

THE USE OF PODCAST IN TEACHING ENGLISH PRONUNCIATION: A LITERATURE REVIEW

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ABSTRAK

Memahami pengucapan sangat penting untuk keterampilan berbicara karena memengaruhi kejelasan bahasa Inggris lisan sebagai Bahasa Asing (EFL). Namun, karena kurangnya paparan terhadap bahasa Inggris lisan asli dan kurangnya praktik kelas yang terstruktur, pengajaran pengucapan seringkali kurang diprioritaskan. Tujuan dari tinjauan literatur naratif ini adalah untuk mengumpulkan penelitian sebelumnya tentang penggunaan podcast dalam pengajaran pengucapan bahasa Inggris, dengan penekanan khusus pada bagaimana podcast digunakan dan prinsip-prinsip pedagogisnya. Artikel-artikel dalam jurnal yang relevan ditinjau dan kemudian diorganisir menurut tema-tema utama. Hasilnya menunjukkan bahwa interferensi bahasa asli, kurangnya masukan audio asli, dan praktik yang tidak terfokus merupakan faktor-faktor yang berkontribusi pada kesulitan berbicara pembelajar EFL. Lebih lanjut, penelitian telah menunjukkan bahwa pembelajaran berbasis podcast selaras dengan prinsip-prinsip Metode dan Praktik Audio-Lingual melalui aktivitas yang melibatkan mendengarkan dan pengulangan.

Kata Kunci: Podcast, English Pronunciation, Teaching Pronunciation

ABSTRACT

Understanding pronunciation is crucial for speaking skills because it impacts the intelligibility of spoken English as a Foreign Language (EFL). However, due to a lack of exposure to native spoken English and a lack of structured classroom practice, pronunciation instruction is often under-prioritized. The purpose of this narrative literature review is to compile previous research on the use of podcasts in teaching English pronunciation, with a particular emphasis on how podcasts are used and their pedagogical principles. Articles in relevant journals were reviewed and then organized according to key themes. The results indicate that native language interference, lack of native audio input, and unfocused practice are factors contributing to EFL learners' speaking difficulties. Furthermore, research has shown that podcast-based learning aligns with the principles of the Audio-Lingual Method and Practice through activities involving listening and repetition.

Keywords: Podcast, English Pronunciation, Teaching Pronunciation

INTRODUCTION

English is widely recognized as an international language that functions both as a means of global communication and as a common language in multilingual societies (Lee McKay, 2010; Crystal, 2012). In English language learning, students are required to master four core skills: listening, speaking, reading, and writing, all of which contribute to overall communication skills (Tarigan, 2021; Brown, 2004). Although these skills are interrelated, previous studies have consistently highlighted that speaking requires more complex cognitive and affective processes because learners must produce language in real-time while managing confidence and anxiety (Elisathusilawani, 2023; Verdiyeva & Huseynova, 2017).

Speaking ability consists of several interrelated components, including comprehension, vocabulary, fluency, grammar, and pronunciation

(Amelia & Komariah, 2017; Scott, 2005). Although all components are important, researchers agree that pronunciation plays a more decisive role in determining the clarity and success of communication, especially in the context of learning English as a foreign language (Gilakjani & Sabouri, 2016). Compared to vocabulary or grammar errors, pronunciation problems are more likely to cause misunderstandings and reduce learners' confidence during oral interactions.

Previous studies have also reported that learners of English as a foreign language (EFL) experience persistent pronunciation difficulties; however, they differ in identifying the main causes. Some researchers emphasize native language interference and unfamiliarity with the English sound system as the main sources of error (Setter, 2017; Sabilla & Kaniadewi, 2025), while others argue that classroom instruction tends to prioritize

grammar and writing, thereby limiting opportunities for pronunciation practice (Khotijah & Witarsa, 2024). Despite these differences, the literature consistently points to a lack of authentic exposure and structured oral practice as the same underlying problem in pronunciation learning.

In response to these issues, technology-assisted language learning has been widely considered as a way to enhance pronunciation learning by increasing access to authentic spoken English (Redjeki & Muhajir, 2021); Kukulskahulme, 2020). Studies generally agree that digital platforms increase learner engagement and flexibility, but their effectiveness varies depending on the type of media used and To ensure relevance to current educational practices, relevant journal articles were selected based on their focus on (1) English pronunciation teaching, (2) the use of podcasts or audio-based digital media in language learning, and (3) the context of EFL teaching. These journals were selected from peer-reviewed journals published in the last decade.

How it is integrated into the classroom

Spotify has received attention among digital platforms due to its ease of use and are popular among students (Andriani, 2019; Febriana, 2024). According to research comparing Spotify features, music-based learning improves pronunciation through sound-symbol recognition, whereas podcast-based learning provides more sustained exposure to natural speech, including stress, intonation, and pronunciation patterns in real communicative contexts (Lubis & Wahono, 2024; Bahri & Halimatussadiyah, 2024). These findings showed that podcasts are better suited to the pedagogical needs of pronunciation teaching, especially in EFL classrooms with minimal actual oral input.

Given these potentials, podcasts have attracted increasing attention as an alternative medium for teaching English pronunciation. Therefore, this literature review aims to examine previous studies on the use of podcasts in teaching English pronunciation, focusing on how podcasts are implemented in pronunciation teaching.

METHOD

This study employed a literature review method with the type of narrative thematic that combines and synthesizes previous studies by categorizing them into themes or topics rather than analyzing them one by one (Green et al., 2006; Snyder, 2019). Because this is a literature review, this study does not involve participant or classroom data. Instead, the primary

data used for analysis and discussion are journal articles.

To identify dominant pedagogical patterns in podcast-based pronunciation teaching, the analysis was conducted through a thematic synthesis process. This was done rather than evaluating the effectiveness of individual studies. First, the selected articles were read to determine the research focus, teaching approaches, and key findings related to pronunciation teaching. Then, recurring teaching concepts and practices were coded and grouped into broader themes, particularly those related to pronunciation difficulties, teaching methods (such as drills, audio-lingual methods, and realia), and the use of podcasts in teaching. Finally, these themes were discussed in the context of podcast-based teaching.

RESULT AND DISCUSSION

In this section, the researcher presents several findings from the previous research to explain the use of Podcasts in teaching English pronunciation.

Theme 1: Sources of Pronunciation Difficulties in EFL Contexts

In various studies reviewed, three interrelated factors have been found to be associated with EFL pronunciation difficulties: interference from the native language, limited exposure to native spoken English, and a lack of structured pronunciation practice (Laide, 2018; Srakaew, 2021; Zahro et al., 2025). Frequent segmental and suprasegmental errors due to differences between the learner's native language sound system and English phonology are often difficult to overcome without continuous auditory input.

Furthermore, several studies have shown that pronunciation instruction, compared to grammar or vocabulary instruction, often receives less attention in the classroom. This means that oral practice does not always occur effectively skills (Royani, 2023; Wibisana et al., 2022). Overall, these findings suggest that pronunciation problems in EFL are not only linguistic in nature but are also strongly influenced by the teaching environment, particularly the lack of access to authentic pronunciation models and systematic listening-based practice.

Theme 2: Pedagogical Principles Underlying Pronunciation Instruction

The literature showed that pronunciation instruction in EFL classrooms is typically based on pedagogical principles that emphasize repetition, imitation, and auditory exposure. Established teaching approaches such as the Drill Method and the Audio-Lingual Method reflect these principles. To encourage internalization of correct pronunciation patterns,

both methods prioritize repeated listening and speaking practice (Himmayati & Triyoko, 2024; Wibisana et al., 2022).

The Audio-Lingual Method includes oral exercises and structured dialogues that incorporate listening and speaking in a significant sequence. The Drill Method, on the other hand, focuses on repetition and imitation of controlled pronunciation patterns (Aeni et al., 2025). In contrast, Realia provides contextual and sensory support by connecting spoken forms with real-world objects or references. This enhances students' understanding of pronunciation input (Patau, 2017).

Overall, these methods demonstrate a shared pedagogical emphasis on listening-driven input and guided practice. According to this pattern, effective pronunciation instruction relies on structured exposure, repetition, and reinforcement in relevant contexts rather than guaranteed explanations.

Theme 3: Podcast-Based Pronunciation Teaching as Structured Listening Practice

As the reviewed research demonstrates, podcast-based pronunciation instruction aligns with the aforementioned pedagogical principles. Podcasts are a primary means of learning authentic spoken English, providing learners with natural pronunciation, stress, and intonation patterns (Suseno, 2023; Bahri & Halimatussadiah, 2024). Podcast-based instruction is typically used by teachers in a structured sequence, beginning with thorough listening to selected audio materials before conducting guided imitation and repetition activities.

Podcast-based activities are often complemented with focused listening tasks such as shadowing, transcription, or summarizing to improve pronunciation. These activities enhance learners' phonological awareness. They also encourage them to actively engage with pronunciation features in relevant contexts and provide opportunities for corrective feedback (Suseno, 2023).

Overall, these findings suggest that podcasts are better used as a tool for listening-centered pronunciation practice than as a stand-alone speaking tool. By combining repetition, imitation, and contextual reinforcement, podcast-based instruction helps students improve their pronunciation and overcome the limitations of traditional classroom exposure in an EFL environment.

This thematic synthesis suggests that pronunciation problems in EFL are closely related to limited native exposure and a lack of planned training. Regularly reviewed studies demonstrate

that the principles underlying the Drill Method and the Audio-Lingual Method, particularly repetition and imitation, can be effectively applied in podcast-based pronunciation teaching. Podcasts provide flexible and authentic audio input, addressing key issues in EFL pronunciation teaching.

CONCLUSION

This narrative thematic literature review shows that pronunciation remains a crucial component of EFL speaking instruction. This is primarily due to limited direct exposure and unstructured practice. According to previous research, pronunciation difficulties are more closely related to teaching conditions than to learner ability alone.

This review demonstrates that pedagogical principles emphasizing listening, repetition, and imitation are fundamental to effective pronunciation instruction. These principles are found in the Drill Method and the Audio-Lingual Method, for which Realia provides complementary contextual support. In podcast-based pronunciation instruction, these principles are consistently applied through stages of structured exposure, guided repetition, and reinforcement.

Overall, the results show that podcasts are not only a technological advancement but also a powerful pedagogical tool that promotes correct pronunciation by providing authentic spoken input and flexible learning opportunities. Podcasts can support traditional pronunciation in modern EFL classrooms when combined with good instructional design.

SUGGESTION

Based on the literature review, the use of podcasts can be recommended as an alternative medium for teaching English pronunciation because they provide authentic and flexible audio input. Teachers are advised to select podcasts appropriate to their students' ability levels and integrate them with targeted listening and pronunciation exercises. Furthermore, future researchers are expected to explore the use of podcasts in different contexts and approaches to enrich studies on digital media-based pronunciation learning

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