

**THE INTEGRATION OF PODCAST-ASSISTED MEDIA AND PROJECT-
BASED LEARNING TO ENHANCE ENGLISH SPEAKING SKILLS OF
STUDENTS AT UNIVERSITAS MUHAMMADIYAH ENREKANG**

THESIS



MUTMAINNA MUINUDDIN M. DYAH

223 300 011

**ENGLISH LANGUAGE EDUCATION OF
GRADUATE PROGRAM OF MUHAMMADIYAH UNIVERSITY OF
PAREPARE**

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**THE INTEGRATION OF PODCAST-ASSISTED MEDIA AND PROJECT-
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DECLARATION

This thesis contains no material which has been accepted for the award of any other degree or diploma in any other university and, to the best of the candidate's knowledge and belief, this thesis contains no material previously published or written by another person, except where due reference is made in the text of the thesis.

If the above-mentioned materials are found in this thesis, I agree that the university can take legal action to cancel the conferment of my degree.

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Motto

*"Look, you have to make mistakes. That's how you learn and that's
how the world works."*

-Naomi Campbell-

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Parepare, Februari 2025

The Researcher

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ABSTRACT

Mutmainna Muinuddin M. Dyah, 2025. The Integration of Podcast-Assisted Media and Project-Based Learning to Enhance English Speaking Skills of Students at Universitas Muhammadiyah Enrekang. Supervised by Prof. Dr. Rafi'ah Nur, M.Hum and Prof. Dr. Drs. Amaluddin, M.Hum.

This study investigates the integration of podcast-assisted media in Project-Based Learning (PjBL) to enhance the English-speaking skills of students at Universitas Muhammadiyah Enrekang. The research employs a pre-experimental design with a one-group pretest-posttest method, focusing on the development of students' speaking abilities, the relevant steps in implementing this learning approach and their interest in podcast-assisted PjBL. Data were collected using speaking tests and questionnaires.

Data analysis was conducted using a paired sample t-test, revealing a significant improvement in speaking skills, as indicated by the pretest and posttest score comparison ($t = -34.997$, $p = 0.000$). The findings reveal significant improvements in students' speaking skills after the intervention. Feedback from validators was used to refine the learning procedure, particularly by incorporating student-centered activities, such as allowing students to create their own podcasts. This enhancement fostered greater creativity, engagement, and practical application of speaking skills. The study's findings underscore the effectiveness of integrating podcast-assisted PjBL in providing authentic learning experiences and structured opportunities for skill development. The study also highlights students' high levels of interest in learning through podcasts, as evidenced by an average score of 4.53 across the dimensions of enjoyment, attention, engagement, and interest.

Despite its success, the study acknowledges several limitations, including a small sample size, time constraints, and the reliance on technology, which may pose challenges for students with limited access. Recommendations for future research include expanding the sample size, incorporating real-time feedback mechanisms, exploring long-term impacts, and addressing holistic language skill development.

In conclusion, the integration of podcast-assisted media in PjBL proves to be a promising approach for improving English-speaking skills, fostering student engagement, and creating a more flexible and dynamic language learning environment. This study contributes to the growing body of knowledge on innovative, technology-enhanced teaching methods and their application in higher education.

Keywords: Podcast, Project Based Learning, Speaking Skill

ABSTRAK

Mutmainna Muinuddin M. Dyah, 2025. Integrasi Media Berbantuan Podcast dan Project Based Learning untuk Meningkatkan Keterampilan Berbicara Bahasa Inggris Mahasiswa Universitas Muhammadiyah Enrekang. Dibimbing oleh Prof. Dr. Rafi'ah Nur, M.Hum and Prof. Dr. Drs. Amaluddin, M.Hum.

Penelitian ini mengkaji tentang integrasi media berbantuan podcast dalam Project-Based Learning (PjBL) untuk meningkatkan keterampilan berbicara bahasa Inggris mahasiswa di Universitas Muhammadiyah Enrekang. Penelitian ini menggunakan desain pra-eksperimental dengan metode one-group pretest-posttest, dengan fokus pada pengembangan kemampuan berbicara mahasiswa, langkah-langkah yang relevan dalam menerapkan pendekatan pembelajaran ini, dan minat mereka terhadap PjBL berbantuan podcast. Data dikumpulkan menggunakan tes berbicara dan kuesioner. Analisis data dilakukan menggunakan uji-t sampel berpasangan, yang menunjukkan adanya peningkatan signifikan dalam keterampilan berbicara, sebagaimana ditunjukkan oleh perbandingan skor pretest dan posttest ($t = -34,997$, $p = 0,000$). Temuan penelitian menunjukkan adanya peningkatan signifikan dalam keterampilan berbicara mahasiswa setelah intervensi. Umpan balik dari validator digunakan untuk menyempurnakan prosedur pembelajaran, khususnya dengan memasukkan kegiatan yang berpusat pada mahasiswa, seperti memungkinkan mahasiswa membuat podcast mereka sendiri. Peningkatan ini mendorong kreativitas, keterlibatan, dan penerapan keterampilan berbicara yang lebih baik. Temuan studi ini menggarisbawahi efektivitas pengintegrasian PjBL berbantuan podcast dalam menyediakan pengalaman belajar autentik dan kesempatan terstruktur untuk pengembangan keterampilan. Studi ini juga menyoroti minat tinggi siswa dalam belajar melalui podcast, sebagaimana dibuktikan oleh skor rata-rata 4,53 di seluruh dimensi kesenangan, perhatian, keterlibatan, dan minat.

Meskipun berhasil, studi ini mengakui beberapa keterbatasan, termasuk ukuran sampel yang kecil, keterbatasan waktu, dan ketergantungan pada teknologi, yang dapat menimbulkan tantangan bagi siswa dengan akses terbatas. Rekomendasi untuk penelitian di masa mendatang meliputi perluasan ukuran sampel, penggabungan mekanisme umpan balik waktu nyata, eksplorasi dampak jangka panjang, dan penanganan pengembangan keterampilan bahasa secara holistik.

Sebagai kesimpulan, integrasi media berbantuan podcast dalam PjBL terbukti menjadi pendekatan yang menjanjikan untuk meningkatkan keterampilan berbicara bahasa Inggris, mendorong keterlibatan siswa, dan menciptakan lingkungan belajar bahasa yang lebih fleksibel dan dinamis. Studi ini berkontribusi pada pengembangan pengetahuan tentang metode pengajaran inovatif yang ditingkatkan teknologi dan penerapannya dalam pendidikan tinggi.

Kata Kunci: Podcast, Pembelajaran berbasis Proyek, Keterampilan Berbicara

