

PODCAST SHOW ON STUDENTS' SPEAKING SKILL OF SMA SA'IDIYAH BANGKALAN: EXPERIMENTAL STUDY

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Keywords

Podcast video
English speaking skill
Dialogue practice
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Abstract

Proficiency in spoken English is essential for individuals to articulate their thoughts, emotions, and concepts effectively. Students will be active and confident when they can speak English. In the learning process, choosing media for learning English is important. In addition, teachers must be creative in using it in teaching English. This research used a podcast show as a self-improvement medium to measure students' speaking skills. Students can study without feeling bored or uninterested in the lesson. The objective of this research is to examine the effect of a podcast show on students' speaking skills. This research used a quantitative method, especially a pre-experimental research design with a one-group pre-test and post-test. The tenth-grade senior high school students were the research sample. There were twenty students. The data collection technique was a test of practicing a dialogue. The value of the paired sample T-test was significant $0,00 < 0,05$. Therefore, applying a podcast show through self-confidence gives a positive effect on the students' speaking skills.

Keywords: English speaking skills, Podcast show, Pre-experimental research, Self-improvement media, High school students

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INTRODUCTION

English has been taught to students in school since elementary school. Students are required to take English as a subject that encourages an education (Zein & Hamied, 2026). English has four aspects that English learners should master. Among those four skills, speaking is one of the productive skills that is considered the most important skill in academic and social life (Islami, 2021). Learning to speak English is needed for everyone to express their thoughts, feelings, and ideas with language (Soffanuddien et al., 2023). Language is a structured system of symbols that uses visual and spoken symbols to communicate different thoughts and information (Mu'in, 2025).

Speaking represents an interactive process that involves producing, processing, and receiving information to serve both interactional and transactional purposes. Using podcasts is an alternative medium to teach students' speaking skills (Samad et al., 2017). Based on this, learning to speak helps students be confident in speaking properly and correctly.

In this era, technology helps teachers achieve ideal educational outcomes in the classroom. Teachers should use it through an innovative learning process (Ambarwati et al., 2022). Moreover, at the beginning of the COVID-19 pandemic, the use of technology for the learning process was needed (Susilowati, 2020). Teachers must use technology such as Google Meet and Zoom applications to give lessons during the pandemic. Technology has functioned as a medium. In the world of learning, it will be used as media so that students can understand the lesson delivered by the teacher. The use of technology as media online or offline is useful in the learning process. One of the media that can be used in the classroom is podcast shows. A podcast show is a kind of audio-visual conversation (Soffanuddien et al., 2023).

Students find it difficult to speak English. Most students find it difficult to express their ideas, choose correct structures, lack appropriate vocabulary, and produce correct pronunciation. Students also have limited exposure and experience in using English outside the classroom (Islami, 2021). Additionally, Anita et al. (2023) state that students lack confidence when they try to practice their speaking skills.

However, regarding the students' problem in the tenth grade of SMA Sa'idiyah, they also have difficulties with fluency, pronunciation, and confidence when practicing speaking skills. They are bored in speaking class because the teacher uses a textbook. Students also have limited exposure and experience in using English outside the classroom. They are worried about making mistakes when they speak in front of others. Moreover, they are worried about grammar errors and vocabulary.

The researcher has conducted previous studies. The first study by (Soffanuddien et al., 2023) proves the product can be effective, and teachers can use podcasts as media. The second is from (Islami, 2021), which states that podcasts can help students enhance their speaking skills, especially in pronunciation, grammar, vocabulary, fluency, and comprehension. The third is from (Rahayu et al., 2022), which states that using podcasts as a method can make students enjoy class and encourage their motivation in the teaching process.

Therefore, the researcher used a podcast. By using podcasts, students can listen to speaking materials several times and try to repeat the conversations they heard from podcasts (Hikmah et al., 2022). This can improve students' pronunciation and confidence when speaking English. According to Hikmah et al. (2022), podcasts can help students feel more excited to study than before. Therefore, this research applies a self-improvement podcast to examine its effect on students' speaking skills.

METHOD

The approach applied in this research is pre-experimental because the researcher used one class. This research is also mentioned as a one-group pre-test and post-test design (Borg & Gall, 1989). According to Latief (2016), pre-experimental research is measured by

comparing the average score of the pre-test and the post-test after giving a treatment. This research consists of two variables: podcast shows as the independent variable and speaking skill as the dependent variable. This design focuses on outcome and treatment. The data were collected from the pre-test and post-test to determine whether using podcast shows affects speaking skills in a speaking class. The population of this research is the tenth grade of SMA Sa'idiyah, which consists of three classes, namely X-1 (23 students), X-2 (22 students), and X-3 (20 students). The total population was 65 students. The research used nonprobability sampling. The sample was taken from the class because the students had difficulties with speaking skills, especially confidence, while practicing their ideas. Here is the designed formula of one group pre-test and post-test through (Arikunto, 2006):

Table 1. One Group Pre-test and Post-test

Pre-test	Treatment	Post-test
O ₁	X	O ₂

Note:

O₁: Pre-test value (before giving treatment)

X: Treatment (podcast show)

O₂: Post-test value (after giving treatment)

The data collection activities will be conducted through several steps. This research used a test. The researcher administered the test orally. There were two kinds of tests in this study. Firstly, the researcher gave a pre-test to the students. It took the form of a dialogue for the students about self-improvement. They had to express their ideas to their friend related to the dialogue text that had been given. They showed their conversation in front of the class. The treatment was applied through a podcast video about self-improvement on a YouTube channel. The link to the video was given to the students: <https://www.youtube.com/watch?v=8dHEG7WxR4c>. It was conveyed in four meetings. The students watched the video. They learned new vocabulary and pronunciation. Then, they made a simulation, such as a podcast show. A post-test was given to the students after the treatment. They also practiced their speaking through a self-improvement dialogue.

During the oral test on practicing a dialogue, the researcher assessed oral proficiency through speaking skills. The speaking rubric used by the researcher was adapted from (Brown, 2003:172) and has five stages for each aspect of speaking skill. Here is a table of speaking or oral proficiency.

Table 2. Aspects of Students Speaking Skill

Point value	1	2	3	4	5
Vocabulary	Speaking vocabulary is inadequate for expressing something.	Has speaking vocabulary adequate for expressing herself simply.	Able to speak the language with sufficient vocabulary to participate effectively in formal and informal conversation.	Can anticipate and understand any conversation within the range of their experience.	An educated native speaker fully accepts speech on all levels in all its features, including the breadth of colloquialisms, vocabulary, and idioms.

Fluency	No specific fluency description.	Can handle with confidence but not with facility in most social situations, casual conversation.	Can discuss particular interests of competence with reasonable ease	Able to use language fluently on all levels	Has competence and fluency in the language
Pronunciation	Errors in pronunciation usually happen.	Accent is clearly through, often quite a mistake.	Errors never interrupt understanding and rarely disturb a native speaker; accent may be evident as foreign.	Errors in pronunciation are quite scarce.	Equivalent and fully accepted by educated native speakers.
Grammars	Grammar errors are often present, but a native speaker can understand the speaker.	Usually handles elementary constructions quite accurately but does not have thorough control.	The control of grammar is good.	Able to use the language precisely on all levels normally pertinent to professional topics.	Corresponds with an educated native speaker.
Comprehension	Can understand simple statements and questions that are explained with slowed speech, repetition, and paraphrase.	Can get the core of most conversations on non-technical subjects.	Comprehension is quite complete at a normal grade of speech.	Equivalent to that of an educated native speaker.	Able to understand any conversation within the speaker's experience
Total maximum score					25
Final score = total x 4 = 25 x 4 = 100					100

The researcher used the aspects from the table above that represent students' speaking skills. The scores of all aspects are added together and multiplied by 4, which totals 100. Since this research is a pre-experimental study that belongs to quantitative research, the researcher has to state the hypothesis. Thus, the researcher tries to find out whether the podcast show has a significant effect on students' speaking skills. Later on, the hypothesis

can be accepted or rejected based on the analysis using SPSS. The hypotheses are stated as follows: the Null Hypothesis (H0) is that podcast shows do not affect students' speaking skills. The alternative hypothesis (H1) is that podcast shows affect students' speaking skills.

The alternative hypothesis is based on previous studies that believe podcast shows enhance students' speaking skills. Furthermore, this hypothesis can be analyzed using normality and a paired-sample t-test.

A paired-sample t-test is used in this research based on the normality test results. The normality test used was the Shapiro-Wilk test, based on a sample size of fewer than 20 students. The significance level of the normality test is 0.05. The analysis was conducted using SPSS by inputting students' scores before and after the treatment in the speaking class. The results of this research will be explained in detail in the findings and discussion section.

RESULT

The findings of this research try to answer the question "Is there any effect on students' speaking skills at the Tenth Grade of SMA Sa'idiyah after being taught using a podcast show" by comparing students' speaking skill pre-test and post-test scores. Normality and a paired-sample t-test were conducted using SPSS software.

The students' speaking skill scores were taken from the five aspects of speaking skill: Vocabulary, Fluency, Pronunciation, Grammar, and Comprehension. These aspects represented students' speaking skills. Here are the students' speaking skill scores in the pre-test and post-test through a podcast show on self-improvement.

Table 3. Students' scores of pre-test and post-test

Students	Pre-test	Post-test
S1	72	84
S2	60	72
S3	64	76
S4	56	64
S5	76	88
S6	64	80
S7	76	92
S8	72	84
S9	56	64
S10	48	64
S11	56	68
S12	48	60
S13	68	76
S14	52	64
S15	44	60
S16	72	80
S17	76	88
S18	52	72
S19	40	64
S20	68	80
Total Score	1.220	1.480
Mean	61.00	74.00

Based on the table above, the pre-test results indicate that the speaking skills of the 20 students were still classified as moderate. Pre-test scores ranged from 40 to 76, with a total score of 1.220 and a mean score of 61.00. The majority of students' speaking scores were below 70, indicating that their understanding of the material prior to the intervention

or instruction was not yet optimal. The highest pre-test score was 76, while the lowest was 40.

The following was an intervention or learning through the podcast show; the post-test results showed a fairly significant improvement. Post-test scores ranged from 60 to 92, with a total score of 1.480 and a mean score of 74.00. Almost all students saw an improvement in their speaking scores compared with the pre-test results, with an average increase of 13 points. The highest score rose from 76 to 92, whilst the lowest score also increased from 40 to 60. These results indicate that learning through a podcast show had a positive impact on students' speaking skills.

Additionally, all students achieved better results in the post-test than in the pre-test. Some students increased their speaking skill score through the podcast show. For example, student 19's score increased from 40 in the pre-test to 64 in the post-test, while student 7 achieved the highest mark in the post-test; it was 92, having previously scored 76 in the pre-test. The improvement in the students' scores, as indicated by the podcast show, indicated that the learning process implemented was effective in helping students' speaking skills.

Furthermore, the increase in the total score from 1.220 in the pre-test to 1.480 in the post-test further reinforces the improvement in students' speaking skills. The rise in the average mark from 61.00 to 74.00 indicates that the students' speaking skills have improved overall. These data show that the majority of students were able to achieve higher learning outcomes after applying a podcast show. This means that the teaching method implemented made a positive contribution to improving students' speaking skills.

Normality Test

This test is used in the research to assess whether the data is normally distributed. The researcher will use SPSS 26 to obtain the results. The normality measure used is Shapiro-Wilk. Here are the results of the normality test.

Table 4. Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
pre-test	.133	20	.200*	.937	20	.209
post-test	.187	20	.065	.925	20	.125

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the normality tests in the table above, two methods were used: the Kolmogorov-Smirnov and Shapiro-Wilk tests to determine whether the pre-test and post-test data were normally distributed. The decision criterion was that if the significance value (Sig.) was greater than 0.05, the data were deemed to be normally distributed.

For the pre-test data, the Kolmogorov-Smirnov test showed a statistic of 0.133 with a significance level (Sig.) of 0.200, while the Shapiro-Wilk test showed a statistic of 0.937 with a significance level of 0.209. As both significance values are greater than 0.05, it can be concluded that the pre-test data are normally distributed.

On the other hand, for the post-test data, the Kolmogorov-Smirnov test showed a statistic of 0.187 with a significance level (Sig.) of 0.065, while the Shapiro-Wilk test showed a statistic of 0.925 with a significance level of 0.125. Both significance values are greater than 0.05, so the post-test data can be stated to be normally distributed.

Based on the results of these normality tests, it can be concluded that both the pre-test and post-test data satisfy the assumption of normality, as all significance values in the Kolmogorov-Smirnov and Shapiro-Wilk tests are greater than the significance level of 0.05. Consequently, the data are suitable for further analysis using parametric statistical

tests, such as the t-test (paired-sample t-test), as they fulfil one of the basic assumptions of parametric analysis.

This t-test used a paired-sample t-test because the data have two sets of measurements taken from the same subject before and after treatment (Syafriani et al., 2023). The data from the paired sample test that was done using SPSS can be shown as follows:

Table 5. Paired Sample Test

Paired Samples Test									
Paired Differences									
95% Confidence									
Interval of the									
Difference									
		Std.	Std. Error						Sig. (2-
		Mean	Deviation	Mean	Lower	Upper	t	df	tailed)
Pair	POS –	10.300	3.729	.834	8.555	12.045	12.353	19	.000
	PRE								

The results of the paired samples t-test indicate a significant difference between the pre-test and post-test scores. The mean difference was 10.300, indicating that post-test scores increased by an average of 10.3 points compared with pre-test scores. These results indicate an improvement in outcomes through a podcast show as a treatment.

The standard deviation (Std. Deviation) of 3.729 indicates that the variation in the differences between the pre-test and post-test scores is relatively small. Meanwhile, the standard error (Std. Error Mean) of 0.834 suggested that the average difference obtained is sufficiently accurate to represent the study population.

Based on the 95% confidence interval for the difference, the lower limit is 8.555, and the upper limit is 12.045. This means that, with a 95% confidence level, the average increase in value lies within the range of 8.555 to 12.045. As the entire interval lies above zero, it can be concluded that the increase in value following the treatment is positive and consistent.

The results of the statistical test show a calculated t-value of 12.353 with degrees of freedom (df) = 19 and a significance level (Sig. two-tailed) of 0.000. As the significance level of 0.000 is less than 0.05, H_0 is rejected, and H_1 is accepted. It can therefore be concluded that there is a significant difference between the pre-test and post-test scores, indicating that the treatment of applying a podcast show had a significant effect on students' speaking skills.

DISCUSSION

The podcast medium has shown a positive effect on students' learning in speaking skills. It indicates that podcast shows are not only interactive media but can also make students more focused on learning English. It provides a combination of audio that makes it easier for students to learn new vocabulary and improve their language competence (Indahsari, 2020). Applying podcasts is an essential medium for students in learning speaking skills. This is because they are not only watching a video, but they can also imitate native-speaker style when practicing a language. Moreover, to improve students' speaking, podcasts also motivate students in the process of learning English (Ghazali et al., 2025). Additionally, Yeh et al. (2021) also find that podcasting has a positive impact on Taiwanese university students' English speaking. It is conducted by making a podcast as a product task in learning English. Therefore, using podcasts is an effective medium for

learning English. But it is not truly effective for changing a teacher's explanation process all day (O'Bannon et al., 2011). Furthermore, Farangi et al. (2015) implemented a podcast for upper-intermediate learners as a learning medium. This encouraged learning outside the traditional classroom. Therefore, this research was conducted on a self-improvement podcast show that has a positive effect on the students' speaking skills. The researcher revealed that some limitations in this research need to be considered for further research. Podcasts as media for learning can hopefully be applied to other skills of the English language.

The findings of this study demonstrate that the use of a podcast show significantly affected students' speaking skills. This conclusion is supported by the paired-samples t-test results, which revealed a calculated t-value of 12.353, with 19 degrees of freedom and a significance value of 0.000, which is lower than the significance level of 0.05. Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. The significant difference between the pre-test and post-test scores indicates that the podcast show had a positive effect on students' speaking skills. This finding suggests that podcasts can be an effective instructional medium for facilitating speaking practice by providing meaningful language input and opportunities for repeated practice in speaking and imitation.

One possible explanation for this improvement is that podcasts expose learners to authentic English spoken by native or proficient speakers. Through podcast shows, students become familiar with natural pronunciation, intonation, stress patterns, vocabulary, and conversational expressions that are often difficult to obtain from traditional textbooks. In addition, podcasts provide students with flexibility to listen repeatedly at their own pace, enabling them to develop confidence and improve speaking fluency. According to Hasan & Hoon (), podcasts create an engaging learning environment because learners can access authentic language materials anytime and anywhere, which enhances both language comprehension and oral communication skills. Similarly, Peng et al. () argued that podcast technology promotes learner autonomy and increases students' motivation to practice English outside the classroom.

The findings of this research are consistent with previous research investigating the effectiveness of podcasts in English language learning. According to Budiasningrum & Rosita (2022), the use of podcasts significantly improved Indonesian EFL students' speaking achievement by increasing pronunciation accuracy, vocabulary mastery, and speaking confidence. Additionally, Samad et al. (2017) supported that students who learned through podcasts demonstrated better speaking performance than those taught using conventional methods. These similarities indicate that podcasts not only function as listening materials but also serve as valuable resources for developing communicative competence, especially speaking skills, through continuous exposure to authentic language use.

Overall, the present study confirms that podcast shows are an effective instructional medium for improving students' speaking skills. The significant improvement shown in the post-test scores demonstrates that integrating digital learning media into English language teaching can create more interactive and student-centered learning experiences. Therefore, English teachers are encouraged to incorporate podcasts into speaking instruction to provide authentic learning experiences that help students develop speaking skills for communicating in English. Future studies are recommended to investigate the long-term effects of podcast-based learning, compare different types of podcasts, or examine their effectiveness in improving other English language skills such as listening, pronunciation, and vocabulary acquisition.

CONCLUSION

Based on the data analysis, the researcher concluded that Podcasts can help students practice English-speaking skills. Then, the students' results in the pre-experimental class

were successful. The students can watch and listen to the video of what the host and guest star said. They can see their nonverbal language. The research provides evidence from the pre-test scores; they got better scores on the post-test. It also showed the mean score on students' speaking skills.

This research has several limitations. It was conducted on the senior high school students at Sa'idiyah in Bangkalan with a limited sample size. This means that the findings cannot be widely generalized. Furthermore, the duration of the podcast show on the treatment was relatively short, so it has not yet been possible to demonstrate any long-term impact on the students' speaking skills. This research also examined only the effect of podcasts on speaking skills without considering other factors, such as learning motivation, vocabulary acquisition or other language skills, which may influence learning outcomes. Therefore, it is recommended that future research involve a larger sample, a longer intervention period, and examine other variables related to English language learning.

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