

## EXPLORING STUDENTS' LEARNING EXPERIENCES IN SCHOOL PODCASTING PROGRAM AS AN ALTERNATIVE MEDIA FOR SPEAKING PRACTICE

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### ABSTRACT

The objectives of this study are to explore the students' learning experience before, during, and after producing a podcast. This study has been conducted at secondary school in Surabaya. The researchers employed a qualitative descriptive which involved five students who participated in the school podcasting program. Data was collected through a semi-structured interview consisting of 20 questions. The result from the study showed that the school podcasting program provided students with novel experiences which let them fully engaged in a productive activity. It helped them to provide a real practice of their speaking skills in English language. It also showed that topics selected for the podcast were their interests which was helpful for the students to contribute positively in giving out opinions expressively and enriched the content of the conversation become more attractive. Students created scripts, collaborated with friends in producing the podcast, and reflected on the experiences meaningfully. The activities in preparing a podcast and aired it, helped the students to perform better in speaking and gained more confidence through hands-on experience. Thus, a school podcasting program could be the appropriate activity to assist students in speaking practice through real conversation facilitated through podcast as a selected social media. The results of this study provided teachers with a broader insight into how to discover and create an effective activity and media to improve students' speaking skills by integrating technology into the learning process.

**Keywords:** Podcast, School Podcasting Program, Speaking Practice, Learning Experience

### INTRODUCTION

English is an international language that is widely used by many nations in the world. However, not all nations use English as their mother tongue, so there are many people who are learning to become English speakers. According to Ritcher (2022), there are around 1.5 billion people worldwide who speak English either as a mother tongue or as a second language. In the process of learning English, speaking is the most important skill among other skills (writing, reading, and listening) because the main focus of learning English is being able to become a speaker of the language. In this case, it is clear that using a language is more important than just

knowing about it. However, there are so many students who have problems speaking in English. They find it difficult to communicate in English actively and spontaneously. One possible factor that hinders students from speaking English is the lack of a method or medium that can get them involved in a real conversation.

Speaking is an essential skill in today's globalized world, as effective communication is a fundamental aspect of academic success and future career prospects. Isadaud, Fikri, & Bukhari (2022) found that English is not a second language among Indonesians, they do not use English in daily conversation, and students also get little time to master English at school. Isadaud, Fikri, & Bukhari (2022)

also showed that the most common mistakes found in learning and teaching English were speaking skills. However, the traditional teaching methods used to develop speaking skills have often proven to be less engaging and effective, resulting in students' limited progress in this critical area. It is essential to provide learners with the opportunities to practice and improve their speaking skills in a supportive environment. Therefore, educators are exploring new and interactive approaches to enhance students' speaking skills, and the integration of podcasting into the world of education has shown promising results as a new way to overcome this challenge.

In the digital era, the field of education has seen a remarkable transformation with the integration of technology into traditional teaching and learning methods. One technological innovation that has become famous in recent years is podcasting. Podcasting, which was originally a medium for entertainment and information dissemination, has made its way into the world of education, offering new ways for educators and students to enhance the learning process. According to Phillips (2017), podcasts are audio or video recordings that can be easily accessed and distributed via online platforms, making them an attractive tool for educational institutions looking to engage students in innovative ways. The concept of using podcasting in schools to improve speaking skills involves students creating and sharing their spoken content, which can include presentations, debates, discussions, or oral reports. Additionally, podcasting offers authentic conversation for students, which can motivate them to strive for excellence in their communication skills.

As previously mentioned, the students need to produce adequate fluency and pronunciation in speaking to develop effective communication. It would be the basis of utilizing a podcasting program. Podcasts can be one of the creative and alternative tools that could help students enhance their understanding and performance in speaking. By integrating podcasting programs into the educational framework, teachers aim to create a platform that not only promotes language development but also fosters creativity, critical thinking, and technological literacy. Samad et al. (2017) showed that using podcast

media in class, not only helps students in speaking practice and articulation but also develops their pronunciation, grammar, vocabulary, critical thinking, and other language areas. Moreover, teachers have a new way to stay connected with their students and improve their learning outside of the classroom by using the podcasting program. The research conducted by Ramli & Kurniawan (2018) found that the use of podcasts from the British Council to teach listening and speaking produces engaging and effective learning outcomes for students as the use of technology can create a non-monotonous learning atmosphere. Moreover, the study conducted by Phillips (2017) revealed that the podcasting assignment in which the student produce podcast has improved their language skills; it can be a useful tool to practice and put new vocabulary into context.

Previous research on podcasting in education has primarily focused on the impact of using podcasts distributed freely and commercially on various online platforms either for improving listening skills or speaking skills (e.g. Ramli, 2018; Dwi Prasetyo et al., 2023); Van Hoan & Thi Thu Cuc, 2021), there is a significant gap between research investigating the benefits of student-produced podcast in language learning (e.g. Phillips, 2017; Hitchcock et al., 2021). In addition, limited attention has also been given to exploring the students' learning experience in participating in the school podcasting program where the students produced their own podcasts as alternative media for speaking practices, especially in junior high school. Therefore, the primary goal of this study is to investigate the students' learning experiences before, during, and after producing a podcast in the school podcasting program; which is one of the school programs that involves students and teachers in making podcasts at secondary education which was junior high school located in Surabaya, East Jawa Province, as alternative media for speaking practices. In addition, understanding students' learning experiences or what they have learned regarding such programs can guide educators and curriculum developers in creating more tailored and effective school podcasting programs. It is hoped that this research will contribute to broader findings of

integrating technology into education and advancing pedagogical practices aimed at developing essential speaking skills in the 21st century.

## METHOD

A qualitative descriptive research method was employed to answer all the research questions in this study. This approach was used to understand the phenomenon which was students' learning experiences in the school podcasting program where the students produced their own podcasts. This approach is chosen to provide a comprehensive understanding of students' learning experiences in the school podcasting program as an alternative media for speaking practices in junior high school.

The school was chosen as it provides the school podcasting program in which the students can produce their own English podcasts under the guidance of an English teacher and access them through their own podcast channels. The participants of this study were 5 eighth-grade students. The students who produced podcasts in the school podcasting program were chosen to gather in-depth and appropriate information about their experiences. The students were assisted and selected by the English teacher to participate in the school podcasting program according to some criteria. Those criteria are as follows: (1) The student is talkative in the class, students who are talkative in class are usually not passive, have initiative, and are not afraid to make errors when speaking. (2) The student is confident enough to express their opinion, this student does not hesitate to say what is on their mind, regardless of what people think about their opinions. In this research, an interview was used to explore more about the students' learning experience in the school podcasting program.

The researcher asked the English teacher about the number of students that could be the relevant participants of this research and handed out the list of interview questions to the English teacher. The number of participants that meet the criteria for the study were 5 students. Then, the researcher found the date to interview the students through the teacher's assistance. The researcher only managed to conduct interviews of 3 students

in a one-by-one technique because the rest of the participants were actively engaged in the school exhibition. Then, 2 students were interviewed on a different day based on the consent of the participants. The interview was taken place in the podcasting room at a secondary school in Surabaya. A semi-structured interview was conducted in this research which consists of 20 questions. The interview lasted approximately 25 to 50 minutes for each student. The interview explored students' learning experiences in the school podcasting program. Participants had been informed about the study's objectives and their rights before obtaining informed consent. After interviewing, the researcher transcribed the participants' responses and selected the most essential material for the study inquiries. The data collected was then categorized into themes and codes to facilitate the researcher in identifying all the important information.

Since this study was a qualitative approach, the data of this research were described descriptively based on theme. The source data was the result of the interview and was collected in recorded form. A theme is defined as something that has a certain number of patterns or meanings related to the study question in the data. An inductive approach was taken to the data in which students' statements were coded using a thematic step-by-step analysis method (Braun and Clarke, 2006). The analysis was driven by the research questions, which were established as the interview guide's core questions. According to Braun and Clarke (2006), thematic analysis is "a method for identifying, analysing, and reporting theme within data" which is usually organizing and describing the data in great detail. The thematic analysis is divided into six stages, i.e., familiarization, formulating codes, combining codes into themes, reviewing themes, defining and naming themes, and creating report. In analyzing the data, the researcher transcribed the interviews verbatim to facilitate analysis. Then, the researcher reviewed transcripts and listened to recordings. This was done to establish consistency in the way the interviews were transcribed, provide the researcher control over the quality of the process, and to become familiar with the data. Then, the researcher

generates initial codes for the data. compile relevant data for each code. The researcher will be concerned about answering specific study questions and analysing the data. Next, the researcher organizes codes into potential themes and collecting all data that relevant to each potential theme. Themes will be re-evaluated to clarify their basic meaning. Similar themes are combined to form a single theme. After that, the researcher defined and clarified relevant themes for research inquiries; used appropriate names to describe each theme. Last, the researcher was connecting the analysis back to the research questions and literature and producing a scientific report from the analysis.

## FINDINGS AND DISCUSSION

### *Type of Topic*

When students started to think about the topic, the students were trying to integrate the knowledge about the things they were interested in into the experience in the podcasting program. In fact, the students have different interests in the type of topic, as they mentioned in the transcript below.

*“Such as asking who we like the most, such as our favorite artist, at that time we discussed the topic of music and radio, so we asked about artists and music at that time” (Q<sub>5</sub> R<sub>1</sub>)*

*“Topics that discuss teenagers, because they relate to my own life, so I can give some advice, I can give my opinion as a teenager.” (Q<sub>5</sub> R<sub>4</sub>)*

*“More about teenagers” (Q<sub>5</sub> R<sub>5</sub>)*

As stated by student 1, the topic that she liked the most was music. She is interested when it discusses music which indicates that they often listen to music, and have adequate prior knowledge about music or famous singers. The fourth and the fifth students love to talk about teenagers' lives. Students believe that they can express their opinions if the topic is related to their own life. Based on the answers of the students, it shows that students had different topics they liked. The topic chosen also affect how the student states their thoughts based on their background knowledge. While recording a podcast, the teacher sometimes gives the students questions that were not listed in the script to stimulate students' critical thinking.

### *Making a script*

Before producing a podcast, students need to prepare something that helps them to give a good performance while recording a podcast. The essential step that students have to do in producing a podcast is composing a script. All students agreed that the script should be made to assist them in expressing ideas while making podcasts. Here is some information provided by the students below.

*“The certain thing is composing the script.” (Q<sub>1</sub> R<sub>3</sub>)*

*“For the podcast with the English teacher, we also made a script first, because the podcast will be better if the language is more organized.” (Q<sub>1</sub> R<sub>4</sub>)*

The explanation above showed that students need to prepare a script before producing the podcast. A script is necessary to help students express what they want to say more fluently. As respondent 4 in question 1 said, the script assisted student express their idea in the podcast more organized.

When the researcher asked about how the students compose the script, they explained that they surf the internet and make a draft based on what they found, as the explanation below.

*“Yes. It is necessary to look for references, so sometimes I write it by myself, and then look for other sources.” (Q<sub>3</sub> R<sub>3</sub>)*

The third learner says that he does not only write down their opinion on the script by himself, but also sometimes he went to look for other references on the internet. To enrich their script content, he has done some research on the internet to look up resources based on the topic they talked about in the podcast.

### *Reviewing and Practicing*

In this stage, students handed out the script to the English teacher to check whether the script was already proper or not. The teacher advised the students if there were any words or grammatical aspects that were incorrect in their work. They are doing some practice by reading the script together before the podcast starts, as they revealed below.

*“I started practicing this morning, so I got up early and practiced first, I also practiced with the teacher, it almost two hours because I was nervous.” (Q<sub>2</sub> R<sub>4</sub>)*

*“The most exciting thing was when we revised the podcast script, when we revised*

*the podcast, the teacher explained in great detail, what were the correct words because we kind of forgot, so our teacher helped to remind us again, that's what makes it the most interesting.” (Q<sub>16</sub>R<sub>4</sub>)*

As in question 2, the fourth student explained that she was feeling nervous before producing the podcast, so she started to practice the script with her friend and teacher to make her more well-prepared. Moreover, when the researcher asked about which activities in the school podcasting program interest students the most, student 4 revealed that she was feeling excited when they reviewed the script together because the teacher explained in detail what the students needed to improve and how the students deliver the written script in the podcast properly.

### ***Preparing The Podcast Setting***

At this stage, the students set up the podcast equipment and room. Students experienced how a podcast is made by being involved in a real situation and setting, and may demonstrate it on other occasions. As in question 1, the first student explained that the students also need to prepare the podcast settings, as revealed below.

*“For me, we need to prepare the script, then the topics we will talk about, we also prepare the podcast settings, such as the mic and headphones.” (Q<sub>1</sub>R<sub>1</sub>)*

*“Yes, I had been taught by the teacher, so when we speak, we have to be in front of the microphone so that the voice output is not broken. At that time I was also editing on the computer when the teacher left the podcast room for a while, so I was the one who monitored the computer, I also set the camera and the microphone.” (Q<sub>14</sub>R<sub>1</sub>)*

The first student explained that the students were also setting up the mic and headphones before the podcast started. The students learned how they operate and use the tools for making a podcast. This experience may prepare students to be able to produce a podcast independently in the future.

### ***Recording a Podcast***

At this stage, students engaged in the real situation of a producing podcast with an authentic conversation. Collaboration is inevitable in the production of the podcast

because it involves teachers and students in a form of two-way communication. It also makes students work together with their friends, especially when they are partners as speakers in the podcast. In the interview result, the students prefer to collaborate with friends rather than just collaborate with the teacher alone, as the details explain below.

*“Yes, I have. My friend was the one who invited me to do podcast. We searched the topic together at that time, so we combined our opinions with what we searched for on Google” (Q<sub>7</sub>R<sub>2</sub>)*

*“With a friend because I can be more relaxed, and do not feel too nervous.” (Q<sub>8</sub>R<sub>2</sub>)*

*“Honestly, there must be a friend because if you are with a friend, there will definitely be chemistry, we have more chemistry than with teachers, so it seems like it is more fun.” (Q<sub>8</sub>R<sub>3</sub>)*

As the third student in question 8 stated, it is more fun to work together with a friend when doing a podcast. The chemistry between students makes them to be more excited and enjoy sharing opinions. From the transcript above, all the students have collaborated with their friends in producing the podcast. They prefer partnering with a friend to make them feel more relaxed in speaking.

### ***Duration of The Podcast***

Podcasts are usually lasted for approximately 10 to 60 minutes depending on how long the conversation is. However, it is difficult to maintain the students' enthusiasm especially in junior high school to produce an English podcast over 30 minutes. The appropriate duration for a podcast is crucial as it influences the performance of students.

*“15 to 20 minutes, yes it is 15. It is appropriate, enough because that amount of time is not long nor short, it is enough for us to have a conversation, it is not too long until we run out of topics and it becomes boring.” (Q<sub>4</sub>R<sub>1</sub>)*

*“I think twenty-five minutes. The amount of time is fine. Because if it is too long, I will get bored, if it is less than twenty-five, it is too short.” (Q<sub>4</sub>R<sub>5</sub>)*

Based on the information above, the podcast produced in SMP Labschool UNESA lasts approximately 10 minutes to 25 minutes. All the students agree that the duration is appropriate to have a conversation and to

prevent students from feeling bored. The student emphasized that it needs more than one take for recording because it is using English. It is indicated that making a podcast using English is a little bit difficult for junior high school students on their first try because they do not get used to speaking English in a long conversation. If it comes to the speaker's perspective, making a long-duration English podcast leads to an exhausting state.

#### ***Personal Thoughts on Making a Podcast***

After experiencing the process of making a podcast, students had different thoughts and feelings. In producing a podcast, there are a lot of activities that should be done, some students think that is easy, and others think otherwise. However, most of the student feels that it is fun, for detailed information, see the transcript below.

*"Feeling happy, having fun, I want to make more podcasts."* (Q<sub>6</sub>R<sub>1</sub>)

*"Excited, really nervous, because we have to speak English, so if I speak English wrong, I am a bit embarrassed."* (Q<sub>6</sub>R<sub>4</sub>)

*"I was scared, I was a bit afraid of getting the wrong words and pronunciation too, but, it was exciting."* (Q<sub>6</sub>R<sub>5</sub>)

Based on those answers, it can be seen that the students feel happy and excited doing English podcasts with the teacher, but at the same time they are also feel nervous and a bit scared because it is their first time, so they afraid to make some mistakes when speaking English. It is also indicated that they do not speak English in a real conversation for a long duration; making them worry about grammatical errors. In addition, when the researcher asked about whether making English podcast was easy or not, students have different opinions.

*"Yes, it is easy because it has been facilitated here, there is a podcast room, and there are also tools for making podcasts such as microphones and headphones, so I could say that if we want to make podcasts here, it is easy."* (Q<sub>9</sub>R<sub>1</sub>)

*"But it was difficult when it came to speaking in English because we are Indonesians so we do not really speak English, we mostly speak English when we are just studying".* (Q<sub>9</sub>R<sub>3</sub>)

As stated by the first student, it was easy to make a podcast because it is already equipped

with adequate facilities such as a podcast room, microphone, and headphones. Meanwhile, the third student said that it is hard to speak English because the students only speak English when they are studying in class. From the answer of the third student, it is shown that students are not used to be involved in a real situation in which they speaking English in a long conversation.

#### ***Improving Speaking Skill***

Based on the interview data, it is found that the student has some improvements in speaking skills. Student believe that podcast help them in enhancing speaking. The details of the information are explained below.

*"Yes, it is very helpful for my speaking skills, I only speak a little English, but during the podcast we are required to use English, so I can be more fluent."* (Q<sub>11</sub>R<sub>1</sub>)

The first learner says that the podcast is helpful for speaking practice, she usually talks a little English but then should use English for a long conversation in the podcast. She believes that it makes her speaking more fluent. The learner also emphasizes that the podcast gives an experience of speaking English in a real conversation where the students are encouraged to speak.

*"Really effective, before I had the courage to make this podcast, I was really afraid to just talk to people, and what people would think about me, but my teacher believed that I could do it, so I tried making this podcast, and it's definitely complicated, but when it's like, the podcast is started, I slowly getting relaxed."* (Q<sub>12</sub>R<sub>4</sub>)

In addition, the fourth student also states that before joining the podcast, she was afraid to talk to people and felt insecure, but the teacher encouraged her that she could do it. It showed that student is getting more confident after involves in the school podcasting program.

#### ***Thoughts on Facility***

The school podcasting program in SMP Labschool UNESA 3 has been facilitated with a podcasting room, computer, microphone, headphones, etc. Some students perceived the facility provided by the school as good enough, while others said that it needs improvement. Here are some opinions of the

students related to the facility of the school podcasting program.

*“Need some improvement, especially for the room or mic, the mic is enough but maybe the room could be more comfortable.”* (Q<sub>14</sub> R<sub>5</sub>)

*It is adequate, because here, there is computer equipment for all kinds of editing, and there is a sound speaker, a mic, so it is adequate. The room is sufficient, but it is better if it was well-organized.”* (Q<sub>14</sub> R<sub>2</sub>)

Based on the transcript above, the students suggest that the podcasting room needs to make some improvements, such as making it bigger and more comfortable. The school podcasting room is located next to the prayer room, and storage room, so sometimes it makes the room is not well-organized due to the lack of student awareness to keep the room clean and tidy. However, the school provided some adequate settings and equipment such as lighting, microphones, and etc. which is really helpful in producing a good podcast.

### **Problems in the aspect of speaking**

There are four aspects of speaking highlighted in this research, including vocabulary, grammar, pronunciation, and fluency. This code explained which aspect of speaking becomes their biggest problem. Each student encountered a different problem depending on their knowledge and skills. Here are some explanations, as detailed below.

*“Grammar, I do not know why, it is really difficult. I feel confused about what tenses should I use when I speak.”* (Q<sub>10</sub> R<sub>2</sub>)

According to the second student, it can be seen that grammar is the biggest problem when she speaks in English. She stated that it was confusing to think about which tenses should she use in certain situations. She believed that grammar in speaking is more difficult than grammar in writing because English is not her second language, it is hard to construct the sentence structure in her mind and try to convey it orally.

*“I got my tongue twisted when I speak, and took a long time to think. I took a long time to think, sometimes I also think about the vocabulary first, or about what it means, sometimes there are native speakers whom I do not understand because they speak fast. That is why, I take a moment, to digest it first,*

*so it takes a while. It used to be like that if I wanted to talk to other people.”* (Q<sub>10</sub> R<sub>3</sub>)

Meanwhile, the third student explained that his tongue twisted when he wanted to say something in English. He also finds it difficult to grasp information in English especially when native speakers talk too fast. He needs a moment to digest what others talking about or its meaning. The lack of vocabulary also affects him to convey ideas orally.

Additionally, sometimes students still have difficulty composing words when they want to convey an opinion, it would be more difficult if students wanted to convey an opinion using language that they do not use in daily life. Here are some explanations of the students, as detailed below.

*“The second challenge is practicing speaking which is really complicated, it is more difficult to express an opinion because I do not know what some words are, so I am afraid that what I am talking about is not appropriate.”* (Q<sub>18</sub> R<sub>4</sub>)

*“When it comes to speaking because I am not used to expressing my opinions in English, it was a bit difficult, even though there was already a script for the podcast, so it was still a bit difficult to express opinions in English.”* (Q<sub>18</sub> R<sub>2</sub>)

According to the transcription above, it can be seen that student do not get used to expressing their ideas in English which is not used in daily conversation. As the podcast encourages students to speak English during the recording, it is complicated for them to convey messages because of the lack of vocabulary. Although they prepare the script, it will be hard for students if there are some improvised questions during the podcast.

On the other hand, when the researcher asked a question about what would they do to overcome those challenges, the student said that they have to practice a lot, as the information provided below.

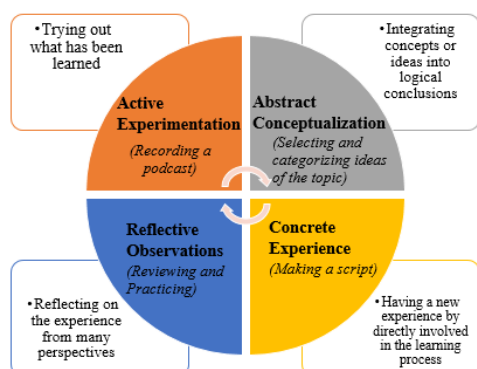
*“definitely encourage yourself, like “Okay, let's do it!”, then lots of practice is important, we will definitely be nervous, but if we have practiced we will definitely be able to go through it.”* (Q<sub>19</sub> R<sub>4</sub>)

As stated by the fourth student, she would encourage herself to be more confident and not afraid of making mistakes. She believed that doing a lot of practice would help her to be able to go through it. The student will be

able to get used to speaking English if they have a lot of learning experience especially in producing a podcast to hone their speaking skill.

### Discussion

Based on the data analysis, the formulated research question in this study is “What are the students’ learning experiences before, during, and after producing a podcast?”, the researcher discovered the learning experience of the students in producing a podcast is in line with Kolb’s Experiential Learning Cycle where the students complete all the stages when participating in the school podcasting program. However, the stage of abstract conceptualization comes up first which the students begin with selecting and categorizing ideas of the topic based on their prior knowledge. See (Figure 1) for a better understanding.



**Figure 1.** Students’ Learning Experience in the School Podcasting Program in Kolb's Experiential Learning Cycle (1984)

The students choose the topic that they are interested in and make comparisons between their current understanding and the experience using concepts they are familiar with. The next stage is concrete experience in which the students got their first attempt at participating in the first activity of producing a podcast. The students are fully involved in the assignment in which they have to compose a script about the topic based on their opinion and references. After that, the students enter the reflective observation stage in which the students and teacher review the script that students made and practice. The teacher gives a detailed explanation if there are any vocabulary or grammatical errors that appear in the script. Students also practice speaking

by reading aloud the script in front of the teacher. Next, the students and the teacher continue their collaboration by recording a podcast. At this stage, students test their ideas and what they have learned from the experience. They are engaged in real conversations and situations applying what they have prepared and learned.

### *The Students’ Learning Experience Before Producing a Podcast*

Based on the data analysis, the type of topic also influenced how the students expressed their opinions. As shown in Figure 1, choosing the topic of the podcast in which the students integrate them into a logical conclusion is included in abstract conceptualization. At this stage, students start to draw conclusions from the experience. The students started to categorize ideas and make conclusions about what happened, stimulating the initial impression of what they had experienced with the prior knowledge they had about the topic they were interested in. The interesting topic encouraged the students as the speaker in the podcast to be more enthusiastic or talkative. The result of Permatasari (2013) also revealed that the interesting topic of podcasts could make the students feel enjoyable and more enthusiastic about the activity. The students can be more confident in expressing their ideas if they relate to the topic being discussed. The data showed that students had different topics they would excite to talk about. The chosen topic can also affect how the student delivers their thoughts based on their preexisting knowledge. Moreover, the teacher sometimes gave the students questions that were not listed in the script to stimulate students’ critical thinking in the middle of recording a podcast.

### *The Students’ Learning Experience During Producing a Podcast*

Based on the interview data, the school podcasting program consists of several activities that provide students with novel experiences. Those activities allowed students to be fully involved in the learning process. There are some stages that students need to do, including making a script, reviewing and practicing the script, preparing the podcast setting, and recording a podcast. All the stages

are required to help students perform a proper podcast recording. The first stage is making a script before recording the podcast. The script assisted the student in expressing their idea in the podcast more organized. In creating scripts, they also learned how to organize their opinions into proper writing so that they are easy to understand. The student went to look up resources on the internet and then connected every piece of information into a draft. The script is important for junior high school students before they do a podcast because it will be easier for them to convey their thoughts in English. Sometimes teachers stimulate students' critical thinking by asking questions that are not in the script. It motivates them to be spontaneous and think critically to express their opinions in English. In addition, students reviewed and practiced by reading their scripts along with the English teacher, which helped students improve their speaking skills. The teacher advised the students if there were any words or grammatical aspects that were incorrect in their script. The students could reflect on the experience from different perspectives, what was discovered, and what they could have done better when the teacher reviewed the students' script. For junior high school students, making English podcasts is something new, so the teacher plays an important role in assisting students to get a better learning experience.

In the production of the podcast, students and teachers collaborate to each other; building the chemistry and good communication in order to result in a decent podcast recording. All students said that they prefer to collaborate with friends as speakers because it would be more relaxed and easier to share opinions about the topic being discussed. In addition, the result of Dianithi (2017) also showed that after using podcasts student engagement in conversations and enthusiasm for the teaching and learning process. They excel in their projects and collaborate effectively with their friends. Producing a podcast also provides an authentic conversation in which the students engaged in a real-world situation.

### ***The Students' Learning Experience After Producing a Podcast***

After experiencing the process of producing a podcast, students had different thoughts and

feelings. Based on the data, it revealed that the students reflected on the experience they got in producing a podcast from different perspectives. There were a lot of activities in producing a podcast, some students thought that it was easy, and others thought otherwise. The students felt happy and excited when doing an English podcast with the teacher, but at the same time, they also felt nervous and a little afraid because it was their first time doing it. They were afraid of making mistakes when speaking English which indicated that they had not spoken English in a real conversation for a long time; making them worry about grammatical errors. This result is consistent with the finding of Phillips (2017), who also found that the students were anxious when they were producing podcast. Podcast offers students a real conversation in which the student can improve their speaking skills. The students agreed that the podcasting program is useful for speaking practice, the students usually spoke a little English but then they had to use English for long conversations in podcasts. They believed that it made them speak English more fluently. The result of Samad et al., (2017) showed that podcasts can positively impact students' attitudes and motivation by bringing them closer to the target language.

Based on interview data, students faced several difficulties when involved in the podcast program. Incorrect use of grammar is a problem that many students face. Students felt confused about which tenses to use in certain situations. Students find it difficult to construct a sentence structure in their minds and try to convey it orally. Apart from that, their lack of vocabulary also affects how they convey ideas orally. Students also experienced difficulty pronouncing several words in English, making it possible for these students to be afraid of making mistakes in speaking.

It can be emphasized that students felt nervous because they were afraid of making mistakes. They were not fluent in English which made them worry about what other people would say if they made a mistake. Students were not used to expressing their ideas in English which is rarely used in everyday conversation. Meanwhile, podcasts encourage students to speak English for a whole conversation during recording, so

sometimes it is difficult for them to convey their thoughts due to a lack of vocabulary. Students believed that doing a lot of practice would help to get through it. Students will be able to get used to speaking English if they have a lot of learning experience in the school podcasting program to hone their speaking skills.

## CONCLUSION

In conclusion, the students gained novel experiences from the activities they have done in producing a podcast. The stages of producing a podcast experienced by the students are in line with Kolb's experiential learning cycle which consists of concrete experience, reflective observation, abstract conceptualization, and active experimentation. The first activity is making a script. In making a script, students possessed a concrete experience in which they participated fully in the task or activity. The script is important for junior high school students before they do a podcast because it will be easier for them to convey their thoughts in English. Next, students reviewed and practiced by reading their scripts along with the English teacher, which helped students improve their speaking skills. The teacher advised the students if there were any words or grammatical aspects that were incorrect in their script. This stage of activity allowed students and teacher to communicate before recording a podcast which enables students to recognize any differences between what they have understood and what they have experienced. After that, students

prepared the podcast setting as an initial step as an active experimentation. Then, students started to record a podcast along with their partner and teacher.

In the production of the podcast, students and teachers collaborate to each other; building chemistry and good communication in order to result in a decent podcast recording. Sometimes, the teacher gave several questions to students that were not included in the script which helped them to think critically beforehand and trained them to be more confident in expressing what they thought. Additionally, students emphasized that all activities in the school's podcasting program encourage collaboration between students, and allow them to build better learning experiences, especially in authentic conversation. This study focuses on students' learning experiences in the school podcasting program where student produce their own podcast, so teachers are expected to integrate podcasting assignments in a course but must remain focused on learning objectives and outcomes rather than the media that will be used. Teachers may integrate podcasting throughout the course plan as either an individual or group activity (e.g. individual or group projects, self-reflection, peer feedback, etc.). Podcasting cannot solve all problems in language learning in this digital era, but it is quite effective in motivating and engaging students in speaking practices; freeing students from repetition drills or memorization dialogue during speaking classes.

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