

# Enhancing pronunciation skills through British Council Podcasts: Learners' beliefs and learning experiences

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Manuscript received June 24, 2025, accepted November 18, 2025, and published online November 30, 2025.

## Recommended APA Citation

Sukarni, S., Sudar, S., & Vezner, I. (2025). Enhancing pronunciation skills through British Council Podcasts: Learners' beliefs and learning experiences. *Englisia: Journal of Language, Education, and Humanities*, 13(1), 54-70. <https://doi.org/10.22373/ej.v13i1.31313>

## ABSTRACT

This study investigates the implementation of British Council Podcasts to enhance pronunciation skills and explores learners' beliefs regarding this pedagogical tool. Employing a Classroom Action Research (CAR) design comprising planning, acting, observing, and reflecting phases, the research involved 27 first-semester students of the English Language Education Department at Purworejo Muhammadiyah University. Data were collected through pronunciation tests, observations, and questionnaires. Quantitative data were analyzed using descriptive statistics, while qualitative data from observations were analyzed thematically. The findings indicate a notable improvement in students' pronunciation skills, with the mean score increasing from 68.4 in Cycle 1 to 76.8 in Cycle 2. Furthermore, questionnaire results revealed a high mean score of 3.95, indicating that students hold positive beliefs about using podcasts for pronunciation learning. In conclusion, British Council Podcasts are an effective and positively perceived medium for enhancing pronunciation skills among EFL learners.

**Keywords:** *British council; Podcasts; Pronunciation skills; Learners' beliefs; Classroom action research*

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## **1. Introduction**

As a foreign language that is rarely practiced orally in everyday society, English receives less attention from teachers and learners, so that even though they have studied the language for at least six years, many high school graduates are still not fluent in English pronunciation. And most of them think so. The use of students' smartphones and seeing their involvement. Many studies on the use of English teaching and learning with Podcasts from 2016 to 2024 are not only to improve language skills such as listening and speaking, but also to improve linguistic aspects such as pronunciation. As it is the concern of the current study.

In this section, the writers would like to present the results of earlier studies to provide the research gap - an area that has not been studied by previous researchers. The first exploratory study on podcasts to find alternative tools for listening to material with podcasts was conducted by Miranty et al. (2016) with the results that podcasts are effective tools and obtain good student responses. Furthermore, Nasution and Saragih (2025), Rahmawati and Sianturi (2021), Yoestara and Putri (2019) explored the impact of podcasts on improving listening and speaking skills through library research. The results showed that podcasts bring benefits in listening and speaking. And another exploratory study was conducted by Makina (2020) who explored the types of podcasts used in lectures for distance learning. This shows that the use of podcasts for distance learning is effective (Makina, 2020; Miranty & Rachmawati, 2016; Yoestara & Putri, 2019).

Other studies are experimental studies that focus on the effectiveness of Podcasts to develop language skills, especially listening and speaking (Chaves-Yuste & de-la Peña, 2023; Gonulal, 2020; Patel & Scholar, 2015; Qolbina, 2024; Tingting et al., 2016). The results show that the use of podcasts is effective in improving both skills (listening and speaking). For other related studies, student involvement has also been widely carried out, both related to the use of online platforms (Suharti et al., 2021; Susanti, 2020), blended classes in Alsowat (2016) and Huang's et al. (2022) research, digital applications in Huynh Nguyen et al. (2020); Munawir and Hasbi (2021), games and smartphones in (Al-Bogami and Elyas, (2020); Sarhandi's et al. (2017) studies.

From the literature review in previous studies, it can be concluded that there has been no research with a theme and design like the current research. So, the novelty in this study lies in the learning area, namely the background of the problem as a foreign language that is rarely practiced orally in everyday society. English receives less attention from teachers and learners. Even though they have studied the language for at least six years, not a few high school graduates are still not fluent in English pronunciation. Most of them think that learning English communication is not important because it is not needed for daily communication.

Although prospective new students choose an English language education study program, not a few of them still have minimal pronunciation skills. From initial observations, it is known that many first semester students have poor pronunciation skills.

Many students pronounce English words as they are spelled and as they are. There are a number of pronunciation errors such as in vowel, diphthong, and consonant elements as stated in the research results of Aziz et al. (2021); Bella (2022); Mesfer et al. (2024); Rafael (2019); Saadah and Ardi (2020); Suseno (2023b); Yusri et al. (2021). Many students also lack confidence when speaking so they pronounce English with a weak and unclear voice (Lasabuda, 2017).

There are several factors that cause students' lack of pronunciation skills, including interference from their first language or Indonesian (Sukarni, 2020). The results of this study state that there are still difficulties for students at the suprasegmental level, especially in stress and intonation. Difficulty in learning pronunciation is also caused by the lack of teacher exposure in introducing spoken text to students. Teachers are lacking in utilizing online media such as YouTube where there are many videos that can be used to introduce correct pronunciation from native speakers such as Ted Talks, Allen talkshow, English speech, BBC learning English and so on. In addition to YouTube, teachers or lecturers are also less able to utilize digital applications on students' smartphones. In fact, there are many applications on smartphones that can be used for pronunciation learning, including English Language Speech Assistant (ELSA) Speak, Sounds: The Pronunciation App, Babbel, and Podcast.

For other related studies on learners' belief has also been widely carried out, both related to students majoring in English study or other study. From the literature review in previous studies, it can be concluded that there has been no research with a theme and design like the research that is conducted by the researchers. So, the novelty in this study lies in learning Pronunciation as a language element with the PTK model, the use of digital applications that can be accessed on each student's smartphone by adding one variable namely the learners' belief.

## **2. Literature review**

### *2.1. Podcasts in EFL*

According to Shamburg in Kafes and Caner (2020), podcasting is the “creation and serial distribution” of material through the internet. A podcast's essential components are the capability for listeners to subscribe to the podcast and receive notifications of new uploads, as well as frequent and consistent material distribution. Episodes of podcasts can be both audio-only and video-only. Given that the student podcast under discussion is an audio-only podcast, this study and its evaluation of the literature will specifically concentrate on the effects of audio-only podcasts as a teaching resource. A podcast is an audio file that anyone can create ubiquitously using mobile devices, a computer, a microphone, and a software program (Faramarzi & Bagheri, 2015; Kafes & Caner, 2020).

British Council Podcast is an audio-based English learning platform provided free of charge by the British Council. This podcast is designed to help learners improve their listening skills, expand their vocabulary, and understand the use of English in everyday contexts. The material covers a variety of interesting topics, is available for all levels of

ability (beginner to advanced), and is equipped with transcripts and interactive exercises. British Council Podcast is the right choice for learning English flexibly, effectively, and based on real situations (Khashan & Abu Seileek, 2023; Movahedi et al., 2017).

To EFL learners, British Council Podcast could provide fresh sources for learning spoken English and bridge between the EFL learners with the native speakers (Khalilavi, 2022). It will be able to motivate me to learn spoken English better, particularly pronunciation.

## *2.2. Pronunciation skills*

According to Calce-Murcia (2021), pronunciation is the most readily identifiable language feature for non-native speakers. We don't need to pronounce like our mother-tongue, since it can identify us as non-native. However, while we speak, we must be minimally understandable (Calce-Murcia, 2001). Many experts have opinions on the pronunciation in language education (Kelly, 2000) is a pronunciation which views the component parts. She argues that pronunciation has two main features namely phonemes and supra segmental features. We use voice sounds as signals to convey messages when speaking a language. Ramelan in Indriyani et al. (2021) states that voice sounds are produced by the mouth and respiratory organs of the speech organ.

Kelly (2020) divides pronunciation skills into segmental and suprasegmentals. Segmental are speech sounds which include consonants, vowels, and diphthongs. On the other hand, suprasegmentals cover stress, tone, accent, and intonation (Odden, 2013). Wang (2022) argues which features are more important to be taught, segmental or suprasegmentals (Wang, 2022). These pronunciation skills are not easily developed through learning theories of phonology. It is really difficult for an EFL learner to speak in nativelike dialect without enough exposure. Hence, certain media such as the British Council Podcast to make the students learn indirectly from the native speakers. Through intensive practice by utilizing digital applications, the EFL learners will become more familiar with the correct pronunciation for both segmental and suprasegmentals (Suseno, 2023a).

Pronunciation learning can be enhanced through a comprehensible input-based approach, as proposed by Krashen (Thach, 2022), which involves providing language input that slightly exceeds students' current proficiency level. Li (2025) emphasizes that effective input must be engaging, relevant, and moderately challenging to encourage optimal learning engagement. In this context, podcasts are a potential medium because they provide authentic and communicative input.

Research by Ni'ami et al. (2025) shows that the use of dialogic podcasts significantly improves speaking fluency by increasing speech tempo, reducing hesitations, and enriching lexical variation—critical components of natural pronunciation acquisition. Meanwhile, Kakroudi et al. (2024) highlight that podcasts naturally integrate morphophonemic elements and speech variations (EMVs) into conversational contexts without explicit grammatical explanations, thus making the learning process more

engaging and contextual. In addition, Lizamuddin and Zuhri (2025) emphasized that podcasts not only provide authentic input, but also encourage active language production, both of which are important for improving accuracy and intonation in pronunciation.

### *2.3. Learners' belief in EFL*

Learners' beliefs in EFL, or learners' beliefs about English learning, refer to a set of cognitive and affective assumptions about the nature of language, the learning process, the causes of success, and the strategies they perceive as effective. Horwitz (1987) asserted that these beliefs are multidimensional and play a crucial role in determining students' learning strategies and attitudes toward language learning; instruments such as the Beliefs About Language Learning Inventory (BALLI) are widely used to identify these belief patterns (Aslan & Thompson, 2021; Horwitz, 1987). Furthermore, review studies have shown that understanding beliefs helps educators design pedagogical interventions that target misconceptions—for example, the notion that language ability is simply a “gift”, which hinders the use of planned learning strategies (Bernat & Gvozdenko, 2005). Contemporary research also highlights the link between beliefs and newer psychological and affective variables, such as motivation, self-efficacy, and growth mindset; these findings confirm that beliefs can be changed through structured learning experiences, feedback, and guided reflection (Liu, 2022; Sato & Storch, 2022). Thus, measuring and addressing learners' beliefs becomes a crucial aspect in effective EFL learning design because they mediate both learning behavior and learning outcomes. Positive belief on language acquisition may be beneficial for lowering anxiety and increasing self-assurance (Aslan & Thompson, 2021).

## **3. Method**

### *3.1. Research design*

The research design used is qualitative descriptive research with Classroom Action Research (CAR). A collaborative and reflective process where researchers and practitioners work together to solve problems or improve practices in a specific context. It involves identifying an issue, planning an intervention, acting, and reflecting on the outcomes to refine and improve future practices (Burns, 2019). CAR is a systematic approach to investigating problems faced in a particular context, such as a classroom, with the aim of improving practice through repeated action and reflection.

### *3.2. Participants*

The participants of the study are the first semester English Language Education students consisting of 9 male and 18 female students from several districts including Purworejo, Kebumen, Wonosobo, Magelang, Kulonprogo, Banyumas, Banjarnegara and some from other provinces such as West Java and 1 foreign student that is from Thailand. Students have diverse abilities because they come from different schools. These participants were chosen as the learners were in the first year of English Language

Education and they need basic knowledge of correct English pronunciation from learning through British Council Podcast.

### *3.3. Research instruments*

The research instruments used are pronunciation test in the form of spoken test which is done by recording students' pronunciation of list of single words which focuses on sounds and stress, a list of sentences which focuses on stress, linking, and intonation, and a short text which is also focuses stress, linking, and intonation as well. A questionnaire is used to draw data on students' belief in pronunciation learning adopted from Beliefs About Language Learning Inventory (BALLI). An observation sheet that was used to observe the learning process of both lecturer and students and observations to see students' involvement during the learning process.

All research instruments were validated through expert judgment by experts in English language teaching and phonology to ensure content validity, clarity of instructions, and the appropriateness of the instrument items. The experts provided input on linguistic aspects, the measurability of the indicators, and the instrument's suitability for the research objectives. After receiving this input, the researchers revised the instruments until a final version was obtained that was suitable for use in the study.

### *3.4. Data collection procedures*

In collecting data, firstly identifying research focus in order to determine problems or areas that need to be improved based on the experience of teachers/lecturers. Secondly, collecting initial data for basic information to understand the problem before taking action. Thirdly, planning actions by designing interventions or strategies that will be implemented to improve the learning process and outcomes. Fourthly, implementing actions by carrying out planned interventions in real contexts. During implementation, observation and data collection on the effects of the actions taken. Next, reflecting and analyzing data. Reflecting on the results, analyzing the data collected, and determining the success or failure of the action are used to plan the next cycle. The next is made by necessary adjustments and improvements.

### *3.5. Data analysis*

To analyze quantitative data in the form of student grades and data from questionnaires, descriptive statistics were used. For the qualitative data from the observation was analyzed by qualitative data analysis which includes three key steps namely data reduction: simplifying and organizing raw data by selecting, coding, and summarizing relevant information to focus on meaningful patterns; data display: presenting the organized data in visual formats like charts, graphs, matrices, or narratives to facilitate better understanding and interpretation; and drawing conclusions and verification: Interpreting the displayed data to identify patterns, relationships, and

insights, while also verifying findings through cross-checking and validation (Miles & Huberman, 2014).

#### **4. Findings and discussion**

This research activity was carried out in two cycles; the first cycle was carried out on 21st October 2024 - 28th October 2024. Furthermore, for the implementation of the second cycle on 4th November 2024-11th November 2024. The learning model carried out by researchers had been proven to improve students' pronunciation skills of the first semester students. To observe activities in the classroom, researchers collaborate with the researcher members to improve student learning outcomes. The observation was carried out to observe the lecturer 's basic skills and the lecturer 's skills in using British Council Podcasts as learning media.

In addition, to observe the learning process, the researchers also made observations on the students' learning activity. The following is the implementation of the research conducted in the cycles.

##### *4.1. Implementation of cycle 1*

###### *4.1.1. Planning*

In planning the lesson, the lecturer compiles a list of observations and assessments of pronunciation achievement through podcast media. She prepares the lesson plan. The lecturer prepares the application, media and assessment that will be applied in the activity. The lecturer prepares the observation sheet; 5) The lecturer prepares the assessment tools

###### *4.1.2. Acting*

In this phase the lecturer carried out learning according to the lesson plan; the lecturer explained the podcast technique in a simple way; the lecturer prepared the tools which will be used during teaching; the lecturer chose/offered the students to practice pronunciation through listening to the podcast. After listening to the podcast, the students did some exercises by analyzing stress and intonation; the lecturer and the students check the students' work; the lecturer gives the students feedback and reinforcement; the lecturer opens a question and discussion; the shortcomings and advantages are recorded and made into problems in the action plan in the 2nd cycle.

###### *4.1.3. Observing*

In observation, there are some activities that can be observed. The lecturer used the podcast media, it turns out that students feel interested and actively practice learning pronunciation; the students' activity is clearly seen with learner's language, they actively communicate with each other; there are still some students who were still stiff and unsure because at the beginning of the activity the lecturer instruction was still a bit unclear and some students still find difficulties to learn pronunciation through podcast.

4.1.4. Reflecting

In reflection, it can be clearly seen that students were interested in practicing pronunciation with podcasts as media. Students correct each other with their mistakes found in their work; students look enthusiastic, more than 30% of students are seen actively practicing, the lecturer monitors the class and moves around to help students who face difficulties. There is interaction between students with the lecturer. The weakness is that not all students can practice well through podcasts because of limited internet data which made the download process not run fast and some tasks could not do it well.

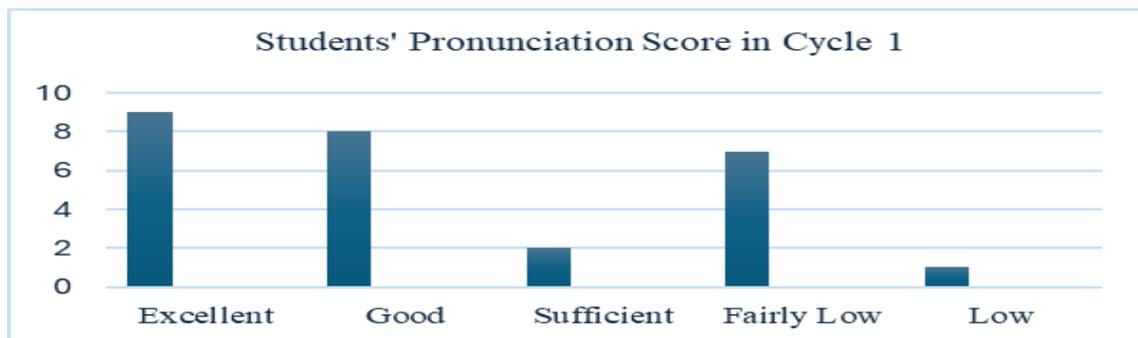
The following tables, bar graph and statistical output summarize the results of students' skill in pronunciation score for cycle I.

**Table 1**

The frequency of students' pronunciation score of cycle 1.

Value	Level of Achievement	Frequency	Percentage (%)
80 – 100	Excellent	9	33 %
66 – 79	Good	8	30%
56 – 65	Sufficient	2	7.4%
40 – 55	Fairly low	7	26%
<39	Low	1	3.7%
<b>Total</b>		<b>27</b>	

Based on table 1 above, the students' scores spread from the low category to the excellent category with the biggest percentage in the excellent category. However, there are still 7 students in the fairly low category and 1 student in the low category. A bar graph is made, and it is presented in figure 1.



**Figure 1.** Pronunciation skill category in cycle 1

To add more information about the statistical value, SPSS was used to analyze the data about the students' pronunciation skill in the cycle 1. The result of quantitative analysis is provided in table 2 below.

**Table 2**

Statistics result of cycle 1.

N	Valid	27
	Missing	10
Mean		68.3704
Std. Error of Mean		3.09818
Median		78.0000
Mode		80.00
Std. Deviation		16.09861
Variance		259.165
Range		58.00
Minimum		32.00
Maximum		90.00
Sum		1846.00

Table 2 shows the students' learning outcomes in pronunciation obtained with the highest score of 90 and the lowest score of 32. From the data above, we can know that the average in cycle 1 is 68.37 and 80 for mode and median. So, we can conclude that 17 students reached the Good and the Very Good category, on the other hand, 10 students still need improvement. To improve the students' pronunciation skills, cycle 2 would be executed. In cycle 2 the researchers had prepared for a better plan and implementation. Below are the phases done in cycle 2 which was an improvement of cycle 1.

#### 4.2. Implementation of cycle 2

##### 4.2.1. Planning

There were some activities which were carried out in planning phase: (1) The lecturer compiled a list of observations and assessments of pronunciation achievement through podcast media in cycle 1; (2) The lecturer prepared the lesson plan; (3) The lecturer prepared the application, media and assessment that will be applied in the activity and provided downloaded podcast transcript for students to practice read aloud like native; (4) The lecturer prepared the observation sheet, and (5) The lecturer prepared the assessment tools and scoring rubric. To measure students' pronunciation skill, the researchers used a pronunciation test.

##### 4.2.2. Implementing

There were some activities in implementing phase, namely (1) The lecturer carried out the learning according to the lesson plan; (2) The lecturer explained the learning objective and some activities with podcast; (3) The lecturer prepared the tools which will be used during teaching like LCD, file in the laptop and speaker; (4) The lecturer chose/offered the students to practice pronunciation through listening to podcast. After listening to the podcast, the students did some exercises by reading aloud in natively like with the correct stress and intonation; (5) The lecturer and the students scored the

students' pronunciation practice; (6) The lecturer gave the students feedback and reinforcement.

#### 4.2.3. Observing

Here are some activities which were obtained during observation phase: (1) By using podcast media, it turned out that students felt more interested and actively practice learning pronunciation in cycle 2; (2) Students' activity was clearly seen with learner's language; they actively communicate with each other; (3) Other students felt excited who was appointed to give their friend score based on the scoring rubric; (3) There were still only a few students who were still make pronunciation mistakes and unsure because they did not pay good attention when the lecturer gave instruction. However, most students understood their task and could do well.

#### 4.2.4. Reflecting

Here are some facts which were found during reflection. (1) It could be clearly seen that students were interested in practicing pronunciation with podcasts as media. Students gave other students' scores in practicing pronunciation with read aloud; (2) Students looked enthusiastic, more than 50% of students are seen actively practicing. The lecturer provided feedback and reinforcement. There was interaction between lecturer and students, students with the lecturer and students with the students; (3) The weakness in cycle 2 had been mitigated before and only a few students lacked understanding about the lesson.

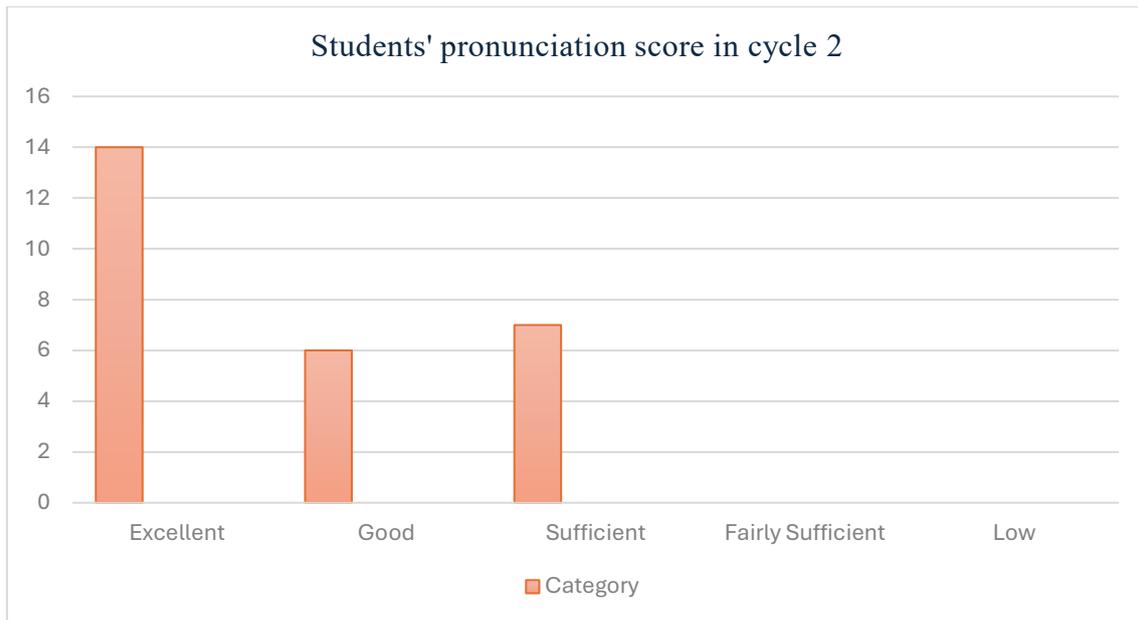
The following tables, bar graph and statistical output summarize the results of students' achievement of pronunciation score for cycle 2.

**Table 3**

The frequency of students' pronunciation score of cycle 2.

Value	Level of Achievement	Frequency	Percentage (%)
80 – 100	Excellent	14	51.8 %
66 – 79	Good	6	22.2%
56 – 65	Sufficient	7	25.9%
40 – 55	Fairly low	0	0
<39	Low	0	0
<b>Total</b>		<b>27</b>	

Based on the table 3 above, it can be seen that there are fewer categories than is found in cycle 1. Only three categories of students' scores namely sufficient, good and excellent category. The biggest percentage lies in the excellent category. However, there are still 7 students in the sufficient category. A bar graph is made, and it is presented below.



**Figure 2.** Pronunciation skill category in cycle 2

Figure 2 shows the pronunciation skill category in Cycle 2. It shows that there is an improvement from cycle 1, there are no students in fairly sufficient and low categories compared to cycle 1 there are 10 students in the two low categories. To add more information about the statistical value, SPSS was used to analyze the data about the students' pronunciation skill in the cycle 2. The result of quantitative analysis is provided in table 4.5 below.

**Table 4**

Statistic of pronunciation score in cycle 2.

N	Valid	27
	Missing	10
Mean		76.8148
Std. Error of Mean		2.19299
Median		80.0000
Mode		83.00
Std. Deviation		11.39513
Variance		129.849
Range		36.00
Minimum		57.00
Maximum		93.00
Sum		2074.00

#### 4.3. Learners' belief about learning pronunciation with podcast

The second aim of this research is to examine the belief about learning pronunciation with podcasts. A questionnaire is used to obtain data about it. There are 15 items adopted from Beliefs about Language Learning Inventory (BALLI) questionnaire.

The questionnaire was written in google form and distributed to the students through the link. There are 27 students who filled in the questionnaire and the result is here. Using Silaen (2013) mean’s interpretation, the authors interpreted the results as follows: Very High (4.20 – 5.00), High (3.40 – 4.19), Medium (2.60 – 3.39), Low 1.80 – 2.59, and very low (1.00 – 1.79). Table 1 displays the outcome of the descriptive analysis. The result of the descriptive analysis is shown in table 1.

**Table 5**

Students’ belief about learning pronunciation with podcast.

No	Statement	SA	A	N	D	SD	Mean
1	To have good skills in pronunciation I need to learn some theories of pronunciation	10	16	0	0	0	4.35
2	I can apply some pronunciation theories to have better pronunciation.	2	17	8	0	0	3.81
3	I need to have English exposure to practice better pronunciation.	8	18	1	0	0	4.27
4	I need to listen to native English and practice it a lot.	15	11	1	0	0	4.38
5	To have more intensive pronunciation practice, I need to use mobile applications such as podcasts.	3	17	7	0	0	4.04
6	British Council Podcast is easy application to learn pronunciation	1	17	7	1	0	3.81
7	With the British Council Podcast I can learn pronunciation by choosing a topic which interests me.	5	14	7	1	0	3.81
8	Through British Council podcast I can focus on listening the correct sounds in English	5	17	3	1	0	3.96
9	With the British Council podcast, I can learn word stress and sentence stress from the way the speakers pronounce.	4	17	6	0	0	3.96
10	It is easy for me to learn word linking through British Council podcasts.	2	16	9	0	0	3.74
11	I can learn intonation from listening to British Council podcasts.	5	18	3	1	0	4.04
12	Podcasts offer me authentic learning of English pronunciation.	1	19	7	0	0	3.73
13	I believe my pronunciation skills improve by learning from British Council podcasts	4	16	7	0	0	3.88
14	I became more motivated to learn pronunciation by using the British Council podcast.	2	18	7	0	0	3.81
15	Through British Council Podcasts, not only I learn pronunciation but some other knowledge and English culture as well.	4	15	6	2	0	3.78
Mean Score							3.95

Table 5 shows that there are 15 items of questions. Each item shows each response about students’ belief shown in the number of responses as well as the mean score of students’ belief in each question. Three statements obtain “Very high” mean score, namely statement 1, 2, and 4, while the rest of statements (3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, and 15) obtain “High” mean score. Therefore, the mean score of the whole questionnaire of the EFL learners’ belief is 3.95. it can be interpreted as “High” level.

The first result of the study shows that Podcasts have enhanced the students' pronunciation skill. Through phases in classroom action research which include planning the lesson utilized with podcast, implementing it, observing the class and reflecting, the students' pronunciation skills improve. The pronunciation skills were obtained from a pronunciation test. From the result of the test the mean score increases from 68.4 in cycle 1 to 76.8 in cycle 2. This result is in line with Kaves's study which shows that the participants of the study could practice pronunciation at their convenience. In more general context of EFL, the result of this study supports Hulliyany and Alifhiani (2024); Indahsari (2020); Mohammed and Khadawardi (2024); Sotlikova and Haerazi (2023) of Podcasts result which shows the effectiveness of Podcasts for improving language skills particularly listening and speaking.

Through British Council Podcasts learners can listen to native speakers' podcasts which were chosen based on students' level and interest by paying attention to the segmental and suprasegmental features. The students could listen to the Podcasters' conversation, do the quizzes as well as practice pronunciation just like the speaker in the Podcast. While reading, the students are assessed their pronunciation and given a score. The second result of the study shows that the learners' belief towards the Podcast for improving pronunciation is "Good". This result is also in line with Kave's study in 2020 and Rahmatia and Widiastuty (2019) which shows that there is a positive view toward Podcasts in EFL. Using podcasts gives enjoyment and it is easily used. The result of this study is also supporting Fouad Ghafor et al. (2022) and Iswati (2020) the learners have a high belief in motivation, expectation, confidence, and interest in every lesson. Through these variable language teachers should be able to accommodate the learners' needs. Assisted with suitable media, learners' belief, they can enhance their skills.

## **5. Conclusion**

Having presented and discussed the findings, two key conclusions can be drawn. First, students' pronunciation skills showed measurable improvement following the implementation of podcast-based instruction. Across two cycles, the students' scores increased from a mean of 68.8 in Cycle 1—categorized as Good—to 76.8 in Cycle 2, indicating a substantial enhancement in their pronunciation performance. Second, students' beliefs regarding the effectiveness of podcasts as a tool for improving pronunciation were generally positive. The mean score of the questionnaire was 3.95, which falls within the high category based on the interpretation scale. This suggests that EFL learners hold favorable perceptions of using podcast applications as a medium for pronunciation practice, and they feel positively about integrating such applications into their learning process. Furthermore, observational and reflective data throughout the instructional cycles reinforce these findings. The use of British Council podcasts contributed positively to students' pronunciation learning experiences. Students exhibited strong interest and enthusiasm when engaging with pronunciation tasks using podcasts as learning media. The learning process became more interactive, characterized by increased

student–student communication and collaborative evaluation through the use of peer-assessment rubrics.

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