IJIET, e-ISSN 2548-8430, p-ISSN 2548-8422, Vol. 9, No. 1, January 2025, pp. 261-287

International Journal of Indonesian Education and Teaching
http://e-journal.usd.ac.id/index.php/IJIET
Sanata Dharma University, Yogyakarta, Indonesia

ENHANCING EFL LEARNERS' SPEAKING ABILITIES THROUGH THE USE OF PODCASTS AND ONLINE DRAMA SCRIPTS

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https://doi.org/10.24071/ijiet.v9i1.10382
received 10 November 2024; accepted 31 January 2025

Abstract
It is crucial to communicate using a language. However, a lot of EFL students had trouble expressing their ideas. 25 freshmen joined the therapy to make it better. To improve the effectiveness of the teaching-learning process, the teacher created a WhatsApp group application during pre-learning. The instructor guided the pupils in creating sentences by teaching them the lexico-grammar of bilingualism. The teacher displayed the podcast's URL on the screen to help students coordinate their contextual usage. Using this kind of content, the students improved their noticing, listening, repeating, shadowing, and translating skills. It is the audio and video version of the podcast. The pupils must improve their capacity for information exchange. In order to appease them, the instructor displayed the URL of an online drama script on the screen. The pupils rehearsed the role play in order to finish the assignment. The study's results were then qualitatively examined. As a result of using podcasts and online theatrical scripts to study speaking, the students' capacity for presenting ideas increased. The novelty is this approach leverages the power of multimedia to create an engaging and authentic learning experience that goes beyond traditional classroom activities. Teachers must use these kinds of findings when instructing related subjects. It also encourages other researchers to carry out studies in related disciplines.

Keywords: bilingualism, online drama script, podcast, role playing, speaking

Introduction
Getting ideas out there is essential to innovation and advancement. The world we live in today has been shaped by brilliant ideas throughout history. That being said, these concepts would have remained undiscovered and stagnate in the absence of efficient communication. We can encourage innovation, impact good change, and inspire people by communicating our ideas clearly. The power of communicating ideas through writing, visual aids, or public speaking should never be undervalued. One of the most valuable skills we can have in life is the capacity for idea delivery. It gives us the chance to express who we are, create deep connections, and advance both personally and professionally. We can design a

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better future because innovation and growth are sparked by effective communication (Alluhaydan, 2024).

In the work market, having excellent speaking abilities is highly valued. Effective communication is a quality that employers highly value in candidates because it is necessary in practically every line of work. Speaking well can provide us a competitive edge and open us new professional prospects, whether we are pitching ideas to coworkers, negotiating with clients, or making persuasive presentations. Speaking is a talent that is extremely important in today's environment. It gives us the ability to communicate clearly, form enduring bonds with others, increase our self-assurance, and improve our opportunities for employment. Our speaking skills can open up a world of opportunity and help us succeed in both our personal and professional life if we put in the time and effort to improve (Martiningsih et al., 2024).

With good cause, podcasts have grown in popularity in recent years. They provide a distinctive and practical method for consuming pleasure and information. Podcasts are a great way to learn and get inspired, whether we are driving to work, doing housework, or just lounging about. Podcasts help people feel connected and part of a community. Many podcasts have loyal listeners that engage in discussions, share thoughts, and share personal anecdotes. This sense of community might be especially helpful in the fast-paced, frequently isolated world of today (Ravshanovna, 2024).

Listeners who engage in various communities have the opportunity to meet others who share their interests and build lasting relationships. The way we consume information and entertainment has been completely transformed by podcasts. They provide an easy-to-use and accessible platform for inspiration and education. Through examining a diverse array of subjects and listening to professionals and accomplished people, we can enhance our understanding and acquire important perspectives. Furthermore, podcasts encourage a feeling of belonging and community by giving people a forum to interact and express their opinions (Aprianto, 2024).

Podcasts frequently feature talks or interviews that expose listeners to a range of viewpoints. People who are exposed to a variety of points of view are better able to think critically and articulate their own thoughts. Through listening to podcast content that contradicts their own opinions, students can extend their perspectives and develop into more tolerant communicators. Podcasts are a great tool for improving public speaking abilities. Through deliberate manipulation of podcast content, listeners can become fully immersed in captivating subjects, watch and evaluate knowledgeable presenters, actively interact with the information, enhance their pronunciation and intonation, and sharpen their critical thinking abilities. People can improve their confidence and communication skills by consistently applying and practicing (Maspul, 2024).

Online drama scripts have democratized content creation. Although gatekeepers often controlled what content was produced and distributed in the traditional entertainment industry, meaning that many original and creative ideas were missed, with online platforms, anyone with a compelling story can create and share their work. Online drama scripts have revolutionized the entertainment industry, giving aspiring writers and actors a platform to showcase their talent and reach a global audience. As a result, the content now represents a greater variety of

voices and experiences and is more varied overall. Online theater scripts have an impact outside of the entertainment sector as well. Additionally, they have produced fresh chances for networking and cooperation. Drama script-focused online forums give authors, actors, and other business professionals a place to network and work together on projects. As a result, people feel more connected to one another and supportive of one another, which help them develop their talents (Suseno, 2024a).

Students can practice improvisation and creativity by modifying online play scripts. Through customization and adaptation of the conversations, students can experiment with various modes of self-expression and cultivate a distinct speaking style. In addition to adding enjoyment to the language learning process, this creative element of changing scripts empowers students to take charge of their language learning process. Language learners can improve their speaking in a variety of ways by using online theatrical scripts. In addition to improving listening abilities, exposing students to real language and cultural circumstances, and encouraging creativity and improvisation, it offers a useful and entertaining method for practicing speaking. Learners can enhance their speaking abilities in an entertaining and efficient way by integrating online theatrical scripts into their language learning exercises (Ebadi & Azizimajd, 2024).

Speaking practice is a difficult task for those studying English as a foreign language (EFL). The dearth of possibilities for EFL students to participate in meaningful conversations in English is one of the main reasons they struggle with speaking practice. Speaking is not given as much attention in typical language schools as grammar and vocabulary are. Consequently, learners could have hesitation and insecurity when it comes to speaking in authentic settings.

Mirqodirova (2024) said that Encouraging pupils to talk in class is crucial to helping them become proficient communicators in the language they are learning. By giving students lots of chances to participate in speaking exercises, teachers may support the development of their confidence and fluency. Students' speaking abilities and teamwork can be further improved by promoting peer contact and group discussions. Speaking assignments that incorporate real-world situations and realistic materials can help students learn in a more meaningful and interesting way.

Nevertheless, learning a language through the manipulation of podcast materials and online theatrical scripts can be entertaining and motivating. These tools can help teachers create a dynamic and engaging learning environment in language classes. Pupils can actively engage in debates, performances, and conversations, which promote peer collaboration and friendship. This fosters critical thinking, problem-solving, and collaborative abilities in addition to improving speaking development (Mirqodirova, 2024). It's crucial to remember that, even while using internet theater scripts and podcast resources can be quite helpful, doing so should be done in an organized and directed way. Teachers should make sure that students are focused on particular language skills and goal areas by giving them clear instructions and objectives. To track development and identify any areas for improvement, regular evaluation and feedback should also be given. Language learners can greatly benefit from the manipulation of online play scripts and podcast materials in order to improve their speaking abilities. Through the use of role-plays, authentic conversations, and the creation of a dynamic learning environment, students can improve their speaking fluency, listening comprehension, and general language competency. To ensure that students receive

the most advantage from these materials, educators must integrate them skillfully and offer direction and assistance. Podcast content and online play scripts, when used properly, can transform language learning and enable students to become skilled and self-assured communicators.

The study's objective is to observe how online theatrical scripts and podcasts are used to improve speaking growth. In order to achieve this kind of goal, a research question must be maintained. The question to be answered in order to achieve the study goal is, "How does the teacher apply the materials of podcasts and online drama scripts to enhance the students' speaking skills?" The source data acquired during the process of teaching and learning will be collected in order to undergo a qualitative analysis. It is vital to meet the research findings.

Method

Twenty-five students participated to improve the treatment. They were first-year students at an Indonesian university. There are eight males and seventeen females. They have trouble explaining their views to other people. The teacher used a few teaching-learning process stages to correct such an aptitude. A few of the materials came from the internet. The instructor developed the learning medium in order to achieve this aim. The group on WhatsApp is that. The instructor included the contact numbers of the pupils in it. By using it, the instructor and pupils exchanged knowledge to improve the needs in the classroom.

After creating the WhatsApp group, the teacher shared a multilingual vocabulary list. After it was finished, a basic grammatical rule was explained. Bilingualism conveys it via modifying the vocabulary and sentence structures that have been explored. Students were able to construct sentences by working on the tasks including these elements. The teacher displayed the podcast URL on the screen so that students may benefit from contextual learning. When the students clicked on it, a podcast page appeared. It is available in transcript and audio format. The teacher instructed the pupils to highlight any words or phrases that pertain to the material in order to manipulate it.

After finishing it, the pupils clicked the play button to hear the voice. Each sentence the speaker said was repeated by the students in order to improve their pronunciation. After they were done, they shadowed each sentence. The teacher instructed each student to read the transcript aloud in order to record and upload it to the screen in order to improve the students' listening, pronunciation, and intonation skills. The pupils must practice speaking with fluency. The teacher provided the podcast's URL in video format as help. It concerns the description of an image. It was taught to the students. They then rehearsed describing the image in the speaker's voice. By filming and publishing it on the screen, each student created it. The teacher assessed each and every work that was uploaded. Then he gave the criticism. However, the pupils' speech in conversation needs to be fluid. The teacher posted a page with a collection of internet play scripts to appease them. The pupils were divided into four groups by the teacher. It was his recommendation that they select suitable titles.

To match the quantity of characters in the scripts they have selected, the students can switch about the member groups. The instructor set aside some time so that the pupils may study and practice the material. Each group finished it by performing in front of the class. Following the six groups' performances, the teacher

asked the students to have a conversation regarding the dramatization of each group's material. To achieve the study's objective, a qualitative analysis of the data discovered during the teaching-learning process was conducted.

Findings and Discussion

Pre-learning

Creating a medium

The internet is helpful for learning needs. It improves the process of teaching and learning. Students may get a lot of content from the internet. Numerous applications were also made available on it. Among them is the WhatsApp app. It is a means through which students and teachers can communicate at any time and from any location. It allows users to upload and download files in a variety of forms, including text, audio, video, and JPG. The resources to improve instruction for the students might be posted by the teacher. Students' responses to the teacher's assignment can be uploaded here. This form of reciprocal engagement makes it possible for the WhatsApp app to serve as a teaching and learning tool. To make it easier for the pupils to access the online materials, the teacher created a WhatsApp group application, as shown in Figure 1. It is crucial to complete the task of obtaining resources to improve the use of online play scripts and podcasts. The tools that students and the teacher used to increase accessibility to the targeted materials. The process of downloading and uploading resources is a crucial component of the teaching-learning process that improves speaking development with the use of online play scripts and podcasts. Additionally, internet communication tools allow the teacher and students to exchange information through discussion and feedback. The instantaneous mutual reaction offered by the WhatsApp application can serve as a substitute for in-person instruction. Facilitating a modest teaching-learning process is advantageous (Umroh et al., 2024).

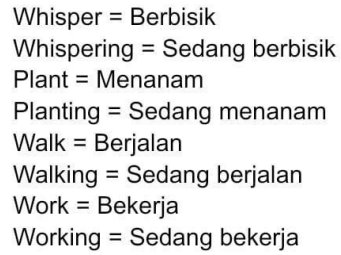
In the current digital era, technology has completely taken over our lives, changing the way we work, learn, and interact. WhatsApp is one such piece of technology that has become incredibly popular. WhatsApp began life as a chat software but has now developed into a flexible platform that can be used as an effective teaching tool. First of all, WhatsApp gives students and teachers a practical and easily available platform for communication and cooperation. WhatsApp facilitates easy communication between students and teachers by allowing them to ask questions, seek explanation, and participate in debates. Its user-friendly interface further adds to this benefit. This in-the-moment communication strengthens the learning process and creates a feeling of community. Second, there are numerous features available on WhatsApp that might improve learning (Martiningsih, 2024). For example, the sharing of multimedia assets, including papers, videos, and photographs, enables the sharing of educational materials and resources. This encourages independent learning and self-study by giving students access to extra learning resources outside of the typical classroom context. The group chat function of WhatsApp promotes cooperative learning. Pupils can organize study groups, exchange notes, and talk about homework to promote cooperation and collaborative problem-solving. This cooperative method fosters creativity and critical thinking in addition to improving understanding (Muis, 2024).

Additionally, WhatsApp can be used as a medium for reminders and notifications related to education. For their classrooms, teachers can establish private groups in which they can exchange updates, deadlines, and pertinent information. Students stay informed and organized as a result, which enhances their academic performance and time management skills. You may hold webinars and online classes using WhatsApp as the platform. Teachers can interact with students in real time and offer lessons using audio and video calls, regardless of their location. This gives students who might have other obligations freedom and creates new opportunities for distant learning. The way we learn could be completely changed by WhatsApp. It is the perfect platform for education because of its accessibility, communication features, collaborative tools, and multimedia sharing capabilities. We can establish a learning environment that is more participatory, inclusive, and engaging by utilizing WhatsApp's capabilities. It's time to accept technology and use its advantages to improve learning for students everywhere (Umroh et al., 2024).

The teaching-learning process

Lexico-grammar in bilingualism

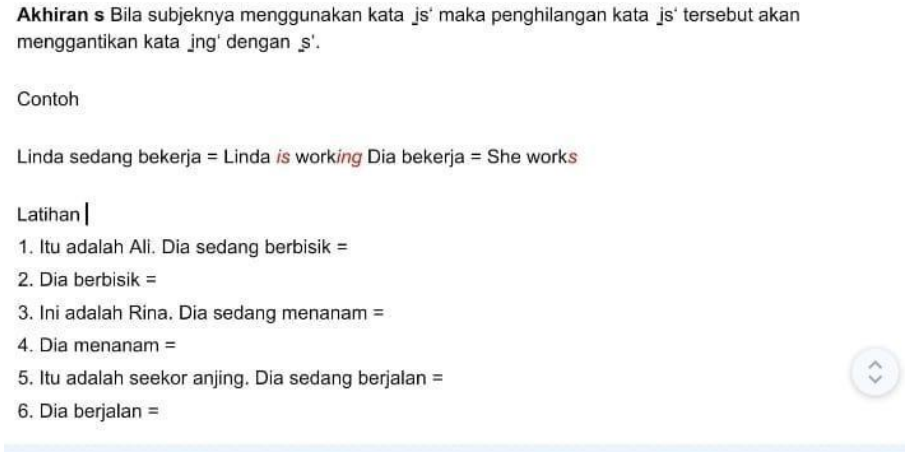
Prior to commencing the session, the instructor distributed a list of terms. It is the content that will be utilized to improve sentence structure implementation. In order to facilitate word comprehension, the presentation is bilingual. By using this approach, the students are better able to comprehend the precise meaning of the intended phrases. Figure 1 depicts it. Eight verbs are available in the present participle and plain word forms. To improve their knowledge of word formation, the two forms must be presented. It will help the pupils to acquire this terminology. It provides insight into how the verbs function to construct sentences. The teacher repeated each phrase after pronouncing it clearly in order to introduce the pronunciation of such words. Until the pupils say the words correctly, the teacher must repeatedly practice pronunciation with them (Suseno, 2024a).



Picture 1. A list of vocabulary

For pupils to effectively communicate their thoughts, sentence construction is essential. Correct sentence construction can lead to the construction of a meaningful expression. Before beginning the session, the teacher gave a brief instruction on basic grammar usage in order to achieve this aim. The teacher gave instructions on how to use the present participle and verbs in simple sentences on the third-person singular subject, as seen in Figure 2. The teacher presented the bilingualism lecture in a way that made implementation easier. It aids in the students' synchronization of their L2 and mother tongue perspectives. They will understand how to form sentences in a second language from the standpoint of their

mother tongue. To make it easier for the student to understand the purpose, the teacher used the verbs from the vocabulary list. The teacher gave the pupils a list of verbs to use to build sentences in order to help them better understand how to apply the grammar that had been presented. Lexico-grammar is a popular term created by combining vocabulary, also known as lexico, and grammar. By using the lexico-grammar technique, bilingual students can construct sentences just like they would in their native tongue. It aids with the right construction of sentences that they use to communicate their ideas both orally and in writing (Suseno et al., 2024).


Akhiran s Bila subjeknya menggunakan kata ‚is' maka penghilangan kata ‚is' tersebut akan menggantikan kata ‚ing' dengan ‚s'.

Contoh

Linda sedang bekerja = Linda *is* work*ing* Dia bekerja = She work*s*

Latihan

1. Itu adalah Ali. Dia sedang berbisik =
2. Dia berbisik =
3. Ini adalah Rina. Dia sedang menanam =
4. Dia menanam =
5. Itu adalah seekor anjing. Dia sedang berjalan =
6. Dia berjalan =

Picture 2. Grammar instruction

Speaking and understanding two languages is known as bilingualism, and it offers several advantages for training lexico-grammar and building sentences. First and foremost, bilingualism encourages a greater comprehension of linguistic structures and conventions. People become more conscious of the similarities and differences between two languages when they study them. Their increased awareness enables children to recognize recurring themes and structures in both languages, resulting in a more thorough comprehension of grammar. People can compare and contrast sentence structures, verb tenses, and word order by engaging in lexico-grammar practice in two languages, which ultimately improves their general understanding of grammar. Second, bilingualism improves vocabulary usage and acquisition. People who learn two languages are exposed to a greater variety of vocabulary and idioms. Their vocabulary grows as a result of this exposure, which also enhances their capacity to select the best words to express ideas. People can learn more about the subtleties of word usage and expand their vocabulary by engaging in lexico-grammar exercises in both languages. They can then use this to create more precise and emotive statements (Suseno, 2021).

Additionally, bilingualism promotes problem-solving abilities and cognitive flexibility. Studies have indicated that those who are bilingual are more adept at switching between languages and adjusting to various linguistic environments. This adaptability extends to how they comprehend and use lexico-grammar. Bilingualism allows people to practice lexico-grammar in many linguistic frames and switch between languages frequently. This increases cognitive flexibility and allows bilinguals to approach sentence formation from alternative perspectives. This adaptability boosts their inventiveness when crafting sentences in addition to their problem-solving abilities. Bilingualism offers numerous benefits in terms of

learning lexico-grammar and sentence construction. It encourages cognitive flexibility, improves vocabulary acquisition and usage, and advances a deeper comprehension of language structures. Adopting bilingualism can help people become more fluent in both writing and grammar, as well as enhance their general language abilities. Therefore, take advantage of bilingualism to improve your language skills and become an expert sentence builder, regardless of whether you are studying a second language or are already bilingual (Suseno, 2023a).

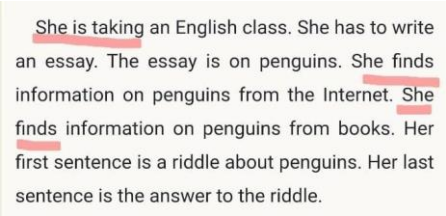
Noticing grammatical content

It is advantageous to learn sentence construction through translation. Students must coordinate it with the real content in order for it to seem realistic. One resource that can be used to achieve this is a podcast. The anticipated podcast was made available by the teacher by putting the URL on the screen. Presenting the student with the URL at this crucial juncture is crucial. The educator is aware of podcasts that align with the needs of the class. The pupils were directed to a podcast page after clicking the displayed URL on the screen. This is the podcast transcript, as shown in Figure 3. The subject-verb agreement pertaining to the topic under discussion was highlighted by the students. The pupil appears to have highlighted the words "she is taking and she finds." These are the topics that the instructor covered. By using this approach, pupils are able to acquire a contextual perspective on grammar usage. Students will observe how the grammar they learnt is applied in a natural setting by a native speaker (Suseno et al., 2023). It serves as a hint for the pupils to form sentences organically. To reach such a material, the students click https://www.eslfast.com/studentsenglish2/ke2/ke2009.htm.

Podcasts are gaining popularity as a convenient and entertaining way to consume information. However, in addition to listening to podcasts, English language learners must also focus on the grammatical content of the transcripts. First of all, language learners can improve their skills by spotting grammatical mistakes in podcast transcripts. Through active reading and analysis of the transcripts, learners can identify vocabulary usage patterns, grammatical structures, and phrase patterns. Their ability to employ these patterns in their own writing and speech helps to further cement their command of the language. Students can also avoid making the same errors when creating their own language by recognizing grammatical errors in the transcripts. Second, feedback on the grammatical content of podcast transcripts is crucial for language learners. Teachers play a crucial role in assisting students in identifying and fixing their mistakes by providing guidance and correction. By getting comments, students can improve their overall language proficiency and gain a deeper understanding of grammatical principles. Since teachers' comments recognize students' efforts and encourage them to continue with their language studies, they can also make them feel more self-assured and driven (Suseno et al., 2020).

Furthermore, students are able to bridge the gap between their speaking and listening skills with the assistance of professors' feedback and the grammatical information provided in podcast transcripts. Students can enhance their listening comprehension only by listening to podcasts, even though interacting with the transcripts aids in helping them understand the difference between written and spoken language. Because reading and listening skills are integrated, learners are more aware of proper vocabulary and grammar usage, which helps them improve

their speaking abilities. Seeing the grammatical content in podcast transcripts and receiving feedback from educators can be really beneficial for students learning English. It fills the gap between speaking and listening abilities, helps prevent common mistakes, and enhances communication skills.

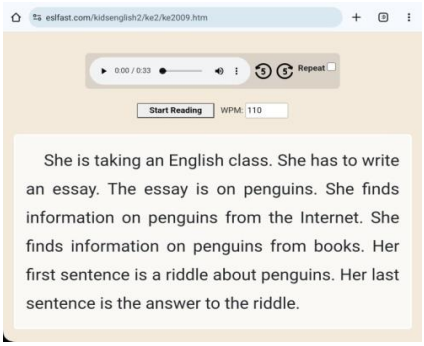

She is taking an English class. She has to write an essay. The essay is on penguins. She finds information on penguins from the Internet. She finds information on penguins from books. Her first sentence is a riddle about penguins. Her last sentence is the answer to the riddle.

Picture 3. Noticing

Students can become more proficient in the language and gain confidence in their language abilities by actively interacting with transcripts and receiving coaching from educators. So let's make the most of podcasts by listening to them, paying attention to the grammatical content, and seeking advice from our teachers (Suseno et al., 2022).

Repeating, shadowing, and reading aloud the script

In order to improve language usage, pupils must improve their listening comprehension. It is the capacity to pick up on pronunciation and comprehend what others are saying. Students must acquire this skill from real resources in order to meet this aim. Among them is the podcast. Podcasts allow native speakers to impart their knowledge to a wider audience. By working with these tools, students can improve their listening abilities. As shown in Figure 4, they listened to the audio recording and the transcript reading to the end of the program to begin using podcasts to improve their listening skills. It facilitates the students' ability to connect words and pronunciation. Students who practice it will gain accurate vocabulary development. Nevertheless, in addition to practicing hearing and reading the script, the pronunciation talent will be strengthened. Using this strategy, the pupils repeated the speaker's words, sentence by sentence, to improve their pronunciation skills. Shadowing is a necessary addition to this type of training. It involves simultaneously speaking the words and the speaker. Once the repetition was done, the students shadowed the words of the native speaker. Students' hearing, reading, and pronouncing skills are all developed simultaneously through the processes of listening, repetition, and shadowing (Suseno et al., 2024).



Picture 4. The page of a podcast

It is necessary to improve word pronunciation. Students should practice pronouncing words correctly on their own. One potential strategy to assist students become accustomed to pronouncing words correctly is to read aloud. They altered the podcast's content to practice reading aloud. Following the listening, repeating, and shadowing processes, they completed it. Students who go through this kind of process are able to pronounce words accurately. The students recorded their reading aloud and uploaded it to the screen, as shown in Figure 5. As students read the text, they became more proficient at pronouncing each word. It makes it possible for them to successfully perform the reading aloud. However, the teacher must assess the outcome of the reading aloud. The student work that is uploaded allows the teacher to monitor how well the students are using podcast material to improve their pronunciation skills (Suseno, 2024d).



Picture 5. The uploaded audio recording

The following are some useful strategies that can significantly improve language learning: reading the script aloud, shadowing, and repeating. These techniques help with comprehension and memory of new vocabulary and grammar structures in addition to enhancing pronunciation and fluency. First of all, by repeating the letters, students can work on their intonation and pronunciation. Learners can have a better grasp of how to pronounce words and phrases correctly by repeating after a native speaker or from a recorded dialogue. This lessens the possibility of misunderstandings and enhances their general speaking abilities. Repeating the script also aids students in internalizing the language's rhythm and flow, which improves the authenticity and naturalness of their speaking. Conversely, shadowing entails hearing a native speaker and repeating what they say at the same time. By using this method, students can enhance their listening comprehension and have a deeper understanding of the rhythm and melody of the language. Since they must follow the speaker's speed while shadowing, students can also get better at understanding spoken language in real-time. This method is very helpful for students who have trouble comprehending accents or fast-paced interactions (Suseno, 2024b).

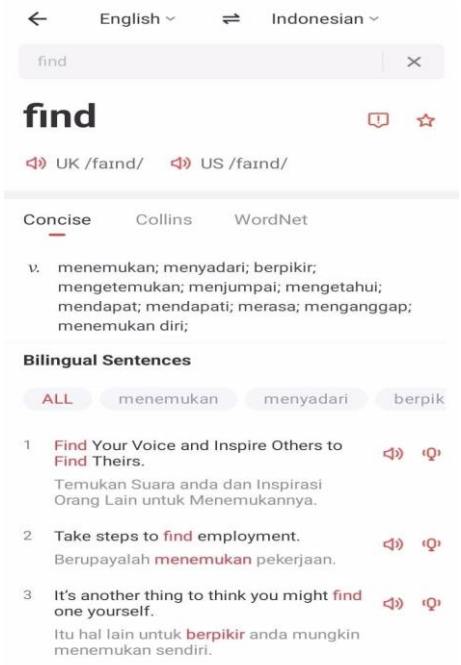
Speaking the script out loud while studying the language is another useful method. Reading aloud allows students to work on their intonation and pronunciation just like they would if they were repeating the writing. But reading

aloud also contributes to strengthening the bond between spoken and written language. This method helps students improve their reading and speaking abilities by letting them see the words on the page and hear themselves while they talk. Moreover, because they are actively interacting with the material, reading aloud to students' aids in their internalization of vocabulary and grammar. There are many advantages to using these methods in language acquisition. First of all, they give students lots of chances to hone and strengthen their language proficiency (Suseno, 2024c).

Translating text

It seems promise to increase vocabulary through the manipulation of podcast content. The kind of phrases that go well with a particular expression can be taught to the students. Students employ words with comparable expressions while presenting concepts because native speakers use them. Nonetheless, it's critical to comprehend the definition or significance of the terms. It is the process of understanding the language that will be employed to convey concepts. To improve their comprehension when selecting terms, the students must translate the unfamiliar words. As seen in Figure 6, the students utilized their electronic dictionaries to complete the word-for-word translation. When you type the word "find" into the search box, British and American English come up. The phonetic sign in the image appears to indicate a similar pronunciation. Students need this kind of assistance in order to distinguish between the two ways that words are spoken. In order to become fluent, people can practice pronouncing things correctly in conversations with less ambiguity by altering it. A phrase using this term is also provided along with the translation. It helps the students comprehend the paradigm of the word. They benefit from using this word correctly in many situations (Suseno, 2023b).

A vital function of translation is to facilitate our ever more international environment. It enables us to communicate with people from various backgrounds and cultures while overcoming linguistic difficulties. There are a number of advantages to translating material that should not be disregarded, despite the claims of some that translation is superfluous in an age where technology offers quick translations. Translating literature firstly fosters awareness and understanding of different cultures. Not only are words changed when we translate a document or work of literature from one language to another, but the spirit and subtleties of the original text are also communicated. This makes it possible for readers from various cultural backgrounds to understand the original author's ideas, values, and thoughts. Translation helps us comprehend other cultures, which promotes diversity awareness, empathy, and respect. Second, interpreting material makes teamwork and communication easier. Businesses and organizations frequently work across borders in today's globalized economy. Successful collaboration depends on effective communication, and translation is crucial to ensuring that communications are understood correctly. Businesses can get across language hurdles and create solid bonds with international partners and clients by translating contracts, papers, and other crucial items (Suseno & Purwati, 2020).



Picture 6. The page of e-dictionary

It's crucial to comprehend the text in its entirety. Every statement was translated into the mother tongue, as seen in Figure 7. Figure 7 illustrates how a text contains both the original material and the translated version.

She is taking an English class (Dia mengambil kelas bahasa Inggris). She has to write an essay (Dia harus menulis esai). The essay is on penguins (Esainya tentang penguin). She finds information on penguins from the Internet (Dia menemukan informasi tentang penguin dari Internet). She finds information on penguins from books (Dia menemukan informasi tentang penguin dari buku). Her first sentence is a riddle about penguins (Kalimat pertamanya adalah teka-teki tentang penguin). Her last sentence is the answer to the riddle (Kalimat terakhirnya adalah jawaban dari teka-teki itu).

Picture 7. Translated text

Word by word translation was used by the pupils to translate the text. It seems relevant given their prior understanding. The pupils used expression translation in a particular situation. Numerous applications provide this kind of service. The electronic dictionary is one of them. Students gain by manipulating the computerized dictionary. To translate a sentence into their mother tongue, they employed it. Among the instances is the phrase "the essay is on penguins." "On" typically denotes "di atas." However, in this context, it refers to "tentang." Interpreting "the essay is about penguins" as "esainya tentang penguin" rather than "esainya di atas penguin" is the result. Leading the class in word-for-word or expression-by-expression translation is the teacher's responsibility. Students who receive this kind of practice are better able to avoid sentence ambiguity. Still, the translation of "she is taking an English class" is accurate word for word. In Indonesian, the word (a) or (an) denotes "sebuah." However, using "sebuah" as a singular noun is uncommon. "An English class" is translated as "kelas Bahasa Inggris" in this sentence. Saying "sebuah kelas Bahasa Inggris" rather than "kelas

Bahasa Inggris" is not a popular way for Indonesians to express themselves. For the students to translate from their mother tongue perspective into L2, they need to understand more about translation.

The power of retelling

The process of picking up a language involves imitating native speakers. Suprasegmental language, or the intonation and tone of words, must be taught to the students. The students altered the picture-description video podcast in order to improve these skills. They mimicked the native speaker's storyline to retell the video's content, as shown in Figure 8.



Picture 8. The picture of retelling

Students' hearing, vocabulary, suprasegmental, pronunciation, speaking, and composition skills all improve with this kind of content. Students who use this strategy often find that it improves their ability to explain things to others in a natural way. By practicing it, one can smoothly diminish their dialect. When communicating with others, the pupils were able to harmonize the viewpoints of their native tongue and second language. It aids in the development of their utterances' fluency and clarity when communicating ideas. Additionally, it increases their confidence and willingness to practice communicating with others. To reach such a material, the students click https://youtu.be/Tt6BGhorGTY?si=XlWchhbgYSnKxBMp.

Podcasts, which include a wide range of subjects and viewpoints, are a kind of media that is growing in popularity. Keeping up with all the stuff available in the vast amount of podcast episodes might be daunting. Retelling the podcast's material is a straightforward yet powerful tactic that can improve the students' podcast listening experience. First off, repeating podcast content makes it easier for the students to understand it. The students take in a lot of information when the students listen to a podcast. Our brains can't always remember every little detail, though. The students actively interact with the information and solidify the students' comprehension by recounting the story (Suseno et al., 2024). This procedure helps the students to internalize important ideas and concepts, which facilitates applying and remembering the information the students learned from the podcast. Second, it encourages active learning to recount podcast content. Sometimes listening passively causes one to become distracted and lose focus. On the other hand, students take an active role in the learning process when the material is retold. The students arrange the data in a logical manner after synthesizing and analyzing it.

The students' ability to think critically is improved, and a deeper comprehension of the podcast's subject matter is encouraged, by the students' active participation. Retelling podcast content might also promote social interactions. Opportunities for insightful conversations and intellectual exchanges arise when the students share the students' insights and summaries with others. It enables the pupils to establish connections with people who share their interests and passions. Students can learn different viewpoints from others and broaden their knowledge by having talks regarding podcast episodes (Suseno et al., 2023).

The importance of teacher's feedback

The teacher's response to the pupils' work is known as the feedback. It functions as a sort of assessment of the works' caliber. The pupils anticipate receiving comments from the teacher once they have finished uploading their work. Figure 10 illustrates how the teacher assessed the students' work. It appears that the student did not use the correct tenses. She typed "I am sleeping" rather than "I was sleeping" in her work. She should correct herself, the teacher said. She then completed her work by contrasting the two pieces. She asked for the yes in her final sentence. The instructor then left her a voicemail. It appears that he thought his pupil would comprehend his explanation as clearly in a face-to-face environment if he responded verbally. By giving feedback, the instructor can assist his pupils in exchanging ideas, just like they would in a traditional classroom setting. Instant response instruction is beneficial for both teachers and students and may be done at any time or place.

In education, teachers are the primary sources of feedback, which is essential to the learning process. The advantages of teachers providing feedback to their students have gained more attention in recent years. First of all, feedback from teachers gives pupils insightful knowledge about their development and opportunities for growth. Students get a comprehensive picture of their strengths and shortcomings by getting feedback from their teachers. With this knowledge, they can concentrate their efforts on areas that require development, which eventually results in academic advancement. Furthermore, when students learn to see failures and obstacles as chances for growth and learning, they are better able to set reasonable goals and cultivate a growth mindset.

Additionally, student engagement and motivation are increased by teacher evaluation. Students feel appreciated and encouraged by their teachers when they receive feedback that is detailed, constructive, and tailored to them. Their confidence is bolstered and they are inspired to take charge of their education by this encouraging feedback. Knowing that their teachers care about their achievement encourages students to work harder and pursue excellence. Furthermore, when students understand their roles and how their behaviors affect their learning results, teacher feedback helps them feel more accountable. Teacher feedback has benefits for students' academic performance as well as their overall development. Good feedback takes into account social and emotional components in addition to academic performance. Teachers contribute to the formation of well-rounded people by giving comments on students' behavior, communication abilities, and character development. This all-encompassing method of providing feedback encourages the growth of critical life skills like self-reflection, empathy,

and resilience—all of which are necessary for success in the real world (Nguyen, 2024).



Picture 9. Feedback

Additionally, positive feedback from teachers fosters a solid rapport with students. Teachers show their commitment to their students' development when they take the time to offer feedback. This creates a pleasant learning environment in the classroom by fostering a sense of trust and respect between teachers and pupils. When teachers feel at ease asking for help and support, it fosters open communication and productive teamwork. These solid bonds not only improve the educational process but also add to the general happiness and well-being of the pupils. There is no denying the advantages of professors providing feedback. By giving students useful information, boosting their motivation and engagement, supporting their overall growth, and fostering a strong rapport between the teacher and the student, teacher feedback empowers students. It is our duty as educators to value feedback and make efficient use of it in order to provide our pupils the tools they need to succeed. By doing this, we can establish a supportive and encouraging learning atmosphere that encourages development and success (Nabillah et al., 2024).

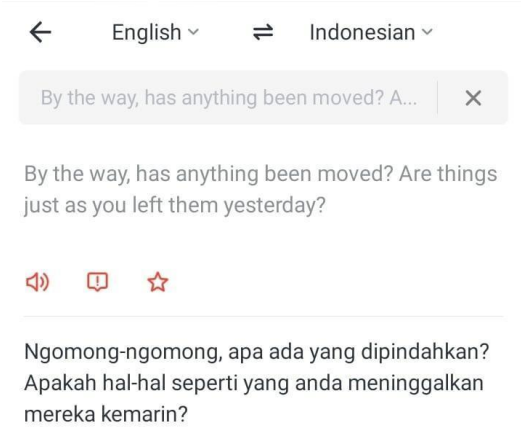
Electronic dictionaries in language learning

The voice recording is often absent from internet play scripts. It presents challenges for the pupils in terms of applying appropriate intonation, tone, and pronunciation in each line. To make it flawless, they require direction. It appears promising to manipulate the electronic lexicon in order to meet that kind of question. A sentence was typed into the electronic dictionary's search field, as shown in Figure 9. After pressing the search button, the page presented the pronunciation and meaning that had been provided. By selecting the play button, students can benefit from modifying the strategy to learn the proper pronunciation, tone, and intonation. They can communicate their intention more effectively if they practice it. However, the translation fulfills the students' interest about what each line's message means. It increases the students' comfort level and fluency when rehearsing plays on stage.

Electronic dictionaries have become a vital tool for language learners in the current’s digital era. Electronic dictionaries are a valuable tool for language learners as they offer a plethora of benefits such as pronunciation, meanings, sentence formation, and tone. To begin with, computerized dictionaries offer precise and

trustworthy pronunciation assistance. Pronouncing words correctly can be difficult for many language learners, especially when they come across novel words or sounds. With the use of audio recordings of words found in electronic dictionaries, students can mimic the right pronunciation by listening to the recordings. With the use of this function, students' accents become more genuine and natural, which enhances their communication abilities. Second, full meanings are provided by computerized dictionaries. Conventional paper dictionaries frequently have constrained meanings, which makes it challenging for students to understand a word in its entirety. On the other hand, electronic dictionaries offer thorough definitions, synonyms, and use examples. This helps students not only comprehend a word's meaning but also know how to utilize it appropriately in various situations (Suseno, 2024b).

Computerized dictionaries also help with sentence building. For language learners, knowing how to form grammatically acceptable phrases is essential. Electronic dictionaries include sample sentences that show how to use good grammar. Learners can enhance their own writing and speaking abilities as well as their comprehension of sentence structure by examining these examples. Finally, computerized dictionaries help with intonation comprehension. Since intonation expresses feelings and intentions, it is essential to good communication. The proper intonation patterns for words and phrases are frequently demonstrated by audio recordings found in electronic dictionaries. Learners can enhance their overall communication abilities and gain a better understanding of intonation by listening to these recordings.



Picture 10. E-dictionary

Electronic dictionaries have completely changed the way that people learn languages by giving them access to crucial resources for intonation, definitions, sentence structure, and pronunciation. Their comprehensiveness, correctness, and ease of use make them a priceless tool for language learners. Through the use of electronic dictionaries, students can improve their language proficiency and become fluent more quickly. So let's take advantage of the capabilities of electronic dictionaries and start our successful language learning journey (Karimova, 2024).

Online drama scripts

Students pick up a language with the purpose of communicating. They communicate their ideas to other language users by using their language proficiency. Students must practice using the right materials in order to become proficient communicators. They are able to work with the real materials to do this. One of these is an online drama script. It is the portion of the script that is being cut, as shown in Figure 11. The first time it was used on stage is mentioned in the introduction. There was also discussion of the play's characters. It has been demonstrated that using this type of script to execute a theater play was successful. It can be used by the pupils as direction to get back on track. The action's clue was written in brackets to suit the performance requirements. It appears prior to the conversation's transcript. "Rubbing his hands" is what's written in brackets. By incorporating it into the pre-transcript of the conversation, students are able to rehearse just like the original characters did for the play. Students could be able to experience the play's flow in its entirety. However, selecting appropriate resources to improve speaking practice development is crucial. It encourages students to use the language in everyday situations. To reach such a material, the students click http://www.gutenberg.org/ebooks/search/?query=one+act+plays&submit_search=Go%21.

Internet resources are becoming an essential component of our life in the digital age. The internet offers a wealth of chances for personal development, ranging from learning to recreation. Using online theater scripts to improve speaking is one such chance. First, by employing online theatrical scripts, students can practice speaking in an interesting and beneficial way. Oral communication typically receives less weight in traditional language acquisition approaches than grammar and vocabulary. With the aid of drama scripts, students can actively engage in role-play scenarios and arguments to practice speaking in a realistic and dynamic manner. This useful approach boosts language use confidence in addition to fluency. Second, a variety of subjects and genres are covered in online play scripts to satisfy the wide range of interests of pupils. Students can select romance, mystery, or comedic screenplays based on their interests. This encourages students to actively participate in and immerse themselves in the language while also making studying enjoyable. Learners are more likely to remember and apply the material in everyday contexts when they can relate to it personally (Bsharat & Salah, 2024).



TRIFLES

First performed by the Provincetown Players at the Wharf Theatre, Provincetown, Mass., August 8, 1916.

GEORGE HENDERSON (County Attorney)
HENRY PETERS (Sheriff)
LEWIS HALE, A neighboring farmer
MRS PETERS
MRS HALE

SCENE: *The kitchen is the now abandoned farmhouse of* JOHN WRIGHT, *a gloomy kitchen, and left without having been put in order—unwashed pans under the sink, a loaf of bread outside the bread-box, a dish-towel on the table—other signs of incompleted work. At the rear the outer door opens and the* SHERIFF *comes in followed by the* COUNTY ATTORNEY *and* HALE. *The* SHERIFF *and* HALE *are men in middle life, the* COUNTY ATTORNEY *is a young man; all are much bundled up and go at once to the stove. They are followed by the two women—the* SHERIFF'S *wife first; she is a slight wiry woman, a thin nervous face.* MRS HALE *is larger and would ordinarily be called more comfortable looking, but she is disturbed now and looks fearfully about as she enters. The women have come in slowly, and stand close together near the door.*

COUNTY ATTORNEY: (*rubbing his hands*) This feels good. Come up to the fire, ladies.

MRS PETERS: (*after taking a step forward*) I'm not—cold.

SHERIFF: (*unbuttoning his overcoat and stepping away from the stove as if to mark the beginning of official business*) Now, Mr Hale, before we move things about, you explain to Mr Henderson just what you saw when you came here yesterday morning.

Picture 11. The page of a drama script

Furthermore, learners experience the use of genuine language through online play scripts. Drama scripts mimic real-world discussions and colloquialisms, unlike language exercises or textbooks. By using genuine language more often, students can improve their speech patterns and natural flow, making them seem more like native speakers. Pupils' language skills are further enhanced by the characters and conversation in the plays, which teach them about social relationships and cultural quirks. Students can also work on pronunciation and intonation by using online play scripts. Learners can mimic native speakers by viewing or listening to audio or video recordings of the texts on numerous online platforms. By practicing their intonation, stress patterns, and pronunciation, students may make their speech sound more natural and comprehensible (Suseno, 2024d). Students can improve their speaking abilities generally by engaging with the scripts and developing their sense of rhythm and melody in the language. Online theater scripts are a terrific resource for language learners who wish to improve their speaking abilities. With a broad range of themes and genres covered, real-world speaking practice, exposure to real-world language use, and opportunities to improve pronunciation and intonation, online play scripts provide students with a holistic approach to language learning (Wirag, 2024).

Practicing drama

It seems promising to practice a role play according to the script. It provides the students with an understanding of the scripts' content. Students offer their own perspectives on how to express the concepts with the same goal as a result of the grammar and new word content. The script's lines instruct the students on how to put together sentences using the appropriate language. The teacher asked the pupils to rehearse the role play in front of the class in order to achieve this goal. The play's audience consisted of the remaining pupils. Nonetheless, the surroundings of the platform encourage the pupils to speak freely. The classroom's size and the surrounding walls placed restrictions on them. Figure 13 illustrates how the students rehearsed the performance outside. The unspoiled environment and clean air inspire them to speak their minds. With the right voice, they might scream, weep, and explode with rage. Four pupils are having practice having conversations. They seem to be expressing their feelings as though they were genuine. The performance is watched intently by other students. They relished playing the part in the play. The large tree serving as the stage's canopy allows them to perform the role play organically. Students still need to practice in the classroom even though they benefit from it. During the initial play performance practice, pupils must be observed by their teacher and fellow students. If individuals they don't know are seeing them perform, they'll be bashful. It affects how well they are able to communicate themselves. The pupils' success in rehearsing a play will be improved by combining indoor and outdoor practice.

Drama is an effective teaching technique that has many applications for students outside of the classroom. Students can acquire a variety of abilities and traits through dramatic activities that are crucial for their academic and emotional development. Whether it is through in-class presentations or outdoor plays, drama practice has several benefits that can improve students' life. First of all, drama fosters the growth of pupils' excellent communication abilities. Students practice confident and clear self-expression by role-playing various circumstances and roles.

People become more conscious of their facial expressions, voice projection, and body language—all of which are essential components of clear and efficient communication. These abilities are useful not only in the classroom but also in a variety of real-world settings, including social interactions, public speaking engagements, and job interviews. Drama not only helps with communication abilities but also with imagination and creativity. Students are encouraged to think creatively and from a variety of angles when they participate in dramatic activities. Their ability to construct and evolve characters, plots, and environments improves their capacity for creative thought. This inventiveness can also be used in other areas, like writing, solving puzzles, and even doing scientific research. Teachers can provide pupils an interesting and engaging opportunity to learn and express themselves by introducing theater into the curriculum. Drama also encourages cooperation and teamwork. Students need to collaborate, help one another, and bring in their own abilities in order to do well. They gain the ability to listen, make concessions, and establish common ground—all crucial abilities for any project involving cooperation. Students who take part in group projects and activities understand the importance of collaboration and establish a sense of belonging, both of which will be extremely helpful to them in their future romantic and professional endeavors (Nabillah et al., 2024).

Drama practice can also help pupils feel more confident and good about themselves. Students conquer their fears and feel a sense of satisfaction when they perform in front of an audience(Ebad & Azizimajdi, 2024). They gain self-confidence and learn to trust their skills, which can improve how they view themselves in general. Beyond the stage, this increased self-assurance might encourage students to take on new challenges and tenaciously pursue their objectives. Last but not least, drama practice helps students make connections with their surroundings both within and outside of the classroom. Students develop a deeper grasp of human emotions, experiences, and views by delving into a variety of people and situations. They acquire empathy and compassion, two traits that are necessary for creating a strong sense of community and forming lasting relationships. Students can study social issues, historical events, and cultural variety through drama, which helps them become more informed and involved citizens. Students can benefit much from theatrical practice both indoors and outdoors. Drama offers a comprehensive learning experience that includes everything from enhancing creativity and effective communication skills to encouraging teamwork and building self-confidence. Teachers can create a dynamic and engaging learning environment that supports students' academic and personal growth by integrating drama into the curriculum. So let's embrace drama's power and help every student reach their full potential (Ghifari, 2024).



Picture 12. A page of practicing drama

Closing

Discussion session

Perfectionism is attained with practice. This idea helps pupils improve their speaking abilities by having them practice drama. This type of exercise helps pupils become accustomed to practicing speaking in a natural way. They will be more successful the more often they practice. Throughout the practice, students require an assessment and an appraisal. The instructor positioned himself in the middle of his students' circular formation, as seen in Figure 14. He took issue with their performance. Students were quite aware of the criticism they received from their teachers. However, the instructor also provided feedback regarding their exceptional performance. Giving students both positive and negative feedback motivates them to achieve better in the future. In order for the students to improve their acting skills when using online scripts, this evaluation is crucial. It is the duty of the instructor to provide feedback to pupils in order to aid in their speech development.

For many students, drama performances are an essential component of their educational journey. They not only give people a stage on which to express themselves and their creativity, but they also have many advantages off stage. The chance for students to have in-depth conversations regarding the material of their performances is one of these advantages. First of all, students can have a deeper comprehension of the topics and messages presented in the play by having discussions about the substance of drama performances. Students can develop critical thinking abilities by critically analyzing the characters, plot, and underlying social issues through insightful conversations. Through this method, students are encouraged to think critically and analyze the performance's deeper meanings and consequences. These talks can improve their comprehension and analysis of difficult literature, which is an asset in many academic fields.



Picture 13. Discussion

Students who debate the subject matter of theater performances are more empathetic and understanding. Students are exposed to a variety of viewpoints and experiences through these discussions, which helps them to become more empathetic toward other people. Through their appreciation of the play's representation of a variety of backgrounds and perspectives, they help to create a more accepting and caring school community. Their capacity for empathy will serve them well not only in the context of theatrical productions but also in their contacts with classmates and future employment. Students have the chance to

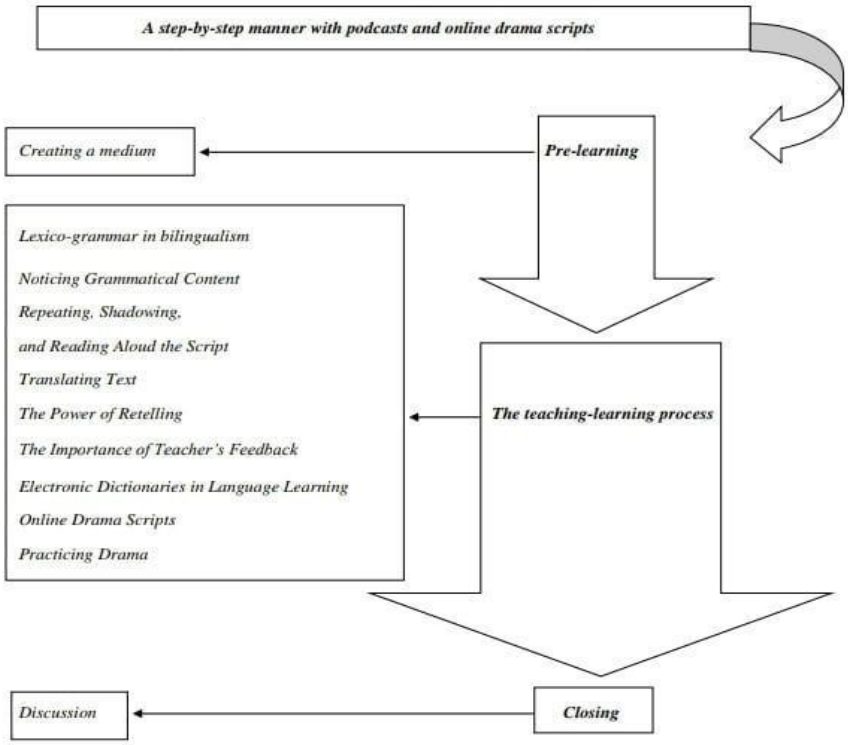
practice teamwork and communication skills by having discussions about the themes of plays. Active listening, clear thinking, and efficient communication are necessary for participating in group conversations. Students gain experience in courteous debate, opinion expression, and listening to others' viewpoints by taking part in these discussions. These abilities help students work with others and express their ideas clearly, which is crucial for success in both professional and academic contexts (Suseno, 2023b.

A step-by-step manner with podcasts and online drama scripts

In order to facilitate a teaching-learning process, the instructor must plan the adaptation of the approach. It functions as a form of road map to the destination. The teaching-learning process, closing, and pre-learning are the three main phases that the teacher made, as shown in Figure 14. The lesson began with the creation of a WhatsApp group. It is the speed of pre-learning. This form of media is essential to the operation of the educational process. By using it, the instructor makes it possible to share the URL and deliver the desired content. Completing the task and getting the teacher's feedback is also beneficial to the students. The teaching-learning process takes place in the second session. The teacher must arrange the content distribution procedure in accordance with this pace. He must fulfill the priority. It strengthens the connections between the tougher and simpler materials. The following topics were covered in order: using bilingualism in practicing lexico-grammar; noticing grammatical content; translating text; the power of storytelling; the significance of teacher feedback; using electronic dictionaries in language learning; online drama scripts; and practicing drama. Sentencing is the process of delivering bilingualism while practicing lexico-grammar. The teacher used bilingualism to implement such a strategy. The way that grammar rules are modified to represent ideas was clearly explained to the students.The pupils learned how to improve the synchronization between the L2 perspective and mother language by doing it. The teacher asked the students to identify the grammatical content of the podcast transcript in order to guide the usage of language into a natural situation. Students' other communication abilities are improved when podcasts are used in the teaching-learning process. They are able to read aloud, mimic, and repeat the podcast's content. It aids in the development of their listening, intonation, tone, and pronunciation skills.

Additionally, the pupils' vocabulary development was impacted. The text's substance was translated by the pupils word for word and expression for expression. When students recount the content of podcasts, their skills in pronunciation, grammatical usage, listening comprehension, tone, intonation, and vocabulary all significantly improve. It facilitates the improvement of their concept delivery fluency. After completing these tasks, the students uploaded their work on the screen to receive teacher feedback. Obtaining the teacher's evaluation is crucial. The pupils will be in charge of their capacity to foresee future blunders of the same nature. An additional tool that aids in improving pupils' speaking abilities is an electronic dictionary. Nevertheless, the audio recording is not included in the online play scripts. The pupils' ability to enunciate the words correctly is hampered. Additionally, they are clueless about the tone and intonation of the words. It is crucial that the students listen to the audio recording so they may learn how to articulate concepts using appropriate intonation, tone, and pronunciation. Utilizing

their electronic dictionaries, the pupils overcame this obstacle. By inputting sentences into the search box and selecting the "Search" button, students can locate both the audio recording and the translation. By practicing, pupils are able to improve their performance when practicing a drama play using the online drama scripts. They were able to appropriately convey their message to the audience. The teacher discusses the students' performance in order to encourage the class to participate in spontaneous speaking practice. The students are encouraged to use their skills in delivery through the question and answer sessions. Students that practice it become more proficient at practicing speaking.



Picture 14. The diagram of implementing the method

Discussion

A step-by-step manner with podcasts and online drama scripts

It is important to stress that using these materials in a methodical sequence is necessary in order to achieve successful language learning. First of all, podcasts give students a great opportunity to hone their public speaking abilities. Through active listening and conversing with native speakers, students can improve their fluency, intonation, and pronunciation (Suseno, 2023a). Additionally, the variety of topics covered by podcasts enables students to broaden their vocabulary and discover new interests. Students can increase their speaking confidence and competency by following a methodical approach, beginning with basic dialogues and working their way up to more intricate conversations. Similar to this, speaking abilities can be taught in a novel and engaging way with online theatrical scripts. Students can take an active part in language production by acting out situations and role-playing. They become more proficient in language generally and in speaking as well as in listening comprehension thanks to this practical method. Students can

approach increasingly difficult scripts by going step-by-step, which helps them improve their speaking abilities in an organized and methodical way. Using podcasts and online drama scripts in a step-by-step manner is essential for a number of reasons (Suseno, 2021).

Students can improve their speaking fluency in discussion sessions by honing their sentence construction, retelling, and drama practice skills. The study's findings could be applied to Mirqodirova's (2024) research. Putting such a discovery into practice could maximize the study's outcomes. According to Mirqodirova (2024), using materials that are relevant to the discussion topic could make it easier for students to express themselves when discussing opinions.

The benefits and limitations of using podcasts and internet drama scripts to improve speaking abilities

Podcasts and online theatrical scripts have become increasingly popular as speaking practice resources in recent years. Although these resources have many advantages, it's vital to take into account their drawbacks as well. Exposure to real language is one of the key advantages of using internet play scripts and podcasts. Podcasts offer learners the chance to engage in natural conversations and enhance their listening comprehension skills by featuring local speakers debating a range of issues. Likewise, online theatrical scripts provide an insight into actual conversations, enabling students to become acquainted with slang and cultural quirks (Suseno, 2024a). Additionally, learners can select content that is in line with their interests thanks to the broad range of themes covered in podcasts and online drama scripts, which makes learning more interesting and pleasurable (Suseno, 2024b).

But in order to improve speaking skills, it's critical to recognize the limitations of depending only on podcasts and online play scripts. Even while these services expose users to real language, there might not be enough possibilities for interactive speaking practice (Suseno, 2024c). Using pre-recorded materials may result in a lack of active involvement and feedback, which are necessary for speaking. Additionally, the unique requirements and skill levels of learners may not be met by podcasts or online theatrical scripts. The content may be too easy for advanced students or too difficult for novices, which limits its ability to meet particular language learning objectives.

Pedagogical assumptions

• Constructivism: This method makes the assumption that students actively create their own knowledge by engaging with real-world resources in meaningful ways. Drama scripts and podcasts provide students the chance to engage with everyday language and form their own interpretations.

• Communicative Language Teaching (CLT): It supports CLT's emphasis on fostering communicative competence by highlighting correctness and fluency in authentic settings.

• Learner-Centered Approach: This method puts the needs and interests of the student first, enabling individualized instruction by using a variety of podcasts and play scripts.

• Technology-Enhanced Learning: This approach acknowledges how technology can improve language acquisition by giving users access to a multitude of real-world resources and enabling interactive educational activities.

Novelty

• Authenticity: Podcasts present natural, everyday language from native speakers in a range of settings. Online theater scripts expose viewers to real conversations with idioms, colloquialisms, and cultural quirks.

• Engagement: Drama scripts and podcasts provide a lively and captivating medium that accommodates a range of interests and learning styles.

• Flexibility: These resources are readily available on a range of devices, enabling self-directed learning and individualized learning tempos.

• Skill Development: Develops all facets of communicative ability, such as accuracy, pronunciation, fluency, and sociolinguistic awareness, going beyond conventional grammar-focused training.

Implications

• Enhanced Student enthusiasm: Using real resources can boost students' enthusiasm and make learning more pleasurable.

• Enhanced Accuracy and Fluency: Practice opportunities and frequent exposure to genuine speech patterns can improve accuracy and fluency.

• Improved Cultural Understanding: Native speaker cultures, values, and viewpoints can be better understood through podcasts and play scripts.

• 21st-Century Skills Development: This method can assist students in acquiring collaboration, critical thinking, and problem-solving abilities.

• Professional Development for Teachers: In order to successfully incorporate these tools into their teaching practices, educators must possess the requisite abilities and expertise.

Suggestion

It is critical to combine the use of podcasts and online play scripts with other speaking exercises, such language exchange programs or practicing speaking with native speakers. Podcasts and online play scripts are useful resources for enhancing public speaking skills. They offer exposure to real language, model pronunciation, and enable flexibility with regard to both content and accessibility. It's crucial to be aware of their limits, though, like the absence of interactive speaking opportunities and possible incompatibility with different students' learning styles. Learners can obtain more comprehensive language competence and enhance their speaking abilities by integrating podcasts and online play scripts with other speaking exercises (Suseno et al., 2022).

Conclusion

Podcasts and online theatrical scripts encourage imagination and creativity. Students' creative thinking is stimulated when they use these tools because they are encouraged to picture the scenarios and characters. This creative approach improves their general language proficiency in addition to their speaking abilities. Through active participation in the discourse and self-expression through role-playing, students enhance their confidence and fluency in speaking. Podcasts and online theatrical scripts have been shown to be useful resources for improving public speaking abilities. These materials help students develop their listening comprehension skills, encourage creativity, and give them real-world language exercise. Through the use of podcasts and online play scripts, teachers may create a dynamic and engaging learning environment that helps students become proficient and confident speakers. So let's embrace technology's power and make the most of these tools to reach our language learning potential. The novelty of the study is this approach leverages the power of multimedia to create an engaging and authentic learning experience that goes beyond traditional classroom activities.

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