

**INVESTIGATION ON THE USE OF PODCASTING TO IMPROVE
ENGLISH COMMUNICATION OF VOCATIONAL STUDENTS**

THESIS

In Partial Fulfilment of the Requirement for Master's Degree
in English Language Education



By

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**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
THE DIRECTORATE OF GRADUATE PROGRAM
UNIVERSITAS MUHAMMADIYAH MALANG**

2025

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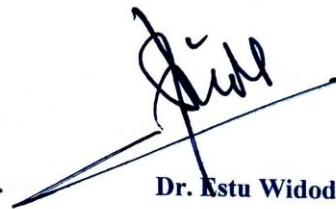
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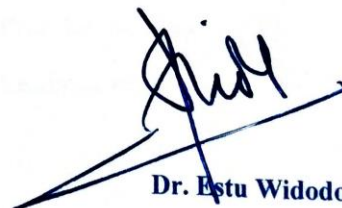
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Hereby, declare that :

1. The thesis entitled: **INVESTIGATION ON THE USE OF PODCASTING TO IMPROVE ENGLISH COMMUNICATION OF VOCATIONAL STUDENTS** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any university. Besides, there is no other idea or citation except those quoted and mentioned in the bibliography.
2. If this thesis is proven as a form of **PLAGIALISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON-EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully and used as appropriate.

Malang, 23rd January 2025

The Writer,



HALIMATUS SA'DIYAH

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Thanks to Allah Ta'ala who has given us mercy, grace, and direction, the writer may complete her thesis under the title **Investigation on the Use of Podcasting to Improve English Communication of Vocational Students** . This thesis is one of the prerequisites for completing the English Master Degree at University Muhammadiyah Malang.

This study seeks to provide readers with insight into the benefits of podcasting in developing English communication from the perspective of students, based on their experiences and the challenges they confront when creating podcasts.

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ABSTRACT

Sa'diyah, Halimatus. 2025. *Investigation on the Use of Podcasting to Improve English Communication of Vocational Students*. Thesis. Magister Pendidikan Bahasa Inggris. Universitas Muhammadiyah Malang. Pembimbing : (1) Bayu Hendro Wicaksono, Ph.D., (2) Dr. Estu Widodo

Communication skills of vocational school students are below modern standards due to insecurity and lack of excitement and teachers have to struggle to create an engaging learning environment. This study aims to determine students' perceptions of the use of podcasting and the challenges faced. The subjects in this study were grade x students of SMK Muhammadiyah 2 Malang, Business and Management study program, selected using a purposive sampling technique. This research method is qualitative research with a narrative inquiry approach. Data for this study were collected through narrative frames and semi-structured interviews. The results of this study indicate that podcasting is perceived positively by all students in improving communication skills, especially in public speaking and English usage, increased confidence, speaking ability, and motivation to continue learning. Students also face four challenges in scripting and content planning, pronunciation and script memorization challenges, issues with confidence and tension, and lack of experience. Therefore, teachers have to develop this media into a learning tool to improve students' communication skills.

Keywords: Podcasts, Podcasting, Communication skills, Vocational High School students.

ABSTRACT

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Keterampilan komunikasi siswa sekolah kejuruan berada di bawah standar modern karena rasa tidak aman dan kurangnya ketertarikan siswa sehingga guru harus berjuang untuk menciptakan lingkungan belajar yang menarik. Penelitian ini bertujuan untuk mengetahui persepsi siswa tentang penggunaan podcasting dan tantangan yang dihadapi siswa. Subjek dalam penelitian ini adalah siswa kelas x SMK Muhammadiyah 2 Malang, program studi Bisnis dan Manajemen, pemilihan subject menggunakan teknik purposive sampling. Metode penelitian ini adalah penelitian kualitatif dengan pendekatan penyelidikan naratif. Data untuk penelitian ini dikumpulkan melalui bingkai naratif dan wawancara semi-terstruktur. Hasil penelitian ini menunjukkan bahwa podcasting dipersepsikan positif oleh semua siswa dalam meningkatkan keterampilan komunikasi, terutama dalam berbicara di depan umum dan penggunaan bahasa Inggris, peningkatan kepercayaan diri, kemampuan berbicara, dan motivasi untuk terus belajar. Siswa juga menghadapi empat tantangan dalam penulisan naskah dan perencanaan konten, yaitu pengucapan dan menghafal naskah, kepercayaan diri serta kurangnya pengalaman dalam melakukan podcast. Oleh karena itu, guru harus mengembangkan media ini menjadi alat pembelajaran untuk meningkatkan keterampilan komunikasi siswa.

Kata Kunci: Podcasts, Podcasting, Communication skills, Vocational High School students

I. INTRODUCTION

1.1 Background of Study

Vocational High School (SMK) is a formal educational institution that specializes in preparing students for the workplace. Vocational school not only prepares students to work, but students may also continue to reach higher academic levels. Having good communication skills is critical for vocational school students. In communication, students are expected to use good and easy language for others to understand. English is one of the languages that vocational school students are expected to master because it is a universal language used in education and work. For vocational high school graduates to be accepted into business and industry, increasing the ability to use international languages, one of which is English is one of the main goals (Fitriani & Ilyas, 2019). Improving the communication skills of vocational school students can significantly enhance their transferable skills, thus facilitating their acceptance into the world of work (Suroto et al., 2023). English language proficiency is a crucial investment for vocational school students, as it significantly impacts their future education and professional careers. Communication skills improve vocational students' preparation for work. Improving communication skills is crucial for vocational students to prepare them for work (Mulyono et al., 2023).

Vocational School students struggle with English communication due to limited vocabulary, pronunciation, lack of exposure, and peer interactions regional languages in social interactions also hinder their development, as they often use regional languages instead of English (Supiyannor, 2023). Teachers cannot arouse students' enthusiasm to encourage them to speak English. Teachers do not create an interesting learning environment for students to encourage them to communicate actively because some teachers still have difficulty choosing the right techniques to teach speaking skills. Consequently, students feel that speaking is the hardest skill in English (Kaharuddin & Rahmadana, 2020). One of the challenges facing educators is the constant tension between coverage and depth while enhancing the classroom experience with meaningful in-class experiences

(Gannod, 2007). By providing an alternate medium, podcasting, students may be able to perform better in speaking.

Podcasts have emerged as an innovative and flexible learning medium, allowing students to learn independently, be exposed to English, and improve their speaking and listening skills. So, in this study, the researcher wants to explore students' perceptions of using podcasting and the challenges of a learning medium. In addition, the researcher wants to show how podcasting can be used effectively while providing educators with insights into the benefits of integrating this technology into the learning process. This topic is interesting because there is still little research that discusses the use of podcasting specifically for vocational students. By focusing on this group, I hope to fill the research gap and make new contributions to the world of education. The last reason is that podcasting is a highly effective learning tool for developing students' communication abilities in an engaging and current manner. Using this technology, students will improve their speaking and listening skills and be better prepared to confront real-world communication issues. The technology used in teaching speaking can be aligned with the communicative way of teaching which allows students to convey themselves skilfully and competently in communication (Sosas, 2021).

Many researchers are convinced that technology can improve the process of English teaching and learning. Students see technology as a helpful tool that improves learning by facilitating quick access to knowledge and developing deeper understanding through interactive approaches (Selvarajoo et al., 2024). Teaching with technology can be more effective and fun cause the teacher has many ways to create an enjoyable class and it can make the students interested in the learning process (Prayudi et al., 2021). Teachers should utilize technology effectively in teaching and learning, incorporating visual aids like pictures, audio, and animations to enhance classroom learning experiences and improve learning outcomes, not just for fun (Wang et al., 2019). Various technologies can be used in the classroom to help students improve their speaking skills. There are numerous unique devices for teaching English available nowadays. The most

recent technologies available to English teachers include computer-assisted instruction (CAI), learning management systems, video conferencing, podcasting, blogging, videos, and speech recognition software. Multimedia technologies like Padlet, Canvas, Socrative, Kahoot, Hot Potatoes, Google Forms, and PowerTalk enhance foreign language teaching by increasing motivation, deep material assimilation, and developing information search and analysis skills (Abdykhalykova et al., 2020). The use of technology in language learning is crucial for self-understanding, interaction with teachers, and motivation. It enhances learners' creativity and provides interesting alternatives. Technology fosters interaction between teachers and learners, provides comprehensible input, develops thinking skills, promotes student-centered learning, and increases autonomy, confidence, and motivation to learn a foreign language (Ahmadi, 2018).

Using podcasts to improve students' English communication has been the subject of numerous studies in Indonesia. For example, research entitled *The Use of Podcasts in improving students' speaking skills* (Bustari et al., 2017). The study examined students who found many difficulties in their speaking performances. They could not express ideas, speak fluently, use the right structures, lack the appropriate vocabulary, or produce correct pronunciation. The sample for this study consists of 30 students from Class XI IS3. In this pre-experimental study, a pretest and a post-test are used. These tests are given orally. These tests' findings were then computed using statistical formulas. According to the results, the post-test score was higher than the pre-test score. According to the results, the students' performance in speaking skills increased considerably following the treatments. Thus, podcast media can be used in EFL sessions as an alternative medium for teaching English, particularly speaking skills.

The second study entitled *The Use of Podcasts to Improve the Speaking Competency of the Tenth-grade Students of SMA Negeri 1 Amlapura in Academic Year 2015/2016* discusses something different (Daniati et al., 2018). The study explores the difficulty in the four English skills; among those four

skills, speaking became the most difficult for the students to master. The research focused on the speaking abilities of tenth-grade students at SMA Negeri 1 Amlapura, also known as the X MIA 1 class. This study employed the Classroom Action Research (CAR) technique, which was carried out in two cycles. There were two types of data collected: qualitative data from questionnaires and observation checklists, and quantitative data from questionnaires and observation checklists. Pre- and post-tests were used to collect quantitative data. The study's findings revealed that the main score of the students' English-speaking competency achieved on the pre-test was 60.43, on the post-test one were 72.46, and on the post-test 2 were 79.78, with 83.33% of students passing the standard minimum score. It may be stated that using podcasts can help students enhance their English-speaking skills.

A similar study entitled *Improving Aliyah Students' Speaking Skills by Using Podcasts* (Hikmah et al., 2021). The study investigated the importance of the use of technology in the English teaching and learning process. The purpose of the study was to use podcasts to improve the speaking abilities of students. This study used a quasi-experimental method with a pre-test/post-test strategy. The sample for this study is made up of female students in grade XII IPS as the experimental group and female students in grade XII IPA as the control group. A speaking exam and a questionnaire were used to collect the data. The speaking test was used to collect data on speaking achievement, whereas the questionnaire was used to obtain data on students' perceptions of using podcasts in the speaking teaching and learning process. To examine the data, the researcher used normality, homogeneity, and the t-test. Descriptive statistics are used to assess the data from the perspective of students. While the majority of students are positive about the use of podcasts in the English teaching and learning process, especially in speaking skills,

The gap in the above research is the limited exploration of skills on how podcasts specifically affect individual components only on speaking skills. Then there is no discussion of the challenges faced by students when doing podcasts,

and finally, students are not asked to create podcasts but utilize existing podcast programs. Based on the gap mentioned above, the research focuses on vocational school students, where English is very necessary for them not only in the world of work but also in higher education. Communication was also the skill that researchers chose to emphasize because it is one of the key skills that vocational school students possess, particularly in English. In addition, this study focuses on podcasting carried out by students, not utilizing existing podcast programs on social media. Finally, this study intends to investigate both the benefits of podcasting for students and the challenges they encounter. The researcher wants to know students' perceptions of podcasting in speaking learning and their challenges when they do podcasts. Their responses and opinions are critical to understanding the aspects of the podcast activity that are considered effective in making students braver.

1.2 Research Question

To understand the perceptions and challenges of podcasting in improving vocational students' English communication skills, this study seeks to answer the following questions:

1. What is students' perception toward podcasting in speaking learning?
2. What challenges do students face when creating podcasts?

1.3 Objectives of the research

This study aims to:

1. Find out students' perceptions toward podcasting in speaking learning.
2. Find out the challenges faced by students when creating podcasts

1.4 Significance of the Study

1. Theoretical aspects.

The researcher expects that this study can help English teachers who face the same issue understand how using technology can enhance students' English communication skills. This research can provide insight into teaching media that teachers can use to improve students' speaking abilities.

2. Practical aspects.

- a. **For teachers.** This study can hopefully provide an understanding of the role of podcasts in English learning. In addition, the study may be expected to fill the gap in technology used in English classrooms. As many teachers have implemented different types of technology, such as WhatsApp, YouTube, social media, and podcasts, they can be an alternative to teaching, especially in speaking.
- b. **For Principal.** School principals are expected to inform teachers about the many applications that can be used to improve student's communication skills in English.
- c. **For the government.** It is hoped that the government will take more concrete initiatives to assist vocational students in communicating effectively and eloquently in English and devote more attention to the growth of vocational school students and their readiness to work by taking advantage of the available resources on the internet.

1.5 Scope and Limitations

This study focuses only on students of SMK Muhammadiyah 2 Malang. However, it is only conducted in Class X of the Business Management Department. This study focuses on the use of podcasting as an alternative English language learning media for vocational high school students looking to improve their communication abilities. The study investigates the use of podcasting, which entails comprehending, affecting, and evaluating information to assess its contribution to better communication, as well as the challenges that students experience when conducting podcasts.

1.6 Definition of the key term

To ensure clarity and avoid potential misunderstandings in this research, it is essential to define the key terms used throughout the study.

- a. **Podcast:** a piece of episodic, downloadable, or Steam table, primarily spoken audio content, distributed via the internet, playable anywhere, at any time, produced by anyone who so wishes (Rime et al., 2022).

- b. **Podcasting:** an internet-based method for distributing digital video and audio content, typically featuring a series of regularly-produced episodes (Rajic, 2013).
- c. **Communication:** speaking to or with some other person near or far away, either face-to-face through speech, telephone calls or text messages, body language, signs, and so on (Fatimayin, 2018).
- d. **A vocational high school** is secondary education, aiming to prepare students, especially to be able to work in specific fields, continue to higher education or entrepreneurship (Soeprijanto & Ridwan, 2020).

II. REVIEW OF RELATED LITERATURE

This chapter discusses and describes the concepts related to this study's investigation of podcasting to improve students' English communication. First, it presents relevant research that investigates the use of podcasts in English learning. Then, it reveals the concepts that led to this study.

2.1 Previous Related Research Findings

The first thesis explores the advantages of podcasts in English classes (Jain & Hashmi, 2013). The researcher said that the paper aims to present the enriched learning experience that English learning students had while listening to ELT podcasts in the language lab. They were also offered training to produce their podcasts. The study was carried out with a group of English-learning students at a college. This study investigated the attitudes of students toward developing listening and speaking skills through podcasts. After finishing the research, the researcher discovered that English Language Teachers can effectively use podcasts in the classroom to teach students communication skills, teach English in a simple, easy manner, develop effective listening and speaking skills, enhance technology competency, and motivate students to stay on task.

The second previous research overview discusses an exploration of the use of podcasts in speaking class (Lestary, 2021). This research aimed to describe the use of podcasts in a speaking classroom. This study also intends to elaborate

on students' perspectives while using podcasts. The result of this study shows that students find podcasts to be a helpful activity for their speaking practice. The fact that podcasts reduce direct contact with the audience helps the students to reduce their anxiety and boost their confidence. By the end of the day, the students find it quite comfortable to speak in English through podcasts.

The third prior research review discussed the English department students' experience and opinions on the use of podcasts for learning English independently (Rosyidah et al., 2021). This study examined ELE students' experiences and opinions on the use of podcasts for learning English independently. The finding showed that most of the students used podcasts more for improving their language systems and speaking and listening skills than for improving their reading and writing skills. The majority of the respondents also held positive opinions toward the use of podcasts as an adequate complementary tool for learning English independently.

1.2 Some Pertinent Ideas

2.2.1 Podcast

There are several digital media that teachers can employ to develop students' speaking skills, one of which is podcasts, which are currently quite popular and modern among teenagers. Podcasting has enjoyed growing interest in education studies literature over the past decade (Drew, 2017). Podcasts are one of the fastest-growing forms of media in recent years. Podcasts became popular in late 2004, within popular culture, podcasting has become an innovative way of broadcasting information on a range of subjects, from news-based items to educational subjects (Kargozari & Zarinkamar, 2014). podcast is a digital audio or video file that is created and then uploaded to an online platform to share with others (Phillips, 2017). Different devices can be used to listen to podcasts such as laptops, personal computers, mobile phones, tablets, and even MP3 players (Kargozari & Zarinkamar, 2014).

Podcasts improve public speaking skills (Bustari et al., 2017). Podcasts are beneficial in classrooms as they provide content for listening activities and

recording speaking practices, enhancing students' communicative competencies and helping them reach learning goals (Hikmah et al., 2021). The following are some advantages to using podcasts: (1) they boost student enthusiasm, (2) they aid in large class teaching, (3) they may be utilized to teach students of mixed ability, and (4) they concentrate attention on correctness (Daniati et al., 2018). Some modern technologies available for English teachers are communication labs, video conferencing, computer-assisted language learning, podcasting, blogging, speech software, etc. One of the free modern online media that can be used to teach speaking is Podcasts (Hikmah et al., 2021).

2.2.1.1 The Evolution of Podcasts

Podcasting's growth has been remarkable, spanning decades from its humble beginnings to its current status as a global phenomenon. Here's a thorough overview (Macek, 2024).

1. Early Beginnings (1980s-2003)
 - a. Audio Blogging, often known as "audio blogs," was first introduced in the 1980s. However, these early forms were not yet known as podcasts.
 - b. Internet Radio
In the 1990s and early 2000s, internet radio and downloadable audio shows started to develop, establishing the framework for what would become podcasting.
2. The Birth of Podcasting (2003)
 - a. Christopher Lydon created the first recognizable podcast, "Radio Open Source," in 2003. This broadcast remains the longest-running podcast in the world.
 - b. RSS Feeds: Dave Winer, a software developer, built the first audio RSS feed, allowing users to subscribe to audio material. This innovation was critical to the creation of podcasts.
3. Coining the Term "Podcasting" (2004)

In 2004, journalist Ben Hammersley invented the term "podcasting" by combining the words "iPod" and "broadcasting." This phrase swiftly acquired popularity, becoming synonymous with the media.

4. Mainstream Recognition (2005)

In June 2005, Apple added podcast subscriptions to iTunes 4.9, marking a key milestone. This made it easier for people to search, subscribe to, and download podcasts, pushing podcasting into the mainstream

5. Growth and Popularity (2006-2014)

a. Serial

The publication of "Serial" in 2014 is widely credited with propelling podcasting to new heights. True crime has become one of the most popular genres, thanks to the show's engaging investigative journalism and serialized storytelling.

b. Increased Listenership

In 2014, the number of monthly podcast listeners in the United States had increased from 40 million to 88 million, indicating the medium's rapid proliferation.

6. Recent Developments (2015-Present)

a. Spotify's Entry

Spotify's rapid push into the podcast business, including a record \$200 million deal with Joe Rogan, resulted in it overtaking Apple as the leading podcast platform in the US by 2021.

b. Video Podcasting

The rise of video podcasting has further broadened the medium, with sites like YouTube and Spotify allowing podcast playlists and RSS feeds.

c. AI Integration

The growing use of artificial intelligence (AI) in podcast production, including AI-generated voices and editing tools, is revolutionizing the production process.

2.2.1.2 Type of Podcasts

There are different types of podcasts: public podcasts, personal podcasts, and professional podcasts (educational or corporate). Podcasts can also be classified by the format of content: basic podcasts, enhanced podcasts, and video podcasts (Panday, 2009). Podcast formats are ways to organize your show's content, there are 8 most popular podcast formats (Denis, 2024):

1. The interview podcast format

An interview-style show features a host interviewing a guest with their unique expertise, asking questions to guide the conversation and unpack their stories and lessons.

2. The solo or monologue podcast format

The podcast format is popular for sharing expertise, simple setup, and requires a microphone and free editing software, making it a popular choice for new podcasters.

3. Conversational podcast format

Podcasts often feature two hosts with great chemistry, each playing a specific role in the conversation, such as reporting news, providing commentary, or teaching lessons.

4. The panel podcast format

A panel podcast is an interview podcast with a single host and a group of guests, resembling an organic conversation between friends.

5. Storytelling podcast format

Non-fictional stories are podcast episodes about real-life events, such as murders, expeditions, or historical events. They are an excellent format for learning about the world and exposing listeners to new ideas and concepts.

6. Podcast theatre podcast format

Fictional Storytelling podcasts are narratives told in multiple episodes, similar to dramatic television. They use tension, climaxes, and cliffhangers, making them suitable for creatives who enjoy creating characters and plots. Some fiction writers even release their stories as podcast episodes.

7. Repurposed content podcast format

Repurposing content involves transforming existing content to increase its value, such as transforming written content into podcasts for audio experiences, or repurposing religious sermons, lectures, or stand-up routines for various purposes.

8. Podcasters' Format

This type of format means mixing and matching several different types of podcasts to create something unique to the podcaster's style and niche.

2.2.1.3 Advantages and Disadvantages of Podcast

Podcasts have evolved as versatile instruments in teaching, with both unique advantages and limitations. Several research findings have been combined to provide a full summary of the benefits and drawbacks of utilizing podcasts for learning. The advantages of Podcasts in learning are accessibility and diversity of content, exposure to learners to a variety of accents and speech styles, Podcast allows learners to investigate themes of their personal interest, Podcast content's authenticity can boost learners' enthusiasm to learn new languages, Easy access as it is available on free streaming platforms. The drawbacks are podcast content lacks pedagogical oversight due to the wide range of topics available on networks, Teachers should listen to the entire podcast before sharing it with students in the classroom, lack of technological resources in schools, such as the Internet, speakers, data show, It will not be accessible to all students, and There may be some more advanced English students who may find this a little frustrating, depending on the conversation or podcast content (Chagas & Gaya, 2024).

A Study of University Students' Perception of the Pedagogical Use of Podcasts: A Case Study of an Online Information System Course (Khechine et al., 2013). The advantages of podcasts are explained below:

1. Cognitive: improved understanding, obtaining complementary or supplementary information, Assistance for preparing for exams, identifying important course points, improved attention and facility of note-taking
2. Spatial Advantages: Following the course of any location, comfort, freedom of movement, avoidance of traveling, and obtaining the same matter as provided in class

3. Temporal advantages: Compensating absences and Temporal flexibility
4. Technological Advantages: Use of new technology.

The disadvantages of podcasting are:

1. Demotivating factor: Absenteeism, Distraction, Excess of flexibility and lack of motivation.
2. Personal and Social Interaction: absence of visual support, Absence of interaction or interventions with the professor and other students, lack of sociability
3. Technological factors: Technological Problem
4. Classroom session proceeding: losing track of the professor's discourse concerning the slides, length of recording, repetition of subject matter
5. Temporal factors: wasting time.

2.2.1.4 Podcasting is an Instructional Activity

Educators must innovate to address student needs, adapt to changing worlds, and understand the necessary methods for quality education (McCombs & Liu, 2007). There is a significant relationship between one instructional design process and the instructional personnel's background in instructional design (Becher, 2009). Clarity of definition is critical when evaluating podcast content and engagement, particularly in the context of audio-visual technologies in learning and teaching, as podcasts vary based on subject matter, participant nature, and format (Bashir, 2015). The study found that digital generation students appreciate podcasts' mobile nature, suggesting a potential for education to adopt podcasting as an effective instructional medium (Badowski, 2009).

Podcasting has also evolved as a dynamic and adaptive learning medium, providing numerous benefits and meeting unique educational demands. By recognizing both the advantages and disadvantages of podcasting as a learning medium, educators can carefully integrate this technology into their curricula to maximize educational outcomes. Podcasts offer a wealth of pertinent and captivating content, making them a primary choice for learning, particularly for enhancing specific abilities like listening and speaking (Ramadhan, 2024).

Learning media have many types and kinds, from the simplest and cheapest to the most sophisticated and expensive (Winarto et al., 2020). Learning media can be classified into the following categories:

1. Auditive media only rely on the power of sound alone, such as cassette recorders and audio dishes.
2. Visual media is media that only relies on the sense of sight. This visual media displays still images such as film strips (film frames) photos, pictures or paintings, and prints. And there are also visual media that display moving images or symbols such as silent films, cartoons, and so on.
3. Audio-visual media are media that have sound elements and picture elements with various variations.

Podcasts are classified as audio learning mediums because their major format is audio; however, there is a sort of podcast called a video podcast that blends audio with visual features. This usually comprises a video recording of a speaker or discussion that is streamed with the audio, although it is a variant of the classic podcast format and does not replace podcasts' fundamental nature as an audio medium.

2.2.1.5 The Strategy to use Podcast

The right strategy is needed to maximize the benefits of podcasts in learning. It is critical to consider a variety of strategies when using podcasting to support student learning. These strategies can be classified into two categories: learning issues and technical issues (Dale, 2007).

1. Learning Issues

a. Engaging the listener

Visuals included in podcasts help listeners better understand the topic matter. These images may be in the form of photos that represent tourism sites, destinations, resources, and that exemplify a point that is presented within the podcast.

b. Introduce theory gradually

Opening a podcast by presenting the topic to be discussed is critical. Podcasts follow a typical format: first, introduce the topic and content of the podcast; second, briefly explain the necessity of understanding a certain topic; third, go on to more sophisticated theoretical material; and finally, summarize the key topics.

c. Use “Chapters” to guide the listener

The podcast is divided into chapters with visual images and headings to illustrate the theme of a particular section. Listeners can then quickly and easily move between different themes within the podcast. This allows students to revisit areas that need further clarification without having to listen to the entire podcast. It also allows students to reinforce their knowledge of the various topics they have learned.

d. Developing deeper learning experiences

To provide a more in-depth learning experience, hyperlinks are inserted in the chapters to direct students to further resources that will help them comprehend the subject topic. Additional links can be provided to articles that direct students to reading materials on the subject.

2. Technical Issues

a. Audio and Visual Quality

It is important that the audio nature of the broadcast is of sufficient quality so as not to hinder the listener's learning experience. Background noise should be kept to a minimum. Podcast editing also depends on the tutor's skills, but the transitions between speech and visual images should be synchronized to ensure a logical development of the podcast.

b. Ensuring copyright

Podcasts must comply with copyright rules, particularly for still or video pictures that may appear in enhanced podcasts.

c. Technical and training support

To be successful, podcasting requires significant IT resources, including the necessary equipment and software to produce and disseminate

podcasts. Staff must be proficient at all stages of the podcasting process, which necessitates the development of broadcasting and technical skills.

2.2.2 Communication Skill

English communication skills are currently very necessary. Communication is the act of conveying information from one place, individual, or organization to another, any communication involves a transmitter, information, and a receiver (Hasan et al., 2022). Communication is the sharing of feelings, ideas, and opinions with others, this can be intellectual, personally spoken, or written in nature (Tolanur, 2022). Communication abilities include the capacity to speak, listen, and understand nonverbal communication. Communication is hearing or reading and responding to spoken or written words (Bashir, 2015). According to numerous sources, the four basic communication abilities that must be mastered are speaking, writing, reading, and listening:

1. **Speaking**

Speaking refers to the ability to express information, thoughts, or emotions vocally. It includes the use of words, tone of voice, and body language. Good speaking abilities allow people to communicate clearly and successfully in several circumstances, including presentations, discussions, and ordinary conversations. Mastery of speaking abilities aids in the development of better interpersonal and professional relationships.

2. **Listening**

Listening is the ability to comprehend and digest information offered by another individual. It is more than just hearing words; active listening is paying complete attention to the speaker and the context of the conversation. Good listening skills are vital for avoiding misconceptions and maintaining efficient two-way communication. By attentively listening, you can provide meaningful comments and demonstrate empathy for the speaker.

3. **Writing**

Writing is the ability to express information or thoughts in written form. This competence applies to a wide range of writing types, from emails to formal

reports. Writing clearly and simply is especially crucial in the professional world, where written communication is frequently one of the key methods to connect with co-workers and clients. Good writing abilities aid in the accurate transmission of messages and the prevention of misunderstandings.

4. Reading

Reading is the ability to comprehend and interpret written content. Good reading skills allow people to access information, perceive context, and draw inferences from what they read. Reading abilities are required in a professional setting to process documents, reports, and other written communications. Reading also helps with vocabulary growth and overall language understanding.

Learning to communicate in English is a challenge in itself for a student. For EFL (English as a Foreign Language) learners, gaining mastery over oral English communication skills is always more challenging than other language skills like reading, listening, and writing (Seraj et al., 2021). Communicative speaking skill is considered the most essential skill for everyday situations and a wide range of professions especially in the economic and business sectors (Sasabone et al., 2021).

2.2.3. The Importance of Technology in Learning

Technological developments also influence the development of learning in the classroom. The field of English language communication competence learning and acquisition has been revolutionized by the increasing development of technology and the application of social media has now been popular inside and outside English language classrooms (Xiuwen & Razali, 2021). Concerning the importance of English, learners should be skilled in oral English communication to maintain offline and online communications in all aspects (Seraj et al., 2021). The teachers or educators actually can teach speaking by utilizing technology to revive the atmosphere of learning in class. The present-day students are also referred to as millennials. They have understood the use of technology, and not infrequently, even mastering the use of technology (Halawa et al., 2022). The use of technology in education is critical and offers numerous benefits. Here are some

points that demonstrate the necessity of employing technology in education (Shyamlee & Phil, 2012):

1. To Cultivate Students' Interest in Study

Technology enhances students' enthusiasm to study and participate in class activities by providing a realistic and functional environment.

2. To Promote Students' Communication Capacity

Multimedia technology connects teaching and learning by offering rewards and visual assistance. PPT courseware stimulates thought, turns English learning into capacity development, and promotes communication through group discussions and debates.

3. To Widen Students' Knowledge to Gain an Insightful Understanding of Western Culture

Multimedia courseware provides students with rich, realistic content, cultural background, and linguistic materials that help them improve their listening skills and understand Western society. It promotes knowledge exchange, and active engagement in classroom discussions, and improves learning outcomes.

4. To Improve Teaching Effect

Multimedia education enriches material, increases class efficiency, and disrupts the teacher-centered approach. It deconstructs traditional teaching approaches, emphasizing individualized and cooperative learning. Multimedia technology creates a vibrant, authentic environment, encourages student initiative, and reduces class time.

5. To Improve Interaction Between Teacher and Student

Multimedia teaching promotes student participation and interaction between teachers and students, with a focus on increasing listening, speaking, and communicative skills. Teachers play an important role as facilitators, creating a forum for discussion and improving the traditional classroom teaching paradigm by making it more interactive.

6. Creates a Context for Language teaching

Multimedia education improves language acquisition by fostering a lively and engaging environment, streamlining class organization, and increasing visibility and liveliness. It blends sounds and images to enrich material and imagine new scenarios. Students can use multimedia to better understand class material.

7. To Provide Flexibility to Course Content

Multimedia teaching is flexible, allowing context creation in and after class, and can create a multimedia language environment for effective language teaching.

2.2.4 Perception

2.2.4.1 Definition of Perception

Perception can be defined as the process of feeling, or receiving a stimulus through the senses, and then interpreting that stimulus for the human to present a view, understand, and interpret it (Heriyanto, 2014). Another researcher defines perception as an internal process that enables us to select, group, and explain inputs in our surroundings, thus influencing our behavior (Jamaludin, 2021). Perception is also interpreted as the experience of objects, events, or relationships that result from inference and message interpretation. Other researchers interpret perception as the process of interpreting sensory stimuli (Lubis, 2015). Perception is an individual's experience with an object that is subsequently used to derive information or to translate stimuli that reach the human senses (Sahid, 2019). Perception is conceived as a process intervening between stimuli and responses (Garner et al., 1896). From the opinion above it can be concluded that Perception is the process of comprehending sensory stimuli through the senses, influenced by internal processes and experiences, which allows an individual to interpret objects, events, or relationships.

2.2.4.2 Aspect of Perception

Perception identified various facets of perception (Setiawan, 2024), including:

1. Comprehension

The first aspect is understanding how one's unique experiences, thoughts, and expertise contribute to a larger picture. Combining these traits allows individuals to think critically and approach new situations from a greater viewpoint.

2. Affection

The concept of affection is influenced by an individual's subjective experience with emotions. Affection is a type of emotional connection that can be identified by feelings like gratitude and compassion. The concept of affection preserves a profound sense of connection and intimacy, which is influenced by the individual's previous experiences, particularly those that elicit specific affective responses. Subjective experiences shaped by one's background and contacts with numerous phenomena influence the development and expression of emotional relationships.

3. Evaluation

Finally, the evaluation aspect takes into account how a person's perception of something influences his or her state of mind, motivation, action, and behavior. Evaluation emphasizes the interplay between perception and corresponding action, as well as how the perception generated and the motivated drive influence an individual's future actions and decision-making when confronted with the same circumstances.

2.2.4.3 Formation of Perception

The following factors influence the creation of a person's perception (Effendi et al., 2019):

1. Frame of reference, or the framework of knowledge possessed, which is influenced by education, reading, research, and other sources.
2. Experience framework, i.e., based on previous experiences that are inextricably linked to the conditions of the surroundings.

2.2.5 Vocational High School

In vocational schools, English teachers face the challenge of making their teaching suitable for different vocational programs in different grades. Teachers

have to give the pupils English skills they need in their later working lives (Asmin, 2019). In this millennial era, English speaking skills are very necessary for young learners, especially for Vocational High school students (Kaharuddin & Rahmadana, 2020). Vocational education in Indonesia is secondary education, aiming to prepare students, especially to be able to work in specific fields and continue to higher education or entrepreneurship (Suhardi & Mangesa, 2020). The goal of vocational education can then be seen as a spectrum, with training for specific, narrowly defined vocations at one end and a more broad preparation meant to assist young people in conducting productive and meaningful adult lives as workers and citizens at the other (Fitriani & Ilyas, 2019). Vocational education, which is vocational education, is non-academic education oriented to practices in the fields of carpentry, business, industry, agriculture, transportation, services, and so on (Hidayatuloh & Muslim, 2021).

Optimization of transferable skills will shape students into a workforce with good quality competencies and under-industry needs to face competition (Suroto et al., 2023). Vocational High Schools must be adaptive and be able to immediately adjust to the needs of the industry so that it can be in line with the preparation of the workforce in line with industry needs (Suhardi & Mangesa, 2020). The disparity between the curriculum of technical high schools and the demand for work in the industrial and service sectors explains why these graduates have a disproportionately high percentage of unemployment (Annisa et al., 2021).

III. RESEARCH METHODS

3.1 Research Design

This study examined students' perceptions of podcasting to improve communication skills and their challenges when creating the podcast. This study used the narrative inquiry approach as a component of qualitative research. Narrative research aims to unravel consequential stories of people's lives as told by them in their own words and worlds (Ntinda, 2020). The procedures for implementing this research consist of focusing on studying one or two

individuals, gathering data through the collection of their stories, reporting individual experiences, and chronologically ordering (or using life course stages) the meaning (Creswell & Poth, 2007). This means that researchers can investigate how students perceive and understand the use of podcasting to improve their communication skills, as well as the challenges and benefits they encounter during the process.

The next reason for employing narrative is connected to the subject of my research, high school students, who have proven good communication skills, and the capacity to transmit information. Globalization broadens teens' horizons about different communication styles through exposure to foreign cultures and languages. This opens up opportunities for teens to communicate with different groups and understand different perspectives (Rakhmaniar, 2024).

3.2 Research Participant

The data were collected from tenth-grade students at SMK Muhammadiyah 2 Malang's Business Management Department. The total number of students in this class is 23 students and after going through a selection process using a questionnaire, 8 students met the criteria. In determining the participants, the researcher used purposive sampling, where participants were selected based on several criteria determined by the researcher. Purposive sampling is a non-probability sample by which the participants are selected based on the unique traits of the participants and also based on the research objectives (Poedjiastutie, 2020). Additional information is that the podcasts that students uploaded were relatively simple and short-duration because the students who were the objects of the study were still at the learning stage of making podcasts.

The selected individuals must have several particular podcasting experience requirements. These criteria include students who have made at least one video podcast, have more than one person on the podcast, and have uploaded more than one video podcast. Furthermore, the podcasts created must employ English as their primary language. The questionnaire's objective is to choose the proper respondents based on the parameters presented by the researcher so that the researcher may quickly identify the expected respondents.

The researcher used a questionnaire to select participants. There were about four different types of questionnaires designed: 1) contingency questions/cascade format; 2) matrix questions; 3) closed-ended questions; and 4) open-ended questions. This study uses a closed-ended question using yes/no questions because this survey enables researchers to obtain data that is effective, accurate, and easy to analyze, assisting in the identification of the appropriate respondents depending on the parameters supplied by the researcher (Roopa & Rani, 2012). The researcher processed the data by collecting data and ensuring that no questions were missed, then analyzed the data by calculating the frequency of "Yes" and "No" answers for each question. Students will be selected to participate in this study if they give a "yes" check mark on all questions; however, they will not be selected to participate if at least one of the nine questions has a "no" check mark. The questionnaire was written in Indonesian to make it easier for students to answer. The criteria and method for determining participants using face validation and it is the result of discussions with English teachers and have been validated by the supervisor. Face validity assesses whether the questionnaire items appear to measure what the researcher intended (Roopa & Rani, 2012).

3.3 Data Collection Tools

There are two data collection devices used by the researcher: Narrative Frame and Interview.

3.3.1 Narrative Frame

In narrative method research, a narrative frame is a framework or structure for analyzing and comprehending a person's story or life experiences. The narrative frame functions as a framework that helps researchers collect analyze and represent data in the form of a comprehensive and meaningful story. Narrative frames proved useful for needs analysis with a large number of people, providing a collection of stories snapshots' that served seamen could write about their experiences (Macalister, 2012). Narrative frames provide a valuable and viable way of collecting data on teachers' working lives, either in the format we have used in this project or any number of alternative arrangements (Barkhuizen

& Wette, 2008). The following is a narrative frame template used to collect material chronologically to generate a coherent and detailed story. The narrative frame employs Indonesian to help students tell their stories in depth. The story frame below is separated into two themes, perception and challenge. Perception is divided into three, namely comprehension, affection, and evaluation (Setiawan, 2024).

3.3.2 Interview

Interviews are among the most familiar strategies for collecting qualitative data (Bloom & Crabtree, 2006). The interview is a hierarchical relationship with an uneven power distribution between the interviewer and interviewee (Creswell, 2018). The semi-structured interview helps researchers collect in-depth information and evidence from respondents while keeping the study's goal in mind and being flexible and adaptive in questioning interviewees (Mashuri et al., 2022). Semi-structured interviews combine predefined survey questions with an interviewer-initiated open-ended follow-up questions (Ahlin, 2019). The questions to be asked are related to students' experiences in podcasting and the challenges they face. Validation of questions using face validity because it is adjusted to the needs of researchers in this study. Face validity assesses whether the questionnaire items appear to measure what the researcher intended (Roopa & Rani, 2012).

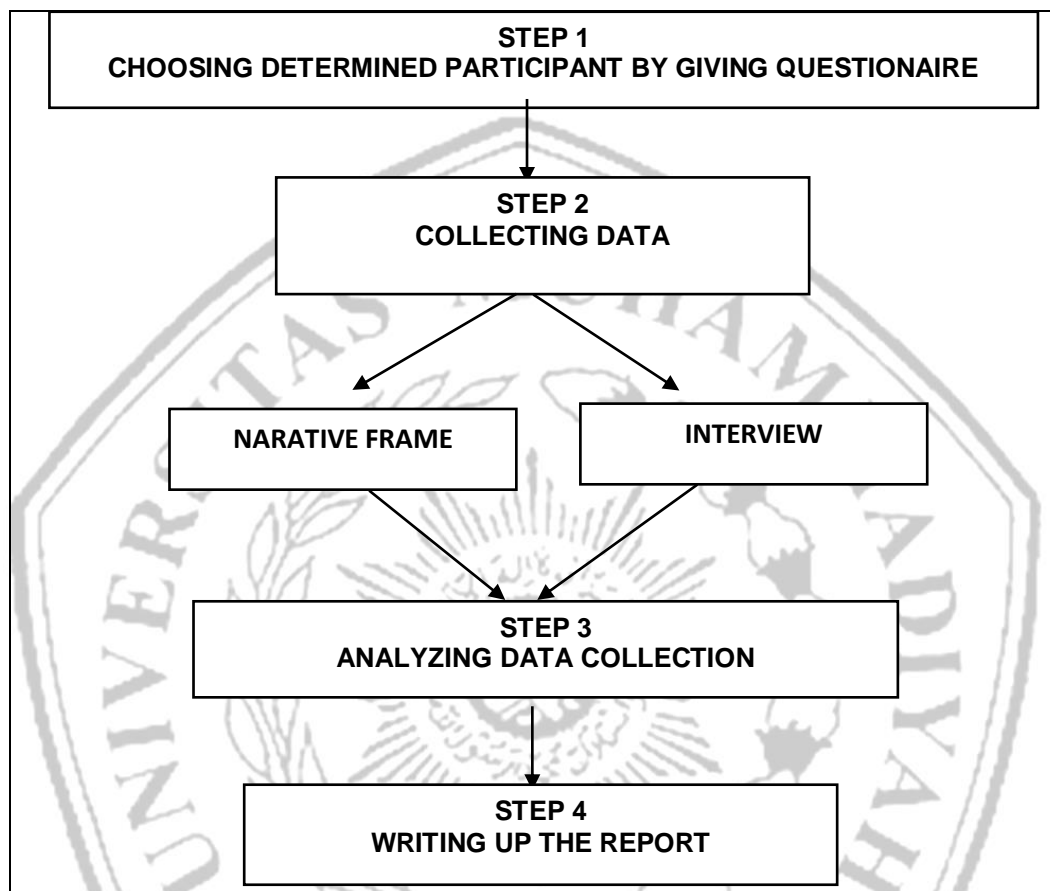
3.4 Data Collection Procedures

In this study, the initial step in data collection is students who meet the requirements will be given questions in the form of a narrative frame arranged chronologically by the researcher so that the answers given by students are focused and in-depth. After that, the researcher conducted interviews with students to clarify the in-depth students' answers so that researchers could get more accurate results. Narrative frames and interviews were given in Indonesian to make it easier for students to answer so that they could express their answers freely, and in detail, and has been obtained. The interview will be recorded by voice and video in an open style. After all, was done, the researcher checked and

analyzed the data, the last writing up the report. The following is the data collection flow:

Figure 1

Data Collection Flow



Note. The Chart was taken and modified (Adhikari, 2021)

3.5 Data Analysis Technique

The researcher then examined the outcomes of the narrative frame and interviews. This study uses thematic methods in analysis. Thematic analysis within a constructivist framework cannot and does not aim to focus on individual motivations or psychology, but rather seeks to theorize about the sociocultural context and structural factors that enable the explanation of particular individuals (Braun & Clarke, 2006). Thematic analysis is a systematic technique of coding and categorizing data to find underlying themes that answer specific research questions. It enables researchers to evaluate complex data sets and gain significant insights while being flexible in approach. The following are steps in

analyzing data from narrative frames and interviews (Braun & Clarke, 2006). The following are the steps to analyze data from the narrative frame and interview consists of six steps:

1. **Familiarizing and Transcribing of verbal data**

Familiarizing is used for narrative text and Transcribing of verbal can be used for Interview

2. **Generating initial code:**

Identifying and categorizing data segments that are relevant to the research questions.

3. **Searching for themes:** Grouping the previously determined codes namely "perception" and "Challenge" which have similarities or relevance in a table to visualize the grouping for easier understanding

4. **Reviewing themes:** Refining themes by checking if they accurately represent the coded data and reflect the overall dataset.

5. **Defining and naming themes:** Clearly articulating what each theme represents and how it contributes to answering the research questions.

6. **Producing the report:** Presenting the findings in a structured format that includes methodology, results, and conclusions.

3.6 Trustworthiness

In research, especially qualitative research, trustworthiness refers to the validity and dependability of the study's conclusions. The concept is primarily defined through four key criteria established credibility, transferability, dependability, and conformability (Lincoln & Guba, 1985): Credibility and conformability were included in the study since they are both reliable enough to serve as validity indicators. Credibility evaluates how accurate the results are. Credibility is increased by the researcher's justification of his background in research and his confirmation of study results. In this study, the researcher used a questionnaire to select the participants and to collect the data using a narrative frame and interview to make the data process credible. Conformability focuses on making sure the research findings are impartial and free from researcher bias. Conformability is established by offering an audit trail

that outlines every stage of data processing, ensuring that participant responses are accurately interpreted and free from researcher influence the researcher included a video link to the participant's podcast to demonstrate the research's objectivity.

VI. FINDING AND DISCUSSION

This chapter contains the research findings and a discussion that discusses the study's outcomes. The primary goal of this study is to address a research question about students' Perceptions of using podcasts to develop communication skills and the challenges they confront. The discussion section of this research study examines and analyses the findings in light of past research studies. The researcher presents a thorough analysis and interpretation of the study findings, which were obtained by reviewing some data collected using a narrative framework and interviews. This study included a total of eight students, labelled as Participants in the narrative frames [P1], [P2], [P3], [P4], [P5], [P6], [P7], [P8]. The interview codes for students were Respondents [R1], [R2], [R3], [R4], [R5], [R6], [R7], [R8]. The responses provided by the participants in the narrative framework are designated as [NF] and the interviews are denoted as [IN].

4.1. Finding

4.1.1 Students' Perception toward Podcasting in Speaking Learning.

Perception is divided into three parts namely, comprehension, affective, and evaluation.

1. Students' Comprehension of Podcasts

The study of data gathered from narrative text and interviews related to students' understanding of podcasts revealed that students were familiar with podcasts since junior high school because they frequently viewed podcasts on YouTube.

"I have known podcasts since junior high school." (NF/P5/Ln2)

"I know this very well, Ma'am. I've known podcasts since junior high school. I also understand about podcasts. I was introduced to podcasts by my friends." (IN/R1/Ln9-11)

“I know about podcasts since they became a trend on social media like YouTube and TikTok.” (NF/P2/Ln2-3)

“I usually watch on YouTube and listen to Spotify.” (IN/R5/Ln10)

2. Students' Affection of Podcasts

The data analysis on students' affection for podcasts obtained from narrative frames and interview data revealed that students struggled to create podcasts and write scripts, but they felt extraordinary and happy to have gained experience in podcasting because their communication skills had improved.

“Doing a podcast is a great learning experience for me because I learned how to make a podcast which is not easy. At the beginning of doing a podcast, I had difficulties because the material and theme were difficult to determine and also making the right script.”

(NF/P4/Ln17-20)

Doing a podcast is a great learning experience because I can see how the podcasting process works. At the beginning of making a podcast, I had difficulty in the process of writing the script.” (NF/P7/Ln17-20)

“Since junior high, I've been listening to podcasts like History. From there, I considered starting a podcast, and it happened that I was allowed to do so. I'm grateful, and it turns out that making a podcast isn't as simple as I expected.”
(IN/R4/Ln8-11)

“My experience in podcasts increases my motivation to improve my communication skills because when doing podcasts, I feel there is encouragement and motivation to develop my communication skills, and makes me more confident.” (NF/P1/Ln41-45)

“My English skills are improving since I frequently repeat during shooting, therefore when I read the transcript, I am also memorizing it.” (IN/R6/Ln14-16)

“The changes are significant because I used to be embarrassed when speaking English, especially now, it seems like many people judge if I speak using English. But now I feel more comfortable mixing using Indonesian and English. My friends in the environment are also very supportive and they also mix their speech.” (IN/R4/Ln15-19)

3. Podcast Evaluation by Students

Data analysis on features of student evaluation of podcasts based on narrative frameworks and interviews revealed that podcasts have a beneficial impact on students, namely in terms of enhancing English communication skills, and self-confidence, and aiding English learning.

“I believe podcasts are good for my speaking abilities since they provide support and motivation. I believe that podcasts encourage me to create podcasts more frequently to develop my communication skills.” (NF/P1/Ln50-53)

“I think that podcasts provide benefits to my speaking skills because podcasts have to force me out of my comfort zone and improve my public speaking.” (NF/P4/Ln32-34)

“Yes, of course, it has increased a lot. At first, I was not very confident when appearing in public, but with this podcast, I am more communicative.” (IN/R7/Ln25-26)

“My self-confidence has grown; at first, I did not dare to talk in front of people or express my opinion, and I was always doubtful in my heart; however, after participating in podcasts, I began to dare to express my opinion and speak in front of others.” (IN/R4/Ln25-28)

4.1.2 Students' challenge when creating podcasts

The findings of an analysis of student issues in the process of developing podcasts based on narrative frames and interviews revealed that students struggled with creating and memorizing the scripts, making pronunciation errors, and editing

“During the recording, I had trouble remembering the script that I had prepared ahead of time.” (NF/P2/Ln11-13)

“When I was writing the script, I was confused about which idea to express.” (IN/R1/Ln48-49)

“The editing process that I do is very challenging because it has to be by the theme & selection of suitable music.” (NF/P7/Ln12-14)

“I'm terrified I'll mispronounce it and that things will go wrong.” (IN/R3/Ln49)

“A little bit, because there are just a few words I can't say yet. So, the problem is to mentally prepare to talk in front of the camera with an unusual pronunciation.” (IN/R4/Ln48-50)

“When preparing the environment used for podcasts, I have to adjust sometimes it might be noisy. Maybe also when the podcast has to memorize the script it's hard.” (IN/R3/Ln43-45)

“During recording, I had to replay the video because the video recording results were not flawless and the environmental conditions were not conducive.” (NF/P3/Ln12-14)

4.2 Discussion

The purpose of this study is to determine students' perception of podcasting's effectiveness in enhancing communication skills, as well as the problems they confront. Based on the findings of the narrative frame and interviews, it was discovered that most students perceived podcasts positively, despite the problems they faced. The initial discovery started with their exposure to podcasts, which were heavily inspired by the popularity of podcasts on social media sites like YouTube and TikTok. The utilization of these platforms demonstrates how digital media plays an important role in introducing and developing students' comprehension of podcasts. Podcasts are a popular and useful platform to help students learn to speak English according to their experience (Apriliana & Basikin, 2021). There is potential for improving students' speaking abilities due to the intensity of listening to podcast programs on YouTube (Qura et al., 2022).

Furthermore, students' interest in podcasting indicated that, despite difficulties in identifying themes, creating scripts, and understanding the general podcasting process, they were satisfied and grateful for the experience. Podcasting activities provided them with new insights while also improving their communication and self-confidence. Podcasts motivated them to improve their speaking competency and build up their self-confidence in speaking (Setiawan, 2024). Podcasts can help students practice their English-speaking skills because they provide a comfortable situation that can reduce the students' anxiety and boost their confidence (Lestary, 2021). Through a ton of positive experiences using podcasts in learning, students will earn more motivation in learning a

language, and it leads them to better performances in their intelligibility, fluency, and pronunciation (Bustari et al., 2017).

Further data analysis on student evaluations of podcasting revealed that podcasts had a beneficial impact on students. Students believed that podcasting encouraged and motivated them to practice speaking more frequently, resulting in improved communication skills. Podcasting inspired them to step out of their comfort zone and develop their public speaking abilities. They like podcasts very much and they positive attitude toward using them. Because podcasts motivated them (Harahap, 2020). This study aims to find the effectiveness of Podcasts in improving students' speaking skills and to find the students' perspective on the use of Podcasts in the English teaching and learning process (Hikmah et al., 2021). Students agreed that podcasts could help them learn English and they were willing to use podcasts as an alternative way to learn English. Moreover, the podcast also motivated them because it engaged their interest (Firdausi, 2020).

The findings of the final analysis of student problems in the podcasting development process reveal that students confront a variety of challenges, including difficulties in writing and memorizing scripts, correct pronunciation, and editing. These obstacles show that the podcast development process involves extensive preparation, both technological, mental, and environmental, to obtain the intended results. During the implementation of podcasts, the obstacles faced by students include technical error, space being a little cramped, and podcasts being spontaneous, the students have difficulties in doing podcast practice because they have difficulty memorizing scripts and forgetting scripts (Yustisia et al., 2022). The implementation of podcasts can make the activities conducted in the classroom motivating and challenging, so it can attract the students' attention and influence the students to be actively involved in doing the activities (Wulan, 2018).

According to the results of the discussion above, podcasting has a significant positive impact on improving students' English communication, despite technical and non-technical challenges. This is also supported by various studies, which show that students generally believe podcasting is effective in improving their

English-speaking skills and enriching their learning experiences in an interesting and relevant way. So, in this case, the author can emphasize that podcasting is an effective and enjoyable learning medium for students to improve communication skills; however, to overcome student difficulties, teachers must provide technical and non-technical guidance and direction so that the use of podcasting in learning runs smoothly.

V. CONCLUSION AND SUGGESTION

5.1 Conclusion

This study investigates students' perception of podcasting's effectiveness in enhancing communication skills and the challenges they face. The research, based on narrative frames and interviews, found that most students perceive podcasting positively, despite facing challenges in identifying themes, creating scripts, and understanding the podcasting process. Podcasting provides students with new insights, improves communication, and boosts self-confidence. They also motivate students to practice speaking more frequently, leading to improved communication skills.

Despite the challenges faced during the podcasting development process, such as technical errors, cramped spaces, and spontaneous activities, students generally believe podcasts are effective in improving their English-speaking skills and enriching their learning experiences. The study emphasizes that podcasting is an effective and enjoyable learning medium for students to improve communication skills, but teachers must provide technical and non-technical guidance to ensure smooth use. Overall, podcasting has a significant positive impact on improving students' English communication skills, despite technical and non-technical obstacles.

5.2 Suggestion

Based on the findings of this study, several recommendations are proposed to enhance the effectiveness of podcasting as a learning medium given to several parties.

1. English Lecture

Based on the findings that all students gave positive perceptions towards podcasting, English teachers can use podcasts as a regular learning medium to create an interesting and interactive learning experience. Teachers should guide students in choosing the right podcast topics and writing effective scripts and provide basic training sessions on podcasting techniques, ending with providing feedback to students so that the podcast results are getting better.

2. Student

Students are encouraged to use podcasting as a creative and entertaining way to practice their English. Choosing themes that are relevant to their audience will make the podcasting experience more pleasurable and engaging for both the creator and the audience. Regular practice can help lessen reliance on scripts and errors while recording. To create high-quality podcasts, students need to become familiar with basic editing software and tools. Students can work with more peers to share ideas, divide tasks, and help each other with technical obstacles. Students should not be afraid to experiment with new formats, tones, and styles for their podcasts. Students should aggressively seek input from teachers, peers, and even the audience.

3. Future Research

Future researchers are encouraged to perform studies in a variety of educational settings, such as schools with differing degrees of technology access, diverse cultural backgrounds, and how podcasting might be made more accessible to students with disabilities. Future research might also look into other skills that students get from podcasting, such as critical thinking, digital literacy, and creativity. Researchers might look into how podcasting works in other subject areas to understand more about its potential as a learning tool.

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Appendix 1. Survey Questionnaire

Respondent Identity

Name :

Gender :

Instructions

1. Please read each question carefully.
2. Provide your answer by selecting one of the available options by giving a check mark (✓) in the appropriate column.
3. Make sure the column you choose is checked before submitting it back to the researcher.
4. Thank you for your participation and assistance.

No.	Questionnaire	Yes	No
1.	Are you a 10th-grade student in the 2023/2024 school year?		
2.	Are you a Business Management student?		
3.	Have you ever made a podcast		
4.	Is your podcast in video form?		
5.	Are you an actor in the podcast?		
6.	Is your podcast video uploaded to YouTube?		
7.	Do you upload more than one podcast video?		
8.	Does your podcast use English?		
9.	Is your English grade on your report card above 75 in the 2023/2024 school year		

Appendix 2. Narrative Frame Template

Respondent Identity

Name :

Gender :

Instructions

1. Complete the template below based on your experience in creating and using podcasts.
2. If you feel that the template below limits you in telling your experience, then you are allowed to tell your experience without relying on the template by including the points below in your story:
 - a. Your understanding of podcasts
 - b. Your experience in planning or designing podcasts
 - c. The joys and sorrows of doing podcasts
 - d. Your assessment of podcasts in improving speaking skills
 - e. Challenges experienced in podcasting.
3. After the questionnaire has been completed, return it to the researcher.
4. Thank you for your participation and assistance.

Perception

<p>1. Comprehension</p> <p>I have known about podcasts since _____. As far as I understand, podcasts are _____. The types of podcasts that I know are _____, I have watched or listened to podcasts on _____, in my opinion, podcasts are (interesting/not interesting) because _____. So an interesting podcast is _____, I like the type of podcasts that have the theme _____. For me, podcasts are (useful/not useful) for viewers or listeners because _____</p>
<p>2. Affection</p> <p>Podcasting has been a (great/average) learning experience for me because _____. At the beginning of podcasting I (had difficulties/didn't have difficulties) because _____. There were (many/few) challenges in making this podcast, including _____. One of the best moments was when _____. I also felt (happy/unhappy) when watching my content because _____. My experience in podcasts (increased/decreased) my motivation to improve my communication skills because _____. Despite the ups and downs, each challenge taught me valuable lessons that helped me to _____</p>
<p>3. Evaluation</p> <p>I think that podcasts (provide / do not provide) benefits to my speaking skills because _____. I think podcasts (provide / do not provide) encouragement for me to make podcasts more often so that my</p>

communication skills continue to practice and improve. For me (there are / are not) things that need to be improved in podcasts to make them better, namely _____. The contribution of the experience of making podcasts for English lessons is _____. An important aspect for me if I want to make podcasts in the future is _____.

A. Challenge

I feel (less/quite) familiar with podcast content on various social media. This (affects/does not affect) my ability to create podcasts. I (often/sometimes/rarely) have problems when creating podcasts. Determining the topic is (difficult/not difficult) for me because _____. Furthermore, content planning such as compiling a script or discussion framework makes me (confused/not confused) because _____. I experience (difficulty/ease) in preparing the equipment needed for podcasting such as a microphone, cell phone and editing software because _____. During recording I (experienced/did not experience) obstacles such as _____. After recording, the editing process that I did was very (challenging/not challenging) because _____. Next I prepared a podcast cover so that the appearance of the podcast was more attractive, the obstacle I experienced was _____, the last was the process of uploading the podcast video to the platform of choice. I experienced (difficulty/ease) because _____.

Appendix 3. Interview Questions

The list of questions to be asked is as follows:

1. Are you familiar with podcasts?
2. Is there any change in your speaking ability after you made a podcast?
3. Do you think podcasts can help improve your confidence in communicating in English?
4. Describe the challenges you experienced while preparing to make a podcast!
5. What was the most challenging experience when you spoke on your podcast?



Appendix 4. Participant Narrative Frame (NF)

1. The story of Participant 1 (P1)

a. Perception

Narrative Text	Line
a. Comprehension	Ln1
I have known about podcasts since I was in 7th grade	Ln2
when I first used the Spotify application. As far as I	Ln3
understand, podcasts are digital audio that is usually done by	Ln4
talking to 2 people or even to yourself and podcasts can be	Ln5
listened to/downloaded whenever I want. The types of	Ln6
podcasts that I know are Horror, romance, news,	Ln7
entertainment, and Education, I have watched or listened to	Ln8
podcasts on Spotify, because what I know is the best program	Ln9
or application for watching or listening to podcasts is only on	Ln10
Spotify, but I have also listened to podcasts on YouTube. In	Ln11
my opinion, podcasts are interesting because Podcasts are	Ln12
flexible, they can be viewed and listened to whenever I want,	Ln13
and they can be downloaded so they can be watched or	Ln14
listened to offline. An interesting podcast is a Podcast that can	Ln15
be watched/listened to for free so that you don't spend	Ln16
money on watching/listening to podcasts. Interesting podcasts	Ln17
can also be because the topics are diverse and of course, they are	Ln18
hits among young people. I like the type of podcasts that are	Ln19
themed Entertainment and romance because for me podcasts	Ln20
that are themed entertainment and romance have their	Ln21
pleasure. For me, podcasts are useful for viewers or listeners	Ln22
because for me, podcasts can inspire and motivate me to	Ln23
achieve a goal. Apart from that, listening to/watching	Ln24
podcasts can increase my insight and learn new things.	Ln25
b. Affective	Ln26
Doing a podcast is a great learning experience for me	Ln27
because I learn new things, and feel challenged to memorize my	Ln28
podcast script, but of course, by learning through podcasts I	Ln29
can develop my speaking skills in front of the camera or	Ln30
public, especially through the English used when doing	Ln31
podcasts. At the beginning of doing podcasts, I had a little	Ln32
trouble memorizing the podcast script a while before	Ln33
shooting the podcast video. There are very few challenges that	Ln34
I experienced in making this podcast, including the difficulty of	Ln35
memorizing the podcast script. One of the best moments was	Ln36
when it only took one or two takes because I thought it	Ln37
shortened the time by not repeating it. I also feel happy when	Ln38
watching my content because I feel satisfied with my efforts	Ln39
and hard work, but sometimes I am embarrassed when I	Ln40

remember the behind-the-scenes. My experience in podcasts increases my motivation to improve my communication skills because when doing podcasts, I feel there is encouragement/motivation to develop my communication skills, and makes me more confident. Even though there are ups and downs, every challenge brings valuable lessons that help me to continue learning and exploring new things	Ln41 Ln42 Ln43 Ln44 Ln45 Ln46 Ln47 Ln48
c. Evaluation I believe podcasts are good for my speaking abilities since they provide support and motivation. I believe that podcasts encourage me to create podcasts more frequently to develop my communication skills. For me, there is something that needs to be improved in podcasts to be better, namely my speaking or communication skills so that they don't look complicated. The contribution of the experience of making podcasts for English lessons is making podcast scripts and sometimes I am a guest on the podcast. An important aspect for me if I want to make a podcast in the future is mastering or understanding the script so that I don't get confused and don't forget the important points I want to convey.	Ln50 Ln51 Ln52 Ln53 Ln54 Ln55 Ln56 Ln57 Ln58 Ln59 Ln60 Ln61

b. Challenge

Narrative Text	Line
I feel quite familiar with the podcast content on various social media. This affects my ability to create podcasts. I sometimes have problems when creating podcasts. Determining the topic is difficult for me because	Ln1 Ln2 Ln3 Ln4
I also have to have a podcast target so that I can know what topic I should determine according to my target market. Furthermore, content planning such as compiling a script or discussion framework makes me quite confused because sometimes, I run out of vocabulary in compiling the script. I have found it easy to prepare the equipment needed for podcasting such as a microphone, cell phone, and editing software because I am assisted by a tripod and my partner. During recording, I experienced obstacles such as forgetting the script and sometimes I was distracted by this. Sometimes I still intersperse it with jokes. After recording, the editing process that I did it without any challenges because the editing process was done by my partner. Next, I prepared the podcast cover so that the podcast appearance was more attractive, the obstacle I experienced was that I did not experience any obstacles, and the last was the process of uploading the podcast video to the platform of choice. I experienced convenience because I only uploaded it on the YouTube platform.	Ln5 Ln6 Ln7 Ln8 Ln9 Ln10 Ln11 Ln12 Ln13 Ln14 Ln15 Ln16 Ln17 Ln18 Ln19 Ln20 Ln21 Ln22 Ln23

2. The story of Participant 2 (P2)

a. Perception

Narrative Text	Line
a. Comprehension	Ln1
<p>I know about podcasts since they became a trend on social media like YouTube and TikTok. As far as I understand, a podcast is an activity like a chat or sharing experiences between a questioner and a resource person. Most of the podcasts I know are about discussing the experiences of the resource person or discussing some things that are trending. The types of podcasts that I know are interviews or podcasts that are done by more than 2 people, there are also podcasts themselves, usually these podcasts are on Spotify, I have watched or listened to podcasts on YouTube, TikTok, and Spotify. In my opinion, podcasts are interesting because they depend on the content of the podcast. So, an interesting podcast is a podcast that doesn't watch, the host or resource person is not too tense and contains a lot of new information that I can find out. I like the type of podcasts that have the theme of a person's life journey to success or discuss issues that have recently been widely discussed by the community. For me, podcasts are useful for viewers or listeners because they can increase the knowledge of the audience who watches or listens.</p>	Ln2 Ln3 Ln4 Ln5 Ln6 Ln7 Ln8 Ln9 Ln10 Ln11 Ln12 Ln13 Ln14 Ln15 Ln16 Ln17 Ln18 Ln19 Ln20 Ln21
b. Affective	Ln21
<p>Doing podcasts is a great learning experience for me because this is my experience and it's fun to learn to create or do something new for me. At the beginning of doing podcasts, I didn't have any difficulties because everything went well. There are very few challenges that I experienced in making this podcast, including (not mentioned). One of the best moments was when I was able to learn with a new method. I also feel happy when watching my content. I'm happy because I feel I'm pretty good at it. My experience in podcasts increases my motivation to improve my communication skills because through podcasts we can learn or share with our colleagues more relaxedly and can be easily understood. Even though there are ups and downs, every challenge brings valuable lessons that help me stay enthusiastic and always want to try new things later</p>	Ln22 Ln23 Ln24 Ln25 Ln26 Ln27 Ln28 Ln29 Ln30 Ln31 Ln32 Ln33 Ln34 Ln35 Ln36
c. Evaluation	Ln37
<p>I think that podcasts (provide) benefits to my speaking skills because they provide benefits because they allow me to communicate with others using English. I think podcasts (give) me the encouragement to make podcasts more often so that my</p>	Ln38 Ln39 Ln40 Ln41

communication skills continue to practice and improve. For me	Ln42
(there are) things that need to be improved in podcasts to be	Ln43
better, namely the way I convey communication so that it is	Ln44
clearer and less convoluted. The contribution of experience in	Ln45
making podcasts for English lessons is determining the	Ln46
theme, making scripts, recording, editing, and uploading. An	Ln47
important aspect for me if I want to make a podcast in the future	Ln48
is to make the chat more relaxed but useful so that the	Ln49
audience doesn't get bored	Ln50

b. Challenge

Narrative Text	Line
I feel (quite) familiar with podcast content on various	Ln1
social media. This (affects) my ability to create podcasts. I	Ln2
(rarely) have problems when creating podcasts. Determining the	Ln3
topic is something that is (not difficult) for me because topics	Ln4
can arise from things that are usually around us. Furthermore,	Ln5
content planning such as compiling a script or discussion	Ln6
framework makes me (confusing) because I am confused about	Ln7
what language to present in my podcast. I experienced (ease)	Ln8
in preparing the equipment needed for podcasting such as a	Ln9
microphone, cell phone, and editing software because I use	Ln10
simple equipment but can complete my podcast. During the	Ln11
recording, I had trouble remembering the script that I had	Ln12
prepared ahead of time. After recording, the editing process that I	Ln13
did was very (challenging) because I was confused about what	Ln14
elements to add or what I should do with the video. Next, I	Ln15
prepared a podcast cover so that the podcast display was more	Ln16
attractive, the obstacle I experienced was that there was none,	Ln17
and the last was the process of uploading the podcast video to the	Ln18
platform of choice. I experienced (ease) and no difficulty in	Ln19
uploading my podcast video.	Ln20

3. The story of Participant 3 (P3)

a. Perception

Narrative Text	Line
a. Comprehension	Ln1
I have known about podcasts since the beginning of 10th	Ln2
grade in English class when I was assigned to make podcasts	Ln3
about the material being taught. As far as I understand, a	Ln4
podcast is an audio recording of someone having a dialogue	Ln5
with another person and the recording is uploaded to the	Ln6
media. The types of podcasts that I know are interviews, story	Ln7
podcasts, and entertainment podcasts. I have watched or heard	Ln8
podcasts on Instagram and YouTube. In my opinion, podcasts	Ln9
are interesting because they can provide information and	Ln10
knowledge. So an interesting podcast can provide	Ln11
benefits/knowledge to the audience. I like the type of podcasts	Ln12
that have an educational theme. For me, podcasts are useful for	Ln13
viewers or listeners because they provide information and	Ln14
knowledge to readers.	Ln15
b. Affective	Ln16
Doing a podcast is a great learning experience for me because	Ln17
by doing a podcast I can train my public speaking. At the	Ln18
beginning of doing the podcast, I had a little difficulty because I	Ln19
had to do the podcast without looking at the script. There are	Ln20
very few challenges that I experienced in making this podcast,	Ln21
including the environmental conditions used for the podcast	Ln21
are sometimes not in sync. One of the best moments was when	Ln22
I finished the podcast smoothly. I also feel happy when	Ln23
watching my content. I am happy because I understand what	Ln24
is lacking so I can evaluate it. My experience in podcasts	Ln25
increases my motivation to improve my communication skills	Ln26
because by doing a podcast I can train my public speaking.	Ln27
Although there are ups and downs, every challenge brings	Ln28
valuable lessons that help me become confident in	Ln29
communicating.	Ln30
c. Evaluation	Ln31
I think that podcasts (provide) benefits to my speaking skills	Ln32
because when doing podcasts, we have to be able to	Ln33
communicate well. I think podcasts (provide) encouragement for	Ln34
me to make podcasts more often so that my communication	Ln35
skills continue to practice and improve. For me (there are)	Ln36
things that need to be improved in podcasts to be even better,	Ln37
namely improving my pronunciation. The contribution of the	Ln38
experience of making podcasts for English lessons is Fun, and	Ln39
exciting. An important aspect for me if I want to make podcasts	Ln40
in the future is public speakin	Ln41

b. Challenge

Narrative Text	Line
I feel (quite) familiar with podcast content on various	Ln1
social media. This (affects) my ability to create podcasts. I	Ln2
(rarely) have problems when creating podcasts. Determining the	Ln3
topic is (difficult) for me because I also have to determine the	Ln4
target audience. Furthermore, content planning such as	Ln5
compiling a script or discussion framework makes me	Ln6
(confusing) because sometimes I have to think about what to	Ln7
discuss so that listeners are interested in my podcast. I have	Ln8
experience (ease) in preparing the equipment needed for	Ln9
podcasting such as microphones, cell phones, and editing	Ln10
software because these things are easy to get and prepare.	Ln11
During recording, I had to replay the video because the video	Ln12
recording results were not flawless and the environmental	Ln13
conditions were not conducive. After recording, the editing	Ln14
process that I did was very (challenging) because I had to make	Ln15
my video interesting. Next, I prepared a podcast cover so that	Ln16
the appearance of the podcast was more attractive, the obstacle I	Ln17
experienced was finding the right cover for my podcast, and	Ln18
the last was the process of uploading the podcast video to the	Ln19
platform of choice. I experienced (ease) and uploading the	Ln20
video did not take long.	Ln21

4. The story of Participant 4 (P4)

a. Perception

Narrative Text	Line
a. Comprehension	Ln1
I have known podcasts since junior high school . As far as I know, podcasts are two people arguing or talking casually about several topics of discussion . The types of podcasts that I know are interviews and solo podcasts . I have watched or listened to podcasts on Spotify and YouTube . I think podcasts are interesting because I get to know something that I don't know from several directions . So, an interesting podcast is a podcast with a weighty discussion and the people in the podcast are interactive. I like the types of podcasts that have a Horror theme and a World History theme (previous kingdoms) . For me, podcasts are useful for viewers or listeners because they are useful, listeners can think or imagine themselves about it, and make people or viewers think critically .	Ln2 Ln3 Ln4 Ln5 Ln6 Ln7 Ln8 Ln9 Ln10 Ln11 Ln12 Ln13 Ln14 Ln15
b. Affective	Ln16
Doing a podcast is a great learning experience for me because I learned how to make a podcast which is not easy . At the beginning of doing a podcast, I had difficulties because the material and theme were difficult to determine and also making the right script . There are so many challenges that I experienced in making this podcast, including the difference in our busy schedules . One of the best moments is when I have the material and made the right script . I also feel happy when watching my content. After all, I am happy because I feel it is something that is a little impossible for me to do but I can get through it and do it . My experience in podcasts increases my motivation to improve my communication skills because can exchange ideas and make my perspective more multifaceted . Although there are ups and downs, every challenge brings valuable lessons that help me understand people's busy lives .	Ln17 Ln18 Ln19 Ln20 Ln21 Ln2 Ln22 Ln23 Ln24 Ln25 Ln26 Ln27 Ln28 Ln29 Ln30
c. Evaluation	Ln31
I think that podcasts provide benefits to my speaking skills because podcasts have to force me out of my comfort zone and improve my public speaking . I think podcasts (give) me the motivation to make podcasts more often so that my communication skills continue to practice and improve . For me (there are) things that need to be improved in podcasts to be better, namely how to speak in good and correct English . The contribution of the experience of making podcasts for English lessons is being able to improve my grammar in speaking	Ln32 Ln33 Ln34 Ln35 Ln36 Ln27 Ln28 Ln29 Ln30

English. An important aspect for me, if I want to make a podcast in the future, is to read books often so that my vocabulary increases and I don't have difficulty when making script texts.	Ln31
	Ln32
	Ln33
	Ln34

b. Challenge

Narrative Text	Line
I feel (less) familiar with podcast content on various social media. This (affects) my ability to make podcasts. I (rarely) have problems when making podcasts. Determining the topic is (difficult) for me because of my lack of knowledge of topics that many people like. Furthermore, content planning such as compiling a script or discussion framework makes me (confused) because I still can't imagine an exciting topic for the next podcast. I experienced (ease) in preparing the equipment needed for podcasting such as microphones, cell phones, and editing software because the equipment we have is minimal. During recording I (experienced) obstacles such as not knowing how to pronounce some words in English. After recording, the editing process that I did was very (challenging) because I didn't know how to edit lighting. Next, I prepared a podcast cover so that the podcast appearance was more attractive, the obstacle I experienced was the inspiration for editing the cover, and the last was the process of uploading the podcast video to the platform of choice. I experienced (ease) because the internet and storage space were adequate	Ln1
	Ln2
	Ln3
	Ln4
	Ln5
	Ln6
	Ln7
	Ln8
	Ln9
	Ln10
	Ln11
	Ln12
	Ln13
	Ln14
	Ln15
	Ln16
	Ln17
	Ln18
	Ln19

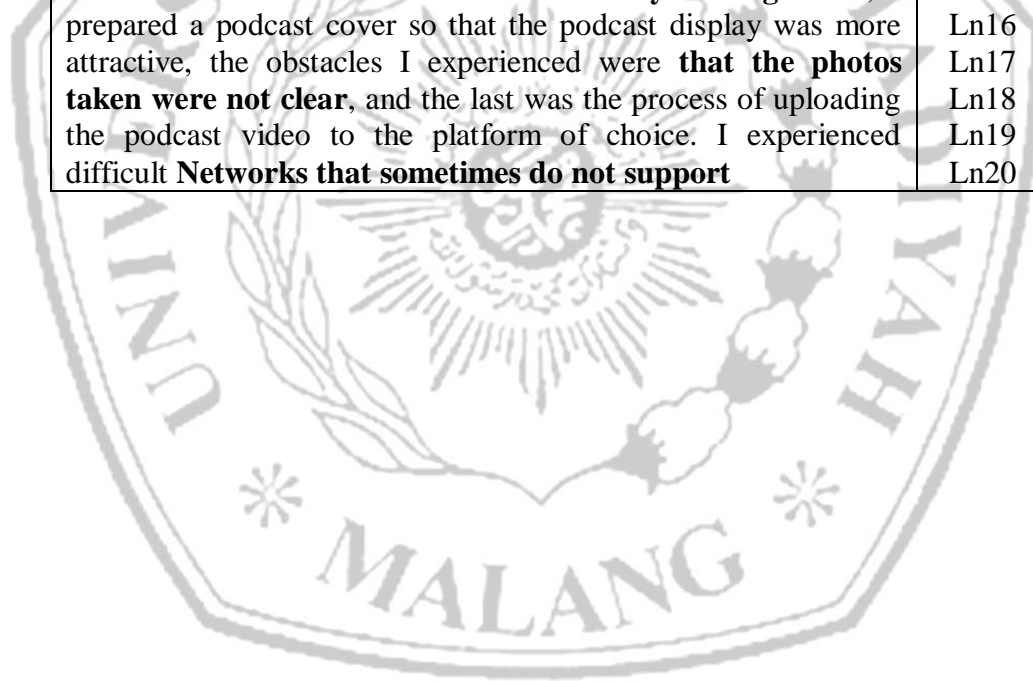
5. The story of Participant 5 (P5)

a. Perception

Narrative Text	Line
a. Comprehension	Ln1
I have known podcasts since junior high school . As far as	Ln2
I know, a podcast is a program that contains people's	Ln3
conversations via social media or uploaded on social media .	Ln4
The types of podcasts that I know are interview and solo	Ln5
podcasts . I have watched or listened to podcasts on YouTube or	Ln6
Spotify . In my opinion, podcasts are interesting because they	Ln7
contain conversations about people talking about life, and	Ln8
someone's life experiences . So, an interesting podcast is a	Ln9
podcast that contains life experiences/tells horror stories . I	Ln10
like the type of podcasts with a Horror theme . For me, podcasts	Ln11
are useful for viewers or listeners because they are useful, train	Ln12
imagination because they hear stories, so they can describe	Ln13
events through imagination .	Ln14
b. Affective	Ln15
Doing a podcast is an extraordinary learning experience	Ln16
Very exciting and quite difficult because it was the first time	Ln17
making a podcast . At the beginning of doing the podcast, I had	Ln18
difficulty because I often looked at the script . There are so	Ln19
many challenges that I experienced in making this podcast,	Ln20
including Too much joking, mistakes in speaking often	Ln21
looking at the script . One of the best moments was when I	Ln22
could memorize the contents of the script well . I also feel	Ln23
happy when watching my content because I see that I can be	Ln24
confident when talking on camera . My experience in podcasts	Ln25
increases my motivation to improve my communication skills	Ln26
because communication skills are very important to use	Ln27
when working . Even though there are ups and downs, every	Ln28
challenge brings valuable lessons Step forward and overcome	Ln29
all challenges .	Ln30
c. Evaluation	Ln31
I think that podcasts (provide) benefits to my speaking skills	Ln32
because I can practice before recording starts and this makes me	Ln33
get used to it. I think podcasts (give) me encouragement to make	Ln34
podcasts more often so that my communication skills continue	Ln35
to practice and improve . For me (there are) things that need to	Ln36
be improved in podcasts to be better, namely to be more	Ln37
confident and not long-winded when speaking . The	Ln38
contribution of the experience of making podcasts for English	Ln39
lessons is being able to practice speaking English . An	Ln40
important aspect for me if I want to make podcasts in the future	Ln41
is to practice more good communication skills	Ln42

b. Challenge

Narrative Text	Line
I feel (less) familiar with podcast content on various social	Ln1
media. This (affects) my ability to make podcasts. I (rarely) have	Ln2
problems when making podcasts. Determining the topic is	Ln3
(difficult) for me because it is difficult . Furthermore, content	Ln4
planning such as compiling a script or discussion framework	Ln5
makes me (confused) because compiling a script needs to be	Ln6
thought out well so that there are no mistakes in speaking . I	Ln7
experienced (ease) in preparing the equipment needed for	Ln8
podcasting such as microphones, cell phones, and editing	Ln9
software because there are some tools that we don't have and	Ln10
end up borrowing the tools . During the recording I	Ln11
(experienced) obstacles such as the memory on the cell phone	Ln12
being full . After recording, the editing process that I did was	Ln13
very (challenging) because I was afraid that the listeners or	Ln14
viewers would not like the results of my editing . Next, I	Ln15
prepared a podcast cover so that the podcast display was more	Ln16
attractive, the obstacles I experienced were that the photos	Ln17
taken were not clear , and the last was the process of uploading	Ln18
the podcast video to the platform of choice. I experienced	Ln19
difficult Networks that sometimes do not support	Ln20



6. The story of Participant 6 (P6)

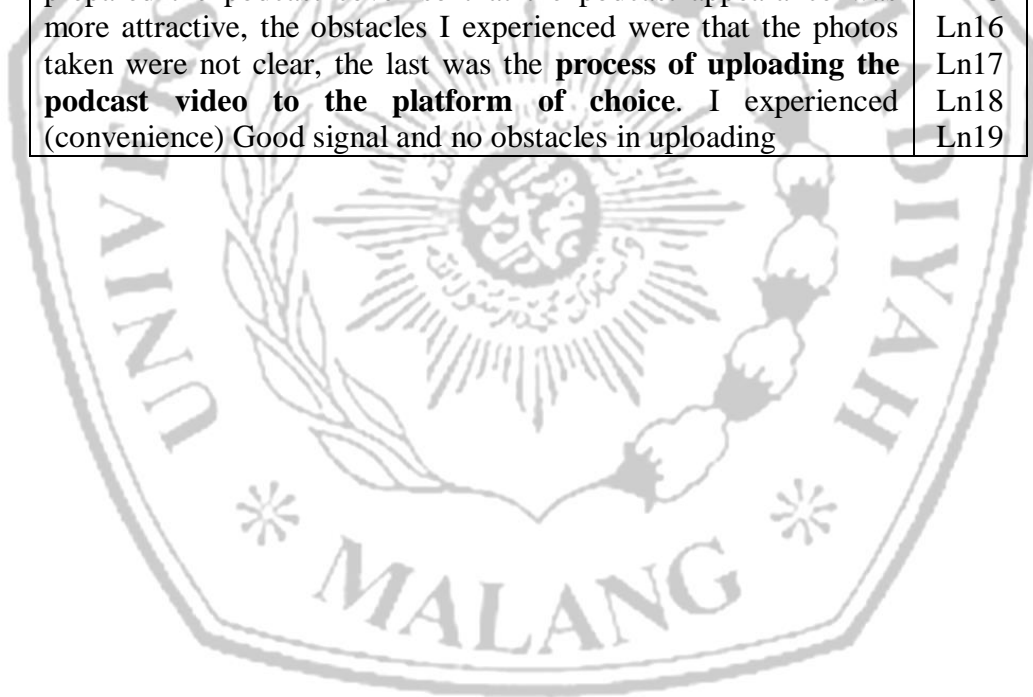
a. Perception

Narrative Text	Line
a. Comprehension	Ln1
I have known about podcasts since I watched podcasts on	Ln2
YouTube around the time I was in junior high school. In my	Ln3
understanding, podcasts are speaking activities that inform or	Ln4
tell experiences by responding to each other. The types of	Ln5
podcasts that I know are interview podcasts and story podcasts	Ln6
or storytelling. I have watched or heard podcasts on YouTube,	Ln7
radio, and TikTok. In my opinion, podcasts are interesting	Ln8
because they provide new information, share stories, and	Ln9
exchange stories. So, an interesting podcast is a podcast that is	Ln10
not monotonous or silent. I like the type of podcasts that have	Ln11
a horror theme because they are exciting and we can feel the	Ln12
sensation. For me, podcasts are useful for viewers or listeners	Ln13
because viewers can take messages from our stories.	Ln14
b. Affective	Ln15
Doing a podcast is a great learning experience learning new things	Ln16
and trying new things. At the beginning of doing a podcast, I had	Ln17
difficulties because it was my first time, it was difficult to find	Ln18
topics and position the camera or others correctly. There were	Ln19
very few challenges that I experienced in making this podcast,	Ln20
including a MIC that didn't work, a camera that wasn't clear	Ln21
enough, and not memorizing the script. One of the best	Ln22
moments was when the video was uploaded and the podcast	Ln23
results were good. I also felt happy when watching my content	Ln24
because the results of me and my friends were satisfactory for	Ln25
me. My experience in podcasts increased my motivation to	Ln26
improve my communication skills because it improved.	Ln27
Learning public speaking and editing Although	Ln28
there are ups and downs, every challenge brings valuable lessons	Ln29
by never	Ln30
giving up.	Ln31
c. Evaluation	Ln32
I think that podcasts (provide) benefits to my speaking skills	Ln33
because Speaking without text and must be clear in speech. I think	Ln34
podcasts (provide) encouragement for me to make podcasts more	Ln35
often so that my communication skills continue to practice and	Ln36
improve. For me (there are) things that need to be improved in	Ln37
podcasts to be better, namely good pronunciation, clear	Ln38
camera, and clear atmosphere. The contribution of experience	Ln39
in making podcasts for English lessons is Editing, uploading, and	Ln40
recording. Important aspects for me if I want to make podcasts in	Ln41
the future are complete equipment, interesting scripts, and good	Ln42

pronunciation	Ln43
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b. Challenge

<p>I feel (less) familiar with podcast content on various social media. This (affects) my ability to make podcasts. I (rarely) have problems when making podcasts. Determining the topic is (difficult) for me because I am not trained and have little experience in making podcasts. Furthermore, content planning such as compiling a script or discussion framework makes me (not confused) because I have prepared or set it from the start. I have (difficulty) in preparing the equipment needed for podcasting such as a microphone, cell phone, and editing software because there are some tools that I don't have and tools that are not good or supportive. During recording I (experienced) obstacles such as. Noise outside, full storage, etc. After recording, the editing process that I did was very not challenging because I used a template so it was easier and I edited quite often. Next, I prepared the podcast cover so that the podcast appearance was more attractive, the obstacles I experienced were that the photos taken were not clear, the last was the process of uploading the podcast video to the platform of choice. I experienced (convenience) Good signal and no obstacles in uploading</p>	Ln1
	Ln2
	Ln3
	Ln4
	Ln5
	Ln6
	Ln7
	Ln8
	Ln9
	Ln10
	Ln11
	Ln12
	Ln13
	Ln14
	Ln15
	Ln16
	Ln17
	Ln18
	Ln19



7. The story of Participant 7 (P7)

a. Perception

Narrative Text	Line
a. Comprehension	Ln1
I have known about podcasts since junior high school or Mts. As	Ln2
far as I know, podcasts are conversations between 2 or more	Ln3
parties consisting of a moderator or interviewer & a resource	Ln4
person or guest on the podcast. The types of podcasts that I know	Ln5
are interview podcasts, story podcasts, & entertainment. I	Ln6
have watched or heard podcasts on YouTube and television. In	Ln7
my opinion, podcasts are interesting because podcasts are	Ln8
packaged in a relatively free format so that the discussion in	Ln9
the podcast is more relaxed than in other media formats. So,	Ln10
an interesting podcast is relaxed and can entertain I like the type	Ln11
of podcasts that have a Horror theme or mystical experiences of	Ln12
the resource person For me, podcasts are useful for viewers or	Ln13
listeners because they are useful because they can provide	Ln14
information to viewers & listeners Designing	Ln15
b. Affective	Ln16
Doing a podcast is a great learning experience because you can	Ln17
find out how / the process of making a podcast. At the	Ln18
beginning of the podcast, I had difficulty in the process of	Ln19
compiling the script. There are very few challenges that I	Ln20
experienced in making this podcast, including many scenes that	Ln21
did not match. One of the best moments was when I finished	Ln22
making or uploading the podcast. I also feel happy when watching	Ln23
my content because I am proud to be able to make my podcast.	Ln24
My experience in podcasts increases my motivation to improve	Ln25
my communication skills because improving because kita can be	Ln26
more communicative Although there are ups and downs, every	Ln27
challenge brings valuable lessons by Trying again and again not to	Ln28
give up on making podcasts.	Ln29
c. Evaluation	Ln30
I think that podcasts (provide) benefits to my speaking skills	Ln31
because we can be more communicative. I think podcasts (give)	Ln32
me encouragement to make podcasts more often so that my	Ln33
communication skills continue to practice and improve. For me	Ln34
(there are) things that need to be improved in podcasts to be	Ln35
better, namely learning to be more communicative in	Ln36
communicating. The contribution of the experience of making	Ln37
podcasts for English lessons is Writing scripts, Video	Ln38
recordings, video editing. An important aspect for me if I want to	Ln39
make a podcast in the future is Improving comprehension skills	Ln40
through listening	Ln41

c. Challenge

Narrative Text	Line
<p>I feel (less) familiar with podcast content on various social media. This (affects) my ability to make podcasts. I (rarely) have problems when making podcasts. Determining the topic is (difficult) for me because it is difficult. After all, I am confused about determining a topic that is suitable to be discussed with the resource person. Furthermore, content planning such as compiling a script or discussion framework makes me (confusing) because the sequence is sometimes mixed up. I have (difficulty) in preparing the equipment needed for podcasting such as a microphone, cell phone, and editing software because the tools are already available. During recording I (experience) obstacles such as insufficient storage or full memory. After recording, the editing process that I do is very (challenging) because it has to be on the theme & selection of suitable music. Next, I prepare a podcast cover so that the appearance of the podcast is more attractive, the obstacle I experience is the attractive cover color, and the last is the process of uploading the podcast video to the platform of choice. I experience (ease) a lack of a strong network.</p>	Ln1
	Ln2
	Ln3
	Ln4
	Ln5
	Ln6
	Ln7
	Ln8
	Ln9
	Ln10
	Ln11
	Ln12
	Ln13
	Ln14
	Ln15
	Ln16
	Ln17
	Ln18
	Ln19



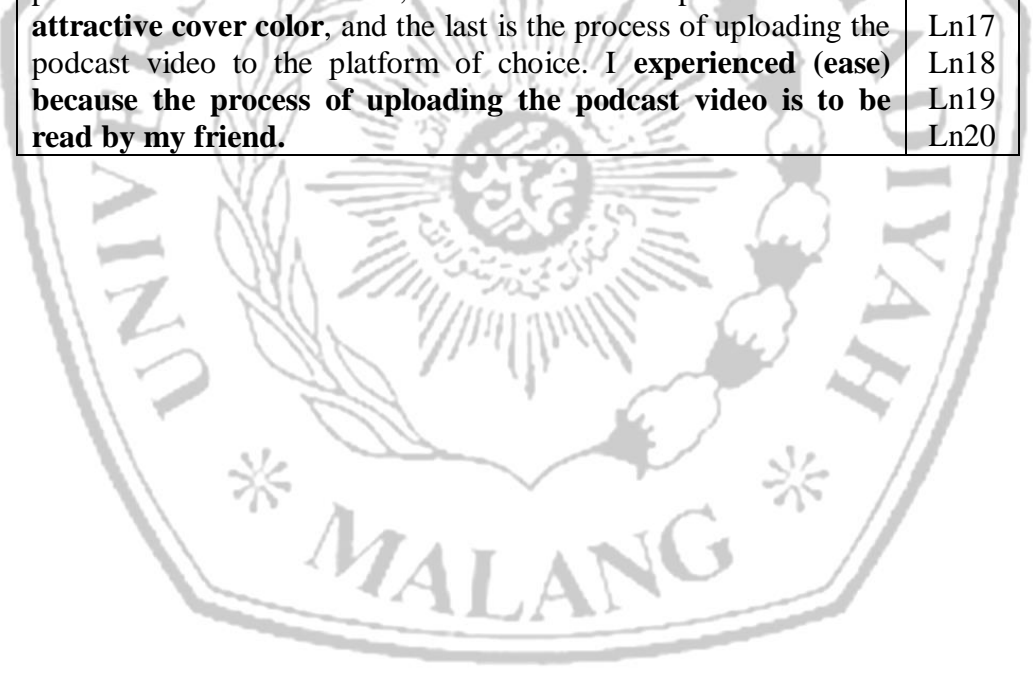
8. The story of Participant 8 (P8)

a. Perceptions

Narrative Text	Line
a. Comprehension	Ln1
I have known about podcasts since Grade 10 . As far as I know,	Ln2
podcasts are audio recordings that can be listened to by the	Ln3
general public via the Internet . The <i>types of podcasts that I</i>	Ln4
<i>know are Denny Sumargo Podcasts</i> . I have watched or heard	Ln5
podcasts on YouTube and television . In my opinion, podcasts	Ln6
are interesting because there is a lot of education or news that	Ln7
goes viral on social media . So interesting podcasts are <i>about</i>	Ln8
<i>entertainment and stories</i> . I like the type of podcasts that have <i>an</i>	Ln9
<i>entertainment and romantic theme because they make me feel</i>	Ln10
<i>better</i> . For me, podcasts are useful for viewers or listeners	Ln11
because they can educate the public, and find the real truth .	Ln12
b. Affective	Ln13
Doing a podcast is a great learning experience because you can	Ln14
learn how / the process of making a podcast . At the beginning	Ln15
of doing a podcast, I had difficulty in the process of compiling	Ln16
the script . There are very few challenges that I experienced in	Ln17
making this podcast, including many scenes that don't match .	Ln18
One of the best moments is when I finished making or	Ln19
uploading the podcast . I also feel happy when watching my	Ln20
content because I am proud to be able to make my podcast .	Ln21
My experience in podcasts increases my motivation to improve	Ln22
my communication skills because improving because the book	Ln23
can be more communicative Even though there are ups and	Ln24
downs, every challenge brings valuable lessons by trying again	Ln25
and again to not give up on making a podcast .	Ln26
c. Evaluation	Ln27
I think that podcasts (provide) benefits to my speaking skills	Ln28
because we can be more communicative. I think podcasts	Ln29
(provide) encouragement for me to make podcasts more often so	Ln30
that my communication skills continue to practice and improve.	Ln31
For me (there are) things that need to be improved in podcasts to	Ln32
be better, namely learning to be more communicative in	Ln33
communicating . The contribution of the experience of making	Ln34
podcasts for English lessons is Writing scripts, Video recordings,	Ln35
and video editing. An important aspect for me if I want to make	Ln36
podcasts in the future is Improving comprehension skills	Ln37
through listening .	Ln38

b. Challenge

Narrative Text	Line
<p>I feel (less) familiar with podcast content on various social media. This (affects) my ability to make podcasts. I (rarely) have problems when making podcasts. Determining the topic is (difficult) for me because it is difficult. After all, I am confused in determining a topic. After all, I usually run out of words to make a strip. Furthermore, content planning such as compiling a script or discussion framework makes me (confused) Having problems, I have (ease) in preparing the equipment needed for podcasting such as a microphone, cell phone, and editing software because the tools are already available. During the recording I (experienced) obstacles such as forgetting the script not concentrating during takes and laughing together. After recording, the editing process that I did was not very (challenging) because the editing process was done by my friend. Next, I prepare a podcast cover so that the appearance of the podcast is more attractive, the obstacle I experience is the attractive cover color, and the last is the process of uploading the podcast video to the platform of choice. I experienced (ease) because the process of uploading the podcast video is to be read by my friend.</p>	Ln1
	Ln2
	Ln3
	Ln4
	Ln5
	Ln6
	Ln7
	Ln8
	Ln9
	Ln10
	Ln11
	Ln12
	Ln13
	Ln14
	Ln15
	Ln16
	Ln17
	Ln18
	Ln19
	Ln20



Appendix 5. Interview Transcript (IN)

Respondent : 1
I : Interviewer
R : Respondent

Code	Sentences	Line
I	Assalamu'alaikum	Ln1
R1	Wa'alaikumsalam	Ln2
I	How are you?	Ln3
R1	Alhamdulillah, you are fine, Maam.	Ln4
I	Yes, let's start, you told a lot in the native frame, and now I want to ask more questions.	Ln5 Ln6
R1	Yes	Ln7
I	Are you familiar with podcasts?	Ln8
R1	I am very familiar with, mam, I have known podcasts since junior high school, I also knew about podcasts, I was introduced to podcasts from friends.	Ln9 Ln10 Ln11
I	Mm, junior high school friends?	Ln12
R1	Yes, junior high school friends. At first, we listened to podcasts together and I was introduced to podcasts. What are the themes of podcasts and various podcast applications, and what applications provide interesting podcasts?	Ln13 Ln14 Ln15 Ln16
I	Ok, I also want to ask about your podcast experience. The podcast videos you make are very good, you can already enjoy the dialogue. How about your speaking skills from this podcast, are there any changes?	Ln17 Ln18 Ln19
R1	I had a bit of difficulty when we memorized the script because at that time, we also had difficulty speaking, and expressing it when we first made it, but after finishing other podcasts, I was able to express it, explore, and understand the scripts.	Ln20 Ln21 Ln22 Ln23
I	Does that mean after several podcasts, is there a change in speaking skills?	Ln24 Ln25
R1	Alhamdulillah, there have been several podcast video shoots.	Ln26
I	Alhamdulillah, then related to self-confidence, is there also a change?	Ln27
R1	Self-confidence is still difficult, ma'am, sometimes I'm still shy, sometimes I'm still awkward, I'm still confused about my tone so it's not dry (smiling), and it's a bit difficult to be confident.	Ln28 Ln29 Ln30
I	It's a bit difficult to be confident, but is there a change after making several podcasts?	Ln31 Ln32
R1	Yes, thank God, there was when the first Podcast happened to be shot in a cafe, (chuckle) directly in front of the public and many people saw it, Syahara and I were awkward, it felt awkward being watched by many people, but the 2nd and 3rd Shooting, and so on, thank God Syahara and I were probably more confident, not too shy anymore, not awkward anymore and could lighten the mood (smiling)	Ln33 Ln34 Ln35 Ln36 Ln37 Ln38
I	It's amazing, it means more confidence. I like the video, it's great. Okay, next about the challenges of preparation in the podcast-making process. What are the challenges?	Ln39 Ln40 Ln41
R4	For me, it's setting the camera angle, the difficulty is with the lighting.	Ln42

	And there was a time when it was difficult to set up the tripod.	Ln43
I	Does that mean it's just a technical problem with the camera?	Ln44
R1	Yes, hmm, maybe the same as the script, ma'am, the script is what eee..(Thinking)	Ln45 Ln46
I	The making of the script? The writing ideas that will be poured out?	Ln47
R1	Yeah.... When I was writing the script, I was confused about which idea to express.	Ln48 Ln49
I	The story idea is from personal experience, right?	Ln50
R1	Yes	Ln51
I	Ok, so the challenge for preparation is the camera angle making the script, and pouring out the ideas. Then this is the last one, this is still about the challenge, but the challenge is you speak English on the podcast.	Ln52 Ln53 Ln54 Ln55
R1	If that is a factor, it may be a lack of confidence, so it's like speaking English is stiff and flat. There is no intonation, and sometimes I also forget the script so I have to repeat the take and look at the script.	Ln56 Ln57 Ln58
I	Ok, that's the challenge, is there anything else?	Ln59
R1	Eee.. nothing, I think that's all.	Ln60
I	Ok Valen, thank you Valen for your time. The explanation is also very clear. I'll end it. Thank you, Valen, see you. Assalamu'alaikum	Ln61 Ln62
R4	Wa'alaikumsalam.	Ln63



Respondent : 2
I : Interviewer
R : Respondent

Code	Sentences	Line
I	Ok, Assalamu'alaikum	Ln1
R2	Wa'alikumsalam	Ln2
I	How are you?	Ln3
R2	Alhamdulillah Good	Ln4
I	Are you fine? On holiday (laughs a little) Are you happy? Here, I want to ask you something, to confirm the narrative frame that I mentioned. Eee I want to confirm again about your experience in podcasts. First, are you familiar with podcasts for now?	Ln5 Ln6 Ln7 Ln8
R2	It's too familiar because there are already many on social media.	Ln9
I	Then the second, how many videos did you have in English yesterday?	Ln10
R2	Yes (Slowly)	Ln11
I	After you made the first, second, and third Podcasts, was there any change in your speaking skills?	Ln12 Ln13
R2	During the podcast, I learned how to communicate better using English, ma'am, so with each podcast I feel like I can chat more in English.	Ln14 Ln15
I	Yes, that means that having lots of podcasts can help you. I mean your English skills are improving. Then the second one, is about self-confidence. So can podcasts increase your self-confidence when communicating using English?	Ln16 Ln17 Ln18 Ln19
R2	Yes, because you can be more practiced in using English in everyday life, and with podcasts you can improve your English skills.	Ln20 Ln21
I	Can it improve skills and self-confidence	Ln22
R2	Self-confidence (not very clear)	Ln23
I	More self-confidence. Okay, now let's talk about challenges, challenges when preparing to make a podcast. What are the challenges?	Ln24 Ln25
R2	For me, yesterday, preparing the script so that it doesn't go off topic and can liven up the atmosphere in the podcast, mam. It's a bit tricky, mam.	Ln26 Ln27
I	It's a bit tricky. try to explain, the trick (laughs)	Ln28
R2	It seems a bit difficult, Mam because I'm afraid that the audience who watches or listens won't like it because it's not interesting.	Ln29 Ln30
I	Not interesting, so there's a worry like that, right? Later if you look at it, it's not interesting, okay then the last one, what was the most challenging experience, when using English in your podcast?	Ln31 Ln32 Ln33
R2	The challenge is like the pronunciation of the words, it's not familiar so it's confusing to express.	Ln34 Ln35
I	oh, ok the pronunciation, it means there are some words you find difficult to pronounce. Are there any more?	Ln36 Ln37
R2	none, mam.	Ln38
I	none? Everything is smooth, and everything is possible, it means you have to keep practicing and with the podcast, hopefully. What you have made will be useful one day. That's all. Thank you, Assalamu'alaikum	Ln39 Ln40 Ln41
R2	wa'alaikumsalam	Ln42

Respondent : 3

I : Interviewer

R : Respondent

Code	Sentences	Line
I	Assalamu'alaikum,	Ln1
R3	Waalaikumsalam Mam.	Ln2
I	How are you?	Ln3
R3	Okay, Mam.	Ln4
I	I want to ask more deeply, about the podcast experience. Since when have you been familiar with podcasts? Since junior high school, right?	Ln5 Ln6
R3	Yes	Ln7
I	Try to tell me what junior high school was like, and from where?	Ln8
R3	The first time I was given an assignment, I was told to make a podcast, mam, but it was a voice podcast, only audio.	Ln9 Ln10
I	What subjects or English too or what about the one at that time?	Ln11
R3	No, I forgot	Ln12
I	Oh ok, you mean it was a solo podcast, wasn't it? Or such as storytelling or chatting, chatting with two people, it means you are used to it. And I knew that your podcasting process was also very good, and in the video, you were trying to memorize it, it's ok, and so how many podcasts have you sent, how many podcasts have you uploaded?	Ln13 Ln14 Ln15 Ln16 Ln17
R3	Three podcasts	Ln18
I	It means your experience is quite good, now how about your speaking skills, are there any improvements, the same or still lacking?	Ln19 Ln20
R3	According to me still lacking	Ln21
I	How is it lacking, and why?	Ln22
R3	Sometimes when we talk to people, we are still unclear.	Ln23
I	How about your English, is it improving or decreasing?	Ln24
R3	Alhamdulillah, it's improving quite a bit	Ln25
I	It's improving quite a bit, please explain why.	Ln26
R3	Because with podcasting we learn to speak publicly with friends and increase our vocabulary.	Ln27 Ln28
I	That means it's improving. Next, about self-confidence in communicating using English, are you more confident?	Ln29 Ln30
R3	Yes, more confident	Ln31
I	Why are you more confident?	Ln32
R3	Because in the podcast we learn to dare to speak to other people using English.	Ln33 Ln34
I	In the last podcast, that means you're used to it, right?	Ln35
R3	Yes.	Ln36
I	Yes, so later you can develop your podcast again, especially later practicing with friends to make podcasts in English.	Ln37 Ln38
R3	Yes	Ln39
I	Alhamdulillah, if it's improving, now the fourth is about the challenges, what challenges did you experience when preparing to make the podcast?	Ln40 Ln41 Ln42
R3	When preparing the environment used for podcasts, I have to adjust sometimes it might be noisy. Maybe also when the podcast has to memorize the script it's hard.	Ln43 Ln44 Ln45

I	Yes, so now the preparation is about the location then the script too	Ln46
R3	Yes	Ln47
I	Next about the most challenging experience when speaking English?	Ln48
R3	I'm terrified I'll mispronounce it and that things will go wrong.	Ln49
I	So, in the pronunciation, okay later You can do it again, and practice to develop the podcast. Ok, maybe that's enough, thank you for your time, Assalamu'alaikum.	Ln50 Ln51 Ln52
R3	Wa'aklaikumsalam.	Ln53



Respondent : 4
I : Interviewer
R : Respondent

Code	Sentences	Line
I	Bismillah Assalamualaikum Hani	Ln1
R4	Walaikumsalam	Ln2
I	How are you?	Ln3
R4	Alhamdulillah fine	Ln4
I	Okay, Hani, this is Mrs. Halim, I want to ask about your experience when podcasting using English. For the first question, are you familiar with podcasts?	Ln5 Ln6 Ln7
R4	Since junior high, I've been listening to podcasts like History. From there, I considered starting a podcast, and it happened that I was allowed to do so. I'm grateful, and it turns out that making a podcast isn't as simple as I expected.	Ln8 Ln9 Ln10 Ln11
I	it means it's normal because since junior high school, I have known podcasts and from the experience of making podcasts, how about speaking skills, especially in English, are there any changes?	Ln12 Ln13 Ln14
R4	The changes are significant because I used to be embarrassed when speaking English, especially now, it seems like many people judge if I speak using English. But now I feel more comfortable mixing using Indonesian and English. My friends in the environment are also very supportive and they also mix their speech.	Ln15 Ln16 Ln17 Ln18 Ln19
I	Mixing, right? Does that mean that your English-speaking skills are improving?	Ln20 Ln21
R4	Alhamdulillah, it is increasing	Ln22
I	Okay, next, if it was about speaking skills, now it's about self-confidence. How about your self-confidence after making a podcast?	Ln23 Ln24
R4	My self-confidence has grown; at first, I did not dare to talk in front of people or express my opinion, and I was always doubtful in my heart; however, after participating in podcasts, I began to dare to express my opinion and speak in front of others.	Ln25 Ln26 Ln27 Ln28
I	Okay, next, this is about your challenges. Are there any challenges that you experienced when preparing to make podcasts?	Ln29 Ln30
R4	Preparing to make a podcast is just a matter of time because coincidentally, my friends and I have organizational activities that also take up a lot of time and maximize our time at school, then edit it directly, and upload it. If we wait for it, we won't be able to upload it, so it's just a matter of time before the others are safe.	Ln31 Ln32 Ln33 Ln34 Ln35
I	It's amazing because the organization has a lot of tasks but we can still do schoolwork, right?	Ln36 Ln37
R4	Yes	Ln38
I	So, the challenge was because there were so many activities, so time management must be good, right?	Ln39 Ln40
R4	Yes	Ln41
I	This is the last question. Now the most challenging experience is when speaking English when podcasting. What are the challenges?	Ln42 Ln43
R4	The challenges are more like preparing myself so that I am not embarrassed to communicate using English, usually with friends, now	Ln44 Ln45

	on camera plus being watched by many people.	Ln46
I	Oh, is that so for English pronunciation is that one of the challenges?	Ln47
R4	A little bit, because there are just a few words I can't say yet. So, the problem is to mentally prepare to talk in front of the camera with an unusual pronunciation.	Ln48 Ln49 Ln50
I	oh yeah okay, thank you Hani for today's interview, later for the podcast you can develop it yourself, you have experience from making it to being a player. Thank you Hanny for today's interview.	Ln51 Ln52 Ln53
R4	you're welcome, ma'am.	Ln54



Respondent : 5
I : Interviewer
R : Respondent

Code	Sentences	Line
I	Assalamualaikum Aul	Ln1
R5	Walaikumsalam	Ln2
I	How are you?	Ln3
R5	Alhamdulillah, fine	Ln4
I	Now is it the holiday?	Ln5
R5	Yes	Ln6
I	Aul, I want to ask a few things about your experience of your podcasting. There are 5 questions. First, are you familiar with or used to podcasts?	Ln7 Ln8 Ln9
R5	Yes, because I usually watch on YouTube and listen to Spotify, ma'am.	Ln10
I	Oh, I see.	Ln11
	So I am used to it and have sent 4 podcasts on YouTube	Ln12
	Okay, four podcasts, means you've a lot of experience, right? So, was there a change in your ability to speak English?	Ln13 Ln14
R5	There was a little, I used to be a bit convoluted when speaking but after doing this podcast I became quite fluent.	Ln15 Ln16
I	Does it affect activities at school? I mean in school lessons?	Ln17
R5	Yes, it also affects, when presenting and explaining something.	Ln18
I	Okay, did you have the courage?	Ln19
R5	Yes, it's better.	Ln20
I	Okay, it's even better, then how about your self-confidence?	Ln21
R5	Yes, it's also better.	Ln22
I	So does podcasting help your English-speaking skills?	Ln23 Ln24
R5	Yes, it helps. Initially, I was also a little unable to speak English, but now I can master it more.	Ln25 Ln26
I	Okay, then the third one, besides increasing self-confidence, especially in speaking English, can podcasts also improve your speaking skills?	Ln27 Ln28
R5	Yes, because of podcasting, we learn how to communicate well and continue to appear, even if it's only on camera, but it can be watched by many people.	Ln29 Ln30 Ln31
I	Okay, then we go to the challenges, the challenges you experience when preparing podcasting using English?	Ln32 Ln33
R5	Maybe just memorizing the script and making the script	Ln34
I	Memorizing and making a script means it's difficult to express ideas and then memorize the script. Then what is the most challenging experience in your opinion when speaking?	Ln35 Ln36 Ln37
R5	There is one sentence maybe or a few words that are difficult to pronounce, so it takes a few times to practice again.	Ln38 Ln39
I	Several times practice, did you have time to re-shoot if there was a mistake?	Ln40 Ln41
R5	If there is a mistake, re-shoot ma'am.	Ln42
I	Okay, so the most challenging thing is when memorizing, speaking, or pronouncing difficult English words, are there any other challenges?	Ln43 Ln44
R5	done, the others are easy when making and planning.	Ln45

I	okay, Aul thank you for today hopefully the podcast can make you more confident later hopefully you can make another podcast with your ideas and stories, ok Thank you, Aul, Assalamualaikum	Ln46 Ln47 Ln48
R5	Wa'alaikumsalam.	Ln49



Respondent : 6
I : Interviewer
R : Respondent

Code	Sentences	Line
I	Bismillah, Assalamu'alaikum	Ln1
R6	Wa'alaikumsalam	Ln2
I	How are you?	Ln3
R6	Okay	Ln4
I	Ok, Salsa, you have written a story, in the narrative frame that I gave talks about your podcasting experience. When making and doing a podcast, now I want to interview, to find out more about making podcasts. The first is about familiarity. Are you familiar with podcasts?	Ln5 Ln6 Ln7 Ln8
R6	Yes, Mam, so I have had a cell phone since junior high school, I often open social media, such as YouTube then, there are podcasts such as horror, and comedy.	Ln9 Ln10 Ln11
I	Okay, next, from your experience in podcasting, have there been any improvements in your speaking skills?	Ln12 Ln13
R6	My English skills are improving since I frequently repeat during shooting, therefore when I read the transcript, I am also memorizing it.	Ln14 Ln15 Ln16
I	Meaning that your speaking skills are increasing	Ln17
R6	Yes	Ln18
I	Next, talk about self-confidence, can podcasting increase your self-confidence when communicating using English?	Ln19 Ln20
R6	Eee, it's increasing but it seems like the skills still need to be improved, the speech is not fluent enough.	Ln21 Ln22
I	Not fluent enough but your confidence is increasing, right?	Ln23
R6	Yes, it's increasing. But I'm not satisfied yet, I still need to improve.	Ln24
I	Next, talk about the challenges when preparing for a podcast. Try telling me about the challenges you experienced when preparing to make a podcast.	Ln25 Ln26 Ln27
R6	So, at first, it appeared that we were prepared, but the microphone was not, the times were not perfect, and the location was not appropriate for conditioning the sound. Finally, the cell phone was subpar, so I was dissatisfied.	Ln28 Ln29 Ln30 Ln31
I	So, the challenge in preparation was only in the inadequate equipment or tools.	Ln32 Ln33
R6	Oh, there's more, Mam	Ln34
I	Oh yeah, what is that?	Ln35
R6	My friend and I forgot the plot and the text, so while reading it was visible on camera that we were reading (laughs). It was visible on camera when we were reading, so the challenge was the lack of preparation and the difficulty of memorizing the text because there was a lot of text.	Ln36 Ln37 Ln38 Ln39 Ln40
I	Okay, the last one. What was the most challenging experience when speaking English?	Ln41 Ln42
R6	Memorizing a lot of text, because that day I made 3 videos and themes right away.	Ln43 Ln44
I	Memorizing 3 scripts right away.	Ln45

R6	Yeah, speaking it wasn't very fluent either.	Ln46
I	That means the pronunciation and practice weren't enough. Anything else to tell?	Ln47 Ln48
R6	I think so.	Ln49
I	Are you happy with the results of the podcast?	Ln50
R6	Happy but not satisfied.	Ln51
I	Maybe because the results were not satisfactory. In the future, maybe you can make her own and get better and still use English to be more fluent. Thank you for today. See you. Assalamu'alaikum	Ln52 Ln53 Ln54
R6	Wa'alaikumsalam, you're welcome.	Ln55



Respondent : 7
I : Interviewer
R : Respondent

Code	Sentences	Line
I	Assalamu'alaikum Zaki,	Ln1
R7	Wa'alaikumsalam Mam.	Ln2
I	How are you?	Ln3
R7	Good Mam.	Ln4
I	Okay, I want to ask about your story about the podcast experience. Are you familiar with podcasts?	Ln5 Ln6
R7	Yes, I am familiar	Ln7
I	Try to tell me how familiar it is.	Ln8
R7	When I was in MTs grade 7, during the COVID-19 pandemic, I saw a lot of podcasts on TV. So, the speakers and their resource persons discussed in the form of podcasts so that they could be easily understood by me and my friends	Ln9 Ln10 Ln11 Ln12
I	Okay, now you are familiar, how many podcasts have you made?	Ln13
R7	Two	Ln14
I	Okay, two podcasts for these two podcasts, what changes do you feel in your English language skills?	Ln15 Ln16
R7	Of course, in English communication, it seems that we are trained more in podcasts, and also understand how to pronounce English.	Ln17 Ln18
I	So the point is that it has improved, right? Are you happy with the improvement?	Ln19 Ln20
R7	Very happy, because if there was no podcast, I would not have studied much anymore.	Ln21 Ln22
I	Next, if it was about English language skills, now about self-confidence in communicating using English, is there any improvement?	Ln23 Ln24
R7	Yes, of course, it has increased a lot, at first, I was not confident when appearing in public, but with this podcast, I am more communicative.	Ln25 Ln26
I	Okay, next let's talk about what challenges or obstacles you experience when preparing to make a podcast.	Ln27 Ln28
R7	In the process of making a podcast until the end, I was able to package the podcast properly. The only challenge was when making the script.	Ln29 Ln30
I	Yes, that means it is related to ideas. What should you tell in this podcast? Why are there obstacles in making the script?	Ln31 Ln32
R7	Yes, I'm a little confused about finding ideas or topics.	Ln33
I	Oh, I see, this is for the last question, still about challenges. What challenges did you experience when you acted or spoke English in the podcast?	Ln34 Ln35 Ln36
R7	The pronunciation that I might not be right, is the pronunciation of each word. Some words might be difficult.	Ln37 Ln38
I	Okay, Zaki, that was the last question. Thank you. For today, hopefully, the podcast can be developed further.	Ln39 Ln40
R7	Yes, Mam	Ln41
I	Thank you, Zaki, I'll end it with Assalamualaikum	Ln42
R7	Wssalamualaikum.	Ln43

Respondent : 8
I : Interviewer
R : Respondent




Code	Sentences	Line
I	Assalamu'alaikum.	Ln1
R8	Wa'alaikumsalam.	Ln2
I	How are you?	Ln3
R8	Alhamdulillah.	Ln4
I	I want to ask about your experience in podcasting.	Ln5
R8	Yes.	Ln6
I	First, are you familiar with this podcast?	Ln7
R8	Since grade 10.	Ln8
I	Tell me about how you became familiar with podcasts.	Ln9
R8	Because in junior high school, there was never a podcast, so when I was in grade 10, I felt, oh this is what podcasts feel like, fun and can make us speak more fluently.	Ln10 Ln11 Ln12
I	Oh, is making a podcast a teacher's assignment?	Ln13
R8	Yes, there was an assignment from the teacher.	Ln14
I	Okay, for the second question, is there a change in my English communication skills after podcasting?	Ln15 Ln16
R8	There is a slight improvement. So, when I want to speak English, I become a little fluent, which at first, I couldn't at all but now I can, thank God.	Ln17 Ln18 Ln19
I	What podcasts do you often watch?	Ln20
R8	Horror comedy.	Ln21
I	Okay, then after speaking skills, how is your confidence, when speaking English in class or anywhere?	Ln22 Ln23
R8	a bit more confident, because I can speak English quite well but it still needs to be practiced	Ln24 Ln25
I	Now to the challenges, after doing the podcast, what are your challenges in preparing for podcasting?	Ln26 Ln27
R8	The first is memorizing the script, the second is setting the tone of voice, and the third is being able to manage my English because it is quite difficult.	Ln28 Ln29 Ln30
I	For the equipment?	Ln31
R8	No problem	Ln32
I	The last, challenge when you use English when podcasting.	Ln33
R8	Afraid of mistranslation too, nervous, correct or not the language, then more how to speak properly.	Ln34 Ln35
I	So, what else?	Ln36
R8	Still need to learn a lot	Ln37
I	Later to be improved, and developed, your podcast is already quite good. So that it doesn't look like you are reading text too much.	Ln38 Ln39
R8	Yes ma'am	Ln40
I	Okay thank you Farah, Asslamu'alaikum	Ln41
R8	Wa'alaikumsalam	Ln42

Appendix 6. Video Link of Participant's Podcasting.

No	Participant	Video Podcasting Link
1	P1	<ul style="list-style-type: none"> • https://youtu.be/awvUCpXuIAQ?si=KDSGzyDmyJ4p5vtB • https://youtu.be/T2snC-QqLjc?si=QMMX3erAvFf9sNfJ • https://youtu.be/IhOoSi_zVrc?si=sQVeZPkP8DN8JEpD • https://youtu.be/IzV2F0RjAeI?si=c0QV4-ptDIO6sUyd • https://youtu.be/l4jAvMDXROw?si=uNnJuxXXdBfc95JH
2	P2	<ul style="list-style-type: none"> • https://youtu.be/awvUCpXuIAQ?si=KDSGzyDmyJ4p5vtB • https://youtu.be/T2snC-QqLjc?si=QMMX3erAvFf9sNfJ • https://youtu.be/IhOoSi_zVrc?si=sQVeZPkP8DN8JEpD • https://youtu.be/IzV2F0RjAeI?si=c0QV4-ptDIO6sUyd • https://youtu.be/l4jAvMDXROw?si=uNnJuxXXdBfc95JH
3	P3	<ul style="list-style-type: none"> • https://youtu.be/qH6HxY5P_0Q?si=l9dG1na2QR-As9zK • https://youtu.be/7IAhUIDrR30?si=8StrH_f_aORFG8MF • https://youtu.be/8IAbFZcOUtQ?si=PQfTUASfEP_to0XJ • https://youtu.be/WoJekirPW08?si=1jIz10_stQC5SY1v • https://youtu.be/aAX3JO0dGtk?si=rcrxclcJG4EJSxn5
4	P4	<ul style="list-style-type: none"> • https://youtu.be/qH6HxY5P_0Q?si=l9dG1na2QR-As9zK • https://youtu.be/7IAhUIDrR30?si=8StrH_f_aORFG8MF • https://youtu.be/8IAbFZcOUtQ?si=PQfTUASfEP_to0XJ • https://youtu.be/WoJekirPW08?si=1jIz10_stQC5SY1v • https://youtu.be/aAX3JO0dGtk?si=rcrxclcJG4EJSxn
5	P5	<ul style="list-style-type: none"> • https://youtu.be/qH6HxY5P_0Q?si=l9dG1na2QR-As9zK • https://youtu.be/7IAhUIDrR30?si=8StrH_f_aORFG8MF • https://youtu.be/8IAbFZcOUtQ?si=PQfTUASfEP_to0XJ • https://youtu.be/WoJekirPW08?si=1jIz10_stQC5SY1v • https://youtu.be/aAX3JO0dGtk?si=rcrxclcJG4EJSxn5
6	P6	<ul style="list-style-type: none"> • https://youtu.be/LoJaQykFDBY?si=zUfbRCc-m5EEsKv2 • https://youtu.be/4rS9M2UTrVc?si=JbCKngK2mfPluzKq • https://youtu.be/52-K_oIXxhM?si=EYCQGuKL3AmwXmlz • https://youtu.be/JSFyBWqA3V4?si=vE7IKBuOxGEwrwvjv
7	P7	<ul style="list-style-type: none"> • https://youtu.be/aMQck264mRY?feature=shared
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