

**EFL STUDENTS' VOICES ON UTILIZING YOUTUBE
PODCASTS TO ENHANCE SPEAKING PROFICIENCY**

THESIS

Submitted in Partial Fulfillment of the Requirements for the
Degree of Bachelor of Education in English Language
Education



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**ENGLISH LANGUAGE EDUCATION
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SEMARANG
2025**

THESIS STATEMENT

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ABSTRACT

Title : EFL Students' Voices on Utilizing YouTube Podcasts to Enhance Speaking Proficiency

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This research aims to describe students' voices in utilizing YouTube podcasts to support their speaking skills and to explain the challenges students' faced in utilizing YouTube podcasts to enhance their speaking skill. Data was collected through interviews and documentation of ten EFL students' as participants. The finding of this research show that is YouTube Podcasts can support students' to enhance their speaking proficiency. The many features available on YouTube make it very easier for students to learn, so that it can support them in improving their speaking skills. This research also found that students perceive YouTube podcasts as a way of learning that is more supportive, enjoyable, fun and very helpful to enhance their speaking skills. Besides having strengths, some challenges are also found by students when using YouTube podcasts in enhancing their speaking skills.

Keywords: Speaking Skills, Students' voices, Utilizing YouTube Podcasts

DEDICATION

This final project is dedicated to my beloved Father (Alm. Bapak Laedi), my beloved sisters (Almh. Wanuru, and Almh. Waneni), thanks for giving me the strength to fight. My beloved mother (Ibu Minarti), thanks for your dedication for me, your care and prayer for me ever where and every time. To my beloved step father (Bapak Ritan) also thanks for everything you gave and tried for me. My dear brothers (Laandri and Rafqi), thanks for always encouraging me. For all teachers, all lectures, my beloved friends, and all people who support and pray for this final project. May Allah SWT always protect, guard, cherish, and give the great love and affection to them. And the last, I dedicated this final project to myself. Thanks for coming this far and getting to this stage, thanks for moving forward and not giving up, and thanks for being willing to endure until now.

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May Allah SWT always give blessing and mercy for them, may they always be protected, given healthy, and may

their kindness be useful back to the again. The writer hopes that this research may be helpful for everyone. Amin ya Robbal 'Alamin.

Semarang, 24 Juni 2025

Regarding From writer

A handwritten signature in black ink, consisting of a large capital 'W' followed by several loops and a long vertical stroke at the end.

WAASTI

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MOTTO

وَلَا تَهِنُوا وَلَا تَحْزَنُوا وَأَنْتُمُ الْأَعْلَوْنَ إِنْ كُنْتُمْ مُؤْمِنِينَ.

“Do not falter or grieve, for you will have the upper hand, if you are ‘true’ believers”

(QS. Ali-Imran: 139)

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CHAPTER I

INTRODUCTION

This chapter discusses the research background, the research question, the research objective, the research setting, the limitations, and the significance of the research.

A. Background of the Research

Foreign language skills are one of the abilities that are mandatory for the new generation in the modern era. Foreign language skills are important especially English, which as an international language that has important role in various aspects. English is widely used as a global communication language in various countries. English language skills are an essential requirement to meet the challenges of the modern world. In every aspects of our life today, needs English ability to make easier to do our activities. Example English language skills make communication easier when we on the trip abroad, in career English language skills open up more job opportunities, especially in multinational companies. In education aspect, many textbook, scientific journal, and learning resources are available in English and there are still many benefits that we will have, if we master English

language in our daily lives. So improving the skills of English language is very important for students' as a new generation, especially Indonesian students' because with mastery English language skills can make a good contribution to our future.

To master the language, there are four essential abilities that students must master, that is listening ability (understanding spoken language), reading ability (understanding written language), speaking ability (producing speaking language), and writing ability (producing written language). Speaking ability or producing speaking language is one of the important skills that we must master if we want to master English language. Speaking is essential tool for communication (Bahadorfar & Omidvar, 2014). Speaking is making use of words in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making speech (Hornby, 1995). It can be concluded that speaking is very important in communication with other people, speaking means producing words in the form of sounds that aim to convey or say intentions, ideas, and feeling.

The English language ability of Indonesian students' is still very low, especially speaking skills. In the research from I Gusti Ayu Nyoman Sulistyawati (2023) at SMKS Praja Pandawa, which made eleventh grade students' with total of 37 students', as a subjects. The results of this study found that the ability to speak English in class at Praja Pandawa Vocational School is still very poor. The findings showed that of the 37 students' involved, only 6 students' had very good English speaking Skills, while the other 19 students' were classified as having good skills, and 12 others are still missing.

Based on the research, it can be concluded that the speaking ability of Indonesian students' is still very lacking. Therefore, considering how important the ability to speak English is very important for students', various studies have been conducted to overcome this problem. One of the learning media studied is the use of digital technology developments in facilitating the learning process.

The development of digital technology has brought significant changes to education, especially in speaking learning. The utilized of digital technology as a

learning medium provides significant changes in students' speaking skills. One form of digital media that is increasingly popular in the world is YouTube. YouTube offers fast fun access to language and cultural-based videos and instruction from all over the globe (Joseph M. Terantimo, 2011). YouTube is the world's largest video sharing platform has so many types of content, one of them is podcast. Podcast are digital audio and video content that can be accessed online and downloaded to be listened to at any time. One of media that contribute to the teaching and learning process is podcast, which are great for multitasking and time efficiency since they allow you to learn while working, traveling, writing or even at the gym (Paul, 2020).

YouTube podcasts come in various formats, topics, and delivery styles that can be accessed free of charge by students. This phenomenon has transformed the language learning landscape, where students have the opportunity to be exposed to authentic English usage from native and non-native speakers with diverse accents, speaking speeds, and communication contexts.

Despite the great potential in utilizing YouTube podcasts to enhance students' speaking skills,

comprehensive research on their role and dynamics of use in the context of higher education in Indonesia remain limited. Therefore, this research seeks to explore how students voices on utilizing YouTube podcasts and the impact on the development of their speaking skills. Based on the reason above, this research is conducted under the title of **“EFL Students’ Voices on Utilizing YouTube Podcast to Enhance Speaking Proficiency”**. This research focuses on English Education department students of Walisongo State Islamic University of Semarang.

B. Questions of the Research

Based on the background above, the research questions in this study are:

1. How are students’ voices in utilizing YouTube podcasts to support their speaking skills?
2. What are the challenges students’ faced in utilizing YouTube podcasts to enhance their speaking skills?

C. Objectives of the Research

1. To describe students’ voices in utilizing YouTube Podcasts to enhance their speaking skills.

2. To explain what the challenges students' faced in utilizing YouTube podcasts to enhance their speaking skills.

D. Setting of this research

This research was conducted at the six semester students' of English Education Department of Walisongo State Islamic University of Semarang in the academic year of 2024-2025.

E. Limitation of this Research

The limitations of this study are:

1. The participants of this research are active students at English Education Department of Walisongo State Islamic University of Semarang, class of 2022.
2. This research discusses how students' voices in utilizing YouTube podcasts to support their speaking skills and what are the challenges students' faced in utilizing YouTube podcast to enhance their speaking skills.

F. Significance of the Research

By conducted this research, there are several significance that the researcher want to provide from this research. Here, the researcher divides into two kinds:

1. Theoretical Significance

This research's finding is expected can be contribute to the development of theoretical studies on the use of digital media in language learning, especially YouTube podcasts for Speaking skills.

2. Practical significance

a. Students

This research is expected to increase students' knowledge about the use technological advances in educational aspect and can also help students' improve their speaking skill.

b. Teachers

The finding of the research can provide information that can be used to integrate YouTube podcasts into the language learning process.

c. University

The finding of the research can provide consideration in curriculum development that integrates digital technology in language learning.

d. Researches

This research is expected to increase theoretical knowledge and also practical experience in the field for researchers.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researchers present previous research and literature review.

A. Previous Research

The use of digital technology in the learning process especially YouTube podcasts is a very interesting topic for further research. Therefore the following are some studies related to and supporting this research.

1. Awal Muhammad Nur Sudrajat, and R. Bunga Febriani (2025), “The Use of YouTube Podcast to Improve Students’ Skills”. This study focuses on the improvement of students’ speaking skills through the use of YouTube podcasts and the students’ perceptions of using YouTube podcasts to enhance their speaking skills. The aim of this study is to explore how YouTube podcasts can be utilized to improve speaking skills among students’ and to understand their perceptions regarding this method learning. This study employs a qualitative case study design, utilizing non-participant observation and semi-structured interviews to gather data. This

approach allows for an in-depth understanding of the students' experiences and perceptions in a natural context. The results of this study indicate that students' showed improvement in their speaking skills after using YouTube podcasts. Additionally, most students' expressed positive perceptions of this learning method, feeling motivated and supported in their speaking abilities. This study suggests that YouTube podcasts can enhance students' confidence and critical thinking while reducing anxiety in learning.

2. Musdayanti, Putu Wahyu Sudewi, and Nurhaeni (2024), "YouTube for EFL Students: Perceptions on Building Speaking Confidence". This study focuses on students' perceptions of using YouTube as a learning medium to enhance their speaking confidence in English, particularly in senior high school setting. The primary aim in this study is to analyze how YouTube can improve students' speaking skills and their confidence in using English, as well as to evaluate its accessibility, usefulness, and practicality as a learning tool. The researchers in this study employed a mixed-method approach, utilizing

two primary data collection instruments: questionnaires and semi-structured interviews. The questionnaire consisted of 28 statements divided into four sections: accessibility, usefulness, practicality, and confidence scale. The interviews were conducted with 10 second-grade students to gather in-depth insights. The findings of this study indicated that most students' actively use YouTube for various purposes, including educational content, which positively influences their confidence in speaking English. This study suggests that leveraging students' habits with YouTube can enhance their learning experience and skill development, particularly in video editing, which is beneficial for future teaching roles. For a comprehensive understanding, the researchers in this study integrated both quantitative and qualitative data to draw conclusion about the effectiveness of YouTube in enhancing speaking confidence.

3. Muhammad Amzah M. A. A (2022), "The Students' Perceptions in Using YouTube as a Media to Enrich English Speaking Skills". This study focuses on the perceptions of elevent-grade students at SMK

Miftahussalam regarding the use of YouTube as a media to enhance their English speaking skills. This study aims to investigate how YouTube can be utilized as a teaching tool to improve English Speaking skills among students and to understand their perceptions of this method. The researchers of this study employed qualitative methods, gathering descriptive data through interviews and observations to provide insights into students' perceptions of YouTube in teaching English speaking skills. The data in this study was collected through interviews with students' and teachers, focusing in their experiences and perceptions of using YouTube as a learning tool. The finding of this study indicated that most students found YouTube to be an important resource for learning speaking skills, as it helps them with pronunciation and understanding material more quickly. However, some students' also faced challenges, such as distractions from unrelated content.

4. Van Ngoc Khanh Truong, and Thao Quang Le (2022), "Utilizing YouTube to Enhance English Speaking Skills: EFL Tertiary Students' Practices and

Perceptions". This study focuses on enhancing English speaking skills among EFL (English as a Foreign Language) university students' through the use of the YouTube platform. It investigates students' practices and perceptions regarding this method of learning. The primary aims of this study is how EFL university students' utilize YouTube to improve their speaking skills, and students perceptions of the effectiveness of YouTube in enhancing their speaking abilities. This study employed a mixed-methods approach, including: a questionnaires with a five-point Likert scale to asses students' practices and perfections, semi-structured interviews for qualitative insights, and data analysis was conducted using SPSS 25, focusing on reliability testing through Cronbach's Alpha. The data of this research was collected from 106 university students' through a questionnaire distributed via Google Forms, and qualitative data from interviews with six randomly selected participants. The findings of this study indicated that most students' frequently use YouTube for learning purposes, with a significant number using it to enhance their speaking skills, and the reliability of the

questionnaire was confirmed, with Cronbach's Alpha values ranging from .709 to .765, indicating high reliability.

5. Reima Al-Jarf (2022), "YouTube Videos as a Resource for Self-Regulated Pronunciation Practice in EFL Distance Learning Environments". This study focuses on improving English as a Foreign Language (EFL) students' pronunciation through the use of YouTube pronunciation videos (YTPVs) in distance learning environment. The primary aim of this study is to address the difficulties EFL students' face in online classes, particularly in pronunciation, by proposing YouTube pronunciation videos as a resource for self-regulated pronunciation practice. This study employs a qualitative approach analyzing the effectiveness of YouTube pronunciation videos in enhancing pronunciation skills. It includes recommendations for pedagogical strategies to engage students' actively with the videos. The data of this study was collected through surveys from students and instructors regarding their experiences and challenges with online learning, as well as literature on the effectiveness of video based learning

for pronunciation. The findings of this study indicate that YouTube pronunciation videos can significantly improve pronunciation skills when used in a structured and engaging manner. However, challenges such as insufficient modeling and exposure to native accents were noted.

6. Ngo Thi Ngoc Hanh (2024), “Exploring the Effect of YouTube on English Major Students’ Speaking Proficiency at Ho Chi Minh City University of Industry and Trade”. This study focuses on the influence of YouTube as an educational platform on improving the speaking skills of English major students’ at Ho Chi Minh City University of Industry and Trade (HUIT) and examines students’ preferences and challenges associated with it use. The primary aims of this study to investigate students’ preferences regarding YouTube videos, understand students’ perceptions of the YouTube platform, and identify challenges faced by students’ when using YouTube for learning. This study employed a mixed-methods strategy, combining quantitative and qualitative techniques. It involved a survey with multiple-choice questions, a 5-point Likert scale, and

open-ended questions, targeting a sample of 100 undergraduate students'. Additionally, semi-structured interviews were conducted with six students to gain deeper insights. The data in this study was collected through surveys and interviews. The survey included six multiple-choice questions and sixteen items assessed using a Likert scale, while interviews were recorded with consent. The sample consisted of 100 students, with demographic details such as age and gender noted. This study findings that the use of YouTube significantly contributed to the improvement of speaking abilities among English major students at Ho Chi Minh City University of Industry and Trade (HUIT). Students expressed positive perceptions regarding the effectiveness of YouTube videos for speaking exercises, particularly favoring channels like "Let's Talk" and "VOA Speaking English". Additionally, this research identified common subjective and objective challenges faced by students' while using YouTube for learning. However, specific quantitative results were not detailed in the provided citations.

7. Siti Mariam, Catur Kepirianto, Raharjo, and Nadiah Ma'mun (2022), "Integration Short Conversation and English Conversation Application to improve Students' Speaking Skills". This study investigated the effectiveness of digital media and interactive strategies, such as role-play and conversation applications, in enhancing students' English speaking skill. Both research effort employed cycle-based approaches, involving planning, acting, observing, and reflecting phases, which led to significant improvements in students' confidence, activity levels, and speaking abilities. The data collected included observation checklists, interview guidelines, pre-test, and post-test to assess students' speaking skills and engagement. The finding emphasize the importance of engaging, technology-integrated teaching methods and active participation in overcoming common speaking challenges like pronunciation grammar, and self-confidence, ultimately fostering more confident and proficient oral communication in learners.

B.Literature Review

1. Concept of Speaking

a. Definition of Speaking

Speaking is one of four abilities that must be mastered in improving language mastery, alongside listening, reading and writing. Speaking is a very important and hardest skill in English. Speaking is making use of words in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech (Hornby, 1995). According to Byrne (1997:8), Speaking is stated as oral communication in a two-way process between the speaker and listener (or listeners). It involves the productive skill of speaking and the receptive skill of understanding (or listening). Speaking is a skill which deserves attention every bit as much as literally skills both first and second language (Bygate, 1987). The definitions above mean that speaking is the ability to produce sound in the form of words or the ability to use a language that aims to express itself in the form of words or sentences, where speaking is a two-way process between one person and another, between speakers and listeners.

Meanwhile, Thomas (1987:12) states that communication implies more than one person. There must be someone to transmit a message, and someone to receive it. Communication is undertaken for a purpose. There is always a reason for transmitting a message to someone else (1987:14)). Speaking as for academic purposes is an overall term used to describe spoken language in various academic setting (Jordan, 1997). Speaking as a productive skill focuses on how learners use communicate in the foreign language, but in the reality they barely speak in the classroom because of speaking has so many awareness's and other communicative consideration. Such as awareness's to make mistake in pronunciation, fluency, or in grammar (Halima, 2016)

Based on some the explanation of the definition of speaking above, the researchers concludes that speaking is the ability to produce sound in the form of words or the ability to use a language that aims to communicate with other people that aims to express itself and

understanding each others, where speaking is the two-ways process between one person and another, between speakers and listeners

b. Element of Speaking

Speaking is the ability to produce sound in the form of words used to communicate with others. The ability to produce sounds has several important elements so that it is formed in a word or sentence. Brought here are some elements of speaking.

1. Pronunciation

Pronunciation deals with sound system used in speaking and listening. The sound system relates to how a particular sound in a language is produced or manner how a word or utterance is spoken. Pronunciation is the production and perception of the significant sound in order to achieve meaning in context of language use. (Ronald Carter & David Nunan, 2001). Therefore, English pronunciation is considered by some aspect.

First, it relates to the speech organs and how the organs produce sounds. The flow of air which comes from lungs will have modification at vocal cord, pharynx, mouth, and nasal cavity. At vocal cord, the sound will be determined as unvoiced sound or voicing sound. It happens as the open and close of the vocal cord. While, at the upper part of speech organ like a pharynx, mouth, and nasal cavity, the air will be modified into plosive, lateral, velar, nasal, bilabial, alveolar, dental, etc (Gerald Kelly, 2000).

Second is phonetic symbol. People use phonetic symbol to represent the sound in order easy to reproduce and learn. It is caused by the fact that English is not phonetic language. It means that we cannot look a written word and know how to pronounce it or we hear a word then know how to spell it. Also, there are only 26 alphabets used in English writing. While, there are 24 sounds of consonants and 13 sounds of vowels. The phonetic symbol is based on the widely

understood pronunciation which is generally described as Received Pronunciation (RP) (Daniel Jones, 1956).

Furthermore, English sound is divided into two categories, segmental and supra-segmental. Segmental aspect consists of phonemes whether vowel and consonant. Meanwhile, supra-segmental aspect consists of stress, rhythm, and intonation. Those two aspects have important role in determining the meaning of English sound (Joan Morley, 1991).

2. Vocabulary

Vocabulary is collection of words used by people in their language. Each word has its definition which builds particular meaning for utterance or sentence. Therefore, vocabulary tends to be seen like dictionary or a set of words which has description of meaning associated with the words (John read, 2000).

Furthermore, there are some classifications of vocabulary. One of the classifications categorizes vocabulary into two types, function and content words (Victoria Fromkin, 2003). Function words belong to grammatical feature. For instance, articles, prepositions, pronouns, conjunctions, and auxiliaries. In addition, the content words are referred to words which have meanings. There are three classes of word included in the type of content word. First is noun, words for things, ideas, or entities. Second is verb, words naming actions. And the last is adjectives and adverbs, words which are used to describe the qualities of nouns and verbs.

In addition, there are some ways of how English vocabulary is developed. Some of words are derived from other languages, such as Latin, Germanic, or French. This is related to the historical background of English which has gradual interaction with the country from where the languages are. Another way is by some process of word

formation such as coinage, borrowing, compounding, blending, clipping, backformation, conversion, acronym, and derivation.

3. Grammar

Grammar deals with language structure. The grammar could generate well-formed syntactic structures of a language and fail the wrong one (Joan Morley, 1991). There are two classifications in viewing grammar. Those are formal grammar and functional grammar. The formal grammar tends to see grammar as the form or structure of language and focus on a set of rules to build well-formed sentence utterance (James E. Purpura, 2004). On the other hand, the functional grammar tends to describe how a sentence, phrase, or other linguistic forms of language is more appropriate to convey meaning in communication.

Furthermore, English sentence can be divided into two parts, subject and predicate.

This division can be broken into several parts of speech are called prepositions and conjunctions. The words that form the central core of the sentence around which all the other words “cluster” are the parts of speech known as nouns (or pronouns) and verbs; the words that modify the central core words are the parts of speech called adjectives and adverbs; the words that show a particular kind of connecting relationship between these four parts of speech are called prepositions and conjunctions (Marcella Frank, 1972).

In fact verb as one of parts of speech is generally categorized into 12 types of tenses. Those types are classified based on time and forms. The time in English is divided into three category, past, present, and future.

- 1) The past tense is used for telling events occurred in the past time.
- 2) The present tense is used to show events in daily activities, general truth, and habit.

- 3) The future tense is used to tell events which will occur or do in future

The use of grammar speaking is different from the use of grammar in writing. In speaking, it is possible to use only one word to express our feeling. It is also possible to tolerate the use of ellipsis in speaking. Therefore, grammar in speaking is not as complex and rigid as in writing.

4. Accuracy and Fluency

Fluency refers to speak easily and quickly as long as speaking activity. However, the speed in speaking is not the only one focus of fluency, because the use of pause in speaking is more influential in determining someone's fluency. Pause can be opportunity to take breath or to formulate speaking material. However, the long frequently pauses will be different matter. It tends to be sign of not fluent speaking. Therefore, the use of pause needs to be managed in order to produce natural and

flowing speaking activity. There are four features of pauses proposed by Thornburry, namely:

- 1) Pauses may be long but not frequent.
- 2) Pauses are usually filled.
- 3) Pauses occur at meaningful transition points
- 4) There are long runs of syllables and words between pauses.

In addition, the ability to speak fluently is not enough because speaker needs to consider the accuracy as well. Accuracy is related to the use appropriate grammar, vocabulary and pronunciation in speaking. Fluency and accuracy needs to be achieved simultaneously. Fluency can be initial goal of speaking and accuracy can be learned in some extend of study which allows students to focus in the aspect of grammar, pronunciation, phonology, etc (H. Douglas Brown, 2001). So, that the activity of

speaking runs naturally and there will not be misunderstanding during communication.

5. Comprehension

The comprehension in speaking activity is needed to consider because the objective of speaking is to deliver message or information. The successful speaking is determined by the successful in delivering the message so that it can be received by interlocutor well. Consequently, a speaker needs to produce speaking which is clear and acceptable for the interlocutor or people who is which is previously mentioned above is important to achieve this target.

c. **Processes of Speaking**

Harmer (2001: 271) says that there are some processes of speaking. They are language processing, interacting with other, and information processing.

- 1) Language processing: speakers need to be able to process language in their own head

and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meaning that are intended. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences.

- 2) Interacting with other: most speaking involves interaction with one or more participants. This mean that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allows others to do so.
- 3) Information processing: quite apart from our response to others' feeling, we also need to be able to process the information they tell us the moment we get it.

These mean that speaking is a process from our mind to produce language until meaningful and can be used to make interaction or communication with other people. After that the participants will give information and we can use the process of the information.

2. Concept of YouTube Podcasts

a. YouTube

Since launching as a website for everyday video-sharing in 2005, YouTube has become one of the world's most powerful digital media platforms (Jean Burgess & Joshua Green, 2018). YouTube has grown to become the largest and most highly visited online video-sharing service, and interest in the educational use of YouTube has become apparent (Joachim Allgaier, 2020). YouTube is a particularly popular online video sharing site. It is not only used for entertainment and commercial purposes but also to disseminate and obtain information and knowledge concerning science and medicine (Joachim Allgaier, 2020). YouTube represents

more than a mere video-sharing platform, but a complex socio-technical system that mediates social interactions, cultural production, and economic exchanges (Jose Van Dijk, 2013). YouTube platform (or YouTube) can provide many kinds of videos and other content, namely video blogging, short original videos, and educational videos (Jalaluddin, 2016). YouTube is a resource with videos in all fields of knowledge that are easily accessible (Kabooha & Elyas, 2015).

Based on some explanation above, it can be concluded that YouTube is a very popular website since it was first released until now. It means YouTube represents a complex, dynamic platform that transcends simple categories. It simultaneously embodies technological innovation, cultural expression, economic opportunity and social interaction. With all its completeness, YouTube provides many benefits in various aspects, in economic, education, health, fashion, sports, and others. Besides that YouTube is very easy to access, because it is

available without time limits and can also be accessed by anyone, only requires an internet network, YouTube can be accessed without additional fees.

b. Podcasts

A podcast, as defined by the Oxford Dictionary, is an audio file that can be downloaded to a computer or portable media player or streamed online. The word “podcast” is taken from two words: iPod and broadcast (Fernando Rosell & Aguilar, 2007). Podcast is a media stream that combines between audio and/or video and PDF files on the net which is usually uploaded at regular intervals (Chan W. M, Chen I. R, & Dopel M, 2011). The podcast concept originated in early 2000s, combining elements of digital audio broadcasting and personal media distribution. Apple’s iTunes integration in 2005 marked a critical turning point, facilitating widespread podcast accessibility and popularizations.

Podcasts are audio programs on the net which is usually uploaded at regular interval. A podcast can be uploaded automatically to your computer using RSS (really simple syndication), pod catching software. It can cover a wide range of topics and can include music and video. It can last anything upwards of a few minutes to an hour or more. Podcast are popular for their authentic listening programmer prepared by proficient speakers and extremely helpful for the learners to produce the natural speech as by the native speakers (Seema Jain & Farha Hashmi, 2013). The podcast could be one of the alternatives and innovative tools that may improve the students' understanding and their accomplishment in listening.

Based on some of the explanation above, the researcher concludes that podcasts is a combination of the words “iPod” and “broadcast” that is packaged in the form of audio and video files, which are very easy to access by anyone on a computer or other audio and video media.

c. YouTube Podcast as a Learning Media

The adoption of computer technology in second language education is regarded as the most exciting development stemming from the participation of advanced technology in education (Khalis Al Seghayer, 2001). The development of digital media is very influential in various aspect of life, one of which is in the field of education aspect. The use of digital media in education provides convenience to all parties, for students, teachers and institutions. Therefore digital media has popularity among education. One of the digital media that is very popular with students is YouTube Podcasts.

YouTube podcasts provide real-world language explore, presenting more natural speech patterns and cultural contexts compared to scripted listening materials (Robert Vanderplank, 2019). YouTube offers fast and fun access to language and culture-based videos and instruction from all over the globe (Joseph M. Terantino, 2011). Videos are always useful for explaining theories behind the phenomenon and make the

explanation exciting and straight forward (Jian Qiao, Yejun He & Xuemin Sherman Shen, 2016).

YouTube was also used as a tool to support collaborative learning (Roodt & De Villiers, 2011). Kurniawan (2019) showed that students' refer to YouTube as a useful tool for enhancing their speaking skills. According to Meinawati, Harmoko, and Ramah (2020) affirmed that students who watched YouTube videos spoke more smoothly and confidently. YouTube is an effective teaching tool that enhances learning both inside and outside the classroom (Watkins & Wilkins, 2012). It offers a multimedia platform for promoting all language learning skills, particularly listening and speaking, and enhancing students' vocabulary in diverse aspects and cultural backgrounds. In conclusion, content of YouTube improves students' speaking skills in three areas: fluency, accuracy, and overall performance (Jati, Saukah & Suryati, 2019).

Based on some of the opinions of the experts above, researchers conclude that

YouTube Podcasts are media that greatly support the students' learning process, which offers a learning experience using video and audio simultaneously so as to create more comprehensive learning process. The use of YouTube Podcast allow English learning process to be more enjoyable without pressure, and also the process of learning more details about pronunciation, body language and accents from the native speakers, because the material is explained using visual video. So, students can easily to understanding the meaning of the material presented. It can be concluded that using YouTube podcast as a learning media has a more effective impact on improving students' listening skills.

d. Advantages and Disadvantages of utilizing YouTube Podcasts as a Learning Media

As one of the learning media, YouTube Podcast has advantages that are very helpful to its users and also has some disadvantages, the following is an explanation about it:

1) Advantages of utilizing YouTube Podcasts as a Learning Media

YouTube podcasts as a learning media has many advantaged, here will be explained further about some of the advantages of using YouTube podcast as a learning media:

- a) Authentic language exposure: when using YouTube podcasts in learning process, we can watch and listen directly to native speakers who use natural speech patterns, vocabulary and accents. This kind of advantage we will not find if we only use books in the language learning process.
- b) Visual context: unlike other learning media, YouTube Podcasts provide visual cues that aid in the comprehension process through facial expression, body language and even provide on-screen text.
- c) Diverse content selection: YouTube podcasts provides almost any topic that

interests its users, so the learning process will be more interesting and fun.

- d) Accessibility and cost: almost all content available on YouTube can be accessed for free without any fees and also available 24 hours without any time restrictions. Only requires an internet connection.
- e) Customizable learning experience: provides a wide range of features that can be customized and controlled personally, such as speed control, subtitle and the ability to pause or rewind videos. This provides personalized convenience for students.
- f) Up-to-date language: provides the latest content, so it always features current events including in terms of language development or known as slang.
- g) Community engagement: the comment page provides additional benefits for students. Through the comment page students have the opportunity to interact

with others, allowing students to exchange information, experiences and understanding with others.

2) Disadvantages of utilizing YouTube Podcasts as a Learning Media

Besides having many advantages, YouTube podcasts also has some disadvantages. The following will explain some of the disadvantages of using YouTube podcasts as a learning media:

- a. Unstructured learning: unlike an institution or school, YouTube podcast do not have an organized learning curriculum.
- b. Quality variation: the quality of the liberated content, therefore allows us to find content whose speaker do not use good language or standard language.
- c. Overwhelming options: the availability of so much and varied content, it is difficult for students to find material that suits their proficiency level.

- d. Distractions: the existence of entertainment content and also YouTube's recommendation algorithm is feared to divert students' focus in learning.
- e. Limited feedback: there's no teacher to correct your mistakes or answer specific questions.
- f. Regional dialects: due to the borderless nature of content, it allows students to discover vocabulary or pronunciations specific to one region that are rarely used elsewhere.

CHAPTER III

METHOD OF RESEARCH

This chapter presents about the research design, source of data, setting of the research, participants of the research, focus of the research, the data collection technique, the data analysis technique, the instruments of the research, the data validation, and the research ethics.

A. Research Design

In this research, the researcher used qualitative descriptive method. Qualitative research is a method for exploring and understanding how individuals or groups perceive and interpret a specific issue (John W. Creswell, and J. David Creswell, 2017). Qualitative research aims to explore and understand the deep meaning contained in the phenomenon under study, emphasizing the context and experiences of participants. This research is classified as qualitative research because this study aims to explore how students' voices in utilizing YouTube podcast to support their speaking skills and what the challenges students' faced in utilizing YouTube podcasts to enhance their speaking skills. This research focuses to investigating of how are students' voices in utilizing

YouTube podcast to support their speaking skills and what are the challenges students' faced in utilizing YouTube podcasts to enhance their speaking skills.

This research used qualitative descriptive method with semi-structure interviews for the data collection. The interview aims to serve as a primary data collection method that allows researchers to obtain direct information from participants based on their experiences, opinions, and perfectives. In this research, the interviews are used to explore how are students' voices in utilizing YouTube Podcast to support their speaking skills and to explore what are the challenges students' faced in utilizing YouTube podcasts to enhance their speaking skills.

The interviews of this research will be conducted with ten students' at English Education Department of Walisongo State Islamic University of Semarang in the academic year of 2024-2025. The results of the data interview from the participants will be analyzed using descriptive-qualitative technique to answer this research questions.

B. Source of Data

This research used the primary data. Primary data is a data obtained directly by the researcher from the main source. In this research, the primary data was collected with semi-interviews to ten students' at the six semester of English Education Department of Walisongo State Islamic university of Semarang in the academic year of 2024-2025, who have experiences using YouTube podcast to enhance their speaking skill.

C. Setting of this Research

This research was conducted at English Education Department of Walisongo State Islamic University of Semarang. This research was conducted in 14th-17th of April 2025.

D. Participants of this Research

The participant in this research is ten students' at the six semester of English Education Department of Walisongo State Islamic University of Semarang in the academic year of 2024-2025, who have experiences using YouTube podcast to enhance their speaking skill.

E. Focuses of this Research

This research focuses on investigating how are students' voices in utilizing YouTube podcasts to support their speaking skills and what are the challenges students' faced in utilizing YouTube podcasts to enhance their speaking skills at the University level, especially students' of English Education Department of Walisongo State Islamic University of Semarang.

F. Data Collection Technique

The data collection technique explained the way of researchers used to gather the data related to the focuses of the research. In this research, the researchers used interviews to obtain the data from students'. Interview is the process of collecting information for research purposes through direct question and answer between the interviewer and the informant, either with or without using an interview guide (Burhan Bungin, 2007). Interviews have several advantages compared to other methods, including the ability to explore more in-depth information, allowing participants to explain personal experiences in detail, and giving researchers more control over the type of information obtained. The interview aims

to serve as a primary data collection method that allows researchers to obtain direct information from participants based on their experiences, opinions, and perfectives. In line with these advantages, this interview was designed to explore students' voices regarding the utilizing of YouTube podcasts as a learning medium for speaking skills and exploring about what the challenges students' faced in utilizing YouTube podcasts as a medium learning for enhancing their speaking skills.

In this research, the researcher used semi-structured interviews. Semi-structured interviews is a qualitative data collection method where the interviewer follows an interviews guide containing key topics and questions, but maintains flexibility to adjust questions, change the order, or add new question based on the respondent's answers. The interviews were conducted with ten students' at the six semester of English Education department of Walisongo State Islamic university of Semarang in the academic year of 2024-2025 who are willing to be asked in-depth questions about their experiences utilizing YouTube podcast as a learning medium. The interviews were semi-structured, where the researcher were prepared several main

questions but were also allow space for participants to elaborate further.

In addition to using interview in this research, researchers also use documentation to strengthen the data of this research. When the interview process was carried out, the researcher conducted photo documentation which aims to strengthen the data of this research.

G. Data Analysis Technique

This part presented the result of data collected. In this research, the researchers used three components of data analysis based on (Miles & Huberman, 1994) employed descriptive-qualitative techniques to examine characterize the data while they were being arranged and searched for as study's. These three components help researchers transform raw data into meaningful findings. Here are the three components of the data analysis based on (Miles & Huberman, 1994):

1. Data Reduction

Data reduction refers to the process selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions. This process aims to focus on the data

that is important and relevant to students' voices in utilizing YouTube podcasts to enhance their speaking proficiency. The following are the steps of reducing data:

a) Transcribing the interview

At this stage, researcher converts the results of the interviews in the form of audio recordings into written text. The interview process with the participants was recorded using smartphone as a medium recording, to make easier for researchers to record all the results of complex interviews. After the process of interview, the researcher listened to the audio recording again, and then recorded the results of the interview into a more detailed written text.

b) Coding the data interview

The next step is coding the data. The aim in this step is to identify key themes from the interview results. At this stage, researchers repeatedly read all data from the interview transcripts, then coded all

data systematically and grouped relevant data with each code.

c) Analyzing the themes

In this step, the researcher analyzes each theme in detail, and then analyzes how the theme relates to the questions in this research.

2. Data Display

Data display, a display is an organized compressed assembly of information that permits conclusion drawing and action. In this research, the researchers classified the data of interview and documentation were shown in the form of descriptions regarding the students' voices on Utilizing YouTube podcasts to enhance speaking proficiency after the necessary data had been gathered and recognized.

3. Conclusion Drawing

Conclusions draw or verification. Verification is an activity to approve the conclusion which has

been taken. The interactive model scheme by (Miles & Huberman, 1994).

In this step, to analyzing the interview data, the researchers used some components of the data analysis. Those are data reduction, data display, and data conclusion drawing. Data reduction is used to verify the important and the less important data reduces the validity of the findings. The next component is data display. Data display is used to interpret the data gathered. The data from the interview will be presented in the descriptive form.

H. Instrument of this Research

In this research, the researcher employs two instruments to gather the data: interviews and documentation.

1. Interviews

According to Easwaramoorthy and Zarinpoush (2016), there are three categories of interviews exist: structured, semi-structured, and unstructured interviews (Saofi, 2019).

In this research, the researchers using a semi-structured interviews methodology to gather pertinent

data for this study. This method facilitated in-depth discussions between the interviewer and participants, allowing for a comprehensive exploration of topic related to the utilizing of YouTube podcast to enhance students' speaking proficiency. The interviews will be conducted with 10 active students' at the six semester students' of English Education Department of Walisongo State Islamic University of Semarang.

The interviews were conducted face-to-face sessions and telephone calls. In this research, the researchers used interviews face-to-face with the participants. In the interviews process, the researchers documented the interviews with smartphone recorders. Aims to make the researchers and the participants feel easier the interview section and to saving the data of the interviews.

Furthermore, the results of in-depth interviews from the participants are further analyzed to find out how the utilizing of YouTube podcast can enhance students' speaking proficiency. The following are the questions that will be asked in the interview session:

- 1) Can you describe your experience with using YouTube podcasts as a tool for enhancing your speaking proficiency? What specific podcasts have you found most beneficial?
- 2) Do you believe that listening to YouTube podcasts can enhance your speaking proficiency compared to traditional methods?
- 3) How do you feel about the engagement level of YouTube podcasts? Do you find them more motivating and enjoyable than other forms of speaking practice?
- 4) What the challenges, if any, have encountered while using YouTube podcasts to enhance your speaking proficiency? How have you addressed these challenges?

2. Documentation

In this study, the researcher used documentation to strengthen the interviews data. Documentation in this study is the process of

recording all information related to the interview process. Bowen (2009) discusses the use of documents analysis as a qualitative research method, emphasizing how researchers can systematically examine documents to gain insights into different aspects of a research topic. Bowen stressed the importance of establishing clear criteria for selecting and analyzing documents, as well as methods for interpreting the findings of research questions. This resource offers valuable guidance on designing and implementing document analysis guidelines, underscoring their significance as research tools in qualitative research.

I. Data Validations

After the data has been analyzed, it is essential to verify its credibility and accuracy of the data. To ensure the validity of the data in this research, the researchers will use triangulation. Triangulation is a way of verifying data from various sources, such as various participants, types of data, and data collection techniques. There are four types of triangulation: method triangulation,

researcher triangulation, theory triangulation, and data source triangulation.

In this research, to ensure the validity of the interview data, the researchers used data source triangulation. This approach involves collecting data from different groups of people, such as individuals, groups, families, and communities, to provide different perspectives and validate information. In this study, the researchers thoroughly reviewed the interview answers as many times as necessary to ensure that the findings were valid (Carter, 2014).

J. Research Ethics

In this research, the researcher adhered to ethical principles, including:

1. Obtained consent from participants before data collection
2. Ensuring the confidentiality and anonymity of participants.
3. Providing clear information about the research objective and the use of data.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings and the discussion.

A. Research Findings

This research aims to describe students' voices in utilizing YouTube podcasts to support their speaking skills and to explain the challenges students' faced in utilizing YouTube podcasts to enhance their speaking skills. In this study there were ten participants, they are students at the six semester of English Education Department of Walisongo State Islamic University of Semarang in the academic year of 2024-2025, who have experiences using YouTube podcast to enhance their speaking skill.

In the interview stage, there are four questions asked to the participants. The questions were related to the research questions contained in chapter 1, and aimed to answer the research questions. The interviews process was conducted in face to face and took place around campus. In the process of conducting interviews, researchers used a mixture of Indonesian and English which aimed to facilitate the interview process and to get

more information from participants. In the interview process, researchers also conducted documentation in the form of taking photo, which aimed to strengthen the results of this research. The selected interviews are initials of P1 as student 1, P2 as student 2, P3 as student 3, P4 as student 4, P5 as student 5, P6 as student 6, P7 as student 7, P8 as student 8, P9 as student 9, and P10 as student 10. After analyzing the data, the researcher identified two points based on their answers and related with the research question.

1. YouTube podcast are more supportive and enjoyable as a medium for learning

Based on the data from the interview, it was found that all the participants agreed that the YouTube Podcast is more supportive and enjoyable as a medium for learning, especially to enhance their speaking skills. All the participants felt more helpful and more enjoyable when using YouTube podcasts in improving their speaking skills.

Most of the participants mentioned that improving speaking skills by listening and watching podcasts on YouTube is very helpful in improving their speaking skills, because they can listen to how

native speakers speak, can listen to how the pronunciation, intonation, stress, articulations, expression and other things from native speakers. So they can immediately practice what they listen. For instance, (P1):'Podcasts expose me to real, unscripted conversations, which help me understand natural pronunciation, intonation, and vocabulary use'. (P2):'Listening to podcasts can also make us accustomed to the intonation and expression they use which we don't get when we learn using traditional methods'. (P3):'Because we can learn how they speak, and sometimes we automatically imitate them, if we consistently listen to English content, over time we'll be able to form our own sentences and express them more confidently'. (P4):'Because in the podcasts we can also directly hear the articulation and pronunciation'. (P8):'I pick up how expressions and phrases are actually used in real-life situations, which really helps when I have to speak in real conversations'. (P9):'For example, I can see how the mouth moves, hear natural pronunciation, and repeat after her, which really helps with imitation and fluency. It's like having a pronunciation coach in my

pocket’. Some of the participants statements above strongly emphasize that by watching and listening to podcasts on YouTube they can listen to how pronunciation, intonation, stress, expression and other things from native speakers, so it really helps them in improving their speaking skills. This is relevant to the statement from Robert Vanderplank “YouTube Podcasts provide real-world language explore, presenting more natural speech patterns and cultural contexts compared to scripted listening materials (2019).

Besides providing positive support in improving speaking skills, using YouTube podcasts as a learning medium in improving speaking skills is a very enjoy and more fun way of learning. Most participants agreed that learning to improve speaking skills by watching and listening to podcasts on YouTube is one way of learning that feels very relaxed and fun. For instance, (P1):’I find YouTube podcasts more engaging and enjoyable than other forms of speaking practice. They feel less formal and more like real conversations, which makes the learning process more relaxed and fun’. (P2):’Because

they are more relaxed and interesting. Because the form is in the form of videos, it is more enjoyable and more understandable, and it is as if we are communicating directly even though passively'. (P3):'Because they use real-life conversation and are more enjoyable'. (P5):'YouTube podcasts are generally more engaging and enjoyable. The flexibility to choose content based on personal interest makes learning more fun and motivating'. (P6):'Many students find podcasts more motivating and enjoyable than other forms of speaking practice because they usually contain real or unscripted conversations that make them feel more natural and relevant'. (P7):'I personally find YouTube to be more fun and engaging. There's such a wide variety of content, so I can choose based on my liking or interest'. (P8):'The topics are usually interesting, and the delivery is relaxed and not boring. Sometimes it even feels like I'm having a conversation with the speaker, so I enjoy the learning process more than doing rigid speaking drills'. (P9):'Billie's videos are short, clear, and engaging. She uses real-life examples, humor, and visual aids that make the learning process fun and not

boring at all'. Many of the participant mentioned that learning to improve speaking skills by watching and listening to podcasts on YouTube is very enjoy and fun way of learning. The many features provided by YouTube make it easier for them in the learning process. One of them is that there are no restrictions on the content available on YouTube, they easily access whatever they like and are interested in. Besides that, the caption activation feature is also one of the features that really help them in the learning process because they can watch, listen and also can read what native speakers say, so this really helps them improve their speaking skills. This is based on a statement from (P7): 'As I can turn on the captions to learn new vocabulary'. There are no content restrictions, then they can choose content according to what they are interested in, there is no interference, pressure, or rules from others, this is what causes the process of participants to feel more enjoyable and fun when learning to use YouTube podcasts in improving their learning abilities.

2. The challenges faced by students on utilizing YouTube podcast to enhance their speaking skills

According to the interview data, students encountered a number of difficulties when attempting to enhance their speaking abilities through YouTube podcasts.

Based on the participant statements above, the researcher concluded some difficulties faced by students when using YouTube podcasts in improving their speaking skills, some of these difficulties include:

a. **The Speaker Speaks Too Fast**

These are the typical challenges that the majority of participants encounter when attempting to enhance their speaking abilities using YouTube podcasts. The majority of participants reported that the speed at which the native speakers spoke in the podcast frequently made it difficult for them to hear what they were saying. For instance, statement from (P1): 'One challenge I've encountered is to understanding fast speech and unfamiliar vocabulary'. (P2): 'One of the biggest challenges is when the speaker speaks too fast or uses term that I don't understand'. (P3): 'Sometimes the speakers talk

too fast or use unfamiliar slang'. (P5):'Fast speaking pace'. (P8):'The main challenge is to understanding certain accents or when the speakers talk too fast'. (P10):'The difficulty that I must mention is how overwhelming fast-paced talking of native of native speakers is, especially during the first few exposures'. Some of the participants' statements strongly emphasized that they had great difficulty when listening to native speakers speaking quickly, so they did not understand the meaning conveyed by native speakers. But despite having difficulties, some of the features provided by YouTube really help participants in overcoming this problem. For instance, (P1):'I use subtitle when available, replay parts I don't understand'. (P2):'I overcome this by turning the subtitles or by adjusting the speed'. (P3):'I usually turn on the subtitles and replay parts to understand better'. (P5):'Pausing the video to give time to understand the dialogue, slowing down the video speed to better follow the speech'. (P8):'To deal with that, I use the subtitles feature and replay the difficult part'. (P10):'To

overcome this, I make use of the audio playback speed feature by slowing audio down'. Some of the participants' statements above explain that the features available on YouTube really help them in overcoming problems when the original speaker speaks quickly. Based on their statements, features such as turning on subtitles, replay the videos, pause the videos, and the audio playback speed make it very easy for them to listen to podcasts on YouTube.

b. No Direct Interaction

There were two participants who stated that no direct interaction when watching podcasts was one of the challenges they faced when using YouTube podcasts as a learning medium to improve their speaking skills. The first statement from (P6): 'The challenges faced when using podcasts are that there is no direct interaction', and the second is the statement from (P9): 'One challenge I've faced is not having real-time feedback. Sometimes I'm not sure if I'm pronouncing things correctly even after repeating

them'. Apart from the speed of the original speaker when speaking, the no interaction is also a challenge that students often face when using YouTube podcasts as a learning medium in improving their speaking skills. Using YouTube media as a learning medium is one way of learning independently, so there is no interaction that can be done by students. This way of learning forces students to learn independently without any reply from other parties or a learning system that only takes place from one side. This challenge results in less effective learning because sometimes students need interaction from other parties when they want to strengthen their views or when they are confused about something they find when the learning process is carried out.

c. Difficulty in understanding different accent

There were two participants who stated that the difficulty in understanding different accents was one of the challenges they faced when using YouTube podcasts as a learning medium to

improve their speaking skills. The first statement from (P5): 'Some common challenges is to understanding different accents that speakers may have', and the second is the statement from (P8): 'The main challenge is to understanding certain accents'. Based on the participant statements above, another challenges that students can find when using YouTube Podcasts as a learning medium to improve their speaking skills is the difficulty in understanding the different accents encountered when watching YouTube Podcasts. This challenge is because the content of podcasts available on YouTube is not limited, so there are several accents or even many accents. This is because everyone can access and create content for YouTube. This challenge can overcome by choosing podcasts whose speakers use accents according to the accent that students want.

d. The Unfamiliar Vocabulary

Another challenge faced by students when using YouTube podcasts to improve their

speaking skills is encountering vocabulary that is unfamiliar to them. Based on interview data, there are several statements from participants mentioning their difficulties when encountering unfamiliar vocabulary, making it hard for them to understand the meaning conveyed by native speakers. For example, the statement from (P1): 'One challenge I've encountered is to understanding fast speech and unfamiliar vocabulary'. (P2): 'One of the biggest challenges is when the speaker speaks too fast or uses term that I don't understand'. (P3): 'Sometimes the speakers talk too fast use unfamiliar slang'. Based on the statements of the participants above, some students have difficulty understanding the native speakers when watching podcasts. This is due to the use of unfamiliar vocabulary by the native speakers when speaking. Additionally, some native speakers also use slang and colloquial language that are unfamiliar to the students. To overcome this challenge, the students use the features available on YouTube to understand the meaning of the vocabulary spoken by the native

speakers in the podcast. Just like with the challenge where the speaker talks too fast, in this challenge, the students are also aided by the complete features available on YouTube. For example, turning the subtitles, replaying the video, slowing down the audio, and other features that can help students overcome the challenges they face.

e. The Lack of Monitoring

There were two participants who stated that the lack of monitoring was one of the challenges they faced when using YouTube podcasts as a learning medium to enhance their speaking skills. The first statement from (P4): 'My biggest challenge when learning using YouTube podcasts is the lack of supervision from teachers or others, so I can't ask about things I don't understand', and the second statement from (P7): 'the biggest challenge is the lack of monitoring, I'm often unsure if I'm pronouncing word correctly'. Based on the participants' statement above, another challenges to improve

speaking skills using YouTube podcasts is the lack of monitoring from others during the students' learning process. Learning using YouTube podcasts is one of the independent learning paths that students can undertake. Like other independent learning processes, learning using YouTube podcasts occurs independently and without external intervention. Therefore, this challenge is indeed a problem, just like other independent learning paths. The lack of involvement from others sometimes forces students to find solutions to the problems they face on their own. For instance, the statement from (P7): 'To deal with that, I use the subtitles feature and replay the difficult parts. I also write down new vocabulary and try to use it when speaking by myself or during practice with friends'.

B. Discussion

The researcher presents a discussion based on the findings of this study. The objectives of this study are to answer the research questions contained in chapter 1. The

questions research: How are students' voices in utilizing YouTube podcasts to support their speaking skills and what are the challenges students' faced in utilizing YouTube podcast to enhance their speaking skill? This study used semi-structure interviews for the data collection. The interview was conducted with 10 participants who are active students, and there were four interview questions related to the research questions. The participants have the experience using YouTube podcast to enhance their speaking skill. The aim of these interviews was to find out the participants experiences and voices in utilizing YouTube podcasts to support their speaking skills and what are the challenges students' faced in utilizing YouTube podcast to enhance their speaking skill.

The researcher categorized the result as two points; YouTube podcasts are more supportive and enjoyable as a medium for learning, and the challenges faced by students on utilizing YouTube podcasts to enhance their speaking skills.

The first, students using YouTube Podcasts as a medium learning to enhance their speaking skills, this study found that all of the participants used YouTube

Podcasts as a medium learning to enhance their speaking skills, and all the participants agreed that the YouTube podcasts is a good media for enhancing their speaking proficiency. The participants highlighted the various feature that YouTube podcasts provide in helping to enhance their speaking skills. The second, YouTube podcasts are more supportive and enjoyable as a medium for learning. This study found that all the participants agreed that the YouTube podcasts is more supportive and enjoyable as a medium for learning, especially to enhance their speaking skills. Most of the participants mentioned that improving speaking skills by listening and watching podcasts on YouTube is very helpful in improving their speaking skills, because they can listen to how native speakers speak, can listen to how the pronunciation, intonation, stress, articulations, expression and other things from native speakers. Many YouTube features really help them in improving their speaking skills. Most of the participants mentioned that learning to improve speaking skills by watching and listening YouTube podcast is very enjoy and fun way of learning. The last, the challenges faced by students on utilizing YouTube podcasts to enhance their speaking skills. This study

found that some difficulties faced by students when using YouTube podcasts in improving their speaking skills, some of these difficulties include; the speaker speaks too fast, no direct interaction, difficulties in understanding different accents, the unfamiliar vocabulary, and the lack of monitoring.

The first research question is about how students' voices in utilizing YouTube podcasts to support their speaking skills. Based on the findings of the study, it can be concluded that is YouTube Podcasts can support students' to enhance their speaking proficiency. First, all the participants use YouTube Podcast to enhance their speaking skills, it can be concluded that all participants agreed that YouTube podcasts can support them to improve their speaking skills. Furthermore, all the participants highlighted the various feature that YouTube podcasts provide in helping to enhance their speaking skills. The many features provided by YouTube make it easier for them in the learning process. One of them is that there are no restrictions on the content available on YouTube, they easily access whatever they like and are interested in. Besides that, the caption activation feature is also one of the features that really help them in the

learning process because they can watch, listen and also can read what native speakers say, so this really helps them improve their speaking skills. Most of the participants mentioned that improving speaking skills by listening and watching podcasts on YouTube is very helpful in improving their speaking skills, because they can listen to how native speakers speak, can listen to how the pronunciation, intonation, stress, articulations, expression and other things from native speakers. Then, most of the participants mentioned that learning to improve speaking skills by watching and listening YouTube podcast is very enjoy and fun way of learning. And the last, despite some challenges faced by students when using YouTube podcasts to improve their speaking skills, the features contained in YouTube podcasts really help them overcome these challenges. For example, feature turning on subtitles, replay the video, pause the video, and the audio playback speed make it very easy for the students to overcome these challenges. According to the explanation above, the researcher concludes that the many features available on YouTube make it very easier for students to learn, so that it can support them in improving their speaking skills. This findings is line with

previous research by (Awal Muhammad Nur Sudrajat & R. Bunga Febriani, 2025) stated that students' showed improvement in their speaking skills after using YouTube podcasts. Additionally, most students' expressed positive perceptions of this learning method, feeling motivated and supported in their speaking abilities.

The second research question is about what are the challenges students' faced in utilizing YouTube podcasts to enhance their speaking skills. Based on the findings of the study, although YouTube podcasts have many advantages in helping students improve their speaking skills, there are some challenges that students must face in using YouTube podcasts in improving speaking skills, some of these challenges include; the speaker speaks too fast, no direct interaction, difficulties in understanding different accents, the unfamiliar vocabulary, and the lack of monitoring. However, with the full features provided by YouTube podcasts, students can overcome this challenge.

In this era, we must admit that technological advances have a positive impact on all aspects of our daily lives, one of which is in the field of education. YouTube is one of the digital platforms that are very

popular among students and educators. Various features of YouTube are very helpful in learning and teaching. Podcasts are one of the many types of content available on the YouTube platform. As most participants said, podcasts on YouTube really have a good influence in improving their English learning skills, especially speaking skills. Many YouTube features really help them in improving their speaking skills.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains conclusions and suggestions. The conclusion based on the data analysis was found that were discussed in Chapter IV

A. Conclusion

Based on the findings and discussion in the previous chapter, this study found that is YouTube Podcasts can support students' to enhance their speaking proficiency. The many features available on YouTube make it very easier for students to learn, so that it can support them in improving their speaking skills. With watching and listening YouTube podcasts they can listen to how native speakers speak, can listen to how the pronunciation, intonation, stress, articulations, expression and other things from native speakers. In addition, the features on YouTube podcast like turning on subtitles, replay the video, pause the video, and the audio playback speed make it very easy for the students to enhance their speaking skills. This study also found that students perceive YouTube podcasts as a way of learning that is

more supportive, enjoyable, fun and very helpful to enhance their speaking skills.

Besides having strengths, some challenges are also found by students when using YouTube podcasts in enhancing their speaking skills, some of these challenges include; the speaker speaks too fast, no direct interaction, difficulties in understanding different accents, the unfamiliar vocabulary, and the lack of monitoring. Some of these challenges can be overcome by utilizing the features provided in YouTube podcasts.

B. Suggestion

1. For the Lecturers

This research can provide additional insights for educators who want to integrate technological advances into their teaching methods. By adding the findings of this research into their courses on language learning technology, lecturers can introduce discussions on effective learning strategies by leveraging technological advances. These discussions can focus on the potential of technological advances, particularly YouTube in enhancing students' learning experience.

2. For the Students

The outcome of this study provides a higher understanding for students in using technological advancements in their learning journey. The findings of this study assist them to comprehend more deeply how YouTube podcasts can help them overcome their speaking skill difficulties and gain motivation to enhance their speaking ability.

3. For the further researchers

The results of this study can function as a foundation for future research that focuses on the context of improving speaking skills and focuses on the role of technological advances in educational aspects, especially the YouTube platform. future researchers may be able to further expand research in this field that can lead to more detailed insights into how technological advances, especially the YouTube platform, can be optimized for educational purposes, especially in the field of English language education.

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APPENDIX I

Students' Semi-Structure Interview Questions

No	Statement
1	Can you describe your experience using YouTube podcasts as a tool for enhancing your speaking proficiency? What specific podcasts have you found most beneficial?
2	Do you believe that listening to YouTube podcasts can improve your speaking proficiency compared to traditional methods?
3	How do you feel about the engagement level of YouTube podcasts? Do you find them more motivating and enjoyable than other forms of speaking practice/
4	What are the challenges, if any, have you encountered while using YouTube podcasts to improve your speaking proficiency? How you addressed these challenges?

APPENDIX II

- **Questions 1**

Can you describe your experience using YouTube podcasts as a tool for enhancing your speaking proficiency? What specific podcasts have you found most beneficial?

Answer:

1. Participant 1 (P1)

‘When I used the English podcast, i realized that podcast media is one of the best learning media for learning English, especially training and developing our speaking skills, and the English podcast has made me grow, from being not yet proficient in listening and speaking English, and now thank God it has grown. I prefer conversational podcasts, because with the presence of 2 voices it doesn't make the listener feel bored, and we can learn 2 voices or 2 accents of English at once. Also, the conversational style of conversational podcasts is more relaxed and informal’.

2. Participant (P2)

‘I usually listen to Stephanie Soo's English podcasts, especially her true crime content. Her speaking style is very expressive, full of emotion, and her storytelling skills are very interesting. So even though the videos are long, I still enjoy watching them. I use her podcasts to improve my speaking skills in daily conversations, because she has good intonations, expressive, and very natural’.

3. Participant 3 (P3)

‘Yes, I have used YouTube podcasts to improve my speaking skills. The experience I got was quite good, because by listening to podcasts I could hear their native accent and speaking style. One of the most helpful podcasts in my opinion is English Speaking Success by Keith (especially for IELTS preparation) and Luke's English Podcast. Both provide relevant, easy-to-understand, and very practical content to improve vocabulary and speaking fluency’.

4. Participant 4 (P4)

Yes, I've used YouTube podcasts to improve my speaking skills. I've found some channels that are

easier to understand, and sometimes I can write down new vocabulary that I don't understand at first, which helps expand my vocabulary. They also help me learn natural expressions and pronunciation'.

5. Participant 5 (P5)

'Of course yes, I used YouTube Podcast to enhance my speaking proficiency. I usually podcasts about make up review'.

6. Participant 6 (P6)

'Using YouTube podcasts, especially *TED Talks*, has been very helpful in improving speaking proficiency. These podcasts feature various interesting topics delivered by skilled speakers with clear and structured communication. By listening to *TED Talks*, learners can observe how to express ideas coherently, choose appropriate vocabulary, and use effective intonation'.

7. Participant 7 (P7)

'I used YouTube almost every day, usually for listening music, watching vlogs, podcasts, or cooking content. I especially enjoy content in English, as I can turn on the captions to learn new

vocabulary. One of my favorite channels is *English with Lucy*, *Ted Talks*, and I also loved watching *Stephanie Soo*, an internet sensation known for her rants and storytelling on *Rotten Mango*. It feels like gossiping with friend, and it's a fun way to learn'.

8. Participant 8 (P8)

'Yes, I started regularly listening to podcasts on YouTube about a year ago to improve my English speaking skills. At first, I just listened, but eventually, I began mimicking how they spoke. The most helpful podcasts for me are "English with Lucy" and "Speak English with Vanessa" because they focus on everyday vocabulary and clear pronunciation. I also enjoy interview-style podcasts since they expose me to different accents and speaking styles'.

9. Participant 9 (P9)

'Yes, I regularly use YouTube podcasts, especially the Billie English channel, to improve my English speaking skills. Billie's videos focus a lot on pronunciation, stress, and intonation, which really helps me sound more natural. One of the

most beneficial series for me is when she breaks down British vs American pronunciation or teaches how to connect words in fast speech. It's not a podcast in the traditional sense, but the video lessons feel very personal and guided, just like a podcast with visuals'.

10. Participant 10 (P10)

'Experience & Beneficial Podcasts. In my case, YouTube podcasts have proven to be useful in developing my speaking skills. They provide me with authentic dialogues, accents, vocabulary, and other relevant parts of day-to-day speech. One of the most useful channels is English with Lucy, which emphasizes on pronunciation and practical usage of English. I also like The English We Speak by BBC Learning English, where idioms and expressions are taught through short captivating episodes'.

- **Question 2**

Do you believe that listening to YouTube podcasts can improve your speaking proficiency compared to traditional methods?

Answer:

1. Participant 1 (P1)

‘Yes, I believe that listening to YouTube podcasts can enhance speaking proficiency more effectively than traditional methods. Podcasts expose me to real, unscripted conversations, which help me understand natural pronunciation, intonation, and vocabulary use. It also improves my listening skills, which are essential for speaking fluently’.

2. Participant 2 (P2)

‘I think yes, because podcasts can provide a fun and easy-to-understand learning experience compared to using traditional methods using books or reading texts. Listening to podcasts can also make us accustomed to the intonation and expressions they use which we don't get when we learn using traditional methods’.

3. Participant 3 (P3)

‘I find channels like BBC Learning English and Speak English with Mr. Duncan very helpful. Based on my experience, yes, listening to YouTube podcasts can enhance speaking skills

because we can learn how they speak, and sometimes we automatically imitate them. If we consistently listen to English content, over time we'll be able to form our own sentences and express them more confidently'.

4. Participant 4 (P4)

'Yes, believe it. Because in the podcast we can also directly hear the correct articulation and pronunciation. but, the traditional ones will not be removed either'.

5. Participant 5 (P5)

'Yes I do, Podcasts offer a more authentic experience by exposing learners to how native speakers communicate naturally. This includes how they express emotions, pause during speech, and emphasize key points—all of which are crucial for developing natural speaking skills'.

6. Participant 6 (P6)

'I believe that YouTube podcasts can improve my speaking skills, because podcasts are modern media that are easily found by anyone, and podcasts are of many types'.

7. Participant 7 (P7)

‘Yes, I do believe that that, however, its important to choose the right content for learning in matter of appropriation. Another key factor to consider is the authenticity of the content. As an EFL learner, I improve my speaking by mimicking native speakers, so it’s best to choose podcasts and channels with authentic English. The process is simple: we listen, we mimic, and we speak like a native’.

8. Participant 8 (P8)

‘[In my opinion, yes, they are more effective. Compared to traditional methods like memorizing texts or practicing dialogues in class, listening to podcasts feels more natural and contextual. I pick up how expressions and phrases are actually used in real-life situations, which really helps when I have to speak in real conversations’.

9. Participant 9 (P9)

‘Absolutely. YouTube podcasts are more interactive and updated compared to textbooks or scripted audio in traditional methods. With Billie English, for example, I can see how the mouth moves, hear natural pronunciation, and repeat

after her, which really helps with imitation and fluency. It's like having a pronunciation coach in my pocket'.

10. Participant 10 (P10)

'Effectiveness Compared to traditional methods, certainly, I think that YouTube podcasts do enhance speaking skills better than some of the traditional methods. Unlike textbook dialogues, podcasts provide authentic language use that aids in developing listening comprehension and context-based pronunciation alongside working on compositional aspects of language. Also, they frequently host discussions on relevant issues, which assists in the development of vocabulary as well as critical thinking skills'.

- **Question 3**

How do you feel about the engagement level of YouTube podcasts? Do you find them more motivating and enjoyable than other forms of speaking practice?

Answer:

1. Participant 1 (P1)

‘I feel motivated by podcasts on YouTube because they are more relaxed and interesting. Because the form is in the form of videos, it is more enjoyable and more understandable, and it is as if we are communicating directly even though passively’.

2. Participant 2 (P2)

‘Yes, they are more engaging than textbooks because they use real-life conversation and are more enjoyable’.

3. Participant 3 (P3)

‘In my opinion, there is no motivation in podcasts, it is more about practicing speaking than in podcasts. Because podcasts are only to find out what is being discussed in the podcast and after that it is enough to know. If you practice speaking by memorizing and practicing with peers, it is more memorable’.

4. Participant 4 (P4)

‘YouTube podcasts are generally more engaging and enjoyable. The flexibility to choose content based on personal interest makes learning more fun and motivating’.

5. Participant 5 (P5)

‘The level of podcast engagement on YouTube tends to be high, because with podcasts, YouTube users can see visuals and audio, which makes it more interesting, and can interact directly through responses or questions in the comments column, and YouTube is easily accessible by all groups, and YouTube has a stable algorithm. Many students find podcasts more motivating and enjoyable than other forms of speaking practice because they usually contain real or unscripted conversations that make them feel more natural and relevant. And also in podcasts you can learn slang, or slang, various accents, and speaking styles’.

6. Participant 6 (P6)

‘I find YouTube podcasts more engaging and enjoyable than other forms of speaking practice. They feel less formal and more like real conversations, which makes the learning process more relaxed and fun. This higher level of engagement keeps me motivated to practice regularly’.

7. Participant 7 (P7)

‘Yes, I personally find YouTube podcasts to be more fun and engaging. There’s such a wide variety of content, so I can choose based on my liking or interest. When I learn something I enjoy, I feel more motivated. I love mimicking the sounds of new English words that I hear’.

8. Participant 8 (P8)

‘I feel more engaged and motivated when listening to YouTube podcasts. The topics are usually interesting, and the delivery is relaxed and not boring. Sometimes it even feels like I’m having a conversation with the speaker, so I enjoy the learning process more than doing rigid speaking drills’.

9. Participant 9 (P9)

‘Yes, definitely. Billie’s videos are short, clear, and engaging. She uses real-life examples, humor, and visual aids that make the learning process fun and not boring at all. I feel more motivated to practice speaking after watching her videos because the tips are immediately applicable. Compared to classroom drills, it feels more personalized and relaxed’.

10. Participant 10 (P10)

‘Engagement and motivation, podcasts from YouTube were podcasts more stimulating and entertaining than textbooks. The visual part, chats dialogue, and the genteel or comic nature of the podcasts alleviates the burden of studying. I also put to rest on matters that tickle my fancy and in the process studies become interesting’.

- **Question 4**

What are the challenges, if any, have you encountered while using YouTube podcasts to improve your speaking proficiency? How have you addressed these challenges?

Answer:

1. Participant 1 (P1)

‘One of the biggest challenges is when the speaker speaks too fast or uses terms that I don't understand. I overcome this by turning on subtitles or by adjusting the speed so that I can understand what is being said, and looking up the meaning of vocabulary that I don't know on Google translate’.

2. Participant 2 (P2)

‘Sometimes the speakers talk too fast or use unfamiliar slang. I usually turn on subtitles and replay parts to understand better’.

3. Participant 3 (P3)

‘My challenges in using YouTube podcasts are feeling shy and anxious about speaking, focusing too much on understanding the content rather than speaking style, and the temptation to be a passive listener. Overcoming this overcoming shyness with gradual practice, active listening with a focus on speaking style, using podcasts as discussion triggers’.

4. Participant 4 (P4)

‘Some common challenges include: Understanding different accents that speakers may have, limited vocabulary, which makes it hard to fully grasp the conversation, Fast speaking pace, which can be overwhelming for learners. To overcome these challenges, the following strategies are used: Pausing the video to give time to understand the dialogue, Slowing down the video speed to better follow the speech’.

5. Participant 5 (P5)

‘The challenges faced when using podcasts are that there is no direct interaction, which means that listeners only listen, not directly role play or talk, funny and interesting visuals will also distract listeners, it will divert the focus of listeners’.

6. Participant 6 (P6)

‘One challenge I’ve encountered is understanding fast speech and unfamiliar vocabulary. To overcome this, I use subtitles when available, replay parts I don’t understand, and take notes. I also practice what the speaker says to improve my fluency and pronunciation’.

7. Participant 7 (P7)

‘The biggest challenge is the lack of monitoring. I’m often unsure if I’m pronounce the words correctly. To overcome this, I take notes on new vocabulary and try to pronounce the words exactly as they’re said in the video. Sometimes, I search on Google for phrases like “ how to pronounce Massachusetts”, and Google provides audio examples and even a tool that evaluates my pronunciation. It’s really helps in my opinion’.

8. Participant 8 (P8)

‘The main challenge is understanding certain accents or when the speakers talk too fast. To deal with that, I use the subtitles feature and replay the difficult parts. I also write down new vocabulary and try to use it when speaking by myself or during practice with friends’.

9. Participant 9 (P9)

‘One challenge I’ve faced is not having real-time feedback. Sometimes I’m not sure if I’m pronouncing things correctly even after repeating them. To solve this, I sometimes record myself speaking and compare it with the video. Also, I re-watch certain videos or slow them down using YouTube’s playback speed to catch the details more clearly. Another small challenge is distraction—since YouTube has so many recommendations, I sometimes get sidetracked, so I started creating a playlist of useful videos to stay focused’.

10. Participant 10 (P10)

‘Obstacles and Resolutions, the difficulty that I must mention is how overwhelming fast-paced

talking of native speakers is, especially during the first few exposures. To overcome this, I make use of the audio playback speed feature by slowing audio down, turning on subtitles whenever they are provided. Another challenge deals with being consistent, which is why I have built a routine that relies on podcast listening during commutes and exercising’.

APPENDIX III

The Pictures of the Research Activity

1. Session 1



2. Session 2



3. Session 3



4. Session 4



5. Session 5



6. Session 6



7. Session 7



8. Session 8



9. Session 9



10. Session 10



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