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An Evaluation of English Podcast Come and Speak Hour Program

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Abstract

Podcasts are one of the most popular technological tools for language acquisition. Podcasts, which are digital recordings, can be used to help students learn English, especially in the areas of listening and speaking. Because of that the language team of Nurul Fikri Boarding School, Serang-Banten created the podcast CASH (Come and Speak Hour) program to improve students listening and speaking skills. This study reviews the impact of using podcasts in supporting language learning. As a tool, podcasts have the power to enhance students learn English. The method used is survey and observation through podcast rubric by digital blooms' taxonomy framework. 40 students of SMAI NFBS are chosen as the participants. From the survey, it is found that podcast is interesting and beneficial for the student in improving English skills & the characteristics of 4Cs. However, only a few students that are 15% said that they want to involve in that program, and based on observation some improvements are likely needed to make the quality of the podcast better so that the involvement and engagement of students increase. Thus, eventually, it will give more benefits to them.

Keywords: *English podcast, Listening, Speaking, Digital taxonomy framework.*

1. Introduction

Nowadays, people are familiar with podcasts as a multi-faceted source of entertainment and knowledge. It is easy to access through a smartphone, tablet, or computer. Listening to a podcast is like getting out with friends and participating in a discussion about something. Moreover, podcasts aimed exclusively toward language learning can assist students in improving their English skills, particularly their listening and speaking skills. Listening and speaking are two skills that are intertwined. Many students can absorb more information when they listen compared to reading. This encourages a process of discussion, which can encourage creative thinking and open communication between teachers and students.

Another advantage of podcasts as learning media is the ability to hone foreign language skills. Listening to words that are not familiar can help students learn correct pronunciation and contextual meaning, especially if they can take notes. Research studies on podcasting have previously recognized its potential and documented several pieces of evidence that podcasts may significantly enhance the level of learners' language skills, particularly in the areas of speaking and listening. Furthermore, according to the digital blooming taxonomy, podcasting is a creative activity that involves multiple distinct components and is at a high level of order thinking skill. In ELT, the appeal is not only in providing additional listening input for students but that students themselves can become involved in recording and producing the podcast (Stanley, 2006). Based on this reason,

SMAI NFBS Serang-Banten, as a school that focuses on improving language skills has been creating a podcast CASH (*Come and Speak Hour*) program to improve students listening and speaking skills which has been conducted since 2019.

In a world where new technologies are continually emerging, posing challenges to education while also presenting great opportunities. New educational technology can be used strategically to improve learning and teaching. New educational technology, on the other hand, must be accompanied by creative pedagogical techniques that promote collaboration, communication, and accessibility to be effective. Virtual worlds, wireless technology, and the ever-increasing use of mobile devices are examples of new educational innovations. (Lee et al, 2008) argued that students should not only participate in an activity and acquire skills but also produce shared outcomes and advance the intellectual capital of the group.

In this program, the student is not only a passive listener and speaker but also involved as a programmer, an actor, and a video content creator. Students are demanded to work collaboratively to succeed in the program. the content of the podcast is interactive dialogue programs in English are carried out by students across schools, cities, and countries. The topics carried are youth, Islam, Education, and culture. The CASH podcast performed by SMAI NFBS is in video form. Because participants come from cross-school, cities, and countries, the media used is zoom. However, they also provide live YouTube. As Churches (2008) proposed a digital update of the Taxonomy is most useful in getting both teachers and students to think about the process of thinking which enables students to transfer their learning to new contexts and situations. This kind of new learning opportunity, also helps students and English teachers understand how to use technology and digital resources to improve their learning experiences and outcomes.

Research studies on podcasting have previously recognized its potential and documented several pieces of evidence that podcasts may significantly enhance the level of learners' language skills, particularly in the areas of speaking and listening. The research conducted by (Marisa Yoestara & Zaiyana Putri, 2018) under the title "PODCAST: An alternative way to improve EFL students' listening and speaking performance" found that podcasts can bring many benefits to teaching listening and speaking for EFL learners. In addition (Md. Masudul Hasan & Tan Bee Hoon, 2013) conducted a study to review twenty journal articles to determine the effects of the podcast on ESL students' language skills and attitude levels. Podcasts were discovered to be extremely beneficial for learning not only speaking and listening skills, but also grammar, pronunciation, and vocabulary. Another research about the impact of podcasts on learner performance held by (Dyan Indahsari, 2020) with the title "Using podcasts for EFL students in language learning" showed that podcasts can increase language ability, especially the listening skill. Furthermore, podcasts can motivate students in learning a language.

Based on previous research, the researcher found similarities and also differences in this study. The similarity of this study with previous research is reviewing the impact of podcasts on the student. The differences are the researcher conducted the research to review the impact and student perception of using podcasts in supporting language learning and also evaluate the program whether it fulfills the criteria of a good podcast or not according to digital blooms' taxonomy framework.

1.1 Review of Related Literature

Podcasting (the combination of the word iPod and broadcasting) is an asynchronous CMC (Computer-Mediated Communication), which contains audio/video that is published on the Internet and updated at a regular interval (Stanley, 2006). (Yaman, 2016) described

that the term podcast has gained broad coverage. This reach has grown to such an extent that every audio or video file on the internet, including those on major websites like YouTube, is now considered a podcast. It allows students to learn when and where they want, at their own pace, and on their own course.

In addition, podcasts can be easily downloaded, shared, and even edited, granting learners more control and ownership of their learning (Ramli,2017). Rosell-Aguilar cited in (Yaman, 2016) clarifies this point as follows: “The fact that podcasting uses RSS is what differentiates it from simple downloading or streaming. The use of RSS, or Simple Syndication, means that the user can subscribe to a podcast that will be downloaded automatically every time there is an update or new content is uploaded.” An audio or video file should be part of an automatically updating system in order to be considered a podcast. The subscription system is another dimension. Users can subscribe to podcasts for free or pay (depending on the website) and receive automatic updates through the RSS (Really Simple Syndication) plugin. Software such as iTunes and QuickTime can be used to download and play these podcasts. The podcasts can be downloaded and played offline, making the system self-contained and user-friendly.

In 2007, Rosell-Aguilar proposed a taxonomy of language learning podcasts, presented in Figure (Rosell-Aguilar,2015).

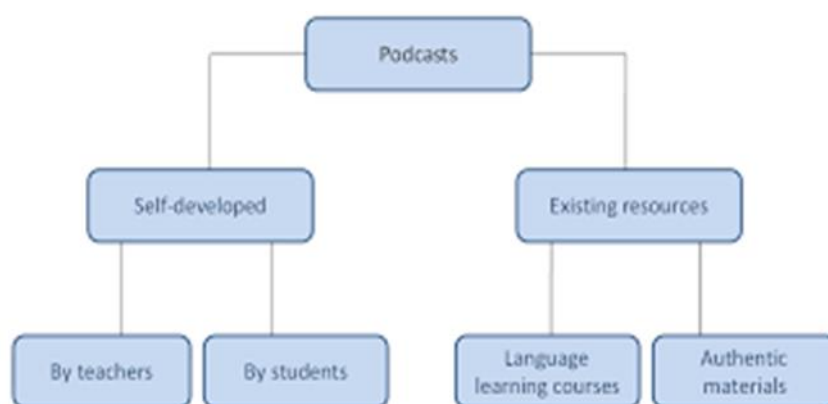


Figure 1. Taxonomy of uses of podcasting for language learning (adapted from Rosell-Aguilar, 2007)

According to (Maley,2006) Types of ELT podcasts, various types of podcasts can teachers and students use:

- 1.1 Authentic podcasts that have not been intended for ESL students could be a great source of listening material. Most of them are only appropriate for usage with advanced students, while others, such as Sushi Radio, are created by non-native English speakers and are short enough to be used in classes (5-10 minutes).
- 1.2 Teacher podcasts are produced by teachers, usually for their own classrooms, and are aimed at assisting students in learning by providing audio content that is not available elsewhere or has a local flavor.
- 1.3 Students can listen to student podcasts, which are produced by students with teacher assistance, and learn about other students' lives and interests from all around the world.

From figure 1 and Malley’s perspective, the researcher can define that the podcast CASH (Come and Speak Hour) that was created by SMAI NFBS-Serang, Banten is podcasting with self-developed which means the content and the delivery developed by the teacher and the students. Furthermore, Rosell-Aguilar also suggested that language learning course podcasts should:

- 1.1 provide exposure to the language and its characteristics;
- 1.2 use a range of materials, including authentic materials;
- 1.3 provide explicit learning outcomes with clear objectives within a defined syllabus;
- 1.4 provide exposure to the culture of the areas where the target language is spoken;
- 1.5 be engaging and of adequate length;
- 1.6 have a clear consideration of the medium: including portability and screen size (Rosell-Aguilar, 2007, p. 489). Cited in (Rosell-Aguilar, 2015).

Table 1. The three stages of podcast production are simplified from Kemp et al. (2009) cited in (Kemp et al, 2012)

| Stage 1—pre-production | Stage 2—production | Stage 3—post-production |
|------------------------|--|---|
| decide | 1.1 Decide upon any special effects. Are you going to use music and jingles? Will it enhance the listener’s experience? | 1.1 produce a summary or outline of the podcast (show notes) to inform potential listeners. |
| | 1.2 Select music and sounds. Use Creative Commons music, or get permission from authors. | 1.2 Produce a written transcript of the podcast. Include the title and acknowledge any music or other sources used in its production. |
| | 1.3 Design the introduction. | 1.3 Download podcast in iTunes or other podcast directory software. |
| | 1.4 Hold recording sessions to produce the podcast, adjust the written script into a spoken language where needed and re-record. | 1.4 Submit audio file, transcript, and show notes for assessment and publication on the module eLearning site. |
| | 1.6 Edit and mix audio content as desired. Ensure final version close to 10 min in length. | |

The podcast is an effective teaching tool to enhance the Indonesian students’ speaking and listening skills since it can provide access to authentic materials, support self-regulated learning, increase language confidence as well as create active learning. (Marisa Yoestara & Zaiyana Putri, 2018). One advantage of developing teacher podcasts and student podcasts is they can learn directly from the experiences. When your students record a show and post it to the Internet, they are more likely to pay attention to the preparation

since they know it could be heard by people all over the world. Following the discussion and planning of the contents, the students should be involved in drafting and rewriting scripts, which they will revise with their peers (and later with their teacher) to ensure that the content is clear and error-free. The show will be arranged before being recorded. These all steps are part of learning in the 21st century. How students can produce the product and teachers assist them, is a great collaboratively learning activity.

2. Method

2.1. Approach

This study is designed as a descriptive qualitative that used survey methodologies. Survey techniques are research methods that attempt to determine cases based on research samples taken from the studied community. In addition, to validate the data, the researcher also used observation by using podcast rubric digital blooms' taxonomy and podcast rubric adapted from Ann Bell, Instructor, Learning Applications for the iPod®, and Handheld Computers.

2.2. Data Sources

For knowing the impact of CASH podcast on students' learning activities, the author chose 40 students of SMA Islam Nurul Fikri Boarding School that were chosen randomly from each level of class. For observing the quality of the podcast, the researcher also used one of the CASH Podcast programs on YouTube with the title C.A.S.H - Come & Speak Hour - A RENDEZVOUS WITH INGENIOUS SCHOLARS (<https://www.youtube.com/watch?v=WVDb4H7DZus>).

2.3. Research Instruments

In this study, the instrument used was a questionnaire. The instrument was used to determine the impact of the podcast program. The questionnaire consisted of a set of questions subjected to the research respondents (Roopa & Rani, 2012). Moreover, to evaluate the content and the process of producing the researcher used a podcast rubric by digital bloom's taxonomy (Churches, 2008) and a podcast rubric adapted from Ann Bell, Instructor, Learning Applications for the iPod®, and Handheld Computers.

2.3. Data Collection Technique

The data for the study was collected through the distribution of questionnaires. the respondent to further explore students' perceptions of the CASH podcast program and then the data in Analisa descriptively by describing the data that has been collected. In addition, the data also were collected through observing the program from CASH Podcast YouTube.

2.4. Validity and Reliability

The judgmental technique to proving content validity entails conducting literature studies and then having expert judges review the results. The procedure of the judgmental approach of content validity involves the expert in the assessment and evaluation of the English language teaching program.

4. Results

4.1. Findings

4.1.1 Survey of the student perception of using podcasts in supporting language learning.

The following table and figure show the findings of the survey that was conducted.

Table 2. the student perception of using podcasts in supporting language learning.

| NO | Statement | Responding | |
|----|---|--------------------|-----------------------|
| | | (Percentage) Agree | (Percentage) Disagree |
| 1 | I think the CASH podcast program is interesting | 62% | 38% |
| 2 | I think the CASH podcast program enhances my English skills | 62% | 38% |
| 3 | I think the CASH podcast program enhances critical thinking skills | 50% | 50% |
| 4 | I think the CASH podcast program improve communicative skill | 68% | 32% |
| 5 | I think the CASH podcast program develop collaborative skill | 68% | 32% |
| 6 | I think the CASH podcast program increase creativity | 50% | 50% |
| 7 | I think the CASH podcast program enhances cultural understanding. | 62% | 38% |
| 8 | I think the CASH podcast program developing a positive mindset. | 58% | 42% |
| 9 | I think the CASH podcast program is useful | 83% | 17% |
| 10 | I want to be actively involved in every CASH podcast program activity | 15% | 85% |

4.1.2. Observation of CASH (Come and Speak Hour) Podcasts.

The researcher observed one of the CASH Podcast programs on YouTube with the title C.A.S.H - Come & Speak Hour - A RENDEZVOUS WITH INGENIOUS SCHOLARS (<https://www.youtube.com/watch?v=WVDb4H7DZus>). Using the rubric below.

Table 3. Podcasting Rubric - Creating Bloom's Taxonomic

Level: Creating

| | Planning | Developing Content | Constructing |
|---|--|---|---|
| 1 | There is not a lot of evidence of the proper plan. A script is either incomplete or ineffective. | Most of the content is plagiarized. Original content is limited if any. The content is either offensive or incorrect. Without permission, copywritten items are used. | The podcast has little attention and effort. High or low sound levels, background noise, hiss, sibilance, poor cuts and fades, long periods of quiet, imbalanced, etc. are all examples of poor production quality. The speech is influent, with pauses, hums, and other disruptions. The delivery is either too delayed or too hasty. The quality of the music or sound effects is poor or improper. |
| 2 | A short plan is drawn up that includes some of the most important aspects of the development process. A script is written. | Some of the content has been directly copied. The copied material is properly acknowledged. There is some unique content here. Permission has been sorted for the use of copywritten content. Some of the content is inappropriate or misleading. | The podcast demonstrates that some thought and effort has been put into it. The production quality is adequate, but there are certain flaws such as high or low sound levels, background noise, hiss, sibilance, poor cuts, and fades, long periods of quiet, imbalance, and so on. The speech is clear, although there are some pauses, hums, and other inconsistencies. The shipping time is acceptable. The music and sound effects are often of good quality and fitting. |
| 3 | The essential points of the development process are covered in a plan. A script is written that has an | Some of the content has been quoted. The quoted content is properly recognized. The majority of the information is unique. Where | The podcast demonstrates thought and effort. The production quality is good, but there are a few faults with it, such as high or low sound |

| | | |
|---|--|--|
| acceptable level of detail. | authorization has been sorted for the use of copy-written content. The student employs royalty-free resources, such as music. The data is accurate or appropriate. | levels, background noise, hiss, sibilance, poor cuts and fades, long periods of stillness, imbalanced, and so on. The delivery is acceptable and the speech is fluent. Sound effects and music are added to the podcast, as well as graphics and files (such as PDF files) [enhanced podcast]. |
| 4 A comprehensive plan for the development process is developed. A script is written that has an acceptable level of information. | Some of the content is already quoted. The quoted content is properly recognized. The majority of the material is unique. Where authorization is already sorted for the use of copy-written content. The student employs royalty-free resources, such as music. His media is created or generated by the student. The content is appropriate or accurate | The podcast demonstrates thought and effort. The production value is outstanding. The delivery is acceptable and the speech is fluent. Sound effects and music are of good quality and acceptable for the podcast. Images and files can be added to podcasts to make them even better (like PDF files). Sound effects and music add to the podcast's appeal and enjoyment. |

Based on the observation by using this rubric, it found that in the planning, the program is in level 2 because they use a simple plan that covered a few key aspects of the development process. Furthermore, for developing the content, it is also in level 2 was seen from Some of the content has been quoted. The information that was quoted is properly recognized. The majority of the information is unique. Where authorization has been sorted for the use of copy-written materials. The student makes use of royalty-free resources, such as music. The information is correct or appropriate. In addition, the construction of the podcast in level 2 too, the podcast demonstrates thought and effort. The production quality is good, with a few quality concerns such as high or low sound levels, background noise, hiss, sibilance, weak cuts, and fades, long periods of silence, unbalance, and so on all examples of problems. The speech is fluent and the delivery is acceptable. Sound effects and music are added to the podcast, as well as graphics and files (such as PDF files). To observe more content and delivery of the CASH podcast, the researcher also uses the podcasts rubric that was adapted from (Ann Bell, 2007).

Table 4. Podcast Rubric adapted from Ann Bell, Instructor, Learning Applications for the iPod®, and Handheld Computers.

| CATEGORY | Exemplary | Proficient | Partially Proficient | Incomplete | POINTS |
|--------------|--|--|--|---|--------|
| Introduction | 5-6 points | 3-4 points | 2 points | 0-1 points | 4 |
| | A creative and catchy introduction. Provides relevant information and provides a clear objective, quickly attracting the listener. | As the introduction progresses, describes the topic and engages the audience. | It is kind of engaging (this is about a well-known issue) and has an ambiguous objective. | A topic that is irrelevant or improper and does not engage the listener. There is no introduction, and the goal is ambiguous and confusing. | |
| Content | 8-10 points | 4-7 points | 3-4 points | 0-2 points | 8 |
| | The podcast's purpose is innovatively enhanced through creativity and original content. The information presented is accurate and clear. | The information is clear and accurate. | Some information is incorrect or lengthy. | The information is invalid. | |
| Delivery | 5-6 points | 3-4 points | 2 points | 0-1 points | 5 |
| | Smooth, well-rehearsed delivery in a conversational manner. Enunciation is excellent, and the presenter's voice is clear and | Smooth, well-rehearsed delivery. Throughout the podcast, enunciation, expressiveness, and tempo are all effective. | The delivery appears unrehearsed and unsteady. During the podcast, enunciation, expression, and rhythm might be distracting. | The presenter's delivery is hesitant and choppy, and it sounds like he is reading. The spoken word is articulated in a distant, | |

| | | | | | | |
|-------------------------------|---|---|---|---|---|--|
| | understandable. Throughout the program, proper grammar is used. | During the podcast, proper grammar is used. | the is | During the podcast, incorrect grammar is occasionally used. | jumbled, and unclear manner. Throughout the episode, poor grammar is utilized. | |
| Interview | 5-6 points | 3-4 points | 2 points | 0-1 points | 6 | |
| | The interviewee is offered open-ended questions that elicit intriguing and pertinent information. | The use of open-ended questions is appropriate. | In some circumstances, open-ended and follow-up questions are irrelevant to the topic. | Only yes-or-no questions are used. No follow-up questions are asked. | | |
| Graphic and Music Enhancement | 5-6 points | 3-4 points | 2 points | 0-1 points | 4 | |
| | The graphics/artwork utilized (if any) enhances the podcast and produces an excellent presentation. Music improves the presentation's atmosphere, quality, and comprehension. The podcast's creator owns or has permission to use all graphic and musical upgrades. | The graphics/artwork that is used (if any) enhances the podcast and makes it more effective. Music improves the presentation's atmosphere, quality, and clarity. The podcast's creator owns or has permission to use all graphics and music enhancements. | The artwork/graphics (if used) occasionally improves the quality and comprehension of the presentation. The podcast's background music is somewhat distracting. It seems to be unclear whether copyrighted material should be used. | The graphics have little to do with the audio podcast. The artwork is unsuitable for the podcast. Music detracts from the presentation. A copyright infringement is clear. | | |

| Technical Production | 5-6 points | 3-4 points | 2 points | 0-1 points | 4 |
|----------------------|---|--|---|--|----|
| | The presentation is recorded in a quiet area away from distractions and background noise. Transitions are smooth and evenly spaced, with no dead space or noise. The length of a podcast keeps the audience interested and engaged. | The presentation is captured in a quiet setting with minimal background noise and distractions. Transitions are smooth, with very little background noise. The length of the podcast keeps the audience engaged. | The presentation was recorded with some background noise and distractions in a semi-quiet setting. Transitions are uneven, with variable spacing, and there is background noise. To keep audiences interested, podcasts are either long or short. | The presentation takes place in a noisy atmosphere with persistent background noise and distractions. Background noise must be filtered since transitions are abrupt. To keep the audience engaged, the podcast is either too long or too short. | |
| | TOTAL POINT | | | | 31 |

4.2. Discussion

The Podcast Cash program certainly has the main goal to attract the attention of students who are millennials, and to encourage students to learn to listen and interactively speak English. Based on the survey, most students 62% agreed that this podcast is interesting in the table and the diagram shown. In the 21st century, students are demanded to have critical thinking, on the results displayed diagram the number of students who agree and who disagree tends to be the same, with that the CASH podcast has not fully enhanced critical thinking skills. Through the CASH podcast, Students are also taught how to communicate, because without it, they will find it difficult to form relationships with others in the future, and the result shows that 67 % of students agree that the program improves communication skills, indicating that the program sufficiently improves students' ability to communicate. With the ability to collaborate in producing CASH podcasts students will be easier to complete workers than that collaboration can strengthen the brotherhood, as many as 67% of students say the CASH Podcast program enhances the character of collaboration. Students need creativity in their lives so that they can come up with new concepts, ideas, or even ideas to encourage enthusiasm and motivation for life, and the students in the diagram and table above agree and disagree equally, with the results indicating that this podcast program is insufficient to increase creativity in some students.

The CASH Podcast program works closely with schools from within or even abroad which means that every event always invites guest stars from home and abroad, of the course, students can increase their cultural understanding of the invited guest star, and the result shows that most students or 62% agree that this program can increase cultural understanding. Based on question no 8, it was found that around 58% of students agree on the role of the CASH podcast to improve understanding of mindset. This means that many students who rate podcasts have not really been able to make any progress their understanding of mindset. The creation of the CASH Podcast program is certainly to benefit students, these benefits have also been mentioned in the previous points, in the results show the majority of students 82% think that this program is beneficial for the students themselves, which means this CASH Podcast program has succeeded in becoming a useful language program for many students. Although many students agreed that this program is interesting, useful, enhances the smoothing of English, and enhances 4C skills, students' interest in engaging directly in activities is very little which is only 15%.

Based on the rubric that was adapted from (Ann Bell, 2007). it can be concluded, in the category of introducing the CASH podcast program. Students are proficient to describe the topic and engaging the audience as the introduction proceeds. The content is displayed in exemplary, it showed creativity and original content enhances the purpose of the podcast innovatively. Accurate information and succinct concepts are presented. The student also can deliver the CASH podcasts program at a proficient level. It was delivered in a rehearsed, smooth delivery. Enunciation, expression, the pacing is effective during the entire podcast. While doing the interview, the presenter was also exemplary level by using open-ended questions that elicit fascinating and useful data from the interviewee. The podcast has music playing in the background. The podcast creator owns or has permission to use the graphic and soundtrack improvements. In another hand, In a semi-quiet setting, the presentation was recorded with some background noise and interruptions. Background noise is present, and transitions are inconsistent, with unexpected spacing. Podcasts are also too long or too short to keep the audience engaged.

4. Conclusion

The advancement of podcasts as a technological series has had an impact on students' learning strategies. Because many elements in a Podcast are delivered in the form of English as a native language, it can assist students to learn English specifically in listening and speaking after they leave the language classroom. It can be concluded based on the survey results. that most students consider that the CASH podcast is interesting and beneficial for the student in improving English listening and speaking skills and enhancing 4C character, which is communicative, collaborative, and creative, which is already above 50%. However, to think critically the percentage is still small. It was also found that a small percentage of students, 15%, considered they wanted to be involved in podcast activities. and based on observation some improvements are likely needed to make the quality of the podcasts is better so that the involvement and engagement of students are increasing. Thus, eventually, it will give more benefits to them.

This research evaluation may provide information to the school to help them maintain and develop their programs so that they have a positive influence not only on teachers and students but also on the viewers of the CASH podcast outside of school. Furthermore, it can be a suggestion to other schools, teachers, or students to create the same podcast, either to improve English abilities or to incorporate 4C skills into learning activities.

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