



STUDENTS' EXPERIENCES IN USING PODCAST TO EXPLORE ENGLISH ORAL COMMUNICATION SKILLS OF SENIOR HIGH SCHOOL STUDENTS



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2025

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**Submitted to fulfill one the Requirement for *Sarjana Pendidikan*
Degree**

**at English Education Department of Faculty of Education and
Teacher Training**

UIN K.H. Abdurrahman Wahid Pekalongan



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
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2025

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MOTTO

"If you want to get something then do it, if not done then it will not happen, because regret is much more expensive than success"

Fabian Arriziq

"The best selection in life is time, from the beginning nothing is easy, the more it is lived the more difficult it is, but of all that the winners are those who choose to survive"

Kalimasada

"The greatest treasure a man can possess is courage and the will to act"

Alexander The Great

"We don't have to be smarter than others, we have to be more disciplined than others"

Warren Buffet

"The biggest risk is not taking any risk"

Mark Zuckerberg

"I have proved that, the pleasure of life is in our patience in sacrifice"

Abu Bakr Ash-Shiddiq

"So indeed with difficulty there is ease, indeed with difficulty there is ease"

(Qs. Al-Inshirah: 5-6)

ABSTRAK

Penelitian kualitatif ini mengeksplorasi pengalaman siswa sekolah menengah atas dalam menggunakan podcast untuk mengembangkan kemampuan komunikasi lisan bahasa Inggris mereka, menyelidiki manfaat yang dirasakan dan tantangan yang dihadapi melalui wawancara semi-terstruktur dengan siswa dan guru bahasa Inggris. Temuan penelitian ini mengungkapkan bahwa podcast secara signifikan berkontribusi pada hasil pembelajaran yang positif, termasuk eksplorasi pemahaman mendengarkan, eksplorasi akuisisi kosakata dan akurasi pengucapan, pelafalan dan intonasi yang lebih baik, mengeksplorasi kesadaran budaya, dan mengembangkan keterampilan berpikir kritis dan analitis, dengan siswa melaporkan bahwa mereka mendapatkan kepercayaan diri dan perspektif yang lebih luas. Namun, penelitian ini juga mengidentifikasi beberapa pengalaman negatif, seperti kesulitan dalam produksi lisan dan kefasihan (yang mengarah pada rasa tidak percaya diri dan frustrasi), beban kognitif yang berlebihan dan frustrasi akibat kosakata yang padat (mengganggu pendengaran dan menyebabkan kelelahan mental), masalah keterlibatan dan kesesuaian konten (kebosanan karena konten yang panjang dan kurang visual atau kesulitan menemukan materi yang sesuai), dan gangguan kecil di dalam podcast itu sendiri (seperti pengisi suara atau musik latar). Temuan ini menunjukkan bahwa meskipun podcast adalah sumber yang berharga untuk input bahasa, peran eksplorasinya dalam pengembangan keterampilan komunikasi lisan dimediasi oleh faktor-faktor seperti perlunya latihan output eksplisit, manajemen beban kognitif, pemilihan konten yang disesuaikan, dan mengatasi hambatan, sehingga menyoroti perlunya bagi pendidik untuk secara strategis mengintegrasikan podcast dengan kegiatan dan bimbingan yang saling melengkapi. Penelitian ini menawarkan rekomendasi praktis untuk guru, siswa, dan jalan untuk penelitian di masa depan untuk meningkatkan pembelajaran bahasa berbasis podcast.

Kata Kunci: Pengalaman siswa, Podcast, Keterampilan komunikasi lisan, Pembelajaran bahasa Inggris, Perasaan positif, Perasaan negatif.

ABSTRACT

This qualitative study explores the experiences of senior high school students in using podcasts to develop their English oral communication skills, investigating both the perceived benefits and challenges encountered through semi-structured interviews with students and an English teacher. The findings reveal that podcasts significantly contribute to positive learning outcomes, including exploration of listening comprehension, exploration of vocabulary acquisition and pronunciation accuracy, better pronunciation and intonation, explored cultural awareness, and developed critical thinking and analytical skills, with students reporting gaining confidence and broader perspectives. However, the study also identifies several negative experiences, such as difficulties in oral production and fluency (leading to insecurity and frustration), cognitive overload and frustration from dense vocabulary (disrupting listening and causing mental fatigue), issues with content engagement and suitability (boredom due to long, visual-less content or difficulty finding matching materials), and minor distractions within the podcast itself (like fillers or background music). These findings suggest that while podcasts are a valuable resource for language input, their exploratory role in oral communication skill development is mediated by factors such as the need for explicit output practice, cognitive load management, tailored content selection, and addressing barriers, thus highlighting the necessity for educators to strategically integrate podcasts with complementary activities and guidance. This research offers practical recommendations for teachers, students, and avenues for future studies to enhance podcast-based language learning.

Keywords: *Students' experiences, Podcasts, Oral communication skills, English language learning, Positive feelings, Negative feelings.*

PREFACE

All praise and gratitude are due to Allah SWT, the Most Merciful Creator, whose boundless grace has guided every step of this journey, granted me health, and bestowed unwavering patience, enabling me to complete this thesis entitled “The Use of Podcast to Explore the Oral English Communication Skills of Senior High School Students.” I humbly submit this work to the English Education Department, Faculty of Teacher Training and Education, UIN K.H. Abdurrahman Wahid Pekalongan, as a testament to my devotion and in pursuit of the Bachelor of Education degree. I am fully aware that this humble endeavor remains imperfect; therefore, I earnestly welcome constructive criticism and wise suggestions to enhance its quality. With deepest respect and heartfelt appreciation, I wish to acknowledge:

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Fabian Arriziq



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CHAPTER I

INTRODUCTION

1.1 Background of the Study

It's a real challenge to get high school students in non-English speaking countries like Indonesia to feel comfortable and skilled when speaking English, even after years of learning it. Many still find it tough to express themselves confidently and fluently (Kashinathan & Abdul Aziz, 2021). This problem often arises due to limited exposure to real-life oral communication skills practice, and a lack of emphasis on communicative competence, especially oral communication skills, in traditional classroom settings (Gunes & Hakki Sarigoz, 2021). It also highlights that large class sizes, teacher-centered learning methods, and the lack of exposure to English outside the classroom contribute to students' difficulties in developing oral communication skills (Bhutto et al., 2023). Additionally, English is rarely used as a medium of communication in daily life, making it challenging for students to practice speaking beyond the classroom setting and this factor collectively hinders the development of students' oral proficiency, despite the growing demand for English-speaking skills in higher education and the job market (Lee & Sylvén, 2021).

In addition, high school students often struggle with spoken English communication skills due to a lack of development of communication skills, including listening, speaking, reading, and writing (Alghamdy, 2022). Many students feel anxious or reluctant to use English in conversations, fearing they will be mocked or labeled as *sok Inggris* (pretentious for speaking English) by their peers and this social stigma discourages students from practicing, even when opportunities are available (Alshumaimeri & Alhumud, 2021). Students who make mistakes in pronunciation or grammar, have trouble pronouncing words correctly and lack vocabulary often face teasing from classmates, further reinforcing their fear of oral communication skills and may hinder their willingness to

engage in conversations or public speaking (Ramzan et al., 2023). This phenomenon is particularly common in environments where English is not commonly spoken, making any attempt to use the language stand out and become a target for ridicule then making many students prefer to remain silent in English classes rather than risk embarrassment, leading to a cycle where their oral communication skills remain underdeveloped (Zarei, 2022). The combination of limited vocabulary, fear of judgment, and lack of a supportive environment significantly hinders students' progress in spoken English, despite years of formal instruction (Hui & Yunus, 2023).

The lack of emphasis on oral communication skills in traditional classroom settings is a significant concern, as it can lead to students' inability to communicate in real life situations (Kashinathan & Abdul Aziz, 2021). English instruction in many Indonesian schools still prioritizes grammar, reading, and writing over speaking and listening which rely heavily on textbooks and rote memorization (Halim et al., 2023). In an era where digital technology plays a crucial role in education, integrating digital-based learning tools is essential to explore students' engagement and language acquisition. Limited exposure to authentic spoken English further hinders students' listening comprehension, pronunciation, and fluency (Alzubi et al., 2024). Given that today's students are digital natives who are accustomed to consuming content through online platforms, leveraging digital resources such as podcasts can make learning more accessible and engaging and this methods not only provide students with exposure to real-life English usage but also offer flexibility in learning, allowing them to practice oral communication and listening skills beyond the confines of the classroom (Laiya et al., 2022). By incorporating digital tools, teachers can bridge the gap between theoretical knowledge and practical communication skills, making English learning more relevant in the modern world (Haleem et al., 2022). Therefore, it is interesting innovative methods, such as the use of

podcasts, to develop senior high school students' oral communication skills.

Incorporating podcasts into learning strategies can provide several benefits to students through real-life dialogue examples and cultural insights that textbooks often lack, making them an excellent resource for enhancing speaking and listening skills for mastering communication skills (Laiya et al., 2022). However, despite their potential, podcasts remain an under-utilized medium in formal classroom settings, particularly in Indonesian high schools. Traditional teaching methods still dominate, with lessons primarily centered on textbooks, grammar drills, and written exercises rather than interactive or auditory-based learning (Halim et al., 2023). Many schools lack the infrastructure or awareness to integrate podcasts as part of their curriculum, and teachers may not be familiar with how to incorporate them into lesson plans (Harahap & Rizal, 2023). As a result, students have limited exposure to spoken English outside of scripted classroom dialogues, which may not fully prepare them for real-world communication.

Due to these differences, it is important to know whether podcasts can indeed be an appropriate medium in training middle school students' oral communication skills and abilities. Although digital learning tools in today's era are becoming a popular medium, the extent to which podcasts provide meaningful development in oral proficiency is still an area that requires further research. In addition, challenges such as student motivation, accessibility, and the role of teachers in guiding podcast-based learning need to be addressed to determine whether this approach can be applied in a traditional school environment.

1.2 Formulation of the Problem

Based on the previous statement, the following research question needs to be defined in this study, **“How do students feel in using podcasts to explore English oral communication skills in senior high school?”**

1.3 Operational Definitions

In this case, to minimize confusion about the terminologies employed in this study, the researcher offers many explanations related to the study:

1. Podcast

Podcasts are digital audio or video files that provide authentic language exposure, diverse accents, and various speech patterns. In an English learning context, podcasts help students encourage their listening and oral communication skills in a flexible and engaging way (Borrego, 2023).

2. Multi Media Learning

Multimedia Learning is an educational approach that integrates various forms of media, such as text, audio, images, animations, and videos, to get better students' understanding and retention of information. In language learning, multimedia learning can involve the use of podcasts to explore students' oral communication skills and this method helps learners grasp concepts more deeply, get more engagement, and accommodates diverse learning styles (Yumnam, 2021).

3. Oral communication

Oral communication skills refer to the ability to convey ideas and information through spoken language, including pronunciation, fluency, and clarity. In English learning, it focuses on students' ability to understand and produce spoken English in different contexts (Wachid, 2021).

1.4 Aims of the Study

The objective of this study is to explore the students' feeling in using podcasts to explore English oral communication skills in senior high school.

1.5 Significance of the Study

The following are the significances of this study:

1. Theoretical: This research contributes to language learning theory by exploring how podcasts, as an auditory learning tool, can explore oral English communication skills among

Indonesian high school students, in alignment with Mayer's Multimedia Learning Theory (2002).

2. Empirical: This study offers empirical evidence on the use of podcast-based instruction in strengthening oral English communication skills among Indonesian high school students.
3. Practical: The study provides practical strategies for English teachers to design enriching teaching methods using podcasts, promoting real world communication practices among students.



CHAPTER V

CONCLUSION

5.1 Summary of the Findings

This study aims to explore high school students' experiences in using podcasts to develop English oral communication skills. Based on qualitative data analysis from interviews with students and teachers, the findings indicate that the use of podcasts brings a variety of experiences for students, which can be categorized into positive and negative feelings.

On the positive side, students consistently reported significant improvements in listening comprehension, being able to capture the main ideas and details of the audio content. Podcasts also proved useful in enriching students' vocabulary acquisition, introducing them to new terms in authentic contexts. In addition, students noted improvements in their pronunciation and intonation, with some even attempting to imitate native speakers' speaking styles. Exposure to a variety of topics in podcasts contributed to greater cultural awareness and social understanding, as well as fostering the development of critical thinking and analytical skills as students were encouraged to reflect on and analyze the content they heard.

However, on the other hand, the students' experiences were also marked by some negative feelings and challenges. One of the main issues was difficulties in oral production and fluency, where students found it difficult to transform their receptive understanding into fluent and confident oral output, often accompanied by feelings of frustration and insecurity. Another significant challenge was the experience of cognitive overload and vocabulary-related frustration, where

the density of unfamiliar words in the podcasts caused mental fatigue and hindered detailed comprehension. Furthermore, issues of content engagement and appropriateness of the material also emerged, as students sometimes felt bored by the length of the podcasts or had difficulty finding content that suited their interests and proficiency level. Finally, some students also faced internal distractions from the podcast content itself, such as the presence of fillers or background music that could distract from the core material.

5.2. Recommendation

Based on the findings and discussion regarding students' experiences in using podcasts to develop English oral communication skills, this study puts forward several recommendations:

5.2.1. For English Language Educators

English language educators can maximize the use of podcasts by integrating them in a balanced way with oral output activities such as discussions or role-plays. It is important to guide students in managing the cognitive load of new vocabulary, for example by selecting level-appropriate podcasts or using transcripts, and helping them find interesting and relevant content. Teachers can also make students aware of the potential internal distractions of podcasts to encourage better focus.

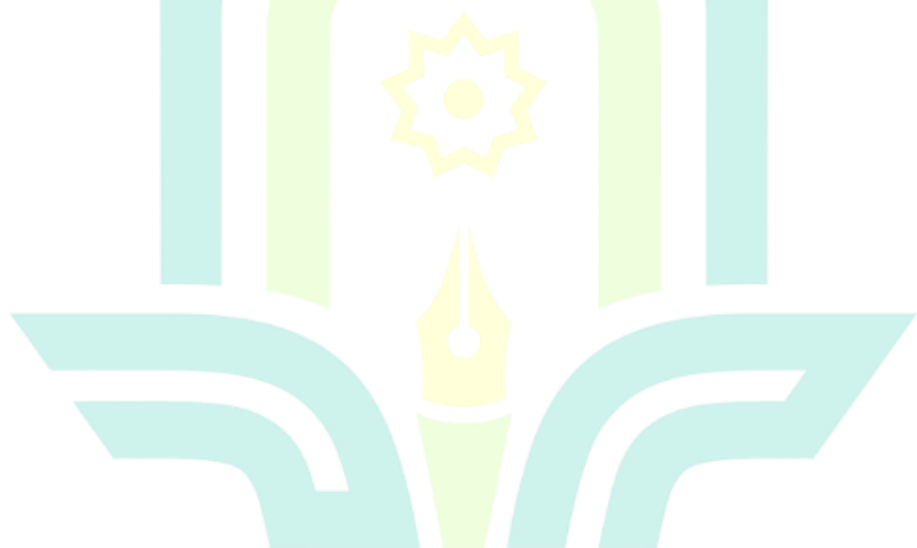
5.2.2. For Students

For students, maximizing the use of podcasts means actively practicing oral production by imitating pronunciation and seeking out opportunities to speak. It is recommended to manage new vocabulary by focusing on context rather than individual words, and to choose podcasts that are

relevant to their interests to maintain motivation. In addition, students need to train themselves to stay focused on the main message of the podcast amid potential distractions.

5.2.3. For Future Research

Future research could focus on intervention studies to specifically address oral output challenges and affective filters. Exploring the impact of different types of podcasts, developing tools that minimize distractions or manage vocabulary, and comparative research with other authentic media are also promising areas for enriching understanding of oral communication skills development.



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