

CHAPTER I

INTRODUCTION

1.1 Background

Speaking is commonly known as the act of communication of humans (Trenholm, 2020). Speaking is the oral practice in which someone employs a language and expresses their ideas, feeling, and thought in communication (Alfa, 2020). It is one of the language skills that need to be acquired by the learners in order to they can communicate with others (Delbio et al., 2019). This skill is also known as the process of creating and sharing ideas in various contexts about the application of both verbal and non-verbal symbols (Kuning, 2019). Speaking is included into an important human tool in communication and interaction with a human fellow being (Levinson, 2020). Besides, to have a perfect interaction, people need to bring essential elements so the interaction goes well (Blandford & Attfield, 2022). Speaking as a competence that is used to convey an idea through an oral style which means that speaking is a skill that is beneficially used in conveying feelings, opinions, ideas and messages (Nouairia, 2019). In speaking class, teachers are required to create communicative and interactive activities by giving students time, opportunities and motivation to practice the target language (Toro et al., 2019).

In recent years, there has been a growing interest in integrating technology into language learning, particularly in enhancing English-speaking skills (Rajendran & Yunus, 2021). English fluency, especially in speaking, is essential for students at the university level, as it significantly affects their academic performance and future

career opportunities (Neumann et al., 2019). Despite the availability of diverse methods to teach speaking skills, university students often face persistent challenges (Brint, 2019). Many struggle with anxiety, lack of confidence, and insufficient practice opportunities in traditional classroom settings. These issues, in turn, limit their ability to speak fluently in English, a problem that has been widely reported in studies on second language acquisition (Dilshad et al., 2022). Thus, there is a pressing need to explore innovative approaches to overcome these obstacles.

Podcast-based learning has emerged as a promising solution, offering an engaging and flexible platform for students to practice language skills (Sotlikova & Haerazi, 2023). Podcasts provide rich, authentic input from native speakers and offer learners the chance to listen to real conversations in context (Kassaie et al., 2021). Moreover, podcasts allow learners to listen repeatedly at their own pace, which can improve listening comprehension and, eventually, speaking fluency (Bozorgian & Shamsi, 2022). Although podcast-based learning has been extensively used for improving listening skills, its potential for enhancing speaking skill remains underexplored. This gap in the literature forms the basis for the current study, which aims to investigate how podcast-based learning influences English-speaking skill among university students.

A review of recent studies on podcast-based language learning reveals a research gap in its application to speaking skills. For instance, podcasts are effective in improving listening comprehension and vocabulary acquisition (Saeedakhtar et al., 2021). However, few studies have focused on how podcasts can be used to develop

productive language skills, such as speaking. While podcasts provide substantial exposure to authentic language input, there is limited empirical evidence on whether this method can directly impact speaking fluency. This indicates a need for more focused research on how podcast-based learning can be structured to support spoken language development.

This research also responds to the call for more inclusive and technology-enhanced learning models in university education. As higher education institutions increasingly adopt digital tools to support learning, podcast-based learning offers a viable solution that is not only flexible but also scalable. This study will contribute to the body of knowledge on how innovative, tech-driven solutions can be used to meet the specific needs of university students, who often juggle multiple responsibilities and require flexible learning options. By integrating podcast-based learning into the curriculum, universities may offer students more opportunities to practice and improve their speaking skill in a way that fits their schedules.

Similarly, project-based learning (PjBL) is a student-centered approach that encourages learners to engage in meaningful projects, allowing them to actively use and develop their language skills (Fitriany, 2024). PjBL provides opportunities for students to collaborate, create, and present their ideas in English, thereby reinforcing their speaking skill in authentic and task-based scenarios (Rodríguez-Peñarroja, 2022). Studies have shown that integrating project-based learning in language education fosters critical thinking, creativity, and communication skills, all of which are essential for improving speaking proficiency.

The combination of podcast-based and project-based learning presents a promising strategy for enhancing speaking skill among university students (Sotlikova & Haerazi, 2023). By integrating these approaches, students are exposed to structured yet flexible content delivery through podcasts while simultaneously engaging in interactive, real-world projects (Procel et al., 2024). This dual approach aims to bridge the gap between passive listening and active speaking, creating a comprehensive language learning experience. However, despite the theoretical potential of this combined strategy, empirical research examining its effectiveness remains limited.

Universitas Muhammadiyah Enrekang is the only university in Enrekang. This university is located in the center of Enrekang Regency. Universitas Muhammadiyah Enrekang has 2 faculties with 9 study programs. Muhammadiyah University of Enrekang is a campus that is very suitable as a place to learn English because it has a program where students learn English for one year.

Based on the results of observations that have been carried out, at Universitas Muhammadiyah Enrekang, low student grades in speaking courses, opportunities for students to speak English actively are often limited, where English is not the main language. Students do not have enough time in class to practice speaking, and traditional methods do not always provide effective oral practice. The reason researchers choose podcasts is that they can hear native English speakers. They can learn the correct pronunciation because sometimes if the English teacher is definitely different from the native speaker. Usually there are some activities that

invite native speakers, but that is rare. by using podcasts we can use it anytime and anywhere.

The researcher inviting to meet the new learning activity by using combined of Podcast-Based and Project-Based Learning. By presenting a fun and easy learning model, it is hoped that it can help them improve their speaking skills significantly. Therefore, this study aims to prove that the integration podcast-assisted media in project-based learning to enhance english speaking skills is effective with all its benefits.

Besides investigating the effectiveness of podcast-assisted media and Project-Based Learning (PjBL) to enhance students' English-speaking skills, it is also essential to understand students' interest in this learning approach. According to Self-Determination Theory (Ryan & Deci, 2000), learners' intrinsic motivation and interest in a learning method significantly influence their learning outcomes. When students find learning methods enjoyable and relevant, they are more likely to engage actively, leading to better retention and improvement in their speaking proficiency. Furthermore, Engagement Theory (Fredricks et al., 2004) highlights that students' participation, attention, and emotional connection to a learning method play a crucial role in their academic success. While previous studies have explored the impact of podcasts and PjBL separately, there is limited research on how students perceive and engage with this integrated approach. Understanding students' interest in podcast-assisted PjBL can provide valuable insights into how to optimize its implementation in language learning. Therefore, this study also aims

to analyze students' interest, engagement, and perception in learning speaking through podcast-assisted PjBL at Universitas Muhammadiyah Enrekang.

1.2 Research Question

- 1.2.1 Does the Integration of podcast-assisted media in project-based learning can enhance English speaking skill of students at Universitas Muhammadiyah Enrekang?
- 1.2.2 What are the relevant steps in learning speaking using podcast-assisted media in project-based learning at Universitas Muhammadiyah Enrekang?
- 1.2.3 How are the students' interests in learning speaking through podcast-assisted media in project-based learning of students at Universitas Muhammadiyah Enrekang?

1.3 Objective of the Research

- 1.3.1 To examine the effect of podcast-assisted media in project-based learning can enhance English speaking skill of students at Universitas Muhammadiyah Enrekang.
- 1.3.2 To know the steps to learning speaking using podcast-assisted media in project-based learning at Universitas Muhammadiyah Enrekang.
- 1.3.3 To know the student's interest in learning speaking through podcast-assisted media in project-based learning of students at Universitas Muhammadiyah Enrekang.

1.4 The Significance of the Research

This study holds significant importance in both academic and practical realms.

- 1.4.1 Academically, it addresses a crucial gap in the existing body of research on podcast-based and project-based language learning, particularly its effects on speaking skill -a skill that is essential for academic and professional success. By providing objective and empirical data on the effectiveness of podcast-based and project-based learning, this study contributes to a deeper understanding of how technology can be integrated into language instruction to meet the specific needs of university students.
- 1.4.2 Practically, the findings of this study offer valuable insights for educators, curriculum developers, and policymakers in higher education. With the increasing demand for flexible and engaging learning tools, podcast-based and project-based learning presents a scalable solution to improve English-speaking skills. This study could inform the development of more effective, technology-enhanced language learning programs, ultimately improving students' communication abilities and better preparing them for global opportunities.

1.5 Scope of the Research

- 1.5.1 By discipline, this research is limited to teachers and students' in learning speaking using podcast-based and project-based learning.
- 1.5.2 By content, the research is focused on three research objectives. The first is to examine the effect of using podcast-assisted media in project-based learning in english speaking skill students at Universitas Muhammadiyah

Enrekang. Second, to know the student's interested in learning speaking through podcast-assisted media in project-based learning. Third, to the steps to learning speaking using podcast-assisted media in project-based learning at Universitas Muhammadiyah Enrekang.

- 1.5.3 In activity, throughout the implementation, data collected through pre-tests, post-tests, questionnaires, and observational checklists to measure speaking skill and assess students' interest in the activities.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Previous Related Studies

There are some relevant previous studies related findings, some researchers have observed and found the results of the use of podcast and project-based learning in learning speaking. Some of their findings are as follows:

First, research by Ma'rufah et al (2024) entitled "Project-Based Learning using Podcast-Assisted Media in the Teaching of English Speaking Skill". This qualitative study intends to determine the implementation of project-based learning using podcast-assisted media in teaching English speaking skills at one of the schools in Mojokerto, East Java, and the student's perspective on it. The research participants were grade XI Science students. The data were collected through observation and interview. The data were analyzed using an analysis flow by Miles and Huberman which included data reduction, displaying the data, and a conclusion. This study showed that implementing project-based learning using podcast-assisted media in teaching English speaking skills runs smoothly. Students responded enthusiastically. At last, the students' perspectives are also positive since Podcast-assisted media is able to enrich not only their speaking skill but also develop other language skills.

Second, research by Khotimah (2024) entitled "The Effect of English Podcast on Students' speaking Skill at English Education Study Program of UIN". This research article aims at finding out if there is a significant improvement on students' speaking skills by using this English Podcast. Class TBI 2A & TBI 2C was chosen

as the sample of this study with total 41 students. This pre-experimental study employs pre-test and post-test. These tests were provided in the form of oral tests. The data from these tests were then calculated by using statistical formulas. The result showed that the post-test score was higher than the pre-test. The finding showed that there was a significant improvement of the students' speaking skills performance after undertaking treatments. Thus, English podcast media can be used as one of the alternative media in teaching English especially speaking skill.

Third, research by Yeh et al (2021) entitled "Effects of podcast-making on college students' English speaking skills in higher education". This study therefore is an investigation of the effects of making podcasts on Taiwanese university students' speaking progress and of their perceptions of podcast-making. Seventy-seven first-year non-English majors in a Taiwanese university participated in this six-week, mixed-methods study. Data included their pre-test and post-test TOEIC speaking scores, two podcast recordings, and reflective essays. The results of this study indicate that after making podcasts, and from their first to final podcasts, the students had better speaking fluency and accuracy in which they demonstrated some significant changes, such as having fewer pauses and mispronounced words. Also, they perceived both benefits and challenges in making podcasts.

Forth, research by Andriani et al (2023) entitled "The Effect of Podcast in Teaching Listening Skill at the Tenth Graders of SMK Nurul Huda". The objective of this research was to find out whether or not the use of Story podcast can increase students' listening skill at the tenth graders of SMK Nurul Huda Sukaraja. The research was quantitative research by using an experimental method and quasi-

experimental design. The data obtained from Independent t-test analysis, between the result of post-test in experimental class and control class. Based on the calculation by using Independent t-test, the writer found that tobtained was higher than ttable (5,954 and 5,984 > 2,028) at the significance level $\alpha = 0,05$) in two tail test. So, the Null Hypothesis (Ho) was rejected and Alternative Hypothesis (Ha) was accepted. It can be conclude that there was any significant different in teaching writing by using Story Mapping technique at the tenth graders of MA Nurul Huda Sukaraja.

Fifth, research by Rmelah & Pornwiriyaakit (2023) entitled “Developing English Listening Skills for Comprehension through Repetition Technique Using Podcast”. The research findings revealed that the efficiency of using podcast in developing English listening skills for comprehension exceeded the predefined criterion of 80/80, with a score of 88.51/86.59. Moreover, when comparing the scores for the post-test English listening skills for comprehension of students using the intervention of using the repetition technique with podcast to enhance English listening skills for comprehension, it was found to be significantly higher than the average pre-test scores at a statistical significance level of 0.05. Overall, the students expressed a high level of satisfaction with the intervention of using the repetition technique with podcast to enhance English listening skills for comprehension.

The research on integrating podcast-assisted media into Project-Based Learning (PJBL) to enhance English-speaking skills shares several similarities and differences with previous studies. Similar to research by Yeh et al. (2021), the

research focuses on using podcasts as a tool to improve students' speaking abilities, demonstrating a common interest in leveraging authentic language input through digital media. Moreover, like Khotimah (2024) and Yeh et al. (2021), the research employs a pre-test and post-test design to assess the effectiveness of the intervention, allowing for a quantitative evaluation of the improvements in speaking performance. Both this study and Yeh et al (2021) target university-level students, aiming to explore advanced language teaching methodologies within higher education contexts.

However, there are also notable differences. The research adopts a one-group pre-test post-test design, differing from other studies, such as Almulla (2020), which used quasi-experimental designs with control groups, providing a comparative element in their findings. Additionally, the study relies exclusively on quantitative measures, whereas studies like Samanhudi & Ardiasih (2024) incorporated qualitative methods, including observations and interviews, to gather in-depth insights into students' experiences with podcast-assisted PJBL. Another distinction lies in the educational context; the research is conducted at a university level, while other studies, such as those by Samanhudi & Ardiasih (2024) and Andriani et al. (2023), targeted high school students, focusing on different age groups. Finally, while the research focuses solely on enhancing speaking skills, other studies, like those by Andriani et al. (2023) and Rmelah & Pornwiriyaikit (2023), examined the impact of podcasts on listening comprehension. These differences highlight the uniqueness of this study in exploring podcast-assisted PJBL within a university setting to specifically improve speaking skills. Therefore,

the gap addressed by this study is the lack of empirical research on the combined effect of podcast-assisted media and PJBL on improving English-speaking skills at the university level. This research aims to fill this gap by implementing a one-group pre-test post-test design to evaluate how the integration of podcasts within a PJBL framework can enhance speaking skill.

According to Fredricks et al. (2004), student engagement in learning consists of behavioral engagement (active participation), emotional engagement (enjoyment and motivation), and cognitive engagement (investment in learning). Similarly, Ryan & Deci (2000) Self-Determination Theory emphasizes that students' intrinsic motivation plays a crucial role in successful language learning. Despite the increasing adoption of podcasts in education, there is a limited understanding of how students perceive this method and whether they find it engaging and beneficial for improving their speaking skills. Therefore, this study fills the gap by investigating not only the effectiveness of podcast-assisted PjBL in enhancing speaking skills but also students' interest, engagement, and perceptions of this integrated approach at Universitas Muhammadiyah Enrekang.

2.2 Some Pertinent Ideas

2.2.1 Speaking

2.2.1.1 Definition of Speaking

Speaking is a fundamental aspect of language acquisition and serves as a primary means of communication in everyday life (Hummel, 2021). It involves the production of sounds, the use of proper grammar, vocabulary, and the ability to convey meaning effectively (Maharani et al., 2023). In educational contexts,

speaking is recognized as a critical skill that reflects not only the knowledge of linguistic elements but also pragmatic and sociolinguistic competence (Renandya & Nguyen, 2022). According to Ali et al (2023), speaking fluency involves the ability to produce language smoothly, at an appropriate pace, and with few pauses, indicating an ease in the retrieval and processing of language in real-time communication. Similarly, Akromah (2021) emphasize that fluency in speaking is characterized by the continuous flow of speech, proper pronunciation, and the ability to articulate ideas without undue hesitation. The ability to speak fluently in a foreign language, particularly English, is regarded as an essential competence for university students in globalized settings, as it reflects both cognitive and communicative proficiency (Zrekat & Al-Sohbani, 2022).

In conclusion, speaking is a multifaceted language skill that goes beyond mere articulation of words, encompassing the ability to communicate ideas fluently and coherently. It involves the integration of linguistic, pragmatic, and sociolinguistic elements, allowing for smooth and meaningful exchanges in real-time communication. As highlighted in recent studies, speaking fluency is not only about language accuracy but also the pace, flow, and ease with which a speaker conveys their thoughts. For university students, particularly in the context of English as a foreign language, developing speaking skill is a crucial competence that reflects both cognitive proficiency and communicative effectiveness in academic and professional environments.

2.2.1.2 The Aspect of Speaking

According to Newton & Nation (2020), there are five aspect of speaking:

1. Grammar: Grammar refers to the rules governing the structure of sentences. It includes the correct use of tenses, sentence structure, subject-verb agreement, and word order. In speaking, using grammar accurately helps convey meaning clearly and effectively, making the communication more understandable.
2. Vocabulary: Vocabulary is the range of words a speaker can use to express themselves. It plays a crucial role in the speaker's ability to communicate effectively, as having a wide lexical resource allows for precise and varied expression.
3. Comprehension: Comprehension in speaking refers to the ability to understand and respond to spoken language. It involves both the listening and cognitive processing of language input. Comprehension is key to engaging in meaningful conversation, as it allows the speaker to interpret what others are saying and react appropriately.
4. Fluency: Fluency is the ability to speak smoothly and without hesitation. It involves producing language at a natural pace and without unnecessary pauses or interruptions. Fluency reflects the speaker's ease in processing language in real time, allowing them to focus on conveying their message rather than on the mechanics of speaking.
5. Pronunciation: Pronunciation refers to the correct production of sounds, including intonation, stress, and rhythm in spoken language. Good

pronunciation is essential for making speech understandable to others, especially in a second language.

According to Latifa et al (2015), there are five aspects of speaking:

1. Grammar Competence

Grammar competence refers to the ability to use grammar rules correctly when speaking. This includes understanding and applying the rules of sentence structure, verb tense, subject-verb agreement, prepositions, articles, and the proper use of adjectives and adverbs.

2. Vocabulary Competence

Vocabulary competence involves the ability to use a wide range of appropriate words and expressions to convey meaning clearly and precisely. It includes knowing not only common words but also more complex and subject-specific vocabulary.

3. Pronunciation Competence

Pronunciation competence is the ability to produce words and sentences clearly enough to be understood by others. This includes the correct pronunciation of individual sounds (phonemes), intonation (rise and fall of the voice), stress (emphasis on certain syllables or words), and rhythm.

4. Discourse Competence

Discourse competence refers to the ability to produce coherent, connected speech in extended discourse, such as in conversations, presentations, or narrating events. This includes organizing thoughts logically and using linking words and transitions to maintain flow.

5. Strategic Competence

Strategic competence is the ability to use communication strategies to overcome difficulties or gaps in language knowledge. This includes paraphrasing, using gestures, asking for clarification, and adjusting speech to the listener's understanding.

2.2.1.3 The Types of Speaking

There are various types of speaking that cater to different communication contexts and purposes. According to Guebba (2021), the following are the key types of speaking that are commonly recognized in language education:

1. **Imitative Speaking:** This type of speaking focuses on the ability to mimic or repeat what has been said by others. It is often used in the early stages of language learning, where learners are encouraged to repeat phrases or sentences to practice pronunciation, intonation, and rhythm. Although limited in communicative function, imitative speaking helps learners familiarize themselves with the sounds and structure of the language.
2. **Intensive Speaking:** Intensive speaking involves the production of short stretches of speech that focus on specific linguistic elements such as phonological or grammatical features. This type of speaking is common in drills, pronunciation exercises, and grammar-focused activities. The aim is to develop learners' ability to control certain aspects of language through repetition and focused practice.
3. **Responsive Speaking:** In responsive speaking, speakers engage in brief exchanges of dialogue, often in response to prompts or questions. This type of

speaking requires the speaker to process the input they receive and respond appropriately. It typically involves short replies and is useful for practicing conversational turn-taking and immediate language production.

4. **Interactive Speaking:** Interactive speaking involves more extended communication in the form of dialogues, discussions, or conversations where participants exchange information, negotiate meaning, or collaborate to achieve a specific communicative goal. It emphasizes interaction, turn-taking, and the development of ideas in real-time communication. This type is critical in developing conversational fluency and comprehension.
5. **Extensive Speaking:** Extensive speaking refers to longer forms of spoken output, such as speeches, presentations, or storytelling. It requires sustained communication and often involves structuring ideas coherently and persuasively. This type of speaking is essential for formal settings where speakers need to convey information or arguments in a structured, fluent manner.
6. **Transactional Speaking:** Transactional speaking is focused on exchanging information or obtaining a service. It often involves specific, goal-oriented interactions where the speaker's primary aim is to get something done, such as making requests, giving directions, or ordering food. Transactional speech emphasizes clarity and precision, ensuring that both speaker and listener understand the details of the interaction.
7. **Interpersonal Speaking:** This type of speaking focuses on social interactions that are more personal and aim to build relationships rather than simply exchange

information. It often involves casual conversations where speakers share thoughts, opinions, and emotions. Interpersonal speaking is crucial for developing pragmatic competence, including the ability to use language appropriately in various social contexts.

2.2.1.3 Teaching Speaking

Teaching speaking is a fundamental component of language education, aimed at developing learners' ability to communicate effectively in spoken language (Pakula, 2019). Effective speaking instruction goes beyond simple pronunciation and vocabulary exercises, emphasizing the importance of fluency, coherence, and communicative competence (Sabnani & Renandya, 2019). According to Pakula (2019), teaching speaking involves creating opportunities for students to practice authentic communication in meaningful contexts. This approach helps learners not only to produce language but also to engage in real-time interaction, respond to cues, and adjust their speech based on their audience and purpose.

One key principle in teaching speaking is the use of communicative activities that encourage active participation (Adem & Berkessa, 2022). Task-based learning, discussions, role-plays, and problem-solving activities are effective methods for promoting speaking practice in the classroom. These activities simulate real-life scenarios and provide learners with a safe environment to experiment with language, make mistakes, and improve their fluency and confidence (Masuram & Sripada, 2020).

Additionally, teaching speaking should address both fluency and accuracy. While fluency focuses on the natural flow of speech, accuracy ensures the correct

use of grammar, vocabulary, and pronunciation (Newton & Nation, 2020). Teachers should strike a balance between the two, allowing students to speak freely while also providing corrective feedback to help them improve over time (Li & Vuono, 2019). Furthermore, fostering a supportive classroom atmosphere is essential, as learners need to feel comfortable taking risks and expressing themselves without fear of judgment or criticism (Dörnyei & Muir, 2019).

Moreover, the use of technology in teaching speaking has gained prominence in recent years. Tools such as podcasts, video recordings, and online discussions provide learners with additional opportunities to practice speaking outside the classroom. These digital tools enable learners to develop their speaking skills in more diverse and flexible ways, reinforcing what they learn in formal instruction (Djellouli et al., 2022).

2.2.1.4 Theoretical Foundations of Learning Approaches

1. Direct Instruction (Rosenshine, 2010) in Speaking Learning

Rosenshine (2010) developed the Direct Instruction Model, which emphasizes structured, explicit, and systematic teaching. This model is particularly effective for skill-based subjects, including language learning, as it provides students with clear guidance, practice opportunities, and gradual release of responsibility. The five main principles of Direct Instruction include (1) reviewing prior knowledge, (2) presenting new material clearly, (3) providing guided practice, (4) encouraging independent practice, and (5) reviewing progress through feedback and reinforcement. In the context of this study, Direct Instruction is integrated into podcast-assisted Project-Based Learning (PjBL) by ensuring that students first

listen to podcasts as structured input, receive guided instruction on speaking techniques, and then engage in structured speaking practice through podcast production. This method ensures that students build confidence and fluency in English speaking skills step by step before fully engaging in project-based tasks.

2. Inquiry-Based Learning (Bruner, 1961) in Speaking Learning

Bruner (1961) introduced the Inquiry-Based Learning (IBL) model, which promotes active student engagement in the learning process through exploration and problem-solving. This model aligns well with project-based learning (PjBL), as it encourages students to ask questions, investigate solutions, construct new understanding, and apply their knowledge to real-world scenarios. Inquiry-Based Learning follows a sequence of learning activities: (1) Orientation (introducing a topic), (2) Concept Formation (exploring relevant materials such as podcasts), (3) Investigation (applying the knowledge through discussions and speaking exercises), (4) Conclusion (synthesizing findings), and (5) Discussion and Reflection (evaluating learning outcomes). In this study, IBL is incorporated into podcast-assisted PjBL by guiding students to explore authentic language use in podcasts, critically analyze how native speakers communicate, and create their own podcast projects, thus fostering both linguistic competence and critical thinking.

2.2.2 Podcast

2.2.2.1 Definition of Podcast

A podcast is a digital audio program or series that can be streamed or downloaded from the internet, typically available through platforms like Spotify, Apple Podcasts, or dedicated websites (Sullivan, 2019). Podcasts are distributed in

episodes, often centered around specific themes or topics, and can include various formats such as interviews, discussions, storytelling, or educational lectures (Riddell et al., 2020). They are designed to be consumed on-demand, making them highly accessible for listeners who can engage with the content at their own convenience. According to Rime et al (2022), podcasts have become increasingly popular due to their ability to reach a broad audience and provide a flexible way of delivering information across multiple genres, from news and entertainment to personal development and education.

In educational contexts, podcasts have gained recognition as a powerful tool for enhancing learning experiences (Ferrer et al., 2020). Research by Lillico (2022) highlights that the auditory format of podcasts allows learners to engage with material in a more passive but immersive way, making them ideal for multitasking and mobile learning. For language learners, specifically, podcasts offer a rich source of authentic language input, providing exposure to different accents, speaking styles, and real-world conversational contexts (Guerrero Guevara, 2023). Moreover, podcasts enable students to improve listening comprehension and speaking fluency by repeatedly engaging with spoken language, which enhances both cognitive and communicative skills. Consequently, podcasts have become a valuable resource for integrating technology and self-directed learning into education (Besser et al., 2022).

In conclusion, podcasts are a versatile and accessible digital audio medium that has gained widespread popularity for delivering content on various topics, including education. Their on-demand nature makes them convenient for listeners, allowing

engagement with material anytime and anywhere. In the educational sphere, podcasts offer unique benefits by enhancing learning through auditory immersion and exposure to authentic language input, making them particularly valuable for language learners. Research supports the use of podcasts as an effective tool for promoting listening comprehension, speaking fluency, and self-directed learning, making them a powerful resource in modern education.

2.2.2.2 The Types of Podcasts

Podcasts come in various formats, each serving different purposes and audiences. According to Tidal (2021), the types of podcast are:

1. Interview Podcasts: In this format, the host interviews a guest or multiple guests on a specific topic. It is one of the most popular podcast types because it allows listeners to gain insights from experts, professionals, or influential figures across different fields. Interview podcasts can cover topics like personal stories, industry trends, or expert advice.
2. Solo Podcasts: A solo podcast features one person who delivers content on their own, without guests. The host typically speaks directly to the audience, sharing personal experiences, insights, or educational content. This format works well for personal storytelling, expert knowledge sharing, or instructional podcasts.
3. Panel Discussion Podcasts: These podcasts involve multiple hosts or guests discussing a particular topic. The discussion is usually more dynamic as it presents different perspectives on an issue or theme. It often covers debates, roundtable discussions, or panel interviews, and is popular in news and education formats.

4. **Storytelling Podcasts:** Storytelling podcasts focus on narrating a story, whether fictional or non-fictional. This type of podcast may cover true crime, drama, personal experiences, or history. Storytelling podcasts often employ sound effects, background music, and multiple narrators to create an immersive listening experience.
5. **Educational Podcasts:** These podcasts are designed to teach the audience about specific subjects. They are structured like lessons or lectures, with the host or guests presenting information in an organized way. Educational podcasts are commonly used in academic and professional settings, providing content ranging from language learning to technical tutorials.
6. **News and Current Events Podcasts:** This format focuses on providing updates and analysis on current events, politics, and news stories. Some news podcasts are daily briefings, while others may provide in-depth analysis or commentary on global events. These podcasts aim to keep listeners informed and engaged with real-time issues.

2.2.2.3 Teaching Speaking using Podcast

Teaching speaking using podcasts has emerged as an innovative and effective approach in language education (Koçak & Alagözlü, 2021). Podcasts provide students with exposure to authentic spoken language, helping them improve their listening skills and, consequently, their speaking abilities. By listening to various accents, speech patterns, and conversational contexts, learners develop a deeper understanding of natural language use (Indahsari, 2020). Research by Bettahar & Raba (2022) highlights that podcasts allow language learners to engage with real-

life dialogues and monologues, providing them with rich input that can be used to practice speaking skills, such as pronunciation, intonation, and conversational fluency.

Furthermore, podcasts offer a flexible, learner-centered approach to speaking practice (Wahyuni & Dewi, 2024). Teachers can integrate podcasts into lessons by having students listen to episodes that relate to their learning objectives, followed by speaking activities such as summarizing, discussing, or role-playing based on the content of the podcast. According to Bettahar & Raba (2022), the use of podcasts in teaching speaking promotes autonomous learning, as students can access and review episodes at their own pace, allowing them to practice speaking independently. Additionally, creating their own podcasts can be a valuable task for learners, as it encourages them to articulate their ideas clearly, practice public speaking, and build confidence in using the language (Díez & Richters, 2020).

2.2.2.4 Advantages and Disadvantages using Podcast

1. Advantages of Using Podcasts as a Learning Media for Teaching Speaking

According to Pajri (2024), Advantages of using podcasts as a learning media for teaching speaking are:

- a. **Exposure to Authentic Language:** Podcasts provide learners with exposure to natural, unscripted language, including various accents, speaking styles, and conversational dynamics. This helps students familiarize themselves with real-world English usage, improving their listening comprehension and ability to respond in real-life situations.

- b. **Flexibility and Convenience:** Podcasts are available on-demand, allowing students to listen and learn at their own pace and convenience. This flexibility is especially beneficial for self-directed learning, as students can revisit episodes to practice and refine their speaking skills in their own time.
- c. **Improving Pronunciation and Intonation:** By repeatedly listening to podcasts, learners can mimic native speakers' pronunciation and intonation patterns. This imitation can help them improve their own speaking fluency, as they become more aware of the rhythm and stress of natural speech.
- d. **Encouraging Autonomous Learning:** Podcasts can foster independent learning. Students can take ownership of their language development by selecting podcasts that match their interests and language goals. This autonomy empowers learners to practice more consistently.
- e. **Engagement and Motivation:** Podcasts often cover a wide variety of interesting topics, which can increase students' motivation and engagement. Listening to content that is relevant and enjoyable makes language learning more enjoyable, which can enhance speaking practice.

2. Disadvantages of Using Podcasts as a Learning Media for Teaching Speaking

According to Ramadhan (2024), disadvantages of using podcasts as a learning media for teaching speaking are:

- a. **Limited Interaction:** While podcasts provide excellent input for listening, they lack the interactive component necessary for speaking practice. Students can listen passively without engaging in real-time communication, which may limit opportunities for active speaking.

- b. **Difficulty for Lower-Level Learners:** Beginners or lower-level learners may find podcasts challenging, especially if the speech is too fast, includes unfamiliar vocabulary, or features complex sentence structures. This could lead to frustration or disengagement if the content is not adjusted to their language proficiency level.
- c. **Lack of Immediate Feedback:** Podcasts do not provide instant feedback to learners on their speaking performance. Unlike a classroom setting where teachers can correct pronunciation, grammar, or fluency errors in real-time, podcasts do not offer corrective measures, which may hinder progress in certain areas.
- d. **Dependency on Technology:** The use of podcasts requires access to technological devices such as smartphones or computers and a stable internet connection. In areas with limited technology or internet access, this could be a barrier for students who want to engage with podcasts as learning tools.
- e. **Passive Learning:** If not actively integrated into speaking activities, podcasts can lead to passive learning where students only consume information without practicing productive language skills. To combat this, teachers must ensure that podcast listening is combined with active speaking tasks, such as discussions, presentations, or role-plays.

2.2.3 Project Based Learning

2.2.3.1 Definition of Project Based Learning

Project-Based Learning (PjBL) is an instructional approach that engages students in exploring real-world problems and challenges over an extended period

(Chang et al., 2024). Through PjBL, students work collaboratively to investigate and respond to complex questions, problems, or tasks, which promotes active learning and critical thinking (Trisdiono et al., 2019). PjBL is characterized by its emphasis on student autonomy, collaboration, and hands-on activities that require learners to apply acquired knowledge to produce tangible outcomes (Sukackè et al., 2022). This approach contrasts with traditional, teacher-centered methodologies by shifting the role of the instructor from a knowledge provider to a facilitator of learning experiences (Muganga & Ssenkusu, 2019).

Project-Based Learning (PjBL) is a dynamic instructional approach that prioritizes student engagement, active learning, and real-world application (Evenddy et al., 2023). It fosters the development of essential 21st-century skills, such as critical thinking, collaboration, and problem-solving, by allowing students to work on projects that are relevant to their lives and interests (Tohani & Aulia, 2022). Unlike traditional teaching methods, PjBL emphasizes student autonomy and inquiry-based learning, transforming the teacher's role into that of a facilitator who guides students in their exploration of complex questions and challenges (Singha & Singha, 2024).

In conclusion, PjBL represents a powerful pedagogical approach that bridges the gap between theoretical knowledge and practical application, making learning more meaningful and engaging for students. By integrating real-world problems, fostering collaboration, and promoting critical thinking, PjBL not only enhances academic outcomes but also prepares students to thrive in a rapidly changing world.

2.2.3.2 Characteristics of Project-Based Learning (PjBL)

Project-Based Learning (PjBL) is defined by a set of distinctive characteristics that differentiate it from traditional teaching methodologies. According to Eswaran (2024), these characteristics are central to the design and implementation of PjBL in educational settings and contribute to its effectiveness in fostering active learning and skill development.

1. Driving Question or Problem Statement

A fundamental feature of PjBL is the presence of a clear and engaging driving question or problem. This driving question serves as the foundation for the entire project and motivates students to explore and seek solutions. The problem must be complex, open-ended, and relevant to real-world situations, encouraging students to engage in deep inquiry.

2. Student-Centered and Autonomous Learning

PjBL emphasizes student autonomy, placing learners at the center of the educational process. Students have the freedom to choose their approaches, explore resources, and make decisions throughout the project. This characteristic fosters ownership of learning and promotes self-regulation and independence.

3. Inquiry and Critical Thinking

PjBL is grounded in inquiry-based learning, where students ask questions, conduct research, analyze information, and draw conclusions. This active exploration helps students develop higher-order thinking skills such as analysis, synthesis, and evaluation, which are essential for problem-solving.

4. Collaboration and Teamwork

Collaborative learning is a core element of PjBL, encouraging students to work in groups to solve problems, share ideas, and create solutions. This collaboration helps improve communication skills and fosters a sense of community among learners. It also enables peer learning, where students support and learn from each other.

5. Real-World Relevance

Projects in PjBL are designed to have real-world relevance, connecting academic concepts to practical applications. This relevance increases student engagement and motivation, as learners see the value of what they are studying and understand its implications beyond the classroom.

6. Public Presentation or Final Product

PjBL projects typically culminate in a final product, presentation, or performance that is shared with an audience beyond the teacher. This public demonstration of learning emphasizes the practical application of knowledge and provides students with an opportunity to showcase their work and receive feedback.

7. Teacher as a Facilitator

In PjBL, the role of the teacher shifts from being a traditional instructor to a facilitator who guides students through the learning process. Teachers provide scaffolding, resources, and feedback to support students in their inquiry and collaboration, rather than directly imparting knowledge.

2.2.3.3 Project Based Learning Model Syntax

Syntax of pjbl according to Kemendikbud RI (2014) are:

1. Determining the basic question (start with essential question)

Learning begins with essential questions, namely questions that can assign students to do an activity. Questions are arranged by taking topics that are in accordance with real world reality and begin with an in-depth investigation. The questions that are arranged should not be easy to answer and can direct students to create projects. Such questions are generally open (divergent), provocative, challenging, require high-order thinking skills, and are related to students' lives. Teachers try to make the topics raised relevant to students.

2. Prepare project planning (design project)

Planning is done collaboratively between teachers and students. Thus, students are expected to feel "ownership" of the project. Planning contains rules of the game, selection of activities that can support in answering important questions/problems, by integrating various possible materials, and knowing the tools and materials that can be accessed to help complete the project.

3. Create a schedule

Teachers and students collaboratively create a schedule of activities to complete the project. Activities at this stage include: (a) creating a schedule to complete the project, (b) determining the final time for completing the project, (c) leading students to plan new methods, (d) guiding students when they create methods that are not related to the project, and (e) asking students to provide explanations (reasons) for how to choose the time. The agreed schedule must be mutually agreed

upon so that teachers can monitor learning progress and project work outside the classroom.

4. Monitoring the students and progress of project

Teachers are responsible for monitoring student activities during the completion of the project. Monitoring is done by facilitating students in each process. In other words, teachers act as mentors for student activities. To facilitate the monitoring process, a rubric is created that can record all important activities.

5. Assess the Outcome

Assessments are carried out to help teachers measure the achievement of competency standards, play a role in evaluating the progress of each student, provide feedback on the level of understanding that students have achieved, and help teachers in developing subsequent learning strategies.

6. Evaluation the Experience

At the end of the learning process, teachers and students reflect on the activities and results of the project that has been carried out. The reflection process is carried out both individually and in groups. At this stage, students are asked to express their feelings and experiences during the completion of the project. Teachers and students develop discussions in order to improve performance during the learning process, so that in the end a new finding (new inquiry) is found to answer the problems raised in the first stage of learning.

2.2.3.4 Advantages and Disadvantages of Project Based Learning

1. Advantages of Project Based Learning

According to Aksela & Haatainen (2019), the advantages of project based learning are:

a. Enhanced Critical Thinking and Problem-Solving Skills

PjBL emphasizes active learning and inquiry, which helps students develop critical thinking, problem-solving, and decision-making skills. This approach encourages students to engage with complex, real-world problems that require thoughtful analysis and creative solutions.

b. Increased Student Engagement and Motivation

The real-world relevance of PjBL projects leads to higher student engagement and motivation. Students are more likely to invest effort in tasks that connect with their personal interests or real-life applications, which helps sustain their attention and commitment to learning.

c. Development of Collaboration and Communication Skills

PjBL promotes collaboration and teamwork, essential for success in many professional and academic contexts. By working in groups, students practice communication, negotiation, and collaboration skills, which prepares them for real-world interactions.

d. Deeper Understanding of Content

PjBL encourages students to explore subjects in-depth rather than just memorizing facts. This approach leads to a deeper understanding of academic

content because students are actively involved in the process of discovery and application.

e. Increased Autonomy and Responsibility

PjBL provides students with more autonomy in their learning process. By making decisions, exploring resources, and managing their projects, students take ownership of their education, fostering a sense of independence and responsibility.

2. Disadvantages of Project Based Learning

According to Almulla (2020), the disadvantages of project based learning are:

a. Time-Intensive and Resource-Dependent

PjBL requires significant time for planning, implementation, and completion. Designing effective projects, managing group activities, and assessing learning outcomes can be challenging and time-consuming for teachers. Additionally, it often demands access to various resources and materials, which may not always be available.

b. Assessment Challenges

Evaluating student performance in PjBL can be complex, as it involves not only assessing the final product but also considering the process, collaboration, and individual contributions. This multi-faceted assessment requires more sophisticated tools and criteria, which can be challenging to implement.

c. Potential for Unequal Group Participation

Collaboration is a core aspect of PjBL, but unequal participation can become a drawback if certain group members dominate the tasks or if others contribute less. This imbalance can undermine the project's effectiveness and fairness in grading.

d. Demanding for Teachers

PjBL demands teachers to play a facilitative role rather than a traditional authoritative role, requiring skills in guiding inquiry, providing resources, and managing classroom dynamics. Teachers must be well-prepared to support students effectively without undermining their autonomy, which can be challenging.

e. Student Adjustment to New Roles

For students accustomed to traditional, teacher-centered methods, the shift to a more autonomous and inquiry-based approach in PjBL can be overwhelming. Some students may struggle with the increased responsibility and self-directed nature of PjBL.

f. Teaching Speaking Using Project-Based Learning (PjBL)

Project-Based Learning (PjBL) offers an effective strategy for teaching speaking skills in language education by creating opportunities for authentic communication, collaboration, and real-world application (Tursunova, 2024). In PjBL, students engage in projects centered around complex, real-world problems, which motivate them to actively use the target language in meaningful contexts (Chen, 2019). This approach encourages collaborative learning, where students interact, negotiate, and give feedback to each other, thus increasing their opportunities to practice speaking (Toro et al., 2019). The emphasis on public presentations in PjBL allows students to develop their public speaking skills, build confidence, and receive constructive feedback on their language use (Bylkova et al., 2021). Furthermore, PjBL fosters critical thinking and creativity, as students express their opinions, justify decisions, and persuade others during their projects.

(Umam et al., 2022). Teachers play a facilitative role, guiding and supporting students through the inquiry process, which enhances learner autonomy and engagement in speaking tasks (Bodis et al., 2020).

The integration of technology, such as podcasts or multimedia presentations, further expands the avenues for practicing speaking, offering students iterative opportunities to refine their speech. Overall, PjBL transforms the traditional language classroom into a dynamic and interactive environment that promotes active communication, collaboration, and critical thinking, all of which are essential for developing effective speaking skills.

2.2.4 Interest

2.2.4.1 Definition of Interest

Interest is defined as a specific form of intrinsic motivation marked by an intense, enduring desire to engage with particular activities or topics, often leading to deeper cognitive engagement and improved learning outcomes (L.-H. Wong et al., 2020). According to Raber (2020), interest is a complex construct that develops in phases, beginning with triggered situational interest (often through novel or stimulating stimuli) and potentially evolving into a well-developed individual interest, which persists over time and is characterized by self-driven exploration and sustained engagement.

Interest can significantly influence learning behaviors, as students with a strong interest in a subject tend to invest more effort, persist through challenges, and achieve higher academic performance (Su, 2020). This deep engagement is often associated with increased motivation and emotional connection to the material,

suggesting that interest not only enhances cognitive involvement but also promotes positive attitudes toward learning. Overall, interest is considered a critical factor in educational settings, guiding the design of curricula and instructional strategies that align with students' natural curiosities and intrinsic motivations, thus fostering a more meaningful and effective learning experience.

2.2.4.2 Aspect of Interest

According to (Fauza et al., 2023; Mujiarto, 2024; Rhamanda, 2022; Salmah, 2021) the aspects of interest in educational contexts can be broken down into four key components:

1. **Feelings of Enjoyment:** Enjoyment reflects the positive emotions students experience when engaging with a learning task. When students find pleasure in the activity, they are more likely to feel motivated and remain invested in the subject. Enjoyment enhances the learning process by creating a rewarding atmosphere that makes students more willing to explore and learn (Dewaele & Li, 2021).
2. **Attention:** Attention is the focused mental engagement that students give to a task or topic. Interest plays a crucial role in capturing and maintaining students' attention, allowing them to deeply process information. When students are interested, their attention is naturally drawn to the task, helping them retain information more effectively and fostering more productive learning sessions (Barkley & Major, 2020).
3. **Feelings of Interest:** These are the internal feelings of curiosity and connection that students experience toward a subject. Interest often combines both

cognitive and emotional elements, with students feeling both mentally stimulated and emotionally drawn to the material. This feeling of intrinsic motivation can drive students to invest time and effort willingly, even in complex or challenging tasks (Tang et al., 2022).

4. Student Engagement: Engagement is the behavioral outcome of interest, manifested through active participation, effort, and persistence. When students are interested, they tend to show higher levels of engagement, including participation in discussions, completion of assignments, and enthusiasm for exploring the subject further. This active involvement not only supports deeper learning but also creates a dynamic learning environment (Z. Y. Wong & Liem, 2022).

2.2.4.3 Students Interest in Learning

Students' interest in learning, particularly in language acquisition, has emerged as a crucial factor influencing their engagement, motivation, and overall success (Bower, 2019). Recent studies highlight that learning activities aligned with students' interests tend to enhance active participation and persistence in learning tasks. This effect is particularly significant in language learning, where engaging materials, such as multimedia resources, foster intrinsic motivation, thereby increasing fluency and comprehension outcomes (Zhang & Zou, 2022). Integrating digital media, like podcasts, caters to students' preferences for accessible and flexible resources, which can be more engaging than traditional methods (Suhaila Rahim et al., 2024). It has been shown that digital resources allow students to control their learning pace and focus on content that personally interests them, thus

creating a more autonomous and enjoyable learning experience (Haleem et al., 2022).

In English language learning, specifically, students' interest is heightened when they perceive the relevance of materials to real-life communication, such as listening and speaking tasks that mirror authentic conversational scenarios (Jendli & Albarakati, 2024). Podcasts serve as one such resource, offering real-world language exposure, which promotes increased interest and motivation for active language use (Sotlikova & Haerazi, 2023). As students engage with diverse content on topics that resonate with their interests, they are likely to exhibit greater speaking fluency, as they become motivated to actively understand and reproduce language structures used in the podcasts (Boulanouar et al., 2024). These findings underscore the potential of interest-driven, podcast-based learning frameworks in enhancing students' language fluency through sustained engagement and practice.

2.3 Conceptual Framework

The integration of technology in education has transformed traditional teaching methods into more interactive and engaging practices. One such innovation is the use of podcasts as a learning tool. Podcasts offer an easily accessible, flexible, and authentic language resource that exposes students to a variety of accents, vocabulary, and real-life communication scenarios. In the context of English as a Foreign Language (EFL), podcasts serve as a rich medium for developing listening and speaking skills, as they provide learners with the opportunity to observe and imitate natural language use, improve pronunciation, and increase overall fluency.

Project-Based Learning (PjBL) is a student-centered pedagogical approach that emphasizes active learning through collaborative and meaningful projects. By combining PBL with podcast-assisted media, students are encouraged to take ownership of their learning process, integrate their language knowledge into authentic tasks, and improve their speaking confidence through hands-on projects. This integration allows students to not only consume podcasts but also create their own podcasts, strengthening their speaking skills by practicing articulation, organizing ideas, and audience engagement.

To ensure that students effectively develop their speaking skills, this study adopts a combination of Direct Instruction and Inquiry-Based Learning (IBL) within a Project-Based Learning framework. Direct Instruction (Rosenshine, 2012) is applied in the early stages of learning, where students receive explicit instruction, guided practice, and structured reinforcement through podcast-based listening activities. This ensures that learners develop foundational speaking skills before engaging in more open-ended project-based tasks. Meanwhile, Inquiry-Based Learning (Bruner, 1961) is integrated during the project development phase, where students are encouraged to explore, experiment, and create their own podcasts. Through this approach, students take an active role in investigating authentic language use, discussing key linguistic features, and applying their knowledge through speaking-based project tasks. By combining these two learning models, students not only acquire structured language instruction but also develop autonomy and problem-solving skills in their speaking practice.

The conceptual framework for this study positions podcast-assisted PBL as an effective method for improving English speaking skills. The process involves identifying speaking barriers, designing and implementing a podcast project, and assessing outcomes through reflective and collaborative practice. In this research, the researcher used solo podcasts. Solo podcasts are very effective because it offers a personalized learning experience, allowing students to engage with the content at their own pace, focusing on areas of interest or difficulty. The single speaker model also allows students to observe natural speech patterns, such as intonation, rhythm, and pronunciation, which they can imitate in their own speaking practice.

The results of this study look at three main aspects, namely students' interest which is collected through a questionnaire, students' speaking skills which are measured using a speaking test, and steps to learning speaking using podcast-assisted media in PjBL which are measured using a relevance questionnaire given to learning media experts.

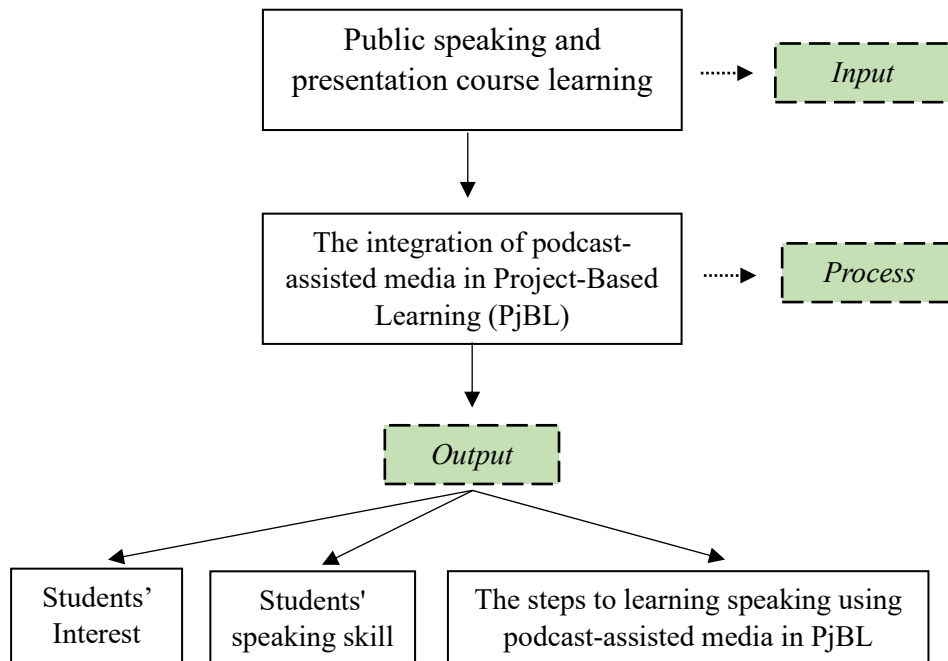


Chart II-1. Conceptual Framework

2.4 Hypothesis

H_0 : The students do not perform better speaking ability after they are taught through podcasts with the PjBL method.

H_1 : The students perform better speaking ability after they are taught through podcasts with the PjBL method.

CHAPTER III

METHOD OF THE RESEARCH

3.1 Research Design

This research is a type of experimental research with the form of Pre-Experimental Designs. The research design used One Group Pretest-Posttest Design. In this design there is a pretest before being given treatment and a posttest after being given treatment. Thus, the results of the treatment can be known more accurately, because it can be compared with the conditions before being given treatment.

3.2 Setting and Subject of the Research

The research took place at Universitas Muhammadiyah Enrekang, specifically within the English Student Study Program, where English language courses are designed to develop students' communication skills. The setting is appropriate as it provides the necessary academic environment and resources to investigate the effects of podcast-based learning on speaking skill. The university's focus on English education and its offerings of courses such as Public Speaking and Presentation create an ideal context for studying speaking proficiency.

The population for this research is third-semester students who are studying the course Public Speaking and Presentation at Universitas Muhammadiyah Enrekang. The sample selected through total sampling. This course is directly aligned with the objectives of the research, as it emphasizes the development of speaking skill, making these students an appropriate sample for the study. This specific group is

expected to provide relevant insights into the effectiveness of podcasts in enhancing English speaking skill in an academic context.

3.3 Research Variables and Their Operational Variabel

3.3.1 Independent Variable (IV):

Podcast-Assisted Project-Based Learning (PjBL) : This is the intervention or teaching method used in the study. Podcast-Assisted Project-Based Learning (PjBL) involves the use of podcasts as the main teaching material to improve students' English language skills, especially speaking. This variable includes aspects such as podcast content and activities related to project-based learning. The type of podcast that used in this research is solo podcast from youtube.

3.3.2 Dependent Variable (DV):

3.3.2.1 English Speaking Ability: The main outcome of this study is to measure students' ability to speak English. This will be measured before and after the intervention (pre-test and post-test) using a standardized speaking test.

3.3.2.2 Students' Interest: This refers to the attitudes, feedback, or viewpoints of students regarding the use of podcast-assisted PjBL in enhancing their speaking skills.

3.3.2.3 The steps to learning speaking using podcast-assisted media in PjBL. In this research, the learning steps refer to the implementation of a Project-Based Learning (PjBL) learning model by utilizing podcasts as the main media to improve students' English speaking skills.

3.4 Instrument of the Research

To effectively measure the impact of podcast-based learning on English speaking skill, the following research instruments employed:

3.4.1 Speaking Test: A standardized English-speaking test is administered as a pre-test and post-test to measure changes in students' speaking abilities. The speaking test used is a monologue text where students are given a topic and express their ideas related to the podcast. The rubric used is an adaptation of (Latifa et al., 2015).

3.4.2 Questionnaire: The questionnaire used aims to determine students' interests of the podcast-assisted PJBL approach and second validity of the relevance of the learning model. According to (Fauza et al., 2023; Mujiarto, 2024; Rhamanda, 2022; Salmah, 2021) the aspects of interest are feelings of enjoyment, attention, feelings of interest and student engagement. The grid on the questionnaire can be seen in the following table.

Table III-1. The Grid of Questionnaire Students Interest

NO	Dimension	Aspect	Number
1.	Feelings of Enjoyment	Content	4
2.	Attention	Method	4
3.	Feelings of Interest	Material	4
4.	Student Engagement	Evaluation	4
Total			16

3.5 Procedure of Collecting Data

3.5.1 Speaking Test

3.5.1.1 Before the intervention begins, a pre-test will be administered to all participants to assess their baseline level of English speaking skill.

3.5.1.2 Each student's performance during the pre-test will be recorded and evaluated using a standardized speaking rubric that assesses grammar, vocabulary, comprehension, skill, and pronunciation. The results will establish a baseline for comparison after the intervention.

3.5.1.3 At the end of the intervention period, a post-test will be conducted to assess the students' speaking skill after engaging with the podcast-based learning. The post-test will use the same format and tasks as the pre-test to ensure consistency in data collection.

3.5.1.4 Students' performance in the post-test will again be recorded and evaluated using the same speaking rubric used in the pre-test. This will allow for a direct comparison of pre- and post-test scores to measure any improvements in speaking skill.

3.5.2 Implementation of Project-Based Learning integrated with podcast-assisted media (Intervention Phase)

Students participate in Project-Based Learning integrated with podcast-assisted media. The projects involve activities such as creating and presenting podcasts on various topics. During these activities, students are encouraged to collaborate, discuss, and produce oral presentations using podcasts as both a learning resource and a final product.

3.6 Learning Procedure

This Learning Implementation Plan is designed to equip students with public speaking skills through podcast media with a Project-Based Learning (PjBL) approach. This approach encourages students to learn actively, creatively, and collaboratively, so that they not only understand the theory, but are also able to practice public speaking techniques in real situations.

Table III-2. Learning Procedure

Meeting	Steps
Meeting 1: Understanding Obstacles in Public Speaking	Preliminary Activities a. The lecturer greets, invites students to pray, asks students how they are and checks students' attendance. b. Apperception 1) Students listen to a podcast. 2) Students observe the given phenomenon. 3) Students are expected to be able to provide responses or questions related to the phenomenon or problem
Meeting2: How to Understand Your Audience	c. The lecturer conveys the learning objectives
Meeting 3: Effective Message Delivery Techniques	Core Activities a. Start with Essential Question: The lecturer asks deeper questions to direct the topic to be studied. b. Design Project: Students listen, analyze, and note important points of the content from the podcast provided.
Meeting 4 : How to Become a Reliable Public Speaker	c. Create Schedule: Students prepare mini presentations about podcast content. d. Monitoring the students and progress of project: Lecturers provide guidance on technical aspects such as pronunciation and intonation. e. Assess the Outcome: Each individual presents the results of their analysis and the lecturer gives an assessment. f. Evaluation the Experience: The lecturer guides the discussion, provides input on the analysis, and motivates students to share personal experiences. End Activities a. Reflection: The lecturer guides a reflective discussion b. Reinforcement of Material: The lecturer summarizes the important points of the day's activities c. Motivation: The lecturer provides motivation that obstacles are part of the learning process, and overcoming them is a step towards success as a public speaker.

3.7 Technique of Data Analysis

- 3.7.1 Descriptive Statistics: Descriptive statistics such as the mean, standard deviation, minimum, and maximum scores will be calculated to provide a summary of students' speaking performance. These statistics will help describe the central tendency and variability of the pre-test and post-test scores.
- 3.7.2 Pre-Test and Post-Test Scores: The primary data from the pre-test and post-test, which assess students' English speaking skill, will be analyzed using statistical methods. The focus will be on comparing the students' speaking skill before and after the podcast-based learning intervention.
- 3.7.3 A paired-sample t-test will be used to compare the mean scores of the pre-test and post-test. This statistical test is appropriate for evaluating whether there is a significant difference between two sets of related data-in this case, the speaking skill scores before and after the intervention.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

This chapter presents the findings of the study based on the data collected through pre-tests, post-tests, and questionnaires. The findings are organized to address the research questions related to the effectiveness of integrating podcast-assisted media in project-based learning (PjBL) to enhance students' English-speaking skills, the level of students' interest, and the relevant steps involved in implementing this approach.

4.1.1 Improvement in Students' Speaking Skill (Reserach Question 1)

Test results were used to determine the study's conclusions in order to address the research questions. The effectiveness of using podcasts to help students become more proficient speakers was one of the research questions. The purpose of this study was to evaluate the effectiveness of using podcasts to help students become more proficient speakers. As shown in the table below, the frequency and percentage of the data were determined using the total score of the five aspects:

Table IV-1. Frequency of pre-test

Category Score	Scale	Frequency	Percentage
Very Good	> 81	0	0
Good	61-80	10	90.91%
Fair	41-60	1	9.09%
Poor	21-40	0	0
Very Poor	< 20	0	0
Total		11	100%

The pretest results that conducted prior to the implementation of podcast-assisted media in project-based learning, provide a baseline for evaluating the students' initial English-speaking skills. Among the 11 participants, the majority were categorized as "Good". One student fell into the "Fair" category, while no students achieved a "Very Good" or fell into the "Poor" and "Very Poor". These results indicate that while most students had a foundational ability in English speaking, none demonstrated advanced proficiency, highlighting the need for targeted interventions. The absence of extremely low scores suggests that all participants had some level of competency to build upon, making them well-suited for the integration of podcast-assisted learning to potentially enhance their skills further.

Table IV-2. Frequency of post-test

Category Score	Scale	Frequency	Percentage
Very Good	> 81	10	90.91%
Good	61-80	1	9.09%
Fair	41-60	0	0
Poor	21-40	0	0
Very Poor	< 20	0	0
Total		11	100%

The posttest results that conducted after implementing podcast-assisted media in project-based learning, demonstrate a significant improvement in students' English-speaking skills. Out of 11 participants, the achieved a "Very Good" score. This marks a substantial progression compared to the pretest results, where no students reached this category. One student remained in the "Good" category, while no participants were categorized as "Fair," "Poor," or "Very Poor." These findings

highlight the effectiveness of podcast-assisted media in enhancing English speaking skill, as most students advanced to the highest level of performance. The shift from a "Good" majority in the pretest to a predominantly "Very Good" performance post-treatment underscores the transformative impact of this instructional approach, making it a promising tool for fostering advanced language skills.

To ensure the validity of the data analysis, a normality test was conducted to determine whether the pretest and posttest scores followed a normal distribution. The normality test is a crucial step in statistical analysis, as it determines the appropriate statistical tests to use for further hypothesis testing. The normality test was done using Shapiro Wilk. The test was analyzed using SPSS 25.00 for Windows. By analyzing the distribution of scores, the normality test helps establish whether the observed changes in students' English speaking skills after the implementation of podcast-assisted media can be attributed to the treatment under study. The results of the normality test are showed in the following table:

Table IV-3. Normality Test
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.182	11	.200*	.966	11	.841
Posttest	.156	11	.200*	.948	11	.623

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The normality test showed the significance value for the pretest is 0.841, and for the posttest, it is 0.623. Both values are greater than the commonly used threshold of 0.05, suggesting that the data are normally distributed. This finding confirms that the data meets the assumption of normality, allowing for the use of

parametric statistical tests to analyze the effectiveness of the podcast-assisted media in enhancing students' English-speaking skills.

Having established normality, the next step is to examine the homogeneity of variance between the pretest and posttest scores. The homogeneity test ensures that the variance of the two groups is equal, which is another critical assumption for parametric tests. The homogeneity test is showed in the following table:

Table IV-4. Homogeneity Test
Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Nilai	Based on Mean	.333	1	20	.570
	Based on Median	.268	1	20	.610
	Based on Median and with adjusted df	.268	1	18.590	.611
	Based on trimmed mean	.347	1	20	.562

The results of the homogeneity test show a significance value of 0.570, which is greater than the threshold of 0.05. This indicates that the variances of the pretest and posttest scores are equal, fulfilling the assumption of homogeneity. Combined with the normality test results, these findings confirm that the data satisfies the key assumptions required for parametric statistical analysis. Therefore, it is appropriate to proceed with further testing to assess the effectiveness of the intervention.

To evaluate the extent of the difference observed between the pretest and posttest results, a paired t-test will be conducted. This test is particularly suitable for analyzing the impact of the podcast-assisted media, as it compares the same

group of students before and after the treatment. The results of the paired t-test are presented in the following table.

Table IV-5. Paired Sample Test

		Paired Samples Test							
		Paired Differences							
		Mean	Std. Deviation	Std. Error	95% Confidence Interval		T	df	Sig. (2-tailed)
					of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-19.036	1.804	.544	-20.248	-17.824	-34.997	10	.000

The analysis was initially conducted using a two-tailed paired sample t-test, which yielded a p-value of 0.000. However, as the hypothesis was directional, predicting that the posttest scores would be significantly higher than the pretest scores, a one-tailed test was more appropriate. To obtain the one-tailed p-value, the two-tailed p-value was divided by two, resulting in a one-tailed p-value of 0.000. The p-value (0.000) is less than 0.05, reinforcing the conclusion that the improvement in the posttest scores is not due to chance.

The paired t-test results demonstrate a t-value of -34.997. The critical t-value from the t-distribution table for a two-tailed test at a significance level of 0.05 with 10 degrees of freedom is approximately ± 2.228 . Since the absolute value of the calculated t-statistic (34.997) exceeds the critical threshold ($34.997 > 2.228$), this confirms that the variation between the pretest and posttest scores is statistically significant. The negative sign of the t-value further indicates that posttest scores are substantially higher than the pretest scores. These findings underscore the efficacy

of podcast-assisted media in improving students' English-speaking abilities and provide compelling evidence to support its application in project-based learning settings.

4.1.2 Relevant Steps in Learning Speaking Using Podcast-Assisted Media and PjBL (RQ.2)

Based on the analysis of questionnaire data, the relevant steps in learning speaking skills using podcast-assisted media and the Project-Based Learning (PjBL) model at Universitas Muhammadiyah Enrekang can be summarized as follows:

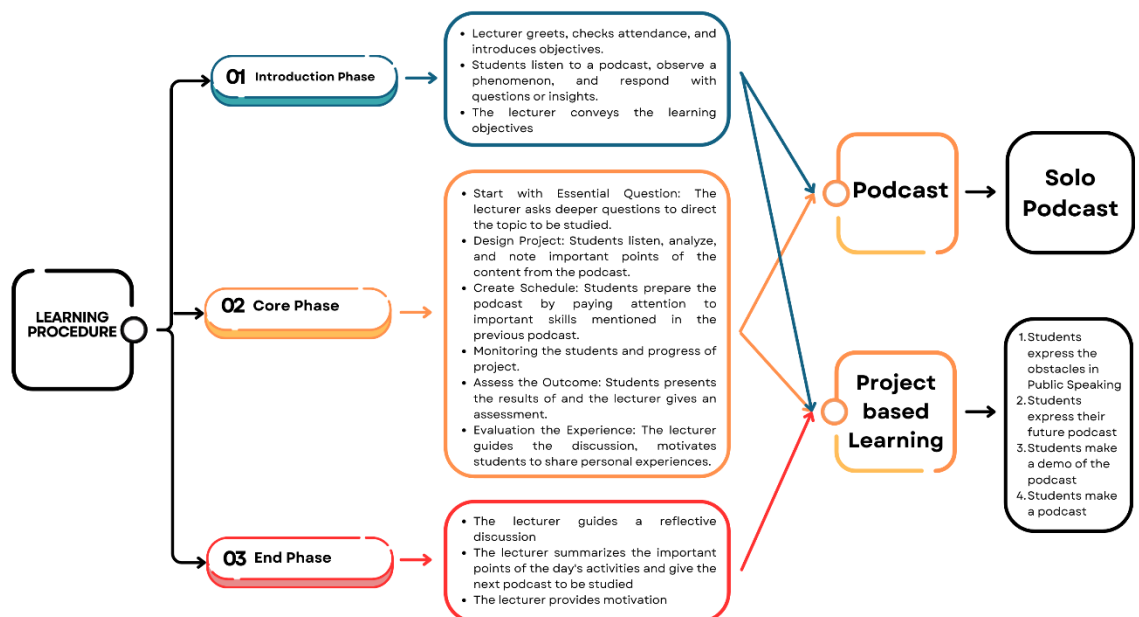


Chart IV-1. Learning Procedure

The initial framework of the Learning Procedure attached above provides a basic structure in implementing podcast-based learning in Project-Based Learning (PjBL). This procedure is designed to create an interactive learning experience,

from understanding barriers in public speaking to practicing effective speaking techniques through podcast integration. Each step in this framework emphasizes project-based learning that aims to improve students' speaking skills systematically. This framework also provides a basis for further evaluation through input from validators to ensure the relevance and effectiveness of its implementation in the field. The results of the average value from the validator can be seen in the following table.

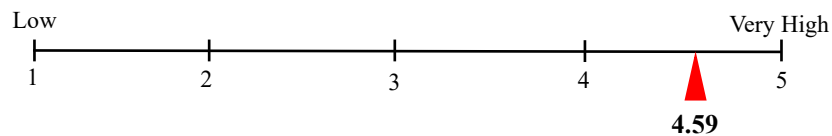


Chart IV-2. Level of Relevant Step

The results of the analysis indicate that the level of relevance achieved an average score of 4.59 on a scale of 1 to 5, where 1 represents not relevant and 5 represents very relevant. This score signifies that learning phase is very relevant to implement. The average results for each aspect can be seen in the table below.

Table IV-6. Summary of Podcast-Assisted PjBL Phases

No	Aspect	Average
1.	Introduction	4.63
2.	Core	4.50
3.	Closing	4.75
4.	Assessment	4.50
Average		4.59

The evaluation results reveal that the podcast-assisted Project-Based Learning (PjBL) model is highly effective across all phases of learning, as reflected in the scores for each phase. The Introduction phase received an average score of 4.63, highlighting its ability to motivate students and set the foundation for an engaging

learning experience. Activities in this phase were logically structured to connect the podcast themes with real-world scenarios, ensuring that students understood the relevance of the content to their public speaking goals. The motivational approach and alignment with learning objectives made the introduction highly impactful in preparing students for subsequent phases.

The Core phase, which scored an average of 4.50, demonstrated strong alignment with PjBL principles, fostering critical thinking and active participation. This phase involved the integration of podcasts as primary learning materials, providing students with authentic listening experiences that enhanced their understanding of speaking skills. Students were encouraged to engage in meaningful speaking tasks, connect their learning to practical applications, and participate actively in discussions and projects. However, the slightly lower score for this phase was due to feedback from the validator, who suggested that, during the fourth meeting, students should be allowed to create and record their own podcasts. This recommendation highlights the potential to further enhance creativity and self-expression among students by providing them the freedom to design their own content. Such an adjustment would likely improve the phase's overall effectiveness and align more closely with the principles of student-centered learning.

The Closing phase achieved an average score of 4.75, indicating its effectiveness in consolidating learning outcomes and providing opportunities for reflection and feedback. This phase was designed to reinforce students' understanding by linking activities back to the objectives established in the

introduction and core phases. Assignments, discussions, and evaluations conducted during this phase ensured that students not only demonstrated their learning but also identified areas for improvement. The reflective nature of this phase allowed students to connect their learning with real-world applications and provided valuable insights for their continuous improvement.

The Assessment phase scored an average of 4.50, demonstrating its comprehensive and structured approach to evaluating learning outcomes. This phase provided a logical and relevant framework for measuring students' progress and skill development in public speaking. The assessments were designed to align with the overall objectives of the learning model, ensuring that students' speaking skills were accurately evaluated. The assessment phase effectively reinforced the integration of podcasts and project-based learning, making it a critical component of the overall learning process.

In conclusion, the findings from all phases: Introduction, Core, Closing, and Assessment, underscore the effectiveness and relevance of the podcast-assisted PjBL model in enhancing students' English-speaking skills. The high scores across phases confirm the model's ability to engage students, provide authentic learning experiences, and support the development of practical and applicable speaking skills. This approach not only motivates students but also ensures a structured and impactful learning journey. The suggestion to allow students to record their own podcasts in the core phase presents an opportunity for further refinement, potentially increasing creativity and personal engagement in the learning process.

Based on feedback from the validators, refinements were made to improve the learning procedure in the podcast-assisted Project-Based Learning (PjBL) model. The validators highlighted the importance of integrating more student-centered activities, particularly in the Core phase, to enhance engagement and creativity. Specifically, they recommended allowing students to create and record their own podcasts as part of the project. This adjustment aimed to provide students with opportunities to apply their speaking skills in an authentic and personalized context, further fostering their confidence and self-expression.

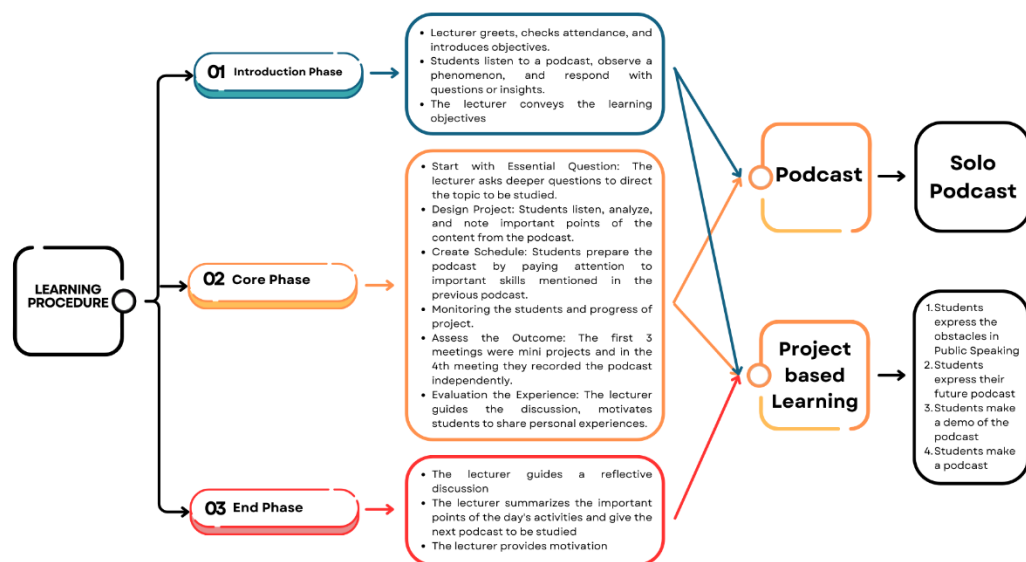


Chart IV-3. Revised of Learning Procedure

After incorporating this improvement, the revised procedure now includes a dedicated segment in the Core phase where students collaborate to produce their own podcasts. This activity is supported by guided discussions, feedback sessions, and technical assistance from the instructor. Additionally, enhancements were made to the evaluation components to ensure that both the process and final outcomes of

student projects are assessed comprehensively. The updated rubric now emphasizes creativity, fluency, and the relevance of podcast content to real-world scenarios.

These refinements address the gaps identified by the validators and align the learning procedure more closely with PjBL principles. By incorporating these changes, the revised model is expected to further improve the effectiveness of the podcast-assisted PjBL approach in developing students' English-speaking skills while fostering deeper engagement and active participation.

4.1.3 Students' Interest in Podcast-Assisted PjBL (RQ. 3)

The results of the analysis of students' interest in the use of podcast-assisted Project-Based Learning (PjBL) are presented across four primary aspects: Feelings of Enjoyment, Attention, Interest, and Engagement. The findings demonstrate overall positive responses, with each aspect scoring highly, indicating the effectiveness and appeal of this innovative learning approach.

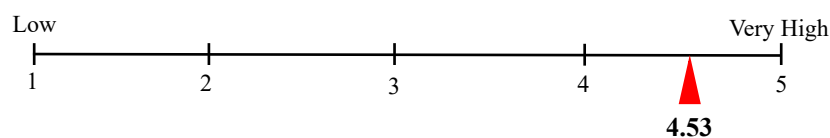


Chart IV-4. Level of Students Interest

The results of the analysis indicate that the level of students' interest in learning achieved an average score of 4.53 on a scale of 1 to 5, where 1 represents low interest and 5 represents very high interest. This score signifies that students exhibit a very high level of interest in the learning approach being implemented. The findings highlight the effectiveness of the method in engaging students and

fostering their enthusiasm for the learning process. The average results for each aspect can be seen in the table below.

Table IV-7. Students' Interest

No	Aspect	Average
1.	Feelings of Enjoyment	4.48
2.	Attention	4.57
3.	Interest	4.66
4.	Engagement	4.41
	Average	4.53

The first aspect, Feelings of Enjoyment, received an average score of 4.48. Students expressed that they enjoyed the learning process, particularly due to the engaging nature of podcast content and the interactive design of the project-based learning method. The authenticity and relevance of the podcast material, which closely aligned with real-life communication scenarios, were key factors that made the learning experience enjoyable. This indicates that podcasts effectively created a positive and stimulating learning environment for students.

The second aspect, Attention, scored an average of 4.57, highlighting that podcasts were highly effective in capturing and maintaining students' focus. Students noted that the content was both engaging and immersive, allowing them to stay attentive throughout the learning sessions. The integration of podcasts into project-based tasks further reinforced their ability to focus on and engage with the material in meaningful ways.

The third aspect, Interest, received the highest average score of 4.66, reflecting the strong motivational impact of podcast-assisted PjBL. Students appreciated the flexibility of accessing podcasts at their own pace, enabling them

to revisit and review content as needed. This autonomy, combined with the dynamic and interactive nature of the project-based approach, significantly enhanced their motivation to learn. The high interest scores suggest that the method aligns well with students' learning preferences and effectively fosters their intrinsic motivation to improve their speaking skills.

The fourth aspect, Engagement, scored slightly lower but still achieved a high average of 4.41. This reflects students' active involvement and participation during the learning process. The collaborative activities and opportunities to apply language skills in real-world contexts were particularly effective in fostering a sense of involvement and ownership among students. Although slightly lower than other aspects, the engagement level demonstrates that students were consistently motivated to contribute and collaborate in the learning tasks.

The findings highlight that podcast-assisted PjBL is an effective method for increasing students' interest and engagement in learning. The high scores across all aspects underscore the method's ability to create an enjoyable, focused, and motivating learning environment. The highest score in the Interest aspect reflects the strong alignment of this approach with students' learning needs and expectations. These results suggest that podcast-assisted PjBL can be a valuable tool for fostering deeper engagement and motivation in English language learning, particularly in developing speaking skills.

4.2 Discussion

This study investigated the integration of podcast-assisted media into Project-Based Learning (PjBL) to enhance students' English-speaking skills. The discussion

provides an in-depth analysis of the findings in relation to the research questions, linking the results to prior studies, identifying the study's contributions, and discussing limitations and implications for future research.

4.2.1 The Effectiveness of Podcast-Assisted PjBL in Enhancing English-Speaking Skills

The findings of this study highlight the significant impact of podcast-assisted PjBL on students' English-speaking skills. Prior to the intervention, the majority of students demonstrated only a foundational level of proficiency, with pretest scores placing 90.91 percent in the "Good" category and 9.09 percent in the "Fair" category. Following the intervention, 90.91 percent of students achieved the "Very Good" category, reflecting marked improvements in fluency, pronunciation, and confidence. These results are consistent with earlier research by Khotimah (2024), who emphasized that podcasts provide authentic input that mirrors natural language use, fostering better pronunciation and fluency.

The structured nature of PjBL, combined with the flexibility of podcasts, creates a comprehensive learning experience that bridges the gap between passive and active language acquisition. Students were not only exposed to authentic language input but also encouraged to actively practice and apply their speaking skills in real-world contexts. This approach not only enhances their language proficiency but also supports the development of Higher Order Thinking Skills (HOTS). By engaging students in critical thinking, problem-solving, and creative tasks, PjBL encourages them to analyze, evaluate, and create skills that are crucial for higher-level learning. This aligns with Fitriany (2024), who found that PjBL

enhances practical language use and critical thinking by engaging students in meaningful, real-world tasks.

While previous studies have largely focused on the impact of podcasts on listening skills (Bettahar & Raba, 2022; Panagiotidis, 2021), this study uniquely demonstrates their value in enhancing productive skills like speaking when paired with an interactive framework like PjBL. This integration maximized the benefits of both methods, providing an innovative approach to language learning that addresses traditional challenges such as limited speaking opportunities and high levels of anxiety.

4.2.2 Relevant Steps in Learning Speaking Using Podcast-Assisted PjBL

The study identified four key phases in implementing podcast-assisted PjBL: Introduction, Core, Closing, and Assessment. Each phase received high evaluations for its logical structure, relevance, and alignment with learning objectives, providing a clear and replicable framework for educators.

The Introduction phase was particularly effective in setting the foundation for learning. Activities in this phase connected podcast themes with real-world scenarios, helping students understand the relevance of the content and motivating them to engage with the material. This phase was rated highly for its ability to create a positive and stimulating learning environment, essential for building confidence and reducing anxiety.

The Core phase focused on interactive and practical speaking tasks, encouraging students to apply their skills in meaningful ways. While this phase scored slightly lower than others (95), the feedback from the validator suggests a

potential improvement: allowing students to create their own podcasts. This addition would provide greater opportunities for creativity and autonomy, fostering deeper engagement and ownership of the learning process. The structured activities in this phase supported critical thinking and skill development, aligning with the principles of PjBL as described by Fitriany (2024).

The Closing phase was rated perfect, highlighting its effectiveness in consolidating learning outcomes. Reflection and feedback during this phase allowed students to identify their strengths and areas for improvement, reinforcing their understanding of the material. This phase also provided a sense of closure and achievement, which is crucial for maintaining motivation and ensuring a positive learning experience.

The Assessment phase demonstrated a comprehensive and logical approach to evaluating students' speaking skills. The assessments were aligned with the learning objectives and provided clear measures of progress, ensuring that students received constructive feedback that supported their development.

4.2.3 Students' Interest in Podcast-Assisted PjBL

One of the key findings of this study is the high level of student interest in podcast-assisted PjBL. Across all measured dimensions: Feelings of Enjoyment, Attention, Engagement, and Interest, students expressed overwhelmingly positive responses. The Interest dimension scored the highest, with an average of 4.66, reflecting the strong motivational power of this approach. Students appreciated the flexibility of podcasts, which allowed them to learn at their own pace, revisit challenging materials, and engage with content that felt relevant and practical.

This study's findings support the Self-Determination Theory (Ryan & Deci, 2000), which emphasizes that learners are more motivated when they experience autonomy, competence, and relatedness in the learning process. The ability of students to control their own learning pace through podcasts provided them with a sense of autonomy, which is a key factor in fostering intrinsic motivation. This finding supports earlier work by (Panagiotidis, 2021), who noted that digital tools like podcasts are effective in maintaining learner attention and interest due to their accessibility and engaging format.

The interactive nature of PjBL also contributed to heightened student interest. The collaborative and hands-on activities encouraged active participation, allowing students to connect their learning to real-world applications. This aligns with findings by Cosgun & Atay (2021) who argued that PjBL fosters critical thinking and practical language use by involving students in meaningful projects. The combination of podcasts and PjBL thus creates a dynamic learning environment that not only supports skill development but also enhances motivation and engagement, key factors for sustained learning.

The results also indicate that high student interest correlates with improved speaking performance. The flexibility of podcasts allowed students to revisit materials, practice at their own pace, and gain confidence in speaking, which ultimately enhanced their fluency and pronunciation skills. This supports previous research findings by Almulla (2020), who argued that project-based learning encourages deeper engagement by immersing students in real-world tasks. Given that interest received the highest score (4.66), it can be inferred that students who

were more interested in the learning method were also more likely to actively participate in speaking tasks, leading to better language development.

4.2.4 Novelty

The use of podcasts and Project-Based Learning (PjBL) offers an innovative way to teach languages by combining digital media with active learning. Unlike traditional, teacher-centered methods, this approach places students at the heart of the learning process. By using podcasts, students are exposed to natural speech patterns and real-world contexts, helping them improve their speaking fluency and connect theory with practice. This study is unique in applying podcasts, which are often used for listening practice, to develop speaking skills. It shows how podcasts can be part of a project-based framework to encourage active speaking practice, allowing students to work on pronunciation, intonation, and fluency.

The structured, step-by-step approach of the method guides students through listening, analyzing, and presenting projects, which ensures consistent progress in speaking skills. By combining podcasts with PjBL, this study offers a flexible and engaging way to improve speaking skills and highlights the potential of technology to enhance language learning. It contributes to the growing field of technology-driven education, providing a model that can be adapted for university-level learners and future innovations in teaching.

4.2.5 Limitation

This study has several limitations that should be acknowledged. First, the implementation of podcast-assisted Project-Based Learning (PjBL) heavily relies on access to technology, such as devices and stable internet connectivity. This

reliance may pose challenges for students from underprivileged backgrounds or regions with limited technological infrastructure. To overcome this, future research can address these issues by providing offline podcast materials that can be downloaded and accessed without requiring an internet connection. This would ensure that all students, regardless of their access to stable internet, can participate in the learning process. Institutions could facilitate this by making podcasts available for download in advance, allowing students to listen to the content at their convenience, even in areas with limited connectivity.

Furthermore, the study relied partially on self-reported data through questionnaires to assess students' interest and engagement. This introduces the potential for social desirability bias, where participants may provide responses, they believe are expected rather than their genuine experiences. Future research can reduce this bias by combining self-reported data with objective assessments, such as performance tests or peer evaluations, which would provide a more accurate picture of students' true experiences and engagement with the podcast-assisted approach.

Finally, the study primarily focused on enhancing speaking skills, potentially overlooking the interplay between speaking and other language skills, such as reading, writing, and listening, which could provide a more comprehensive perspective on language acquisition. Future research could adopt a more holistic approach by integrating all four language skills into the podcast-assisted PjBL model, which would offer a broader understanding of its impact on overall language proficiency.

4.2.6 Recommendation

Based on the limitations identified in this study, several recommendations are proposed for future research and educational practices. First, incorporating real-time feedback mechanisms, such as live speaking sessions, peer assessments, or digital tools that provide immediate pronunciation and grammar corrections, is essential to enhance the learning process. Furthermore, integrating a more holistic approach that combines speaking with other skills, such as listening, reading, and writing, is recommended to provide a comprehensive understanding of language development.

Efforts should also be made to enhance accessibility by providing adequate resources, such as devices and internet access, for students from underprivileged backgrounds. Ensuring equitable access to technology is vital to maximize the potential of podcast-assisted learning. Moreover, educators should develop engaging and interactive podcast content to maintain students' motivation, and involving students in podcast creation can further foster active participation and practical skill application.

Lastly, combining self-directed podcast activities with collaborative project-based tasks can balance individual learning with teamwork development, allowing students to cultivate both autonomy and collaboration skills. By addressing these recommendations, future research and practices can optimize the use of podcast-assisted PjBL in enhancing students' English-speaking abilities, making it a more effective and inclusive learning approach.

CHAPTER V

CONCLUSION

5.1 Conclusion

In conclusion, this research effectively answered the three main research questions regarding the integration of podcast-assisted media into Project-Based Learning (PjBL) to enhance English-speaking skills.

5.1.1 The study concludes that integrating podcast-assisted media and Project-Based Learning (PjBL) is an effective approach to enhancing English-speaking skills among students. The significant improvement in students' speaking proficiency, as evidenced by the paired t-test results, highlights the potential of podcasts to provide authentic listening experiences and reduce challenges associated with traditional language instruction, such as limited speaking opportunities and anxiety.

5.1.2 The study identified four relevant steps in implementing podcast-assisted PjBL: Introduction, Core, Closing, and Assessment. Each phase was rated highly for its logical structure, relevance, and alignment with learning objectives. The Introduction phase successfully motivated students by linking learning goals with podcast themes, while the Core phase provided opportunities for practical skill application. The Closing phase consolidated learning through reflection and feedback, and the Assessment phase ensured a comprehensive evaluation of progress. These findings provide a clear and replicable framework for educators, emphasizing the potential of podcast-assisted PjBL to create dynamic and effective learning environments.

5.1.3 This study revealed high levels of student interest in podcast-assisted PjBL, highlighting its motivational impact. Across the dimensions of Feelings of Enjoyment, Attention, Engagement, and Interest, students provided consistently positive feedback, with Interest scoring the highest. Students appreciated the flexibility of podcasts, which allowed them to learn at their own pace and revisit materials as needed, and the collaborative nature of PjBL, which encouraged active participation and critical thinking. These findings underscore the importance of integrating innovative and student-centered approaches to maintain engagement and motivation in language learning.

5.2 Suggestion

The integration of podcast-assisted media in Project-Based Learning (PjBL) has been proven to significantly improve students' English-speaking skills, increase their motivation, and enhance engagement in the learning process. Regarding these findings, the researcher would like to provide several suggestions as follows:

5.2.1 For students:

Students are advised to actively participate in podcast-assisted PjBL activities and use the flexibility of podcasts to practice speaking skills regularly. They should also motivate themselves to take ownership of their learning process, as intrinsic motivation plays a crucial role in language mastery.

5.2.2 For teachers:

5.2.2.1 Teachers are encouraged to adopt podcast-assisted PjBL as a dynamic and interactive approach to teaching English-speaking skills.

5.2.2.2 Teachers should provide a balance between guided activities and creative tasks, such as allowing students to produce their own podcasts, to foster creativity and autonomy.

5.2.2.3 Teachers are advised to seek professional development opportunities, such as workshops or training, to effectively integrate podcasts and project-based learning into their curriculum.

5.2.3 For future researchers:

5.2.3.1 Researchers are still accompanied by teachers or lecturers so that classes run according to plan.

5.2.3.2 Integrating a more holistic approach that combines speaking with other skills, such as listening, reading, and writing, is recommended to provide a comprehensive understanding of language development.

5.2.3.3 Researcher should develop engaging and interactive podcast content to maintain students' motivation, and involving students in podcast creation can further foster active participation and practical skill application.

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