



The effect of podcast-based learning media on students' learning interest in narrative text lessons in grade 5 elementary school

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ABSTRACT

Students' learning interest is a crucial aspect in supporting the success of the learning process. However, in practice, many students still exhibit low learning interest, particularly when learning is conducted conventionally without innovative media. This study aims to (1) describe students' interest in learning narrative texts before using podcasts in 5th-grade elementary school, (2) describe students' interest in learning narrative texts after using podcasts in 5th-grade elementary school, and (3) describe the positive effect of podcasts as a learning medium on interest in learning narrative texts in 5th-grade elementary school. This study employed a quantitative pre-experimental method with a one-group pretest-posttest design involving 22 students. The instrument used was a learning interest questionnaire with a 28-item Likert scale that had been tested for validity and reliability. The analysis results showed that the average pretest score for learning interest was 68.77 and increased to 96.55 on the posttest. Hypothesis testing was conducted using the Wilcoxon test, which yielded a significance value of $0.000 < 0.05$; thus, H_0 was rejected and H_1 accepted. These results indicate that podcasts significantly influence the improvement of students' learning interest. Podcasts are considered effective because they present material in an engaging, flexible, and easy-to-understand manner, thereby increasing students' active engagement in the learning process.

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1. INTRODUCTION

Indonesian Language is a subject that students must take from elementary school through high school. This underscores the subject's critical role in the educational system. One of the key topics taught in this subject is narrative text, particularly in fifth-grade elementary school. Narrative texts taught at the elementary school level aim to develop students' language skills, such as understanding and composing stories. To achieve this goal, students' learning interest is essential. This is because learning interest makes students more active and motivated in the learning process.

Learning interest can be defined as a sense of attraction toward learning activities influenced by internal factors, such as curiosity and motivation, as well as external factors like the learning environment and the teaching methods used by the teacher (Solehah et al., 2022). Students with high learning interest tend to exhibit positive attitudes, greater enthusiasm, and consistency in participating in the learning process. Based on the learning outcomes for the Indonesian language, particularly in the listening component, students are expected to be attentive listeners. Additionally, students are expected to have an interest in the speech they hear

and be able to grasp information from various sources such as audio media, texts delivered orally, verbal instructions, and conversations related to personal life, family, or the surrounding environment (National Standards, Curriculum, and Educational Assessment Agency, 2024) .

Based on these learning outcomes, the learning media used should be varied and creative. The use of appropriate and engaging media can stimulate students' interest in learning, as it enhances attention, curiosity, and active participation in the learning process. This is also in line with the notion that learning media serve as tools to transform abstract material into something more concrete, thereby helping students learn effectively and efficiently (Nurfadhillah, 2021) . Therefore, teachers are required to create engaging learning experiences by leveraging technology to foster students' interest in learning, enabling them to grasp the material easily.

However, the reality on the ground, based on the results of interviews at an elementary school on November 14, 2024, is that the teaching of narrative texts still faces various obstacles. One of the challenges faced is the limited variety of learning media and methods used by teachers, such as learning media that rely solely on storybooks and the use of lecture-based methods. This situation is also supported by research by Suriani et al., (2021) and by Adawiyah & Damayanti, (2022) , which states that teachers' teaching methods are dominated by lectures and the use of conventional media.

Learning media serve as a means for teachers to convey educational messages to students, which is useful for creating a learning process by stimulating students' attention, interest, thoughts, and emotions (Dewi and Rania, 2021) . In the digital era or Society 5.0, teachers are required to master and utilize technology to create engaging learning experiences. Education in the digital era demands innovation in teaching methods, and one of these is the use of diverse learning media, particularly those based on information technology (Sholeh & Rofiki, 2024) .

However, the reality on the ground, based on interview results at the school on November 14, 2024, shows that narrative text instruction still faces several challenges, such as limited variety in learning media and the methods used by teachers. Interviews with homeroom teachers revealed that teachers believe the use of innovative and interactive learning media in Indonesian language instruction—particularly for narrative texts—is unnecessary. This situation is also supported by research by and Adawiyah & Damayanti (2022) which states that teachers' teaching methods are dominated by lectures and the use of conventional media.

As a result of such teaching methods, students become passive, leading to a lack of student engagement in the learning process. Abidin & Purnamasari (2023) , identify four indicators of student learning interest: a sense of enjoyment, interest in learning activities, attention during learning activities, and engagement in learning activities. A lack of student attention leads to a decline in learning interest, preventing the learning process from achieving optimal results.

Therefore, the use of innovative and interactive learning media has become a necessity for teachers in creating engaging and meaningful learning experiences. To address this issue, the proposed alternative solution is the use of podcasts. Narrative podcasts are audio recordings containing a combination of stories presented through the Spotify app (Adawiyah & Damayanti, 2022) . On the Spotify app, the narrative text is divided into several episodes. Podcasts have several advantages: they can be listened to both online and offline; the content can be developed across various learning topics as needed; and they can enhance students' understanding and self-confidence. Based on these points, podcasts are highly suitable for use as an innovative learning medium.

This study was conducted to provide an example of digital learning using podcasts—specifically, learning that utilizes podcasts to support students' comprehension. Lestari & Fatonah (2021) state that podcasts can be utilized as a medium for teaching students listening skills. Narrative podcasts are audio recordings containing a combination of stories presented through the Spotify app (Adawiyah & Damayanti, 2022). On the Spotify app, the narrative texts are divided into several episodes. In the study by Ramadhani et al. (2023), it is stated that podcasts can be used as a medium that can be developed into a learning tool due to their advantage of being accessible anytime and anywhere.

Based on the above discussion, podcasts have significant potential for use in Indonesian language learning, particularly in teaching narrative texts in elementary schools. However, this medium has not yet been widely implemented or empirically studied. Therefore, a scientific study is needed to evaluate the extent to which podcasts influence students' interest in learning. This study is expected to provide practical contributions to teachers in designing innovative learning activities using podcasts to enhance students' discipline, motivation, and interest in learning.

2. METHOD

The research design employed is a quantitative pre-experimental study using a *one-group pretest-posttest* design. There are two variables in this study: the independent variable and the dependent variable. The independent variable (X) is the implementation of podcast learning media, while the dependent variable (Y) is students' interest in learning narrative text material. This study aims to analyze the extent to which the use of podcast media influences the improvement of students' interest in learning.

The population in this study includes all fifth-grade students, divided into two classes, namely 5-A and 5-B, with a total of 44 students. Sampling was conducted using simple random sampling, specifically a random selection via the digital tool "*Spin the Wheel*." From this randomization, Class 5-A was selected as the study sample, consisting of 22 students.

The methods used to collect data in this study consisted of two methods: a questionnaire and documentation. The questionnaire was designed as a 5-point Likert scale and comprised 28 statements administered as a *pretest* and *posttest* to measure students' learning interest before and after the intervention. In addition, documentation was used to collect supporting data in the form of teaching modules, podcast media, and photos of activities. The questionnaire outline is as follows:

Table 1. questionnaire outline

No	Indicator	Descriptor	Number	Question number
1	Feeling of joy	✓ Enthusiasm in participating in the learning process ✓ Having positive emotions toward the learning process	6	1, 2, 9, 10, 17, 18
2	Attention	✓ Paying attention to the teacher during class ✓ Be enthusiastic during learning activities	6	3, 4, 11, 12, 25, 26
3	Interest	✓ Interest in the learning materials used ✓ Demonstrates curiosity and enthusiasm for learning the	10	5, 6, 13, 14, 19, 22, 23, 24, 27, 28

		material		
		✓ Has a desire to study narrative texts outside of class hours		
4	Student Engagement	✓ Active in learning activities	6	7, 8, 15, 16, 20, 21
		✓ Completing assignments and homework		

The research instrument used was a questionnaire designed based on four indicators of learning interest: enjoyment, attention, interest, and student engagement in the learning process. Each indicator was broken down into a number of statements, totaling 28 items. Each statement was rated using a Likert scale with four response options: often (score 4), rarely (score 3), never (score 2), and never (score 1), to measure the respondents' level of agreement with the given statements. Before being distributed to students, the questionnaire underwent validity testing with a significance level of <0.05 and reliability testing with a Cronbach's alpha of 0.923. Based on these results, the questionnaire can be deemed valid and highly reliable.

Data analysis in this study was conducted using descriptive statistical techniques, normality tests, homogeneity tests, and hypothesis testing. Descriptive statistics were used to describe students' learning interest before and after using the *podcast* learning medium by presenting information in the form of tables, graphs, or statistical indicators such as the mean, assisted by *Microsoft Excel*. The steps for data analysis using descriptive statistics include determining the scores obtained by each student and classifying students' learning interests based on predetermined criteria. The categorization of students' learning interests is presented in Table 2.

Table 2. Learning interest categories

NO	Category	Formula	Calculation	Score range
1	Very High	$M + 1.5SD_i \leq X < M + 3SD_i$	$70 + 21 \leq X < 70 + 42$	$91 \leq X < 112$
2	High	$M \leq X < M + 1.5SD_i$	$70 \leq X < 91$	$70 \leq X < 91$
3	Low	$M - 1.5SD_i \leq X < M$	$49 \leq X < 70$	$49 \leq X < 70$
4	Very Low	$M - 3SD_i \leq X < M - 1.5SD_i$	$28 \leq X < 49$	$28 \leq X < 49$

Next, a frequency distribution table was created based on the categorization that had been performed. Normality and homogeneity tests were conducted as prerequisite tests for hypothesis testing. Hypothesis testing was conducted to determine whether there was a positive effect of *podcasts* on students' learning interest. Normality, homogeneity, and hypothesis tests were performed using *SPSS 26*.

3. RESULT AND DISCUSSION

The research design used was a pre-experimental study with a one-group pretest-posttest design, while data were collected using a questionnaire as the primary instrument, aimed at measuring students' learning interest before and after the intervention involving the use of podcast learning media. The obtained data were analyzed to examine the effect of the intervention on learning interest, then interpreted and related to theory and previous research findings as the basis for discussion:

Students' learning interest in narrative text instruction before using podcast media in grade 5 of elementary school

A questionnaire was distributed to students in Grade 5-A, with 22 respondents. The ideal score ranged from a high of 4 to a low of 1 for each question item. The results of *the pretest* were determined and presented in the following table.

Table 3. Pretest frequency distribution table

No	Category	Interval	Frequency	Percentage	Highest Score	Lowest Score	Average Score
1	Very High	91–112	0	0.00%	77	57	68.77
2	High	71–90	10	45.45%			
3	Low	49–70	12	54.55%			
4	Very Low	28–48	0	0.00%			

Based on the frequency distribution table above, there are 10 students in the high category, accounting for 45.45%. Meanwhile, there are 12 students in the low category, accounting for 54.55%. The highest total score among all students is 77, and the lowest total score is 57, with an average student score of 68.77. As seen in the frequency distribution table, the average student score falls within the low category. Therefore, it can be concluded that students' interest in learning is in the low category

Students' learning interest in narrative text instruction after using podcast media in grade 5 of elementary school

Students' interest in learning narrative texts after using *podcasts* can be determined using a questionnaire administered after the lesson using *podcasts*. The results of the posttest are presented in the following frequency distribution table.

Table. 4 posttest frequency distribution

No	Category	Interval	Frequency	Percentage	Highest Score	Lowest Score	Average Score
1	Very High	91–112	17	77.27%	103	84	96.55
2	High	71–90	5	22.73%			
3	Low	49–70	0	0.00%			
4	Very Low	28–48	0	0.00%			

Based on the table above, 17 students fall into the very high category, accounting for 77.27%. Meanwhile, 5 students fall into the high category, accounting for 22.73%. The majority of students' interest in learning falls into the very high category, with only a few students in the high category. The highest total score among all students is 103, the lowest total score is 84, and the average student score is 96.55, which, as seen in the frequency distribution table, falls into the very high category. The difference between the *pretest* and *posttest* results can be seen in the following graph:

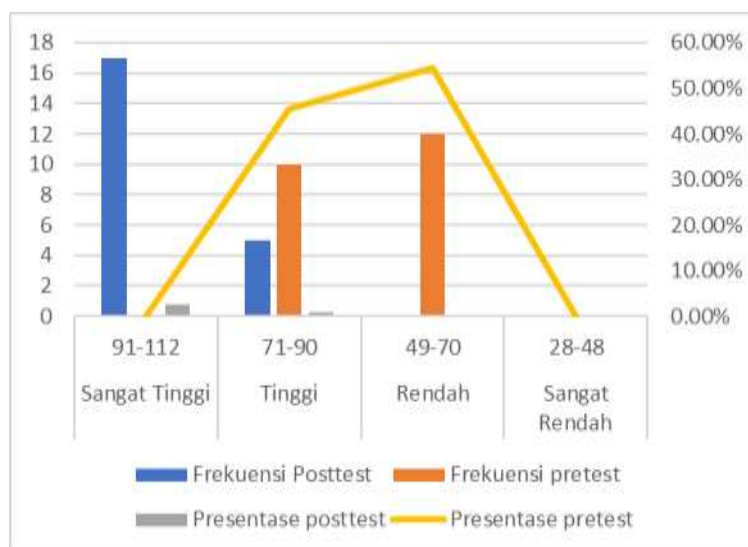


Figure 1. Comparison of pretest and postpost

The effect of podcast media use on learning interest in narrative text instruction in grade 5 at elementary school

Hypothesis testing in this study aims to determine the effect of podcast learning media on learning interest. If the data meet the assumptions of a normal distribution, a *paired sample t-test* is used; otherwise, a non-parametric alternative, namely the *Wilcoxon* test, is used. Thus, it is important to conduct normality and homogeneity tests first before performing hypothesis testing.

Table 5. Tests of normality

Class	Total Score	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
1	Pre-test	,160	22	,149	,936	22	,164
2	Posttest	,215	22	,009	,864	22	,006

A normality test was conducted to determine whether the data followed a normal distribution. In this study, the *Shapiro-Wilk* test was used because the sample size was less than 50. The decision criteria were based on the significance value (Sig.), where data were considered normally distributed if Sig. > 0.05, and not normally distributed if Sig. < 0.05. The test results showed that the pretest total score had a Sig. value > 0.05, while the posttest total score had a Sig. value < 0.05. Since one of the datasets was not normally distributed, the data as a whole was deemed not to be normally distributed.

Table 5. Tests of homogeneity of variances

		Levene's Statistic	df1	df2	Sig.
Interest in Learning	Based on Mean	,438	1	42	,511
	Based on the median	,690	1	42	,411
	Based on the median and with adjusted df	,690	1	40,330	,411

Based on the trimmed mean	,519	1	42	,475
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A homogeneity test was conducted to ensure that the variances across groups are homogeneous. Based on the results in the table, the significance value *based on the mean* for the learning interest variable is 0.511. Since this value is greater than 0.05 ($0.511 > 0.05$), it can be concluded that the data has homogeneous variances.

Based on the normality and homogeneity tests that have been conducted, the hypothesis test in this study uses a non-parametric test for paired data (*paired sample*), namely the *Wilcoxon* test. The results of the *Wilcoxon* test can be seen in the following table:

Table 6. Test statistics

	Interest in Learning
Z	-4.113 ^b
Asymp. Sig. (2-tailed)	,000

Based on the table above, it can be seen that the significance value is $0.000 < 0.05$. The hypothesis testing criteria are: if the significance value is > 0.05 , then H_0 is accepted and H_1 is rejected; whereas if the significance value is < 0.05 , then H_0 is rejected and H_1 is accepted. Based on the testing criteria, it can be concluded that H_1 is accepted; thus, it can be stated that there is an effect of the *podcast* learning medium on learning interest in narrative text instruction.

Students' learning interest before using the *podcast* learning medium was in the low category. This is evident from the results of the questionnaire distributed to students, which showed that the lowest total score among all students was 57, falling into the low category, while the highest total score obtained was 77, which falls into the borderline category between high and low. This indicates a lack of student interest in the conventional learning media previously used. The conventional learning media previously used were storybooks or stories found in textbooks and worksheets. This aligns with previous research stating that most Indonesian language teachers still use story texts as learning media. Adawiyah & Damayanti, (2022) state that fifth-grade teachers in Indonesian language instruction use the lecture method and occasionally use story texts as learning media. The use of conventional teaching media results in a lack of student interest, causing students to feel unengaged and inattentive to the material being explained by the teacher. Students are not interested in the learning media used, which makes them feel bored with the lesson, especially when faced with lengthy texts. This aligns with the findings , who state that conventional learning media are ineffective in boosting students' interest in learning, as they can lead to boredom and reduced comprehension.

This causes students to lose focus on the teacher's explanations regarding the narrative text material. This situation indicates that the learning media used require innovation to maximize student engagement. This is also consistent with research conducted by Surahmawan et al., (in Sukma & Handayani, 2022) , which states that learning media serve as tools to convey messages capable of stimulating students' thoughts, attention, emotions, and interest throughout the learning process. Student learning activities should utilize innovative learning media to foster student interest and engagement (Rakhman et al., 2024) .

Learning activities using podcasts were conducted over two sessions in the Indonesian language class, specifically on narrative text material. Students appeared more active and

enthusiastic in participating in the lessons. The use of *podcasts* provided a new experience distinct from conventional learning media, particularly in creating a more lively and interactive classroom atmosphere. Following the implementation of *podcasts* as a learning medium, there was a significant change in students' interest in learning. The learning interest of students was mostly in the very high category. The change in students' learning interest can be seen from the highest and lowest *posttest* scores for learning interest. The highest total score was 103, and the lowest total score among all students was 84. Based on the research, the increase in students' learning interest was influenced by the use of *podcast* learning media. *Podcasts* are a form of digital learning media relevant to the modern era. Integrating the latest technology-based or digital learning media into educational settings is highly beneficial for capturing students' interest. This is also supported by research conducted by Rakhman et al., (2024), which states that digital educational media can capture students' attention and create engaging classroom experiences, thereby preventing boredom during the learning process.

Based on the results of the questionnaire completed by students, there is a higher level of interest, enthusiasm in participating in lessons, and a desire to replay the material presented via *podcasts*. Nirmala et al., (2024) state that *podcasts* offer flexible time management, help teachers develop learning topics in various formats, and assist students in understanding and focusing on the presented material. According to Mayer (Rahayu et al., 2024) the use of multimedia by maximizing the functions of two dual channels—audio and visual—can enhance the effectiveness of information reception. This is because each channel has its own capacity for receiving information. Thus, it can be concluded that the use of podcasts can influence an individual's information reception and reduce the burden on one of the channels by half. This is because each channel has its own capacity for receiving information.

The results of the learning interest questionnaire completed by students before and after the intervention showed a significant increase. Before the use of *podcasts*, most students had low levels of learning interest, with an average score of 68.77 prior to the use of *podcasts*. After the *podcast-based* learning was implemented, the average questionnaire score increased to 96.55, indicating a rise in learning interest. Podcasts can be considered an appropriate learning medium for explaining narrative texts. This is supported by the results of several studies conducted by previous researchers regarding *podcasts* as a learning medium. Hayya & Widyasari, (2022) state that *podcasts* are suitable for use as a medium for teaching the Indonesian language, particularly in relation to literature. Adawiyah & Damayanti, (2022) state that *podcasts* are effective as a learning medium for Indonesian narrative texts in 5th-grade elementary school. Thus, the results of this study reinforce the notion that learning media aligned with technological advancements and students' learning styles can significantly enhance learning interest. Based on the results of data analysis and processing, it was found that the significance value was $0.000 < 0.05$; thus, H_0 is rejected and H_a is accepted. Therefore, it can be concluded that there is an effect of the *podcast* learning medium on learning interest in narrative text instruction.

4. CONCLUSION

Based on the results of the data analysis conducted, the following three conclusions can be drawn. First, students' interest in learning narrative texts in 5th grade elementary school before using the podcast learning medium was relatively low. This is evidenced by the distribution data, which shows that the majority of 5th-grade students' learning interest falls into the low category.

The average total questionnaire score for students before using the podcast learning medium was only 68.77. The highest total score among all students was 77, and the lowest total score obtained was 57.

Second, students' interest in learning narrative texts after using the podcast learning medium was predominantly in the very high category. This can be seen in the frequency distribution table in Chapter IV. The frequency of students in the very high category was 17, and 5 students were in the high category. The average total questionnaire score of students after using podcasts was 96.55. The highest total score obtained was 103, and the lowest total score among all students in Class 5-A was 83.

Third, there is an effect of podcast learning media on learning interest in narrative text instruction. This is based on the results of the Wilcoxon test, which indicate that the significance value of $0.000 < 0.05$, so H_0 is rejected and H_1 is accepted. Additionally, the average student scores on the pretest and posttest showed an increase. It can be seen that the average student score on the posttest was 96.55, an increase compared to the pretest, where the average score was only 68.77. This suggests that the high posttest scores resulted from the use of podcasts as a learning medium. The improvement in posttest results indicates that podcasts can create engaging and enjoyable learning experiences. Teachers can integrate podcasts into lesson plans or teaching modules as the primary medium for introductory activities or core learning activities.

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