



PROTEKSI ISI LAPORAN AKHIR PENELITIAN DOSEN PEMULA

Dilarang menyalin, menyimpan, memperbanyak sebagian atau seluruh isi proposal ini dalam bentuk apapun kecuali oleh pengusul dan pengelola administrasi penelitian dan pengabdian kepada masyarakat

LAPORAN AKHIR

1. JUDUL PENELITIAN

Penerapan Podcast Interaktif Berbasis Kearifan Lokal Banggai dalam Pembelajaran Communicative Grammar Mahasiswa Universitas Tompotika Luwuk

Bidang Fokus	Tema	Topik (jika ada)	Prioritas Riset
Sosial Humaniora	Pendidikan	Teknologi pendidikan dan pembelajaran	Digitalisasi

Rumpun Ilmu Level 1	Rumpun Ilmu Level 2	Rumpun Ilmu Level 3
ILMU PENDIDIKAN	ILMU PENDIDIKAN BAHASA DAN SASTRA	Pendidikan Bahasa (dan Sastra) Inggris

Skema Penelitian	Strata (Dasar/Terapan/Pengembangan)	Nilai SBK	Target Akhir TKT	Lama Kegiatan
Penelitian Dosen Pemula	Riset Dasar	50.000.000	3	1 Tahun

2. IDENTITAS PENGUSUL

Nama, Peran	Jenis	Program Studi/Bagian	Bidang Tugas	ID Sinta
SUKMA WIDYA SASMI SABBU 1626099501 Ketua Pengusul Universitas Tompotika Luwuk Banggai	Dosen	Bahasa dan Kebudayaan Inggris	(1) Merancang desain model pembelajaran berbasis podcast interaktif dengan integrasi kearifan budaya lokal Banggai. (2) Menyusun perangkat pembelajaran dan skenario podcast untuk materi Communicative Grammar. (3) Mengorganisir pengumpulan data melalui observasi, wawancara, dan dokumentasi selama penerapan pembelajaran. (4) Menganalisis hasil data kuantitatif dan kualitatif dari pelaksanaan pembelajaran. (5) Menyusun laporan kemajuan dan laporan akhir penelitian. (6) Mendelegasikan pembagian tugas kepada anggota peneliti dan memantau jalannya kegiatan di setiap tahap.	6918419
SRILIDIAWATI EPA 4458769670230323 Anggota Universitas Tompotika Luwuk Banggai	Dosen	Bahasa dan Kebudayaan Inggris	(1) Mengidentifikasi aspek budaya dan kebahasaan lokal Banggai yang relevan untuk materi pembelajaran. (2) Memberi masukan terhadap konten budaya dalam podcast. (3)	6945046

Nama, Peran	Jenis	Program Studi/Bagian	Bidang Tugas	ID Sinta
			Mengintegrasikan konten budaya lokal secara tepat ke dalam naskah dan isi podcast. (4) Menilai keakuratan dan relevansi budaya dari konten pembelajaran berbasis podcast. (5) Terlibat aktif dalam penyusunan laporan kemajuan dan laporan akhir.	

3. MITRA KERJASAMA PENELITIAN (Jika Ada)

Pelaksanaan penelitian dapat melibatkan mitra kerjasama yaitu mitra kerjasama dalam melaksanakan penelitian, mitra sebagai calon pengguna hasil penelitian, atau mitra investor

Mitra	Nama Mitra	Dana
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4. LUARAN DAN TARGET CAPAIAN

Luaran Wajib

Tahun Luaran	Kategori Luaran	Jenis Luaran	Status target capaian	Keterangan
1	Artikel di Jurnal	Artikel di Jurnal Bereputasi Nasional Terindeks SINTA 1-4	Accepted/Published	https://ejournal.umm.ac.id/index.php/englie

5. ANGGARAN

Rencana Anggaran Biaya penelitian mengacu pada PMK dan buku Panduan Penelitian dan Pengabdian kepada Masyarakat yang berlaku.

Total RAB 1 Tahun Rp 38.440.000,00

Tahun 1 Total Rp 38.440.000,00

Kelompok	Komponen	Item	Satuan	Vol.	Biaya Satuan	Total
Analisis Data	Biaya analisis sampel	Transkrip, Coding Nvivo, Tabulasi, SPSS, dll.	Unit	1	1.000.000	1.000.000
Analisis Data	HR Pengolah Data	Pengolahan Data Kualitatif dan Kuantitatif	P (penelitian)	2	1.540.000	3.080.000
Analisis Data	Transport Lokal	Transportasi lokal dalam pelaksanaan analisis data kualitatif dan kuantitatif	OK (kali)	3	150.000	450.000
Bahan	ATK	Amplop Coklat Besar	Paket	25	2.000	50.000
Bahan	ATK	Buku Catatan Mini	Paket	10	8.000	80.000
Bahan	ATK	Map Plastik	Paket	30	3.000	90.000
Bahan	ATK	Pulpen	Paket	12	5.000	60.000
Bahan	ATK	Spidol	Paket	12	10.000	120.000
Bahan	ATK	Tinta Printer	Paket	2	300.000	600.000
Bahan	Barang Persediaan	Audio Interface / Soundcard USB	Unit	1	1.000.000	1.000.000
Bahan	Barang Persediaan	Boom Arm untuk Mikrofon	Unit	2	300.000	600.000
Bahan	Barang Persediaan	Flash-Disk 1 TB	Unit	1	100.000	100.000
Bahan	Barang Persediaan	Headset Monitoring / Headphone	Unit	2	600.000	1.200.000
Bahan	Barang Persediaan	Hard Disk Eksternal 1 TB	Unit	1	1.000.000	1.000.000
Bahan	Bahan Penelitian	Kertas HVS A4 70 Gram	Unit	5	75.000	375.000

Kelompok	Komponen	Item	Satuan	Vol.	Biaya Satuan	Total
	(Habis Pakai)					
Bahan	Barang Persediaan	Kamera Digital	Unit	1	3.000.000	3.000.000
Bahan	Barang Persediaan	Lighting	Unit	1	800.000	800.000
Bahan	Barang Persediaan	Mikrofon Podcast (Condenser Mic)	Unit	2	750.000	1.500.000
Bahan	Barang Persediaan	Pop Filter	Unit	2	150.000	300.000
Bahan	Barang Persediaan	Speaker	Unit	1	800.000	800.000
Bahan	Barang Persediaan	Tripod Podcast	Unit	2	400.000	800.000
Pelaporan Hasil Penelitian dan Luaran Wajib	Biaya pembuatan dokumen uji produk	Biaya Honor ahli Validator Eksternal	Paket	1	500.000	500.000
Pengumpulan Data	Biaya konsumsi	Narasumber Budaya Lokal Banggai	OH	3	30.000	90.000
Pelaporan Hasil Penelitian dan Luaran Wajib	Biaya Publikasi artikel di Jurnal Bereputasi Nasional	Publikasi Pada Jurnal Terakreditasi Sinta 2	Paket	1	4.000.000	4.000.000
Pelaporan Hasil Penelitian dan Luaran Wajib	Biaya Pendaftaran HKI	Pendaftaran HKI di Kementerian Hukum dan Hak Asasi Manusia	Paket	1	500.000	500.000
Pelaporan Hasil Penelitian dan Luaran Wajib	Biaya pembuatan dokumen uji produk	Penyusunan Dokumen Uji Produk Podcast (Pengetikan dan Biaya Cetak)	Paket	1	1.000.000	1.000.000
Pengumpulan Data	Biaya konsumsi	Snack dan Makan Siang saat Wawancara (40 Orang x 2 Hari)	OH	80	30.000	2.400.000
Pengumpulan Data	HR Pembantu Lapangan	3 Mahasiswa	OH	3	150.000	450.000
Pengumpulan Data	Honorarium narasumber	3 Tokoh Budaya Lokal Banggai	OJ	3	1.000.000	3.000.000
Pengumpulan Data	HR Pembantu Peneliti	3 Mahasiswa	OJ	3	150.000	450.000
Pengumpulan Data	Transport	Bahan Bakar	OK (kali)	20	15.000	300.000
Sewa Peralatan	Kendaraan	Transport Lokal: Observasi dan Validasi Data	OK (kali)	3	150.000	450.000
Sewa Peralatan	Obyek penelitian	Naskah episode podcast grammar	Unit	3	300.000	900.000
Sewa Peralatan	Obyek penelitian	Produksi Podcast Mahasiswa (3x proses produksi)	Unit	3	1.000.000	3.000.000
Sewa Peralatan	Obyek penelitian	Video Pembelajaran Grammar Berbasis Budaya	Unit	3	750.000	2.250.000
Sewa Peralatan	Peralatan penelitian	Lisensi CapCut Pro (Untuk Editing Podcast/ Video) - 3 Bulan	Unit	3	50.000	150.000
Sewa Peralatan	Peralatan penelitian	Langganan Spotify Premium (Untuk Publikasi dan Monitoring) - 3 Bulan	Unit	3	55.000	165.000
Sewa Peralatan	Peralatan	Langganan YouTube	Unit	3	59.000	177.000

Kelompok	Komponen	Item	Satuan	Vol.	Biaya Satuan	Total
	penelitian	Premium - 3 Bulan				
Sewa Peralatan	Peralatan penelitian	Langganan Adobe Premier Pro - 3 Bulan	Unit	3	151.000	453.000
Sewa Peralatan	Ruang penunjang penelitian	Sewa Ruangan Studio Mini untuk 6 Hari	Unit	3	400.000	1.200.000

*. KEMAJUAN PENELITIAN

A. RINGKASAN

Penelitian ini memiliki urgensi tinggi mengingat pembelajaran grammar di perguruan tinggi masih menghadapi tantangan besar, terutama dalam hal penerapannya secara komunikatif dalam konteks berbicara. Banyak mahasiswa di Indonesia, termasuk di Universitas Tompotika Luwuk mengalami kesulitan dalam menggunakan struktur grammar secara alami dalam komunikasi lisan. Berbagai studi sebelumnya juga menunjukkan lemahnya penguasaan grammar komunikatif di kalangan mahasiswa, yang disebabkan oleh pendekatan pembelajaran yang masih bersifat hafalan dan terpisah dari konteks kehidupan nyata. Studi pada tahun 2021 menunjukkan, mahasiswa di Banggai mengalami kesulitan dalam mengaplikasikan grammar dalam konteks komunikasi. Sehingga dibutuhkan pendekatan pembelajaran Grammar yang bertujuan agar mahasiswa tidak hanya memahami aturan grammar, tetapi juga mampu menerapkannya dalam interaksi nyata. Penelitian ini bertujuan untuk meningkatkan kemampuan komunikasi bahasa Inggris mahasiswa dalam pembelajaran grammar melalui penerapan Podcast Interaktif yang berbasis kearifan budaya lokal Banggai. Dengan mengintegrasikan nilai-nilai budaya ke dalam materi grammar seperti tenses, passive voice, modal verbs, reported speech, dan conditional sentences, mahasiswa akan belajar grammar dalam konteks yang bermakna dan relevan. Podcast yang dihasilkan akan diunggah ke spotify sebagai media belajar yang fleksibel dan mudah diakses. Metode penelitian yang digunakan adalah Educational Design Research (EDR), dengan tiga tahapan utama: (1) Analisis kebutuhan mahasiswa dan kajian teori, (2) Perancangan dan pengembangan podcast serta instrumen evaluasi, dan (3) Implementasi melalui dua siklus pembelajaran serta evaluasi hasil dan persepsi mahasiswa melalui kuisioner, wawancara, dan analisis performa. Hasil penelitian ini ditargetkan memiliki Luaran meliputi: (1) Artikel ilmiah yang akan dipublikasikan pada jurnal terakreditasi sinta2 English Learning Innovation <https://ejournal.umm.ac.id/index.php/englie> dan terbit HAKI dari Kementerian Hukum dan Hak Asasi Manusia. (2) Peningkatan kemampuan grammar komunikatif mahasiswa. (3) Media pembelajaran berupa podcast berbasis budaya lokal Banggai yang diunggah di Spotify. Penelitian ini selaras dengan Prioritas Nasional RPJMN 2025-2029 dalam penguatan SDM unggul dan transformasi digital pendidikan, serta mendukung fokus RIRN Sosial Humaniora dalam inovasi pembelajaran berbasis kearifan lokal.

B. KATA KUNCI

Budaya Banggai; Communicative Grammar; Pembelajaran; Penerapan; Podcast Interaktif
false

Pengisian poin C sampai dengan poin H mengikuti template berikut dan tidak dibatasi jumlah kata atau halaman namun disarankan sesingkat mungkin. Dilarang menghapus/modifikasi template ataupun menghapus penjelasan di setiap poin.

C. HASIL PELAKSANAAN PENELITIAN: Tuliskan secara ringkas hasil pelaksanaan penelitian yang telah dicapai sesuai tahun pelaksanaan penelitian. Penyajian meliputi data, hasil analisis, dan capaian luaran (wajib dan atau tambahan). Seluruh hasil atau capaian yang dilaporkan harus berkaitan dengan tahapan pelaksanaan penelitian sebagaimana direncanakan pada proposal. Penyajian data dapat berupa gambar, tabel, grafik, dan sejenisnya, serta analisis didukung dengan sumber pustaka primer yang relevan dan terkini.

HASIL PENELITIAN

Penelitian ini bertujuan untuk mengembangkan dan mengimplementasikan podcast interaktif berbasis kearifan budaya lokal Banggai dalam pembelajaran Communicative Grammar. Penelitian ini menghadirkan model pembelajaran yang lebih kontekstual, komunikatif, dan berakar pada budaya lokal, sehingga tidak hanya berdampak pada peningkatan komunikasi bahasa Inggris mahasiswa dalam pembelajaran grammar, tetapi juga dapat menumbuhkan apresiasi terhadap budaya Banggai. Dalam pelaksanaan penelitian ini, telah dilakukan beberapa tahapan. Tahapan pertama adalah analisis kebutuhan, yang dilakukan melalui observasi, wawancara, dan kuisioner terhadap mahasiswa semester II Program Studi Bahasa dan Kebudayaan Inggris Universitas Tompotika Luwuk. Kegiatan ini bertujuan untuk mengidentifikasi kesulitan mahasiswa dalam pembelajaran grammar.



Gambar 1. Tahapan yang dilakukan meliputi (a) Observasi, (b) Interview 3 Perwakilan Mahasiswa Kelas II A, dan (c) Interview 3 Perwakilan Mahasiswa Kelas II B

Tahapan selanjutnya yakni pengembangan media podcast interaktif yang didasarkan dari hasil analisis kebutuhan. Dalam tahapan ini, telah dirancang dan diproduksi sembilan episode podcast yang mengintegrasikan materi grammar dengan tema-tema budaya Banggai. Proses produksi podcast bersama 2 mahasiswa terbaik semester 4 dari Program Studi Bahasa dan Kebudayaan Inggris yang telah dipilih sebagai host. Setiap episode dirancang agar mahasiswa dapat mempelajari grammar melalui konteks budaya yang dekat dengan kehidupan mereka. Media podcast ini kemudian divalidasi oleh pakar media dan teknologi pembelajaran dan pakar budaya lokal untuk memastikan kelayakan akademik sekaligus akurasi budaya. Berikut judul episode setiap podcast yang diintegrasikan dengan materi grammar dan tema-tema budaya lokal Banggai.

Tabel 1. Judul Podcast Grammar dengan Tema Budaya Lokal Banggai

Episode	Judul Podcast	Tema Budaya	Materi Grammar
1	<i>Molabot Tumpe – Learning the Past through Grammar</i>	Molabot Tumpe – Tradisi Sakral Pengembalian Telur Maleo	<i>Simple Past Tense</i>
2	<i>Life by the Sea – Talking with Present Tense</i>	Kehidupan Nelayan dan Adat Tradisional di Wilayah Pesisir Banggai	<i>Simple Present Tense</i>
3	<i>Preserving Culture – Talking about the Future</i>	Pelestarian Budaya Banggai di Era Modern	<i>Simple Future Tense</i>
4	<i>Art that Speaks – Understanding Passive Voice</i>	Kerajinan Tradisional di Pesisir Banggai	<i>Passive Voice</i>
5	<i>What We Must Do – Exploring Modal Verbs & Banggai Customs</i>	Aturan Adat dan Etika di Banggai	<i>Modal Verbs</i>
6	<i>If You Respect, You Will Be Respected</i>	Peribahasa dan Kearifan Tradisional Banggai	<i>Conditional Sentences Type 0 & Type 1</i>
7	<i>If It Were Today, It Would Be Different</i>	Gaya Hidup Tradisional vs. Modern di Banggai	<i>Conditional Sentences Type 2</i>
8	<i>If I Had Known, I Would Have Joined</i>	Penyesalan dan Kesempatan yang Terlewat dalam Tradisi Banggai	<i>Conditional Sentences Type 3</i>
9	<i>“Reflect, Reuse, Relearn” – Grammar Review Special</i>	Mempelajari Kembali Tradisi Banggai Melalui Bahasa	<i>Review: Tenses, Passive Voice, Modal Verbs, & Conditionals</i>



Gambar 2. Proses Produksi Podcast

Tahapan ketiga yaitu implementasi media podcast dalam pembelajaran. Podcast yang telah dikembangkan diuji coba dalam dua siklus pembelajaran untuk mengetahui efektivitasnya dalam meningkatkan kemampuan grammar komunikatif mahasiswa. Pada siklus pertama, mahasiswa mendengarkan podcast, kemudian melakukan diskusi dan latihan berbicara dengan menerapkan struktur grammar yang terdapat dalam materi. Selama proses

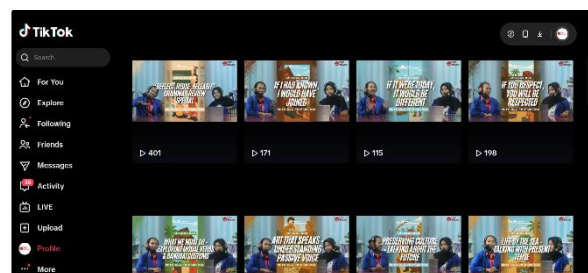
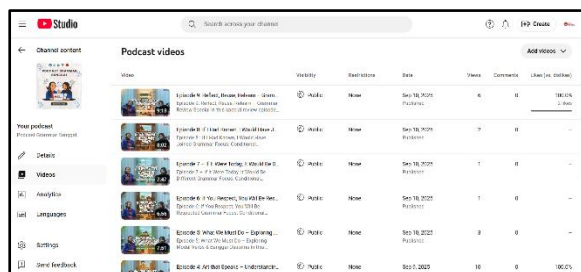
berlangsung, dilakukan observasi dan analisis data mengenai bagaimana mahasiswa menggunakan grammar dalam komunikasi mereka. Setelah itu, dilakukan refleksi serta revisi pembelajaran berdasarkan temuan analisis pada siklus ini. Selanjutnya pada siklus kedua, mahasiswa diarahkan untuk memproduksi podcast mereka sendiri dengan mengadopsi penggunaan grammar dalam konteks budaya lokal Banggai. Kegiatan ini diikuti dengan diskusi serta latihan lanjutan untuk memperkuat keterampilan berbicara mahasiswa. Pada tahap ini, kembali dilakukan observasi dan analisis data untuk menilai perkembangan keterampilan mahasiswa setelah mereka terlibat secara aktif dalam pembuatan podcast.

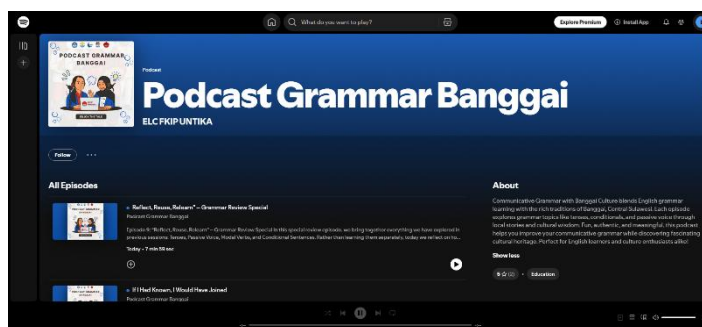
Selanjutnya, evaluasi akhir pun dilakukan. Instrumen yang digunakan dalam tahap implementasi dan evaluasi ini meliputi pre-test dan post-test grammar, lembar observasi performa berbicara, panduan wawancara reflektif, kuisioner persepsi mahasiswa, serta rubrik penilaian produksi podcast.



Gambar 3. Siklus I dan Siklus II

Setelah melalui proses validasi, podcast yang telah diproduksi kemudian diunggah pada platform digital seperti Spotify, Youtube, dan TikTok, untuk mempermudah akses mahasiswa maupun masyarakat umum.





Gambar 4. Podcast yang telah diunggah di Spotify, YouTube, dan TikTok akun resmi Prodi Bahasa dan Kebudayaan Inggris Universitas Tompotika Luwuk

Dengan terlaksananya seluruh rangkaian kegiatan mulai dari analisis kebutuhan, desain dan pengembangan media, hingga implementasi dan evaluasi dalam dua siklus pembelajaran, hal ini memberikan peningkatan yang signifikan terhadap kemampuan komunikasi bahasa Inggris dalam pembelajaran *Communicative Grammar*. Penelitian ini menggunakan metode Mix-Method dengan pendekatan Educational Design Research (EDR) (1), yang secara sistematis dilaksanakan melalui tiga tahapan utama, yaitu: (1) analisis kebutuhan, (2) desain dan pengembangan, serta (3) implementasi dan evaluasi. Dalam kerangka ini, data kuantitatif diperoleh melalui pre-test, post-test, dan kuisioner persepsi mahasiswa, sedangkan data kualitatif dikumpulkan melalui observasi kelas dan wawancara reflektif. Berikut ini dipaparkan hasil temuan penelitian berdasarkan analisis kuantitatif dan kualitatif.

1. Hasil Analisis Kuantitatif

Data kuantitatif dalam penelitian ini diperoleh melalui tes grammar (pre-test dan post-test), serta kuisioner yang diberikan kepada 41 mahasiswa semester II, dengan tujuan untuk mengetahui sejauh mana efektivitas podcast interaktif berbasis kearifan budaya lokal Banggai dalam meningkatkan kemampuan *Communicative Grammar*. Berdasarkan hasil pengolahan data, diperoleh distribusi frekuensi nilai mahasiswa sebagai berikut.

Tabel 1. Distribusi Frekuensi Nilai Grammar Mahasiswa (Pre-Test dan Post-Test)

Kategori Nilai	Rentang	Pre-Test (f/%)	Post-Test (f/%)
Fail	0-44	15 (36,6%)	0 (0%)
Poor	45-59	7 (17,1%)	0 (0%)
Fair	60-74	6 (14,6%)	8 (19,5%)
Good	75-84	4 (9,8%)	13 (31,7%)
Excellent	85-100	9 (22,0%)	20 (48,8%)
Jumlah	41	100%	100%

Tabel 1 menunjukkan adanya pergeseran kategori nilai mahasiswa dari pre-test ke post-test. Pada pre-test sebagian besar mahasiswa masih berada pada kategori *Fail* dan *Poor*, sedangkan pada post-test tidak ada lagi mahasiswa yang termasuk dalam kategori tersebut. Sebaliknya terjadi peningkatan yang signifikan pada kategori *Good* dan *Excellent*.

Untuk melihat pola perubahan kategori nilai mahasiswa sebelum dan sesudah intervensi, dilakukan tabulasi silang antara hasil pre-test dan post-test.

Tabel 2. Tabulasi Silang Kategori Nilai Grammar Mahasiswa (Pre-Test dan Post-Test)

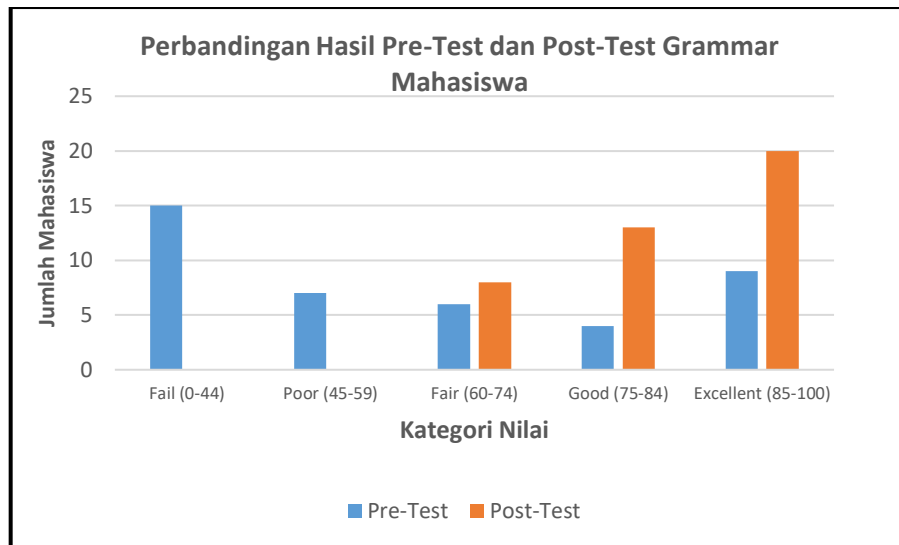
Pre-Test	Post-Test: Fair	Post-test: Good	Post-Test: Excellent	Jumlah
Fail	5	7	3	15
Poor	2	3	2	7
Fair	1	3	2	6
Good	0	2	2	4
Excellent	0	1	8	9
Jumlah	8	16	17	41

Tabulasi silang memperlihatkan adanya perpindahan kategori yang jelas. Dari 15 mahasiswa yang awalnya berada pada kategori *Fail*, kemudian berpindah ke kategori *Good* (7 mahasiswa) dan *Excellent* (3 Mahasiswa). Demikian pula, sebagian mahasiswa pada kategori *Poor* juga meningkat ke *Good* dan *Excellent*.

Tabel 3. Hasil Analisis Inferensial

Jenis Analisis	Variabel	Mean	Std.Dev	Hasil Uji
Uji-t Berpasangan	Nilai Grammar Pre-Test vs Post-Test	Pre-test = 54,41 Post-test = 80,24	23,04 13,04	t = -12,57 p = 0,000
Uji Korelasi Pearson	Keterlibatan Mahasiswa vs Peningkatan Grammar	r = 0,68		p = 0,001

Berdasarkan hasil uji-t berpasangan, diperoleh perbedaan yang signifikan antara nilai pre-test dan post-test mahasiswa ($t = -12,57$; $p = 0,000$). Nilai rata-rata pre-test mahasiswa sebesar 54,41 dengan standar deviasi 13,04. Hasil ini menegaskan bahwa penggunaan podcast interaktif berbasis kearifan budaya lokal Banggai berpengaruh positif terhadap peningkatan kemampuan grammar mahasiswa secara signifikan. Selain itu, hasil uji korelasi Person menunjukkan adanya hubungan positif antara keterlibatan mahasiswa dalam penggunaan podcast dengan peningkatan keterampilan grammar ($r = 0,68$; $p = 0,001$). Artinya, semakin sering mahasiswa mendengarkan podcast dan berpartisipasi dalam diskusi berbasis materi podcast, semakin tinggi pula peningkatan kemampuan grammar mereka. Dengan demikian, baik uji-t berpasangan maupun uji korelasi Pearson sama-sama memperkuat temuan bahwa podcast interaktif tidak hanya efektif dalam meningkatkan hasil belajar grammar, tetapi juga mendorong keterlibatan aktif mahasiswa dalam proses pembelajaran yang komunikatif dan kontekstual. Hasil penelitian ini sejalan dengan penelitian sebelumnya yang juga menekankan peran positif podcast dalam pembelajaran bahasa, baik dari aspek kognitif maupun afektif mahasiswa (2)(3)



Grafik 1. Perbandingan Hasil Pre-Test dan Post-Test Grammar Mahasiswa

Selain hasil tes grammar, data kuantitatif juga diperoleh dari kuisioner persepsi mahasiswa terhadap penggunaan podcast interaktif berbasis kearifan budaya lokal Banggai. Analisis dilakukan menggunakan SPSS 25.0 dengan statistik deskriptif (4). Instrumen kuisioner memuat enam pernyataan yang menilai efektivitas, kejelasan, relevansi budaya, motivasi, serta kontribusi podcast terhadap penguasaan grammar mahasiswa.

Tabel 4. Hasil Analisis Kuisioner Persepsi Mahasiswa

No.	Pernyataan	SA (%)	A (%)	N(%)
1.	Podcast membantu saya memahami konsep grammar dengan lebih jelas.	36,8	55,3	7,9
2.	Saya menjadi lebih percaya diri menggunakan grammar saat berbicara setelah menggunakan podcast.	36,8	52,6	10,5
3.	Integrasi budaya lokal Banggai membuat materi grammar lebih mudah dipahami.	34,2	44,7	15,8
4.	Podcast meningkatkan apresiasi saya terhadap budaya lokal Banggai.	28,9	55,3	13,2
5.	Penggunaan podcast meningkatkan minat saya dalam mempelajari grammar Bahasa Inggris.	50,0	39,5	10,5
6.	Podcast merupakan media pembelajaran yang efektif untuk belajar communicative grammar.	39,5	50,0	5,3

Keterangan: SA = Strongly Agree; A = Agree; N = Neutral

Hasil analisis menunjukkan bahwa lebih dari 90% mahasiswa menyatakan setuju atau sangat setuju bahwa podcast membantu mereka memahami grammar dengan lebih jelas serta meningkatkan kepercayaan diri dalam komunikasi lisan. Sebanyak 78,9% mahasiswa menilai integrasi budaya Banggai memperjelas materi grammar, dan 84,2%

menyatakan podcast menumbuhkan apresiasi terhadap budaya lokal. Selain itu, 89,5% mahasiswa mengaku lebih termotivasi belajar grammar, sementara 89,5% lainnya menilai podcast efektif sebagai media pembelajaran grammar yang komunikatif.

Temuan ini menegaskan bahwa podcast interaktif berbasis budaya lokal tidak hanya berfungsi sebagai media pembelajaran yang inovatif, tetapi juga mampu mengintegrasikan aspek kognitif, afektif, dan budaya secara bersamaan. Hasil ini sejalan dengan penelitian sebelumnya yang menunjukkan bahwa penggunaan podcast dalam pembelajaran bahasa dapat meningkatkan pemahaman grammar, motivasi, serta keterlibatan mahasiswa dalam proses pembelajaran (5) (6).

2. Hasil Analisis Kualitatif

Data kualitatif diperoleh melalui wawancara dengan enam mahasiswa semester II serta observasi performa mahasiswa selama implementasi pembelajaran berbasis podcast. Analisis dilakukan menggunakan Nvivo 10.0 dengan pendekatan *thematic analysis* (7). Hasil analisis kualitatif mengungkapkan beberapa tema sentral sebagai berikut:

1. Efektifitas Podcast dalam Memahami Grammar

Mahasiswa menyatakan bahwa podcast membantu menyederhanakan aturan grammar yang biasanya sulit dipahami. Contoh yang diambil dari cerita sehari-hari dan budaya Banggai memudahkan mahasiswa untuk mengaitkan aturan grammar dengan konteks komunikasi nyata.

“The podcast made grammar rules easier to understand because the examples were related to daily conversation and local stories” (Student 1).

2. Peningkatan Kepercayaan Diri dalam Berbicara

Paparan grammar dalam konteks komunikatif melalui podcast mendorong mahasiswa untuk langsung mempraktikkan struktur grammar dalam berbicara. Hal ini berdampak pada meningkatnya rasa percaya diri mereka saat berkomunikasi.

“I feel more confident when speaking English because I can practice grammar directly after listening to the podcast” (Student 2).

3. Motivasi dan Minat Belajar yang Lebih Tinggi

Mahasiswa menilai pembelajaran berbasis podcast lebih menarik dibandingkan metode konvensional. Fleksibilitas dalam mengakses materi kapan saja, memungkinkan mahasiswa belajar secara mandiri dan berulang.

“Learning grammar through the podcast was more interesting than the usual classroom because I could listen anytime, even outside the class” (Student 3).

4. Apresiasi terhadap Budaya Lokal

Integrasi budaya Banggai tidak hanya meningkatkan pemahaman linguistik, tetapi juga menumbuhkan kebanggaan terhadap identitas budaya mereka. Hal ini memperlihatkan kontribusi ganda dari podcast, yaitu penguasaan bahasa sekaligus pelestarian budaya.

“The inclusion of Banggai culture made me feel proud and more motivated to study grammar, because it was not only about English but also about our identity” (Student 4).

5. Fleksibilitas dan Repetisi dalam Belajar

Mahasiswa mengapresiasi kesempatan untuk mendengarkan ulang podcast sehingga mempermudah internalisasi pola grammar dan memperkuat daya ingat.

“Sometimes I listened to the podcast more than once, especially when I did not

understand the first time. Repetition helped me to remember the grammar patterns” (Student 5).

6. Perubahan Paradigma Grammar Sebagai Alat Komunikasi

Dampak terbesar dari podcast ini adalah pergeseran cara pandang mahasiswa terhadap grammar. Mereka tidak lagi melihat grammar sebagai aturan kaku, tetapi sebagai sarana untuk berkomunikasi yang lebih alami dan bermakna.

“The podcast helped me see grammar as part of communication, not just rules. It felt more natural and useful” (Student 6).

Secara keseluruhan, hasil analisis kualitatif memperlihatkan bahwa podcast interaktif berbasis budaya lokal Banggai memberikan dampak positif tidak hanya pada aspek kognitif (pemahaman grammar), tetapi juga afektif (motivasi, kepercayaan diri, apresiasi budaya) serta perilaku belajar (fleksibilitas dan repetisi). Hal ini sejalan dengan studi sebelumnya yang menyatakan bahwa podcast memiliki potensi besar dalam mengembangkan kompetensi bahasa, baik dalam aspek kognitif maupun afektif (8). Lebih lanjut, studi sebelumnya juga menekankan bahwa podcast meningkatkan otonomi belajar serta motivasi mahasiswa, sehingga mereka lebih aktif dalam mengelola proses pembelajaran (9).

Untuk meningkatkan validitas, dilakukan triangulasi data dengan membandingkan hasil wawancara, kuisioner, dan performa mahasiswa. Hasilnya menunjukkan konsistensi bahwa integrasi budaya lokal dalam podcast mampu meningkatkan efektivitas pembelajaran communicative grammar serta menumbuhkan keterlibatan mahasiswa secara aktif. Hasil penelitian ini selaras dengan studi sebelumnya yang juga menunjukkan bahwa podcast sebagai media pembelajaran mampu meningkatkan pemahaman grammar, memotivasi mahasiswa, serta memperkuat keterlibatan dalam pembelajaran bahasa.

D. STATUS LUARAN: Tuliskan jenis, identitas dan status ketercapaian setiap luaran wajib dan luaran tambahan (jika ada) yang dijanjikan. Jenis luaran dapat berupa publikasi, perolehan kekayaan intelektual, atau luaran lainnya yang telah dijanjikan pada proposal. Uraian status luaran harus didukung dengan bukti kemajuan ketercapaian luaran sesuai dengan luaran yang dijanjikan. Lengkapi isian jenis luaran yang dijanjikan serta mengunggah bukti dokumen ketercapaian luaran melalui BIMA.

Adapun luaran yang dijanjikan dari penelitian ini adalah artikel ilmiah yang akan dipublikasikan pada jurnal terakreditasi Sinta2 dan terbit HAKI dari Kementerian Hukum dan Hak Asasi Manusia. Peningkatan kemampuan grammar komunikatif mahasiswa. Serta media pembelajaran berupa podcast berbasis budaya lokal Banggai yang diunggah di Spotify. Berikut ini jenis, identitas, dan status ketercapaian setiap luaran.

Luaran Yang Dijanjikan	Identitas	Status Ketercapaian
Jurnal Nasional Terakreditasi Sinta2 (Luaran Wajib)	English Learning Innovation (englie) Link: https://ejournal.umm.ac.id/index.php/englie	<i>Accepted</i>
HAKI (Luaran Tambahan)	Kementerian Hukum dan Hak Asasi Manusia	Draft
Peningkatan	Hasil dari pre-post test	Tercapai

Kemampuan Grammar Komunikatif Mahasiswa		
Media Podcast Grammar Berbasis Budaya Lokal Banggai	Akun resmi Spotify dari Prodi Bahasa dan Kebudayaan Inggris Universitas Tompotika Luwuk Podcast Grammar Banggai Link: https://shorturl.at/ZOj6t	<i>Published</i>

BUKTI LETTER OF ACCEPTANCE (LOA)



Letter of Acceptance

Dear Sir/Madam,

It is with great pleasure to inform you that your paper has been accepted to be published in *English Learning Innovation (englie)* published by Master of English Education Universitas Muhammadiyah Malang Indonesia. It is a peer-reviewed and open-access journal that aims to publish research-based articles having a deep discussion of the theories and practices of teaching and learning English as a second language or a foreign language.

The following is the paper status:

Title : Podcast-Based Instruction with Banggai Culture: Enhancing EFL
Students' Communicative Grammar

Name of Author(s) : Sukma Widya Sasmi Sabbu, Srilidiawati Epa

Status : **Accepted**

Publication Edition : **Vol.7, No.1 February 2026**

Thanks for the contribution to the Journal.

Yours sincerely,

December 12, 2025

Editor in Chief

Dr. Estu Widodo M.Hum.

E. PERAN MITRA: Tuliskan realisasi kerjasama dan kontribusi Mitra baik *in-kind* maupun *in-cash* serta mengunggah bukti dokumen pendukung sesuai dengan kondisi yang sebenarnya. Bukti dokumen realisasi kerjasama dengan Mitra dapat diunggah melalui BIMA.

Catatan:

Bagian ini wajib diisi untuk penelitian terapan, untuk penelitian dasar (KATALIS, Fundamental, Pascasarjana, dan Dosen Pemula) boleh mengisi bagian ini (tidak wajib) jika melibatkan mitra dalam pelaksanaan penelitiannya

Dalam pelaksanaan penelitian berjudul “Penerapan Podcast Interaktif Berbasis Kearifan Budaya Lokal Banggai dalam Pembelajaran Communicative Grammar Mahasiswa Universitas Tompotika Luwuk”, tidak terdapat kerja sama dengan mitra eksternal, baik berupa dukungan *in-cash* maupun *in-kind*. Seluruh tahapan penelitian, mulai dari analisis kebutuhan, pengembangan media, implementasi, hingga evaluasi, dilaksanakan secara mandiri oleh tim peneliti tanpa melibatkan mitra lembaga maupun instansi lain.

F. KENDALA PELAKSANAAN PENELITIAN: Tuliskan kesulitan atau hambatan yang dihadapi selama melakukan penelitian dan mencapai luaran yang dijanjikan, termasuk penjelasan jika pelaksanaan penelitian dan luaran penelitian tidak sesuai dengan yang direncanakan atau dijanjikan.

Secara umum, pelaksanaan penelitian ini dapat berjalan sesuai dengan rencana dan seluruh luaran yang dijanjikan telah tercapai. Namun demikian, terdapat beberapa kendala teknis yang dihadapi selama proses penelitian, antara lain:

1. Proses perekaman, editing, dan distribusi podcast membutuhkan perangkat dan keterampilan khusus. Tim peneliti maupun mahasiswa memiliki keterbatasan kompetensi teknis yang kurang memadai, sehingga memiliki kendala kualitas audio, editing, maupun durasi.
2. Keterbatasan waktu dalam melakukan setiap tahapan penelitian mulai dari analisis kebutuhan sampai implementasi dan evaluasi termasuk uji coba podcast yang telah dikembangkan dalam dua siklus pembelajaran, hal ini mengakibatkan efektivitas media podcast belum dapat dievaluasi secara mendalam.

G. RENCANA TAHAPAN SELANJUTNYA: Tuliskan dan uraikan rencana penelitian selanjutnya berdasarkan indikator luaran yang telah dicapai, rencana realisasi luaran wajib yang dijanjikan dan tambahan (jika ada) di tahun berikutnya serta *roadmap* penelitian keseluruhan. Pada bagian ini diperbolehkan untuk melengkapi penjelasan dari setiap tahapan dalam metoda yang akan direncanakan termasuk jadwal berkaitan dengan strategi untuk mencapai luaran seperti yang telah dijanjikan dalam proposal. Jika diperlukan, penjelasan dapat juga dilengkapi dengan gambar, tabel, diagram, serta pustaka yang relevan. Jika laporan kemajuan merupakan laporan pelaksanaan tahun terakhir, pada bagian ini dapat dituliskan rencana penyelesaian target yang belum tercapai.

Berdasarkan capaian luaran penelitian tahun ini, meliputi tersusunnya model pembelajaran, produk podcast interaktif berbasis kearifan budaya lokal Banggai (9episode), hasil uji coba terbatas pada dua kelas, analisis efektivitas melalui pre-test dan post-test, serta publikasi artikel pada jurnal terakreditasi. Penelitian ini telah mencapai Tingkat Kesiapan Teknologi (TKT) level 3. Untuk melanjutkan roadmap penelitian yang telah ditetapkan dalam proposal jangka panjang, berikut rencana tahapan penelitian selanjutnya:

1. Tahap 1 (Tahun Berikutnya): Pengembangan Lanjutan dan Implementasi Luas (Target: TLT 4-5)

Pada tahap berikutnya, penelitian akan diarahkan untuk mengembangkan model pembelajaran dan podcast secara lebih komprehensif serta melakukan implementasi pada konteks yang lebih luas.

Kegiatan yang direncanakan:

- a. Revisi dan Penyempurnaan Produk Podcast
 - Menambahkan episode baru untuk memperluas cakupan struktur grammar komunikatif.
 - Meningkatkan kualitas audio dan desain instruksional berdasarkan temuan reflektif mahasiswa dan dosen.
 - Menambahkan fitur pendukung (misalnya transkrip, glosarium budaya, atau lembar aktivitas).
- b. Implementasi Luas di Beberapa Kelas/Program Studi
 - Uji coba pada konteks berbeda: kelas sepacking, grammar, atau mata kuliah berbasis proyek.
 - Melibatkan jumlah peserta yang lebih besar untuk meningkatkan validitas hasil penelitian.
- c. Penyusunan Modul Pembelajaran Berbasis Podcast dan Kearifan Lokal
 - Modul akan memuat panduan penggunaan, aktivitas komunikatif, instrumen evaluasi, serta integrasi budaya Banggai dalam pembelajaran.
- d. Pengukuran Dampak Jangka Menengah
 - Pre-test dan post-test lanjutan untuk melihat peningkatan kompetensi grammar komunikatif.
 - Analisis persepsi dosen dan mahasiswa melalui wawancara fokus (FGD).
- e. Luaran Tahun Berikutnya:
 - Publikasi jurnal nasional terakreditasi SINTA 2 (lanjutan)
 - Modul pembelajaran berbasis riset (ISBN)
 - HKI: Buku ajar
 - Podcast versi 2.0 dengan fitur yang ditingkatkan

2. Tahap 2 (2027-2028): Penelitian Fundamental – Studi Longitudinal (Target: TKT 6)

Kegiatan yang direncanakan:

- a. Menghasilkan Model Pembelajaran Final
 - Melakukan penelitian longitudinal untuk mengukur dampak keberlanjutan terhadap kemampuan grammar dan speaking mahasiswa.
- b. Kolaborasi dengan Mitra atau Sekolah di Banggai
 - Menguji model pada konteks pendidikan yang lebih luas.
- c. Luaran Tahap ini:
 - Publikasi jurnal internasional bereputasi (Scopus)
 - Buku ajar berbasis riset

- Roadmap model pembelajaran komprehensif

3. Tahap 3 (2029): Penelitian Terapan dan Integrasi Sistem Digital (Target: TKT 7-9)

Kegiatan yang direncanakan:

- Mengembangkan Aplikasi/Platform Digital Podcast Pembelajaran Grammar Berbasis Kearifan Lokal
 - Menyediakan fitur kuis otomatis, tracking pembelajaran, gamifikasi, dan integrasi multimedia.
- Implementasi di Tingkat Institusi/Lembaga
 - Mengintegrasikan platform ke dalam pembelajaran di Prodi Bahasa dan Kebudayaan Inggris atau prodi lain yang relevan,
- Skema Hilirisasi Produk
 - Pendaftaran paten sederhana/HKI lanjutan.
 - Penataan model bisnis akademik untuk adopsi di perguruan tinggi lain.
- Luaran Tahap Ini:
 - Aplikasi web/mobile
 - Jurnal internasional (Scopus Q2/Q3)
 - HAKI (platform digital)

4. Ringkasan Rencana Tahapan dan Target TKT

Tahun	Fokus Kegiatan	Target TKT	Luaran
2025 (sudah berjalan)	Proof of concept, uji coba terbatas, Podcast 9 episode	TKT 1-3	Artikel SINTA 2, podcast model awal
2026	Implementasi luas, revisi produk, modul berbasis riset	TKT 4-5	Modul ISBN, HKI, artikel lanjutan
2027-2028	Studi longitudinal, penyempurnaan model	TKT 6	Buku ajar riset, Scopus
2029	Pengembangan aplikasi digital, hilirisasi	TKT 7-9	Aplikasi web/mobile, HKI platform

5. Strategi Mencapai Luaran Tahun Berikutnya

- Meningkatkan kolaborasi dengan dosen dan mahasiswa untuk memperluas populasi penelitian.
- Memperkuat kualitas podcast melalui studio mini dan script revisi.
- Optimasi analisis data menggunakan mixed-method yang lebih kuat (misalnya SEM, triangulasi model).
- Mengincar jurnal SINTA 2/Scopus sejak awal tahun dengan mempersiapkan naskah dari hasil implementasi lanjutan.
- Melibatkan mitra eksternal untuk memperluas dampak pembelajaran dan mempermudah hilirisasi.

H. DAFTAR PUSTAKA: Penyusunan Daftar Pustaka berdasarkan sistem nomor sesuai dengan urutan pengutipan. Hanya pustaka yang disitasi pada laporan kemajuan yang dicantumkan dalam Daftar Pustaka.

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PENERAPAN PODCAST INTERAKTIF BERBASIS KEARIFAN BUDAYA LOKAL BANGGAI DALAM PEMBELAJARAN COMMUNICATIVE GRAMMAR MAHASISWA UNIVERSITAS TOMPOTIKA LUWUK

UNIVERSITAS TOMPOTIKA LUWUK SKEMA PENELITIAN DASAR (PDP) TAHUN 2025

DANA PENELITIAN

Rp 38.440.000,00
(Sumber dana DPPM)

TKT AKHIR

Tingkat Kesiapan
Teknologi (TKT) akhir
pada penelitian berada
pada level TKT 3



TIM PENELITIAN

- ✓ Ketua: Sukma Widya Sasmi Sabbu, S.Pd., M.Pd.
- ✓ Anggota: Srilidiawati Epa, S.S., M.Hum.

LUARAN

Publikasi artikel pada Jurnal
Nasional terakreditasi sinta 2
English Learning Innovation,

<https://ejournal.umm.ac.id/index.php/englie>

LUARAN TAMBAHAN

- Terbit Haki
- Publikasi konten podcast
melalui platform Spotify

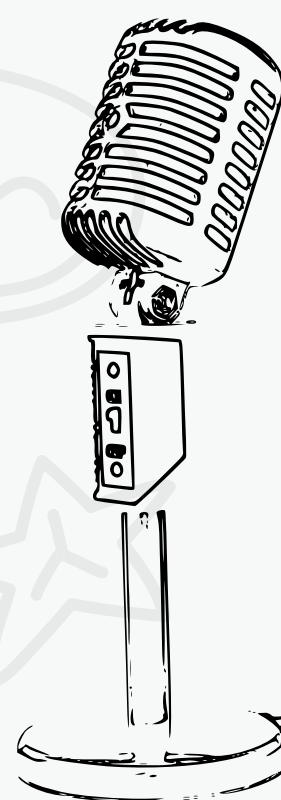
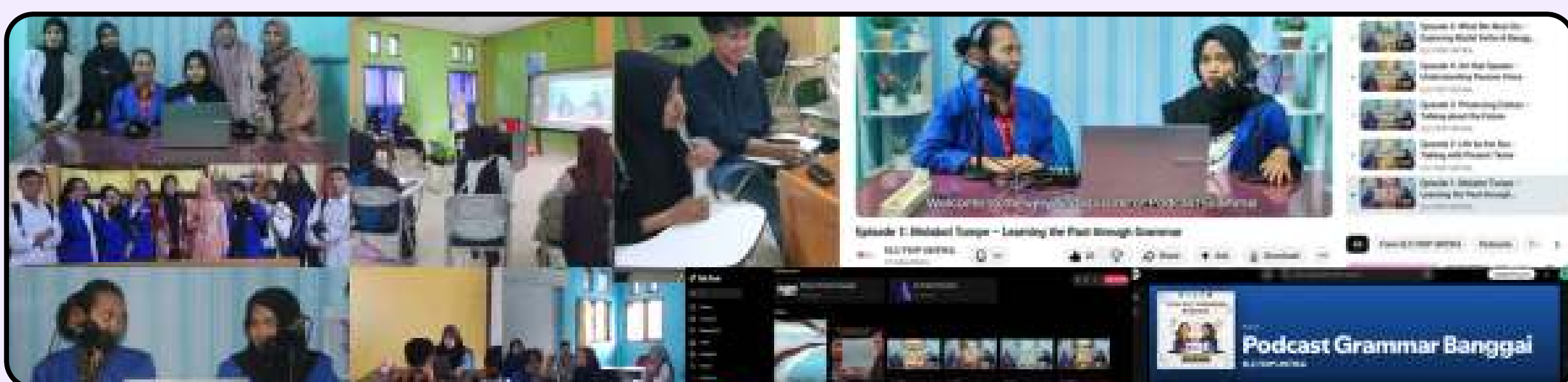
KATA KUNCI

Budaya Banggai;
Communicative Grammar;
Pembelajaran;
Penerapan;
Podcast Interaktif.

RINGKASAN PENELITIAN

Penelitian ini dilatarbelakangi oleh kebutuhan akan pembelajaran grammar yang lebih komunikatif, kontekstual, dan dekat dengan pengalaman budaya mahasiswa. Pembelajaran grammar yang selama ini bersifat struktural dan kurang terkait konteks nyata menyebabkan mahasiswa kesulitan menerapkan grammar dalam speaking. Untuk menjawab tantangan tersebut, penelitian ini mengembangkan media podcast interaktif yang mengintegrasikan kearifan budaya lokal Banggai sebagai konteks pembelajaran. Penelitian menggunakan pendekatan Educational Design Research (EDR) dengan desain mixed-method sequential explanatory. Subjek penelitian adalah mahasiswa semester dua (41 orang) Prodi Bahasa dan Kebudayaan Inggris, Universitas Tompotika Luwuk. Data kuantitatif dikumpulkan melalui pre-test dan post-test grammar dan speaking, sedangkan data kualitatif dikumpulkan melalui wawancara, observasi kelas, dan kuesioner persepsi. Analisis data dilakukan menggunakan SPSS 25 (statistik deskriptif & uji t) serta NVivo 10 (analisis tematik). Hasil penelitian menunjukkan peningkatan signifikan pada performa grammar mahasiswa, dengan rata-rata nilai meningkat dari 54.41 (pre-test) menjadi 80.24 (post-test). Observasi menunjukkan peningkatan partisipasi, kepercayaan diri, dan kemampuan menggunakan grammar dalam komunikasi lisan. Sementara itu, data kualitatif mengungkap bahwa mahasiswa merasa pembelajaran melalui podcast lebih menarik, mudah dipahami, dan membangkitkan apresiasi terhadap budaya lokal Banggai. Berdasarkan capaian tersebut, penelitian ini berhasil mencapai TKT 3, yaitu terbuktinya konsep dan prototipe awal podcast melalui pengujian terbatas pada pengguna nyata (mahasiswa). Model ini berpotensi dikembangkan lebih lanjut pada tahap implementasi luas di penelitian berikutnya.

GAMBAR/FOTO/ILUSTRASI HASIL PENELITIAN



Podcast-Based Instruction with Banggai Culture: Enhancing EFL Students' Communicative Grammar

ABSTRACT

*Corresponding Author: email
corresponding author

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Grammar instruction in EFL contexts has often been criticized for being overly structural and disconnected from authentic communication, leaving students with difficulties in applying grammar during speaking. To address this issue, this study aimed to enhance EFL students' communicative grammar competence through podcast-based instruction integrated with Banggai cultural narratives. The research employed an Educational Design Research (EDR) framework using a mixed-method sequential explanatory design, conducted with second-semester students of the English Language and Culture Study Program at Universitas Tompotika Luwuk. Data were collected from 41 students through test, questionnaires, interviews, and observation, then analyzed using descriptive statistics (SPSS 25) and thematic coding (NVivo 10). The findings revealed significant improvement in students' grammar performance, with mean scores rising from 54.41 in the pre-test to 80.24 in the post-test. The questionnaire results further indicated that the majority of students strongly agreed or agreed that podcasts made grammar learning clearer, increased their confidence in speaking, and fostered a greater appreciation of Banggai culture. Thematic analysis of interviews confirmed these perceptions, highlighting motivation, engagement, and cultural relevance as key factors in learning success. This study concludes that integrating local culture into podcast-based instruction offers both pedagogical and cultural benefits, making grammar learning more meaningful, communicative, and contextually grounded. The model not only improves linguistic competence but also promotes cultural awareness, offering a sustainable and innovative direction for EFL grammar instruction in culturally diverse contexts.

Keywords: communicative grammar, podcast-based instruction, Banggai culture, EFL, educational design research

INTRODUCTION

Grammar instruction has long been a central component of English as a Foreign Language (EFL) education, viewed as the foundation for developing accuracy. However, many EFL learners still struggle to apply grammatical structures effectively in communicative contexts, particularly in speaking (Normawati et al., 2023; Pawabutra & Sutakote, 2024). This phenomenon is evident in Indonesia, where grammar teaching remains dominated by rule-focused and decontextualized practices (Handoyo et al., 2023; Listia & Febriyanti, 2020; Murtisari et al., 2020). While these approaches support performance on written tests, they often fail to help students use grammar spontaneously and meaningfully during interaction, resulting in a persistent gap between knowledge and use (Adam & Sailuddin, 2023; Loor & Peñaranda, 2025).

In response to this issue, communicative grammar has been introduced as an approach that integrates grammatical form with meaning and use (Setoodeh et al., 2020; Woymo et al., 2024). Rather than teaching rules in isolation, it situates grammar within meaningful and authentic tasks that require learners to construct messages, negotiate meaning, and respond

in real-time (Hildebrant, 2024). Research demonstrates that communicative grammar strengthens learners' ability to transfer grammatical knowledge to both oral and written communication, thus improving overall proficiency (Berezenko et al., 2022; Kirn & Baig, 2021; Normawati et al., 2023).

At the same time, the integration of technology in language education has become increasingly prevalent, offering innovative tools to support and enhance instruction (Shadiev & Yang, 2020). Among these tools, podcasting stands out as a flexible and engaging medium for language learning. Podcasts allow learners to access authentic audio content at their own pace, fostering repeated exposure to language input, pronunciation models, and various speech registers (Indahsari, 2020; Ramirez, 2024). Educational podcasts have been found to improve learners' listening skills, vocabulary acquisition, and speaking confidence (Habib et al., 2024; Nasution & Saragih, 2025; Laiel & Suseno, 2023). Importantly, the characteristics of podcasts, authentic input, contextualized language use, and learner autonomy, align closely with the principles of communicative grammar, which emphasizes teaching grammar through meaningful, contextualized communication rather than isolated rules. This theoretical alignment suggests that podcasts have strong potential not only for listening-based learning but also for supporting the teaching of communicative grammar. However, most research on podcasts in EFL contexts has concentrated on listening comprehension or general language exposure (Woldemariam, 2021; Binsasi & Saraswati, 2024; Fachriza et al., 2023). Their potential for teaching grammar, especially communicative grammar, remains relatively unexplored, creating a gap in current pedagogical research and practice.

In addition to methodological innovations, cultural relevance has gained recognition as a vital element of effective language instruction. Integrating local culture into EFL curricula strengthens learner engagement, supports motivation, and promotes intercultural awareness (Kim, 2020; Hossain, 2024; Procel et al., 2023). In multilingual contexts like Indonesia, drawing on indigenous cultural knowledge provides learners with familiar reference points that help them make sense of new linguistic structures (Ratri et al., 2025; Giyatmi, 2020; Wahyuningtyas, 2021). Despite its potential, few studies have investigated how local cultural content can be systematically embedded within grammar instruction using digital platforms such as podcasts.

The Banggai region of Central Sulawesi presents a vibrant context for such integration. Known for its vibrant traditions, ecological knowledge, and community-based wisdom, Banggai culture offers numerous themes that can serve as authentic contexts for grammar instruction. Rituals like *Molabot Tumpe*, traditional fishing practices, and customary law reflect values and behaviors that are both educational and culturally significant. Embedding such themes into podcast-based grammar instruction not only revitalizes local wisdom but also provides learners with linguistically rich, culturally grounded input. This approach aligns with the principles of contextualized grammar instruction and supports the broader goal of culturally responsive pedagogy (Fauzi & Dewi, 2024; Vinita & Ilankumaran, 2024).

To date, very few studies have explored the integration of communicative grammar, digital media, and local cultural content in a unified instructional model. While some research has demonstrated the effectiveness of podcasts in language learning (Chaves-Yuste & de-la Peña, 2023; Indahsari, 2020; Haneul, 2024), others have highlighted the benefits of cultural integration (Yuliantari & Huda, 2023; Yan & Jing, 2023; Khan, 2024). However, the convergence of these three elements remains underdeveloped in the empirical literature. In particular, research in Indonesian EFL settings has yet to examine how region-specific cultural narratives can be operationalized within grammar instruction through podcasting. This gap highlights an urgent need for pedagogical innovations that not only enhance linguistic competence but also preserve cultural heritage and promote digital literacy. The present study addresses this need by employing an Educational Design Research (EDR) framework to

develop and test a podcast-based instructional model that integrates communicative grammar with Banggai cultural content in a structured and contextually meaningful way.

Moreover, this integration holds promise for addressing challenges specific to grammar learning in Indonesian higher education. University students often report low confidence and limited opportunities to practice grammar communicatively, especially in speaking activities (Zahid, 2023; Jaya et al., 2022; Pham et al., 2021). By designing instructional materials that incorporate cultural stories and encourage interactive language use, educators can create more engaging and effective learning environments. Podcasts can serve as both input and output tools, where students listen to culturally embedded grammar usage and then produce their oral texts reflecting similar patterns (Suseno, 2023; Suseno et al., 2024). This bidirectional process supports deeper learning and greater autonomy, as students become active participants in language construction.

The novelty of this study lies in its attempt to synthesize communicative grammar principles with podcast-based instruction and localized cultural content. It offers a contextualized, multimodal model of grammar learning that aligns with contemporary trends in EFL pedagogy while addressing the unique cultural and linguistic needs of Indonesian learners. Unlike traditional grammar teaching models that emphasize rote memorization and isolated exercises, this approach leverages narrative, technology, and community values to foster communicative competence. Such an innovation not only enriches the pedagogical repertoire of language instructors but also contributes to the decolonization of English education by foregrounding indigenous perspectives.

Given these considerations, this study aims to develop and implement a podcast-based instructional model that integrates Banggai cultural narratives into communicative grammar teaching for EFL students. The research focuses on second-semester university students enrolled in a grammar course at Universitas Tompotika Luwuk. By investigating the effectiveness of this model in enhancing learners' grammatical performance and speaking fluency, the study seeks to contribute to the growing body of literature on context-based grammar instruction and offer practical insights for educators working in multicultural and digitally connected environments. Specifically, this study addresses the following research questions: (1) To what extent does podcast-based instruction with Banggai cultural integration improve EFL students' communicative grammar skills? (2) How do students perceive the integration of local cultural content through podcast media in their grammar learning process?

METHODS

Research design

This study employed an Educational Design Research (EDR) framework using a Mixed-Method Sequential Explanatory Design. The EDR approach was chosen because it focuses not only on the development of innovative learning tools but also on testing their effectiveness through real-world application and iterative revision (Macdiarmid et al., 2021). The mixed-method design allowed the researchers to gain both quantitative measurements and qualitative insights regarding students' communicative grammar performance and perceptions. In this sequential explanatory model, quantitative data were collected and analyzed first through pre- and post-tests, as well as questionnaires. These results provided an initial picture of students' grammar performance and perceptions. The subsequent qualitative phase, comprising interviews, classroom observations, and analysis of student performance, was intentionally designed to elaborate, clarify, and contextualize the quantitative findings (Othman et al., 2020). In doing so, the qualitative data helped explain why certain improvements occurred, how students experienced the intervention, and which

specific features of the podcast-based model contributed to the observed outcomes.

Research setting

The research was conducted at the Department of English Language and Culture, Universitas Tompotika Luwuk, located in Central Sulawesi, Indonesia. This setting was chosen due to its geographical and cultural proximity to the Banggai region, which facilitated easy access to local wisdom and traditions relevant to the integration of culture in language learning.

Participants

The participants involved in this study consisted of two groups. The primary subjects were 41 second-semester undergraduate students enrolled in the Communicative Grammar course. These students were selected through purposive sampling to ensure their relevance to the study focus. Additionally, two fourth-semester students were involved as podcast narrators due to their relatively higher fluency and prior performance in speaking tasks. These narrators participated in the recording of instructional podcast episodes based on Banggai culture.

Data collection

The data in this study were gathered through multiple instruments designed to capture both quantitative and qualitative dimensions of the research. To identify the students' difficulties and preferences in learning grammar, especially in applying grammar in speaking, a structured needs analysis questionnaire using a Likert scale was distributed to all participants. Following this, semi-structured interviews were conducted with six representative students (three from each grammar class) to explore their learning experiences in greater depth and gather qualitative insights into their expectations, struggles, and perceptions regarding grammar instruction.

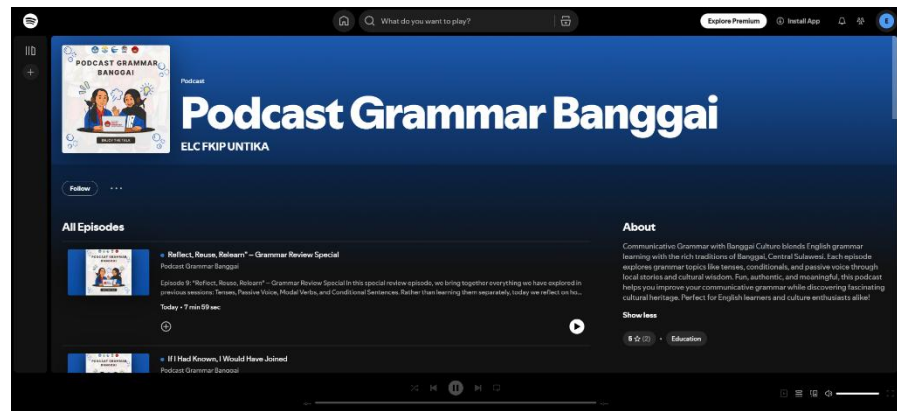
Observations were conducted in two grammar classes over two instructional cycles spanning four weeks throughout the implementation phase to document students' engagement and ability to apply grammatical structures in spoken interactions. Each class was observed once per week, resulting in a total of four observation sessions, all guided by structured observation sheets that focused on indicators such as participation, confidence, and the appropriateness of grammar usage in speaking tasks. To measure learning outcomes, grammar and speaking proficiency were tested through pre-tests and post-tests, with test items designed to reflect the grammatical structures taught through the podcast episodes. These assessments aimed to determine the extent to which the podcast intervention influenced student performance.

In addition to these instruments, student reflection forms were distributed after each implementation cycle to encourage metacognitive processing and to record students' personal impressions and learning takeaways from the podcast-based learning. Lastly, expert validation sheets were used to assess the accuracy, clarity, and cultural appropriateness of the podcast content. Two subject-matter experts, one in applied linguistics and one in Banggai cultural studies, reviewed the instructional materials and provided valuable feedback, which helped refine the final product before classroom use.

Materials and Cultural Integration

The instructional materials developed in this study were nine podcast episodes, each focusing on specific grammar points (e.g., past tense, present tense, future tense, modal verbs, and conditional sentences) integrated with unique Banggai cultural themes such as *Molabot Tumpe*, fisherman's life and traditional customs, preserving Banggai culture, traditional crafts in coastal Banggai, customary rules and ethics, and Banggai proverbs and traditional wisdom. The scripts were designed with communicative tasks and cultural vocabulary that reflected

authentic contexts.



Picture 1. Podcast Grammar Banggai

https://open.spotify.com/show/65khVIPAzK3Q7a9xFD4Mil?si=Of0amV_zQp6f9qT02muTbg

Data Analysis

Quantitative data from the pre-test and post-test were analyzed using descriptive statistics and paired sample t-tests in SPSS version 25 to determine significant improvement in grammar accuracy and speaking performance (Rahman & Muktadir, 2021). Qualitative data from interviews, reflections, and observations were analyzed using thematic analysis through NVivo 10 (Dalkin et al., 2021). Emerging themes related to students' motivation, cultural awareness, and communicative competence were identified, coded, and interpreted in relation to the instructional intervention. All research procedures adhered to institutional ethical guidelines. Ethical approval was obtained from the Research Ethics Committee of Universitas Tompotika Luwuk, and informed consent was secured from all participating students prior to data collection. Participants were assured of confidentiality, voluntary participation, and the right to withdraw at any time.

RESULTS

This study investigated the effectiveness of podcast-based instruction integrating Banggai cultural elements in enhancing EFL students' communicative grammar. The research findings show significant improvements in students' grammar achievement and perceptions after the implementation of two podcast learning cycles.

Grammar Performance Improvement

The pre-test was conducted to measure students' initial mastery of communicative grammar before implementing the podcast-based instructional model. The classification of scores was adapted from (Brown & Abeywickrama, 2019), which provides a standardized framework for evaluating language proficiency. Table 1 presents the distribution of students' grammar performance across five levels: Excellent, Good, Fair, Poor, and Fail.

Table 1. The Results of Pre-Test Data

No	Classification	Score	Frequency	Percentage
1	Excellent	85-100	4	10%
2	Good	70-84	10	24%
3	Fair	60-69	6	15%

4	Poor	50-59	6	15%
5	Fail	< 50	15	36%

The results indicate that a significant proportion of students (36%) were classified in the “Fail” category, scoring below 50. Only 10% of students achieved the “Excellent” category, while the majority fell within the “Good” (24%) and “Fair” (15%) ranges. These findings highlight that most students struggled with applying grammar communicatively, particularly in spoken tasks, which reinforces the need for an alternative instructional approach. The predominance of low to moderate scores demonstrates that conventional methods of grammar instruction were insufficient in supporting students’ communicative use of grammar. This pre-test result served as the baseline for evaluating the effectiveness of the podcast—based instruction with Banggai cultural integration.

Table 2. The Results of Post-Test Data

No	Classification	Score	Frequency	Percentage
1	Excellent	85-100	20	48%
2	Good	70-84	14	34%
3	Fair	60-69	7	17%
4	Poor	50-59	0	0%
5	Fail	< 50	0	0%

The results of the post-test, as presented in Table 2, indicate a remarkable improvement in students’ grammar performance compared to the pre-test. Nearly half of the participants (48%) achieved an Excellent classification, while 34% were categorized as Good. A smaller portion, 17% remained in the Fair category, whereas no students fell into the Poor or Fail classifications. This shift demonstrates a substantial enhancement in students’ mastery of communicative grammar following the podcast-based instruction with Banggai cultural integration.

These findings suggest that the intervention not only raised the overall achievement level but also minimized low-performing outcomes, as evidenced by the complete absence of students in the “Poor” and “Fail” categories. The high proportion of Excellent and Good performances highlights the effectiveness of integrating cultural narratives into grammar instruction, enabling students to apply grammatical structures more confidently and contextually.

Table 3. Descriptive Statistic

Test Type	N	Minimum	Maximum	Mean	Std. Dev
Pre-Test	41	20	95	54.41	23.04
Post-Test	41	60	100	80.24	13.04

Table 3 presents the descriptive statistics of students’ grammar performance in both the pre-test and post-test based on data analysis using SPSS. The data reveal a substantial increase in the mean score, rising from 54.41 in the pre-test to 80.24 in the post-test. This indicates a clear improvement in students’ grammatical competence after the implementation of podcast-based instruction with Banggai cultural integration.

In addition, the minimum score improved significantly from 20 in the pre-test to 60 in the post-test, showing that even the lowest-performing students achieved better outcomes after the intervention. Similarly, the maximum score increased from 95 to a perfect 100, further reflecting the positive effect of the instructional model on high-achieving students.

The standard deviation also decreased from 23.04 in the pre-test to 13.04 in the post-test, suggesting that the variability of students' performance became more consistent following the treatment. This reduction in score dispersion indicates that the majority of students benefited relatively equally from the instructional approach, leading to a more homogeneous level of achievement across the class.

Taken together, these statistical results provide strong evidence that podcast-based instruction with cultural integration was effective in enhancing students' communicative grammar performance, while also reducing the performance gap between higher- and lower-achieving learners.

Student Perceptions toward the Podcast-Based Instruction

To complement the quantitative findings from the pre-test and post-test results, a questionnaire was administered to investigate students' perceptions of podcast-based instruction with Banggai cultural integration

. This instrument aimed to capture students' views regarding the effectiveness, clarity, cultural relevance, and motivational aspects of the instructional model. The results are presented in Table 4.

Table 4. Student Perceptions on Podcast-Based Instruction

No.	Statement	SA (%)	A (%)	N (%)
1.	The podcast effectively facilitates a clearer understanding of English grammar concepts.	36.8	55.3	7.9
2.	The use of the podcast has increased my confidence in applying grammar during spoken communication.	36.8	52.6	10.5
3.	The integration of Banggai local culture into the podcast content enhances the comprehensibility of grammar materials.	34.2	44.7	15.8
4.	The podcast fosters a greater appreciation for Banggai local culture.	28.9	55.3	13.2
5.	The podcast increases my interest in learning English grammar.	50.0	39.5	10.5
6.	The podcast serves as an effective instructional medium for developing communicative grammar competence.	39.5	50.0	5.3

The findings in Table 4 indicate that students demonstrated highly positive perceptions of the podcast-based instruction. More than 90% of students agreed or strongly agreed that the podcast facilitated a clearer understanding of grammar concepts and increased their confidence in spoken communication. Additionally, the integration of Banggai cultural content was perceived as beneficial, with 78.9% of students acknowledging its role in enhancing grammar comprehension. Importantly, 89.5% of students expressed that the podcast increased their interest in learning grammar, suggesting that the medium holds strong motivational value. Furthermore, students widely recognized the podcast as an effective medium for developing communicative grammar skills. These results emphasize the dual pedagogical and cultural contributions of podcast-based instruction in supporting grammar learning within an EFL context.

The second research question aimed to explore students' perceptions of integrating podcast-based instruction with Banggai cultural content in learning communicative grammar. To address this objective, qualitative data were collected through semi-structured interviews with six second-semester students. Thematic analysis was employed to identify recurring patterns, highlight students' perceived benefits, and uncover potential challenges associated

with this instructional model. The analysis generated three major themes: (1) enhanced comprehension and communicative confidence, (2) flexibility and autonomy in learning, and (3) cultural relevance and identity reinforcement. The themes collectively revealed that the podcast not only facilitated grammar comprehension and speaking confidence but also strengthened students' appreciation of local culture, as illustrated in Excerpts 1-6.

The excerpts below represent students' voices, which were categorized thematically. Each excerpt is followed by an analysis highlighting how students perceived the role of the podcast in enhancing grammar learning and cultural awareness.

Excerpt 1

"The podcast made grammar rules easier to understand because the examples were related to daily conversations and local stories" (Student 1).

This excerpt highlights that contextualization through cultural narratives enhances students' comprehension of grammar. By linking grammar rules with authentic examples from Banggai culture and everyday communication, the podcast facilitated deeper understanding and reduced the abstractness of grammatical concepts.

Excerpt 2

"I feel more confident when speaking English because I can practice grammar directly after listening to the podcast" (Student 2).

The statement underscores the role of the podcast in improving learners' speaking confidence. Exposure to grammar within communicative contexts allowed students to immediately apply structures in practice, addressing one of the major challenges in EFL classrooms where grammar knowledge often remains passive.

Excerpt 3

"Learning grammar through the podcast was more interesting than the usual classroom because I could listen anytime, even outside the class" (Student 3).

This response demonstrates the flexibility and accessibility of podcast-based learning. Students valued the autonomy of being able to revisit material independently, which fostered a sense of control over their learning process and supported self-directed grammar practice.

Excerpt 4

"The inclusion of Banggai culture made me feel proud and more motivated to study grammar, because it was not only about English but also about our identity" (Student 4).

Here, students expressed that the integration of local culture elevated their motivation and emotional engagement. By embedding cultural identity within instructional content, the podcast bridged academic learning with personal relevance, reinforcing both linguistic and cultural competencies.

Excerpt 5

"Sometimes I listened to the podcast more than once, especially when I did not understand the first time. Repetition helped me to remember the grammar patterns" (Student 5).

This excerpt reflects the iterative learning process facilitated by podcasts. The ability to replay content allowed students to engage in repetitive exposure, which is crucial for grammar internalization and long-term retention.

Excerpt 6

"The podcast helped me see grammar as part of communication, not just rules. It felt more natural and useful."

This final excerpt captures the core impact of podcast-based instruction: shifting learners' perception of grammar from abstract rules to functional tools of communication. The finding

illustrates the success of the intervention in promoting a communicative grammar perspective, aligning with the primary aim of the research.

DISCUSSION

The results of this study provide strong support for the primary hypothesis that podcast-based instruction integrated with Banggai cultural content can enhance EFL students' communicative grammar competence. The significant improvements in students' post-test scores, particularly in grammar accuracy and speaking fluency, suggest that contextualized grammar learning via digital media effectively bridges the gap between linguistic form and communicative use. These findings are further reinforced by students' favorable responses in perception questionnaires, indicating increased motivation and engagement when grammar is embedded within familiar cultural narratives.

The secondary hypothesis, that the integration of local culture would improve learners' affective response to grammar instruction, was also supported. Student reflections and classroom observations revealed heightened enthusiasm and participation during both the listening and production phases of the podcast activity. Learners reported feeling more connected to the content, which in turn facilitated deeper understanding and more meaningful grammar use. This confirms previous research suggesting that cultural relevance in language learning materials can significantly enhance learner involvement and contextual language acquisition (Mamba, 2024; Chung & Long, 2024; Masitoh et al., 2023).

Compared to previous studies that employed podcast media in EFL contexts, this study distinguishes itself by integrating indigenous cultural elements, specifically from the Banggai region. While many earlier studies (Ramirez, 2024; Indahsari, 2020; Haneul, 2024) have demonstrated the benefits of podcasting for language learning, they often utilize generic or target-culture content, limiting local relevance. In contrast, the use of local traditions such as *Molabot Tumpe*, coastal life, and Banggai proverbs provided learners with familiar reference points, making grammar application more intuitive and situated. This novelty offers pedagogical implications for EFL contexts in culturally rich but underrepresented regions.

From a theoretical perspective, the study aligns with principles of sociocultural theory, which posits that language learning is most effective when it occurs in meaningful social contexts (Alkhudiry, 2022). The success of the intervention suggests that when grammar instruction is mediated through culturally significant narratives, students are better able to internalize linguistic forms and apply them in communicative contexts. Additionally, the findings support the communicative language teaching (CLT) framework by demonstrating how explicit grammar instruction can be integrated with real-world use (Zhang, 2023).

Despite these promising outcomes, several limitations must be acknowledged. First, the relatively small sample size and focus on one university limit the generalizability of the findings. Future research involving multiple institutions and larger, more diverse participant pools would be valuable for testing scalability. Second, while efforts were made to validate the podcast content through expert review, there is an inherent subjectivity in determining cultural appropriateness and instructional effectiveness. Variability in student interpretation of cultural content may also have influenced learning outcomes.

Moreover, technical constraints in podcast production, such as limited access to professional recording equipment and sound editing tools, may have affected the audio quality and learner experience. While the podcast was generally well-received, several students noted minor issues with clarity and background noise. In future implementations, investment in better production resources or collaboration with media departments may enhance content delivery

and learner satisfaction.

Another area worth considering is the fidelity of implementation. While the intervention was carried out as planned, the actual listening behavior of students outside class time could not be fully monitored. Some students may have engaged more deeply with the content than others, potentially influencing the overall learning effect. Providing structured listening logs or embedding podcast use within a learning management system could help track and ensure consistent exposure in future iterations.

In terms of external validity, the success of this intervention is likely influenced by the cultural proximity of the materials to the students. While this is a strength in terms of engagement and contextual learning, it raises questions about applicability in more heterogeneous or multicultural classrooms. Future research should investigate how such localized instructional models can be adapted for broader audiences or to meet intercultural learning objectives.

The findings of this study offer both theoretical and practical contributions. Theoretically, they reinforce the value of integrating contextual and cultural dimensions into grammar instruction in EFL settings. Practically, the study provides a replicable model for educators seeking to develop communicative grammar materials that are both technologically engaging and culturally resonant. This is especially relevant for regions in Indonesia and beyond where local culture is rich but underrepresented in mainstream educational content.

In conclusion, the integration of Banggai cultural heritage through podcast-based instruction not only enhanced students' communicative grammar skills but also supported cultural preservation efforts within higher education. The intervention successfully bridged the gap between structural grammar learning and meaningful language use, offering a promising direction for future innovations in language pedagogy. Moving forward, educators and researchers are encouraged to explore further the potential of culturally rooted digital media in enhancing EFL learning outcomes.

CONCLUSION

This study set out to investigate the effectiveness of podcast-based instruction with Banggai cultural integration in enhancing EFL students' communicative grammar. The findings consistently support the original hypothesis: first, that integrating communicative grammar with digital media such as podcasts would improve students' grammatical performance; and second, that embedding local culture narratives would increase students' motivation, confidence, and engagement in grammar learning. The results from pre-test and post-test scores clearly demonstrated significant improvement in students' grammar mastery, while interview excerpts and perception questionnaires revealed increased confidence in speaking, positive attitudes toward grammar learning, and heightened appreciation of local culture.

From a theoretical perspective, the study reinforces key principles of contextualized, communicative, and culturally responsive language instruction. The results align with the sociocultural theory, which emphasizes learning through meaningful, context-rich interactions, and with communicative language teaching, which positions grammar as a tool for constructing meaning. By integrating local cultural narratives into podcast-based instruction, this study demonstrates how cultural proximity provides cognitive scaffolding that supports comprehension, relevance, and emotional engagement. Unlike previous studies that primarily used podcasts as supplementary listening tools, this research offers a more holistic instructional model that unites grammar, technology, and cultural identity. This synthesis highlights that culturally grounded digital resources can strengthen both linguistic competence and learners' sense of belonging.

Practically, the study presents a replicable and adaptable instructional model for educators in Indonesia and other culturally diverse regions. Teachers can implement this approach by (1) selecting or developing podcast scripts based on local stories or traditions, (2) embedding target grammatical structures within meaningful cultural episodes, (3) using podcasts as pre-class input or in-class discussion prompts, and (4) designing follow-up speaking activities that require students to use the grammar communicatively. The accessibility of podcasts enables repeated listening beyond class time, supporting autonomous learning and bridging gaps in instructional hours, particularly valuable in regions with limited resources or uneven technology access.

While the findings are promising, the study has limitations. Technical constraints in podcast production and limited access to professional audio equipment may have affected sound quality. Moreover, the cultural specificity of Banggai narratives means that the instructional model may not automatically generalize to other contexts. However, rather than serving as a limitation, this cultural proximity points to the model's adaptability: educators elsewhere may substitute their own local cultural content to create similarly meaningful learning experiences grounded in students' lived realities. Future studies should expand to larger and more diverse contexts, explore longitudinal impacts of cultural integration in grammar instruction, and investigate comparative effectiveness between podcasts and other emerging digital platforms such as YouTube or AR-based applications.

In conclusion, integrating Banggai cultural elements into podcast-based instruction significantly enhances students' communicative grammar performance while fostering cultural appreciation and engagement. This dual contribution to linguistic competence and cultural identity underscores the model's pedagogical value and theoretical relevance. By uniting technology, communicative pedagogy, and local wisdom, this study contributes a sustainable and culturally responsive innovation for EFL instruction and opens pathways for further research on culturally integrated, technology-enhanced language education.

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CONFLICT OF INTERESTS

The authors declare that they have no conflict of interest.

AUTHOR(S) CONTRIBUTION

Sabbu, S.W.S.: Conceptualization (lead), methodology (lead), writing – original draft (lead), review (supporting), securing funding. **Epa, S.:** Conceptualization (supporting), methodology (supporting), writing –original draft (supporting), review (lead), editing (lead).

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Letter of Acceptance

Dear Sir/Madam,

It is with great pleasure to inform you that your paper has been accepted to be published in *English Learning Innovation (englie)* published by Master of English Education Universitas Muhammadiyah Malang Indonesia. It is a peer-reviewed and open-access journal that aims to publish research-based articles having a deep discussion of the theories and practices of teaching and learning English as a second language or a foreign language.

The following is the paper status:

Title : Podcast-Based Instruction with Banggai Culture: Enhancing EFL
Students' Communicative Grammar
Name of Author(s) : Sukma Widya Sasmi Sabbu, Srilidiawati Epa
Status : **Accepted**
Publication Edition : **Vol.7, No.1 February 2026**

Thanks for the contribution to the Journal.

Yours sincerely,

December 12, 2025

Editor in Chief

Dr. Estu Widodo M.Hum.

SURAT PERNYATAAN TANGGUNG JAWAB BELANJA

Yang bertanda tangan di bawah ini :

Nama : SUKMA WIDYA SASMI SABBU S.Pd, M.Pd

Alamat : -

berdasarkan Surat Keputusan Nomor 0419/C3/DT.05.00/2025 dan Perjanjian / Kontrak Nomor 137/C3/DT.05.00/PL/2025; 853/LL16/AL.04/2025 mendapatkan Anggaran Penelitian Penerapan Podcast Interaktif Berbasis Kearifan Lokal Banggai dalam Pembelajaran Communicative Grammar Mahasiswa Universitas Tompotika Luwuk Sebesar Rp. 38.440.000

Dengan ini menyatakan bahwa :

1. Biaya kegiatan Penelitian di bawah ini meliputi :

No	Uraian	RAB 100%	Realisasi
1	Bahan (1) Biaya peralatan podcast 1 set (mic, sound card, headphone), tripod, lighting (2) Biaya bahan persediaan untuk kegiatan pengumpulan data, analisis data, dan pembuatan laporan	Rp. 12.475.000	Rp. 12.475.000
2	Pengumpulan Data (1) Transportasi (2) Biaya konsumsi host podcast (3) Biaya HR pembantu lapangan (4) Biaya HR pembantu peneliti (5) Biaya HR narasumber (6) Biaya konsumsi pembantu peneliti dan lapangan (7) Produksi Podcast	Rp. 6.690.000	Rp. 6.690.000
3	Analisis Data (1) HR Pengolah Data (2) HR Validator (3) Lisensi SPSS, Coding data NVivo (4) Transportasi	Rp. 4.530.000	Rp. 4.530.000
4	Sewa Peralatan (1) Sewa kamera selama proses produksi podcast (2) Sewa Studio Mini untuk rekaman podcast (3) Transportasi	Rp. 8.745.000	Rp. 8.745.000
5	Pelaporan Luaran Wajib (1) Penyusunan laporan kemajuan dan akhir (2) Proofreading artikel jurnal (3) Biaya Submit (4) Persiapan draft HAKI	Rp. 6.000.000	Rp. 6.000.000
6	Lain-lain	Rp. 0	Rp. 0
Realisasi (100 %)			Rp. 38.440.000

2. Jumlah uang tersebut pada angka 1, benar-benar dikeluarkan untuk pelaksanaan kegiatan Penelitian dimaksud.

Demikian surat pernyataan ini dibuat dengan sebenarnya.



Luwuk, 13-12-2025, Ketua


SUKMA WIDYA SASMI SABBU S.Pd, M.Pd

NIP/NIPK 1626099501