

## Narrative Inquiry: Tertiary Students' Experiences of Using Podcast to Learn Speaking Skills Outside the Class

**Mochammad Khosyi Xavier Nugroho<sup>1</sup>**

<sup>1</sup> English Education Department, Universitas Islam Malang, Indonesia,

Email: [22101073038@unisma.ac.id](mailto:22101073038@unisma.ac.id)

### ABSTRACT

This research explores the experiences of digital natives or students in using podcasts to learn speaking skills independently. Using the narrative inquiry method, this study aims to understand how students recount their stories of using podcasts to improve their speaking skills. The study used a qualitative approach, which involved semi-structured interviews and thematic analysis to obtain and analyze students' narratives. The findings of the study revealed that educational background, individual and public facilities, and learning methods affect the results, especially in Speaking courses. The participants shared that they were more comfortable and helped by this method of learning independently outside the classroom. The research also highlighted challenges, such as the lack of internet access in public places, distraction, and decreased motivation to learn due to being bored with the Podcast content available. Thus, all these narratives provide information regarding the many factors that influence a person's process in developing a language skill, especially in this study the skill of speaking. These findings also contribute to a deeper understanding of how digital natives or in this context EFL (English for Foreign Language) students use technology for independent language learning in addition to the formal classroom learning of a language according to what the lecturer taught.

**Keywords:** Podcast; Independently; Narrative Inquiry; Technology.

### INTRODUCTION

The era of globalization is one where all ages who live in this era are mostly digital natives or people who live side by side with the advancement of technology. All aspects of life are affected by the existence of rapidly developing technology, without exception education. The occurrence of an obstacle such as Covid-19 which forces the whole world to live through cell phone screens and electronic devices creates a new habit by relying on technology in life. The learning process both in groups or classes and individuals are required to be proficient by using Information and Communication Technologies (ICT)-based learning.

Then, in the current post-Covid 19 pandemic, a student is required to have the ability to manage information technology that supports the learning process to achieve learning goals, both in groups and individually. Especially English as Foreign Language (EFL) students like me are required to be able to communicate well, because during online learning many things are left behind and are not in accordance with the basic abilities that must be possessed by a student of the teacher education faculty. This achievement can be achieved by applying learning methods and media that are adapted to the material obtained on campus and the needs of the students themselves. In other words, learning resources are also very important to achieve effective learning. (Ilyas, et al, 2024).

In my learning process since the transition to post covid-19, I have tried many media. I have also improved various language skills, but for me, speaking has been one of the most difficult skills to improve. Speaking is also always an interesting topic to discuss and explore in a second/foreign language context because speaking is one of the most important language skills to master. To date, a number of studies have investigated related issues from a variety of different perspectives. Of the existing studies exploring foreign language speaking issues, many are survey-based (Abrar et al., 2016; Riyaz & Mullick, 2016; Tuan & Mai, 2015). Various learning media are also evolving, one of them is *Podcasts*. *Podcast* utilization is one of the innovations in the world of education. Podcasts are a new trend that is of interest to academicians (Hutabarat, 2020). *Podcasts* are audio recordings on a particular platform that can be listened to anytime and anywhere. In the same line, the easy way to access podcasts gives digital native learners like me the opportunity to explore the variety of learning media available.

Of course, as revealed by Hutabarat (2020), using *podcasts* as a learning platform, especially learning to speak independently has various impacts as well, starting from the obstacles and the advantages. Whereas, previous research assumes that *Podcasts* are used only as a media source in developing English language skills in the classroom. Therefore, this study aims to look at students' perspectives and experiences of problems or obstacles, methods and results achieved after using *Podcasts* as a resource for learning speaking skills outside the classroom independently.

## METHODS

This research uses a qualitative approach to disclose the experiences of digital native students in terms of technology used in learning to speak independently, specifically using Podcasts as the main source. The following description below explains it in more detail. This current research employed the methodology of narrative inquiry. Narrative inquiry is commonly known as stories or narratives used for research data. Narrative inquiry is categorized into two forms: the first is narrative analysis and the second is narrative analysis. In the first form or narrative analysis, narrative data (e.g., written and oral stories) are used for analysis; whereas, in the narrative analysis form, non-narrative data are produced and articulated as stories. (Barkhuizen et al., 2014).

The researcher himself and one of the English Language Education students who is learning and exploring English independently, especially speaking skills, were purposively chosen to be involved in this narrative research. To select the participants, we prioritized the experience and learning outcomes of the participants in learning independently using *Podcast* media. Previously, participants need to have learned speaking skills periodically through *Podcasts* and proven by the results of grades in speaking courses.

## RESULTS AND DISCUSSION

### *Data Collection*

The both participants, Xavier and Alya are university students that learn English in the same context. Participants are currently studying English education together. However, each of them has a different background in English language skills, especially speaking skills. Therefore, this research instrument is an in-depth interview that researchers conducted with participants to find out the reasons, experience, is it helpful or useful for their grades and also focus on their own method, such as how many days a week participants spend listening to or watching Podcasts of learning speaking skills independently using Podcasts. Therefore, the researcher interviewed the participants directly and noted all the important points needed in this study. Here are the questions and complete with the answers to each question:

1. Why choose to learn speaking skills independently outside of class using Podcasts?
2. What are your experiences and perspectives on the challenges you faced while learn speaking skills independently using Podcasts?
3. What impact did you get after learn speaking skills independently using Podcasts?
4. What advice would you give to other students who are considering using podcasts to improve their speaking skills?

## **Data Analysis**

### **Why choose to learning speaking skills independently outside of class using Podcasts?**

Alya: *"I came from a natural science major, so when I entered college, I didn't really know how to pronounce a word in English fluently. So, I need to find a different way of learning and of course can make me more skilful, and when Podcasts began trending on various social media, I began to be interested and began to use it as a medium to replicate how native speakers pronounce a word in English properly and fluently."*

Xavier: *"When I was in high school, I majored in languages. Being required to be able to master the basic knowledge of foreign languages, especially English, motivated me to be able to save time and costs to learn ways to improve my language knowledge, and in class teachers and students began to share how each personally learns independently outside the classroom, that is when I was inspired by the learning method of one of my friends who was well-known for his good speaking scores. By often listening to Podcasts, he is familiar with how native speakers say some things in English, and automatically it increases his understanding of the variety of vocabulary and its meaning in Indonesian".*

### **What are your experiences and perspectives on the challenges you faced while learning speaking skills independently using Podcasts?**

Alya: *"I start studying in the morning with a structured time that is every Friday, Saturday and Sunday or every weekend, it makes me more focused and makes it easier for me to learn the new vocabulary that I get from this process, but when there are challenges such as power outages and no internet access, I cannot continue the learning process properly".*

Xavier: *"Self-study with flexibility is more comfortable and effective for me, because I must do my hobby and work at the same time. Learning in public places such as in the park by doing assignments or just relaxing is also quite comfortable, but the lack of internet facilities in some places makes it difficult for me to access podcasts as my learning media."*

### **What impact did you get after learning speaking skills independently using Podcasts?**

Alya: *"I think learning independently using the podcast makes me more knowledgeable about new vocabulary and how to pronounce it properly, so that I can apply it during the lecture process and my grades tend to be good and stable. Also, I can be more motivated and active because I can choose the topic of conversation according to my interests."*

Xavier: *"By studying independently, I can set my schedule and place of study, then to get good grades of course I also need to increase study hours outside of class. However, because it is flexible and there is no control, I sometimes get distracted by various things such as hobbies and work and often I also get sleepy and bored when listening to topics that are often repeated in several podcasts. So, I need to plan another better method to maintain and develop the grades that I feel are not good enough".*

### **What advice would you give to other students who are considering using podcasts to improve their speaking skills?**

Alya: *"Start with topics you're passionate about. It makes the learning process enjoyable and less of a chore. Also, don't hesitate to repeat episodes to really absorb the language."*

Xavier: *"Be patient with yourself. Improvement takes time, and it's okay to struggle at first. Just keep practicing and try to speak out loud as you listen to reinforce what you learn."*

## RESULTS

In line with the theme of this research, despite the reasons, experiences and challenges, the resulting impact on classroom speaking is the main goal of this learning method. Findings that researchers managed to explore during this research process are both participants mentioned the results of the influence on learning abilities produced while doing this way of learning independently using Podcasts. The following are the participants' narratives on the impact they achieved after implementing this self-study method:

**TABLE 1. includes data that has been categorized according to thematic analysis**

| No. | Retrieved                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Open Coding                                | Axial Coding                                                                 | Selective Coding                                                |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|------------------------------------------------------------------------------|-----------------------------------------------------------------|
| 1.  | I think learning independently using the podcast makes me more <b>knowledgeable</b> about new vocabulary and how to pronounce it properly, so that I can apply it during the lecture process and my grades tend to be good and stable. Also, I can be more <b>motivated and active</b> because I can choose the topic of conversation according to my interests.                                                                                                                                                                  | - knowledgeable<br>- motivated and active  | Positive impact after learns speaking skills individually through Podcast.   | Impact of learning speaking skills independently using Podcasts |
| 2.  | By studying independently, I can set my schedule and place of study, then to get good grades of course I also need to increase study hours outside of class. However, because it is flexible and there is no control, I sometimes <b>get distracted</b> by various things such as hobbies and work and often I also <b>get sleepy and bored</b> when listening to topics that are often repeated in several podcasts. So, I need to plan another better method to maintain and develop the grades that I feel are not good enough | - get distracted<br>- get sleepy and bored | Negative impact after learning speaking skills individually through Podcast. |                                                                 |

Before going further into some of the key points researched, we should know the background of each participant in using the method of learning speaking independently through Podcasts.

Alya said, when choosing a program of study in college, she did not have a background that specialized in studying English in depth and only studied it according to her regular schedule in high school.

*"I came from a natural science major, so when I entered college, I didn't really know how to pronounce a word in English fluently. So, I need to find a different way of learning and of course can make me more skillful, and when Podcasts began trending on various social media, I began to be interested and began to use it as a medium to replicate how native speakers pronounce a word in English properly and fluently."*

However, it is different with the second participant who has been studying language knowledge since high school. Xavier has a background that specifically studies how to study language properly and correctly, especially English.

*"When I was in high school, I majored in languages. Being required to be able to master the basic knowledge of foreign languages, especially English, motivated me to be able to save time and costs to learn ways to improve my language knowledge, and in class teachers and students began to share how each personally learns independently outside the classroom, that's when I was inspired by the learning method of one of my friends who was well-known for his good speaking scores. By often listening to Podcasts, he is familiar with how native speakers say some things in English, and automatically it increases his understanding of the variety of vocabulary and its meaning in Indonesian".*

### **Perspectives and Challenges**

Our participants' past experiences of using Podcast were about how the first time they used that medium and their perspectives when facing the challenges in the learning process. It is interesting to see how they react and tell their first progress. Alya stated that she uses Podcasts as a medium for learning her speaking skills independently 3 times a week with regular hours every morning, especially on weekends (Friday, Saturday, Sunday). Alya who uses Podcasts as a medium for learning speaking skills more often than Xavier has different results. When Alya was asked to explain her challenges in using this media, she shared that two important aspects such as the internet and existing devices must be able to support her learning process.

*"I start studying in the morning with a structured time that is every Friday, Saturday and Sunday or every weekend, it makes me more focused and makes it easier for me to learn the new vocabulary that I get from this process, but when there are challenges such as power outages and no internet access, I cannot continue the learning process properly".*

This segment of the narrative implies that she has a good experience and is ready to learn independently, as evidenced in the way she manages her time and her views regarding several things that affect her when learning on her own, so she thinks that the flexibility. Effectiveness of learning speaking skills independently is strongly influenced by the availability of facilities, especially digital facilities, such as internet access. Then, Xavier or the researcher himself explained that the use of podcasts to learn speaking independently was unscheduled, so the results he got were different from the first participant. He is more comfortable to study flexibly and not attached to a set schedule. Unfortunately, he also stated that challenge occurred such as the internet being difficult to find in public places.

*"Self-study with flexibility is more comfortable and effective for me, because I have to do my hobby and work at the same time. Learning in public places such as in the park by doing assignments or just relaxing is also quite comfortable, but the lack of internet facilities in some places makes it difficult for me to access podcasts as my learning media."*

The conditions conveyed by the participant state that learning to speak independently has advantages and challenges that can be obtained according to each individual's own circumstances. Xavier, who is busy, makes himself comfortable with learning by himself using Podcasts because it

can be flexible and done anywhere, such as public places. However, behind this convenience he often also finds it difficult to get internet access.

### Outcomes

Alya, who studies independently with a structured schedule, stated that the positive results she got were enough to make her continue to want to study independently through Podcasts. She shared stories about her positive experiences learning speaking skills independently:

*"I think learning independently using the podcast makes me more knowledgeable about new vocabulary and how to pronounce it properly, so that I can apply it during the lecture process and my grades tend to be good and stable. Also, I can be more motivated and active because I can choose the topic of conversation according to my interests."*



UNIVERSITAS ISLAM MALANG  
JL. MT. HARYONO 193 MALANG  
Telp. 0341-891000, Fax. 0341-892248, Website: www.uin-sula.ac.id, Email: info@uin-sula.ac.id

**Laporan Hasil Studi Mahasiswa**

Nama : ALYA FIRDAHA MAZDA  
NPM : 22101073015  
Semester : 2

Tahun Akademik : 2021/2022 genap  
Fakultas : Keguruan & Ilmu Pendidikan  
Program Studi : Pendidikan Bahasa Inggris

| No | Kode  | Mata Kuliah                | SKS | Nilai | Bobot | SK    |
|----|-------|----------------------------|-----|-------|-------|-------|
| 1  | GCF02 | PERKEMBANGAN PESERTA DIDIK | 2   | C+    | 2.50  | 5.00  |
| 2  | GCK06 | BASIC ENGLISH GRAMMAR      | 3   | B     | 3.00  | 9.00  |
| 3  | GCK05 | PARAGRAPH WRITING          | 3   | B+    | 3.50  | 10.50 |
| 4  | GCK04 | SURVIVAL SPEAKING          | 3   | A     | 4.00  | 12.00 |

**Picture 1. Participant (Alya) speaking score information**

Another experience and impact were also felt by the second participant, who felt that learning flexibly and comfortably could help him achieve good grades in class. He also realized that the challenges he encountered during this self-study made him interested in finding more effective ways in the future.

*"By studying independently, I can set my schedule and place of study, then to get good grades of course I also need to increase study hours outside of class. However, because it is flexib and there is no control, I sometimes get distracted by various things such as hobbies and work and often I also get sleepy and bored when listening to topics that are often repeated in several podcasts. So, I need to plan another better method in order to maintain and develop the grades that I feel are not good enough"*



UNIVERSITAS ISLAM MALANG  
JL. MT. HARYONO 193 MALANG  
Telp. 0341-891000, Fax. 0341-892248, Website: www.uin-sula.ac.id, Email: info@uin-sula.ac.id

**Laporan Hasil Studi Mahasiswa**

Nama : MOCHAMMAD KHOSYI XAVIER NUGROHO  
NPM : 22101073038  
Semester : 2

Tahun Akademik : 2021/2022 genap  
Fakultas : Keguruan & Ilmu Pendidikan  
Program Studi : Pendidikan Bahasa Inggris

| No | Kode  | Mata Kuliah                | SKS | Nilai | Bobot | SK    |
|----|-------|----------------------------|-----|-------|-------|-------|
| 1  | GCF02 | PERKEMBANGAN PESERTA DIDIK | 2   | A     | 4.00  | 8.00  |
| 2  | GCK06 | BASIC ENGLISH GRAMMAR      | 3   | A     | 4.00  | 12.00 |
| 3  | GCK05 | PARAGRAPH WRITING          | 3   | B     | 3.00  | 9.00  |
| 4  | GCK04 | SURVIVAL SPEAKING          | 3   | B+    | 3.50  | 10.50 |

**Picture 2. Participant (Xavier) speaking score information**

## DISCUSSION

Referring to the data analysis and findings, researchers can divide several important things. First, many people think that learning independently outside the classroom besides taking private tutoring is considered inefficient, because the knowledge acquired will be different. However, after conducting interviews with participants, the researcher found that the background and inspiration of

other people's learning methods can also help us determine the way of learning that is appropriate for us. Then, there are various challenges when implementing a strategy, especially learning strategies or methods. Learning independently outside the classroom without school facilities makes the learning process sometimes difficult to do. However, if there is a method or way of learning that can be adapted or planned, as done by the two participants in this study, some of these challenges can be overcome and will have their own results depending on the process that has been carried out.

Lastly, after a few processes and various strategies, the expected results can be achieved. Participants who have done thus are also not exempt from challenges and difficulties in trying to learn and develop their speaking skills outside of formal classroom learning. Outcomes that result from everyone in this context depend on how each of them manages their ego and their mentality while learning. So that when everything is under control, the expected results will be achieved. The previous study also revealed, as claimed by Sansinandi et al. (2020), Podcasts can motivate to learn English is that undergraduate students at Ahmad Dahlan University agree that listening to Podcasts can help them to increase vocabulary, encourage them to speak, improve their pronunciation, and can listen to them whenever and wherever. However, based on the findings of this study, the researcher seeks to observe and collect data on the importance of Podcasts in the learning process, especially speaking skills outside the classroom. Thus, this research has a different focus from previous research which focuses on the motivation and results achieved after using Podcasts as a classroom learning resource.

## CONCLUSION

In conclusion, everyone has different language skills, such as reading, writing, listening and speaking. Developing certain skills also requires certain strategies and each learner has various strategies or ways of learning. Learning speaking skills independently using Podcasts is one of the main topics in this research, there are several things that affect the self-learning process, both external and internal. Internal factors such as determining a study schedule, managing motivation in order to remain consistent in learning strategies and limiting yourself when facing various distractions are factors that are important enough. Then, external factors such as educational background and limited internet are also important factors that affect the process of learning speaking skills independently outside the classroom.

## REFERENCES

- Abrar, M., & Mukminin, A. (2016). International graduate classroom discussion engagement, challenges, and solving-strategies. *Asia-Pacific Collaborative Education Journal*, 12(1), 5-19.
- Barkhuizen, G., Benson, P., & Chik, A. (2014). *Narrative Inquiry in Language Teaching*. Routledge.
- Hutabarat, P. M. (2020). Pengembangan Podcast sebagai Media Suplemen Pembelajaran Berbasis Digital pada Perguruan Tinggi. *Jurnal Sosial Humaniora Terapan*, 2(2). <https://doi.org/10.7454/jsht.v2i2.85>
- Ilyas, M., Eka Putri, M., Ramadan, Z. H., & Mayasari, A. D. (2024). Pemanfaatan Media Podcast Spotify Dalam Pembelajaran Bahasa Inggris Bagi Siswa di SMK YAPIM Siak Hulu Riau. *Journal of Human and Education (JAHE)*, 4(1), 172–178. DOI: <https://doi.org/10.31004/jh.v4i1.564>
- Riyaz, H., & Mullick, A.P. (2016). Problems in learning English speaking skill: A study of higher secondary students in Srinagar, India. *International Journal of Interdisciplinary and Multidisciplinary Studies*, 3(2), 59-69.
- Sansinandi, I. T., Wardhany, D. S., & Winarko. (2020). Podcast Usage: Expanding English Learning of Undergraduate Student. *English Education: Journal of English Teaching and Research*, 5(1), 13–24.
- Tuan, N.H., & Mai, T.N. (2015). Factors affecting students' speaking performance at Le Thanh Hien high school. *Asian Journal of Educational Research*, 3(2), 8-23.