

USE OF PODCASTS TO DEVELOP STUDENTS' SPEAKING SKILLS

Kataya Mahachanawong Suvarnaphaet* and Phisit Suvarnaphaet

Faculty of Animal Sciences and Agricultural Technology, Silpakorn University, Thailand

ABSTRACT

***Corresponding author:**
Kataya Mahachanawong
Suvarnaphaet
suvarnaphaet_k@silpakorn.edu

Received: 9 May 2022
Revised: 20 September 2022
Accepted: 21 September 2022
Published: 16 January 2023

Citation:
Suvarnaphaet, K. M. and
Suvarnaphaet, P. (2023). Use of
podcasts to develop students'
speaking skills. *Humanities, Arts
and Social Sciences Studies*.
23(1): 1–8.

The use of podcasts as teaching tools in the field of language acquisition has gained a lot of attention recently. Podcasts have been widely employed in various sectors, with their primary purpose in English as a Foreign Language (EFL) studies being to improve students' listening skills. A few studies have looked into how involving EFL students in podcast production might help them improve their speaking skills. This study offers suggestions and ideas for using podcasts as authentic material to assist students in improving their speaking abilities. A podcast is a type of digital audio media that typically comprises a series of either previously broadcast programs, such as on radio or purpose-made recordings. Podcasts that feature audio recordings of native English speakers can serve as useful models for language learners to develop their speaking abilities. Several studies have demonstrated that podcasts can be used as an alternate media to effectively help students improve their skills in spoken English. An enormous range of podcasts is available, and teachers can easily deliver authentic information in a class by exploiting their potential. In such a situation, the teacher serves as a facilitator, assisting students as they develop their spoken language skills using podcasts as media both within the classroom and beyond. Thus, when implemented correctly by educators, podcasts can be used successfully to mitigate some challenges inherent in developing students' oral communication skills.

Keywords: Speaking skills; podcast; EFL students

1. INTRODUCTION

The topic of instructing students in spoken language skills has attracted the interest of scholars because of various difficulties that arise in the teaching/learning processes. According to Graham (1997), a range of challenges can interfere with the teaching of speaking skills, such as large class sizes limit opportunities for both students and teachers to provide feedback. Meanwhile, Rahayu (2015) asserted that teaching a spoken language is challenging since students have varying levels of ability; the classroom is vast and scope for the instructor's activities is extensive. When seeking to develop their speaking abilities in English for international communication, students face challenges, such as inhibitory situations, lacking something to say, weak or irregular involvement, and reverting to their native language (Riadil, 2020). Nowadays, these concerns must be addressed considering the importance of communication skills in English.

Information and communication technology has certainly influenced language instruction in today's digital environment. Teachers can obtain educational materials from different sources. Recently, a variety of such materials has been generated for language education. One of the new channels being researched is podcasting.

"Podcasting" refers to the digital distribution of audio and video data, which can be manually downloaded from the internet or emailed regularly to subscribers. These files may be read on a computer or downloaded to a portable device, such as an MP3 player, for mobile listening. According to Jordan (2007) and as noted in Samad et al. (2017), the term "podcasting" was coined from Apple's portable music player, the iPod, combining the words "pod" (from iPod) and "broadcast." Despite advances in portable audio players and, more recently, video players, "podcasting" continues to refer to any audio or video file that is broadcast over the internet. Recently, education podcasting has grown popular as a means of promoting mobile learning and improving student experience. In higher education, podcasts are routinely used to communicate material that was previously only available through regular lectures. Given podcasts' capacity to reach large audiences with recorded video and audio, concerns have naturally emerged about podcasts' effect on traditional lectures (McGarr, 2009).

Listening and speaking are two inextricably intertwined actions. Speaking is a skill that people must develop to successfully communicate with others. Furthermore, students should be taught to listen critically. Attentive listening is crucial for improving one's speaking skills as listening provides feedback that may be used to direct one's speech (Ramli and Kurniawan, 2017). Several speech components must be explored to improve listening comprehension (Fitch-Hauser et al., 2007; Richards, 2008). Teachers who want to train their pupils to listen often include speaking in their lesson plans. Therefore, students must choose resources that draw on both capacities. Podcasts, in particular, meet both requirements.

Asynchronous interactive pedagogical podcasts between professors and students undeniably offer numerous benefits. This technology offers a unique combination of practical features, including user friendliness, simplicity of access, the capacity to provide lectures on a particular subject, condensed reviews or reflections on lectures, personalized feedback, and useful guidance to the student.

One of the fundamental English language abilities that must be developed is oral communication. The importance of good communication cannot be overemphasized, and speaking ability is essential for efficient communication. How people speak indicates how well they communicate, and verbal skills are becoming increasingly vital in today's world. Non-native speakers must work to improve their speaking skills, particularly given the importance of communication in the coming decades. Proficiency in communication enhances one's ability to share thoughts, questions, ideas, and solutions. Moreover, activities, such as listening effectively, giving an oral presentation, interacting via digital media, participating in conversations and discussions, and speaking in various contexts can enhance communication skills.

One method to help develop students' public speaking skills is to use podcasts as examples. Podcasting can be regarded as an alternate technique that can encompass various themes delivered by native English speakers. Reports, conversations, discussions, and interviews are a few genres available in podcasts. Learners can easily understand how native speakers talk as podcasts inherently contain authentic materials, and thus, learn from real sources. Podcasts can therefore assist teachers in promoting students' speaking abilities.

Teachers working to assist students in improving their public speaking skills can use podcasts as models. Accordingly, this study describes how best to use a podcast as authentic material to support students as they develop their speaking abilities. Podcasts are also explored in terms of their application in the teaching and learning process.

2. TEACHING OF SPEAKING SKILLS

Essentially, speaking involves the oral use of language to communicate one's ideas, feelings, and thoughts. It is an aspect of language that students must master before being able to speak with others. Moreover, practice in speaking is crucial in the classroom language acquisition process. Students can contribute their own creative thoughts by conversing about their views and ideas (Torky, 2006). According to Noom-Ura (2013), having conversations in the classroom is crucial for sharing ideas and communicating. Speaking enables students to convince others, enlighten themselves, and pose questions on the basis of their own experiences. Consequently, speaking is taught as a key communicative skill in English as a Foreign Language (EFL) lessons.

Instructors must analyze several characteristics of speech during the teaching and learning process. The essential components of speaking, as identified by Samad et al. (2017), are vocabulary, grammar, pronunciation, fluency, and precision.

The first aspect to consider is vocabulary, which may be described as a collection of words, each with a distinct meaning for a specific purpose. A given term, which might define any item, action, or concept, describes the content of an idea. The correct use of vocabulary avoids misunderstanding during a conversation, and the mastery of vocabulary defines one's ability to grasp a language (Council of Europe, 2001).

The second element is grammar, which is similar to the enforcement of strict regulations, both verbally and in writing. Grammar is a collection of rules that govern how words are organized and linked in phrases and sentences. Grammar, according to Sari et al. (2021), is a collection of rules that regulate a language's structure and can be used to connect linguistic elements. Combining linguistic units appropriately facilitates a speaker's or writer's development of ideas and makes it much easier for a person to communicate ideas in spoken or written form.

The third aspect is pronunciation, which refers to the process of correctly pronouncing a word and is an essential component of speaking. Pronunciation, according to Putri (2021), is the production of a unique sound comprising characteristics, including aspiration, voicing, voice setting, intonation, and stress. The correct pronunciation is important in speech since it indicates what is being spoken. If the speaker mispronounces a term, the listener is likely to misunderstand it. Hence, pronunciation is the means by which a language creates an accepted and unambiguous lexical word.

Fluency is the fourth feature. Understanding how one delivers concepts and avoids the use of filling words ("um" and "ah") is required when conversing with others. Levis (2006) described fluency as the capacity to communicate at an effective speed, smoothly, and with the correct words without having to think too hard. Such excellent fluency enhances confidence in expressing thoughts and improves communication skills. We must meet the standards established by Samad et al. (2017) to be certified as fluent speakers. Hence, pauses may be extended but not frequent and are permitted at crucial transition points.

Precision is the final component. According to Clark (2007), precision relates to proper word understanding, correct grammar and structure, an excellent grasp of the meaning and message of language, and the avoidance of mistakes. By contrast, genre refers to the use of language in a manner that is appropriate to the overall structure of a particular speaking engagement.

Instructors must bear all five of these features in mind during the teaching to speak. It is vital that students and teachers pay attention to these attributes. Students should always be conscious of them to improve their performance when speaking. Ideally, EFL students should be given authentic content to develop these characteristics, some of which may be in the form of properly written English. Hence, these traits must be emphasized explicitly in EFL classes. Furthermore, teachers must consider these issues and provide authentic content to aid their students in the learning process during the teaching of speaking skills.

3. DIFFICULTIES IN TEACHING OF SPEAKING ENGLISH AS A FOREIGN LANGUAGE

In speaking classes, both novice and advanced students can experience difficulties. For novice students, vocabulary and grammar issues are typically prevalent, whereas advanced students generally struggle with critical thinking, connecting concepts, and developing suitable target language discourse.

Several studies have shown that podcasts can help students practice listening (Edisitingha, 2007 as cited by Fitria et al., 2015) and help them improve their public speaking skills. Baehaqi (2014) found that using podcasts in language classrooms may increase learners' enthusiasm and participation. Furthermore, Ramli and Kurniawan (2017) demonstrated that podcasts may expose students to numerous intriguing topics while providing various linguistic inputs.

Hasan and Hoon (2012) revealed that 87% of students enjoyed listening to podcasts because they are a pleasant method of learning English, and the students felt that podcasts helped improve their listening abilities.

Shiri (2015) emphasized the need to acquire technical competencies, that is, how to access (subscribe and download) podcast material and effectively use technology, in addition to pedagogical and content understanding. Instructors can acquire this technological competence through teacher training (Koehler and Mishra, 2009) or their colleagues. Before allowing students to use podcasts for educational purposes, instructors must ensure that the students know how to do this (Abdous et al., 2009; Hasan and Hoon, 2012). Istanto and Indrianti (2011) highlighted that both instructors and students require such technological know-how to maximize the use of podcasts as language learning aids.

In response to these concerns, Getie (2020) conducted a study to identify the three characteristics that induce in students, a hesitancy to practice their English. The first is a cultural element that influences how learners perceive the target language. The second pertains to linguistic issues, such as word choice, spelling, and verb tenses. The final factor is social and relates to students' ability to communicate in English with others, i.e., students have had only limited exposure to English.

To summarize, the problems encountered by EFL students in learning spoken English are entirely attributable to the students and teacher. Hence, to discover a solution, teachers must be able to identify the main challenges in delivering lessons on spoken English. One of the most effective strategies for assisting learners with their difficulties in learning to speak English is to provide alternative media in the form of

podcasts. Podcasts are considered a viable option because of the several advantages they offer in teaching and learning activities.

Before applying this technique to the teaching of speaking, not only issues identified in the teaching of EFL speaking but also commonly encountered obstacles throughout the teaching process must be addressed.

4. BENEFITS AND DRAWBACKS OF PODCASTING

In today's globalized world, the ability to communicate in English is increasingly crucial (Ushioda, 2017). Several tools have been developed to assist non-native speakers in learning English, one of which is the use of podcasts as language learning material. Podcasts, which comprise digital audio files uploaded to the internet, often as an episodic series, have grown in popularity as a source of learning resources in the academic world. Typically, they exist as audio files recorded and uploaded to a website for people to download and listen to later (Rosell-Aguilar, 2007). Similarly, Berry (2006) described podcasting as a revolutionary form of internet broadcasting that can be automatically used to transport digital audio content to mobile phones. Podcasts, according to Rosell-Aguilar (2013), have supplied language teachers with a plethora of teaching resources and can provide learners with real, free, and otherwise unavailable resources in non-English speaking contexts. Podcasting, in contrast to other kinds of media, may be seen as an alternative medium that offers actual content for potential use in the educational process.

Podcasts can provide a range of models for speaking performance, such as interviews, dialogs, conversations, and reports. Furthermore, as podcasts designed for English Language Teaching (ELT) have grown in popularity, they have supplied various resources that can assist both teachers and students in improving their speaking abilities during the teaching and learning process (Syofianis et al., 2015; Sze, 2006; Widiastuti, 2012). Some examples of the variety of podcast content include the following:

1. All-encompassing. This can involve a wide variety of material categories, including typical listening comprehension activities, interviews, and vocabulary.

2. Classes in their entirety. In one example of this type of podcast, every episode comprises a news article. The audio recording is accompanied by the text of the news story along with a lesson plan and worksheets. Essentially, these are ready-to-use podcast-based lessons that educators can implement immediately.

3. Vocabulary, colloquial idioms, etc. This is a popular type of podcast because of its simplicity. The host selects a range of suitable vocabulary pieces and explains their use in this audio format.

4. Prescribed conversations. These podcasts provide examples of conversations between native speakers. Each episode is accompanied by a script that students can refer to while listening as an aid for less proficient students.

5. Laughter. These podcasts incorporate jokes and thus encourage students to pay close attention to the way they incorporate language.

6. Storytelling. These are typically narrated stories that are followed by questions on listening comprehension.

7. Poetry. These are podcasts that feature classic poems. Students are encouraged to listen closely to the declamation while reading the poetry.

It is advisable for teachers to carefully consider the best model for teaching speaking skills from the above topic types. Content that includes a transcript, as well as various activities, tends to be more successful in the EFL learning process. Hence, teachers can provide audio information geared toward the teaching of speaking.

Lord (2008) claimed that several scholars have identified the benefits that podcasting can provide in language instruction. According to Chung and Kim (2015), when the option of using podcasts is available, teachers can more easily deliver authentic information in class. The podcast medium benefits students by bringing them nearer to the actual language and influencing their attitude and motivation.

Yoestara and Putri (2018) suggested that podcast materials can increase students' excitement while also instilling greater independence and confidence in speaking in other disciplines. Teachers can help students gain self-confidence and make the learning process more entertaining by using podcasts. This improved confidence is a result of students' enhanced ability to comprehend a topic's rhetoric through repeat hearing and oral presentation (Samad et al., 2017). Students find the learning process more intriguing and engaging because of better comprehension. This study thus hypothesizes that the podcast medium can help students improve their public speaking skills.

Scholars have offered the following justifications for applying podcasts in language learning classrooms:

1. Podcasting may be done at any time and from any location. Downloading and listening podcasts at their own leisure can help students save time, money, and energy (Farangi et al., 2015).

2. Personalization is a key feature that allows students to adapt their learning approaches and strategies. Grant and Basye (2014) defined personalized learning as the assessment and development of individual learners' unique abilities. It assesses and develops each learner's abilities on the basis of their personal requirements and learning styles.

3. When used as a supplement to e-learning, podcasting offers pedagogical benefits (Cebeci and Tekdal, 2006).

4. The ability to learn by listening is one of the most essential pedagogical qualities of podcasts. According to Farangi et al. (2015), listening to podcasts can help students learn more by providing comprehensible content accompanied by engaging activities.

5. When students listen to podcasts, learning becomes easier, faster, and more appealing (Stanley, 2006).

Independent podcasts are frequently used in ELT because they can be tailored to the requirements of different learners. An additional benefit of podcasting is that it fosters learner autonomy. Students can develop their public speaking abilities while avoiding the potential anxiety of speaking before an audience by creating their own podcasts behind the scenes (Sayadi and Mashhadi Heidar, 2018). Consequently, using a podcast to develop a student's speaking ability can be successful and efficient because it offers the abovementioned benefits.

Nevertheless, studies have identified some disadvantages of podcasts, specifically related to time and expense. Although podcasts are an alternate medium that can enhance students speaking skills, they are also time-consuming. Individual podcasts can be lengthy, and listening to them occupies a significant amount of time in the classroom that can be used otherwise. Moreover, novice pupils take longer to understand what is being said because of their limited vocabulary. Meanwhile, other students find podcasting to be unreasonably costly. Particularly in rural areas, few pupils own a cell phone, in which case the use of podcasts is unsuitable.

As previously noted, there are various advantages to using podcasts in the language learning process, and it is the responsibility of teachers to foresee and mitigate the difficulties and drawbacks of podcast implementation.

However, different factors must be considered when using technology to improve students' learning experiences. Students should use the content cautiously if it is intended to provide access to old lecture recordings or course material summaries and syntheses. If students use this form of technology as their primary source of information and concepts, their learning experience may suffer. In this case, ensuring that students possess the necessary study skills to utilize the available resources is critical.

Podcasts are an excellent educational tool for improving students' speaking and listening skills because they provide real material, encourage self-regulation, increase linguistic confidence, and promote active learning.

Similar to numerous other educational advances, the use of podcasts and their impact on traditional lectures will be influenced by how instructors and students are perceived within the institution rather than by technological capacity. The extant pedagogy will significantly affect the use of podcasts in these situations.

5. STEPS FOR INCORPORATING PODCASTS INSIDE THE CLASSROOM AND BEYOND

Both the instructor and students must be prepared when introducing podcasts into the language classroom. Primarily, teachers must thoroughly understand their own responsibilities. They assist in the learning process by acting as a facilitator, which suggests that they don't play a large part in the learning process, but they do make a definite contribution. Hence, as a facilitator, they should give direction on developing speaking skills and offer advice that can assist students in understanding the next stages in their own learning process. Guidance is a pedagogical technique that can be used to direct the preparation of students. Teachers can ask a sequence of questions designed to assist pupils in comprehending audio material. When teaching students how to speak, teachers must use actual resources from podcast media. Specifically, they must select a podcast that is suitable to the specific goals of a lesson from the enormous variety of available model podcasts.

One method for implementing the use of podcasts in the classroom is as follows. In groups of two, students listened to podcasts on various health topics with different titles. While listening, they were required to record information delivered by the teacher and pay attention to linguistic features, such as vocabulary and pronunciation. It was a goal of the lesson for students to improve their vocabulary and pronunciation accordingly.

After listening to the audio, students worked in groups of two to answer questions. Students were expected to communicate with each other in English and exchange their thoughts and views on the questions. This process was intended to improve students' involvement and critical thinking. Following this conversation, one student in each pair described their answers to their peers. They were required to communicate clearly and fluently and carefully consider their grammar, vocabulary, and pronunciation. The instructor then used the five elements of speaking to assess each student's speech and whether the listening students could identify any errors. If students mispronounced something from the podcast, the audio could be replayed at the conclusion of the presentation to ensure that pupils recognized the correct version. Repetition is critical in this case. Finally, a post-teaching section offered time for reflection and review when the instructor could analyze and reflect on what worked during the learning process and what did not.

Podcasts can also be used outside the classroom as authentic materials. Thus, students can be given the task of creating a presentation on the basis of the podcast theme but can pick the topic that most interests them. Students then choose from various podcast content supported by transcripts. This situation differs from the classroom. The instructor must prepare students to be autonomous and independent learners for exercises outside the classroom. The teacher, nonetheless, continues to oversee the process as a facilitator. Students can repeatedly listen to the audio until they attain accuracy and fluency. They can also benefit from reading the transcript while listening to the audio, which assists in improving their public speaking abilities. The teacher highlights the points to be addressed in the audio portion of the assignment, such as, What is the topic? What is the issue under discussion? What is the answer?

The students should then discuss their chosen audio topic and consider it an opportunity to practice speaking English in the manner of the native speaker. They should be able to relay material from the podcast accurately and fluidly. Through this practice, students' speaking performance will improve and they will be able to apply this strategy beyond the classroom.

Students will gradually become more driven and self-assured in their ability to speak English without hesitation. Perfect practice leads to perfect results, and as pronunciation improves, so will the students' ability to communicate concepts.

6. CONCLUSION

In the theoretical and research literature, it has been shown that podcasts have great potential in teaching English as a second language, particularly in oral communication. The literature further suggests that the benefits identified from deploying podcasts as a paradigm meet the requirements of EFL speaking enhancement. Podcasts can assist teachers in supporting their students to improve their classroom speaking abilities. Teachers can also assign students to work on projects outside the classroom, using podcasts as an example for students as they strive to enhance their speaking abilities autonomously and independently.

Despite the above, there is a dearth of literature and research on using podcasts to improve students' speaking skills within the classroom and beyond. Further research in this field is thus necessary. Nevertheless, this study of podcasts suggests that they can be used effectively to address difficulties in EFL speaking lessons.

REFERENCES

- Abdous, M., Camarena, M. M. and Facer, B. R. (2009). MALL technology: Use of academic podcasting in the foreign language classroom. *ReCALL* 21(1): 76–95.
- Baehaqi, L. (2014). Improving the Listening Skills through “the Discovery Listening Technique” Using Podcast, In S. Erliana and M. Z. Miftah (Eds.), *The Multifaceted Dimensions of English Linguistics, Literature, and Education: Proceedings of International Conference on the 2nd English Linguistics, Literature and Education*, pp. 129–138. Central Kalimantan: English Education Study Program, State Islamic College of Palangka Raya.
- Berry, R. (2006). Will the iPod kill the radio star? Profiling podcasting as radio. *Convergence* 12(2): 143–162.
- Cebeci, Z. and Tekdal, M. (2006). Using podcasts as audio learning objects. *Interdisciplinary Journal of E-Learning and Learning Objects* 2(1): 47–57.
- Chung, M.-Y. and Kim, H.-S. (2015). College students' motivations for using podcasts. *Journal of Media Literacy Education* 7(3): 13–28.
- Clark, U. I. L. (2007). *Studying Language: English in Action*. London: Palgrave Macmillan.
- Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. New York: Cambridge University Press.

- Farangi, M. R., Nejadghanbar, H., Askary, F. and Ghorbani, A. (2015). The effects of podcasting on EFL upper-intermediate learners' speaking skills. *Computer Assisted Language Learning Electronic Journal* 16(2): 1–18.
- Fitch-Hauser, M. and Powers, W. G., O'Brien, K. and Hanson, S. (2007). Extending the conceptualization of listening fidelity. *International Journal of Listening* 21(2): 81–91.
- Fitria, U., Vianty, M. and Petrus, I. (2015). Using podcast to improve students' listening and speaking achievements. *The Journal of English Literacy Education* 2(1): 55–68.
- Getie, A. S. (2020). Factors affecting the attitudes of students towards learning English as a foreign language. *Cogent Education* 7(1): 1738184.
- Graham, S. (1997). *Effective Language Learning: Positive Strategies for Advanced Level Language Learning*. Clevedon: Multilingual Matters.
- Grant, P. and Basye, D. (2014). *Personalized learning: A guide for engaging students with technology*. Washington, DC: International Society for Technology in Education.
- Hasan, M. and Hoon, T. B. (2012). ESL learners' perception and attitudes towards the use of podcast in developing listening skills. *The English Teacher* 41(2): 160–173.
- Jordan, M. (2007). What a podcast is and everything you need to know about podcasting. *The American Chronicle*. [Online URL: <http://www.americanchronicle.com/articles/viewArticle.asp?articleID=47099>] accessed on May 31, 2020.
- Istanto, J. W. and Indrianti. (2011). Pelangi Bahasa Indonesia podcast: What, why and how? *Electronic Journal of Foreign Language Teaching* 8(1): 371–384.
- Koehler, M. J. and Mishra, P. (2009). What is technological pedagogical content knowledge? *Contemporary Issues in Technology and Teacher Education* 9(1): 60–70.
- Levis, J. M. (2006). Pronunciation and the Assessment of Spoken Language. In R. Hughes (Ed.), *Spoken English, TESOL and Applied Linguistics*, pp. 245–270. London: Palgrave Macmillan.
- Lord, G. (2008). Podcasting communities and second language pronunciation. *Foreign Language Annals* 41(2): 364–379.
- McGarr, O. (2009). A review of podcasting in higher education: Its influence on the traditional lecture. *Australasian Journal of Educational Technology* 25(3): 309–321.
- Noom-Ura, S. (2013). English-teaching problems in Thailand and Thai teachers' professional development needs. *English Language Teaching* 6(11): 139–147.
- Putri, A. R. (2021). *The Effectiveness of Using Video Blog [Vlog] On students' Speaking Ability In Expressing Daily Activities For The First Semester of The Eleventh Grade of MA UNWANUL FALAH PESAWARAN In The Academic Year of 2020/2021*. Undergraduate Thesis. Universitas Islam Negeri Raden Intan Lampung, Indonesia.
- Rahayu, N. (2015). *An Analysis of Students' Problems in Speaking English Daily Language Program at Husnul Khotimah Islamic Boarding School*. Undergraduate Thesis. IAIN Syekh Nurjati Cirebon, Indonesia.
- Ramli, A. M. and Kurniawan, E. H. (2017). The use of podcast to improve students' listening and speaking skills for EFL learners. In Rakhmawati (Ed.), *Proceedings of the International Conference on English Language Teaching (ICONELT 2017): Advances in Social Science, Education and Humanities Research, Volume 45*, pp. 189–194. Amsterdam: Atlantis Press.
- Riadil, I. G. (2020). A study of students' perception: Identifying EFL learners' problems in speaking skill. *International Journal of Education, Language and Religion* 2(1): 31–38.
- Richards, J. C. (2008). *Teaching Listening and Speaking: From Theory to Practice*. New York: Cambridge University Press.
- Rosell-Aguilar, F. (2007). Top of the pods—In search of a podcasting “podagogy” for language learning. *Computer Assisted Language Learning* 20(5): 471–492.
- Rosell-Aguilar, F. (2013). Podcasting for language learning through iTunes U: The learner's view. *Language Learning & Technology* 17(3): 74–93.
- Samad, I. A., Bustari, A. and Ahmad, D. (2017). The use of podcasts in improving students' speaking skill. *Journal of English Language and Education* 3(2): 97–111.
- Sari, N. P., Putrawan, G. E. and Deviyanti, R. (2021). Students' grammatical error analysis in the recount text translation. *International Journal of Educational Studies in Social Sciences* 1(2): 73–80.
- Sayadi, M. and Mashhadi Heidar, D. D. (2018). The impact of using podcasts on Iranian autonomous /non-autonomous EFL learners' listening comprehension ability at pre-intermediate level. *International Journal of Research in English Education* 3(3): 72–82.
- Shiri, S. (2015). The application of podcasting as a motivational strategy to Iranian EFL learners of English: A view toward listening comprehension. *Advances in Language and Literary Studies* 6(3): 155–165.

- Stanley, G. (2006). Podcasting: Audio on the Internet comes of age. *Teaching English as a Second or Foreign Language: The Electronic Journal for English as a Second Language* 9(4): 1–7.
- Syofianis, S., Marhamah, M. and Oktasari, L. (2015). The effect of using podcast towards the listening comprehension of TIIE second semester students of English study program of Islamic University of RIAU. *Proceedings of ISELT FBS Universitas Negeri Padang* 3: 487–492.
- Sze, P. M.-M. (2006). Developing students' listening and speaking skills through ELT podcasts. *Education Journal* 34(2): 115–134.
- Torky, S. A. E. F. (2006). *The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students*. Doctoral Dissertation. Ain Shams University, Egypt.
- Ushioda, E. (2017). The impact of global English on motivation to learn other languages: Toward an ideal multilingual self. *The Modern Language Journal* 101(3): 469–482.
- Widiastuti, O. (2012). Enhancing students' listening skill through podcasts. *Jurnal Linguistik Terapan* 2(2): 42–49.
- Yoestara, M. and Putri, Z. (2018). PODCAST: An alternative way to improve EFL students' listening and speaking performance. *Englisia: Journal of Language, Education, and Humanities* 6(1): 15–26.