Developing Climate Change Podcast Scripts Based on Descriptive Texts for the 10th Grade Students of SMA Srijaya Negara Palembang

A THESIS

By

Vivian Azarine Faizah

Student Number : 06012682327025

Magister **in Language Education Study Program**

Thesis Advisors:

Dr. Rita Inderawati, M.Pd.

Eryansyah, M.A., Ph.D.

Faculty of Teacher Training and Education

Sriwijaya University

Palembang

2025

DEVELOPING CLIMATE CHANGE PODCAST SCRIPTS BASED ON DESCRIPTIVE TEXTS FOR THE 10TH GRADE STUDENTS OF SMA SRIJAYA NEGARA PALEMBANG

A THESIS

by:

Vivian Azarine Faizah

Student Number: 06012682327025
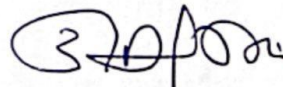
Magister Program in Language Education

Approved by:

Advisor 1,

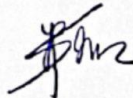Dr. Rita Inderawati, M.Pd.
NIP. 196704261991032002

Advisor 2,

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

Certified by:

Head of Magister Program in Language Education

Sriwijaya University

Sary Silvhiany, M.Pd., M.A., Ph.D.
NIP. 197708112002122003

DEVELOPING CLIMATE CHANGE PODCAST SCRIPTS BASED ON DESCRIPTIVE TEXTS FOR THE 10TH GRADE STUDENTS OF SMA SRIJAYA NEGARA PALEMBANG

A THESIS

by:

Vivian Azarine Faizah

Student Number: 06012682327025
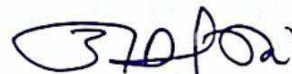
Magister Program in Language Education
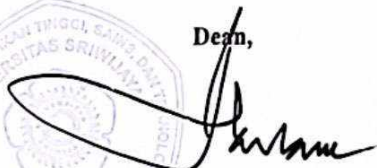
Approved by:

Advisor 1,

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

Advisor 2,

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

Dean,

Dr. Hartono, M.A.
NIP. 196710171993011001

Head of Magister Program in
Language Education,

Sary Silvhiany, M.Pd., M.A., Ph.D.
NIP. 197708112002122003

DEVELOPING CLIMATE CHANGE PODCAST SCRIPTS BASED
ON DESCRIPTIVE TEXTS FOR THE 10TH GRADE STUDENTS OF
SMA SRIJAYA NEGARA PALEMBANG

A THESIS

by:

Vivian Azarine Faizah

Student Number: 06012682327025

Magister Program in Language Education

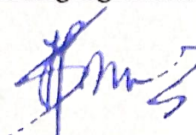had been examined and passed on:

Day   : Tuesday

Date   : January 07th, 2025

EXAMINATION COMMITTEE

1. Chairperson   : Dr. Rita Inderawati, M.Pd.

2. Secretary   : Eryansyah, M.A., Ph.D.

3. Member   : Prof. Soni Mirizon, M.A., Ed.D.

4. Member   : Machdalena Vianty, M.Ed., M.Pd., Ed.D.

Palembang, January 9th, 2025
Approved by,
Head of Magister Program in Language Education

Sary Silvhiany, M.Pd., M.A., Ph.D.
NIP. 197708112002122003

DECLARATION

I, the undersigned:

Name	: Vivian Azarine Faizah
Place and Date of Birth	: Palembang, May 19th, 2001
Study Program	: *Magister* in Language Education Study Program
Academic Major	: English Language Education

Certify that data thesis entitled "Developing Climate Change Podcast Scripts Based on Descriptive Texts for the 10th Grade Students of SMA Srijaya Negara Palembang" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, January 2025

The Undersigned,

Vivian Azarine Faizah

NIM. 06012682327025

DEDICATION

This thesis is sincerely dedicated to:

Allah SWT who has given me physical and mental health to finish my thesis.

I would like also thank to half of my soul, my parents,

Marzuan, S.Pd., M.M., M.Pd. & Lilian Herlina, S.Pd., M.Pd.

who always give endless support and pray for me.

Also thank you so much to my beloved sister, Fakhira Alya Sabrina, S.T.

and my little brother, Ibrahim Muhammad Faiz

who always cheer me up.

They gave me a lot of motivation to finish my thesis

Thank you.

<u>MOTTO</u>

" My success comes only through Allah"

(Qur'an 11:88)

" It is not for the sun to catch up with the moon, nor does the night outrun

the day. Each is traveling in an orbit of their own."

(Qur'an 36:40)

"You will never know what you are doing until and unless you have done it."

(Santosh Kalwar)

ACKNOWLEDGEMENT

Alhamdulillah, all praises to Allah SWT for his merciful, blessing, and guidance that has brought me to this phase, to accomplish writing this thesis entitled "Developing Climate Change Podcast Scripts Based on Descriptive Texts for the 10th Grade Students of SMA Srijaya Negara Palembang." It was written to fulfill one of the requirements for Magister degree in English Language Education major, Sriwijaya University. This thesis would not be done properly without any help and support from a lot of people. Therefore, I would like to deliver the wholehearted gratitude to:

1. My parents Marzuan, S.Pd., M.M., M.Pd. and Lilian Herlina, S.Pd., M.Pd. Also thank you so much to my beloved sister Fakhira Alya Sabrina, S.T. and my little brother Ibrahim Muhammad Faiz. Thank you for always supporting me, helping me, and praying for me with no limit. Especially for my lovely mom and dad, words can't describe how much I am grateful to have them in my life. I present this thesis to them.

2. I am deeply grateful to my incredible advisors, Dr. Rita Inderawati, M.Pd., and Eryansyah, M.A., Ph.D. Their invaluable guidance, unwavering support, and boundless patience have been instrumental in completing this thesis. Their encouragement and dedication have meant the world to me throughout this journey.

3. I extend my heartfelt gratitude to Dr. Hartono, M.A., the Dean of the Faculty of Teacher Training and Education, and Sary Silvhiany, M.Pd., M.A., Ph.D., the Head of the Master's Program in Language Education, for their assistance with administrative matters. I am also immensely thankful to Prof. Soni Mirizon, M.A., Ed.D., and Machdalena Vianty, M.Ed., M.Pd., Ed.D., members of the examination committee, for their insightful suggestions and constructive feedback during the thesis revision process. Lastly, my deepest appreciation goes to all the lecturers who have taught and guided me during my studies in the Master's Program in Language Education at Sriwijaya University.

4. Thank you also to the Principal of SMA Srijaya Negara Palembang, English teacher, stakeholders, the students, the experts who validated the developed product and the examiners who provided suggestions for improving this thesis.

5. My friends at college, Malihah Putri Jasmine and Saidah Saiah who always support and cheer me up, thanks for surviving together while conducting the research.

Palembang, Januari 2025

Vivian Azarine Faizah

DEVELOPING CLIMATE CHANGE PODCAST SCRIPTS BASED ON DESCRIPTIVE TEXTS FOR THE 10TH GRADE STUDENTS OF SMA SRIJAYA NEGARA PALEMBANG

ABSTRACT

The purpose of this study was to develop podcast scripts about climate change that were based on descriptive texts, that are valid, practical and have potential impact to tenth-grade students at SMA Srijaya Negara Palembang. The created podcast scripts were intended to serve as supplemental resources for English teachers and students in order to satisfy the needs of the students. Akker's (1999) development research proposal, which covered the phases of analysis, design, assessment, and modification, served as the foundation for this study's research design. Reading assessments, semi-structured interviews, and questionnaires were used to collect data. The data were analyzed quantitatively and qualitatively. The final phase, evaluation, and filed testing suggested by Tressmer (1993) to assess the developed podcast scripts' validity, usefulness, and potential impact. Expert reviews pertaining to media, instructional design, and content were used to evaluate this validity with a score of 3.9, the produced podcast scripts were deemed to have very high validity. One-to-one evaluations (score 3.72) and small group evaluations (score 3.85), which were both classified as very high practicality. The field test results showed an 87% effectiveness rating, suggesting that the developed podcast scripts have a high potential impact. Consequently, the climate change podcast scripts based on descriptive texts are deemed suitable as supplementary materials for English teaching, providing valuable resources for enhancing students' understanding of climate change while improving their language skills.

Keywords: English, senior high school, podcast scripts, climate change, descriptive texts
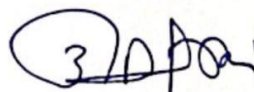
Advisor 1,

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

Advisor 2,

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

The Head of Magister Program in Language Education,

Sary Silvhiany, M.A., Ph.D.
NIP. 197708112002122003

TABLE OF CONTENT

LIST OF TABLE

LIST OF PICTURES

LIST OF APPENDICIES

CHAPTER I
INTRODUCTION

This chapter presents (1) background, (2) problems of the study, (3) the objectives of the study, and (4) the significance of the study.

1.1 Background of the Study

The Indonesian government has thoroughly investigated the possibility of integrating English into the school curriculum. This is necessary in order to produce a new generation of Indonesians who are fully equipped with the knowledge and skills necessary to compete successfully in the international market. According to Crystal (2018), more than one hundred countries incorporate English into their educational programmes. English's rise to prominence as a global language has been beneficial to the process of curriculum development in Indonesia. The purpose of English is to enhance the educational system of the nation by gaining an understanding of the progression of various fields, including economics, science, and technology, amongst others. A number of different sources (Dzulkifli Isadaud et al., 2022; Parupalli Srinivas, 2019; Zein et al., 2020) provide evidence in support of this assertion. To produce highly talented and globally competitive persons, particularly students, they must have a good command of English language.

Reading proficiency is one of the many English language skills that students must learn. Finding and understanding information in written texts is part of reading. It is a key element of learning a language and part of the curriculum (Abid et al., 2023; Akhmedov, 2022; Namaziandost et al., 2020). High school pupils need to get better at reading and comprehend the prescribed literature. Reading helps students acquire information and develop their skills and knowledge throughout the learning process (Cooper et al., 1988). Students should concentrate on understanding, challenging, interpreting, predicting, and defining terms and interpretations from the texts in order to direct the learning process (Balan et al., 2019).

Creating interesting and student-appropriate reading materials is one way to improve reading abilities. There are many different types of texts that students encounter during their senior year of high school, and descriptive text is one of them. The goal of descriptive writing is to use rich language and exact details to create a realistic picture of certain persons, locations, or items. Students' vocabulary, visualization abilities, and comprehension of language use are all greatly enhanced by these descriptive texts (Anderson, 2018). However, in a world that is becoming more and more digital, traditional teaching resources can occasionally find it difficult to hold students' interest. Podcasts become a potential tool for improving learning at this point. Particularly for teenagers, podcasts have grown in popularity and effectiveness as a means of disseminating knowledge and encouraging learning (Lenssen et al., 2021). Senior high school students can benefit greatly from their accessibility, interesting format, and exposure to real language (O'Dowd, 2017). Learning is flexible and handy because podcasts may be listened to whenever you want during breaks, commutes, or free time (Helmke, 2020).

Additionally, podcasts often feature diverse voices, interviews with experts, and sound effects, creating a dynamic and interesting listening experience (Benson & Barron, 2022). This research project explores the potential of podcasts as a platform for delivering descriptive texts focused on a crucial theme – sustainable practices in the face of climate change. By incorporating climate change-based descriptive texts specifically designed for a podcast script targeted at 10th-grade students of SMA Srijaya Negara Palembang, the study aims to achieve several objectives: Engaging podcast scripts featuring descriptive texts allows students to connect with the language in a contextually relevant way, fostering their understanding of descriptive writing techniques. Podcasts can be a powerful tool for raising awareness and sparking discussions about climate change among students. Descriptive texts within the script can paint vivid pictures of the environmental challenges we face, making the issue more relatable and impactful. Through compelling narratives and interviews with experts, the podcast script can encourage students to think critically about sustainable practices

that can be implemented in their daily lives. Descriptive texts can be used to highlight successful sustainability initiatives around the world, inspiring students to take action. This research project aligns with the spirit of the Indonesian education system, which emphasizes fostering responsible citizens who are aware of global issues and actively contribute to solutions (Kemendikbud, 2022). By combining the power of descriptive texts and engaging podcast elements, this study aspires to cultivate a generation of environmentally conscious young adults equipped to address the challenges of climate change through sustainable practices.

The development of instructional materials to enhance reading comprehension has been a focus of numerous prior studies. These studies aimed at creating valid, functional, and effective materials, often concentrating on different text genres, employing various methods, addressing diverse populations, and utilizing distinct research strategies. Many of these studies have taken a development research tack by analysing, designing, evaluating, and revising descriptive texts in relation to climate change. Tenridinanti et al. (2021) developed instructional materials for eleventh-grade students at SMA Srijaya Negara Palembang that were based on climate change. These materials were created using a mixed-method approach, which included development research and formative evaluations conducted by experts in content, instructional design, and media. Similarly, Noto et al. (2022) and Tasyaa et al. (2023) reported high validity, practicality, and potential effectiveness of their climate change-based materials for tenth-grade students, highlighting strong student engagement and preference for reading materials related to their daily lives.

Despite these important contributions, there is still a great deal to learn about creative teaching formats, especially those that make use of contemporary technology platforms like podcasts. This gap is, crucial in light of students' growing interest in and availability to podcasts, which offers a chance to vary teaching strategies and maybe improve student engagement and learning results.

The urgency of climate change necessitates its integration into school curriculums worldwide. Education empowers nations to effectively address climate

change consequences by fostering competencies and enhancing student understanding (UNESCO, 2021). The successful implementation of global ecosystem conservation projects depends on the active participation of important stakeholders, such as representatives of the environmental sector and government officials (Sobel et al., 2021). In order to prepare the next generation to address this urgent challenge, these programs frequently incorporate climate change education through educational changes (UNESCO, 2021). The Indonesian Ministry of Education and Culture did, however, recognize a serious lack of inclusion of environmental and climate change education in the country's curriculum (Kemendikbud, 2020). Darmawan and Dagamac (2021) noted that a lack of administrative support, resource limitations, and time allocation were among the obstacles impeding the implementation of environmental education in Palembang's secondary high school.

In the context of previous research that has the potential to improve student's reading comprehension, it is crucial to overcome the limitations of these studies and optimize the effectiveness of climate change-based descriptive texts developed into podcast scripts. The development of these reading materials can serve as a model for teachers to develop their own reading materials that suit students' needs. Before developing reading materials, teachers need to identify students' needs. Therefore, reading materials that are not in accordance with students' needs need to be developed.

This study can overcome the limitations of previous studies and contribute to the development of teaching materials for climate change-based descriptive texts on podcast scripts, which is also one of the reading materials in the English language education curriculum. Studies related to students' needs confirmed that the topic of climate change is one of the least understood and complex topics for students. researchers are expected to develop descriptive text teaching materials focusing on climate change with the development of podcast texts as a progressive step from previous studies. This effort is expected to contribute to the field of education in Indonesia, especially in supporting the programs launched by UNESCO. Ultimately, the researcher proposed a study entitled "Developing Climate Change-based

Descriptive Texts for Podcast Script to the 10th Grade Students of SMA Srijaya Negara Palembang". Therefore, this research aims to develop instructional materials in the form of descriptive texts focused on climate change, with the development of podcast script as a progressive step from previous research. In the context of this study, it is proposed to develop fifteen descriptive texts integrated with podcast texts. The purpose of this is to improve student's reading skills and broaden their understanding of the implications of climate change on the environment and society. This effort is expected to contribute to the field of education in Indonesia, especially in supporting the programs initiated by UNESCO.

1.2 The Problems of the Study

This study is aimed to answer the following research questions.

1. Are the developed climate change podcast script based descriptive texts to the 10th-grade students of SMA Srijaya Negara Palembang valid?
2. Are the developed climate change podcast script based descriptive texts to the 10th-grade students of SMA Srijaya Negara Palembang practical?
3. Do the developed climate change podcast script based descriptive texts to the 10th-grade students of SMA Srijaya Negara Palembang have a potential effect?

1.3 The Objectives of the Study

The objectives of this study are:

1. To find out the validity of the developed climate change podcast script based descriptive texts to the 10th-grade students of SMA Srijaya Negara Palembang.
2. To find out the practicality of the developed climate change podcast script based descriptive texts for podcast script to the 10th-grade students of SMA Srijaya Negara Palembang.

3. To find out the potential effect of the developed climate change podcast script based descriptive texts to the 10th-grade students of SMA Srijaya Negara Palembang.

1.4 The Significance of the Study

This study, aims to address a critical need by proposing insight and impactful methods to simultaneously enhance English language proficiency and foster environmental awareness. The goal of the study is to close a significant gap in Indonesian high school students' English language instruction. The research has the potential to go beyond conventional language learning approaches by incorporating captivating podcast scripts with detailed texts about climate change. By encouraging the growth of ecological awareness and English language proficiency at the same time, this method promotes interdisciplinary learning. With their innate appeal, podcasts have the power to pique students' interest and promote a more thorough understanding of the complex problem of climate change. Students are exposed to the causes and effects of this global problem through the descriptive texts that are woven throughout the podcasts. As they process the information, they are prompted to strengthen their analytical and critical thinking abilities.

Furthermore, these podcast scripts serve as powerful instruments for promoting environmental literacy and responsible global citizenship. Integrating climate change themes into the English language learning curriculum fosters a sense of environmental stewardship among students. Students develop strong interpersonal communication skills in English by discussing and analyzing the information presented in the podcast scripts, all while fostering eco-friendly behaviors that align with the growing global focus on sustainability.

The significance of this study extends beyond the immediate benefits to students at SMA Srijaya Negara Palembang. The findings and developed materials have a significant impact on Indonesian educational development, particularly in supporting UNESCO initiatives. This project serves as a model for future educational resource

developers, promoting the incorporation of climate change themes and novel formats like podcast scripts into English language learning materials. This approach paves the way for the creation of engaging and effective resources that address current environmental issues while also helping Indonesian students improve their English language proficiency. The project's potential impact on both English language learning and environmental education emphasizes its importance in Indonesia's educational landscape.

References

Abid, N., Aslam, S., Alghamdi, A. A., & Kumar, T. (2023). Relationships among students' reading habits, study skills, and academic achievement in English at the secondary level. Frontiers in Psychology, 14, 1020269. https://doi.org/10.3389/fpsyg.2023.1020269

Akhmedov B.Y. (2022). Russian as a Foreign Language: Teaching Reading. Indonesian Journal of Innovation Studies, 18. https://doi.org/10.21070/ijins.v18i.610

Akker, J. V. D. (Ed.). (1999). Principles and Methods of Development Research. In Design Approaches and Tools in Education and Training (pp. 1–14). Springer Netherlands. https://doi.org/10.1007/978-94-011-4255-7_1

Allison, I. (2010). The science of climate change: questions and answers.

Al-Mousawi, S. A. (2020). English Language Materials Development: Text-Driven Framework as an Approach. *English Language Teaching*, *13*(11), 40-48.

Anderson, M., & Anderson, K. (2003). Text types in English. Macmillan.

Arwan, J.F. (2022). The Urgency of Climate Change-Based Education For Sustainable Development. *Jurnal Ilmiah Pendidikan Lingkungan dan Pembangunan*.

Azzahra, I. S. S., & Qudratullah. (2024). PENGEMBANGAN MEDIA LITERASILIWANGI BERBASIS APLIKASI PODCAST MENUJU MAHASISWA DENGAN LITERASI UNGGUL. *Semantik*.

Bailin, A., & Grafstein, A. (2016). Readability: Text and Context. Palgrave Macmillan UK. https://doi.org/10.1057/9781137388773

Balan, S., Katenga, J. E., & Simon, A. (2019). Reading Habits and Their Influence on Academic Achievement Among Students at Asia Pacific International University. Abstract Proceedings International Scholars Conference, 7(1), 1490–1516. https://doi.org/10.35974/isc.v7i1.928

Balota, D. A., d'Arcais, G. B. F., & Rayner, K. (Eds.). (1990). *Comprehension processes in reading* (pp. 9-32). L. Erlbaum.

Becce Tenridinanti, T., Inderawati, R., & Mirizon, S. (2021). Climate ChangeBased Report Texts For Senior High School: A Mix Method Study. Jurnal Pendidikan Progresif, 11(3), 610–625. https://doi.org/10.23960/jpp.v11.i3.202112

Macías Borrego, M. (2023). Innovation and ICTs in ESL: Exploring the role of the podcast as a learning enhancing tool in innovation projects

Butt, D., Fahey, R., Feez, S., Spinks, S., Yallop, C. (2000). Using Functional Grammar: An explorer's guide 2nd ed. Sydney: National Centre for English Teaching and Research. Macquarie Universi

Carvalho, A. (2010). Reporting the climate change crisis.

Chen, & Jie. (2012). A Survey of New Readability Formulas.

Cooper, J. D., Warncke, E. W., & Shipman, D. A. (1988). The what and how of reading instruction. Merrill.

Creswell, J. W., & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Sage.

Crystal, D. (2018). The Cambridge Encyclopedia of the English Language (3rd ed.). Cambridge University Press. https://doi.org/10.1017/9781108528931

Darmawan, M. D., & Dagamac, N. H. (2021). Situation of Environmental Education in Senior High School Programs in Indonesia: Perspectives from the Teachers of Palembang. Interdisciplinary Journal of Environmental and Science Education, 17(3), e2241. https://doi.org/10.21601/ijese/9605

Dawson, V., Eilam, E., Tolppanen, S., Assaraf, O. B.-Z., Gokpinar, T., Goldman, D., Putri, G. A. P. E., Subiantoro, A. W., White, P. J., & Widdop Quinton, H. (2022). A cross-country comparison of climate change in middle school science and geography curricula. International Journal of Science Education, 44, 1379 - 1398.

Derewianka, B. M. (2011). A new grammar companion for teachers.

Dreyer, L. G. (1984). Readability and Responsibility. The Journal of Reading, 27.

DuBay, W. H. (2004). The principles of readability.

Dzulkifli Isadaud, M.Dzikrul Fikri, & Muhammad Imam Bukhari. (2022). The Urgency Of English In The Curriculum In Indonesia To Prepare Human Resources For

Global Competitiveness. DIAJAR: Jurnal Pendidikan Dan Pembelajaran, 1(1), 51–58. https://doi.org/10.54259/diajar.v1i1.177

Edirisingha, P., Rizzi, C., Nie, M., & Rothwell, L. (2007). Podcasting to Provide Teaching and Learning Support for an Undergraduate Module on English Language and Communication. *The Turkish Online Journal of Distance Education*, *8*, 87-107.

Ermalati, P., Rita, I., & Machdalena, V. (2023). Analyzing Indonesian Students' Needs for Virtual Drama Scripts: Bridging Climate Change Topic and Pancasila Profile Dimensions. *VELES Voices of English Language Education Society*(Vol 7 No 2 (2023): VELES (Voices of English Language Education Society)), 385-401. https://e-journal.hamzanwadi.ac.id/index.php/veles/article/view/21383/5122

Gerot, L., & Wignell, P. (1995). Making Sense of Functional Grammar. NSW: Antipodean Educational Enterprise.

Harrington, J.B. (1987). Climatic change: a review of causes. *Canadian Journal of Forest Research, 17*, 1313-1339.

Hasan, M., & Hoon, T. B. (2013). Podcast Applications in Language Learning: A Review of Recent Studies. *English Language Teaching*, *6*, 128-135.

Hobson, J. (2012). How I use it: podcasts. Occupational medicine, 62 5, 394.

Hoover, W. A., & Gough, P. B. (1990). The simple view of reading. *Reading and writing*, *2*, 127-160.

Jennings, J. (2001). *Jennings informal reading assessment.*

Kane, L., Carthy, J., & Dunnion, J. (2006). Readability applied to information retrieval. European Conference on Information Retrieval,

Kemdikbud. (2018). Perubahan atas peraturan Menteri Pendidikan dan Kebudayaan nomor 24 tahun 2016 tentang kompetensi inti dan kompetensi dasar pelajaran pada kurikulum 2013 pada pendidikan dasar dan pendidikan menengah. Ministry of Education and Culture of Republic Indonesia.

Kemdikbud. (2022). Dimensi dan Elemen Subelemen Profil Pelajar Pancasila pada Kurikulum Merdeka. Ministry of Education and Culture of Republic Indonesia.

Kendeou, P., Van Den Broek, P., Helder, A., & Karlsson, J. (2014). A cognitive view of reading comprehension: Implications for reading difficulties. *Learning disabilities research & practice*, *29*(1), 10-16.

Kintsch, W. (1998). Comprehension: A paradigm for cognition. Cambridge.

Knapp, P., & Watkins, M. (2005). *Genre, text, grammar: Technologies for teaching and assessing writing*. unsw Press.

Lee, M. J. W., McLoughlin, C., & Chan, A. (2008). Talk the talk: Learner-generated podcasts as catalysts for knowledge creation. *Br. J. Educ. Technol.*, *39*, 501-521.

Lonn, S., & Teasley, S. D. (2009). Podcasting in higher education: What are the implications for teaching and learning?. *The Internet and Higher Education*, *12*(2), 88-92.

Mayer, R. E. (2014). -Based Principles for Designing Multimedia Instruction. *Copyright and Other Legal Notices*, 59.

Mayer, R. E. (2014). Multimedia instruction. *Handbook of research on educational communications and technology*, 385-399.

Mimura, N. (2013). Overview of climate change impacts.

Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers college record*, *108*(6), 1017-1054.

Nagler, W., Saranti, A., & Ebner, M. (2008). Podcasting at TU Graz - How to implement podcasting as a didactical method for teaching and learning purposes at a university of technology.

Namaziandost, E., Dehkordi, M. K., Alipour, P., & Tilwani, S. A. (2020). The Impact of Spaced and Massed Instruction on Foreign Language Reading Motivation and Reading Attitude among Pre-intermediate EFL Learners. Journal of Teacher Education for Sustainability, 22(2), 104–120. https://doi.org/10.2478/jtes-2020-0019

Nikoopour, J., & Amini Farsani, M. (2011). English language teaching material development. *Journal of Language and Translation*, *2*(2), 1-12.

Noto, G. M., Sofendi, S., Wati, R. I., Hartono, H., & Putri, R. I. I. (2022). Climate Change Exposition Reading Materials for Senior High School Textbook: Students' Needs Analysis. AL-ISHLAH: Jurnal Pendidikan, 14(2), 2429– 2436. https://doi.org/10.35445/alishlah.v14i2.1030

Nugroho, A. (2020). What students know about climate change? a case study of high school students in Samboja, Indonesia. IOP Conference Series: Earth and Environmental Science, 487.

O'Brien, A., & Hegelheimer, V. (2007). Integrating CALL into the classroom: the role of podcasting in an ESL listening strategies course. ReCALL, 19, 162 - 180.

Parupalli Srinivas, R. (2019). The role of English as a global language. Research Journal of English. Research Journal of English (RJOE), 4(1), 65–79.

Prihantoro, C. R. (2014). The perspective of curriculum in Indonesia on environmental education. International Journal of Research Studies in Education, 4(1). https://doi.org/10.5861/ijrse.2014.915

Salas, M.R. (2011). English Teachers as materials developers. *Actualidades Investigativas en Educación, 4*, 0.

Shao-shan, L. (2000). A Survey of Studies on Readability. Journal of Pla University of Foreign Languages.

Silvhiany, S., Rahmadhani, S., Inderawati, R., Meilinda, M., & Trilestari, K. (2023). Integrating Climate Change into English Language Teaching: A Survey of Indonesian Teachers' Preparedness and Perspectives. VELES (Voices of English Language Education Society).

Skiba, D. J. (2006). The 2005 word of the year: podcast. Nursing education perspectives, 27 1, 54-55.

Sofiyan, S., Aksa, F. I., & Saiman, S. (2019). An analysis climate change of the curriculum in Indonesia. Journal of Physics: Conference Series, 1321(2), 022121. https://doi.org/10.1088/1742-6596/1321/2/022121

Sopian, S., Inderawati, R., & Petrus, I. (2019). DEVELOPING E-LEARNING BASED LOCAL-FOLKLORES FOR EIGHTH GRADERS. English Review: Journal of English Education, 8(1), 101. https://doi.org/10.25134/erjee.v8i1.1813

Tasyaa, N., Inderawati, R., & Mirizon, S. (2023). Assessing Secondary High School Student Needs for Descriptive Texts Concerning Climate Change. VELES (Voices of English Language Education Society), 7(3), 675-690.

Tessmer, M. (1993). Planning and conducting formative evaluation. Kogan Page.

Tomlinson, B. (2012). Materials development for language learning and teaching. Language Teaching, 45(2), 143–179. https://doi.org/10.1017/S0261444811000528

UNESCO. (2017). Education for Sustainable Development Goals: Learning objectives. UNESCO. https://doi.org/10.54675/CGBA9153

UNESCO. (2021). CLIMATE CHANGE COMMUNICATION AND EDUCATION. Unesco. https://education-profiles.org/eastern-and-south-easternasia/indonesia/~climate-change-communication-and-educatio

Wray, D., & Janan, D. (2013). Exploring the Readability of Assessment Tasks: The Influence of Text and Reader Factors. Multidisciplinary Journal of Educational Research, 3(1), 69–95. https://doi.org/10.4471/remie.2013.04

Zein, S., Sukyadi, D., Hamied, F. A., & Lengkanawati, N. S. (2020). English language education in Indonesia: A review of research (2011–2019). Language Teaching, 53(4), 491–523. https://doi.org/10.1017/S0261444820000208