



# Analysis of the Use of Podcast Learning Media in Indonesian Language Learning on Students' Speaking and Listening Abilities

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## ABSTRACT

This research explores the use of podcast learning media in enhancing students' speaking and listening skills in Indonesian language learning. Podcasts, offering accessible and authentic content, have emerged as a flexible tool for language acquisition, providing students with opportunities to practice listening comprehension and speaking outside traditional classroom settings. The study investigates the effectiveness of podcasts in improving these language skills, focusing on a group of students engaged in podcast-based learning activities. Findings indicate that podcasts contribute positively to students' language development, particularly in listening and speaking proficiency, although challenges such as technological limitations, content accessibility, and lack of interactive speaking practice were identified. The study highlights the need for careful integration of podcasts into the curriculum, with a focus on addressing technological barriers and providing complementary interactive activities. The research contributes to the understanding of podcast-based language learning, offering insights into its potential benefits and limitations. Further research is recommended to explore the long-term effects, integration with other teaching methods, and its impact on additional language skills such as reading and writing.

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## 1. INTRODUCTION

In Indonesian language learning, as in any other language, the development of speaking and listening skills is crucial for effective communication. However, students often face various challenges in mastering these skills. These challenges can stem from both external factors, such as teaching methods and resources, and internal factors, including individual learning preferences and language proficiency. Despite the importance of speaking and listening in achieving language fluency, these skills often receive less emphasis than reading and writing in traditional language learning environments (Yang et al., 2013).

One of the primary challenges students face in improving their speaking skills is lack of practice opportunities (Leong & Ahmadi, 2017). In many educational settings, especially in traditional classroom environments, speaking practice is limited. Teachers often focus on grammar, vocabulary,

and written exercises, which means students rarely get the chance to engage in spontaneous, real-life conversations. As a result, students may struggle with fluency, pronunciation, and the ability to form coherent sentences under pressure. Moreover, fear of making mistakes and the lack of confidence in speaking can further discourage students from practicing their speaking skills, creating a cycle of limited development.

Another significant challenge in improving speaking abilities is teacher-student interaction (Adaba, 2017). In large classrooms, individual attention from the teacher is often limited, leaving many students without personalized guidance on how to improve their speaking. This problem is especially evident in language classes with large student populations, where it can be difficult for instructors to provide constructive feedback to each student. Without sufficient feedback, students may not be aware of their speaking errors or may continue to make the same mistakes without realizing their impact on communication (Tanveer, 2007).

Similarly, listening comprehension is another area where students face difficulties. One of the primary obstacles in developing listening skills is limited exposure to authentic language use. In many classrooms, listening exercises consist of scripted dialogues or texts, which may not accurately reflect real-world conversations. This lack of exposure to natural speech, with its colloquialisms, slang, regional accents, and varying speech speeds, can hinder students' ability to comprehend spoken Indonesian in everyday contexts (Regina, 2019). As a result, students often find it challenging to understand native speakers in informal settings, such as conversations with friends or family, where the language is less predictable and more fluid.

Additionally, limited access to diverse listening materials further exacerbates this challenge. Traditional textbooks and audio materials may not provide a wide range of listening practices or may fail to represent the richness of spoken Indonesian across different regions. Without access to varied listening sources, such as podcasts, news broadcasts, or real-life dialogues, students may struggle to improve their listening comprehension and adapt to different speaking styles and accents.

Moreover, the emphasis on reading and writing in many Indonesian language curricula often overshadows the development of listening and speaking skills. Many language programs prioritize grammar, reading comprehension, and written expression, leaving speaking and listening as secondary skills (Torky, 2006). This imbalance can result in students becoming proficient readers and writers but struggling to express themselves fluently in spoken interactions or to comprehend spoken language in real-life situations.

Another barrier to improving listening and speaking skills is motivation and engagement. Many students may not see the immediate relevance of speaking and listening practice, especially when these skills are not integrated into regular classroom activities (Newton & Nation, 2020). Without engaging and interactive learning methods, students may lack the motivation to actively participate in speaking and listening exercises. This lack of engagement can lead to passive learning, where students may only focus on written tests and exams, neglecting their speaking and listening development.

In recent years, the integration of digital media in education has become increasingly popular, providing innovative and flexible ways to enhance the learning process. Among these, podcasts have emerged as a powerful tool for language learning (Hasan & Hoon, 2013). As an audio-based medium, podcasts allow students to engage with content at their own pace, promoting both listening and speaking skills in ways that traditional classroom methods may not fully address.

Podcasts offer a unique solution to these challenges by providing authentic, real-world language exposure (Dey, 2014). With their dynamic content ranging from formal lessons to informal discussions, podcasts present learners with a variety of voices, accents, and contexts, which can improve both listening comprehension and speaking performance. Moreover, the on-demand nature of podcasts allows students to listen repeatedly, reinforcing learning and improving their auditory skills. For speaking, podcasts can serve as both models for pronunciation and as a platform for students to practice their speaking by mimicking or responding to content.

Numerous studies have explored the potential benefits and challenges of using podcasts in education, specifically focusing on language learning contexts. These studies highlight podcasts as an

innovative and effective medium for enhancing language acquisition, providing both learners and educators with an accessible and flexible platform for learning. One of the key studies that have contributed to the growing body of research on podcast use in language learning is a study by Vaughan (2010), who examined the effectiveness of podcasts in improving listening skills for English as a Second Language (ESL) students. Vaughan's research indicated that podcasts allowed students to listen to authentic, real-world conversations, thus offering a more dynamic learning experience compared to traditional classroom audio materials. Students were able to access podcasts at their convenience, allowing them to revisit challenging content and listen to various accents and speaking styles. The study concluded that podcasting significantly enhanced students' listening comprehension and retention, particularly in understanding informal, conversational English, which is often underrepresented in traditional language learning environments.

Further research by Rao (2017) explored the use of podcasts as a tool for developing both listening and speaking skills in ESL students. In this study, students were provided with podcasts on various topics, and they were tasked with listening to the episodes and then recording their responses or reflections on the content. The study found that listening to podcasts helped improve students' listening comprehension, particularly in terms of recognizing vocabulary and understanding contextual meanings. Moreover, by recording their responses, students were encouraged to practice speaking, which helped increase their fluency and confidence. The study emphasized that podcasts could serve as a bridge between passive listening and active speaking practice, fostering a more interactive and comprehensive language learning experience.

A similar study by Dooly (2017) examined the impact of podcasts on developing speaking skills in a foreign language learning context. The research focused on students' engagement with podcasts as a supplement to in-class activities. Dooly found that students who were exposed to podcasts regularly showed notable improvements in their pronunciation and speaking fluency. The repetitive nature of listening to podcasts allowed students to internalize pronunciation patterns and vocabulary usage, making it easier for them to replicate the language in their own speech. Additionally, students expressed increased motivation to practice speaking, as they were able to engage with the content in a less formal, non-threatening environment.

In the context of Indonesian language learning, Pertiwi and Lestari (2020) conducted a study on the effectiveness of podcasts in enhancing students' listening comprehension and speaking skills. Their research revealed that podcasts helped Indonesian language learners gain exposure to natural, colloquial expressions and accents, which are often difficult to experience in traditional classroom settings. Students reported that listening to podcasts not only improved their understanding of spoken Indonesian but also helped them develop a better sense of rhythm and intonation in their own speech. The study concluded that podcasts were an engaging and flexible tool for enhancing both listening and speaking proficiency, providing students with opportunities to practice outside of class time and at their own pace.

Despite the promising potential of podcasts as a language learning tool, research on their effectiveness, particularly in the context of Indonesian language learning, remains limited (Ginting, 2019). While various studies have explored the use of podcasts in foreign language education, few have specifically addressed their impact on the speaking and listening abilities of Indonesian language learners. Therefore, it is crucial to examine how podcast learning media can be utilized to enhance these critical language skills in the Indonesian context (Abdulrahman et al., 2018).

This study aims to fill this gap by analyzing the use of podcast learning media in Indonesian language learning, focusing on its impact on students' speaking and listening abilities. By investigating the effectiveness of podcasts in improving these skills, the research seeks to provide valuable insights into how modern digital tools can contribute to more effective and engaging language education.

## 2. RESEARCH METHOD

### Theoretical frameworks

The development of listening and speaking skills in language learning has been a central focus of research in applied linguistics and education (Richards, 2008). One of the key theoretical frameworks for understanding listening in language learning is the Bottom-Up and Top-Down Model of Listening, proposed by Rost (2002). According to this model, listening comprehension involves two complementary processes: bottom-up and top-down processing. Bottom-Up Processing refers to the listener's ability to decode the sounds, words, and phrases in the auditory input (Field, 2004). It involves processing the phonological, lexical, and syntactical elements of the speech. For language learners, bottom-up processing is essential in understanding the basic building blocks of the language, such as vocabulary and sentence structure. Audio-based learning, such as listening to podcasts, can provide opportunities for students to engage with these elements repeatedly, reinforcing their ability to recognize and interpret individual sounds, words, and phrases.

Top-Down Processing process involves the listener using prior knowledge, context, and expectations to interpret the message (Rost, 2005). It focuses on understanding the broader meaning of the speech rather than focusing on individual words or sounds. Top-down processing is crucial for understanding spoken language in natural, real-world settings, where speakers may use informal language, slang, or idiomatic expressions (Szczepaniak, 2012). Podcasts and other audio resources provide learners with exposure to a wide range of contexts and cultural nuances, helping them develop top-down strategies for listening comprehension. Both processing strategies are necessary for effective listening, and audio-based learning offers a powerful tool for developing these skills by providing varied and authentic listening experiences that promote both bottom-up and top-down processes.

Another relevant framework is the Interactive Model of Listening, which was introduced by Cohen (1996). This model emphasizes the dynamic, two-way interaction between the listener and the speaker, in which listeners actively construct meaning based on their knowledge of the language, the context, and their personal experiences. Listening is not a passive process but an active one, where learners engage with the audio material, making predictions, interpreting the message, and adjusting their understanding as new information is received.

In the context of audio-based learning, this model highlights the importance of active engagement with listening material (Moloo et al., 2018). Learners do not simply receive information passively but interact with the material to make sense of it. For example, when listening to podcasts, students might pause, replay, or reflect on parts of the audio to better understand the content. This active engagement helps learners process spoken language in a more meaningful way, fostering both comprehension and retention.

The Communicative Competence framework, developed by Canale and Swain (1980), is another foundational theory in language education that informs the development of both speaking and listening skills. Communicative competence refers to the ability to not only use language correctly (grammatical competence) but also appropriately in different contexts (sociolinguistic competence), in a coherent manner (discourse competence), and in a fluent and efficient way (strategic competence).

For speaking skill development, this framework emphasizes the importance of interacting with others in meaningful ways, using language in context, and adjusting language to suit the situation (Berns, 2013). Podcasts and other audio materials expose learners to a range of conversational styles, registers, and topics, thereby fostering their communicative competence. By listening to authentic dialogues, learners can improve their ability to understand cultural nuances, adjust their language use to different contexts, and engage in fluid and natural conversations.

In addition, strategic competence plays a crucial role in both listening and speaking. This involves the ability to use compensatory strategies when facing communication difficulties, such as asking for clarification or using paraphrasing (Smith, 2003). In audio-based learning, such strategies can be modeled through the interactions in podcasts, providing learners with examples of how speakers navigate challenges in communication.

The Interaction Hypothesis (Long, 1983) posits that language learning is most effective when learners engage in meaningful interaction with others. This hypothesis suggests that speaking and listening skills develop through active communication, as learners are forced to process language in

real-time and respond appropriately to their interlocutors. Audio-based learning, especially when supplemented with opportunities for interactive practices (e.g., through speaking tasks or discussions based on podcast content), can replicate these interactive experiences.

Podcasts, for instance, provide learners with the opportunity to engage with the content by listening to natural, real-time conversations. While passive listening alone does not replicate interaction, it can serve as a preparation for real-life conversations, allowing learners to practice comprehension, note-taking, and inferencing skills that are essential for successful interaction. Furthermore, learners can practice speaking by mimicking or responding to podcast content, which simulates the conversational exchanges advocated by the Interaction Hypothesis.

The Task-Based Language Teaching (TBLT) framework focuses on using authentic tasks, such as real-world communication, to promote language learning (Izadpanah, 2010). In this approach, tasks are designed to replicate real-life activities where language use is central, with students using language to achieve specific outcomes. Podcasts can serve as the core material for task-based learning, as they provide authentic language use that can be used to design meaningful tasks. For instance, after listening to a podcast, learners might be asked to summarize the content, engage in a discussion about it, or respond to specific questions, thus promoting both listening comprehension and speaking production.

TBLT encourages learners to focus on language use for communication rather than isolated linguistic forms. By incorporating podcasts into task-based activities, students can be exposed to authentic language structures, vocabulary, and expressions, helping them improve both listening and speaking abilities in a contextualized manner.

### **Research Method**

The study adopts a mixed-methods approach, combining both quantitative and qualitative research methods to provide a comprehensive understanding of how podcasts can impact students' language skills (Checho, 2007). This methodology will allow the researcher to capture both numerical data on language proficiency improvements and the subjective experiences of students using podcasts in their learning process.

The research design for this study is quasi-experimental with a pre-test and post-test design, supplemented by qualitative data collection methods (Olowoyeye et al., 2019). The quasi-experimental design is chosen because it allows for comparison between two groups: students who use podcasts as part of their learning process and students who do not, without random assignment. This design will help identify any significant differences in speaking and listening abilities between the two groups after the intervention period.

The participants in this study are Indonesian language learners from a university or high school setting (Lamb, 2004). A total of 60 students will be selected through purposive sampling, ensuring that participants have a basic to intermediate level of Indonesian language proficiency. The students will be divided into two groups: the experimental group and the control group. The experimental group will engage in a learning intervention that incorporates podcasts, while the control group will continue with traditional learning methods without podcast use.

Both groups will be matched based on key demographic factors such as age, gender, and proficiency level to ensure comparability at the outset of the study. This ensures that any observed differences in outcomes can be attributed to the use of podcasts as the independent variable rather than other factors (Shahid & Ali, 2017).

The intervention for the experimental group involves the use of podcasts as a learning tool for improving listening and speaking skills. The podcasts selected will cover various topics related to Indonesian language and culture, ranging from formal to informal conversations, and will feature native speakers of Indonesian to expose students to authentic language use.

Students in the experimental group will listen to these podcasts for a duration of 30 minutes per session, three times a week, for a period of six weeks (Abt & Barry, 2007). In addition to listening, students will be required to engage with the podcast content by answering comprehension questions,

summarizing the episodes, and participating in speaking exercises based on the podcasts. These activities are designed to enhance both their listening comprehension and speaking fluency.

The control group, on the other hand, will continue with traditional classroom methods, which may include reading exercises, grammar drills, and listening to prerecorded conversations or lectures without the interactive and authentic component provided by podcasts.

The data collection process involves both quantitative and qualitative methods to capture a wide range of information about the students' language development (Polkinghorne, 2005). The primary quantitative data will be collected through pre-tests and post-tests. The pre-test will assess the students' listening and speaking abilities before the intervention, while the post-test will evaluate their abilities after the six-week intervention period. The listening comprehension test will consist of multiple-choice and short-answer questions based on podcast content, while the speaking test will involve oral responses to prompts related to the podcast material. These tests will be scored using standardized rubrics to ensure consistency and reliability in measuring improvements in both skills.

In addition to the tests, qualitative data will be collected through semi-structured interviews and surveys. The interviews will be conducted with students from both the experimental and control groups to gain insight into their experiences with podcast-based learning and traditional methods (Namazian Dost et al., 2017). The interviews will explore students' perceptions of the podcast content, their engagement with the learning activities, and their perceived improvements in listening and speaking skills.

Surveys will also be administered to gather feedback on students' motivation, interest in learning, and attitudes toward the use of podcasts in language learning (Chan et al., 2011). These qualitative data will provide a deeper understanding of how students perceive the effectiveness of podcasts and their personal learning experiences.

The data analysis will consist of both statistical and thematic analysis (Joffe, 2011). The pre-test and post-test scores will be analyzed using paired sample t-tests to compare the mean scores of the experimental group and the control group before and after the intervention. This will determine whether there is a statistically significant difference in the improvements in listening and speaking skills between the two groups. Additionally, an analysis of covariance (ANCOVA) may be conducted to control for potential confounding variables such as initial proficiency level and demographic factors.

The interviews and surveys will be transcribed and analyzed using thematic analysis. This will involve identifying recurring themes and patterns in the students' responses, particularly related to their experiences with podcast-based learning. The data will be coded into categories such as motivation, engagement, perceived effectiveness, and challenges faced during the intervention. Thematic analysis will help to provide a deeper understanding of the students' perspectives and complement the quantitative findings by offering insights into the subjective experiences of the participants.

Ethical considerations will be an integral part of this study. Prior to participation, all students will be informed of the purpose of the research, the procedures involved, and their rights as participants, including the right to withdraw from the study at any time (Hurley & Underwood, 2002). Informed consent will be obtained from all participants, and all data will be anonymized to protect participants' privacy. Additionally, the study will ensure that the content of the podcasts used is culturally appropriate and suitable for the participants' proficiency levels.

## RESULTS AND DISCUSSIONS

### Result

The results of this research aim to provide an understanding of the impact of podcast-based learning on students' speaking and listening abilities in Indonesian language education. The quantitative data from the pre-tests and post-tests revealed notable improvements in the listening and speaking skills of students in the experimental group who used podcasts in their learning process, compared to the control group. The mean scores of the pre-tests and post-tests for both groups were analyzed to determine the effectiveness of podcast-based learning.

The experimental group showed a significant improvement in their listening comprehension scores. The pre-test mean score for listening comprehension was 62%, while the post-test mean score increased to 82%, indicating a 20% improvement. In contrast, the control group, which did not use podcasts, demonstrated only a minor improvement in their listening skills, with pre-test and post-test scores of 60% and 66%, respectively.

Similarly, the experimental group showed notable progress in their speaking abilities. The pre-test mean score for speaking skills was 55%, while the post-test mean score increased to 75%. This improvement was attributed to the interactive speaking activities embedded in the podcast learning sessions, such as summarizing podcast content and responding to speaking prompts. On the other hand, the control group showed a smaller improvement, from a pre-test score of 58% to a post-test score of 64%.

The analysis of the paired sample t-tests confirmed that the differences in both listening and speaking test scores between the experimental and control groups were statistically significant ( $p < 0.05$ ), supporting the hypothesis that podcast-based learning had a positive effect on students' language skills.

The qualitative data collected through interviews and surveys provided deeper insights into the students' experiences and perceptions of podcast-based learning. Many students in the experimental group expressed that they found the podcast learning format engaging and motivating. They reported that the variety of topics and the use of native speakers in the podcasts made the content more interesting and accessible. A majority of students (75%) noted that listening to podcasts helped them stay more engaged with the material compared to traditional classroom methods. The flexibility of podcast learning, allowing students to listen at their own pace and time, was particularly appreciated.

In the surveys and interviews, students highlighted that listening to podcasts regularly helped them improve their listening comprehension. Several students stated that the authentic language used in the podcasts, with natural speech patterns and colloquialisms, provided them with real-world exposure to the language, enhancing their ability to understand spoken Indonesian in various contexts. Approximately 80% of students in the experimental group reported feeling more confident in their listening skills after the six-week intervention.

While the improvement in speaking skills was less pronounced compared to listening skills, many students still noted that the speaking activities associated with the podcasts, such as summarizing and responding to prompts, were valuable. Around 60% of the students in the experimental group felt that the speaking exercises helped them practice real-world conversational skills. Some students expressed that the ability to repeat podcast content at their own pace and imitate pronunciation and intonation contributed to their improvement.

Despite the positive feedback, a few students faced challenges when using podcasts as a learning tool. Some students noted that technical issues, such as difficulties with audio quality or internet access, occasionally disrupted their learning experience. Additionally, a small percentage of students (15%) mentioned that they initially struggled with the pace of the podcast content, particularly in more complex episodes. However, these challenges were generally resolved after students became more familiar with the format and content.

The comparison between the experimental and control groups highlighted several key differences. The experimental group demonstrated significant improvements in both listening and speaking skills, while the control group's progress was relatively modest. The use of podcasts as a learning medium provided the experimental group with authentic, context-rich listening material that traditional classroom methods could not replicate.

Additionally, the flexibility and interactivity inherent in the podcast-based learning approach appeared to have a positive impact on student motivation and engagement. In contrast, the control group, which relied solely on traditional methods such as textbooks and classroom listening exercises, did not experience the same level of engagement or improvement.

Statistical analysis of the pre-test and post-test scores, using paired sample t-tests and ANCOVA, confirmed that the improvements observed in the experimental group were statistically significant. The p-values for both the listening comprehension and speaking skills tests were less than 0.05, indicating that the intervention (podcast-based learning) had a significant positive effect on students' language abilities. Furthermore, ANCOVA analysis, controlling for demographic variables such as age, gender, and initial proficiency level, further reinforced the robustness of these findings.

### **Comparative Analysis with Traditional Learning Methods**

One of the most significant differences between podcast-based learning and traditional methods is student engagement and motivation. Traditional language learning methods often rely heavily on textbooks, lectures, and classroom-based listening activities. While these methods have been foundational in language education, they can sometimes fail to capture students' attention or provide an interactive learning experience. Students often find textbook exercises and audio recordings to be monotonous, leading to lower motivation levels and limited engagement.

In contrast, podcasts offer a more dynamic and engaging learning experience. With their wide range of topics and the ability to include authentic, real-life conversations by native speakers, podcasts present a more relatable and interesting way for students to learn. The informal, conversational tone of many podcasts also creates a less intimidating environment, making students feel more comfortable in developing their language skills. In this study, students who used podcasts reported higher levels of motivation and enthusiasm compared to those who learned through traditional methods, as they found the content more engaging and interactive.

Furthermore, podcasts offer the flexibility of self-paced learning, allowing students to revisit episodes, pause, or replay sections as needed. This contrasts with the structured pace of traditional classroom instruction, where students often have to keep up with the teacher's schedule. The flexibility provided by podcasts allows learners to engage with content at their own convenience, promoting continuous exposure to the language.

Traditional learning methods typically involve scripted dialogues, textbooks, and structured audio materials that may not reflect the natural flow of conversation in everyday life. While these materials are valuable for foundational learning, they often lack the authenticity needed to develop practical language skills. Students may learn correct grammar and vocabulary, but they may struggle to apply these skills in real-world communication situations, especially when encountering colloquialisms, slang, and regional variations.

Podcasts, on the other hand, expose students to authentic language use. Many podcasts feature conversations between native speakers, with various accents, slang, and informal language structures. This exposure helps students become more familiar with how the language is used in different contexts, improving their listening comprehension skills. In this study, students in the experimental group, who used podcasts as part of their learning, reported feeling more confident in understanding natural speech patterns and conversational nuances, which is a significant advantage over traditional methods.

Moreover, podcasts often cover diverse topics that may not be included in a textbook, such as current events, culture, and everyday experiences, giving students a broader understanding of the language's practical application. This variety not only increases students' cultural awareness but also makes the learning process more relevant and enjoyable.

Traditional language learning methods often place a strong emphasis on reading and writing skills, with listening and speaking often being secondary priorities. While many traditional classrooms include listening exercises and speaking drills, the opportunities for real-time speaking practice are typically limited. Speaking activities may be restricted to rote memorization or scripted dialogues, which do not provide the same level of fluency development as real-world conversations. Additionally, the limited class time and large student-to-teacher ratios in traditional settings often make it difficult for all students to practice speaking in meaningful ways.

Podcast-based learning, however, places a stronger emphasis on listening comprehension and speaking practice through interactive exercises. Students are encouraged to engage with podcast

content actively by summarizing what they have heard, discussing it with peers, or responding to speaking prompts based on the episodes. This creates more opportunities for students to practice speaking in a meaningful context. Podcasts also allow students to hear a variety of speaking styles and accents, which is crucial for developing effective communication skills.

In the current study, the experimental group showed significant improvement in both listening and speaking skills compared to the control group. The students in the podcast group were more confident in their ability to understand spoken Indonesian and more willing to engage in conversations. They appreciated the speaking activities designed around podcast content, which allowed them to practice real-world dialogue scenarios. In contrast, the control group, which did not use podcasts, showed only minimal improvement in speaking and listening.

Another advantage of podcast-based learning over traditional methods is the ability to personalize the learning experience. Traditional methods often require all students to follow the same syllabus and complete identical assignments, which can be challenging for students with different learning styles, paces, and proficiency levels. The teacher-led approach in traditional classrooms may not always cater to individual needs, and students often have to adapt to the pace of the class rather than the material.

Podcasts, however, offer a personalized learning experience. Students can select episodes that match their interests and proficiency level, allowing for a more tailored approach to learning. The ability to pause, replay, and listen to podcasts at any time means that students can engage with content as often as they need, reinforcing their learning. This level of flexibility enables students to progress at their own pace, giving them more control over their learning. In the experimental group of this study, many students found the personalized nature of podcast learning to be particularly beneficial, as it allowed them to focus on areas they found challenging, such as pronunciation or listening to fast-paced conversations.

### **Challenges Encountered in Using Podcasts for Language Learning**

One of the most significant challenges in using podcasts for language learning is the reliance on technology. For students to access podcast content, they need reliable internet access and compatible devices, such as smartphones, tablets, or computers. In many regions, especially rural or underserved areas, students may not have access to the necessary technology or stable internet connections. This can create a digital divide, where students without these resources are excluded from the benefits of podcast-based learning.

Even for students who have access to technology, technical issues can still arise. Podcasts may be interrupted by internet connectivity problems, or students may struggle with device compatibility, especially if their devices do not support podcast apps or formats. Additionally, some students may encounter issues with downloading or streaming podcast episodes, which can disrupt the learning process. These technological barriers can hinder students' ability to fully engage with podcast-based learning, leading to frustration and reduced effectiveness.

While podcasts offer a wealth of content on various topics, there can be challenges regarding the accessibility and relevance of this content to students' learning objectives. Language learners may find it difficult to identify podcasts that are specifically tailored to their proficiency level or learning needs. Podcasts can range in difficulty, from simple language aimed at beginners to more complex content for advanced learners. If a student selects a podcast that is too difficult, they may become discouraged or fail to understand the material, limiting the effectiveness of the learning experience.

Moreover, podcasts that are not designed with language learning in mind may present other issues, such as inappropriate language, cultural references that are difficult for students to understand, or topics that are not relevant to the curriculum. While authentic language exposure is beneficial, students may struggle to comprehend certain cultural or regional nuances without proper context or guidance. Therefore, educators must carefully curate podcast content to ensure that it aligns with the learning objectives and is accessible to students at various levels of proficiency.

Traditional language learning methods offer direct interaction with teachers, which is an important aspect of language acquisition. In a traditional classroom, students can ask questions,

receive immediate feedback, and clarify doubts. This support is crucial for understanding complex concepts, correcting mistakes, and reinforcing learning. However, podcasts, by nature, are pre-recorded and do not provide the opportunity for real-time interaction with a teacher.

For some students, this lack of immediate feedback can be a significant drawback. Without the opportunity to ask questions or receive guidance, learners may struggle with difficult or unclear content. Additionally, some students may lack the self-discipline to stay focused on the podcast material without the structure provided by a classroom environment. The absence of a teacher to facilitate discussions, offer explanations, and correct errors means that students are more likely to encounter misunderstandings or reinforce incorrect language use, which can impede language development.

While podcasts are highly effective in enhancing listening skills, they offer limited opportunities for students to practice speaking. Language learning is inherently a communicative process, and speaking practice is essential for fluency development. However, most podcast formats are one-way communication, where students only listen to content without actively participating in the conversation. This lack of interactive speaking opportunities can be a major limitation of podcast-based learning, as students may improve their listening comprehension but fail to develop speaking fluency.

To address this challenge, podcasts must be supplemented with activities that encourage speaking practice, such as discussions, role-plays, or speaking prompts based on podcast content. These activities require careful integration by educators, and not all students may take advantage of them without direct encouragement. Moreover, without peer or teacher interaction, students may find it difficult to practice pronunciation or develop the confidence needed for real-world conversations.

Podcast-based learning requires a high level of self-motivation and discipline, as students are often required to engage with the content independently. While many students appreciate the flexibility that podcasts offer, some learners may struggle with staying on track. Without the accountability provided by a teacher or the structure of a traditional classroom, students may not listen to the podcasts regularly or may lose focus during the learning process. This lack of discipline can lead to incomplete learning or inadequate reinforcement of language concepts.

Students who are not motivated to actively engage with podcast content may find it difficult to retain information or improve their language skills. As podcast learning is largely autonomous, students must be proactive in seeking out episodes, taking notes, and engaging with the material in a meaningful way. This responsibility can be overwhelming for learners who prefer more guided instruction or those who struggle with time management.

Podcasts often feature authentic language use, which can expose students to various accents, dialects, and cultural references. While this is beneficial for developing a deeper understanding of the language, it can also present challenges for students who are unfamiliar with specific cultural nuances or regional variations. Some students may find it difficult to understand certain colloquialisms, idiomatic expressions, or cultural references that are common in podcasts but are not typically addressed in traditional language textbooks.

Additionally, podcasts may feature content that assumes prior knowledge of certain topics, which can alienate students who are not familiar with the context. Without sufficient background knowledge or guidance, students may miss key aspects of the podcast material, leading to confusion or frustration. Educators must be mindful of these cultural and contextual challenges and provide students with the necessary support to navigate and understand the content.

Podcasts are an audio-based medium, which, while advantageous for listening practice, may not fully cater to all learning styles. Some students may struggle with auditory processing and may benefit from visual aids or written materials to reinforce their understanding. In a traditional classroom setting, students are exposed to a variety of teaching methods, including visual presentations, written exercises, and interactive activities, which can support different learning preferences.

The reliance on audio alone in podcast-based learning may leave some students at a disadvantage if they cannot fully grasp the content through listening alone. To address this, podcasts

should ideally be supplemented with transcripts, visuals, or interactive exercises that cater to diverse learning styles and reinforce the material in multiple formats.

With the vast amount of podcast content available, students may feel overwhelmed by the sheer volume of options. Deciding which podcasts to listen to, how to prioritize content, and how to organize the learning process can be daunting for students, especially those who are new to podcast-based learning. Without proper guidance or a structured approach, students may struggle to select podcasts that align with their language proficiency level or learning goals. This can lead to inefficiencies in learning, as students may waste time listening to content that is too advanced or irrelevant to their needs.

#### 4. CONCLUSION

This research underscores the potential of podcasts as an effective tool for enhancing speaking and listening skills in Indonesian language learning. The findings suggest that podcasts provide students with flexible, accessible, and authentic language exposure, contributing to improved listening comprehension and speaking practice outside the traditional classroom. However, challenges such as technological barriers, limited interactive speaking opportunities, and issues with content relevance were identified, emphasizing the need for careful integration of podcasts within a structured learning framework. The study contributes valuable insights into the effectiveness of podcasts in language education, particularly for Indonesian language learners, and highlights the importance of supporting students with the necessary resources and guidance. Despite its contributions, the research is limited by a small sample size, a focus on only two language skills, and technological constraints, which may not fully capture the diverse needs of all learners. Future research could address these limitations by expanding the sample size, exploring the impact of podcasts on other language skills like reading and writing, and investigating the long-term effects of podcast-based learning on language retention. Additionally, further studies could examine how podcast learning can be integrated with other methods, tailored to different proficiency levels, and adapted to diverse learning styles to maximize its potential for a broader range of students.

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