



THE STUDENTS' INTEREST IN LEARNING SPEAKING SKILLS THROUGH ENGLISH PODCAST

Nur Halimah^{*1}, Dara Yusnida², Nour Ayouni³

^{1,2,3} Department of English Education, Iskandar Muda University, Banda Aceh, Indonesia.

^{1*} Author's Email: nurh11910@gmail.com

² Author's Email: dara@unida-aceh.ac.id

³ Author's Email: nourayouni86@gmail.com

ARTICLE INFO

Keywords:

Speaking skill, Podcast, Interest.

ABSTRACT

This research was conducted to determine the effectiveness of using English podcast in improving speaking skills and students' difficulties in learning to speak. This research used mixed methods (quantitative and qualitative) with closed questionnaires and interviews as instruments. This research involved 6 students from 2 private universities, namely the Iskandar Muda University and Muhammadiyah Universities of Aceh as samples. The data obtained was analysed using thematic analysis where research identified or discovered themes through data collected by research regarding students' interests and difficulties in learning speaking skills. The findings of this research showed that there was some interest in learning speaking skills using English podcast. It could practice speaking skills, improve pronunciation, enrich vocabulary, increase confidence when speaking, motivation and inspire in learning speaking skills, and the topics discussed in the English podcasts were very interesting and varied so do not get bored when watching the podcast, and could also broaden the horizons in speaking skills. And also, the results of this research found several difficulties for students in learning speaking skills, namely, lack of confidence when speaking English, fear of errors in pronunciation, understanding vocabulary, grammar and pronunciation and also lack of insight into English public speaking skills. Finally, the author concluded that podcast had an impact on students learning English speaking skills. Podcasts are an effective medium used as an alternative to support learning speaking skills because the use of podcast in learning has an effect on increasing vocabulary, can be accessed at any time, and also facilitates the pronunciation of English vocabulary, and can be entertaining.

INTRODUCTION

Speaking is an important skill for our daily communication and a tool for interaction between humans in their environment (Coombe & Hubley, 2010).

This is an open access article under the [CC BY-NC](https://creativecommons.org/licenses/by-nc/4.0/) license.

Copyright © 2025 by Author. Published by Elfarazy Media Publisher



Speaking is also a reciprocal action, where the people who speak have a role in certain topics that will be discussed and respond to each other Bygate as cited in (Efendi, 2021). In oral interaction, people can participate in each interaction by expressing the intentions, goals and messages they want to convey (Green, 2013). Thus, speaking is an unpredictable process because the intended ideas are not planned beforehand and flow according to the conversational sentences (Mauranen, 2006).

Due to the importance of speaking skills in language learning, students must have good speaking skills. Murti, et al. (2022) stated that there are still many students who lack adequate English-speaking skills. This happens because many students have difficulty expressing it orally, even though if the speaker cannot speak well, then the message they want to convey cannot be understood or even created by confused listeners, misunderstanding, and interpret the true meaning, so that the communication delivered is not achieved as expected. Sundari (2018) stated that English is used as an international language and is studied by people not only from non-English speaking countries. In Indonesia, English is a foreign language which has a different pronunciation system from Indonesian. Because of these differences, many elementary learners have difficulty learning English. Moreover, they don't dare to use it in public, including in video podcasts. In this context, podcasts can facilitate them to speak in front of listeners without hiding their faces behind a screen. This media can also be reused and played back as a teaching resource, making it easier for students to repeat the material.

Teaching English requires effective media to support student learning, one of which is that students can take advantage of online learning, namely using social media as a medium for learning English in the form of films, music, or podcasts and others. According to Azizah, et al. (2021), the online learning process is one of the very basic things in supporting smooth learning in several countries. Prayudha (2022), said that social media in the world of education function as a form of collaboration, creativity and learning for teachers and students. Podcasts are currently on the rise as a means of entertainment for the younger generation. Many young people use podcasts as a means of learning English. Darwis (2016) said that podcasts can motivate students' interest, the content of the podcast and the clear native pronunciation of the podcast can improve their skills, especially listening and speaking skills. So, podcasts are a learning medium that can develop students' interest in English language skills.

Podcast is a media that gets a lot of attention from the younger generation especially students. Gromik (2008) claims that podcasting gives students "full access to authentic resources" in non-English speaking contexts. Additionally, Podcasts offer 'real life listening' sources that are all foreign languages listeners are welcome to take advantage of. Constantine (2007) explains the importance of using

Podcasts for learning foreign languages in the classroom from beginner to advanced levels, beginners can benefit from general listening and exposure to a new language.

There have been several previous studies conducted related to this issue. Many researchers have studied about “the students' interest in learning speaking skills through English podcasts”. The results of the research Samad, et. al (2017), with the title *The Use Podcasts in Improving Students' Speaking Skills*, the results showed that there was a significant increase in the performance of students' speaking skills after undergoing post-test and pre-test so that you get a higher score than the initial test. Thus, podcast media can be used as an alternative media in teaching English, especially speaking skills in EFL classes.

Likewise, the results of further research from Rahmasari, et.al (2021), with the title *Students' perception on utilizing podcast in learning speaking*. The results summarize two aspects of teaching on podcasts, namely the benefits of podcasts and the usefulness of podcasts. These findings illustrate that students have a positive perception of the use of podcasts in learning to speak. Students consider podcasts to be an interesting medium because they have a lot of content or topics that they can listen to and practice speaking whenever they want. They also agreed that podcasts are useful for speaking achievement, for example students can increase their vocabulary and practice their pronunciation

Apart from that, based on research Ayu & Dewi (2023), with the title *Senior High School Students' Experiences in Using Podcast to Learn English Speaking*. The results show that podcasts can be successful in making it easier for students to access real material from native speakers because they provide various kinds of Podcasts with various content and popular Podcast themes. Podcasts can also help students focus on their speaking aspects, such as grammar, fluency, vocabulary, pronunciation, etc. Students can also use Podcasts in the ways they usually do when studying, such as searching for Podcasts on online platforms, listening and watching, taking notes, realizing, and practicing. Thus, it can be concluded that Podcasts are a useful learning media source for learning to speak English.

Research gaps based on the research results above, the author intends to conduct research with the theme ‘The Students' Interest in Learning Speaking Skills Through English Podcast’. In this research the author aims to use subjects at a different level from previous research, the subjects in this research are students. This research not only focuses on students' interest in English podcast activities for speaking skills, but also finds out what problems students face in English speaking skills. And also, the author aims to use Online Video Podcast as a new media and new platform to improve speaking skills.

Based on the problems in the background above, the research questions are formulated as follows What are students' interest in English podcasts as a media for learning to speak? And What are students' difficulties in learning to speak?

RESEARCH METHOD

This research is a combination of research (mixed method), a research method that combines or combines two methods, quantitative methods and qualitative methods to be used together in a research activity, so that more comprehensive, valid, reliable and objective data is obtained (Sugiyono in Fitriana, 2020). According to Creswel and Clark in Hadju (2022), mixed research (mixed methods research) is a research design that assumes ideas as well as being a method of investigation, namely, a series of learning activities that encourage critical and analytical thinking processes to find answers to a problem being investigated.

The author uses a combination research method of quantitative and qualitative analysis discovery sequence models (Sequential Explanatory). This method combines quantitative and qualitative research methods sequentially, where in the first stage the research is carried out using quantitative methods to collect measurable quantitative data which can be descriptive, comparative and associative, then in the second stage the research uses qualitative methods to prove, deepen, expanding, weakening and invalidating the quantitative data obtained in the first stage (Fitriana, 2020).

Based on the description above, the researcher carried out data collection in the first stage using quantitative methods, then continue with the qualitative research process. The reason for following up this quantitative method with a qualitative method is to better understand and explain the quantitative results obtained previously.

The subjects of this research were students who watched English podcasts on social media platforms. 4 female students from Iskandar Muda University and 2 female students from Muhammadiyah University of Aceh. The researcher took 6 female students who were selected who had experience of watching English podcasts on social media.

This information is collected in the form of quantitative and qualitative data (mixed-method). Quantitative data was collected using questionnaires, and qualitative data was collected using interviews. Guidelines set by the researcher conducted the interview. The data collection instruments used by researchers to obtain the information are in the table below.

Tabel 1. Instrument

NO	Technique	Instrument
1	Questionnaire	Questionnaire's Guideline
3	Interview	Interview's Guideline

1) Questionnaire

The researcher collected data by using close-ended questionnaires to find out students' experience with podcasts, their interest in using podcasts, improvements in speaking skills, with podcasts. Author used a close-ended questionnaire to learn about students' podcast listening habits. The students were asked 20 close-ended Google Form questions. The questionnaire used close questions to find further problems by closely asking participants for their opinions and ideas.

2) Interview

The interview aimed to clarify and refine data based on the questionnaire and also conducted one-on-one interviews. Author conducted offline interviews and face-to-face semi-structured interviews which were used by author. According to Paltridge and Phakiti (2018), researchers may vary interview techniques in semi-structured interviews to learn more about how participants respond. The interviews obtained more specific information regarding students' perspectives regarding the use of podcasts in speaking skills and the challenges students face when listening to podcasts which the results of the questionnaire did not provide.

The researcher analyzed the data after it was collected. During the research, quantitative and qualitative data was examined from questionnaires and interviews. Questionnaires and interviews analyzed students' interest in learning speaking skills using English podcasts and students' difficulties in learning speaking skills. For data obtained from the results of closed questionnaires and interviews, thematic analysis was used. Thematic analysis was a method for identifying, analyzing, and reporting patterns (themes) in data (Braun & Clarke, 2006). The formula that the researcher used in the percentage table was:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency of the answer

N = Number of samples

RESULT

The results of this research are to find several interests in learning speaking skills using English podcasts, namely, English podcasts can increase interest in learning speaking skills, can practice speaking skills, improve pronunciation, enrich vocabulary, improve pronunciation, increase confidence when speaking, motivate and inspiring in learning speaking skills, and the topics discussed on the English podcast are very interesting and varied, so you don't get bored when watching the podcast, and can also broaden your horizons in speaking skills. This is also

reinforced by the results of research from Harahap and Tanjung (2021), using podcasts to learn speaking skills will give students the opportunity to be more active in class. This technique and media will really help teachers to increase students' interest in speaking English fluently because it focuses on students' language skills directly, because students can listen directly to how native speakers express their ideas and opinions, and students can imitate and understand them by using podcasts.

And also the results of this research found several difficulties for students in learning speaking skills, namely, lack of confidence when speaking English, fear of errors in pronunciation, understanding vocabulary, grammar and pronunciation and also lack of insight into public speaking English skills. This is also reinforced by the results of research from Fauzi, et. al., (2022), that anxiety is a phenomenon related to feelings of frustration, doubt, pessimism and worry by speaking English but is not permanent. However, this could cause a learner to fail in his or her efforts to master English speaking skills.

DISCUSSION

1. The Finding of the First Research Question; What are students' interest in English podcast as a media for learning speaking.

The following data showed the results of the first research question, about students' interest in learning speaking skills using an English language podcast. Questionnaire and interview findings reveal that there were several student interests. Namely, English speaking skills can increase interest in learning speaking skills, can practice speaking skills, improve pronunciation, enrich vocabulary, improve pronunciation, increase confidence when speaking, motivate and inspire in learning speaking skills, and the topics discussed in the English podcast are very interesting and varied so they don't get bored when watching the podcast, and can also broaden their horizons in speaking skills. They can be seen in the following statement.

2. The Finding of The First Research Question from Questionnaire

The questionnaire aimed to solve the first research question which included students' interest in learning speaking skills using English podcasts. The findings from the questionnaire were that English podcasts could increase interest in learning speaking skills, could practice speaking skills, motivate learning speaking skills, and the topics discussed in the podcast were very interesting and not boring. This can be seen from the 4 questions in the table below:

Table 1. questionnaire results

NO	QUESTIONNAIRE	Strongly Agree		Agree		Don't Agree		Strongly Disagree	
		F	%	F	%	F	%	F	%
1.	Using English podcasts can increase interest in learning speaking skills.	3	50	3	50	0	0	0	0
2.	I use English podcasts to practice speaking skills	3	50	2	33.33	1	16.67	0	0
3.	English podcasts really motivate me in learning speaking skills	3	50	3	50	0	0	0	0
4.	The topics discussed in English podcasts are very interesting and varied so it doesn't get boring when watching the podcast.	4	66.67	2	33.33	0	0	0	0

From the data above, it showed that the majority of students answered strongly agree and some answered agree with the statement "that the used of English podcasts could increase interest in learning English speaking skills" with data: 50% strongly agree, and 50% agree; The possible reason why students strongly agree and agree was because podcasts could help them expand new vocabulary and how to pronounce them, so that they communicate more fluently and were fun and not boring when watching podcasts. In the opinion of Fadillah and Dini (2021), the existence of this podcast is easily accepted by the millennial generation because it was packaged in a fun way and also supported opinions by Anita et al., (2023), that Podcasts make it easier for students to practice their listening and speaking, especially Podcasts in video form which was implemented in public speaking courses so that communication was visible not only in terms of speaking skills but also in terms of public engineering abilities speaking itself.

Based on question number 2 regarding "using English podcasts to practice speaking skills", some respondents (50% strongly agreed, 33.33% agreed and 16.7% disagreed) said that podcasts were used to practice English speaking skills. According to Constantine (2007), podcasts are not only beneficial in listening skills but also help improve pronunciation, fluency and acquire new vocabulary. This meant that podcasts had a big impact on improving English language skills, one of which was English speaking skills.

Furthermore, question number 3 shows that some students strongly agree with this statement (50% strongly agree) and another part (50% agree) with the statement that, "English podcasts really motivate them in learning speaking skills". This was confirmed by Anita et al (2023), that Podcasts make it easier for students to practice their listening and speaking, especially Podcasts in video form which was implemented in public speaking courses so that communication is visible not only in terms of speaking skills but also in terms of public engineering abilities speaking itself.

From question number 8, the data shows that more than half students (66, 67% strongly agree, and 33, 3 3% agree) with the topics discussed in English podcasts were very interesting and varied, so it was not boring when watching podcasts. Podcasts had many topics, so students have to choose and sort -choose topics that suit your wishes so that what is conveyed and easy to understand and could help students improve their speaking skills. This was in line with the opinion that Podcasts offer various possibilities for teachers and students to listen to extra language both inside and outside the classroom, and podcasts have many interesting and real conversation options (Ismail & Oktasari, 2016).

3. The Finding of The First Research Question from Interview

The interview also aimed to resolve the first research question which included students' interest in learning speaking skills using English podcasts. The findings from the interview were motivated, inspired, and can increase students' interest in learning speaking skills using English podcast, and could increase self-confidence when speaking in class, and can improve pronunciation and enrich vocabulary in English. This can be seen in the 3 interview questions below:

- 1) How do students feel about using English podcast in learning speaking skills?

Table 2. Interview Results

Code	Statement
IR	<i>"Listening to podcasts makes me motivated to try new things because I get a lot of inspiration "</i>
FTR	<i>"I feel more inspired listening to people share their stories, information and points of view through podcasts"</i>
TA	<i>"I think after listening to one podcast on any YouTube, it depends, look at the podcast, if what Tia sees is this English podcast, motivation to study, motivation to do routine work, so after watching the podcast I feel motivated, there is a kind of encouragement like that when I finish watching the podcast"</i>
DS	<i>"I feel like very entertained, because it seems like the main purpose of podcasts is to entertain, so I feel like I'm entertained by listening to podcasts"</i>
SNRH	<i>"After listening to the podcast, it's actually quite fun depending on what topic we choose, like for example we choose a topic about murder, basically an interesting topic, but it also depends on people's tastes, for example, my friend prefers educational ones"</i>
SLB	<i>"because I usually listen to True Crime podcasts which are about crime and which are more about criminal things, usually I feel like I'm fascinated then I feel entertained and then I get new knowledge about things that are happening around the world because these true crime podcasts are mostly talks about crimes that occur in the United States, England, Australia and other continents. So, I get new information and am also entertained because we know a lot of things are happening around the world"</i>

The results of the interview above were about students' responses after using English podcasts to learn speaking skills. Average female students are motivated, inspired, and can increase students' interest in learning speaking skills using English language podcast. Podcasts are also fun to listen to and attract students' attention because English podcasts have many themes, so they can choose themes and podcasts that they like and could also broaden their horizons and improve their speaking skills. Podcast listeners had different journeys and having to choose what they wanted to hear, makes podcast listeners be more active in choosing content

and platforms. They had freedom and involvement in choosing the content you wanted to hear (Imarshan, 2021).

- 2) According to the student, are there any changes to your speaking skills after using Podcasts as a learning media?

Table 3. Interview Results

Code	Statement
IR	<i>"Podcast help me enrich my vocabulary and delivery method, so that I can communicate more fluently"</i>
FTR	<i>"Yes, I feel more fluent in expressing myself and more confident in speaking in class"</i>
TA	<i>"Yes, there is a very big difference after listening to the podcast, we know better how to pronounce, how to intonate when we are surprised, if we ask a question what the difference in intonation will be, so if you watch the podcast, listen to it, sometimes watch the video. We also get more to, meaning the vocabulary that reaches us is clearer and more real"</i>
DS	<i>"I think in speaking skills there is no change or something because of the podcast, we only practice listening, we don't learn speaking, but we only practice listening, so from listening we learn by ourselves, we do exercises, we exercise by ourselves to practice our speaking skills"</i>
SNRH	<i>"There are a few changes, but not too many, like little bits"</i>
SLB	<i>"For speaking, I have some improvement because now I acquire new vocabulary and then listening, I also study hard in pronunciation of new words, therefore this helps me improve my speaking skills, so it seems very helpful, especially like the one in Salsa I heard about criminal cases, so like the medical part, then the legal part, it adds a lot to the vocabulary"</i>

In the interview above, the researcher found that there were changes that occurred among female students using English podcasts as follows:

- a. Improve pronunciation

Based on the students' answers above, it could be concluded that English podcasts could help them pronounce words in English. Female students could detect pronunciation problems, assess clarity, and recognize sounds. This also shows that students who use Podcasts have good abilities in their speaking skills: students feel that Podcasts help them reduce anxiety, increase their self-confidence,

improve their oral performance and pronunciation, and expand their vocabulary (Oanh & Anh, 2022).

b. Enrich vocabulary

Based on the students' answers above, it could be concluded that English podcast could increase their vocabulary knowledge, such as increasing vocabulary in daily life, vocabulary in medical, legal and other areas. Podcasts were one of the information-rich programs that were most widely used as supporting media that were useful for use in education. These files are in the form of audio and video that students could enjoy online or offline which was very interesting because it could be a solution to the problem of vocabulary shortages among English language learners (Hajar et al., 2020).

3.) Students give examples of changes in speaking skills in class after listening to English podcasts?

Table 4. Interview Results

Code	Statement
IR	<i>"After listening to English podcasts, I feel more confident speaking English in class. I am more comfortable discussing certain topics with friends and teachers"</i>
FTR	<i>"I feel better able to communicate ideas more eloquently"</i>
TA	<i>"One example is being more confident, one thing taught from the podcast is don't be embarrassed to learn a foreign language, a foreign language is not our language so don't be embarrassed if you make mistakes, that's normal, that's how to pronounce the vocabulary is good"</i>
DS	<i>"I think we can add vocab, Phrase too, pronunciation too, and there are lots of new vocabs that we know that sometimes we've never heard of, like podcasts that mix English-Indo, that's why they use Phrase which is sometimes used in Everyday life is like that, for example, if we say it's like people from South Jakarta, that's how it is"</i>
SNRH	<i>"Improve vocabulary, not too much, maybe because I've only heard podcasts, only a few months ago, around 3 months, I think I've been listening to podcasts, because they were recommended by friends, try listening to podcasts like this, he said, to improve vocabulary and pronunciation, there are changes after watching the podcast and before watching it"</i>

SLB	<i>"The one thing that is most noticeable is when I got an assignment to do a news anchor, there was an assignment to be a host for a salsa show with the theme of the human rights case in Indonesia so with a podcast about true crime it became easier to pronounce the words "that are often used in the medical world, often used in the legal world, so it makes the task easier"</i>
-----	---

As a result of the interview above, the researcher found several examples of changes in speaking skills in class after watching English podcasts. An example of changes in speaking skills in class was that, on average, female students become more confident when speaking in class and were more able to communicate ideas more fluently in class and could also improve their pronunciation and add a lot of new vocabulary, such as vocabulary that is often used in the medical, legal and other worlds. It could be concluded that students' English pronunciation could be improved by using Podcasts. Therefore, it is recommended that teachers and students could use Podcasts as an alternative technique for teaching and learning speaking (Riyani & Sari., 2020).

4. The Finding of the Second Research Question; What are students' difficulties in speaking?

The following data showed the results of the second research question, regarding students' difficulties in learning speaking skills. Questionnaire and interview findings revealed that there were several student difficulties, namely, lack of confidence when speaking English, fear of errors in pronunciation, messing with vocabulary, grammar and pronunciation and also lack of insight into public speaking English skills. According to Puspitaloka and Wahyuna (2018), there were several things that made students have difficulty with their English language skills. For example, difficulties that are often encountered with speaking skills are usually caused by poor comprehension, so that students will find it difficult to start conversations in English. Apart from that, their lack of knowledge of how to pronounce words in English also often makes them hesitate to speak English. Lastly, the thing that makes it most difficult for students to speak English is their limited knowledge of grammar.

5. The Finding of The Second Research Question from Questionnaire

The questionnaire aimed to resolve the second research question which included students' difficulties in learning speaking skills. The findings from the questionnaire were that students find it difficult to learn to speak English, such as lack of confidence when speaking, lack of vocabulary, pronunciation, grammar, and

lack of insight into public speaking English skills. This can be seen in the 2 questions in the table below:

Table 3. questionnaire results

NO	QUESTIONNAIRE	Strongly Agree		Agree		Don't Agree		Strongly Disagree	
		F	%	F	%	F	%	F	%
1	I find it difficult to speak English, such as lack of confidence when speaking English, fear of making mistakes in pronunciation and so on.	4	66.67	0		2	33.33	0	
2	Broad insight influences my public speaking	2	33.33	4	66.67	0		0	

Table 5. showed students' difficulties in learning to speak, according to Zainurrahman and Sangaji (2019) What is meant by speaking difficulties were the factors that caused students' lack of speaking skills, such as lack of vocabulary, grammar and pronunciation. In questionnaire number 1 about students' difficulties in learning to speak, almost all students (66.67% strongly agreed and 33.33% disagreed) regarding the statement that stated "feeling difficulty when speaking English, such as lack of confidence, fear of making mistakes in pronunciation and others". This means that almost all respondents find it difficult to learn speaking skills.

Regarding the question about broad insight influencing public speaking in number 2, several students strongly agreed with this statement (33.33% strongly agreed); and (66.67% agreed), which means more than half of the students agreed that "broad insight can influence English public speaking skills". This means that broad insight really influences a person's public speaking. In the statement of Meylina (2022), public speaking is the ability to speak in front of many people by conveying messages that can be understood and believed by the audience. We can also communicate our ideas to other people more effectively to the point of satisfaction when the ideas we accepted or implemented. If we could do public speaking, we do not need to be afraid every time we are faced with the possibility

of being asked to speak in front of many people, both in the world of work and at home and school.

6. The finding of the Second Research Question from interview

The interview also aimed to resolve the second research question regarding difficulties in learning speaking skills. The findings from the interview were, lack of vocabulary, and lack of interaction with classmates, so there was no opportunity for dialogue. This can be seen in the questions below:

1. Problems with students when listening to Podcasts to learn speaking skills?

Table 6. Interview Results

Code	Statement
IR	<i>"Podcasts help me understand the language, but I struggle to practice speaking actively because they don't provide opportunities for dialogue"</i>
FTR	<i>"Of course, when I still don't really understand the speaker's accent or pronunciation"</i>
TA	<i>"Connection problems, especially if for example you're using a WIFI connection, or the lights go out, there's a power outage, it's difficult, if you use Kouta, you actually have to save, especially if you use YouTube, Instagram, it uses up a lot of quota, right?"</i>
DS	<i>"If you listen to an English podcast, many problems are lack of vocabulary, meaning that if we don't have enough vocabulary, we don't know what pronunciation is, what vocabulary is, so it depends on the vocabulary, sis, if you say Dinda"</i>
SNRH	<i>"There's the first thing that when we first start watching a podcast, it's like we don't know what this person is talking about, like speaking English, what is he talking about, but as time goes on we get used to it and we already know what it means, for example, it's difficult to pronounce it because it's right. Spotify only hears the sound"</i>
SLB	<i>"There's no problem, because even if you don't have the vocab, salsa will just go straight to Google Translate"</i>

The results of the interview above showed that students have problems when they listen to English podcasts, namely network problems which make it difficult for them to listen to podcasts smoothly. It was difficult to understand what the speaker was talking about because of a lack of vocabulary. Students rarely hear the

accent used by the speaker and have difficulty to practice speaking actively because it does not provide opportunities for dialogue or lack of interaction with classmates. According to research, interactions with friends will expand their vocabulary, driven by the random topics they talk about. Apart from that, students said that listening to friends talk helped a lot in improving their vocabulary knowledge (Holidazia & Rodliyah, 2020).

CONCLUSION

Based on the results of the processing and analyzing the data that has been carried out, the used of English podcasts is effective in improving speaking skills. This is proven by the average index value of 50%, which meant that the use of English podcasts is very effective in improving speaking skills. Based on the data in chapter 4, especially table 4.3 regarding data analysis for the second research question, it could be seen that 66.67 students experienced difficulties in learning English speaking skills, including difficulties in pronunciation of vocabulary, lack of vocabulary and lack of confidence when speaking English. So, it can be concluded that almost all respondents still found it difficult to speak English. Finally, the author concluded that podcasts had an impact on students learning English speaking skills. Podcasts are an effective media used as an alternative to support learning speaking skills because the use of podcast in learning has an effect on increasing vocabulary, could be accessed at any time, and also facilitates the pronunciation of English vocabulary, and could be entertaining.

REFERENCES

- Anita, F., Meliasari, R., & Syahadati, E. (2023). Implementasi Podcast dalam Mata Kuliah Public Speaking. *Jurnal Pendidikan Bahasa*, 11(2), 446–454. <https://doi.org/10.31571/bahasa.v11i2.4752>.
- Ayu, A., & Dewi, K. (2023). Senior High School Students' Experiences in Using Podcast to Learn English Speaking. 11, 115–122.
- Azizah, H., Muliawati, I., & Yusnida, D. (2021). Students' Perception Toward The Online English Learning Process During Covid-19. *JETLi: Journal of English Teaching and Linguistics*, 2(2), 43-54. <https://doi.org/10.55616/jetli.v2i2.95>
- Constantine, P. (2007). Podcasts: another source for listening input. *The Internet TESL Journal*, 8(1). Retrieved from <http://iteslj.org/Techniques/ConstantinePodcastListening.html>
- Darwis, R. (2016). Students' Perceptions Towards the Use of Podcast in Learning English: A Case Study of The Second Grade Students at One High School in Bandung. *Journal of English and Education*, 4(2), 80-100. <https://ejournal.upi.edu/index.php/L-E/article/view/4634>

- Efendi, A. S. (2021). Menilai Kemampuan Berbicara Bahasa Inggris Siswa Melalui Podcast 1.
- Fadillah, I. N., & Dini, K. (2021). Digital Storytelling Sebagai Strategi Baru Meningkatkan Minat Literasi Generasi Muda. *Journal of Education Science*, 7(2), 81–98. <http://jurnal.uui.ac.id/index.php/jes/article/view/1566>.
- Fauzi, I., Hartono, R., Widhiyanto, W., & Pratama, H. (2022, September). Mengatasi anxiety dalam berbicara bahasa inggris melalui pembelajaran berbasis web. In *Prosiding Seminar Nasional Pascasarjana* (Vol. 5, No. 1, pp. 550-556).
- Hajar, I., Rahman, A., Tenriawali, A. Y., & Mangesa, R. (2020). The influence of podcasts in learning English vocabulary of twelve grade students of SMA Negeri 2 Buru. *Exposure: Jurnal Pendidikan Bahasa Inggris*, 9(2), 235–249. <https://doi.org/10.26618/exposure.v9i2.4118>.
- Harahap, Y. S., & Tanjung, D. S. (2021, June). Peranan Podcast and Guessing Technique Sebagai Media Untuk Meningkatkan Kemampuan Berbicara Mahasiswa Bahasa Inggris. In *Prosiding Seminar Nasional Hasil Penelitian* 4, 1, pp. 401-406.
- Holidazia, R., & Rodliyah, R. S. (2020). Strategi Siswa dalam Pembelajaran Kosa Kata Bahasa Inggris. *Jurnal Penelitian Pendidikan*, 20(1), 111–120. <https://doi.org/10.17509/jpp.v20i1.24562>.
- Imarshan, I. (2021). Popularitas podcast sebagai pilihan sumber informasi bagi masyarakat sejak pandemi Covid-19. *Perspektif Komunikasi: Jurnal Ilmu Komunikasi Politik Dan Komunikasi Bisnis*, 5(2), 213. <https://doi.org/10.24853/pk.5.2.213-221>.
- Ismail, S., & Oktasari, M. L. (2016). “Pengaruh Podcast Terhadap Pemahaman Mendengarkan Dari Mahasiswa Semester Dua Program Studi Bahasa Inggris Di Universitas Islam Riau.” *Jurnal Pendidikan* (2016): 44–51.
- Murti, P., & Jabu, B. (2022). Students’ English Speaking Difficulties And Teachers’ Strategies In English Teaching: A Case Study At Sma Negeri 10 Gowa. In *PERFORMANCE: Journal of English Education and Literature*. 1(1).
- Oanh, P. T. K., & Anh, N. T. N. (2022). Using Podcast To Enhance Pronunciation Competence For High School Students. *International Journal of Scientific and Research Publications (IJSRP)*, 12(2), 520. <https://doi.org/10.29322/ijsrp.12.02.2022.p12265>.
- Prayudha, J. (2022). EFL Students’ Perception on the Use of Social Media Platforms as Learning Tools. *JETLi: Journal of English Teaching and Linguistics*, 3(1), 1-9. <https://doi.org/10.55616/jetli.v3i1.226>
- Puspitaloka, N., & Wahyuna, Y. T. (2018). Kesulitan-Kesulitan Yang Dihadapi Mahasiswa Piaud Dalam Pembelajaran Bahasa Inggris. *AWLADY : Jurnal Pendidikan Anak*, 4(2), 120. <https://doi.org/10.24235/awlad.v4i2.3071>.

- Rahmasari, W., Ahmad, Y. B., & Kamil, A. B. (2021). Students' perception on utilizing podcast in learning speaking. *Journal of Applied Studies in Language*, 5(1).
<http://ojs.pnb.ac.id/index.php/JASL><http://ojs.pnb.ac.id/index.php/JASL>
- Rasinski, T. v., & Padak, Nancy. (2005). *3-Minute reading assessments: word recognition, fluency & comprehension*. Scholastic Teaching Resources.
- Sundari, W. (2018). The difficulties of learning English for the basic English learners. *Culturalistics: Journal of Cultural, Literary, and Linguistics Studies*, 2(1), 34-41.