

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

Researcher produce findings after completing the research. 3 different students from English education class 21 are referred to as participants 1 (P1), participants 2 (P2), and participants 3 (P3) participated in answering interview questions from the researcher. Structured interviews and narrative framework provide the data. The researcher decide to combine interview sessions with a narrative framing method in order to obtain a comprehensive of the view and difficulties that participants encounterd when using podcasts as an activity to developpe public speaking abilities.

As part of the research design, the three participants were given a set of twelve specific questions. The purpose of the questions was to elicit detailed responses that would shed light on their point of view regarding podcast activities for public speaking development as well as the difficulties that participants encounter. At the same time, the participants received narrative frames, which served as an additional qualitative tool to more easily document their subjective experience.

Two research questions must be addressed in order to finish the current research. Students' view towards podcast as the activity for developing public speaking abilities are the subject of the first research question. The second

research topic, on the other hand, concerns the difficulties that students' encounter when using podcast as the activity for developing public speaking abilities.

1. Students' View Towards Podcast as the Activity for Developing Public Speaking Abilities

This section focuses on the experience students have when doing podcasts as a tool or activities to develop their public speaking. In order to address the topic of this research, the data presented here will be divided into seven declaration parts that provide methodical answer to the interview questions posed by P1 through P3.

a. Round-Table Podcast an Effective Type of Podcast that Can Developing Public Speaking Skills

Because the podcast activity that has been carried out in class as an exercise in developing students' public speaking is a round-table type, in this section the researcher focuses on the students' views about what they felt after doing the round-table podcast.

Based on the interview with P1, P1 felt that round table podcasts were more effective as an initial foundation for practicing public speaking with friends. In a round table conversation, the participants are in a position facing each other or in a circle, which makes it easier for them to communicate. Each participant can see each other, which influences their interactions in a more direct and clear way. This arrangement allows for a stronger connection between the participants. They can see each other's facial expressions, body language, and other non-verbal signs that enrich the conversation. Because the host, co-hosts and guest stars can see and respond to each other directly, conversations tend to be more fluid and

spontaneous. This makes conversations feel more natural and less disjointed, because participants can respond to other people's reactions or comments directly, without the constraints of distance or formal settings.

“Personally, I believe that round table conversations are effective because within a circle, it is much easier to communicate. The setup allows for better interaction, as everyone can see and respond to each other more naturally, which helps the flow of conversation.”

P2 adapted and was influenced by the good influence of his group friends in the podcast round table. This statement states that following or being involved in a round table podcast can provide benefits in practicing public speaking skills. This is because this kind of podcast provides an opportunity to observe how friends or group members speak, express opinions, or organize arguments. By observing various speaking styles, intonation, word choice, and ways of conveying messages, P2 can learn and adapt these techniques in speaking. In addition, podcasts provide the opportunity to practice directly, so P2 can not only learn the theory or concept of speaking, but also practice it actively, which is important for improving your public speaking skills.

“I think yes, because we can observe and practice how our friends speak. So, we can learn to be like them.”

P3 explained the benefits of the round table podcast format in improving communication skills, especially in terms of listening and responding to other people. In this format, several participants gather to discuss a particular topic. This dynamic and interactive discussion requires participants to actively listen to other people's opinions, and provide relevant and constructive responses. This can train the ability to listen well, which is an important skill in communication. In

addition, the round table format also gives participants the opportunity to speak and convey their own opinions, which can improve their public speaking abilities and skills in conveying arguments clearly and persuasively. Overall, this format supports a more active learning process, where participants not only learn from others, but also share views and enrich their own insights.

“The roundtable format encourages dynamic and interactive discussions, which can improve listening skills and the ability to respond to others. This is also opportunity to participate, especially in practicing the ability to express opinions.”

b. Podcast make Confident and Help Overcome Nervousness or Anxiety When Doing Public Peaking

This section focuses on exploring the increase students’ self-confidence when doing public speaking, what students feel personally after doing podcast activities in class. Highlighting the views and reasons that influence podcast activities helped students overcome nervousness or anxiety in public.

Following the interview results, P1 felt more confident when they had to speak in front of many people while doing a podcast. Podcast activities in class as a form of practicing public speaking felt enjoyable and exciting for P1, even though it felt a little tense at the beginning. Sitting with several friends and sharing roles of host, co-host and guest star feels like a normal conversation when having it. This made P1 suggest to themselves that when speaking in front of a crowd, there is no need to feel pessimistic or insecure, just treat the audience like friends and talk to them in a relaxed and stable manner as usual.

“Podcasts have helped me overcome nervousness by providing a low-pressure environment to practice speaking, which has built my confidence over time. With support and encouragement from friends and classmates, I

feel more comfortable expressing my ideas. Their positive feedback has boosted my self-esteem, helping me manage anxiety and feel more at ease when speaking in public.”

P1 also revealed that the treatment used in podcast activities makes them more comfortable because they don't have to speak and stand alone in front of people; simply sitting in a circle doing conversation scenes makes the atmosphere feel more supportive because it only focuses on friends in the podcast group. P1 believes podcast activities are an excellent initial step toward reducing nervousness when speaking in public. With continuous practice, not only in class but doing podcast activities with friends outside class, we can get used to speaking well.

P2 stated that the way to reduce anxiety when doing podcast activities for public speaking is to see or learn how friends control their fear and anxiety when appearing to present a podcast in front of the class. P2 is more inclined to absorb inspiration and enthusiasm from their group friends or other groups. P2 believes that seeing other people struggle with anxiety provides the best example of growth. We might take notes and observe what makes us nervous when we speak in front of others. When other people succeed and appear to be comfortable speaking in public, P2 instills the belief that if they can do it, I can as well.

“I think there has been progress in confidence and optimism in learning to speak in front of many people using English. By watching friends as they speak and seeing how they control their anxiety, we can follow their example. Additionally, discussing topics we enjoy can help reduce nervousness.”

The narrative frame indicates that P2 thought the atmosphere for practicing public speaking was encouraging. P2 can work with friends in podcast

group, which is the first stage in acclimating to public speaking, so they have to face audience. This suggests that podcast activities are an effective learning medium for boosting students' self-confidence.

Almost similar to P1's view, P3 felt that podcast activities in the context of practicing public speaking felt safe and had a supportive environment because they were presenting with a group of friends. Anxiety about speaking in front of a large group of people is minimized. P3's approach is to think that the audience in the class is watching them on YouTube, so that audience does not feel as if they are in direct contact with P3. Fortunately, the audience in the classroom was likewise cooperative and quiet, allowing P3's voice to be heard and clearly.

“I find that podcasts create a low-pressure environment where i can focus on speaking clearly without a large audience. This excercise helps me get used to my own voice”

P3 remarked that the more audible their voice was when speaking, the more P3 felt less intimidated and more confident in appearing impressively. In alignment with the perspectives of P1 and P2, P3 asserts that engaging in podcast activities enhances enjoyment and confidence in public speaking, as it involves collaborative discourse, fostering a sense of camaraderie that alleviates anxiety.

c. Podcast make You More Free and Enjoy Using Facial Expression and Body Language When Speaking in Front of the Class with Your Friends

P1 contended that podcasts concentrate the flow of stories and conveyance of ideas, whereas speakers tend to focus on how to transmit messages expressively rather than merely following formal norms, as in in formal speeches. Podcasts are typically recorded in a relaxed and informal setting, allowing

participants to express themselves without the formal pressure of a theatrical performance. This enable speakers to explore natural face expressions and body movements. With a relaxed and intimate atmosphere, podcasts are an effective medium for honing public speaking.

“Doing a podcast makes me feel freer and more comfortable using facial expressions and body language when speaking in front of the class. It boosts my confidence, allowing me to communicate more naturally and enjoy the process.”

Conversations or discussions with the host or co-host are common in podcasts. As P2 notes, this promotes the impromptu hand and facial expressions to facilitate engaging and participatory communication. People gain confidence in their body language and facial expressions through conversation, despite the fact that others will be watching or listening. Podcasts frequently cover the topics that the presenter is passionate about, which makes them more open to expressing their opinions through body language and facial emotions. According P2’s experience, a person’s body language tends to be more spontaneous when they are enjoying the topic.

“Because i really enjoy doing round table podcasts with my group, my speaking tone more expressive. The more i practice expressing myself verbally, the more my face and body language seem to speak naturally”

In keeping with the previous points, P3 clarified that public speaking skill will improve with self-confidence. Prior to speaking in front of many people, P3 needs to develop self-confidence. As previously stated in responses, P3 employ a technique in which body language is employed to convey the speaker’s message despite the audience’s lack of visual contact. Conversation are made more dynamic and energetic by body language, such as hand gesture and facial

emotions, which affect how voices sound. Podcast practice helps presenters feel more comfortable and confident with their body language.

“As I become more confident in what I say, I feel more comfortable being expressive, which makes speaking in front of people more fun and interesting.”

d. Techniques that are Employed to Keep the Audience Engaged and Not Bored During the Podcast

This section will focus on participant views about they do to contribute to increasing the appeal of the podcast, which ultimately engages the audience to be more interested in listening.

Based on the interview with P1, it was revealed that audience felt like they zoned out quickly if from start the podcast speakers had a monotone speaking tone. P1 observed that another group had speakers who were not relaxed and whose tone of voice was flat, not expressive and whose speaking speed was irregular, making the podcast content difficult for the audience to accept. Therefore, P1 varied the pitch of his voice as much as possible to make it sound more exciting to hear. Apart from that, P1 also asked the guest star provocative questions so that the audience was curious about the answer from the guest star. P1 also applied opening and closing, added short personal experience to the topic of conversation, and used ice breaking. P1 and the group mates also shared humor so that the discussion felt fresh and not tense.

“I think to keep the audience engaged during a podcast, I can use techniques like open the podcast with splashes about the topic, varying my tone of voice, asking thought-provoking questions, and including personal stories or relatable examples and pleasant closing. Additionally, breaking up longer segments with humor or interactive discussions helps maintain interest and use ice breaking. These techniques are effective because they create a more

dynamic and engaging listening experience, keeping the audience focused and involved in the conversation.”

P2 revealed that the method of throwing quizzes to the audience is a significant way to keep the audience focused on the podcast. Even though P2 acted like she was being recorded, in the middle of the show P2 asked small questions related to the topic and guest stars, for example; What is the title of today’s podcast? What can be concluded from the guest star’s answer? Do they agree with the guest star’s answer? etc. Then the audience will answer at the end of the podcast activity as feedback. P2 also plays fun music at the beginning and closing to enliven the podcast activities so that the audience feels happier when watching and makes their own impression.

“I think having a quiz technique in the middle of a role-play podcast can keep the audience engaged, allowing them to be active rather than just listening.”

Just like P1, P3 applies variations in tone, speed speech, humor and provocative questions in the podcast. A speaking tone that suits your needs and sentences spoken can highlight the important points being discussed so that the audience is more enthusiastic and doesn’t lose control when listening to the podcaster because as someone who also has been an audience, P3 feels that when the podcaster sounds enthusiastic, the audience will also be infected with enthusiasm. By adding humor, P3 feels that it provides a mental break for the audience, especially if the material presented is quite heavy and serious, this keeps the audience awake and does not feel bored and the audience also sometimes remembers the points conveyed better through humor. Provocative questions are also asked to make the audience curious about the guest star’s answers.

“I find effective techniques include using varying tones and speaking rates, incorporating humor, and asking thought-provoking questions. These techniques very effective because they can attract attention and make the audience curious about what will happen next.”

e. An Interesting, Light Topic and Innovative Presentation Through Podcast Activities Further Increase Audience Interest

P1 chooses the podcast’s topics based on their applicability and how closely they relate to daily life. As a student, mental health, education and hobbies are typically pertinent, light, and engaging topics to talk about. It is necessary to develop the argument of the chosen topic in order to make it more engaging for a group podcast friends to continue studying. Because podcast activities are essentially an area of information but based on entertainment, P1 also employs methods to discuss topics like hanging out, telling soothing stories, and adding humor with group of friends to make them seem closer to the audience and easy to understand. This makes it a great place to begin developing public speaking ability.

“I believe students are more innovative in presenting relevant, light, and interesting topics through podcasts. The format encourages creativity, allowing students to explore a wide range of topics in a way that feels fresh and engaging. By selecting subjects that resonate with their peers and presenting them in a fun, accessible way, students can capture and maintain listeners’ interest more effectively.”

P2 asserts that the audience’s favorite topics are those that they frequently have strong personal feelings about. Things that are simple to comprehend and relevant to the audience’s daily lives, such entertainment, lifestyle, or interpersonal connections, are frequently covered by light themes. Loyalty is increased by establishing an emotional connection with the audience through

lighthearted topics and a genuine presentation. Audience in today frequently look for content that is less cognitively or emotionally taxing so they can listen more comfortably. With an expressive interview or chit chat format between host and guest stars, not lectures or traditional methods, it brings a breath of fresh air to the audience, they not only have to listen but can also enjoy the stage act of the group whose turn it is to be podcaster.

“In my opinion, through podcasts, students can be more creative in choosing and presenting topics. With a relaxed and interactive format, they are freer to express their ideas, making the content lighter and easier for listeners to enjoy.”

In line with P1 and P2, P3 also has the same view that content of the podcast must be relevant to the audience’s daily life. If the content is too heavy, the audience will quickly get bored or even not want to listen at all. Not just innovating to develop light topics to make them special, innovations in format, such as interactive sessions, unusual interviews, or in-depth approaches stories, make podcasts different from other media. According to P3, an interesting presentation, whether through the narrator’s voice, background music or sound effects, creates an entertaining and memorable listening experience.

“Podcasts allow students to be more innovative in presenting content. They are often inspired to cover current, relevant and accessible topic that resonate with listeners or audience. By innovating, adding jargon, theme music or icebreakers to the opening also makes the podcast more interesting and fun to listen to.”

f. Students’ View About Podcast Activities that Increase Their Technique Vocal When Doing Public Speaking

Responses from interviews with three participants are included in this section, which focuses on finding out how they view about podcast activities that

can enhance voice technique when doing public speaking. This section will address the participants' reactions to the podcast's provision of a more casual and relaxed setting for honing their vocal skills and practicing speaking with confidence. They believed that speaking on a podcast made them focus more on pronunciation, pacing, intonation, and articulation.

To practice pronunciation, P1 watched English podcasts hosted directly by native speakers. By listening carefully to the way native speakers speak, P1 is influenced to be able to do the same thing. Moreover, P1 considers podcast activities to be the same as gathering with friends, based on a natural conversational style that is carried out every day. It makes P1 less awkward to speak directly and does not make him breathless, which in fact makes P1's pronunciation and articulation clearer than when P1 had to talk alone in front of an audience like the traditional method.

“Podcasts are very helpful in learning pronunciation because they provide real-life examples of how words are pronounced by native speakers. By listening to different voices, accents, and speaking styles, I can improve my understanding of correct pronunciation and articulation. Also in podcast, scripts or prepared talking points are used. With that preparation, I have the opportunity to practice intonation and speaking speed according to the sentences before performing. This reduces the pressure i feel and can speak spontaneously and improve intonation control.”

P1 studied the script that had been created before starting the podcast activity. It does look the same as the traditional method of also studying script before performing, but with a podcast, P1 perform in a more relaxed format and chats with friends, helping P1 to be more regular in taking a breath and keeping up with the person he is talking to. Before performing, P1 did a small rehearsal

with the podcast group mates, so that they had decided where they should sound serious, enthusiastic, even and persuasive.

P2 practices by listening to relevant podcasts from social media before performing. P2 practiced listening and imitating aspects that could be applied in her performance when speaking in public via podcast. When performing podcast activities, P2 realized that the podcast method had more influence on controlling emotions because P2 felt like she was having normal conversation with a friend on a more important topic so that the resulting intonation was more organized.

“Listening to podcasts on youtube as a form of practice before doing podcast activities in class allows me to hear how native speakers pronounce words and articulate their thought which improves my own pronunciation and clarity.”

P2 used YouTube to view a number of podcasts before using the platform to practice public speaking skills, including pronunciation and articulation. P2 can increase pronunciation accuracy and clarity by mimicking the way native speakers say things on podcasts. In order to enhance P2's vocal expressiveness, podcasts frequently use natural language with intonation and rhythm that can be mastered. P2 learned how to effectively express thoughts by listening to a range of topic. P2 felt happy that there were podcast activities in class. If there were no podcast activities as practice in public speaking class, then she would rarely watch podcasts on YouTube as a learning reference.

P3 practices by listening to P3's own recordings, while P2 practices by copying podcasters on social media. P3 recorded the classroom podcast activities so that they could be seen again and the areas of weakness could be assessed. After completing podcast tasks, the process of gaining self-confidence and mastering

intonation when speaking to P3 took place. P3 is more assured. P3 notes : your speaking tone and phrase will be more controlled if you are comfortable, confident, and love it.

“Podcasts are very helpful in controlling intonation and speaking speed. Because the podcast activities were recorded at that time, I was able to practice adjusting my tone to make it sound more interesting and monitor speaking speed so that i could hear it clearly, because if i wasn’t used to it then what i said would sound muffled when speaking in public.”

According to P3’s statement, podcast activities encourage individuals to pay attention to important aspects of speaking, such as pronunciation, articulation, intonation and the correct use of grammar. Listening to self-recordings helps realize errors that may not be noticed when speaking, such as inaccurate pronunciation or inappropriate intonation. By realizing deficiencies, individuals can design improvement strategies to improve the quality of public speaking at the next opportunity.

“Podcast require clears speech, which motivates me to focus on correct pronunciation and articulation. Listening to the recording of myself after doing podcast activities in class allows me to identify mispronounced words or innapropriate voice intonation.”

g. Podcast Activitiy Encourage Students to Actively Practice Public Speaking and Improve it Compared to Other Teaching Methods

This part describes the results of interviews with all participants regarding their views on podcast that can motivate students in learning public speaking, make students like practicing and improving public speaking compared to other methods and help them better understand and master how to speak well in public.

According to P1, podcasts are better as an initial forum for practicing public speaking than previous methods. In podcasting, one has the space to

convey their ideas in a structured yet flexible manner. This offer a chance to try out several approaches to clearly communicating a message, developing a story, or elucidating an idea to an audience. Podcasting helps P1 develop his ability to think quickly and communicate without too much preparation because it's frequently on the spot. This type of practice gradually lowers anxiety, increases confidence in verbal communication, and helps people become more proficient speakers. Additionally, group podcast are typically more casual, which make it easier for P1 to joke about and discuss topics without feeling uncomfortable and makes them more engaging to watch.

“Compared to other teaching methods, podcasting encourages me to actively practice and develop my public speaking abilities by giving me a platform to regularly speak and express my ideas. It allows for more spontaneous communication, helping me improve my fluency and confidence. The informal nature of podcasts also makes it easier to experiment with different speaking styles and topics, which promotes consistent practice.”

P2 considers podcasting as a medium for practicing speaking in front of an audience. Podcast are seen to be engaging and accesible, which encourages people to regularly practice speaking. With a wide range of topics covered, podcasting provides pertinent and engaging content, which enhances the learning experience. P2 listened to a number of pertinent podcasts to help her as a speaker. Podcasts offer a range of expert speakers' delivery techniques. P2 can enhance communication abilities by mimicking this manner, which will help her with speaking methods like word choice, pausues, and tone voice.

“Podcasting encourages me to practice actively because it's engaging and accessible. It helps boost my confidence in public speaking, and I can mimic the speakers' styles for more effective practice.”

When engaging in podcast activities, P3 perceives that the format of the podcasts is conversational and informal, fostering a non-stuffy environment. Listeners find it more engaging as a result, particularly those who are disinterested in the repetitive nature of education. Podcasts force P3 to think and react in real time, unlike reading materials to learn public speaking or the traditional method of standing in front of class and simply delivering the topic. It mimics actual communication scenarios in which a person must react impulsively and assimilate information fast. As P3 noted, podcasts offer a more enjoyable, useful, and real-world learning experience, which makes them a useful tool for developing public speaking abilities.

“Podcasts are more interactive and less formal than traditional methods, making them more encouraging. Unlike textbook exercise, podcasts require me to actively think, respond, and speak spontaneously. This real-life practice encourages me to speak regularly, helping me develop the confidence and skills needed for effective public speaking.”

2. The Difficulties that Students Encounter When Doing Podcast As the Activity to Develop Public Speaking Ability

The primary goal of this section is to comprehend the difficulties that students encounter when presenting podcasts in class as part of public speaking exercise. These questions are designed to gain a deeper understanding of certain aspects that could be difficult, such as arranging material, building chemistry, managing time, or engaging an audience.

a. The Challenges of Creating A Content Material for A Podcast Activity

Creating material for a podcast can present a variety of difficulties, depending on the theme, audience, and experience level of the creator. The following are answers obtained from 3 participants regarding some common challenges that may be faced when writing material for podcast content.

P1 stated that he faced challenges in finding material that was appropriate to the topic or theme he wanted to discuss. If P1 choose a topic that is rare or rarely discussed, it will be difficult to research and compose a manuscript, this can happen because of a lack of relevant sources, limited access to information or because the topic chosen is too general so it is difficult to find a specific and interesting point of view. This became a problem for P1 in finding suitable material to present in the podcast.

“Sometimes I find it difficult to find material that fits the topic or theme for the podcast. It can be challenging to choose content that is both relevant and engaging for the audience, especially when the topic is broad or unfamiliar.”

P2’s opinion is not much different from P1. P2 experienced problems when writing the script because not all the information available was suitable to be discussed in a podcast. As a podcaster, P2 needs to filter information so that the content is relevant to the target listeners. This process involves identifying the audience, understanding their needs, and selecting information that fits the purpose of the podcast. Apart from relevance, the attractiveness of the material is also an important aspect. Interesting content will capture listeners’ attention and keep them engaged. But, sometimes P2 feels that interesting content is not necessarily easy to research or relate to the audience personality.

“Sometimes it's difficult to find material that fits the theme of the podcast, but I try to seek various sources to gather relevant information.”

P3 also provides similar views to P1 and P2. When the topic raised is broad or less familiar, P3 feels that the difficulty become greater. As a podcaster or speaker, P3 must narrow and select the scope of discussion to remain focused and in-depth because if there too much discussion it will weaken time management and become inefficient. Additionally, P3s need to learn more about the topic to provide accurate and meaningful information.

“Sometimes, finding relevant material on topic can be a challenge, especially if the the topic is unfamiliar. I need to do extensive research to ensure that i cover the topic accurately, and interestingly, which can be time-consuming but well-worth the effort.”

b. It Takes A Long Time to Write an Interesting Script

For P1, writing an engaging script necessitates time commitment because it must take into account a number of factors, including theme, audience, and suitable communication style. This guarantees that generated content is pertinent and grabs audience’s interest. It takes more than a day or two to write a script and polish the dialogue to make it flow naturally. Strong dialogue establishes an emotional bond with the audience, while a well-structured tale keeps the conversation flowing in an engaging manner. P1 thinks that if he rushing, the material he would deliver will be uninteresting and suitable, failing to grab the audience’s attention right away. Furthermore, incorporating comedy into the script calls for special skills. For jokes to feel genuine, unforced, and humorous, they must be appropriate for the audience and relevant to the theme. Because

writing the script takes up a lot of time, there is less time left over to arrange other elements such as property, music, icebreakers, and rehearsals.

“Creating something interesting can take quite a long time, because it requires a in-depth creative process to develop ideas, story structure and strong script dialogue. Moreover, if we plan additional jokes, there must be a lot of carefull arrangement so that audience continues to be interested in watching us”

P2 revealed that script preparation and editing must be done carefully. This includes choosing the right words, adjusting the tone of voice, and ensuring each segment has appeal to maintain audience’s attention throughout the episode or show. This made P2 take a long time to work on it at that time, even finishing writing the script one day before appearing on the podcast which made P2 confused about other preparation.

“Sometimes I need a bit of time to make my podcast engaging and to keep the audience focused on the topics I present.”

P3 acknowledged that it takes time and effort to write an engaging podcast script. This involves more than just word choice; it also involves making sure that the concepts P3 wish to express are presented in a way that makes sense to the audience. Effective idea structure is crucial to maintaining the plot’s intrigue and logic so that audience can follow the conversation without becoming lost. In addition, the key to making the audience believe that the topic being discussed has worth and benefits for them is to create material that is relevant to them.

“Writing a compelling script can take time. It requires clearly organizing ideas, creating relatable content and making sure the language flows well. Balancing these elements can be challenging. But it’s essential to keeping our audience engaged.”

c. Having Trouble Building a Chemistry with Co-Host or Guest Stars on Podcast

P1 revealed that because the strategy and preparation had been completed days before to the podcast, they had no trouble establishing an intellectual or emotional bond with the co-host and guest stars. P1 showed assurance in his capacity to comprehend and adjust to a range of personalities and communication modalities. P1 thinks the talk will flow naturally when qualities like understanding and openers are present. This demonstrates the capacity to remain spontaneous without losing sight of the discussion's goal.

“I don't find it difficult to build chemistry with co-hosts or guest stars on podcasts. As long as we communicate openly and understand each other's roles, the conversation flows naturally. Collaborating with different people often brings fresh perspectives, making the interaction more dynamic and engaging.”

In contrast to P1, P2 revealed that chemistry between presenters and guest stars does not always appear instantly. Differences in personality, speaking style, or perspective can be obstacles that make it difficult to create a comfortable atmosphere during a conversation. P2 felt a little difficult and needed time to feel comfortable talking with co-hosts and guest stars. But discussing common interests or topics that you both like is an important factor in creating interesting conversations. If the presenter and guest stars have enthusiasm for the theme being discussed, positive energy will be channeled to the audience.

“Building chemistry with co-hosts or guest stars on podcasts can be difficult. It takes time to create a comfortable relationship, and good communication and shared interests are essential for creating an engaging dynamic.”

P3 revealed that differences in communication styles can be a major obstacle to building chemistry. If one person is more spontaneous while the other is more structured, then adjusting to each other can be a challenge. Consistent interaction and openness in conveying ideas or feelings is needed to create harmony in relationships or cooperation. When chemistry is established, activities that involve collaboration, such as podcasts, will feel smoother and more entertaining, both for the creator and the audience.

“I think it’s a bit difficult, because building chemistry can be tricky, especially if you’re not used to each other’s styles. It often takes practice and open communication to develop a natural rhythm and get the conversation flowing smoothly. However, once that chemistry is established, the podcast becomes more enjoyable.”

d. Time Management Challenges in Producing a Well-Defined Podcast

Due to duration limits, the Podcast must meet the short duration determined by the lecturer. This creates obstacles because P1 must ensure that all important points can be conveyed in the limited time. The short duration often forces creators to cut or simplify the discussion, so there is a risk of losing depth or important details. In short durations, there is a tendency to speak more quickly or convey information in a way that is too concise. This can make the podcast difficult for listeners to follow and lose its appeal. P1 struggled to find a speaking speed that was both comfortable and effective.

“I find it challenging to package a podcast in a well-defined, brief, concise, and pleasant manner, especially when it needs to fit a short duration set by the lecturer. It requires careful planning to ensure that all key points are covered without rushing, while still keeping the content engaging and clear. Balancing depth with brevity can be difficult.”

P2 said, packaging big ideas into a short format requires detailed planning. Difficulties arise when trying to arrange material in a logical sequence, while ensuring that each important point gets a sufficient portion of time to be explained well. The main difficulty in managing the time and duration of a podcast is ensuring that the content remains concise and meaningful without exceeding the set time limit. P2 felt a dilemma between focusing too much on the depth of the content, which was quite broad, and the duration could be exceeded. On the other hand, if you only focus on the short amount of time, the content can feel shallow or less informative.

“It can be challenging to create a well-defined, brief, and engaging podcast within a limited duration set by the lecturer. It requires careful planning to prioritize key points while keeping the content interesting.”

Not much different from P1 and P2, P3 felt the challenge of packaging an information-dense and enjoyable podcast with limited time. Podcasts, which often have a limited length, can be a challenge because there are so many ideas or topics to cover. Covering everything in a short time without losing the essence of the idea requires special skills. Choosing appropriate and efficient words helps in reducing the length of delivery without sacrificing clarity or depth of content.

“Because considering ideas into a short. Effective format can be a challenge, especially when there’s a lot to cover. I have to focus on prioritizing key points and using concise language to keep the podcast within the allotted time. This is a skill that requires careful planning and exercise.”

e. The Biggest Challenges in Capturing Audience Attention During a Podcasts as Medium for Practicing Public Speaking

P1 revealed that it is a challenge to maintain listeners' attention during a podcast, especially when the topics discussed tend to be monotonous or lack

variety. P1 realized that keeping the audience's attention required more effort, including avoiding a flat tone and ensuring the content of the podcast was always interesting. P1 makes more efforts by using a non-monotonous intonation, asking questions that are not diplomatic, and adding stories. Creating humor also helps create a relaxed atmosphere and makes the audience feel more comfortable.

“The biggest challenges I face in keeping listeners' attention during a podcast are maintaining a lively tone and ensuring the content remains engaging throughout. It can be difficult to prevent listeners from losing focus, especially if the topic becomes too monotonous or lacks variety. To overcome this, I try to vary my tone of voice, use humor, and include interesting examples or stories. I also make an effort to interact with the audience through questions or thought-provoking ideas to keep them actively involved in the conversation.”

The same as P1, P2 feels keeping listeners' attention is a difficult task, especially in podcast format. Listeners can easily lose interest if the content delivered is monotonous or less relevant. Therefore, the main challenge is to ensure that the content remains interesting and is delivered in varied ways. P2 uses several strategies to overcome this. Stories are an effective tool to attract attention and build an emotional connection with listeners. By inserting real stories or experiences, podcast hosts can make the content more lively and relatable. Then questions that provoke reflection or reveal new insights can keep listeners engaged and feel like part of the conversation.

“The main challenges in keeping listeners' attention during a podcast are delivering engaging content and varying my delivery style. I overcome these by using interesting stories, asking thought-provoking questions, and considering listener feedback for improvement.”

P3 felt the challenge of maintaining a steady rhythm and varied pitch was important to ensure the delivery did not sound flat or boring. If the tone is too

monotonous, the audience is likely to lose attention. Which means that the challenge faced by P3 is the same as P1 and P2, namely trying to keep the audience's attention. The strategy used by P3 to overcome challenges is to vary the tone of speech. P3 consciously uses a dynamic tone of voice, such as emphasizing certain words or changing intonation to emphasize important points. And also including examples that are appropriate to the topic or audience's experience can make the discussion more interesting and easy to understand.

“One of the biggest challenges is maintaining a steady pace and tone so that it doesn't sound monotonous. It can also be difficult to find ways to engage the audience and keep them focused on the speaker. To overcome this, I focus on varying my tone, asking rhetorical questions, and using relevant examples to keep the audience engaged throughout the event.”

B. Discussion

The information obtained through the findings will be used in this section to answer all research questions about students' view toward podcast as the activity for developing public speaking ability.

- 1. The Students' View Toward Podcast as the Activity for Developing Public Speaking Ability**
 - a. Round-Table Podcast an Effective Type of Podcast that Can Developing Public Speaking Skills**

Based on the views of the three participants, the round-table podcast format was quite effective in helping them practice speaking and improve their public speaking skills. By running a round-table podcast formed from several people who play the role of host, co-host and guest star which influences their interactions directly and clearly. They listened to each other, had question and answer sessions and responded to each other spontaneously and improvised, just

like talking to friends in everyday life. As noted by Ames (2016), multi-host podcast or chat podcast, are discussions amongst panels of multiple presenters engaged in institutional dialogues that have the ability to engage all podcast participants in higher-order thinking skills. Thus, by putting formal language into conversational setting and demonstrating its structure and function in natural language context, these podcasts can facilitate learning by making it more comfortable.

It is evident from the three participants' responses that podcasts help them become more proficient public speakers of English. Just as highlighted by Shunnar and Altweissi (2022), there are a number of advantages to using podcasts as a teaching tool and to help students improve their speaking abilities. These include helping students become more creative and self-assured, increasing their vocabulary, encouraging them to learn new things, and, finally, motivating them to improve their English. Engaging in podcast activities helps students practice public speaking more consistently.

b. Podcast make Confident and Help Overcome Nerveousness or Anxiety When Doing Public Speaking

2 of 3 participants, the context of practicing public speaking felt safe and had a supportive environment because they were presenting with a group of friends. Anxiety about speaking in front of a large group of people is minimized. What the participants felt was similar to the result of research from Hamzaoglu & Koçoğlu (2016), most students like to practicing speaking in class in a supportive classroom environment, having friends at the same table, class activities like

working in group and asking questions, being confident, feeling at ease, and knowing grammar and pronunciation. This statement further supports that podcast activities fulfill students' desires as a step in practicing public speaking.

c. Podcast make More Free and Enjoy Using Facial Expression and Body Language When Speaking in Front of the Class With Friends

All participants expressed the same opinion, because podcast activities are more focused on conversations between group friends, allowing participants to express themselves without the formal pressure of a theatrical performance. Make all participants feel more enjoy using expressions and body language. This results supports Sze's (2006) research which revealed that behind-the-scenes production in a relaxed environment is useful for 'less confident students' who previously felt embarrassed to be too expressive when speaking in public.

d. Technique that are Employed to Keep the Audience Engaged and Not Bored During the Podcast

2 out of 3 participants have similar techniques that they use during podcasts to keep the audience from getting bored in several ways, such as using intonation to emphasize important sentences, being expressive and enthusiastic about the topic, adding humor to make it feel fresh, add ice breaking method, and implement a fun opening and closing. Another participant used the quiz method to keep the audience's attention focused. They learn to find solutions to improve their ability to be a speaker in front of many people, as highlighted by Zainal (2021), no matter how short your time is to present a podcast, the opening must warm and engaging. If the audience feels happy from the start, their attention will

be focused. Apart from that, students can add humor and expressive tone of voice so that audience feels close to the speaker. This is very necessary to be a good speaker.

e. An Interesting, Light Topic and Innovative Presentation Through Podcast Activities Further Increase Audience Interest

All participants agreed that light content, which is relevant to everyday life, will be a topic that will attract the interest of the audience, accompanied by innovative stage acts or presentations, improving the performance of the participants in speaking in public in podcast format. In accordance with Schreiber, L. et. al. (2013), as a sign that we starting to become good public speakers is being able to choose topics that are light but useful for audience. Innovate with presentations in podcast such as good stage acts and adding background music to keep the audience engaged.

f. Podcast Activity Make it Easy for Control Intonation and Speaking Speed When in Front of A Lot A People

All participants gave the same positive results about podcasts making it easier for them to control their intonation and speaking speed when doing public speaking. With podcast, participants felt that performing in a more relaxed and chatting with friends, helped them more regular in taking breath and keep up with the person they were talking to. This means that the intonation and speed of speaking become regular and the message conveyed can be understood clearly by the audience. This means that the participants are one step closer to becoming successful speaker. Similar to what was highlighted by Zainal (2021), expression

of voice such as pitch or intonation, pace and phrasing are essential components to make the message conveyed more meaningful.

The three participants agreed that podcasts helped them learn better pronunciation and articulation when becoming speakers. They simultaneously watch podcasts such as on YouTube or other platforms as inspiration and follow the podcaster's way of speaking, whether it's pronunciation or articulation and speaking style. This is the same as what was mentioned by Abdulrahman et. al (2018), podcasts provide provide exposure to using authentic language, allowing students to listen and learn various accent, intonation, pronunciation, articulation and speaking style.

g. Podcast Encourage Student to Actively Practice Public Speaking and Improve it Compared to Other Teaching Methods

Drawing an outline of the opinions of the three participants after carrying out podcast activities, podcasts offer a more enjoyable, useful, and real-world learning experience, which makes them a useful tool for developing their public speaking abilities compared to the old method of just speaking alone in front of the class which makes students seem to only read scripts instead of 'conveying' the content of the topic or only read material in books without practical training. In accordance with Yustisia et. al (2022), podcasts are considered part of entertaining speaking which educates and provides information with the aim of making the audience relaxed and have fun, the speaker also feels more enjoyed and less stressed because it is like a real conversation with the person they are talking to. Participants felt that podcasts were contrary to traditional methods that only aim

to be persuasive and rigid which created tension between the speaker and the audience. This makes students more enthusiastic about practicing public speaking using podcast. Before performing for a podcast, all participants watch or listen to various speakers in a podcast broadcast or in live. They adapt and take lessons from other speakers such as playing with intonation, using body language or expressions, speaking style and improving it when they do a podcast. This is in line with Alfina Yulianti Oktaviani et. al (2023), speaking abilities can be enhanced by using podcasts as a self-learning technique through conversation, host or guest expression, and participant imitation and intonation.

The majority of public speaking competencies have been met by students through podcast activities. The ability to communicate ideas clearly, the ability to choose topics that are light but useful, using body language and facial expressions more freely as nonverbal correspondents, tailoring audience attention, using vocal expressions, and there is a creative opening and closing are a sign that they have started become a good public speakers (Schreiber et. al, 2013). In other hand, organizational patterns, a lack of visual aids because there is no supporting electronic media, and less persuasive because they focus on providing information and entertaining the audience are among the public speaking competencies that students have not attained.

2. The Difficulties that Students' Encounter When Doing Podcast as the Activity for Developing Public Speaking Ability

a. The Challenges Finding Material that Fits the Topic or Theme

All participants had similar opinions about the difficulty of finding material that suited the topic or theme of the podcast they were going to present. Just as explained by Hitimala (2023), creating content requires consistency and originality in writing scripts, whether the topic is rare or a topic that is too general. They must make the content of the script as interesting and unique as possible so that it can resonate to the relevant audience so that it continues to attract attention.

b. It Takes a Long Time to Write an Interesting Script

The three participants admitted that writing an interesting script takes quite a long time because editing the script by selecting important parts, choosing the right words, adding humor, and ensuring each segment has appeal to maintain the audience's attention. In accordance with Hitimala (2023), Writing a podcast script can take a lot of time because it requires several phases, including sound editing and recording, scripting, and modifying the script to match the allotted time to make sure that the content that will be presented is interesting, informative and memorable for the audience.

c. Having Trouble Building a Chemistry With Co-Host or Guest Stars on Podcast

Participant 1 felt there was no difficulty building chemistry with the co-host and guest stars, but P2 and P3 faced difficulties. The reason is because there are differences in speaking styles between one another. Hitimala (2023) states that a podcast will not feel alive if there is no balance of excitement and speaking style

between the host and guest stars. Therefore, research is needed to study the characters of guest stars.

d. Time Management Challenges in Producing a Well-Defined Podcast

All participants admitted that they experienced problems in managing time when doing podcast activities because there were too many ideas they wanted to cover in the podcast. Just as highlighted by Hitimala (2023), producing a podcast will consume a lot of time because the podcaster wants to add many other components such as music, interesting discussions that are less important and opening and closing segments. So you really have to plan your podcast content carefully so that it is concise and doesn't waste time to stay efficient.

e. The Biggest Challenges in Capturing Audience Attention During a Podcast as Medium for Practicing Public Speaking

All participants equally experienced great difficulty in keeping the audience's attention. They believe that if the content and the way they present as speakers in the podcast are too monotonous, the audience will easily lose interest. They overcome this by using a variety of tones when speaking, correct intonation, adding humor so they don't get bored, and sharing interesting stories related to the topic being discussed. Just as Hitimala (2023) notes, it is difficult to attract and build listeners because the large amount of podcast content they have seen and is available makes it not easy to design a podcast that is different from others to maintain audience interest.