**

**06011281924031**

**English Education Study Program**



**TEACHER TRAINING AND EDUCATION FACULTY**

**SRIWIJAYA UNIVERSITY**

**2023**

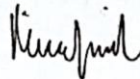
## APPROVAL

STUDENTS' PERCEPTION OF CONDUCTING PODCAST  
ASSIGNMENT ON STUDENTS' SPEAKING SKILL AT ENGLISH  
EDUCATION STUDY PROGRAM AT SRIWIJAYA UNIVERSITY

A Thesis by  
Anita Nurhaliza  
Student Number: 06011281924031  
English Education Study Program  
Department of Language and Art Education

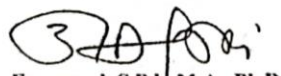
FACULTY OF TEACHER TRAINING AND EDUCATION  
SRIWIJAYA UNIVERSITY  
INDRALAYA  
2023

Approved by  
Advisor,



Dr. Rita Inderawati, M.Pd.  
NIP. 196704261991032002

Certified by  
Head of English Education Study Program



Eryansyah S.Pd., M.A., Ph.D.  
NIP. 196907181995121001

## EXAMINATION APPROVAL

STUDENTS' PERCEPTION OF CONDUCTING PODCAST  
ASSIGNMENT ON STUDENTS' SPEAKING SKILL AT ENGLISH  
EDUCATION STUDY PROGRAM AT SRIWIJAYA UNIVERSITY

Anita Nurhaliza  
06011281924031

This thesis is defended by the author in the final examination of the program  
and has been approved by the examination committee on:

Day : Thursday

Date : 26<sup>th</sup> October 2023

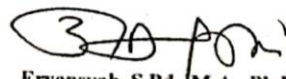
### EXAMINATION COMMITTEE APPROVAL:

1. Chairperson : Dr. Rita Inderawati, M.Pd. 
2. Member : Fiftinova, S.S., M.Pd. 

Indralaya,

Certified by,  
Coordinator of English Education  
Study Program



  
Eryansyah, S.Pd., M.A., Ph.D.  
NIP. 196907181995121001

## DECLARATION

### DECLARATION

I, the undersigned,

Name : Anita Nurhaliza

Student's Number : 06011281924031

Study Program : English Education

Certify that the thesis entitled "Students' Perception of Conducting Podcast Assignment on Students' Speaking Skill at English Education Study Program at Sriwijaya University" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of education of Republic of Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Indralaya, Oktober 2023

The Undersigned,



Anita Nurhaliza  
06011281924031

## **DEDICATION**

This thesis is dedicated to the most beautiful and kind-hearted woman I've ever met, to the woman who always prays and leads me to be better person for everything and everyone.

This is for you, Ma.

This thesis is also lovely dedicated to the one and only the strongest and the most handsome man that I've ever owned, to the man who always taught me for being a good *Muslimah* and gave me the useful life lesson.

This is for you, Pa.

Lastly, I dedicated this thesis to my support systems, my lovely big brothers.

## MOTTOS

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

*“Allah does not burden a soul beyond their capacity.”*

**(Al-Baqarah: 286)**

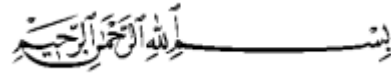
*“Success does not belong to smart people; success belongs to people who always strive.”*

**-Bachroedin Jusuf Habibie-**

*“We are nothing without Allah”*

**-Anita Nurhaliza-**

## ACKNOWLEDGEMENT



All praise be to Allah *Subhanallahu wa ta'ala*, who has to give us all salvation and blessing in life. The Lord who created this word, The perfection, and Giver of Peace. Also, may *sholawat* and *salam* be with our Prophet Muhammad (PBUH), who always spread goodness in the world.

By Allah's will, the thesis entitled "*Students' Perception of Conducting Podcast Assignment on Students' Speaking Skill at English Education Study Program at Sriwijaya University*" could be finished to fulfil the requirement of acquiring the bachelor degree at English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Sriwijaya University. Therefore, the writer would like to express her gratitude to the people who helped, guided, and motivated her long journey to finish this inquiry to the following:

1. My beloved parents, both those who given birth and taken good care for me, Mama and Papa (alm), who make the paths feel easier through your prayers, tears, and inspirations. May Allah grant all of you, His Beautiful Jannah.
2. My beloved big brothers, Andika and Ari, who always hardly supported their *adek* to finish her study. Hopefully, we can always make Mama and Papa proud of us in this world and the hereafter.
3. The writer is also very grateful to the Dean of the Faculty of Teacher Training and Education of Sriwijaya University, Dr. Hartono, M.A., the Head of Language and Arts Education Departments, Dr. Didi Suhedi, M.Hum., and Coordinator of English Education Study Program, Eryansyah, S.Pd., M.A., Ph.D., and all of the staff members. May Allah will always make all of you happy and healthy.
4. My thesis advisor, Dr. Rita Inderawati, M.Pd. Thank you for the advice, suggestions, kindness, and patience during the thesis arrangement process.
5. My academic advisor, Machdalena Vianty, S.Pd., M.Ed., M.Pd., Ed.D., for all the insight and wonderful lesson during college life.
6. My aunt, Nursiah and my cousin, Apriyani. I thank Allah for making both of you to be part of my family.

7. My senior Aisah Khameswara Ismail Asdin, who always patiently leads me from the beginning of this thesis writing until the end of the study, and lifts me up when I was in down situation.
8. My adorable roommate, Nabila Nur Amalia. Thank you for always listening to my *sambat* in every single day, and accompanying me in most difficult condition. May Allah gives you successful future and husband as soon as possible.
9. My soul sisters, Winda, Meri, Erika Putri Adelliya, Indah Safitri. I totally grateful that Allah sends you to be here with me. May Allah always protects all of you whenever you are.
10. My best friends who have given their best advice for my self and my study, Erma Tiara, Fahroza, Elfisyah Isnaini Raizon, Khoirunnisa Harahap, Salsadila Aurelya Putri, and all of my friends that cannot be mentioned one by one. Thank you for being my partners.
11. All the lecturers of English Education Study Program Sriwijaya University whom I respect and am proud of, also love. Thank you very much for the useful knowledge and life lesson that have been taught. May you always be protected by Allah.
12. My respondents and all parties who have helped and supported me to finish this thesis.

Indralaya, Oktober 2023.

The Writer

Anita Nurhaliza

NIM. 06011281924031



## TABLE OF CONTENT

<b>DECLARATION.....</b>	<b>ii</b>
<b>DEDICATION.....</b>	<b>v</b>
<b>MOTTOS .....</b>	<b>vi</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>vii</b>
<b>TABLE OF CONTENT .....</b>	<b>ix</b>
<b>LIST OF TABLES .....</b>	<b>xi</b>
<b>LIST OF APPENDICES .....</b>	<b>xii</b>
<b>ABSTRACT .....</b>	<b>xiii</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
1.1. Background of Study .....	1
1.2. Problems of The Study .....	5
1.3. Objective of The Study.....	5
1.4. Significance of Study .....	5
<b>CHAPTER II LITERATURE REVIEW.....</b>	<b>7</b>
2.1 Perception .....	7
2.2 Podcast.....	8
2.3 Speaking Skill.....	12
2.4 Previous Related Study .....	15
<b>CHAPTER III METHODOLOGY .....</b>	<b>18</b>
3.1 Research Method and Design.....	18
3.2 Operational Definition.....	19
3.3 Participants of The Study .....	20
3.4 Instrument Validity.....	20
3.5 Method of Collecting the Data .....	21
3.6 Method of Analyzing the Data .....	22
Since the researcher were using two kinds of instruments, there are required to analyze the data in two different ways:.....	22
<b>CHAPTER IV FINDINGS AND DISCUSSIONS.....</b>	<b>24</b>
4.1 Findings of the Study .....	24
4.1.1 Questionnaire Analysis .....	25

4.1.2 Interview Analysis .....	29
4.2 Discussions of the Study .....	37
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>43</b>
5.1 Conclusion.....	43
5.2 Suggestions.....	44
<b>REFERENCES.....</b>	<b>45</b>
<b>APPEENDICES .....</b>	<b>Error! Bookmark not defined.</b>

## LIST OF TABLES

Table 4. 1 Descriptive Statistics Questionnaire Items .....	25
Table 4. 2 Students' Experience Responses .....	26
Table 4. 3 Theme Categorization .....	30
Table 4. 4 Code Categorization.....	36

## LIST OF APPENDICES

Appendix 1 Survey of Perception of English Education 5 <sup>th</sup> Semester Students at Sriwijaya University in Conducting Collaborative Podcast Assignment Questionnaire .....	54
Appendix 2 The Result of Students Perception Questionnaires .....	57
Appendix 3 Interview Questions.....	58
Appendix 4 Interview Transcript .....	59
Appendix 5 Surat Usul Judul Skripsi .....	64
Appendix 6 Surat Keputusan Dosen Pembimbing.....	66
Appendix 7 Surat Izin Penelitian Skripsi .....	68
Appendix 8 Instrument Validation by Experts .....	69
Appendix 9 The Consultation Card.....	72

**Students' Perception of Conducting Podcast Assignment on  
Students' Speaking Skill at English Education Study Program at  
Sriwijaya University**

---

---

**ABSTRACT**

This study is aimed to figure out students' perception of Podcast assignment completion and students' views on the impact of completing podcast assignments on speaking skills. This study was qualitative research with the participant of fifth-semester students in English Education study program, Faculty of Teacher Training and Education at Sriwijaya University. Sixteen participants filled out the questionnaire consisting 23 items. The total items were divided into two sessions; students' perception and students' experience. Likert scale was used in the making of first part of questionnaire, and multiple options for second part of questionnaire. Interview was required for obtaining descriptively detail information. based on the results of data analysis, it was found that 60% of students agreed with each statement asked in the questionnaire relating to perceptions of the assignment of making Podcasts in groups. furthermore, students also have enthusiasm (43.8%) with the assignment of making Podcasts. Students also assumed that the task of making Podcasts in groups can improve speaking skills both theoretically and practically, especially in the aspect of fluency (93.8%).

**Keywords:** *Perception, Podcast, Speaking Skill.*

---

---

# CHAPTER I

## INTRODUCTION

This chapter presents various theories related to the research such as: (1) The background of the study, (2) the problem of the study, (3) the objective of the study, and (4) the significance of the study.

### 1.1. Background of Study

English is one of the most extensively spoken and used languages in the world whether as a first, second, or foreign language. As stated by Manggala (2023), ~~that~~ only English has been used consistently across the globe for such a long period of time. According to Eberhard et al., (2021), as many as 1.35 billion people worldwide speak English as a first or second language, with 369,935,930 first language speakers and 978,209,920 second language speakers. Furthermore, English is said to be spoken in 146 countries, making it the world's most commonly spoken language. English is the official language of 67 countries as well as several prominent international organizations. These consist of The World Trade Organization, the international Monetary Fund, the European Union, and the United Nations. Specifically in Indonesia, English is officially referred to as the country's first foreign language.

Speaking is one of the four English language skill that language learners must acquire, along with listening, reading, and writing. Speaking can also be categorized as an essential thing because it sustains people for communicating with others, expressing ideas and feelings, conveying opinions, as well as sharing information. As stated by Jaya et al., (2022) ~~that~~ the society believe that the person's success in learning English is defined by his or her aptitude and capability in speaking, as a person who can speak fluently even if his or her pronunciation and grammar are faulty is considered successful in learning English. Indeed, the acquisition of effective speaking skills can prove advantages or individuals in articulating their viewpoints, asserting their presence, and facilitating convenience across diverse domains, particularly

within the realms of education and science (Suyudi et al., 2023). Language learners can improve their speaking skills by utilizing as well as taking advantage of digital technologies.

As time goes by and the times change, technological advances are growing rapidly. From young people to the elderly, almost all groups take advantage of the various digital technologies which are available at this time. Susilowati et al., (2020) underline that practically everyone now has technology-supporting equipment such as laptops, PCs, smartphones, and other devices. By using technology, someone can carry out and complete various activities quickly, precisely and accurately so as to increase productivity (Wardiana, 2002). Not only in terms of time efficiency, the use of technology can also facilitate, support and ease human's work (Meisyanti & Kencana, 2020). Especially the current millennial learner, not only uses technology for social life, but also in the realm of education, which is functioned as a medium of learning (Mayangsari & Tiara, 2019). Because, in the contemporary period of globalization, the utilization of technology exerts a substantial impact on the realm of education (Tumewu et al., 2023). The use of digital technology is a powerful strategy that is helpful for fostering innovative thinking and expanding creative capacities among educators as well as students. In addition, as part of the Fourth Industrial Revolution, the use of technology should make its way into the realm of realising a teaching and learning system that is both more dynamic and effective (Ramlie et al., 2023)

In these days, updating of learning media is crucial. In other words, the education system is currently faced with a circumstance that necessitates students' and educators' to increase knowledge and skill in mastering digital technology as learning media (Susilowati et al., 2020). In this case, the interests of students are the most important factor that must be taken into consideration in the efforts to enhance learning by making the most of digital technology (Mokalu, 2023). As is well known, digital technology is continually evolving, presenting a variety of media that have important function and completely interesting. This is in line with the statement from Huseinović (2022) that the

usage of digital technology necessitates the employment of diverse media types such as video, audio, text, graphic, animation, simulation, and other forms of media. Therefore, those various forms of media are intended to be a motivator for students to be engaged in learning in order to acquire learning ability and creativity through learning activities (Hidayat et al., 2020). Therefore, one of the digital technologies which can be utilized at this era is podcast.

Nowadays, Podcast is one of the most popular tools in millennials generation. Podcast has a special role in today's era as a media to distribute some kinds of information to the world. Furthermore, podcast is a media in the form of video, audio, and or video audio which is available on the internet that freely attainable of any selected topic (Husna & Surjowati, 2022). This multiteity is one of the reasons podcasts have become preeminent, as stated by Rime et al., (2022) that podcasts provide an extraordinary experience with universal material, covering the same categories as other traditional media such as television, radio, magazines or book. Hence, there are a huge amount of podcast contents that can be found on many platforms, such as YouTube, Spotify, or any other websites and applications that can be downloaded and listened later time (Bustari et al., 2017). As it is commonly known that these platforms are used by many people around the world and Collin (2022) underlines that the success of podcast can also be measured by enhancement these platform's utilization. According to Andini (2022) & Tymoshchuk (2023), podcasts emerge as a potential technology-assisted learning option for every students, particularly in foreign language education has been found to be more advantageous and efficient compared to traditional teaching methods and this supports the notion that technology applications are successful in enhancing English as a Foreign Language (EFL) learning and teaching environments.

Podcast can serve listeners with more than just amusement, as stated by Husna & Surjowati (2022) that Podcast can also be an alternative for learning media in improving various English skills which required by students—not only good for increasing listening skill but also effective in intensifying pronunciation, grammar, and vocabulary as supporting components in language



learning activities. In which, those components are assumed to be consummator for students in improving speaking skill. This is because speaking is a competence to build communication with other people accurately and fluently in a proper way (Budiastono, 2021). Furthermore, Budiastono (2021) also states that accuracy is the capacity to pronounce correctly by employing the correct grammatical structure and vocabulary, whereas fluency is the ability to talk in an comprehensible manner so that communication does not break down. Additionally, Duong (2014) also confirms that grammar, fluency accuracy, vocabulary, and pronunciation are the most significant qualities of speaking practice.

In general, students use podcast as learning media by listening or watching to it with the topic to be chosen by student. Nevertheless, according to Osada (2004) the listening comprehension is highly complicated. Since in an EFL context, listening issues may arise during the process by reason of the learners are still unfamiliar with the language's prior knowledge (Fauzi & Angkasawati, 2019). Whereas, when students are directly involved in the production of the podcast, the resulting impact is likely to be different. Due to the fact that in conducting podcast, students must do some preparations such as; determining the topic/theme to be discussed, establishing the crews, and the most important is creating the script. Thus, podcasts are expected to be able to provide students autonomy through the exploration process and permit them for searching as well as discover instructional, educational, and motivational content independently (Sevilla, 2018). By doing these arrangements, students who involved in the process of every single step in conducting podcasts are supposed to be creative and innovative in order to maximize the result. This is in line with what Phillips (2017) who states that when recording a podcast, students must practice and rehearse the script that has been written for multiple times in order to seem fluent and authentic.

In this study, researcher would like to analyze further about students' perception who are directly involved in podcast production—particularly those who function as resource person (guess star) and host—regarding the impact of

conducting podcast task toward their English-speaking skill. Because, typically students simply use podcasts as a learning media through watching or listening activities in order to get the improvement of the speaking skill as a most important-required ability that have to be owned by student in language learning activities. Thus, this fact would be the fundamental reason for the researcher in choosing this topic to figure out the students perception of Podcast production as a learning media for language learners.

### **1.2. Problems of The Study**

Based on the background above, the researcher formulates the research problem as follows:

1. What is students' perception of conducting Podcast assignment in group?
2. How do the students perceived of conducting Podcast assignment in group for students' speaking skill?

### **1.3. Objective of The Study**

Based on the problems of the study above, this study is conducted to reveal:

1. Students' perception of conducting Podcast assignment in group
2. Students' perception of conducting Podcast assignment in group for students' speaking skill.

### **1.4. Significance of Study**

The benefit of this research is to figure out how far students' English-speaking skill by producing podcast tasks in Essay Writing course. The renewal and the result of this research are expected to be able to enrich readers' knowledge about the correlation between podcast and English skills, specifically in speaking ability. Also, this study is expected to be rewarding for students, society, and future researchers.

#### **1. Teachers**

The first is for teacher. This research is aimed to provide teachers with knowledge about how to improve learning material by integrating digital technologies.

**2. Students**

The researcher expects that this study will help students to comprehend the evolution of technology usage, particularly as a medium for increasing speaking ability, which is one of the most crucial skills in English.

**3. Society**

It is intended that society would become informed and recognized the advantage of digital technology in the sphere of education so that gadget that owned by people also could be useful not only for entertaining but also learning.

**4. Future Researchers**

The researcher thinks that this research will be useful for future researchers as a comparison and source of reference in the same field of study.

## REFERENCES

- Al-Mekhlafi, A. M., & Nagaratnam, R. P. (2011). Difficulties in teaching and learning grammar in an EFL context. *International Journal of Instruction*, 4(2), 14–17. <http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED522689>
- Amalia, M. N. (2021). Sebuah Kajian Pustaka: Tren Podcast sebagai Media dalam Pembelajaran Bahasa kedua. *Biormatika : Jurnal Ilmiah Fakultas Keguruan Dan Ilmu Pendidikan*, 7(2), 168–176. <https://doi.org/10.35569/biormatika.v7i2.1146>
- Andini, I. A., & Burhanuddin, A. (2022). Indonesian and Thai EFL Learners' Extensive Listening through Podcasts: A Self-Directed English Learning. *Language Circle: Journal of Language and Literature*, 16(2), 332–347. <https://doi.org/10.15294/lc.v16i2.35719>
- Anita, F., Meliasari, R., & Syahadati, E. (2022). *Implementasi Podcast Dalam Mata Kuliah Public Speaking*. 11(2), 446–454. <https://doi.org/10.31571/bahasa.v11i2.4752>
- Belawati, T. (2021). *Pembelajaran Online* (2nd ed., Issue January). Universitas Terbuka.
- Brown, H. D. (1985). Language learning and teaching. In *Language Teaching* (Vol. 18, Issue 2). <https://doi.org/10.1017/S0261444800011472>
- Brown, H. D. (2003). *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education.
- Budiastono, H. (2021). the Correlation Between Efl Learners' Speaking Competency and the Use of Podcasts. *CENDEKIA: Jurnal Ilmu Pengetahuan*, 1(3), 162–169. <https://doi.org/10.51878/cendekia.v1i3.347>
- Bustari, A., & Samad, I. (2017). *The use of podcasts in improving students' speaking skill*. June 2018. <https://doi.org/10.26486/jele.v3i2.256>

- Bustari, A., Samad, I. A., & Achmad, D. (2017). The use of podcasts in improving students' speaking skill. *JELE (Journal of English Language and Education)*, 3(2), 97. <https://doi.org/10.26486/jele.v3i2.256>
- Campbell, G. (2005). *There's Something in the Air: Podcasting in Education*.
- Chaikovska, O. (2020). *Open Educational E-Environment of Modern University*. 8(8), 2414–0325. <https://ec.europa.eu/digital-single->
- Claudea, C., & Bella, O. (2022). *Improving Students' Speaking Ability Using Podcast*. 09(03), 25–31.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (C. Robb & K. Mason (eds.); 4th ed.). Pearson Education.
- Dale, C. (2007). Strategy for Using Podcasting to Support Student Learning. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 6(1), 49–57. <https://doi.org/10.3794/johlste.61.155>
- Dianithi, A. S. (2017). *The Use Of Podcast To Improve The Speaking Competency of The Tenth Grade Students of SMA Negeri 1 Amlapura In Academic Year 2015 / 2016*. 1(1), 30–39.
- Duong, T. M. (2014). An Investigation into Effects of Role-Play in an EFL Speaking Course. *Global Journal of Foreign Language Teaching*, 04(2/2014), 81–91.
- Eberhard, D., Simons, M., G, F, & Fennig, C. D. (2021). *Language of the World* (Twenty-four). SIL International. <http://www.ethnologue.com>
- Edelson, D. C., & Joseph, D. M. (2004). The Interest-Driven Learning Design Framework: Motivating Learning Through Usefulness. *Proceedings of the 6th International Conference on Learning Sciences*, 166–173.
- Escobar Sevilla, J. (2018). Integrating podcasts in the EFL classroom. A case study in 1<sup>o</sup> E.S.O. *Complutense Journal of English Studies*, 26, 193–217.

<https://doi.org/10.5209/cjes.58382>

Fauzi, I., & Angkasawati, P. (2019). the Use of Listening Logs Through Whatsapp in Improving Listening Comprehension of Efl Students. *JOALL (Journal of Applied Linguistics & Literature)*, 4(1), 13–26.  
<https://doi.org/10.33369/joall.v4i1.6773>

Fitria, U., Vianty, M., & Petrus, I. (2015). *Using Podcast tTo Improve Students' Listening*. 55–68.

Fleenor, H. G., & Hodhod, R. (2016). Assessment of Learning and Tehnology: Computer Science Education. In *Handbook of Research on Learning Outcome and Opportunities in the Digital Age* (pp. 51–78). Hersey, PA, IGI Global.

Gonulal, T. (2020). Improving Listening Skills with Extensive Listening Using Podcasts and Vodcasts. *International Journal of Contemporary Educational Research*. <https://doi.org/10.33200/ijcer.685196>

H.Douglas Brown. (2001). Teaching by Principles. In *Teaching by Principles An Interactive Approach to Language Pedagogy* (2nd ed.). New York: Pearson Education.

Harmer, J. (2001). *The Practice of English Language Teaching* (3rd ed.). Pearson Education.

Hasan, M. M., & Hoon, T. B. (2013). Podcast Applications in Language Learning: A Review of Recent Studies. *English Language Teaching*, 6(2), 128–135.  
<https://doi.org/10.5539/elt.v6n2p128>

Henerson, M. E., Morris, L. L., & Fits-Gibbon, C. T. (1978). *How to Measure Attitudes*. CA: Sage.

Hidayat, H., Mulyani, H., Nurhasanah, S. D., Khairunnisa, W., & Sholihah, Z. (2020). Peranan Teknologi Dan Media Pembelajaran Bagi Siswa. *Jurnal Pendidikan Kewarganegaraan Undiksha*, 8(2).  
<https://ejournal.undiksha.ac.id/index.php/JJPP>

- Huseinović, L. (2022). The relationship between digital competency, learning styles and learners' perception of traditional versus technology-assisted language learning. *MAP Education and Humanities*, 17–30. <https://doi.org/10.53880/2744-2373.2022.2.3.17>
- Husna, U., & Surjowati, R. (2022). *Majoring in Fashion Through Podcast Media At Smk N 8. 3(2)*.
- Jaya, H. P., Sriwijaya, U., Petrus, I., Sriwijaya, U., Pitaloka, N. L., & Sriwijaya, U. (2022). *SPEAKING PERFORMANCE AND PROBLEMS FACED BY ENGLISH*. 8(1), 105–112.
- Kamil, M. L., & Hiebert, E. H. (2005). *Teaching and Learning Vocabulary*. London: Lawrence Erlbaum Associates.
- Kashinathan, S., & Abdul Aziz, A. (2021). ESL Learners' Challenges in Speaking English in Malaysian Classroom. *International Journal of Academic Research in Progressive Education and Development*, 10(2). <https://doi.org/10.6007/ijarped/v10-i2/10355>
- Kemp, J., Mellor, A., Kotter, R., & Oosthoek, J. W. (2011). Student-Produced Podcasts as an Assessment Tool: An Example from Geomorphology. *Journal of Geography in Higher Education*, 36(1), 1–14. <https://doi.org/10.1080/03098265.2011.576754>
- Kuśnierek, A. (2015). Developing students' speaking skills through role-play. *World Scientific News*, 1, 73–111. [www.worldscientificnews.com](http://www.worldscientificnews.com)
- Lee, M., Mcloughlin, C., & Chan, A. (2008). Talk the talk: Learner-Generated Podcasts as Catalysts for Knowledge Creation. *British Journal of Educational Technology*, 39(3), 501–521. <https://doi.org/10.1111/j.1467-8535.2007.00746.x>
- Lichtman, M. (2012). *Qualitative Research in Education: A User's Guide* (2nd ed.). SAGE Publication.

- Mairi, S. (2017). an Analysis of Speaking Fluency Level of the English Department Students of Universitas Negeri Padang (Unp). *Lingua Didaktika: Jurnal Bahasa Dan Pembelajaran Bahasa*, 10(2), 161. <https://doi.org/10.24036/ld.v10i2.7417>
- Matondang, Z. (2009). Validitas dan Reliabilitas Suatu Instrumen Penelitian. *JURNAL TABULARASA PPS UNIMED*, 6(1), 88–93.
- Mayangsari, D., & Tiara, D. R. (2019). Podcast Sebagai Media Pembelajaran Di Era Milenial. *Jurnal Golden Age*, 3(02), 126. <https://doi.org/10.29408/goldenage.v3i02.1720>
- Meisyanti, W. H. K. (2020). Platform Digital Siaran Suara Berbasis on Demand (Studi Deskriptif Podcast Di Indonesia). *Jurnal Komunikasi Dan Media*, 4(2), 191–207.
- Middleton, A. (2009). Beyond podcasting: creative approaches to designing educational audio. *Alt-J*, 17(2), 143–155. <https://doi.org/10.1080/09687760903033082>
- Miles, M. B., Huberman, M. A., & Saldana, J. (2014). *Qualitative Data Analysis: A Method Source Book* (4th ed.). SAGE Publication.
- Nation, I. S. P. (2009). *Teaching ESL/EFL Reading and Writing*. New York: Routledge.
- Nicola, W. (2022). Enhancing Student Social Work Practice Skills and Critical Thinking through Podcast Production. *International Journal of Teaching and Learning in Higher Education*, 33(2), 242–247.
- Nie, M., Cashmore, A., & Cane, C. (2008). The educational value of student generated podcasts. *Lraleacuk*, 15–26. <http://www.alt.ac.uk/altc2008/>
- Osada, N. (2004). Listening Comprehension Research: A Brief Review of the Past Thirty Years. *Dialogue*, 3(2001), 53–66.
- Paltridge, B., & Phakiti, A. (2015). *Research methods in Applied Linguistics: A*



*Practical Resource*. Bloomsbury Publishing.

- Paneerselvam, A., & Mohamad, M. (2019). Learners' Challenges and English Educators' Approaches in Teaching Speaking Skills in an ESL Classroom: A Literature Review. *Creative Education*, 10(13), 3299–3305. <https://doi.org/10.4236/ce.2019.1013253>
- Pegrum, M., Bartle, E., & Longnecker, N. (2015). The Use of Podcasting for Learning Content in an Undergraduate Science Unit. *British Journal of Educational Technology*, 46(1), 142–152. <https://doi.org/10.1111/bjet.12133>
- Perangin-Angin, D. M., Manggala, S. A., Fitriati, A., Putranti, A., Rosiandani, N. L. P., Puri, A. D., & Pukan, E. O. (2023). Menjawab Kebutuhan Pekerja Migran Indonesia Berketerampilan Bahasa Inggris Sebagai Bahasa Global. *Abdimas Altruis: Jurnal Pengabdian Kepada Masyarakat*, 6(1), 37–43. <https://doi.org/10.24071/aa.v6i1.5082>
- Petrus, I. (2022). *Statistics in Education: Course Materials* (Revised Ed). NoerFikri Offset.
- Phillips, B. (2017). Student-Produced Podcasts in Language Learning – Exploring Student Perceptions of Podcast Activities. *IAFOR Journal of Education*, 5(3), 157–171. <https://doi.org/10.22492/ije.5.3.08>
- Puspitasari, W. D., & Febrinita, F. (2021). Pengujian Validasi Isi (Content Validity) Angket Persepsi Mahasiswa terhadap Pembelajaran Daring Matakuliah Matematika Komputasi. *Journal Focus Action of Research Mathematic (Factor M)*, 4(1), 77–90. [https://doi.org/10.30762/factor\\_m.v4i1.3254](https://doi.org/10.30762/factor_m.v4i1.3254)
- R. Armstrong, G., M. Tucker, J., & J. Massad, V. (2009). Interviewing the Experts: Student Produced Podcast. *Journal of Information Technology Education: Innovations in Practice*, 8, 079–090. <https://doi.org/10.28945/174>
- Rakhmat, J. (1949). *Psikologi Komunikasi* (T. Surjaman (ed.); 24th ed.). Bandung: Remaja Rosdakarya, 2007.

- Ramli, N. L. (2022). Podcast Kearifan Lokal sebagai Media Penguatan Karakter Mahasiswa. *J-PIPS (Jurnal Pendidikan Ilmu Pengetahuan Sosial)*, 8(2), 126–135. <https://doi.org/10.18860/jpips.v8i2.13335>
- Ramlie, M. K., Rahaman, A. A., Ahmad, K. A., & Abdullah, M. (2023). Inovasi Kaedah Pembelajaran : Perkembangan Penggunaan Teknologi Dalam Institusi Pendidikan. *Ideology Journal*, 8(1), 94–103.
- Rime, J., Pike, C., & Collins, T. (2022). What is a podcast? Considering innovations in podcasting through the six-tensions framework. *Convergence*, 28(5), 1260–1282. <https://doi.org/10.1177/13548565221104444>
- Robbins, S. P., & Judge, T. A. (2008). *Perilaku Organisasi* (pp. 256, 266).
- Rüdel, C. (2006). A Work in Progress Literature Survey on Mobile Learning and Podcast in Education. *IMPALA Project*.
- S, H. (1989). *The Practice of English Language Teaching*. London: Longman Press.
- Sondang, P. S. (1995). Teori Motivasi dan Aplikasinya. *Rineka Cipta*.
- Soraya, N. (2018). *Analisis persepsi mahasiswa terhadap kompetensi dosen dalam mengajar pada program studi pai fakultas ilmu tarbiyah dan keguruan uin raden fatah Palembang. IV(185–186)*.
- Stockdale, D. A. (2009). *Comparing Perception of Oral Fluency To Objective Measures in the Efl Classroom. March*. <https://www.birmingham.ac.uk/documents/college-artslaw/cels/essays/matefltesldissertations/dastockdale-dissertation-maintefl.pdf>
- Sugiyono. (2019). *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Sutopo (ed.); 2nd ed.). Bandung: ALFABETA.
- Susilowati, R. D., Utama, S., & Faiziyah, N. (2020). Penerapan Podcast pada Aplikasi Spotify Sebagai Media Pembelajaran Matematika di Tengah Pandemi Covid-19. *Jurnal Riset Pendidikan Dan Inovasi Pembelajaran Matematika*

(*JRPIPM*), 4(1), 68. <https://doi.org/10.26740/jrpipm.v4n1.p68-78>

Suyudi, A., Ghibran, A. K., Putri, A. R., Perdana, I. S., Jannah, M., & Septian, N. (2023). *Efektivitas Perkuliahan Munazarah Untuk Meningkatkan Speaking Skill*. 4(1), 79–90.

Sze, P. M. (2007). Developing Students' Listening and Speaking Skills Through. *Education Journal*, 34(2), 115–134.

Tumewu, W. A., Wowor, E. C., & Moku, Y. B. (2023). Minat Belajar Mahasiswa dalam Penggunaan Infografis Sebagai Media Pembelajaran IPA Pada Pembelajaran Daring. *SCIENING : Science Learning Journal*, 38–45.

Tymoshchuk, N. (2023). Podcast Application in Foreign Language Learning and Teaching: Theoretical Aspect. *Baltic Journal of Legal and Social Sciences*, 1, 119–126. <https://doi.org/10.30525/2592-8813-2023-1-16>

Wardiana, W. (2002). *Perkembangan Teknologi Informasi di Indonesia*.

Wijayanti, F. D. M. (2017). Meningkatkan Keterampilan Berbicara Bahasa Inggris Siswa melalui Bermain Peran dalam Talk Show di SMA. *Jurnal Pembelajaran Prospektif*, 2(2), 93–102. <https://jurnal.untan.ac.id/index.php/lp3m/article/view/34438/75676582261>

Yang, Y. (2014). The Development of Speaking Fluency: The 4/3/2 Technique for The EFL Learners in China. *International Journal of Research Studies in Language Learning*, 3(4), 55–70.

Yeh, H. C., Chang, W. Y., Chen, H. Y., & Heng, L. (2021). Effects of podcast-making on college students' English speaking skills in higher education. *Educational Technology Research and Development*, 69(5), 2845–2867. <https://doi.org/10.1007/s11423-021-10026-3>