



Optimizing the Implementation of Podcast-Based Media to Improve Students' Speaking Skills Confidence

Melina Putri Septiani Nasution^{1*}; Mandra Saragih²

^{1,2}English Education, Universitas Muhammadiyah Sumatera Utara, Indonesia

^{1*}Corresponding Email: melinaputriseptianinst@gmail.com, Phone Number: 0823 xxxx xxxx

Article History:

Received: Jan 15, 2025

Revised: Mar 20, 2025

Accepted: Mar 29, 2025

Online First: Apr 11, 2025

Keywords:

Podcast-Based Media,
Self-Confidence,
Speaking Skills.

Kata Kunci:

Kepercayaan Diri,
Keterampilan Berbicara,
Media Berbasis Podcast.

How to cite:

Nasution, M. P. S., & Saragih, M. (2025). Optimizing the Implementation of Podcast-Based Media to Improve Students' Speaking Skills Confidence. *Edunesia : Jurnal Ilmiah Pendidikan*, 6(2), 723-738.

This is an open-access article under the CC-BY-NC-ND license



Abstract: This study investigated the implementation of podcast-based media in improving students' confidence in speaking English at Darul Maaref School Foundation in Satun, Thailand. Using Classroom Action Research methodology, the study involved 30 eighth-grade students who initially demonstrated low speaking confidence, with 70% receiving incomplete grades. The research was conducted in two cycles following Burns' model: planning, implementation, observation, and reflection. Data collection included speaking tests and classroom observations focusing on language, pronunciation, attitude, and clarity. The results showed a significant increase in students' speaking confidence, with the average score increasing from 52 in the pre-cycle to 63 in Cycle I (11% increase) and 87 in Cycle II (24% increase), representing a total increase of approximately 62%. Observations of student activity also increased from 77% engagement in Cycle I to 92% in Cycle II. These findings suggest that podcast-based media addresses common challenges in speaking skill development, including speaking anxiety, by providing a flexible, engaging, and less intimidating platform. This research contributes to an innovative pedagogical approach that responds to contemporary educational needs in English language teaching and offers teachers a practical tool to improve students' speaking confidence in a 21st-century global context.

Abstrak: Penelitian ini menyelidiki penerapan media berbasis podcast dalam meningkatkan kepercayaan diri siswa dalam berbicara bahasa Inggris di Yayasan Sekolah Darul Maaref di Satun, Thailand. Dengan menggunakan metodologi Penelitian Tindakan Kelas, penelitian ini melibatkan 30 siswa kelas delapan yang pada awalnya menunjukkan kepercayaan diri berbicara yang rendah, dengan 70% menerima nilai yang tidak lengkap. Penelitian ini dilakukan dalam dua siklus mengikuti model Burns yang terdiri dari perencanaan, implementasi, observasi, dan refleksi. Pengumpulan data meliputi tes berbicara dan observasi kelas yang berfokus pada bahasa, pengucapan, sikap, dan kejelasan. Hasil penelitian menunjukkan peningkatan yang signifikan dalam kepercayaan diri berbicara siswa, dengan skor rata-rata meningkat dari 52 pada pra-siklus menjadi 63 pada Siklus I (peningkatan 11%) dan 87 pada Siklus II (peningkatan 24%), yang mewakili peningkatan total sekitar 62%. Pengamatan terhadap aktivitas siswa juga meningkat dari 77% keterlibatan di Siklus I menjadi 92% di Siklus II. Temuan ini menunjukkan bahwa media berbasis podcast dapat mengatasi tantangan umum dalam pengembangan keterampilan berbicara, termasuk kecemasan berbicara dengan menyediakan platform yang fleksibel, menarik, dan tidak terlalu mengintimidasi. Penelitian ini berkontribusi pada pendekatan pedagogis inovatif yang menanggapi kebutuhan pendidikan kontemporer dalam pengajaran bahasa Inggris dan menawarkan guru alat praktis untuk meningkatkan kepercayaan diri berbicara siswa dalam konteks global abad ke-21.

A. Introduction

Technology is advancing at an incredible rate, especially in the computing world, and its impact on various areas of life requires us to pay close attention. Industry 4.0 has become a significant focus worldwide. To navigate the technological age, individuals need to possess specific skills. With its familiarity with digital tools, the younger generation is leading the way in embracing technology today (Suratimah & Ngatmini, 2023). The education sector, too, is being transformed by the changes brought about by technological progress. To successfully navigate this fast-paced technological era, everyone must develop essential skills aligned with the demands of the digital world. These skills include critical thinking, problem-solving, digital literacy, adaptability, and proficiency in emerging technologies.

The objective of education in advancing modern learning media is to foster a more interactive, engaging, and effective educational environment by incorporating the latest technological advancements (Bulkini & Nurachadjat, 2023). With the rise of the digital era and Industry 4.0, innovative media such as educational videos, podcasts, mobile applications, and online platforms are expected to improve student engagement and enrich their learning process. This goal also seeks to nurture students' critical, creative, and collaborative abilities, preparing them for a competitive future job market. Through the integration of cutting-edge learning media, education can become more accessible and aligned with students' evolving needs and interests.

Self-confidence is essential for establishing excellent speaking skills. Individuals with high self-confidence are likelier to articulate their ideas clearly and engage with their audience without hesitation. Speaking skills and self-confidence are crucial for students to flourish in various occupations. Meanwhile, according to Rodriguez (in Ananda & Hastini, 2023), Communication skills are critical in handling the challenges of modern education. A person with self-confidence possesses a favorable opinion of themselves and the capacity to engage in different activities with complete assurance. Confident individuals can understand their strengths, show psychological resilience, and take the initiative to develop their abilities in various aspects of life (Destiwati et al., 2024). The 21st-century education requires the development of comprehensive and innovative communication skills in a more complex global context (Ceneciro et al., 2023).

Speaking skills are productive skills that involve grammar, vocabulary, pronunciation, and fluency to create meaningful oral communication. Furthermore, Mardiana et al (2024) research emphasizes that speaking is not simply a verbal exchange but rather a complex practice that reflects identity, power, and social dynamics, it adds that the purpose of speaking also includes negotiation of meaning, conflict resolution, and consensus building in various domains of human interaction. Previous research has consistently highlighted the challenges students face in developing speaking confidence. Numerous studies have identified significant barriers, such as speaking anxiety, limited practice opportunities and conventional teaching approaches that do not effectively

stimulate student engagement. Unfortunately, many students still feel pressured and anxious when asked to speak in front of the class or a wider audience.

Comprehensive studies show that factors influencing students' low speaking skills and self-confidence include conventional teaching methods, lack of speaking practice opportunities, and a learning environment that does not support the development of communication skills. By developing a positive mindset, one can better deal with difficult situations and improve capacity (Saidah, 2024). Communication Research reveals that this ability involves various important aspects, such as languages, pronunciation, aspects attitude, and clarity (Tahir & Korompot, 2023).

Project-based learning is emerging as an innovative alternative pedagogical approach. This method focuses on mastering academic content and develops 21st-century skills such as creativity, collaboration, critical thinking, and communication (Ma'rufah et al., 2024). Through real projects, students are empowered to construct knowledge, develop learning independence, and increase motivation. With a proper development pattern, one may control pressure, boost their talent confidence, and approach difficulties optimistically (Sumarni et al., 2016). The utilization of digital technology, particularly podcasts, shows significant potential in developing speaking skills. Podcasts provide unique flexibility in accessing learning materials, overcoming traditional time and space limitations in education (Rofii, 2023). Podcasts let students overcome anxiety and boost their confidence in speaking by showing real communicative scenarios (Pratiwi et al., 2024), enabling language use in daily settings.

Podcast-based media is a familiar medium that makes students feel more comfortable and confident in learning. Podcasts also help students understand the material better, as they can re-listen to parts that are difficult to understand (Khotimah & Hikmah, 2024). This encourages intrinsic motivation, as they can explore personal interests while developing speaking skills. The freedom to choose topics makes the learning process more enjoyable and reduces the sense of pressure. As described by Suseno (2024), conversational podcasts feature dialogues between multiple speakers, providing authentic models of turn-taking, colloquial expressions, and natural speech patterns that students can emulate in their speaking practice. Paulinsyah et al (2024) highlight that conversational podcasts expose students to pragmatic features of language use, including politeness strategies, indirect speech acts, and culturally appropriate responses.

The research's significance lies in its contribution to developing innovative pedagogical models responsive to contemporary educational needs. Integrating digital media into language learning presents a promising avenue for addressing these challenges. Podcasts, in particular, have emerged as versatile and accessible technological tools that can transform language learning experiences. The study results are expected to guide educators in designing meaningful learning experiences.

Based on the results of interviews conducted by a writer with the Eighth-grade student's teacher at Darul Maaref Foundation School, which was carried out when conducting activities, Kuliah Kerja Nyata (KKN) dan Asistensi Mengajar internationally in

Satun, Thailand, produces an average of students who do not have a value of completeness in English lessons, where 30% complete and 70% of students get incomplete grades this is because many students still do not have good speaking skills, so they have a low level of confidence in speaking in front of the public room.

In the ethical context of classroom action research, researchers emphasize the principle of non-maleficence by designing interventions that fully support students' positive development. Each research stage was designed to provide a safe, inclusive, and empowering learning experience without causing excessive psychological or academic pressure. Students have the full right to withdraw from the study at any time without negative consequences, and any discomfort that may be experienced will be addressed promptly with a sensitive and humane approach.

The study investigates the improvement of students' self-confidence in speaking skills through implementing Podcast-based media in English learning class VIII at Darul Maaref School Foundation in Satun, Thailand. In addition to the development of digital media and technology, podcasts are projected to offer an enjoyable and dynamic method of learning English, particularly in terms of speaking. By creating podcasts, students can become more familiar with correct vocabulary, pronunciation, and sentence structure, increasing their confidence when speaking in English.

B. Method

This study used a Classroom Action Research (PTK) design proposed by Burns in [Edwards \(2013\)](#), which consists of four iterative stages: Planning, Implementation, Observation, and Reflection. It was conducted in an actual classroom at Darul Maaref School Foundation, Satun, Thailand, to investigate the improvement of students' self-confidence in speaking skills through implementing podcast-based media in English learning classes.

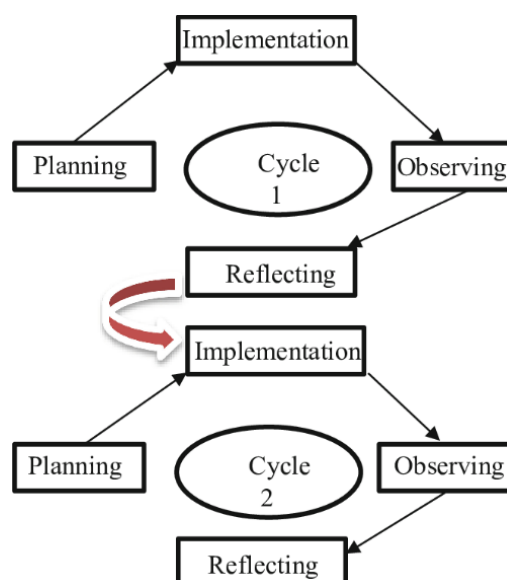


Figure 1. Research Flow

The subjects of this study were 30 secondary school students from Grade 8, selected through purposive sampling. Purposive sampling is a technique systematically selected based on specific considerations by the research objectives. In the context of this study, the selection of 30 grade 8 students at Darul Maaref School Foundation, Satun, Thailand, was done through comprehensive considerations. The main criteria for sample selection were based on the student's specific academic, psychological, and technological capabilities. Academically, the sample was selected from students with low to moderate English proficiency, 70% of whom scored incomplete on the speaking test. Psychological characteristics were an important consideration, with a focus on students who experienced speaking confidence difficulties and exhibited high levels of anxiety when communicating in front of the class.

This study involved 30 secondary school students from Darul Maaref School Foundation, Thailand, specifically from Grade 8. These students are currently in their second year of secondary school and exhibit diverse levels of English proficiency. They were chosen based on their willingness to engage and their challenges in speaking English, particularly related to fluency, pronunciation, and confidence. The participants can create podcast media due to their familiarity with basic digital technology, making them suitable to implement podcast-based learning in the classroom.

Table 1. Research Stages

Stages	Activities Included
Planning	Pre-test, Initial observation (Identifying students' challenges), creating Podcast-based media as learning design.
Implementation	of creating and practicing speaking using podcast-based media.
Observing	Monitoring student engagement, participation, and confidence levels
Reflecting	Post-test, final observation (Evaluating progress and Efficiency)

To support the planned research, several instruments were used to collect data in this study; speaking tests based on their confidence were conducted before and after the intervention to measure improvements in fluency, pronunciation, confidence, and overall speaking ability, and an observation sheet was to see and know the frequency that has occurred in the field. This study carried out the observation sheet to see students' and teachers' learning activities using podcast-based media. Observations focused on involvement in discussions, courage to express opinions, participation in podcast activities, and response to the media used. The level of student engagement was categorized into four levels: very low (0-25%), low (26-50%), moderate (51-75%), and high (76-100%), which allowed researchers to obtain an in-depth picture of the learning dynamics.

Data was obtained from the results of student speaking tests using indicators covering aspects such as (1) languages, (2) pronunciation, (3) aspects of attitude, and (4) clarity. Indicators of success in this study's execution would be based on how podcast-based media has fulfilled its objectives and resulted in improved actions. To ensure the validity of the data, this study used a triangulation method that involved comparing data from

multiple sources, including teachers' perspectives, observation results, and test findings. This triangulation process aimed to confirm and strengthen the research findings, reduce potential bias, and provide a more comprehensive perspective on the effectiveness of podcast media.

This classroom action research was analyzed through three main stages: pre-cycle, Cycle I, and Cycle II. Each stage involved problem identification, strategy implementation, process evaluation, and result reflection. Success criteria were determined based on the increase in speaking test scores, student activity percentage, KKM achievement, and increased self-confidence. The intervention's success was characterized by the achievement of individual scores ≥ 75 , classical completeness $\geq 85\%$, and an increase in activity of $\geq 15\%$.

C. Result and Discussion

Result

Pre-cycle to Cycle I

This study was conducted to address the problem of low speaking ability of grade 8 students at the school. Before starting the primary intervention, the researcher first conducted a pre-cycle stage to identify the initial condition of students' speaking ability. At the pre-cycle stage, the results of the speaking ability test showed a concerning condition, with the average student score only reaching 52, which was far below the Minimum Completion Criteria (KKM) set at 75.

Seeing the low level of students' speaking ability, the researcher designed an innovative approach using podcast media to improve students' verbal communication skills. In the first Cycle, the teacher implemented podcast media in the classroom learning process to provide a more interactive and interesting learning experience for students.

The implementation of this podcast media proved to have a significant positive impact. After one Cycle of learning, there was a significant improvement in students' speaking ability. The average student's speaking ability score increased from 52 pre-cycle to 63 in the first Cycle. This shows an increase of 11% from the initial condition, which indicates the effectiveness of podcast media in improving students' speaking skills. This increase is not just a statistical figure but also reflects improvements in how students express themselves, use language, and communicate verbally. The podcast media proved to be able to provide a different stimulus, motivate students to be more active and confident in speaking, and provide examples of good and correct language use.

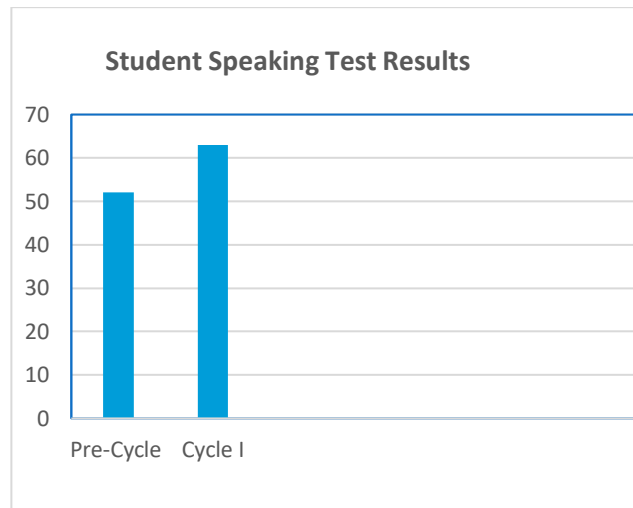


Figure 2. Diagram of Students' Speaking Test Pre-cycle to Cycle I

Cycle I to Cycle II

After evaluating the low assessment criteria results in Cycle I, improvements, and evaluations were implemented in Cycle II by reinforcing the application of podcast-based media. This included encouraging students to speak confidently during and after the learning process. The instructional approach was modified to create more opportunities for verbal participation, emphasizing building speaking confidence through consistent podcast engagement. By intensifying these efforts in the second Cycle, the intervention aimed to address the weaknesses identified previously and foster a more supportive environment for developing students' oral communication skills and self-assurance in English language production.

In the results of Cycle II, students' speaking tests experienced a significant increase. The results of the increase in actions taken from Cycle I to Cycle II obtained an increase of 24% with an average value of speaking test acquisition described based on speaking indicators of 87. More details can be seen in the table below:

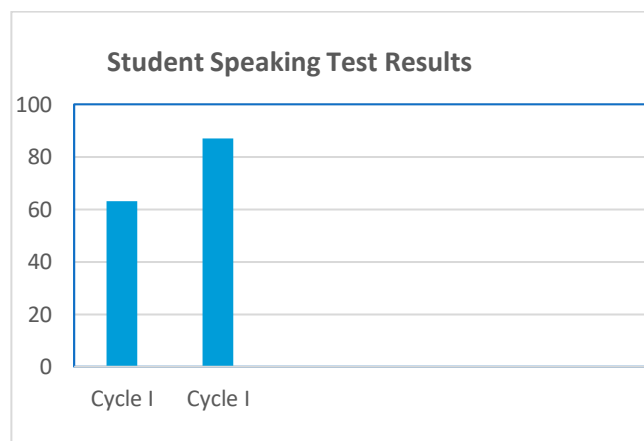


Figure 3. Diagram of Students' Speaking Test Cycle I to Cycle II

The results showed a significant increase from the pre-cycle stage to Cycle II. At the pre-cycle stage, the score obtained was 52, which reflected the initial condition before the action or intervention in the study. After taking action in Cycle I, the score increased to 63, with an increase of 11 points or about 21% from the pre-cycle score. This increase indicates that the intervention carried out in Cycle I positively impacted learning outcomes, although it had not yet achieved optimal results. Furthermore, in the implementation of Cycle II, the score again showed a more significant increase to 87, with an increase of 24 points or about 38% from Cycle I.

Table 2. Student Speaking Test Results Based on Their Confidence

Cycle	Average	Improvement	Category
Pre-cycle	52	-	-
I	63	11%	Enough
II	87	24%	Good

Overall, from the pre-cycle stage to Cycle II, there was a total increase of 35 points, or about 62%. This consistent improvement proves that the intervention by applying podcast-based media at Darul Maaref School Foundation is proven to increase confidence in speaking skills. The improvements and evaluations in each Cycle contributed to a more significant increase, so the achievement of a score of 87 in Cycle II showed the success of the research in achieving the expected target.

As the intervention through podcast media progressed, gradual changes began to appear. In Cycle I, students showed initial courage to express themselves, although still hesitant. They began to feel more comfortable with the flexible and less intimidating podcast format. In Cycle II, the most striking transformation was the emergence of the courage of previously passive students to express their ideas with confidence actively.

The most significant impact is the change in students' intrinsic motivation. They now view speaking English not as a daunting task but as an opportunity to express themselves. The podcast media created a supportive learning environment where students felt safe to make mistakes and continue learning. Most eighth-grade students at Darul Maaref Foundation School have reached the expected level of confidence in communication, not only being able to speak but also having the courage to express their thoughts and feelings more effectively.

Table 3. Student Activity Observation Results

Cycle	Category	Score Obtained	Percentage
I	Enough	62	77
II	Good	74	92

In Cycle I, the research showed interesting results for student activity observation. By involving 30 students, the researcher obtained an average score of 62, equivalent to a

participation percentage of 77%. This "enough" category illustrates the initial stage of students' adaptation to the podcast-based media method in English language learning. Although not yet optimal, this score indicates the potential for increased student engagement in the teaching and learning process.

The transition to Cycle II featured significant developments. The student activity score increased to 74, with the participation percentage reaching 92% of the total 30 students. This 15% increase was categorized as "good," indicating the pedagogical intervention's success through podcast media.

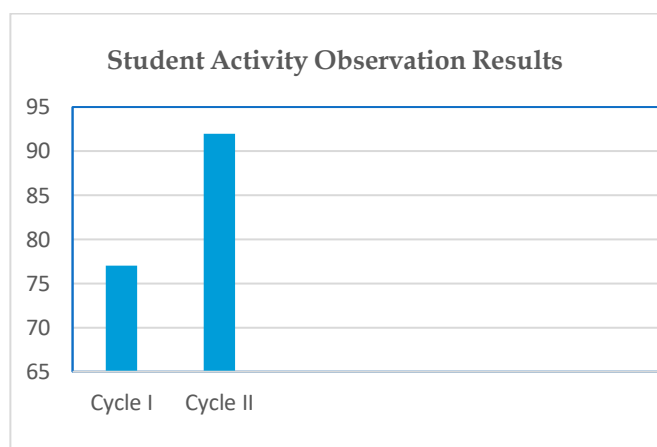


Figure 4. Diagram of Student Activity Comparison

The results showed a significant increase in students' average score, with a 15% increase indicating that students' learning activities through podcast media experienced a very positive development. This increase is not just a statistical figure but a reflection of the fundamental transformation in the learning process and student participation in the classroom. In line with this, (Mohzana, 2024) confirms that learning media contributes significantly to developing learners' cognitive abilities, especially in helping them understand abstract concepts to be more concrete and digestible. Furthermore, learning media proved effective in helping students understand abstract concepts to be more concrete and easily digested.

This shows that the use of podcast media is not just an additional method but a strategic pedagogical strategy for improving the quality of learning. In Cycle II, the research results further strengthened the argument about the effectiveness of podcast media. The most striking change was the students' motivation and courage in expressing their opinions. An interesting phenomenon observed was the transformation of students who were previously passive into more courageous and confident in expressing their ideas directly and clearly. This condition illustrates the success of the pedagogical intervention carried out through the use of podcast media.

Another indicator of success can be seen in students' enthusiasm for the learning process. They are no longer just passive recipients of information but play an active role in the learning process. Students' ability to work on podcast-based projects improved their

collaborative skills, creativity, and critical thinking ability. More than just academic achievement, this study successfully built students' confidence in speaking skills. Most grade 8 students of Darul Maaref School Foundation in Satun, Thailand, have reached the expected level of confidence in communicating. They are not only able to speak but also dare to express their thoughts and feelings more effectively.

The improved results in cycle II show that most students have been encouraged or motivated when asked to express their opinions; it can be seen that some students who are usually passive have begun to be brave and confident and convey their ideas straightforwardly; students want to work actively in the learning process, and can work on the podcast-based project. This shows that the level of student confidence in speaking skills expected in this study has been achieved by most of the 8th-grade students of Darul Maaref School Foundation, Satun, Thailand. This research proves that podcast media can be a powerful pedagogical instrument in transforming students' learning experiences. This innovative approach improves speaking skills and promotes the holistic development of students' communication and intellectual abilities.

Discussion

The implementation of podcast-based media to increase students' confidence in speaking English at the Darul Maaref School Foundation showed positive results. This finding aligns with the concept that interactive and technology-based learning methods can positively contribute to students' language acquisition and confidence (Kim et al., 2021). The research data showed progressive improvements in students' speaking ability and confidence levels during the two intervention cycles.

The results of the first Cycle showed an increase of 11% from the initial condition before the intervention, with the average score of students' speaking increasing from 52 to 63. Although this increase was categorized as "Enough," it indicates that the initial implementation of podcast-based media positively affected students' speaking performance. The moderate increase in Cycle I can be attributed to students adjusting to the new learning method and growing comfort in creating and using podcasts. This finding is consistent with [Indahsari \(2020\)](#), who stated that podcasts help students overcome anxiety and increase their confidence in speaking by providing exposure to authentic communication scenarios.

A more significant improvement occurred in Cycle II, where the average speaking score increased drastically to 87, a 24% increase from Cycle I. This significant improvement indicates that the improved implementation strategies in Cycle II—including active encouragement for students to speak confidently and creating more opportunities for verbal participation—were very effective. These results align with [Daniati et al \(2018\)](#), who found that podcast-based media created a comfortable learning environment, increasing students' understanding and intrinsic motivation. In addition, the total increase from the pre-intervention stage to Cycle II reached 35 points or around 62%, indicating the cumulative effect of the ongoing and refined podcast-based learning intervention. This supports the

opinion of [Buwono & Surono \(2024\)](#) that digital learning media provides better flexibility and accessibility, thereby increasing student engagement and learning outcomes.

Observations of student activities provided additional evidence of the success of this intervention. Student engagement increased from 77% in Cycle I to 92% in Cycle II, indicating a 15% increase in active participation. This increase is in line with the research by [Selviana et al \(2024\)](#), which found that appropriate learning media contributed significantly to the development of student's cognitive abilities, especially in making abstract concepts more concrete and easier to understand. Furthermore, this study supports the statement of [Kim et al \(2021\)](#) that communication skills are critical in facing the challenges of modern education.

These findings suggest that podcast-based media effectively address the main factors that cause students' low speaking skills and confidence, such as conventional teaching methods and lack of opportunities to practice speaking. The digital nature of podcasts provides flexible access to learning materials, supporting [Buwono & Surono \(2024\)](#) opinion and highlighting the advantages of overcoming time and space constraints in traditional education. In addition, this study aligns with [Indahsari \(2020\)](#), who found that podcasts create an immersive learning experience that facilitates language acquisition and reduces speaking anxiety.

The observed transformation in previously passive students, who then began to express their ideas actively with confidence in Cycle II, indicates that this intervention successfully addressed the main problem of speaking anxiety. This result is significant, considering that the initial assessment showed that 70% of students had incomplete scores due to low speaking skills and low self-confidence. Systematic improvements in quantitative metrics (speaking test scores) and qualitative observations (student participation and confidence) prove that podcast-based media is a practical pedagogical approach to developing speaking confidence. This finding supports [Daniati et al \(2018\)](#) research, which concluded that a well-structured podcast-based learning environment could improve students' engagement and linguistic competence.

Compared with previous research, these findings align with studies that emphasize the role of digital media in language learning. For example, [Shinta et al \(2024\)](#) found that students involved in technology-based learning methods showed higher motivation and confidence in speaking activities. However, some opposing findings were also found. Although this study showed a significant increase in confidence, [Bustari et al \(2020\)](#) noted that some students continued to experience hesitation in expressing their thoughts despite the digital intervention. This suggests that while podcast-based media is highly effective, additional supporting strategies may still be needed to accommodate individual differences in learning preferences fully.

Improving speaking skills is essential for students at various levels of education ([Bashir et al., 2011](#)). This is because speaking skills function as a means of communication and play a crucial role in supporting understanding of subject matter and effective interaction in the learning environment ([Hilmi et al., 2018](#)). By utilizing podcast media as an

innovative learning strategy, it is hoped that students can gain significant benefits in developing their speaking skills more effectively and sustainably (Humairoh et al., 2024). Success in improving speaking skills will directly impact increasing students' confidence in expressing their ideas and supporting the achievement of more optimal learning outcomes through the efforts and learning strategies they have made (Insani, 2022).

The psychological aspect was a significant challenge in this study. Most students experienced high anxiety when asked to speak and record their own voices. Shyness, fear of mistakes, and fear of negative judgment from peers were major barriers to active participation. Some students needed a longer adaptation time to express themselves freely through podcasts, which indicates the complexity of confidence building in the context of foreign language learning.

Linguistic barriers were also an important factor that influenced the study. Grade 8 students at Darul Maaref School Foundation have varying English proficiency, most at the beginner level. Limited vocabulary, difficulty in grammatical structures, and lack of confidence in pronouncing English words were the main obstacles in the podcast creation process. The research teacher had to provide intensive scaffolds, including modeling, continuous guidance, and emotional support to help students overcome their linguistic limitations.

Environmental and cultural factors also influenced the successful implementation of podcast media. Students' diverse socio-economic backgrounds, as well as the geographical conditions of the school in Satun, Thailand, led to variations in access to and motivation for learning. Some students come from families with economic limitations that affect their ability to access technological devices outside school hours. In addition, the relatively conventional educational culture that does not encourage creativity is a challenge in implementing innovative podcast-based learning methods.

The collaboration and coordination process between researchers, teachers, and students also faced several obstacles. Different perceptions about learning methods, time constraints, and continuous adaptation require intensive communication and high flexibility. Cooperating teachers need special training to effectively implement the podcast media, which demands additional time and resources.

The last noteworthy obstacle is the lack of a comprehensive assessment instrument to measure the increase in speaking confidence. Researchers should design measurement methods that focus on quantitative aspects and capture students' psychological and motivational changes. This requires a multidimensional approach that combines proficiency tests, direct observation, and personal reflection to get a complete picture of the impact of podcast media on students' confidence.

D. Conclusion

This classroom action research demonstrates that implementing podcast-based media significantly improves students' self-confidence in speaking English. Through two intervention cycles at Darul Maaref School Foundation in Satun, Thailand, the study reveals

substantial progress in Grade 8 students' speaking abilities and confidence levels.

The research findings show a remarkable improvement in students' speaking test scores, increasing from an initial average of 52 in the pre-cycle to 63 in Cycle I (11% improvement) and rising to 87 in Cycle II (24% additional improvement). This represents a total improvement of 35 points or approximately 62% from the pre-cycle to Cycle II. Similarly, student activity and engagement increased from 77% in Cycle I to 92% in Cycle II.

The podcast-based media addressed key challenges that typically hinder speaking skills development, including speaking anxiety, lack of practice opportunities, and conventional teaching methods. By providing students with a flexible, engaging, and less intimidating platform to develop their speaking abilities, podcasts created an environment conducive to building confidence. Most notably, previously passive students became active participants who willingly expressed their ideas more confidently. This research extends beyond podcasts or enhancing speaking skills; it is fundamentally about equipping young individuals with the confidence, adaptability, and creativity necessary to become effective global communicators. In a rapidly evolving educational environment, this research presents a teaching method and a transformative educational framework that prioritizes student potential at the heart of pedagogical innovation.

This research contributes to developing innovative pedagogical approaches that respond to contemporary educational needs, particularly in English language instruction. The findings suggest that podcast-based media offers teachers a practical and effective tool for enhancing students' speaking confidence and abilities, which are crucial for success in the 21st-century global context.

Acknowledgment

This research was made possible through the generous support of the Darul Maaref School Foundation in Satun, Thailand. Special gratitude is extended to the English Department teachers, particularly to Mr. Mandra Saragih, S.Pd., M.Hum., whose exceptional mentorship and insightful guidance were instrumental in shaping the study's academic rigor. My most profound appreciation is dedicated to my parents, Mr. Lahamid Nasution and Mrs. Siti Saudah Pane, whose unconditional love, prayers, and sacrifices provided unwavering emotional and spiritual support throughout this academic journey. Their inspiration has been the cornerstone of my perseverance. Heartfelt thanks are also conveyed to my extended family and friends, whose constant encouragement and belief in my abilities have strengthened me. The anonymous reviewers' critical evaluations and constructive feedback have significantly enhanced the manuscript's scholarly quality. To everyone who contributed directly or indirectly to this research, your generosity and support are profoundly appreciated.

References

- Ananda, N., & Hastini, H. (2023). A Study on Self-Confidence Impact of ELF Students' Speaking. *Journal of General Education and Humanities*, 2(3), 237-246. <https://doi.org/10.58421/gehu.v2i3.158>.
- Bashir, M., Azeem, M., & Dogar, A. H. (2011). Factor Effecting Students' English Speaking Skills. *British Journal of Arts and Social Sciences*, 2(1), 34-50.
- Bulkini, J., & Nurachadijat, K. (2023). Potensi Model Pjbl (Project-Based Learning) dalam Meningkatkan Motivasi Belajar Siswa di SMP Azzainiyyah Nagrog Sukabumi. *Jurnal Inovasi, Evaluasi dan Pengembangan Pembelajaran (JIEPP)*, 3(1), 16-21. <https://doi.org/10.54371/jiepp.v3i1.241>.
- Bustari, A., Samad, I. A., & Achmad, D. (2020). The use of Podcasts in Improving Students' Speaking Skill. *JELE (Journal of English Language and Education)*, 3(2), 97. <https://doi.org/10.26486/jele.v3i2.256>.
- Buwono, S. A., & Surono. (2024). Exploring Students' Voices in Creating Podcast as Project Based Learning in Speaking Class. *PROJECT (Professional Journal of English Education)*, 7(4), 866-873.
- Ceneciro C. C , Marivic R. Estoque, & Jason V. Chavez. (2023). Analysis of Debate Skills to the Learners' Confidence and Anxiety in the Use of the English Language in Academic Engagements. *Journal of Namibian Studies : History Politics Culture*, 33, 4544-4569. <https://doi.org/10.59670/jns.v33i2.2812>.
- Daniati, A. S., Mardjohan, A., & Piscayanti, K. S. (2018). The Use of Podcast to Improve Students' Speaking Competency of Tenth Grade Students of SMA Negeri 1 Amlapura in Academic Year 2015/2016. *Lingua Scientia*, 23(2), 34. <https://doi.org/10.23887/ls.v23i2.16073>.
- Destiawati, L., Zulfa, V., & Marsita, J. (2024). The Effect of Self-Confidence on Students' English Speaking Ability in Front Office Subjects at State Vocational School 32 Jakarta. *International Education Trend Issues*, 2(2), 225-238. <https://doi.org/10.56442/ieti.v2i2.761>.
- Edwards, E. (2013). Applying Action Research to Investigate the Use of Goal Setting for EFL/ESL Writing. *English Australia Journal*, 29(1), 19-38.
- Hilmi, R. Z., Hurriyati, R., & Lisnawati, L. (2018). Pengaruh Lifestyle terhadap Keputusan Pembelian Produk Clothing Line (Survei pada Konsumen Clothing Line Famo di Kota Bandung). *Journal of Business Management Education (JBME)*, 3(2), 91-102. <https://doi.org/10.17509/jbme.v3i2.14259>.
- Humairoh, I., Islam, M. H., & Fatmawati, R. (2024). Students' Perception Toward Podcast Media in Learning English Speaking Skills at Zainul Hasan Genggong Islamic

- University. *International Journal of English Education and Linguistics (IJoEEL)*, 6(1), 61–70. <https://doi.org/10.33650/ijoeel.v6i1.8265>.
- Indahsari, D. (2020). Using Podcast for EFL Students in Language Learning. *JEES (Journal of English Educators Society)*, 5(2), 103–108. <https://doi.org/10.21070/jees.v5i2.767>.
- Insani, N. N. (2022). Podcasts: Media to Increase Student Learning Motivation. In *Annual Civic Education Conference (ACEC 2021)*, 519-522. Atlantis Press. <https://doi.org/10.2991/assehr.k.220108.093>.
- Khotimah, K., & Hikmah, H. (2024). The Influence of Audio Podcast in Improving Students' Interest in Learning English for 7 th grade of SMP Bumi Cendekia Yogyakarta. *Journal of Indonesian Progressive Education*, 1(1), 21–29.
- Kim, H. S., Cha, Y., & Kim, N. Y. (2021). Effects of AI Chatbots on EFL Students' Communication Skills. *Korean Journal of English Language and Linguistics*, 2021(21), 712–734. <https://doi.org/10.15738/kjell.21..202108.712>.
- Mardiana, M., Laksmana, B., & Sukardi, S. (2024). Effects of Self-Confidence and Diction on Speaking Skills in Junior High School Students. *Indo-Fintech Intellectuals: Journal of Economics and Business*, 4(4), 1333–1344. <https://doi.org/10.54373/ifijeb.v4i4.1629>.
- Ma'rufah, A., Samanhudi, U., & Ardiasih, L. S. (2024). Project-Based Learning Using Podcast-Assisted Media in the Teaching of English Speaking Skill. *Lectura: Jurnal Pendidikan*, 15(2), 521-532.
- Mohzana, M. (2024). Strategies for Developing Speaking Skills by Utilizing Language Learning Podcasts. *International Journal of Language and Ubiquitous Learning*, 1(4), 233–245. <https://doi.org/10.70177/ijlul.v1i4.680>.
- Paulinsyah, L., Damayanti, M. P., & Kosasih, N. A. Z. (2024). The Influences of Using Podcasts on Improving English Listening Skills. *Jurnal Intelek Dan Cendikiawan Nusantara*, 1(3), 4891-4898.
- Pratiwi, S. A. A., Rukminingsih, R., & Mumtazah, L. D. (2024). The Impact of Project Based Learning Using Podcast on Student Speaking Skill. *Scripta: English Department Journal*, 11(2), 177-186. <https://doi.org/10.37729/scripta.v11i2.5442>.
- Rofii, A. (2023). Kesulitan Berbicara Siswa Sekolah Dasar dalam Pembelajaran Bahasa Inggris. *Jurnal Elementaria Edukasia*, 6(4), 1895-1904. <https://doi.org/10.31949/jee.v6i4.6851>.
- Saidah, S. (2024). The Impact of Students' Academic Self-Confidence on the English Learning Process in the Post-Pandemic Era. *Journal of Languages and Language Teaching*, 12(1), 341. <https://doi.org/10.33394/jollt.v12i1.8979>.

- Selviana, A., Nugraha, M. A., & Nababan, S. A. (2024). Implementasi Pendidikan Karakter dalam Pembelajaran IPS Materi Sejarah di SMP Negeri 2 Timang Gajah. *Toga Jurnal Keguruan dan Ilmu Pendidikan*, 1(2), 66-73. <https://doi.org/10.56211/toga.v1i2.676>.
- Shinta, N. K. A. K., Tegeh, I. M., & Laba, I. N. (2024). Podcast-based Teaching Media through the Role-Playing Model to Improve Elementary School Students' Speaking Skills. *Jurnal Ilmiah Sekolah Dasar*, 8(2), 230-240. <https://doi.org/10.23887/jisd.v8i2.74833>.
- Sumarni, W., Wardani, S., Sudarmin, S., & Gupitasari, D. N. (2016). Project Based Learning (PBL) to Improve Psychomotoric Skills: A Classroom Action Research. *Jurnal Pendidikan IPA Indonesia*, 5(2), 157-163. <https://doi.org/10.15294/jpii.v5i2.4402>.
- Suratimah, D., & Ngatmini, N. (2023). Differentiated Learning Strategies to Improve Students' Reading Comprehension and Literacy Skills. *Khirani: Jurnal Pendidikan Anak Usia Dini*, 1(2), 138-154. <https://doi.org/10.47861/khirani.v1i2.286>.
- Suseno, E. (2024). Using Podcast Material to Modify Foreign Words and Expressions to Improve EFL Learners' Speaking Abilities. *Linguistics Initiative*, 4(1), 16-29. <https://doi.org/10.53696/27753719.41110>.
- Tahir, M., & Korompot, C. A. (2023). The Impact of Self-Confidence on Students' Public Speaking Ability. *International Journal of Business English and Communication*, 1(2), 53-57.