

Students' Perceptions of Using Podcasts for Learning English Speaking

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ARTICLE INFO	ABSTRACT
Received: 28 February 2026	This study investigated the perceptions of 65 third-grade students at SMK Cokroaminoto Kotamobagu regarding the use of podcasts in learning English speaking. A quantitative research design was employed, and data were collected through a 20-item questionnaire adapted from Rahmatia and Widiastuty (2019). The questionnaire used a five-point Likert scale consisting of Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. The instrument was tested for validity using Pearson's Product-Moment Correlation, and all items were found to be valid. The data were analyzed using percentage calculations and categorized into three indicators: experience of using the media, media availability and effectiveness, and learning outcomes. The findings revealed that students generally had highly positive perceptions of using podcasts for English speaking learning. The first indicator showed 95% positive responses, indicating that students had favorable experiences when learning through podcasts. The second indicator received 93% positive responses, suggesting that students perceived podcasts as accessible and effective learning resources. The third indicator also showed predominantly positive responses, particularly regarding students' motivation and perceived pronunciation development. Overall, the findings indicate that podcasts were perceived as enjoyable, flexible, accessible, and useful supplementary media for English speaking instruction. The study concludes that podcasts have strong potential to support students' English speaking learning by providing additional exposure to spoken English and opportunities for learning beyond the classroom.
Accepted: 10 June 2026	
Published: 01 July 2026	
Keywords: English, Podcast, Media, Speaking	

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DOI: <https://doi.org/10.59011/fle.1.2.2026.100-111>

1. Introduction

Language is a fundamental means of human communication through which individuals convey ideas, express meanings, and establish relationships. It also functions as an important means of expressing human identity (Muhammad, 2011). In an increasingly interconnected world, language has become essential for communication across geographical and cultural boundaries. Among the languages used internationally, English has developed into one of the most widely used languages for global communication.

English has achieved the status of a global language and is used in many countries for educational, professional, economic, and social purposes (Egamberdiyev, 2025). According to Crystal (1997, 2003), a language achieves genuine global status when it develops a special role that is recognized in every country. The increasing use of English as a second or foreign language has made English proficiency increasingly important in international communication and education (Chandrakar, 2024). In Indonesia, English is also an important subject in schools because it provides students with linguistic resources for academic development and future communication needs (Rahmah, 2023). Furthermore, the widespread use of English on the Internet makes English proficiency particularly valuable for accessing information and knowledge through digital sources (Alfitri, 2011).

Despite its importance, Indonesian learners may experience difficulties in developing English communicative competence, particularly speaking skills. Dewi (2007) examined the strategies used by Indonesian senior high school students to overcome problems in speaking English, demonstrating the challenges learners may encounter in developing oral communication. English learning involves four interconnected skills: listening, speaking, reading, and writing (Brown, 2000). Listening provides learners with important language input and helps them become familiar with pronunciation and spoken language (Radjabova, 2026), while listening and speaking are closely related because exposure to spoken English can support learners' oral production (Holtzhauer, 2022). Reading enables learners to obtain information through written texts (Fitrianingsih et al., 2025), while writing allows them to communicate ideas in written form. Therefore, mastering these four skills is essential for developing overall English proficiency (Pradhani, 2025).

Among these skills, speaking is particularly important because it enables learners to communicate and interact directly with others. Speaking is a productive language skill through which individuals produce oral language to convey meaning (Rose & Martin, 2012). Developing speaking proficiency requires not only knowledge of vocabulary and grammar but also sufficient exposure to spoken English and opportunities for meaningful practice. However, Indonesian learners may have limited opportunities to use English in everyday communication because English generally functions as a foreign language. This condition highlights the need for alternative learning resources that can provide students with greater exposure to spoken English.

The development of digital technology has created new opportunities for learning English beyond conventional classroom instruction. Various digital resources, including podcasts, can provide learners with flexible access to English materials (Chan & Lee, 2005). Podcasts are particularly relevant to speaking development because they expose students to spoken English and everyday communication. Through podcasts, students can listen to conversations, become familiar with pronunciation, and repeatedly access learning materials according to their needs. Bahri and Halimatussadiah (2024) argue that podcasts can support students' English speaking development by exposing them to everyday conversations, familiarizing them with English pronunciation, and providing opportunities for speaking practice.

The potential of podcasts as language-learning resources has also been recognized in previous studies. Rosell-Aguilar (2007) suggests that podcasts can provide an alternative resource for language learning and extend learning beyond traditional classroom practices.

The benefits of podcasts are not limited to listening, as podcast-based activities can also support pronunciation, grammar, vocabulary, and other aspects of language learning (Chan et al., 2011; Kaplan-Leiserson, 2005). The flexible nature of podcasts allows students to access learning materials beyond classroom time and space, making them potentially useful as supplementary resources for English instruction.

Based on these considerations, podcasts may provide a relevant and flexible medium for supporting English speaking development among Indonesian students. However, students' perceptions are important in determining whether a learning medium is considered accessible, enjoyable, useful, and appropriate for classroom instruction. Therefore, this study examines the perceptions of third-grade students at SMK Cokroaminoto Kotamobagu regarding the use of podcasts in learning English speaking, focusing specifically on their experience of using the media, media availability and effectiveness, and perceived learning outcomes.

2. Method

This study employed a quantitative research design. Quantitative research emphasizes the use of numerical data and statistical procedures in the processes of data collection and analysis. Bryman (2001) explains that quantitative research places emphasis on numbers and figures in the collection and analysis of data. Accordingly, this approach was considered appropriate for the present study because the researcher sought to quantitatively measure students' perceptions of the use of podcasts in learning English speaking.

The research was conducted at SMK Cokroaminoto Kotamobagu, located in Kelurahan Molinow, Kecamatan Kotamobagu Selatan, Kota Kotamobagu. The population of the study consisted of third-grade students of the TKJ (Teknik Komputer dan Jaringan) program. The participants were drawn from three classes, with approximately 20–25 students in each class. Thus, the students enrolled in the three third-grade TKJ classes constituted the population of the study.

The data were collected using a questionnaire. According to Arikunto (2002), a questionnaire is a set of written questions used to obtain information from respondents concerning themselves or other matters relevant to the research. In this study, the questionnaire consisted of 20 items, comprising 16 positively worded items and four negatively worded items. The questionnaire was administered to obtain data concerning students' perceptions of the use of podcasts in learning English speaking. The questionnaire was adapted from Rahmatia and Widiastuty (2019), particularly from their study entitled *Students' Perceptions towards the Use of Podcast in Listening Class*. The adaptation was intended to ensure that the questionnaire items were relevant to the context of the present study, particularly students' perceptions of podcast use in English speaking instruction.

The questionnaire employed a five-point Likert scale. The respondents were required to indicate their level of agreement with each statement by selecting one of five response categories: strongly agree, agree, neutral, disagree, or strongly disagree. The use of the Likert scale enabled the researcher to quantify the respondents' perceptions systematically. This type of measurement is consistent with Petrillo et al. (2011), who describe the Likert scale as a measurement approach in which participants indicate their degree of agreement with particular statements. For the positively worded questionnaire items, the scoring was arranged according to the degree of agreement, with *strongly agree* receiving the highest score and *strongly disagree* receiving the lowest score. Conversely, for the negatively worded items, the scoring was reversed so that the responses could be interpreted consistently with the positive items.

The validity of the research instrument was examined using Pearson's Product-Moment Correlation. This technique was used to determine the validity of each questionnaire item by examining the correlation between the score of each item and the total score. The validity of

each item was determined by comparing the obtained *r*-item value with the *r*-table value. An item was considered valid when the *r*-item value was greater than the *r*-table value. Based on the results of the validity test, all questionnaire items were found to be valid because their *r*-item values were greater than the *r*-table value. Therefore, all items were retained and used in the data collection process.

Reliability refers to the consistency of measurement results. A measurement instrument is considered reliable when it produces consistent results when applied under similar conditions. Babu and Kohli (2023) explain that reliability concerns the consistency of scores obtained from a measurement instrument. In this study, the reliability of the questionnaire was tested using Cronbach's alpha technique to determine the internal consistency of the questionnaire items. The reliability calculation followed the procedure described by Somantri and Muhidin (2014). The resulting Cronbach's alpha coefficient was subsequently interpreted based on the established reliability criteria.

The research procedure consisted of several systematic stages. First, the researcher distributed the questionnaire to the selected participants. Second, after the participants had completed the questionnaire, the researcher collected all of the completed questionnaires. Third, the collected data were processed to prepare them for analysis. Finally, the results of the processed data were presented in the form of percentages.

The collected data were analyzed using a percentage calculation. The percentage formula was employed to determine the proportion of responses obtained for each questionnaire item. The calculation was expressed as follows:

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

where *P* represents the percentage of responses, *f* represents the total number of responses for a particular item, and *N* represents the total number of respondents. The percentage calculation was based on the procedure proposed by Brown (2004). The resulting percentages were then used to describe and interpret the students' perceptions of the use of podcasts in learning English speaking.

3. Results

The research was conducted with 65 third-grade students of SMK Cokroaminoto Kotamobagu by distributing a questionnaire to investigate their perceptions of the use of English podcasts in learning speaking. The questionnaire consisted of 20 statements, including positive and negative statements, and employed a five-point Likert scale consisting of Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). For the negative statements, the scoring was reversed to ensure consistency in interpreting the respondents' perceptions. The questionnaire responses were subsequently analyzed using percentage calculations to determine the distribution of students' perceptions of the use of English podcasts.

The findings indicate that the students generally demonstrated positive perceptions toward English podcasts. Regarding their general interest in podcasts, 61% of the students strongly agreed and 31% agreed with the statement, while 6% were neutral and 2% disagreed. Thus, 92% of the students expressed positive responses, indicating that the majority of students had a favorable attitude toward podcasts. In terms of accessibility, 49% strongly agreed and 49% agreed that podcast audio files were easy to access, while 2% remained neutral. This result indicates that 98% of the students perceived podcast audio files as accessible learning materials.

The students also reported positive perceptions regarding the contribution of podcasts to their English communication. Specifically, 38% strongly agreed and 57% agreed that they could communicate in English better than before, while 3% remained neutral and 2%

disagreed. Therefore, 95% of the students expressed positive responses toward the perceived improvement in their English communication. The flexibility of podcasts was also positively perceived, with 52% of the students strongly agreeing and 42% agreeing that podcasts could be used anywhere and at any time. Only 6% remained neutral, while no students expressed disagreement. These findings indicate that 94% of the students perceived podcasts as a flexible learning medium that could be accessed regardless of place and time.

Regarding the length of podcast materials, 45% of the students strongly agreed and 43% agreed that the length of podcasts was appropriate, while 13% remained neutral. The majority of the students therefore perceived the duration of the podcast materials as appropriate for their learning needs. The findings further indicate that podcasts had a positive influence on students' learning motivation. As many as 60% of the students strongly agreed and 34% agreed that English podcasts could make them more motivated to learn the language, while 6% remained neutral. Thus, 94% of the students expressed positive perceptions concerning the motivational value of English podcasts.

The students also demonstrated a strong willingness to recommend podcasts to other learners. The results show that 49% strongly agreed and 45% agreed that they would recommend other students to learn English using podcasts, while 6% remained neutral. Similarly, 54% strongly agreed and 37% agreed that English podcasts were useful for English language learning, while 9% remained neutral. These results indicate that 94% of the students were willing to recommend podcasts to other students and that 91% perceived podcasts as useful for English language learning.

The responses to the negative statements further support the generally positive perception of podcasts. For the statement concerning the lack of enjoyment in using English podcasts, 45% of the students strongly disagreed and 46% disagreed, while 8% remained neutral, no students agreed, and 1% strongly agreed. After reversing the scoring, these responses indicate that the majority of students did not perceive English podcasts as an unenjoyable learning medium. Similarly, regarding the difficulty of using English podcasts, 43% strongly disagreed and 48% disagreed, while 8% remained neutral and 1% strongly agreed. The results indicate that the majority of students did not experience significant difficulty in using English podcasts.

The students also showed strong support for the implementation of podcasts in speaking classes. The results indicate that 50% strongly agreed and 46% agreed that English podcasts should be implemented in speaking classes, while 4% remained neutral. No students expressed disagreement. This finding demonstrates that 96% of the students supported the use of podcasts in speaking instruction. Furthermore, 52% strongly agreed and 46% agreed that they could identify English accents through podcasts, while 2% remained neutral. This result indicates that 98% of the students perceived podcasts as useful for recognizing English accents.

The findings also reveal that podcasts provided students with exposure to experiences resembling communication with native English speakers. Specifically, 52% of the students strongly agreed and 45% agreed with the statement, while 3% remained neutral. Consequently, 97% of the students expressed positive responses to this aspect of podcast use. The results from another negative statement show that 46% strongly disagreed and 48% disagreed, while 2% agreed and 3% strongly disagreed. After reversing the scoring, these responses indicate that the majority of students did not perceive English podcasts as unproductive for use in speaking classes. Finally, for the last negative statement, 57% of the students strongly disagreed and 40% disagreed, while 3% remained neutral. After reverse scoring, the findings indicate that the majority of students did not consider communicating in English through listening to English podcasts to be difficult.

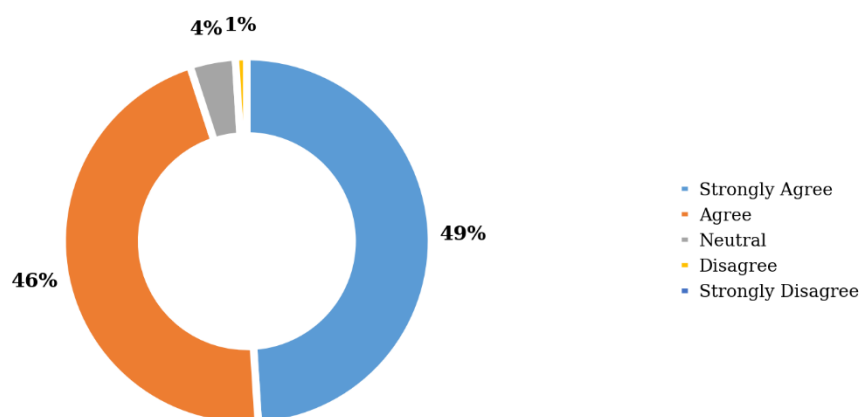
Overall, the findings demonstrate that the majority of the 65 students had positive perceptions of the use of English podcasts in learning speaking. These positive perceptions

were reflected in various aspects, including students' interest in podcasts, accessibility of podcast materials, perceived improvement in English communication, flexibility of use, appropriateness of the podcast length, learning motivation, willingness to recommend podcasts to other students, perceived usefulness, enjoyment, ease of use, support for implementing podcasts in speaking classes, recognition of English accents, and exposure to native-like English communication. The consistently high proportion of positive responses suggests that English podcasts were generally well received by the students as an accessible, flexible, useful, and motivating supplementary medium for supporting their English speaking development. To examine these overall perceptions more systematically, the responses were subsequently organized into three main indicators: (1) experience of using the media, (2) media availability and effectiveness, and (3) learning outcomes.

The three indicators provide a more focused description of the students' perceptions by grouping the questionnaire items according to the particular aspects of podcast use that they represented. The experience of using the media indicator addressed the students' experiences and responses while using English podcasts, while media availability and effectiveness focused on the accessibility and perceived effectiveness of podcasts as a learning medium. Meanwhile, the learning outcomes indicator examined the students' perceptions of the benefits and outcomes they gained from using podcasts in their English speaking learning. Each indicator consisted of several questionnaire items, and the responses were analyzed to identify the overall tendency of students' perceptions within each aspect.

The first indicator, experience of using the media, consisted of seven questionnaire items. As presented in Chart 1, the responses were largely positive. In total, 49% of the students strongly agreed and 46% agreed with the statements related to their experience of using English podcasts. Meanwhile, 4% of the students gave neutral responses, and only 1% disagreed. None of the students strongly disagreed with the statements. These results show that 95% of the students responded positively, suggesting that most of them had a good experience using English podcasts as part of their learning activities. The high level of positive responses indicates that students generally felt comfortable and receptive when learning through podcasts.

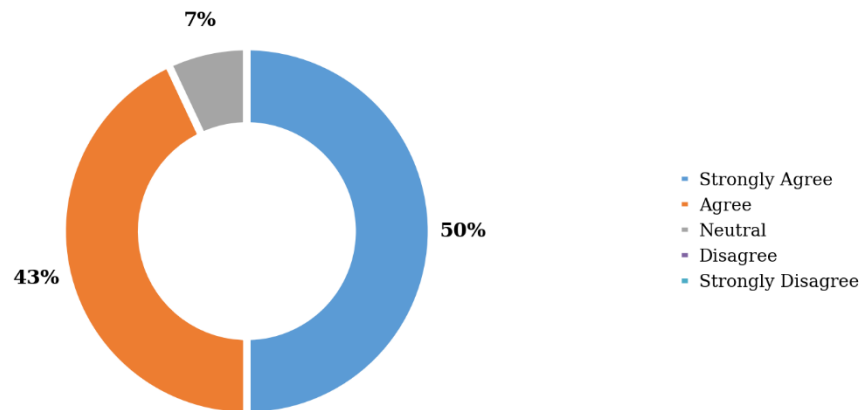
Chart 1. Experience of using the media



The second indicator, media availability and effectiveness, included seven questionnaire items. As shown in Chart 2, the responses again showed a clear tendency toward agreement. A total of 93% of the students either strongly agreed or agreed with the statements, while 7% gave neutral responses. No students selected disagree or strongly disagree. This result suggests that most students considered English podcasts to be both accessible and effective as a learning medium. The availability of podcast materials appears to have been an important factor in this perception, as students could access the materials relatively easily and use them

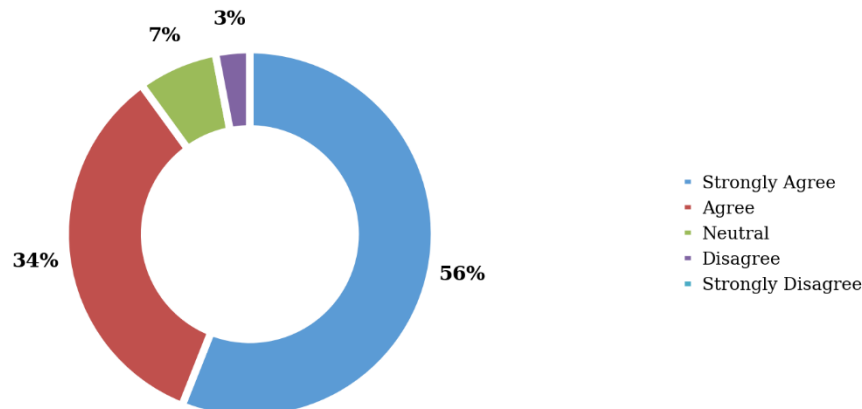
as part of their English learning activities.

Chart 2. Media availability and effectiveness



The third indicator, learning outcomes, was represented by six questionnaire items. The results presented in Chart 3 show that more than half of the students gave positive responses to the statements concerning the outcomes they experienced from using English podcasts. This finding suggests that the students generally perceived podcast-based learning as beneficial to their learning. Their responses indicate that listening to English podcasts could support their learning process and contribute to the development of their English speaking skills.

Chart 3. Learning outcomes



Taken together, the findings presented above show that the students generally viewed English podcasts positively as a learning medium. The strongest positive response was found in the media availability and effectiveness indicator, followed by the experience of using the media and learning outcomes indicators. Overall, the findings suggest that podcasts were not only relatively easy for students to access but were also viewed as useful and effective resources that could create positive learning experiences and support students' English speaking development.

4. Discussion

This study explored the perceptions of 65 third-grade students at SMK Cokroaminoto Kotamobagu regarding the use of podcasts for learning English speaking. Overall, the students demonstrated positive perceptions across the three indicators, namely experience of using the media, media availability and effectiveness, and learning outcomes. The high proportion of positive responses suggests that students generally perceived podcasts as an

interesting, accessible, flexible, and useful supplementary medium for English learning. This finding is consistent with Rahmasari et al. (2021), who found that students viewed podcasts positively because they provided interesting topics and opportunities for speaking practice. Similar findings were reported by Sotlikova and Haerazi (2023), who found that students considered podcasts enjoyable and beneficial for developing language skills, and by Saifullah (2024), who reported that Indonesian EFL students appreciated podcasts for their accessibility, flexibility, and usefulness in speaking learning.

Regarding the experience of using the media, 95% of the students responded positively, with 49% strongly agreeing and 46% agreeing with the relevant statements. Particularly high responses were found for the statements that learning English speaking through podcasts was fun and that podcasts provided an experience similar to communicating with native English speakers, with agreement rates of 98.46% and 96.92%, respectively. These findings suggest that podcasts created an enjoyable learning experience while exposing students to spoken English in a way that differed from conventional classroom activities. This result supports Aprianto (2024) and Humairoh et al. (2024), who reported that students generally had favorable attitudes toward podcasts because of their interesting content, flexibility, and ability to increase engagement in English learning. The positive experience may also be associated with students' exposure to authentic spoken English, including pronunciation, rhythm, intonation, and different varieties of English. Tomé Díez and Richters (2020) emphasize the potential of podcasts to support speaking and pronunciation development, while Hamzaoglu and Koçoğlu (2016) found that podcast-based instruction could contribute to oral performance and reduce students' speaking anxiety.

The media availability and effectiveness indicator also received strong positive responses. The statements concerning the usefulness of English podcasts for language learning and the possibility of using podcasts anywhere and at any time received agreement rates of 90.77% and 93.85%, respectively. These results indicate that students valued podcasts not only because they were useful but also because they could be accessed beyond the classroom and according to individual learning needs. This finding is consistent with Alm (2013), who highlighted the value of podcasts for out-of-class listening and learner autonomy. Saifullah (2024) likewise found that Indonesian EFL students perceived podcasts as accessible and flexible resources for supporting English learning. The accessibility of podcasts may give students opportunities to listen to learning materials repeatedly, choose suitable content, and extend their exposure to English outside regular classroom hours. Thus, podcasts can function as a complementary learning resource that extends rather than replaces classroom instruction.

The learning outcomes indicator also showed encouraging results. The statement concerning students' motivation to learn English through podcasts received 93.85% agreement, while the statement concerning improvement in pronunciation received 81.54% agreement. These findings suggest that students perceived podcasts as helpful for maintaining their motivation and developing their pronunciation. Similar results were reported by Aprianto (2024), Sotlikova and Haerazi (2023), and Suseno (2023), who identified positive relationships between podcast use, students' engagement in language learning, and the development of pronunciation and other language skills. Podcasts provide learners with spoken models that can be replayed and imitated, allowing students to pay closer attention to pronunciation and other features of oral English. In this respect, the students' positive perceptions in the present study are also supported by Tomé Díez and Richters (2020) and Hamzaoglu and Koçoğlu (2016), who found that podcast-based learning could support pronunciation and oral communication.

The findings are further supported by Farangi et al. (2015), who found that podcasting had a positive effect on EFL learners' speaking skills, particularly when learners were actively involved in producing podcasts. This finding is relevant to the present study because it suggests that the pedagogical value of podcasts may increase when students are not merely

passive listeners but are also encouraged to participate in speaking activities. Listening to a podcast, for example, can be followed by pronunciation practice, discussion, retelling, question-and-answer activities, or the production of students' own podcast recordings. Such activities can connect listening exposure with actual speaking practice and provide opportunities for students to apply the language they encounter.

Taken together, the findings indicate that students' positive experiences, perceptions of podcast accessibility and effectiveness, and perceived learning outcomes are closely connected. An enjoyable learning experience may encourage students to engage more willingly with podcast materials, while the flexibility and accessibility of podcasts provide additional opportunities for exposure and practice. These conditions may subsequently support students' motivation and their perceived development of speaking-related abilities. The findings therefore reinforce previous research by Alm (2013), Farangi et al. (2015), Hamzaoglu and Kocoglu (2016), Tomé Díez and Richters (2020), Rahmasari et al. (2021), Sotlikova and Haerazi (2023), Aprianto (2024), Humairoh et al. (2024), Saifullah (2024), and Suseno (2023), which generally highlights the potential of podcasts to promote engagement, accessibility, authentic language exposure, pronunciation practice, and speaking development.

However, the findings should be interpreted within the methodological scope of the present study. Since the data were obtained through a questionnaire, the results represent students' perceptions of the benefits of podcasts rather than objectively measured improvement in speaking proficiency. Therefore, the high percentages of agreement indicate that students believed podcasts supported their motivation, pronunciation, and speaking development, but they do not independently establish a causal relationship between podcast use and actual improvement in speaking performance. Nevertheless, the consistency of the present findings with previous research provides substantial support for the pedagogical potential of podcasts in EFL instruction. From a practical perspective, teachers can therefore integrate podcasts as a supplementary component of speaking instruction by selecting materials appropriate to students' proficiency levels, providing necessary guidance, and combining listening activities with pronunciation practice, discussion, oral production, and feedback. In this way, podcasts can become more than simply an additional source of listening materials; they can serve as a flexible and engaging resource that connects classroom learning with students' everyday access to digital technology.

5. Conclusion

This study was conducted to examine the perceptions of 65 third-grade students at SMK Cokroaminoto Kotamobagu regarding the use of podcasts in learning English speaking. The findings indicate that the students generally had highly positive perceptions of podcasts as a learning medium. Most students selected *Agree* and *Strongly Agree* across the questionnaire items, while only a small proportion expressed disagreement or remained neutral. Positive responses were particularly evident in statements concerning the accessibility of podcast audio files, the enjoyment of learning English speaking through podcasts, the experience of communicating with native English speakers, the willingness to implement podcasts in speaking classes, and the ease of using podcast materials, with agreement rates ranging from approximately 95% to 98%. These findings were reflected across the three indicators examined in the study, namely experience of using the media, media availability and effectiveness, and learning outcomes.

The findings further suggest that podcasts were perceived as an accessible, flexible, enjoyable, and useful supplementary medium for English speaking learning. The students' positive experiences indicate that podcasts can provide additional exposure to spoken English while allowing learners to access and revisit learning materials beyond the classroom. Although a small number of students expressed neutral or negative responses, these

responses also highlight the importance of the teacher's role in guiding students and helping them adapt to the increasing use of technology in language learning. Therefore, teachers need to select appropriate podcast materials, provide sufficient guidance, and integrate podcast activities with classroom speaking practice. Overall, based on the students' responses, the study concludes that English podcasts have strong potential as a supplementary learning medium for supporting English speaking instruction and creating a more accessible and engaging learning experience for students.

Acknowledgments

The authors would like to thank the English Education Department, Faculty of Language and Arts, Universitas Negeri Manado, and SMK Cokroaminoto Kotamobagu for their support and contribution to the completion of this study.

Funding

This study received no external funding.

Conflict of Interest

The authors declare that there is no conflict of interest related to this study.

Authors' Contributions

Agif Estian Sengang: Conceptualization, Investigation, Methodology, Data curation, Formal analysis, and Writing-original draft.

Noldy Pelenkahu: Supervision, Validation, and Writing-review & editing.

Meity Muntuuntu: Supervision, Validation, and Writing-review & editing.

Statement of the Use of AI

The authors used artificial intelligence (AI) tools solely for translation assistance during the preparation of this manuscript. The authors remain fully responsible for the content, interpretation, and final version of the manuscript.

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