

# Enhancing Senior High School Students' Speaking Skills Through English Podcasts

Risa Amalia, Dian Novita\*

Universitas Muhammadiyah Sidoarjo, Mojopahit St., No. 666B, Sidoarjo, East Java, 61215, Indonesia

\*Corresponding author, email: diannovita1@umsida.ac.id

## Article History

Received: 5 April 2025

Revised: 29 April 2025

Accepted: 30 April 2025

Published: 1 May 2025

## Keywords

English

Podcast

Speaking Skill

## Abstract

This study investigates how English podcast activities impact students' speaking skills in senior high schools, focusing on 18 participants from MA Bilingual Muslimat NU Sidoarjo, Indonesia. Using questionnaires and interviews, the research explores students' perceptions, revealing positive attitudes towards podcasts despite challenges like vocabulary limitations and speaking anxiety. The findings highlight podcasts as effective tools for enhancing speaking proficiency and motivation in English learning. The study recommends integrating podcasts in classrooms to foster creative language learning and improve student engagement. Future research can delve deeper into students' interests and experiences with applied podcasts.

**How to cite:** Amalia, R., & Novita, D. (2025). Enhancing Senior High School Students' Speaking Skills Through English Podcasts. *Teaching, Learning, and Development*, 3(2). 109–115. doi: 10.62672/telad.v3i2.61

## 1. Introduction

In this global era, English is a language that is in great demand by people to learn and improve, even though English is difficult to learn (Fajrina, 2015). There are various skills that must be mastered and learned in English, one of them is speaking ability (Prasetya & Nuraeni, 2021). Speaking skill is one of the English language skills that must be improved (Alfa, 2020). Speaking is one of the English skill that needs to be developed because it can show that someone can use English and convey his opinion to others in communication (Fitria et al., 2006). The mastery of English-speaking skills for many foreigners has become a priority to learn and improve since it. Often can be used to evaluate the success and effectiveness of English courses based on their proficiency when speaking English (Inayah & Lisdawati, 1970).

Mastering speaking skills is not easy. In Indonesia, some students still have difficulty speaking English. Lack of knowledge of English vocabulary and fear of making mistakes when speaking or being embarrassed are difficulties experienced by Indonesian students (Asworo, 2019). These problems make it difficult for individuals to articulate or transmit ideas verbally. For this, teaching English speaking requires interesting and interactive learning (Rao, 2019). Therefore, teachers are required to support students to practice the language (Samad et al., 2017). Teachers provide students with many opportunities to practice English, one of which is by utilizing technological media which is now growing (Nova, 2022). Students need to practice speaking English as much as possible. So by giving the opportunity to practice English will make students feel more confident in communicating with each other. Since speaking skill is important, the teacher is required pay special intention to it (Lestary, 2021).

In the era of digital development, there are many technological media that can help improving students' speaking skills, one of which is by using podcasts (Wulan, 2018). Students and teachers can use podcasts within and outside of the classroom to promote comprehensive instructional aspects and information that will aid and motivate students to study foreign languages more effectively. (Shafiee & Salehi, 2009). Podcasts are generally used to tell stories or share stories, and provide information to the media (Rosita, 2022). Many schools have implemented the use of podcast media as English language learning, one of which is in Indonesia. Podcasts are assumed to be an alternative strategy because they contain many topics spoken by native English speakers (Rahmasari et al., 2021). As a form of media, podcasts have many benefits for language learning and have several features that other language learning media do not have (Rosyidah et al., 2021). One of the advantages of developing podcasts in education is that students can learn directly from experience (Nurhamdah, 2020). Students can record performances and post them to the Internet (Zahan Chowdhury, 2019). So they are more likely to pay attention to the preparation because they know it can be heard by people all over the world. There are many models provided in podcasts such as reports, conversations, discussions and interviews. In terms of speaking skills, podcasts can also help students, especially those who lack confidence to speak in front of an

audience because podcasts can be produced behind the scenes (Sze, 2007). Thus, using podcasts will be effective and efficient in improving students' speaking skills. Therefore, the aim of the research is to find out how students perceive about English podcast activities that has been implemented by one of the schools in Sidoarjo, Indonesia.

There has been much previous research about students' perception using podcast, either at the school or at the university. One of the research was conducted by Rahmasari, Ahmad, and Kamil (2021). The participant of the research is the first-grade students of the vocational high school 2019/2020. The research used phenomenology design with method qualitative approach. The results showed that students had a positive perception of using podcasts in teaching speaking and interesting because it has a lot of topics that they could listen and practice speaking whenever they wanted. Podcasts also improved students' achievement. Next research is from Pusvita, Idrus, and Supraptiningsih (2022). The participants in this study were from various universities in Indonesia with 162 students from various majors (English and non-English) who were learning English through English Podcasts. This research employed an explanatory sequential design approach. The results showed that Indonesian students were quite used to learn English by using podcasts. By listening to English podcasts, students could add new vocabulary, improve their pronunciation better, and motivate them to speak. Another research has been conducted by Sengang, Pelenkahu, and Muntuuntu (2022). The participants were vocational high school Cokroaminoto Kotamobagu third grade computer and network engineering students. The researcher employed a quantitative approach. The findings of the questionnaires revealed a favorable reaction based on students' experiences with using podcasts as learning media. English podcasts were a great medium for learning English, particularly for improving speaking abilities.

Although the previous research explained the students' perceptions of using podcast media to improve speaking skills, the study is crucial to be conducted. Because podcast can practice speaking skills, and practice students' self confidence in front of the camera. Podcast also has a lot of topics to discuss. The present study does not only focus on students' perceptions toward the English podcast activities for speaking skills, but also finds out what problems that students face in English podcast activities that have been implemented in school.

Based on pre-observations at one of the private senior high schools in Sidoarjo, it shows that the school has implemented podcast activities which have been running for about one and a half years. The purpose of this English podcast activity is as a forum for students to express themselves and exchange information, practice language skills, especially speaking, and increase confidence to speak in front of the camera. There are several students who can already speak English with native speakers in English podcast activities. However, there are more students who are still not fluent in speaking English, they lack confidence and lack vocabulary mastery when doing English podcast activities. Based on the background above, the aim of this research is to know more about students perceptions and the problem toward English podcast activities that has been implemented at one of the private senior high schools in Sidoarjo, Indonesia. Therefore, the researcher questions that can be formulated as follows: (1) What are the students' perceptions toward the English podcast activities for speaking skill? (2) What are the problems students face when doing English podcast activities?

## 2. Method

To obtain the data, this study was conducted use analyzed descriptively by explaining the results in depth. The research was conducted at one of the private schools in Sidoarjo, Indonesia, namely MA Bilingual Muslimat NU Sidoarjo. The participants of this study involved 18 students who have experienced in English podcast activities. To fill in the data, the researcher chose four students consisting of two students who can speak English fluently and two other students who are still not fluent in English.

To collect the data, there are two instruments used in this study: questionnaires and interview. Questionnaires are the first instruments. It is appropriate for investigating attitudes, perceptions and opinions (Louis Cohen, 2018). The researchers used close-ended questionnaires with rating scale. The questionnaires are adapted with slightly modifying it which has the same topic of students' perceptions of podcasts. The questionnaires were adjusted into twelve statements divided into two halves. The statements of number 1-8 are the first part of questionnaires to explore students' perceptions toward the English podcast activities. Meanwhile, the statements of questionnaires number 9-12 are the second part with the aim of finding out the students' problems in English podcasts activities.

The second instrument use interviews with focus on providing participants the chance to discuss about their perceptions of the situation and how they understand it from their own point of view (Louis Cohen, 2018). The interview was conducted for enhancing and clarify the information obtained from the questionnaires. This study's interview is adapted and uses a semi-structured interview. The goal of this interview is to openly identify concerns, and respondents are requested to provide their thoughts on the activities of utilizing English podcast media to enhance speaking skills. The interviews conducted with four students. The interviews there are three questions. The first and second questions of the interviews to support data relating to students' perceptions toward the English podcast activities. Meanwhile, the third questions are to find out more about the problems students face when doing English podcast activities.

The data is analyzed descriptively because the case study's characteristics are to describe and explain a phenomenon in a systematic way (L, 2017). The participants filled out a questionnaire on the Google form. In the questionnaires there are only four answers: Strongly agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The questionnaires are calculated from the total frequency of each student's answer to the item using the proportion formula. It helps in categorizing the overall number of respondents who respond to the item. Then the results of the questionnaires are described. Furthermore, students answered in-depth interviews. Here the interviews are recorded. Then the record of interviews were transcribed so that the data can be analyzed. The next step is to interpret the data based on the research questions. After analyzing the two instruments, the data is concluded with a description.

### 3. Results and Discussion

#### 3.1. The Students' Perceptions Toward the English Podcast Activities for Speaking Skill

The study used questionnaires with eighteen students to further clarify the data. The statements in the questionnaires were categorized into percentages. The diagram depicts the results.

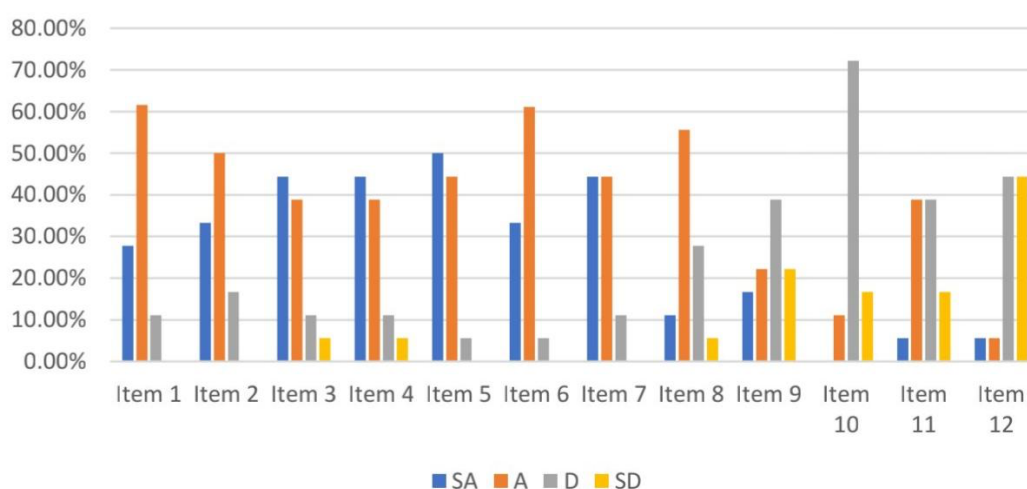


Figure 1. The Result of Questionnaires

The first statement was about students' feelings towards English podcasts. The diagram showed that most of the students agree (61.1%) and a small percentage of students (27.8%) stated they strongly agreed. Meanwhile, students who showed disapproval of English podcasts by answering disagreed (11.1 %). This finding is in line with research by Darwis (2016) which stated that students like English podcast activities to improve their English, especially in speaking ability.

The second statement asked if students enjoyed taking part in English podcast activities. According to the graphic, the majority of students (50%) agree, and a minor proportion (33.3%) strongly agree that they appreciated participating in English podcast activities. This showed that students are happy with English podcast activities at school.

According to the third statement, a small percentage of students (38.9%) agree and a large amount of students (44.4%) strongly believe that podcasts can help students learn to speak English. This showed most of students agree that English podcasts can help students to learn or improve speaking skills. However, some students (11.1%) disagree and strongly disagree (5.6%) with this statement. This means that some students may have problems doing English podcast activities. From this explanation, many students consider English podcast activities to help their English-speaking skills. This finding is in line by Senggang, Pelenkahu, and Muntuuntu (2022) which claimed that using podcast media had a positive impact on students, especially for improving speaking skills.

For the fourth statement, it is about students' opinion that English podcasts can motivated students to learn to improve their speaking skills in English. From the diagram, the majority of students (44.4%) who strongly agree and the number of students who agree (38.9%) that English podcasts can motivated learning to improve English speaking skills. In addition, some students (11.1%) disagree and a small percentage from students (5.6%) strongly disagree with this statement.

Furthermore, the fifth statement about the students' opinion that podcasts can improve English pronunciation skills. The diagram showed that half of the students (50%) strongly agree and agree (44.4%) that English podcast activities can improve students' pronunciation of English. On the other hand, only a small percentage (5.6%) disagree with this fifth statement.

The sixth statement is about whether English podcast activities can help students feel confident when speaking English. The diagram showed that almost all students (61.1%) agree and some students (33.3%) who answered strongly agree with the statement. A small percentage of students disagree (5.6%) with the statement that they felt that English podcast activities were still lacking to build confidence when speaking. This finding is in line with research by Rosyidah, Furaidah, and Suryati (2021) which stated that using podcasts was beneficial for students speaking skills, either in academic or in psychological aspects like their confidence, and motivation.

The seventh statement showed that the number of students (44.4%) agree and strongly agree has the same percentage for the statement that students participating in English podcast activities can have full speaking experience in English. However, there is also a small percentage of students (11.1%) who disagree with the statement. From the percentage of questionnaire statements, many students agreed that by participating in the podcast activity they would gain full experience of speaking English.

The next statement was about whether students want English podcast activities to be implemented in speaking class. A small percentage of students (11.1%) strongly agree with the statement, and half of the students (55.6%) do as well, according to the graphic. This is a great recommendation for teachers who want to use podcasts in their lessons. (Darwis, 2016). Additionally, it demonstrates that students disagree (27.8%) and strongly disagree (5.6%) with the claim that they oppose the use of English podcasts in speaking classes.

The ninth statement that English podcast activities were new to them was agreed with by a small percentage of students (16.7%) and some students (22.2%). On the other hand, most students (38.9%) disagreed and strongly disagreed (22.2%) with this statement. This showed that students do not agree that English podcasts are new to them, but they are familiar with English podcasts.

The tenth statement is that English podcast activities are boring for students. Based on the diagram, the majority of students (72.2%) disagree and strongly disagree (16.7%) with this statement. This showed that English podcast activities are interesting for students. Only a small percentage of students (11.1%) agree that the English podcast activities are dull.

The next statement was about whether English podcasts are more difficult than Indonesian podcasts. The diagram showed that a small number of students (5.6%) strongly agree and most students (38.9%) agree with this statement. On the other hand, students (38.9%) disagree with the same number of students who chose to agree. In addition, 16.7% of students strongly disagree with the statement, which is a small percentage. This showed most of the English podcast students are not difficult.

The last twelfth statement can be seen in the diagram showing that almost half of the students (44.4%) chose to disagree and strongly disagree with the statement about English podcast activities that made them uncomfortable. They showed that doing this English podcast activity is comfortable. On the other hand, the twelfth statements was agreed upon and highly agreed upon by a modest a percentage of students (5.6%). This finding is in line with Lestary (2021) stating that the absence of an audience or the feeling that students are not the center of attention can help them speak more comfortably.

### 3.2. The Problems Students Face When Doing English Podcast Activities

Semi-structured interviews were used to support and clarify the questionnaire data findings. Four kids were interviewed as a sample. The discussion in this section was about kids' perceptions of English podcast activities at school. According to the interviews, most of the students had positive perspectives on the English podcast activities.

The first question is related to students' feelings towards English podcast activities. Students were asked whether they liked English podcasts and what they thought about English podcast activities. One of the students, A.Z.Z, stated that: "*Saya suka kegiatan podcast bahasa Inggris. Podcast bahasa Inggris dapat meningkatkan rasa percaya diri berbicara bahasa Inggris di depan umum*" (I like English podcast activities. English podcasts can increase my confidence to speak English in public).

The first interview All students said that they liked the English podcast activity. This showed that students like English podcast activities at school. Students can practice and improve their English-speaking skills. English podcast activities enable students to use their technology-based entertainment system to achieve learning goals, especially to improve their communicative competence (Hikmah et al., 2021). This finding is in line with

research by Li (Ho Ching Li, 2010), but there is a slight difference in the reasons students like English podcasts and use English podcasts. They like English podcasts to improve their listening skills in English conversations.

The second question is about students' opinions that language podcast activities at school can be used to learn English. F.P., replied: "*Podcast bahasa Inggris bisa sangat membantu bahasa Inggris saya lebih baik. Apalagi saya pernah podcast bahasa Inggris bersama native speaker. Jadi saya seperti bisa tau bagaimana pengucapan kata yang benar dengan native speaker tersebut. Lalu saya juga bisa membuka ide-ide seperti dia tanya begini terus aku jawabannya harus benar-benar cepet tanggap harus bagaimana*" (English podcasts can really help my English better. Moreover, I have done an English podcast with a native speaker. So I feel like I can know how to pronounce the word correctly with the native speaker. Then I can also open up ideas like he asked me like this and I answered that I have to be really responsive, what should I do).

The students were asked if participating in English podcasts could aid in their language acquisition. Based on the findings, every student agrees that podcasts are useful in English learning. This showed that English podcast activities can help them learn English better. They learn how to pronounce the correct words in English live on video. They are also happy with native speakers who can help them improve their English skills. The podcast also motivates students to manage their concentration on tasks, identify new vocabulary, memorize spoken word sounds, and enhance their linguistic proficiency to better study English. (Indahsari, 2020). This finding is in line with research by Rahmasari, Ahmad, and Kamil (2021), podcasts are useful for helping students learn to speak and achieve. Students agree that the use of podcasts in the process of learning to speak has a good impact on improving their speaking skills.

The third question is meant to gather information on the challenges involved that students have when taking part in English podcast activities. One student, M.I.S., stated this: "*Ada kesulitan saat saya melakukan kegiatan podcast bahasa Inggris. Seperti kurangnya pengetahuan kosa kata saya karena ini pertama kalinya saya mengikuti kegiatan podcast bahasa Inggris. Lalu terkadang seperti lupa kosa kata sehingga lihat teks jika ada. Apalagi bahasa Inggris saya masih kurang belajar dan berlatih*" (There are difficulties when I do English podcast activities. Such as my lack of knowledge of vocabulary because this is the first time I have participated in an English podcast activity. Then sometimes it's like forgetting vocabulary so look at the script if there is one. Moreover, my English is still lacking in learning and practicing).

The crucial problem faced by students when participating in English podcast activities is a lack of confidence, vocabulary and difficulties when the discussion goes off topic. Similar to the results of research by Nova (Nova, 2022) that students feel some problems with anxiety, nervousness and fear of making mistakes. Even though they didn't face their audience visually, they could feel that many people could realize their mistake by listening to their explanation.

From the results of questionnaire data and research interviews related to English podcast activities for students' speaking abilities that have been carried out, they received positive responses from students. English podcast activities held at schools can help students learn English by speaking English which is recorded and then uploaded on YouTube. Students are also happy with the presence of a native speaker. Students take turns having the opportunity to do English podcast activities with the native speakers. Students become more familiar with the correct pronunciation of vocabulary and know new vocabulary that they have never heard of. They become more confident when they speak English. Students can use podcasts as learning resources, experience the technological aspects of podcasting and encourage learning outside the classroom (Goldman, 2018). Students' language podcast activities show amazing potential for improving language speaking skills due to the complex cognitive processes involved in creating podcasts. Multimodal podcasts encourage students to practice spoken language outside of the classroom, which supports teaching and learning. (Phillips, 2017).

The data also show that podcasts have motivated students to study English. Activities including English podcasts can introduce students to intriguing topics and clear native pronunciation, making learning more enjoyable. The study's findings also revealed problems that students had while participating in English podcast activities. In particular, students seem to have problems related to a lack of knowledge of words. They have difficulty if there is a word they want to say but they don't know English for the word they want to say. They also sometimes feel offended which makes them unable to focus on digesting what the other person is talking about and also have to suddenly stop in the middle of a conversation to remember the vocabulary to be conveyed. So it can be concluded that the problems they face when participating in English podcast activities take place are a sense of concern from themselves so that they are not focused and the English vocabulary that will be conveyed is difficult or forgotten.

## 4. Conclusion

The overall findings showed that students have a positive perceptions towards English podcast activities to speaking skill held by the school. The findings show that students have fun in participating in English podcast activities as a way to improve students' speaking skills. Students agree that podcasts can help them learn English

and they are willing to use podcasts as an alternative way to learn English. Apart from that, the podcast also motivates them because it engages their interests. English podcast content and original pronunciation that are clearly derived from podcasts can hone their skills, especially speaking skills. There are problems that students confront when taking part in English podcast activities, in addition to all the advantages that come with them. Many of them face the problem of lack of knowledge of vocabulary and topics that they are not good at. Activities based on English podcasts can be a different and creative computer-based learning tool that can raise students' comprehension and speaking proficiency. In other words, using English podcasts as a medium to improve students' English learning, particularly speaking skills, is successful.

Based on these study conclusions, there are some suggestions offered for schools as well as English teachers, students, and other researchers who are interested in doing the same research. For schools and English teachers, it is suggested that this English podcast activity can also be applied in the classroom for learning English speaking and listening. So learning English becomes more creative and fun. Implementing Podcasts in the teaching and learning process makes it possible to improve their speaking and listening skills in English. In addition, students can have fun learning experiences that can increase their motivation in learning English. It is also suggested that students use Podcasts as an alternative to computer-based media in listening and speaking to help them develop and improve their English skills. Furthermore, students can use the internet to find more realistic materials to enhance their listening and speaking practice. They will benefit from practice in order to improve their English skills. For other researchers who also want to do research on the same topic, it is suggested that in order to find out more deeply about students' interest in the applied podcasts.

## Author Contributions

All authors have equal contributions to the paper. All the authors have read and approved the final manuscript.

## Funding

No funding support was received.

## Declaration of Conflicting Interests

The author declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

## Acknowledgement

The researcher would like to thank those who have participated in helping to complete this research.

## References

- Alfa, R. R. (2020). Using podcast as authentic materials to develop students' speaking skill. *JELLT (Journal of English Language and Language Teaching)*, 4(1), 65-74.
- Asworo, C. W. (2019). The analysis of Students' difficulties in speaking English at the tenth grade of SMK N 2 Purworejo. *Journal of English Education and Teaching*, 3(4), 533-538.
- Budiasningrum, R. S., & Rosita, R. (2022). Using Podcasts to Improve Listening and Speaking Skills: Literature Review. *JOLADU: Journal of Language Education*, 1(1), 13-20.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge.
- 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.
- Fajrina, D. (2015). Students' learning strategies for developing speaking ability. *Studies in English language and Education*, 2(1), 16-28.
- Fitria, U., Vianty, M., & Petrus, I. (2015). Using podcast to improve students' listening and speaking achievements. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, 2(1), 55-68.
- Goldman, T. (2018). The impact of podcasts in education. *Advanced Writing: Pop Culture Intersections*, 29, 1-15.
- Hikmah, H., Nugroho, W., & Azmi, U. (2021). Improving Aliyah students' speaking skills by using podcast. *Edukatif: Jurnal Ilmu Pendidikan*, 3(6), 5057-5065. <https://doi.org/10.31004/edukatif.v3i6.1626>
- Ho Ching Li. (2010). Using podcasts for learning English: Perceptions of Hong Kong secondary 6 ESL students. *Journal of Languages, Linguistics and Area Studies*, 1(2), 78.
- Inayah, R., & Lisdawati, I. (1970). Exploring students' difficulties in speaking English and their attitude in speaking English. *Acuity: Journal of English Language Pedagogy, Literature and Culture*, 2(1), 12-23. <https://doi.org/10.35974/acuity.v2i1.585>
- Indahsari, D. (2020). Using podcast for EFL students in language learning. *JEES (Journal of English Educators Society)*, 5(2), 103-108. <https://doi.org/10.21070/jees.v5i2.767>

- Lestary, A. (2021). An Exploration On The Use Of Podcast In Speaking Class. *ENLIT*, 1(1), 1-1. <https://doi.org/10.33654/enlit.v1i1.1242>
- Lune, H., & Berg, B. L. (2017). *Qualitative research methods for the social sciences* (9th ed., Global ed.). Pearson Education Limited.
- Nova, M. (2022). Using online podcast as a speaking activity in online classroom. *Pedagogy: Journal of English Language Teaching*, 10(1), 38. <https://doi.org/10.32332/joelt.v10i1.4602>
- Nurhamdah, H. M. (2020). *Journal of Linguistics and English Teaching Studies*, 25-43.
- Phillips, B. (2017). Student-produced podcasts in language learning – Exploring student perceptions of podcast activities. *IAFOR Journal of Education*, 5(3), 157-171. <https://doi.org/10.22492/ije.5.3.08>
- Prasetya, E. P., & Nuraeni, N. (2021). The use of podcast to promote students' speaking ability in online learning at the Covid pandemic 19. *Journal of English Educational Study (JEES)*, 4(1), 11-20. <https://doi.org/10.31932/jees.v4i1.794>
- Pusvita, I., Supraptiningsih, N., & Idrus, H. (2022). Students' perception towards podcast as supplementary media to learn English-speaking Indonesia context during Covid-19 pandemic. In: *International Undergraduate Conference on English Education (IUCEE)*, 1(1), 101-109.
- Rahmasari, W., Ahmad, Y. B., & Kamil, A. B. (2021). Students' perception on utilizing podcast in learning speaking skill. *Journal of Applied Studies in Language*, 5(1), 101-107. <https://doi.org/10.31940/jasl.v5i1.2379>
- Rao, P. S. (2019). Teachers and learners perception towards the use of podcasts for learning English at the undergraduate level in Bangladesh: An empirical study. *Alford Council of International English & Literature Journal (ACIELJ)*, 401(2), 6-18.
- Rosyidah, A., Furaidah, & Suryati, N. (2021). English department students' experience and opinions on the use of podcast for learning English independently. *JoLLA: Journal of Language, Literature, and Arts*, 1(1), 106-120. <https://doi.org/10.17977/um064v1i12021p106-120>
- Samad, I. A., Bustari, A., & Ahmad, D. (2017). The use of podcasts in improving students' speaking skill. *[Nama jurnal tidak disebutkan]*, 3(2), 97-111.
- Sengang, A. E., Pelenkahu, N., & Muntuuntu, M. (2022). *JoTELL: Journal of Teaching English, Linguistics, and Literature*, 1(1), 63-83.
- Shafiee, F., & Salehi, H. (2009). The effects of podcasting on listening and speaking skills: A review paper. *7th National Congress of Applied Research in Language Studies*, 4(1), 93.
- Sze, P. M. (2007). Developing students' listening and speaking skills through podcasting. *Education Journal*, 34(2), 115-134.
- Wulan, O. R. N. (2018). The effect of implementing podcast in enhancing students' speaking achievement in the fully digital era. *PEOPLE: International Journal of Social Sciences*, 3(3), 1173-1185. <https://doi.org/10.20319/pijss.2018.33.11731185>
- Zahan Chowdhury, N. (2019). Teachers and learners perception towards the use of podcasts for learning English at the undergraduate level in Bangladesh: An empirical study. *International Journal of Advanced Research*, 7(8), 505-516. <https://doi.org/10.21474/ijar01/9527>