



PODCAST WITH GROUP DISCUSSION IMPACTS ON STUDENTS' WRITING DISCUSSION TEXT

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Accepted :

25 July 2025

Published:

29 July 2025

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ABSTRACT

This research explored the effectiveness of integrating podcasts into group discussions to enhance students' ability to write discussion texts. Despite the recognized importance of writing for academic success, many students found it challenging to construct well-organized and coherent argumentative essays due to a lack of engagement and limited exposure to diverse perspectives. To overcome this issue, a six-week intervention was conducted involving thirty-three eleventh-grade students at SMA N 1 Cepiring, employing a one-group pre-test and post-test experimental design. The influence of the combined use of podcasts and group discussion was measured through paired-samples t-tests, comparing students' writing performance before and after the intervention. The findings revealed a significant improvement in students' skills in producing logically structured and cohesive discussion texts following the treatment.

Keywords: : *Writing skills, discussion text, podcast, group discussion, digital learning*

1. INTRODUCTION

Writing proficiency is an important part of English language training because it allows students to express themselves properly, formulate arguments, and interact critically with challenging subjects. Among other writing genres, discussion texts are crucial for helping students improve their analytical and evaluative abilities because they require them to examine a variety of perspectives and formulate well-reasoned arguments (Soughati et al., 2025; Moonma, 2021; Anggraini, 2020). Despite its importance, students usually find it difficult to write discussion texts that are coherent and well-structured. These issues are the result of insufficient exposure to diverse perspectives, ineffective teaching methodologies, and a lack of opportunities for meaningful engagement in the writing process (Hyland, 2019a; Hyland, 2019b; Putri et al., 2023). The capacity to build a balanced argument is necessary in the twenty-first century, when critical thinking and persuasive communication are essential

skills in both academic and professional settings.

The advancement of educational technology has created new opportunities for improving writing pedagogy, particularly through learner-generated podcasts that promote information literacy and epistemic development in writing courses (Bell, 2019; Sweller, 2020; Habibi et al., 2020). According to Ramirez (2021) systematic review of eighteen empirical studies, engaging in authentic spoken discourse and real-world contexts provides learners with important lexical and rhetorical models, improving their ability to articulate ideas and structure persuasive arguments. Furthermore, the on-demand availability of podcast episodes encourages self-directed learning: students can revisit segments at their leisure, improving comprehension and boosting remember of essential theme components.

Research shows that differentiated podcast treatments can significantly boost learners' self-efficacy and performance. According to Errabo (2024) find significant

pre-test to post-test gains in exam results, as well as increased engagement and self-regulation, proving how personalized asynchronous podcasts improve confidence and task persistence. The flexibility of podcasts, which release learners from time and location limitations and provide continuous access to real language input, is further highlighted by Panagiotidis (2021). This promotes increased independence and long-term study habits.

According to Prasetyo and Erwin (2022) using multimedia resources like podcasts into the writing process improves students' ability to generate ideas and organize arguments. Additionally, by internalizing structural and rhetorical conventions, Kademi (2021) demonstrate how exposure to podcasted language models promotes the creation of more cohesive writings. Furthermore, Davids & Rinquest (2024) discovered that podcast creation encourages collaborative discourse, making it a perfect medium for cooperative strategy building in the classroom. Nonetheless, successful implementation is dependent on overcoming obstacles such as varying technological competency, digital literacy gaps, and shifting learner motivation (Prayudha, 2023; Social, 2023; Robin, 2019).

Group discussions are another common teaching technique in writing pedagogy because they provide students with a collaborative environment in which to share ideas, assess arguments, and polish their opinions before putting them in writing. In addition to encouraging critical thinking and active learning, group discussions allow students to evaluate multiple points of view in a safe environment and increase their ability to clearly articulate and defend their positions (Matondang, 2020; Jaya et al., 2025; Arisman & Haryanti, 2019). Furthermore, it has been demonstrated that collaborative learning environments improve students' enthusiasm and writing abilities, especially when implemented through group-based writing exercises. According to Anggraini (2020), group writing enhanced students' ability to generate ideas and organize their texts while also promoting favorable attitudes

toward group learning, which increased their confidence and level of engagement when writing. Because students' writing development depends on motivation since it influences their capacity to engage in the writing process and persevere through challenges (Surmiyati & Rezeki, 2024). Additionally, it has been demonstrated that incorporating critical-thinking training into argumentative writing assignments greatly improves students' utilization of supporting details and logical coherence in their writing (Nejmaoui, 2019; Listyani, 2019; Arochman et al., 2024). When it comes to argumentative assignments, collaborative group work has been shown to produce better text quality and encourage more in-depth analytical and evaluative behaviors than pair or solitary writing (Moonma, 2021) (Wismath & Orr, 2015; Sroufe & Ramos, 2015). Despite the obvious advantages of both podcasts and group discussions, little research has been done on how they impact students' capacity to write discussion pieces.

Recognizing this gap, the current project will look into the integration of podcasts and group discussions as a combined approach to enhance students' writing skills in discussion texts. The study looks at how students' ability to produce well-structured discussion texts and engage critically with subjects is impacted by the usage of digital media and collaborative learning techniques. Students in the eleventh grade at SMA N 1 Cepiring are the main subject. This research aims to create a more thorough and engaging educational experience that is consistent with contemporary teaching techniques by using podcasts to provide real feedback and group discussions to promote cooperative concept development.

Although significant study has been conducted on various writing teaching approaches, less has been done on how technology and collaborative learning interact in the context of discussion texts. There is still a lot of unexplored potential for integrating podcasts and group discussions into the teacher-centered, conventional approaches to teaching writing skills in

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Indonesian schools (Indahsari, 2020). Furthermore, recent research shows that learners' interest and skill development can be scheduling and length of podcast-based activities (Elkot, 2024). Similar to this, research by Pavajeau & Montero (2023) shows how podcasting and cooperative learning in EFL classes boost student confidence and deeper involvement, two factors that are essential for the development of academic writing.

2. METHODS

This chapter presents a comprehensive account of the study's pre-experimental design, sampling strategy, instruments, procedures, and data-analysis techniques, demonstrating how each component aligns to answer the central question: What is the impact of integrating podcasts and group discussions on eleventh-grade students' ability to write coherent discussion texts.

2.1 Research design

This study evaluates the efficacy of integrating podcasts with group conversations in improving students' writing skills using a quantitative pre-experimental research approach, more precisely a one-group pre-test and post-test design. A pre-experimental design is ideal when researchers want to observe the effects of an intervention without using a control group, according to (Sugiyono, 2021).

Data were examined using inferential statistical methods to evaluate the treatment's effect. The one-group pre-test and post-test structure used in the quantitative pre-experimental design, in accordance with Sugiyono (2021) is shown as follows:

O_1 (Pre-test score) \rightarrow X (Action : podcasts combined with group discussion) \rightarrow O_2 (Post-test score)

This approach allows us to observe within-group changes as a result of the intervention podcast mixed with structured group discussions without the need for a separate control group, which is a practical decision given school schedule restrictions

and ethical concerns about withholding innovations.

2.2 Population and Sample/ Participants of the Study

The 288 students in nine different classes who were enrolled in the eleventh grade at SMA Negeri 1 Cepiring during the academic year 2024–2025 made up the study's population. These students followed a unified curriculum structure associated with the Kurikulum Merdeka, which emphasizes critical thinking, cooperation, and digital literacy as essential competencies. Because of this alignment, the demographic was appropriate for a study examining the combined effects of group discussions and podcasts on English writing skill, especially when it comes to creating discussion texts. This population's characteristics also guaranteed that the intervention would be applicable in a real-world learning environment, such as Indonesian high schools.

Table 2 . The Amount of Students in Class XI – 8

No	Gender	Total of Students
1.	Male	20
2.	Female	13
	Total	33

To obtain a sample that best represented the research objectives, the researcher employed purposive sampling, a non-probability method in which participants are selected based on predetermined, study-specific criteria. Thirty-three students from Class XI-8 (20 males and 13 females) were selected based on three inclusion criteria , regular engagement in English writing assignments, regular attendance during the semester, and availability for the whole six-week intervention and assessment period. Purposive sampling was used because the study needed participants to have both a basic writing competence and the technical ability to engage in multimedia tasks such as podcast recording and audio editing. Additionally, by ensuring that all participants

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could devote themselves fully to every step of the treatment listening, discussion, scriptwriting, recording, and testing this method maximized the validity of observed treatment effects while making efficient use of the limited research time and resources (Sugiyono, 2021).

2.3 Research Setting

This study took place at SMA Negeri 1 Cepiring in Kendal, Central Java, chosen for its readiness in pedagogy, infrastructure, and accessibility. The school's well-equipped language lab with podcasting tools like microphones and editing software enabled the integration of authentic, technology-based language activities. As a Kurikulum Merdeka school, it emphasizes student independence, creativity, and collaboration, aligning well with the study's goals of enhancing writing skills through podcasts and group discussions. Strong administrative support, coordination with teachers, and students' familiarity with tech-based collaborative tasks provided an ideal environment for implementing a multi-phase, communicative, and constructivist language learning intervention

2.4 Research Instrument

The research instruments were designed to reliably assess students' writing skills in discussion texts. A writing test was administered both as a pre-test and a post-test, in which students were given 45 minutes to compose a discussion text on a specified topic. This test evaluated five key components of writing: content, organization, grammar, vocabulary, and mechanics. To ensure a comprehensive and objective evaluation, a standardized scoring rubric was adapted from and modified by (Brown & Abeywickrama, 2019).

The rubric establishes explicit criteria for each component and assigns appropriate weights, allowing for consistent assessment across writing examples. The instruments were tested with a different sample of students to ensure reliability and validity, and any necessary changes were made based on

comments from expert reviewers and teachers.

Data Collection

The data collection procedure in this study lasted six weeks and was divided into three main phases: pre-test, therapy, and post-test. A pre-test was given to students in the first phase to gauge their starting level of discussion text writing skills. For this test, students had 45 minutes to create 4 paragraphs discussion text based on a predetermined topic. The writing assignment was chosen to ensure that it was impartial and familiar to the students, allowing them to convey ideas from many angles. A writing rubric that was modified from Brown (2019) and focused on vocabulary, grammar, mechanics, organization, and content was used to assess the test.

The second phase was the core action, which combined two educational strategies: podcast listening and structured group discussions. Each student was given a role, such as host, pro-arguer, con-arguer, or moderator, after being split up into cooperative groups. The assignment for each group was to listen to a few chosen podcast episodes about socio-academic subjects like student conduct and environmental concerns. These episodes provided thematic and language input. Students then engaged in group conversations to arrange their ideas and evaluate arguments. The discussions were scaffolded with guiding questions to encourage critical thinking and constructive dialogue. Based on the conversations, the students went on to write and record their own podcasts. This phase highlighted Johnson and Johnson (2014) cooperative learning principles, such as positive interdependence, individual accountability, and constructive engagement.

The third phase was the post-test, which required students to create another discussion piece on a different but equivalent topic under similar settings. To guarantee consistency in evaluation and enable a direct comparison with pre-test findings, the same rubric was used. To guarantee scoring reliability, all written products were gathered,

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coded, and assessed by two raters. According to recent ELT research, the activities were purposefully created to promote cognitive engagement, peer cooperation, and multi-modal language production essential elements of 21st-century language instruction (Pavajeau & Montero, 2023).

The procedures of conducting this research were as follow;

- a. 1st week meeting : The pre – test was given to the students in class XI – 8 about discussion text.
- b. 2nd week meeting : The researcher delivered a lesson on discussion-text structure and features, using podcasts as the instructional medium.
- c. 3rd week meeting : Students were organized into small groups; each group analyzed and reconstructed a discussion text into a podcast script. The researcher guided them through podcast script development and collaborative learning.
- d. 4th week meeting : The researcher provided training to build students' confidence in recording. Students then recorded their podcasts while the researcher monitored performance and provided formative feedback.
- e. 5th week meeting : The students presented their recorded podcast projects to the class. The researcher provided constructive feedback and acknowledged the students' efforts and creativity. Additionally, a peer feedback session was conducted, allowing students to evaluate and discuss each other's work to foster collaborative learning and critical reflection.
- f. 6th week meeting : The post – test was given to the students in class XI – 8 about discussion text.

To assess the impact of integrating podcasts into group discussions on students' ability to write discussion texts, a post-test was administered to the eleventh-grade students of SMA Negeri 1 Cepiring.

Data Analysis

Data from pre-test and post-test writing assessments were evaluated using

descriptive and inferential statistical methods. The mean scores, standard deviations, and frequency distribution of scores for each of the five assessment components content, organization, vocabulary, grammar, and mechanics were first determined using descriptive statistics. These statistics were utilized to capture overall patterns of change and indicate regions where students made the most or least progress (Susanto et al., 2023; Anufia, 2019).

Following the descriptive analysis, a paired samples t-test was used to see if the changes in students' writing performance before and after treatment were statistically significant. Because it enabled the researcher to compare the means of two similar groups the pre-test and post-test scores of the same participants the use of this inferential method was suitable.

This arrangement made it possible to compare the writing abilities of the students before and after the treatment. Mean scores, standard deviations, and frequency distributions for the five examined writing components were calculated as part of a descriptive analysis to provide an overall picture of improvements in writing performance. With the significance threshold set at $p < 0.05$, a paired-sample t-test was conducted using SPSS to ascertain whether the observed improvements were statistically significant. Effect size calculations were also performed to calculate the amount of the intervention's impact. The purpose of these analyses was to determine whether or not students' capacity to create cohesive, well-structured discussion pieces was considerably improved by the incorporation of podcasts and group discussions.

3. RESULTS AND DISCUSSION

The collected data were analyzed using the paired sample T test to determine the distribution of pretest and post-test results for sample.

3.1 Students' Writing Discussion Text Before and After Implementation of Podcast with Group Discussion

a. Students' Ability

All 33 students' Pre-test (O_1) writing results on the 4 paragraphs discussion-text task are shown in Table 3, with scores ranging from 10 to 68 points ($M = 34.21$, $SD = 18.87$). When divided into performance groups, 8 students (24%) scored 10-20, indicating minimal argument development; 14 students (42%) scored 21-40, indicating basic structure but limited support; and 11 students (33%) scored 41-68, demonstrating multiple perspectives but still struggling with coherence and accuracy. This distribution highlights the need for focused scaffolding in

content elaboration and organizational coherence, with roughly two-thirds scoring below 40. It also demonstrates relatively limited baseline proficiency.

b. Normality Check

A One-Sample Kolmogorov-Smirnov test on both 33 Pre-test and 33 Post – test scores yielded $D = 0.114$, $p = .200$ (Table 4), indicating no violation of normality at $\alpha = .05$. Collectively, these results confirm that both Pre-test and Post – test data meet the normality assumption for parametric analysis

Table 4. Normality Test

One-Sample Kolmogorov-Smirnov Test			different
N			33
Normal Parameters ^{a,b}	Mean		44,97
	Std. Deviation		15,489
Most Extreme Differences	Absolute		,114
	Positive		,114
	Negative		-,092
Test Statistic			,114
Asymp. Sig. (2-tailed)			,200 ^{c,d}

c. Descriptive Statistic

Table 5 . Descriptive Statistics for Pre-test, Post-test, and Gain Result of Class XI - 8

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	nilai pre	34,21	33	18,871	3,285
	nilai post	79,18	33	13,183	2,295

Table 5 details the changes in overall writing performance, including means, standard deviations, and standard errors for both pre- and post-intervention scores, as well as the computed gain (post-test minus pre-test). After six weeks of podcasts and group discussions, the Post-test mean was 79.18 ($SD = 13.18$; $SE = 2.29$), up from the Pre-test mean of 34.21 ($SD = 18.87$; $SE = 3.28$). Students' ability to write cohesive, well-structured discussion pieces has

significantly improved, as evidenced by the average gain of 44.97 points ($SD = 10.14$; $SE = 1.77$).

3.2 Difference of Students' Writing Discussion Text Before and After the Implementation of Podcast with Group Discussion

a. Descriptive Statistics for Gain

Table 5 shows a significant overall increase in discussion-text writing after the six-week intervention, with an average gain of 44.97 points (SD = 10.14; SE = 1.77) between the Pre-test and Post-test. Furthermore, the tightening of score dispersion indicated by the standard deviation's decrease from 18.87 at the pre-test to 13.18 at the post-test suggests that students with lower baseline proficiency achieved comparatively higher gains and that the treatment benefited the entire cohort fairly.

b. Paired Differences

A paired-samples t-test was used to compare pre-test (O_1) and post-test (O_2) results in order to ascertain whether the

intervention (genuine podcasts plus structured group discussion) resulted in a statistically significant improvement in writing scores. The mean difference ($O_2 - O_1$) was 44.97 points (SD = 15.49), and the standard error of the mean was 2.71. The test result was $t(32) = 16.67, p < .001$, and the mean difference's 95% confidence interval for the mean difference was [39.478, 50.462]. Because the p-value is much below the .05 criterion and the confidence interval excludes zero, we conclude that the average increase of 44.97 points is highly significant and unlikely to be due to chance.

Table 6 . Paired Differences in Writing Comprehension Material Test Results Based on Pretest and Post-Test Result of Class XI - 8

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	nilai pre - nilai post	-44,970	15,489	2,696	-50,462	-39,478	-16,679	32	,000

These findings provide compelling evidence against the null hypothesis, which holds that writing skills remain unchanged. Students' discussion-text writing scores increased significantly and statistically significantly as a result of the six-week intervention.

Discussion

The incorporation of podcasts into structured group discussions appears to have improved students' writing ability by immersing them in authentic debate vocabulary and encouraging oral rehearsal before writing. Previous study on podcast-only interventions (Prasetyo & Erwin, 2022) found moderate benefits in ideation. However, our learners demonstrated significantly deeper content development. Listening to real speakers demonstrate persuasive reasoning gave students tangible lexical and rhetorical examples, which

Ramirez (2021) attributed to podcast input. Small-group debates reinforced these instances, resulting in more sophisticated arguments supported by specific evidence.

Furthermore, the combined approach considerably increased organizational cohesion. In contrast to Anggraini (2020) findings, in which discussion alone resulted in inconsistent use of transitional phrases, our students adopted discourse markers more systematically after analyzing podcast transcripts. During discussion groups, participants collaborated to outline their thoughts in a three-part format (introduction, body, conclusion) inspired by the podcast. As a result, their paragraphs flowed logically, minimizing abrupt topic shifts that were common in their pre-intervention manuscripts.

Lexical richness also increased significantly. While Kademi (2021) found only minor increases in vocabulary using ICT resources, our participants absorbed a

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broader range of academic and conversational terminology straight from the podcast. Group discussions acted as a practice ground, with peers correcting poor word choices in real time, echoing Moonma (2021) views on collaborative negotiation of language forms. This cycle of listening, discussing, and writing helped learners internalize and confidently use new vocabulary.

In terms of grammatical precision, the intervention's oral component was essential. As students practiced their positions in pairs and small groups, they received immediate feedback on tense consistency and subject-verb agreement errors that frequently occurred in offline writing activities. In contrast, (Errabo et al., 2024) found that asynchronous podcast exercises increased self-regulation but did not provide immediate feedback. Our synchronous talks closed that gap, resulting in much fewer grammatical errors in final texts.

The blended design also improved mechanical precision, including spelling, punctuation, and formatting. Unlike podcast-only studies, our lesson approach included peer-review checkpoints during group work to address mechanical faults. Collaborative editing increased shared ownership of surface conventions, resulting in cleaner, more professional-looking pages.

Crucially, speaking functioned as a cognitive rehearsal that transferred straight to writing. Ken Hyland (2019) claimed that genre mastery arises via social, multimodal involvement; our findings back up this assertion. Students who vocally stated their views in group situations eventually used the same logical patterns and cohesive strategies in writing form. Combining podcast input with live conversation strengthens students' mental schemas, leading to well-structured debate papers (oral-to-written transfer).

This study's effect size is significantly larger than that of single-mode techniques, indicating that multimodal, collaborative interventions are more effective. By combining authentic spoken models, peer scaffolding, and iterative feedback, teachers may create a dense learning environment that

fosters content mastery, organizational competence, lexical depth, grammatical control, and mechanical precision. They not only increase writing outcomes, but they also help students gain confidence and autonomy, both of which are important for lifelong language learners.

4. CONCLUSION

This study concludes that the integration of podcasts with structured group discussions creates a dynamic, multimodal learning environment that significantly enhances students' ability to compose coherent and well-organized discussion texts. Unlike single-mode instructional approaches, the combination of collaborative peer interaction and authentic audio input exposes students to natural discourse, enriched vocabulary, and effective rhetorical structures. As a result, learners develop more complex arguments, improve their use of cohesive devices, and engage more deeply with the content. English as a Foreign Language (EFL) instructors are encouraged to incorporate short, topic-based podcast episodes into small group debates and scaffolded script-writing exercises. This method fosters critical thinking, learner autonomy, and continuous engagement with academic writing tasks.

While the six-week duration and the one-group pre-test/post-test design limit the extent to which findings can be generalized or attributed solely to the intervention, the results offer a strong foundation for future inquiry. To build upon this work, subsequent research should consider employing more rigorous designs—such as randomized controlled trials—to isolate the specific effects of podcast exposure versus group discussion. Further studies could also expand the scope by including different educational levels, exploring diverse podcast themes, integrating various digital tools, and tracking students' writing progress over an extended period. Additionally, qualitative measures such as interviews and reflective journals could provide deeper insight into students' perceptions and cognitive engagement. By continuously refining and contextualizing technology-enhanced collaborative strategies, educators and researchers can better support

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the evolving needs of 21st-century language learners in both academic and real-world communication contexts.

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