

## Using the Podcast Contents to Help EFL Students in Improving Their Grammar and Pronunciation

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### ABSTRACT

The study aims to determine how the teacher uses podcast resources to improve the students' grammar and pronunciation learning. Many EFL students struggle to use good grammar and practice pronunciation. By addressing their weaknesses, they needed to hone their public speaking abilities. To accomplish this, twelve college students joined a treatment program that used podcasts to address this problem. The teacher created a social media group to facilitate the teaching and learning process and to improve the learning of the online course materials. After finishing it, he instructed students on how to study grammar while bilingual. The students finished the lecture and the assignment in both languages. The teacher posted a URL on a forum to help the students more naturally understand grammar usage. The students click on, and a podcast page appears on their screen. To hear the speaker's voice, they push the play button. They read the transcript as they listened to the voice. They concentrated on getting the transcript done. The corresponding grammatical content was looked for in each line of the text. The words and phrases related to the grammar being studied were highlighted. they visualized uploading their work. The instructor then requested that the students read the transcript aloud for recording and upload. The teacher then evaluated all of the uploaded work in order to offer comments. The information was acquired by keeping an eye on the teaching-learning process. The conclusion was then reached after qualitative analysis. According to the study, podcasts can improve pronunciation and structure learning. The teachers can use the findings to teach connected disciplines. The other researchers can also complete the further related work.

**Keywords:** *competence; gadget; grammar; podcast; pronunciation*

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### INTRODUCTION

Grammar can be difficult to learn. It can be challenging for some pupils to put it into practice in spoken and written language. It takes place in a classroom. it is referred to as explicit learning. The majority, however, believe that using grammatical rules in both written and verbal communication is acceptable. Students who speak English as their first language encounter it. Implicit learning is it. Acquisition of the phenomenon

of explicit grammar acquisition takes a lot of work. Furthermore, acquiring grammar implicitly occurs unconsciously. The grammatical rule is unknown to the students. The teacher could use noticing to transition the children from explicit to implicit learning. It is a method of internalizing the norm by concentrating on the shape and significance of the linguistic structure (Suseno, 2021).

Nevertheless, technological advancements continue to grow. Students gain from having access to additional resources online to meet their needs. Online resources can also be used to learn grammar. It might encourage the students to act independently. They might pick up the lesson at any time and anywhere. It enables the professor to give the students assignments that need them to conduct in-depth online research (Prasetyo & Nurhidayah, 2021).

The radio broadcast's recording, known as a podcast, is frequently included with the script. This type of material is excellent for instructing students on speaking and listening. Every degree of proficiency is represented in the material. The pupils could improve their vocabulary development and pronunciation by listening to the podcast. Readers of any proficiency in English can choose from a wide range of topics. The podcast's script could also serve as a guide for writing an essay (Alfa, 2020). The podcast offers a wide range of topics for listeners of whatever skill level. It is frequently free. It was available to all students at all times and locations. (Priyatmojo et al., 2022) It is driven.

Furthermore, it is crucial to communicate ideas both orally and in writing. The ability to build words is necessary for conveying your intentions to others. To develop meaningful expression, this kind of ability is required. For instance, if the writer or speaker does not know how to switch a sentence from active to passive voice, it may cause misunderstanding. Sentence formation can be learned through observing and analyzing texts. Additionally, mastery of sentence construction may affect critical reading comprehension (Af et al., 2021).

Students need to pronounce their words clearly in order to convey their intentions. Understanding depends on how correctly something is pronounced. It would qualify as fluency. Even if someone has poor grammatical structure, someone with good pronunciation would be considered to be more proficient in using English than someone with poor grammatical structure. The degree of mutual comprehension between the speaker and the listener is what causes this type of phenomenon (Cholisah et al., 2021).

Dugiarto et al. (2020) applied the correct stresses and pauses when practising speaking. Making the discourse comprehensible and durable is crucial. The pupils practice acting in drama under the teacher's direction in order to achieve this goal. Additionally, people must structure their sentences in order to converse. Aniranti (2021) claimed that using an icebreaker when instructing grammar is beneficial. It has resources to make studying grammar easier. The teacher gave students some jumbled words to organize into proper phrases in order to achieve this goal. Then, in order to create conversations, he altered the pupils' work. Examining each sentence to

determine the progress, the students learned on how the sentences properly constructed.

People use the device to communicate with other users and to access a wealth of information. It is a device that offers opportunities for various uses, including business, education, and many other things. A lot of pupils struggle to master proper grammar and pronunciation. The applications students can use to improve their speaking and grammatical skills are podcasts. By looking for them on their devices, the students can find them.

This study aims to determine how the teacher uses podcast content to help students learn grammar and pronunciation. It requires guidance to be satisfied. A research question underlies everything. The analysis procedure will run more smoothly if this question is answered. The research topic, "How are the podcast materials implemented on grammar and pronunciation learning?" is expressed explicitly. The data gathered during the treatment will be qualitatively analyzed to reach the study's conclusion.

## **METHOD**

The study included 12 college students as participants. They were undergraduates. Their pronunciation and grammar need to be worked on. In order to solve these problems, podcasts are essential. The effectiveness of using podcasts to help students with their grammar and pronunciation needs to be supported by data. An observation of the teaching-learning process might help achieve this objective. First off, due to the theme, the teacher urged the students to use their internet-connected gadgets. He set up a WhatsApp group and requested the students to join it so that the teaching-learning process could occur there. He then began the presentation by discussing grammar using such an application. He delivered the lesson while discussing certain type of tenses employing positive, negative, and question forms. The speech and exercises were given in L1 and L2 simultaneously. It is crucial to make comprehension easier for the students. The instructor also provided a URL to supplement the grammar instruction. Podcasting is the center of attention. The teacher instructed the students to click the URL to view the page. Having seen the podcast's page and listened to the presenters' voices, the students then tried to comprehend what was being said. The teacher instructed the students to underline the words and phrases connected to the grammar on the transcript that was being discussed. The students wrote several questions about the passage and gave their answers in accordance with them to help them better grasp how to use grammar. Once they had completed the assignment, they uploaded the work to the group. The teacher asked the students to read aloud from the transcript and post it to the group in order to improve their pronunciation skills. This allowed the teacher to see how the students' speaking and listening skills developed. The teacher reviewed every piece of work students contributed and offered feedback to help them improve. The data found in the teaching learning process is the source data. In order to analyze it according to the study's

findings, a qualitative approach was used. Each finding was narrated in detail to achieve a vivid understanding. It is important to gain the conclusion of the study.

## FINDINGS AND DISCUSSION

### *Grammar translation method*

The lecturer employed the Grammar Translation Method to teach grammar usage to cover the structure topic. Applying the grammar rule in creating sentences is easier for both lecturers and students. The lecturer gave the students several word lists to use as building blocks for their initial sentences in the class.

Figure 1 illustrates how the teacher divided the vocabulary into nouns and prepositions. Along with each term, the definition or meaning is given. The students find it simpler to understand these words' precise meanings. By giving the words definitions, teachers can keep his students from becoming confused by the dictionary's many definitions. The teacher instructed the class to look them up in their electronic dictionaries so they would know how to pronounce them precisely.

|              |                         |
|--------------|-------------------------|
| Nouns        |                         |
| A:           | sebuah, seorang, seekor |
| Bag:         | tas                     |
| Book:        | buku                    |
| Chsir:       | kursi                   |
| House:       | rumah                   |
| Pen:         | pulpen                  |
| Table:       | meja                    |
| Room:        | ruangan                 |
| Student:     | murid                   |
| Teacher:     | guru                    |
| Flower:      | bunga                   |
| Vase:        | jambangan               |
| Prepositions |                         |
| Beside:      | di samping              |
| Behind:      | di belakang             |
| In:          | di dalam                |
| In front of: | di depan                |
| On:          | di atas                 |
| Under:       | di bawah                |

**Figure1.** A list of vocabulary

The teacher presented a mother language explanation of the grammatical rule and an example of its application by translating from L1 to L2 and vice versa. Both grammar and vocabulary are covered simultaneously. The pupils can comprehend the perspective of sentence construction in a real-world environment by practising this. The students' uncertainty in word choice and intent delivery may be rejected. The teacher talked about how to use the term "there is" in a sentence, as seen in figure 2. The relevant example was provided in order to make it apparent. The example sentence stated, "There is a student beside the teacher." The lecturer put the language

from the prior course to work in creating such a phrase. It makes it simpler for the pupils to follow the learning curve.

There is: ada  
 Lanjutkan frasa there is dengan sebuah kata benda atau frasa kata benda.  
 (Follow the phrase "there is" with a singular noun or a noun phrase)

Contoh  
 Ada seorang murid di depan guru: there is a student in front of the teacher.

**Figure 2.** Grammatical discussion

Later, the instructor produced several exercises related to the subject topic in Indonesian that would be translated into English and vice versa. The pupils translated using the offered terminology. The pupils' comprehension of appropriately using their prior information was improved by putting their past grammatical knowledge into practice. The students gained knowledge of deliberate sentence construction. After repeatedly applying this technique, they become accustomed to structuring phrases in the right order. They must learn to learn on their own.

As seen in figure 3, the student translated the Indonesian expressions into English. Of these, only one is "di atas meja." The previous inputs helped him translate it as "on the table." The teacher provided a quick explanation of how to use "the" before nouns. After giving the example, he instructed the pupils to complete the work. Then he made another translation project. As may be observed in Figure 3's number 4, the phrase is "Ada sebuah meja di dalam ruangan." In English, the statement is rendered as "There is a table in the room." The vocabulary and grammar used in the explanation are modified in this form of practice. In the most recent activity, the student used the previously studied language and grammar to compose a piece. Figure 3 shows how the student used the offered terminology and talked about grammar in his tale. By doing this, the student may comprehend how to construct sentences using the acquired information. It teaches him how to create sentences by helping him choose the right words.

Exercise

1. Di atas meja: on the table
2. Di bawah mobil: under the car
3. Di depan rumah: in front of the house
4. Ada sebuah meja di dalam ruangan: there is a table in the room.
5. Ada seorang murid di depan guru: there is a student in front of the teacher.

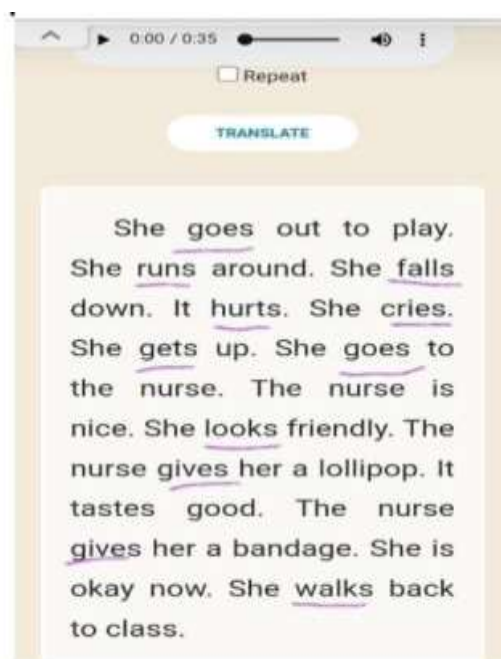
Make your own sentences!

There is a farmer in the field. There is a chair beside the table. There is a pen under the chair. There is a book near the window.

**Figure 3.** The exercise

### *Implementing Podcasts*

The podcast typically comes with the script and recording. Before utilizing the podcast recording to teach grammar, the professor played it. He told the students to read the text and then listen to the tape. Teachers can make changes to the transcript to enhance grammar education. The transcript of the podcast, which covers the topic of the grammar discussion, may be provided by the instructor after a grammatical discussion. Students can focus on the subject to determine how the grammar is applied and how it works in the text. The teacher adjusted the podcast content to learn in order to achieve this goal. He instructed the students to pay close attention to the transcript's grammatical structure. The teacher wanted to gauge how well the students had absorbed the material, so she asked them to identify any instances of the discussed material's grammatical usage in the phrases from the transcript. After that, as shown in figure 4, the students underlined the words connected to the discussed grammar. The information from the debate can be viewed in the lines by doing this. The student emphasized the verb that had a s in the end. It helps the students understand how the grammar is employed in the right context. The text's authenticity serves as a good illustration of how to use grammar. It is based on the teacher's earlier explanation that was given. The teacher advised adding the s suffix to verbs that follow third singular person subjects. It is customary to modify grammatical rules to fit the appropriate context. Students gain from using podcast content to learn grammar, vocabulary, and pronunciation simultaneously. Their ability to apply the material in real-world situations improves.

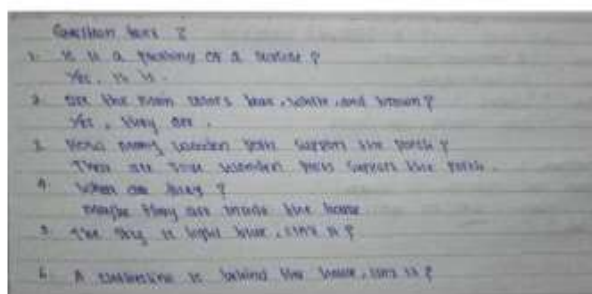


**Figure 4.** The Transcript

### *Enhancing the Task*

The professors must assign activities to ensure that the students comprehend the covered subjects. Podcasting is the center of attention. The students changed the transcript to enhance grammatical education. Knowing how the students are doing with their subject-matter learning is essential. To build this kind of success, it is necessary to continuously improve the synchronization between the podcast's transcript and the subject matter being addressed. It is a strategy for encouraging students to learn in context naturally.

Once, the lecturer showed the class a page of text after instructing them to create positive, negative, and question statements. The pupils were then told to create sentences that were questions, which they were to answer using information from the book subsequently. It is a strategy for motivating students to use their knowledge in real-world circumstances. The students were able to understand how grammatical rules were used while comprehending statements thanks to the usage of this drilling strategy. As seen in figure 5, the text addresses the subject of tenses. The student composed statements using yes-or-no questions. Then, based on the content of the text, he responded to them properly. Such a strategy enhances students' comprehension of how grammar rules are applied to build sentences. Understanding the construction of yes-and-no sentences enables pupils to engage in discussion and communicate information. In real life, it's crucial to have durable conversations. The teacher used the translation approach to guide the pupils' comprehension in order to achieve this goal. Students must understand how the concepts being studied are put into reality.



#### The converted text

1. Is it a painting of a seaside?  
Yes, it is
2. Are the main colors blue, white, and brown? Yes, they are.
3. How many wooden posts support the porch? There are five posts support the porch.
4. Where are they? Maybe, they are inside the house.
5. The sky is light blue, isn't it?
6. The clothesline is behind the house, isn't it?

**Figure 5.** Grammatical Drilling

### ***The material used to teach pronunciation***

#### ***Manipulating Podcast materials***

Both students and teachers benefit when podcasts are used in the classroom. Both the students and the teacher can benefit from the materials supplied to improve the teaching-learning process. Materials in the form of text, video, or audio can be found in podcasts. The teacher used a podcast's audio recording and script to instruct students on proper pronunciation. Students can hear what the speakers say by pressing the play button. They also read the offered transcript to double-check every word they said. The teacher set up the WhatsApp group to carry out this exercise. It is how he can easily share podcast content. The instructor gave the podcast URL for the lesson pronunciation to get the course started so that students can access the anticipated podcast content page. The students can access the podcast page on their own screens by clicking the URL. They had access to the podcast page, read the text, and listened to the tape simultaneously. The students can see the podcast page, as shown in figure 6. The lesson was displayed on the pupils' screens for practice. The text in the image serves as a representation of the transcript. The graphic of an arrow serves as the representation of the record's play button. The students click the play button to hear the voice to finish the learning process. While listening to the sound, the students read the transcript. By employing this method, the pupils' vocabulary and listening skills are enhanced. To complete the listening and reading process, the students read it aloud. To gain feedback from the teacher, the students record and upload their voices. They must improve their speaking abilities. Students can enhance their delivery fluency by performing these actions often. They'll become accustomed to hearing native English speakers say the words. By matching the speakers' voices to the terms in the transcript, students can also improve their vocabulary and speaking abilities. They learn the lesson as a result organically.

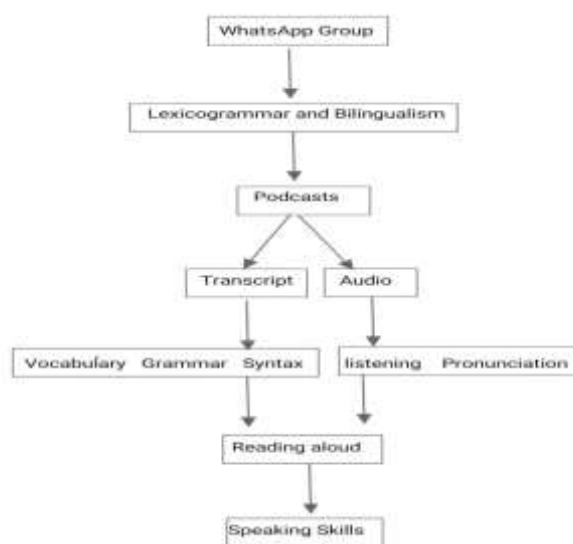


**Figure 6.** The page of a podcast



*Developing grammar and pronunciation skills to enhance speaking ability*

Students who are learning grammar and pronunciation through podcasts must have access to internet media. It is a method of conducting business using online resources. For this need, creating a WhatsApp group is appropriate. It allows the teacher and the pupils to exchange materials. Figure 7 illustrates how the teacher successfully taught the subject by utilizing a lexicogrammar technique to help the students understand how to modify the grammar by applying it in context. The teacher used bilingualism by adapting it. It aids the pupils in comprehending the L2 culture of sentence construction. They can contrast the same expression as expressed in L1 and L2. The teacher instructed the pupils to pay attention to the podcast's content in order to make the sentence construction sound genuine. The teacher displayed such content on their screen for students to access. In order to align their prior knowledge with the real information, the students observed the transcript's content. It encourages them to adopt the conventional delivery methods. They gained knowledge of how grammatical use was used as a result. The kids were taught how to pronounce the words correctly by listening to the voice recording. Simultaneously using a recording and a transcript assists the pupils by ensuring proper word pronunciation. They can learn new words and correct their pronunciation fault. Additionally, it improves their listening skills. Students read the transcript aloud and post it to the forum to gauge how well they are able to adapt their inputs to communication practice. The teacher has the chance to comment on the work of the students. Using grammar and pronunciation techniques in this manner aids pupils in developing their speaking abilities.



**Figure 7.** The Flow of Learning

## DISCUSSION

### *Using podcasts to enhance structure and grammar learning*

People use podcasts to spread their thoughts. Their delivery style reflects the words they use daily. In order for their thought to be understood, they need their

vocabulary and grammar (Putri and Sada, 2021). This intentional utterance is a good example of how language function is implemented. The students can use it as a reference point to advance their language skills.

Podcasts often convey their content as an audio or video recording with a transcript. Students' knowledge of structure and pronunciation is enhanced when it is used in a classroom setting. The podcasts' material exposes listeners to the use of the correct word choice and pronunciation. It serves as a model for how to use a language naturally (Alfa, 2020). The listener may see how the native speaker uses language to match the appropriate phraseology and sentence structure.

Learning a language involves imitating the native speaker's style of speaking. The podcasts' content furthers the objective of such a strategy. Users can learn structure and pronunciation thanks to the two delivery formats—text and audio (Partiwi, 2022). They will be able to coordinate their vocabulary and pronunciation. Additionally, they will gain comprehension of the messages through the wording. Teachers and students win if such materials are modified for the teaching and learning process (Quoc et al., 2021).

Nevertheless, a translation method must be used to facilitate pupils' understanding. It is a method for enhancing learning by utilizing the student's mother tongue. Teachers and students could converse with one another to develop understanding among them while learning. The students might translate the sentences from L2 to L1 and vice versa to use it in the learning process. It enables students to comprehend using the right wording (Mahendra, 2023). The pupils can follow the grammatical content in the transcript to determine the properness of sentence construction. The students deliver into good grammar by using such a method. The script's material can be utilized to increase vocabulary, particularly for pronunciation. The pupils simultaneously achieve this goal by reading the text and listening to the audio file (Indahsari, 2020).

Using podcast content enhances learning grammar and pronunciation. The frequency of classroom participation and task completion affect the success of such a method's adoption (Alfino et al., 2019). The two improvements enable the students to learn more naturally in structure and pronunciation by enhancing their inputs.

This type of outcome might be used to finish the earlier study indicated in the introduction, motivate other researchers to pursue related subjects, and offer other teachers an alternative strategy to improve the teaching-learning process of structure and pronunciation. It is not the end goal; more research is required to turn it into a creative technique that will help teachers improve their students' proficiency in grammatical usage and pronunciation practice.

## **CONCLUSION**

Using podcasts as a source of authentic content promises advantages for learning grammar and pronunciation. However, it appears that an important component of the success of achieving satisfying outcomes in the teaching-learning process is the enrolment of the students in attendance, doing activities, and adjusting translation

methods. The podcast enhances how the subject matter is presented and how it is pronounced. The tape and screenplay are also included. Using it in the classroom, students can copy the model from the podcast corresponding to the topic being covered. Students who go through this procedure become more proficient in sentence construction and pronunciation. One could argue that using podcasts to teach and learn about pronunciation and sentence structure is successful. It helps the students enhance their desired learning outcomes for grammar and pronunciation. Students who live in areas with inconsistent internet access will have difficulty with online learning. It requires additional research to address such challenges. Teachers can apply these findings to a relevant subject to get similar outcomes.

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