



# The Alignment of Interpersonal Text Language Functions in Podcasts with the Standard Competence of English Language for Junior High School

Hanun Nisrina Ardani<sup>1\*</sup>, Imas Wahyu Agustina<sup>2</sup>

English Language Education Study Program, Universitas Negeri Jakarta, Jakarta, Indonesia

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## Abstract

*This study aims to analyze the alignment of the interpersonal text language functions that occurred in podcasts with the standard competence of the 2013 curriculum to teach interpersonal texts for Junior High School. This research is a descriptive qualitative study using the content analysis method. The study is based on KI (Kompetensi Inti)/KD (Kompetensi Dasar) in Kurikulum 2013 proposed by the Indonesian Ministry of Education and Culture (2018) as the analysis framework to analyze the type of language function and expressions of interpersonal text used in the 15 podcasts. The result shows that all 15 podcasts provide 18 out of 21 language functions required in the standard competence of Interpersonal texts at the Junior High level. The language functions occurring in all podcasts cover Greeting, Leavetaking, Extending Invitations, Expressing Gratitude, Complimenting, Asking for Attention, Asking for Opinions, Expressing Opinions, and so on. It means the podcasts fulfilled 85,7% of the standard competence and can be used as teaching materials to teach interpersonal text for Junior High School students.*

Corresponding e-mail:

\*hanunnisrinaardani@gmail.com

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## INTRODUCTION

For over a decade, educators have utilized podcasts to promote classroom engagement, offer portable learning materials, expand access to course lectures, and function as a convenient and customizable student resource (Casares, 2020) as there are a variety of ways to listen to podcasts whether it is through a smartphone, tablet, or computer (Nelson & Faux, 2016). As stated in Samad et al. (2017), a podcast is an audio/video file that is uploaded to the website where the website users can download it through the internet freely.

Utilizing podcasts is seen as a breakthrough in traditional classroom instruction for the past twelve years (Dwiwulandari & Dewanti, 2020). In this regard, Pathan (2012) in Dwiwulandari &



Dewanti (2020) recommends that the incorporation of podcasts could bring a good impact to the learners as they are exposed to the dimension of the target language. In addition to that, there are principles to be followed from Indonesian curriculum: *Permendikbud Nomor 22 Tahun 2016* about *Standar Proses Pendidikan Dasar dan Menengah* which addresses the need to incorporate technology: “13. *Pemanfaatan teknologi informasi dan komunikasi untuk meningkatkan efisiensi dan efektivitas pembelajaran*”. This principle represents one of the three core skills in the 21<sup>st</sup> Century Learning Framework – Information, Media, and Technology skills - which address the need to incorporate ICT in learning. In meeting this principle, students should have adequate digital literacy and master the required digital competence. According to the Digital Literacy Framework based on the National Education Technology Standards for Students (NETS) standards developed by the International Society for Technology in Education (ISTE), one of the digital competence skills to be mastered is Technology Operations and Concepts: Learning About And With Digital Technologies by “actively and constantly explores emerging technologies, integrates them in his/her environment and uses them for lifelong learning” (British Columbia, 2015), which means students are expected to constantly explore and incorporate the emerging technologies into their learning process throughout their lives. Incorporating podcasts into students’ learning process might be one of the solutions to meet these standards.

Much research has been done to examine the use of podcasts in education. Artyushina, Sheypak, & Golov. (2017) analyzed the integration of podcasts in the process of ESL teaching and learning activity in terms of e-learning of the first, second, and third-year students at the undergraduate level in Russia. The study concluded that podcasts were proven to be very effective in e-Education, solving various issues in learning a second language, providing students with authentic and comprehensive digital resources which motivate students to study English, and compensating those who lack knowledge in life experience. It was also revealed that podcasts widened the lexical and grammatical context and developed students’ foreign language communicative competence (Artyushina, et.al., 2017). Pratiwi, Mobit, & Ahmad (2020) in their study found that by using podcasts some students learned about pronunciation, as the students can learn different accents from every speaker and the meaning of the messages delivered in podcasts. As students tend to use conventional books, it is hard for them to learn listening skills because they do not hear the native speaker use English. And there are many native speakers on a podcast, which means the students can learn a lot from it. In addition to that, it was revealed that podcasts give a better impact on students’ listening and speaking performance (Samad et al., 2017; Ramli, 2017; Sayadi & Heidar, 2018; Menda, 2018; Yoestara & Putri, 2019), and vocabulary development (Mashhadi, Hayati, & Jalilifar, 2016; Pratiwi, et.al., 2020). Therefore, it can be concluded that podcasts do have a great benefit in language learning.

There is a strong urge for teachers to utilize various technologies in their teaching practice to familiarize students to use a variety of technology for their learning. Concerning this urgency, many institutions in the field of ELT later adopt podcasts as a means not only to enhance language skills but also to contain a variety of topics that are beneficial for learners since they are exposed to the dimension of the target language and offer the authentic conversational style as learning material. As Halim, Mukminatien, and Anugerahwati (2018) pointed out, authentic learning materials will help the students to be aware and capture how the language is expressed in real use and show the students



more comprehensive exposure to the language so that the learners get to see how to suit the language functions and expressions more appropriately based on the situations. Al-Nwaiem (2012) in Purnaningtyas (2016) states the term ‘materials’ in an educational context indicates any textual materials used by teachers and students, such as textbooks, worksheets, handouts, audiovisual aids, and technological materials, which includes podcasts.

By using podcasts as materials for learning, students can easily gain more knowledge and information they need inside and outside the classroom. A great number of studies concerning podcasts as learning materials have been widely conducted (Rahman, Atmowardoyo, & Salija, 2018; Alfa, 2020; Abdulraman, Basalama & Widodo, 2018; NamazianDost, Bohloulzadeh, & Rahmatollahi, 2017; Díez & Richters, 2020; Gumilang, 2020, etc.), though most of the existed studies focused on teaching listening and speaking skills. A study carried out to analyze the content of podcasts as a learning material is still relatively rare, especially to teach interpersonal conversational skills.

A podcast is the potential to be used as an instructional material to teach interpersonal conversation because interpersonal expressions can be encountered on conversational podcasts. In addition, podcasts could facilitate the English learners to learn English in a real situation, as well as meaningful and authentic context which is being carried by the speakers, because all the spoken discourse it offered helps the students learn how to interpret the speakers’ reactions or responses toward the speakers’ other interlocutor (Azalia, 2020). This way, the learners could implement the expressions used and context into their actual communication practice, as podcasts mostly hold a natural speech. (Hasan & Hoon, 2013). In other words, podcasts have the potential to be integrated into learning materials by using them as models of conversation. The teachers who want to provide conversation samples as learning materials can use Celce Murcia’s model of communicative competence as the basis to construct conversations.

According to Celce-Murcia et al. (1995), there are five components of communicative competence, one of them is actional competence. She defined actional competence as the competence to convey and understand communicative intent that is matching actional intent with linguistic form based on the knowledge of an inventory of verbal schemata. In other words, actional competence is quite needed by the learners to accomplish the communicative functions of language. Actional competence is divided into two main components: knowledge of speech act sets and knowledge of language function. Celce-Murcia (1995) categorizes language functions according to seven key areas: interpersonal exchange, information, opinions, feelings, suasion, problems, and future scenarios. Some of the components of Celce-Murcia’s actional competence can be seen in the model of language function introduced in the standard of content of the Indonesian educational curriculum for junior high school as the focus on what to teach in terms of interpersonal conversation text since it is included as the materials that should be learned by 7<sup>th</sup> until 9<sup>th</sup>-grade students.

Several studies have analyzed the alignment of interpersonal conversation occurring in learning materials with the required learning requirements. Iskandar (2008) analyzed the transactional and interpersonal conversation texts found in grade VII English textbooks which focused on the conformity of the communicative purposes or language function as specified in the standard of content. Nuha in 2014 aims to find out how the interpersonal conversation in English on Sky 2 textbook matches the Speech Function of the standard of content. Further, Purnaningtyas (2016)



aims to find out what English tasks are designed for five components of communicative competence development reflected in the English textbook along with its frequency. And Anggraeni in 2020 aims to analyze the conformity of interpersonal text appeared in the textbook entitled “Let’s Learn English” towards the core and basic competence of the 2013 curriculum. All the studies mentioned above (Iskandar, 2008; Nuha, 2014; Purnaningtyas, 2016; Nuha, 2019; Anggraeni, 2020; etc.) were focusing on textbook analysis, but studies which analyze the same concern in the case of the podcast are relatively rare. In utilizing podcasts to teach interpersonal text teachers should select the suitable podcasts to be used. There are myriads of podcasts with a variety of themes, styles, and settings that were published on the internet, though not all of them are appropriate to be used as learning materials. In this regard, the teacher should choose the podcasts that fit the learning requirements of the interpersonal conversation text. Therefore, analyzing a podcast before deciding to use it is very important to find out whether the podcasts are suitable for students and whether it aligns with students’ learning requirements.

Thus, to fill this gap, this study takes podcasts as the data source to answer the question of whether the interpersonal conversation occurring in podcasts aligns with the standard competence of interpersonal text at the junior high school level. In turn, the results can ensure teachers that podcasts as a new variety of teaching materials can be utilized in classroom activities to teach interpersonal text for junior high school students.

## RESEARCH METHOD

The researcher used descriptive qualitative research as the methodology, especially content analysis. Qualitative research is seen to be relevant to the goal of this study as the data relies on text and image (Creswell, 2014) which later resulted in stories rather than statistical reports (McMillan, 2010). As stated by Mayring (2004), the object of content analysis can be in the form of transcripts, documents, discourses, and protocol observation. As this study took podcasts as the data source which utilized transcripts of the dialogue within the podcast, this research design is chosen.

The data of this study were the words or utterances in the podcasts from *Learn English Podcast* by British Council, *Podcast in English*, and *Julie's Library Podcast*. The researcher took 5 samples from each source, which were 15 podcasts in total. The podcasts used in this study were retrieved from:

1. <https://learnenglish.britishcouncil.org/general-english/podcasts>
2. <https://www.julieslibraryshow.org/episodes>
3. <https://www.podcastsinenglish.com/pages1/level1.shtml>

In collecting the data, the researcher chose the podcasts based on their themes, level, and quality. For the *Learn English Podcast* by British Council, the researcher chose 5 episodes in Series 1 as it was in the pre-intermediate (A2) level. For the *Julie's Library Podcast*, the 5 episodes were chosen by adjusting to the themes suitable for junior high school students, while for *Podcast in English*, the researcher chose 5 podcasts in level 1 as it was for elementary and pre-intermediate students, the episodes in this level were chosen by adjusting with the appropriate topic for junior

high school students. For assessing the podcast's quality, the researcher used The PodCred framework by Tsagkias, Larson, Weerkamp, & Rijke (2008) based on four categories, which are the Podcast Content, the Podcaster, the Podcast Context, and the Technical Execution of the podcast.

In analyzing the data, the researcher used Actional Competence and Strategic Competence Indicator in Interpersonal Communication by Celce Murcia, Coenyei & Thurrell adapted with Indonesian *Kompetensi Inti dan Kompetensi Dasar Kurikulum 2013* focusing on the interpersonal text learning requirements from the Indonesian Ministry of Education and Culture (Kemendikbud, 2016). The researcher carried out the study by following these steps. First, all podcasts are analyzed by reading the podcast transcripts to determine which of the podcast contained expressions used in the interpersonal text. After that, the language functions and expressions used are categorized and analyzed based on the Actional Competence and Strategic Competence Indicator in Interpersonal Communication by Celce Murcia, Coenyei & Thurrell adapted with Indonesian *Kompetensi Inti dan Kompetensi Dasar Kurikulum 2013* by paying attention to the expressions used and contextual meaning of the utterances. Then, the data obtained from the analysis are interpreted and the number of podcasts that suit the language functions of interpersonal text is calculated. Lastly, the result of how many podcasts met the language functions of Interpersonal text criteria are concluded and described.

## RESULTS AND DISCUSSION

Based on the analysis, the researcher found that 15 podcasts used interpersonal text language functions, though not all language functions appear in each podcast. Further explanation is described below.

### A. *Learn English Podcast by British Council*

**Table 1. Analysis Result of *Learn English Podcast by British Council***

No	Actional competence	The language functions	Podcast 1				
			A1	A2	A3	A4	A5
1	Interpersonal Exchange	Greeting	v	v	v	v	v
		Leave-taking	v	v	v	v	v
		Extending invitations	v	v	v	v	v
		Accepting invitations				v	
		Declining invitations					
		Extending suggestions	v	v	v	v	v
		Accepting suggestions	v			v	v
		Declining suggestions					v
		Expressing gratitude (saying thank you)	v	v	v	v	v
		Acknowledging gratitude (responding thank you)			v		v
		Complimenting	v	v	v	v	v
		Congratulating			v		
		Asking attention	v	v	v	v	v
		Reacting to the interlocutor's speech (showing attention)		v		v	v



		Reacting to the interlocutor speech (showing interest)	v	v	v	v	v
		Reacting to the interlocutor's speech (showing surprise)		v	v		v
		Reacting to the interlocutor's speech (showing sympathy)		v	v		v
		Reacting to the interlocutor's speech (showing happiness)				v	
		Reacting to the interlocutor's speech (showing disbelief)			v		
		Reacting to the interlocutor's speech (showing disappointment)	v				v
	Opinions	Asking opinions	v	v	v	v	v
		Expressing opinions	v	v	v	v	v
		Expressing attitudes					
		Finding out about opinions					
		Finding out about attitudes					
		Agreeing		v	v	v	v
		Disagreeing				v	v
	Suasion	Giving orders	v	v	v	v	v
		Accepting orders		v			v
		Declining orders					
		Giving advice	v	v	v		v
		Accepting advice	v		v		
		Declining advice					
		Asking for permission					
		Granting permission					
		Withholding permission					
	Problems	Apologizing			v	v	v
		Forgiving					
	Future Scenarios	Expressing wishes					v
		Expressing hopes	v	v			v
		Expressing desires	v	v	v	v	V
		Finding out about wishes					
		Finding out about hopes					
		Finding out about desires					
2.	Comprehension Checks (Checking Understanding)	Whether the interlocutor can follow	v		v		
		Whether what you said was correct or grammatical					
		Whether the interlocutor is listening					
		Whether the interlocutor can hear you				v	

It is revealed that the conversational dialogues in the *Learn English Podcast* by British Council contain several language functions, such as *Greeting*, *Leave-taking*, *Extending Invitations*, *Expressing Gratitude (thank you)*, *Complimenting*, *Asking Attention*, *Asking Opinions*, *Expressing Opinions*, and *Giving Orders* were 100% included in the podcasts because these language functions were used in all five podcasts, then the language functions of *Showing Attention*, *Apologizing*, and *Expressing Hopes* were 60% included in the podcasts as 3 out of 5 podcasts used these language functions, while the language functions of *Acknowledging Gratitude (Responding thank you)*, *Checking Understanding*, and *Accepting Orders* were 40% included in the podcasts since only 2 out of 5 podcasts used these



language functions in the podcasts, and the language functions of *Accepting Invitations*, *Congratulating*, *Expressing Wishes* 20% included in the podcasts as only 1 out of 5 podcasts used these language functions. There are no *Declining invitations*, *Declining orders*, *Asking*, *Granting*, and *Withholding for permission*, and *Forgiving* language functions found in all five podcasts as the speakers just move on to the next conversation topic. It means this podcast accomplished some of the language functions that needed to be taught in class. This podcast can be used as one of the options to be teaching materials for 7th Grade (to fulfill standard competence 3.1), 8th Grade (to fulfill standard competence 3.1 and 3.4), as well as 9th Grade (to fulfill standard competence 3.1) as it contains some of the required expressions.

### B. Julie's Library Podcast

**Table 2. Analysis Result of Julie's Library Podcast**

No	Actional competence	The language functions	Podcast 2				
			B1	B2	B3	B4	B5
1	Interpersonal Exchange	Greeting	v	v	v	v	v
		Leave-taking	v	v	v	v	v
		Extending invitations	v	v	v	v	v
		Accepting invitations			v		
		Declining invitations					
		Extending suggestions	v	v	v	v	v
		Accepting suggestions	v		v		
		Declining suggestions					
		Expressing gratitude (saying thank you)	v	v	v	v	v
		Acknowledging gratitude (responding thank you)	v	v	v		v
		Complimenting	v	v	v	v	v
		Congratulating					
		Asking attention	v	v	v	v	v
		Reacting to the interlocutor's speech (showing attention)	v	v			
		Reacting to the interlocutor speech (showing interest)	v	v	v	v	v
		Reacting to the interlocutor's speech (showing surprise)			v		v
		Reacting to the interlocutor's speech (showing sympathy)					
		Reacting to the interlocutor's speech (showing happiness)	v	v	v		v
		Reacting to the interlocutor's speech (showing disbelief)					v
	Reacting to the interlocutor's speech (showing disappointment)			v			
	Opinions	Asking opinions	v	v		v	v
		Expressing opinions	v	v	v	v	v
		Expressing attitudes					
Finding out about opinions							
Finding out about attitudes							
Agreeing		v	v	v	v		
Disagreeing		v	v				
Suasion	Giving orders			v		v	



		Accepting orders					
		Declining orders					v
		Giving advice				v	
		Accepting advice					
		Declining advice					
		Asking for permission					
		Granting permission					
		Withholding permission					
	Problems	Apologizing			v		v
		Forgiving	v		v		
	Future Scenarios	Expressing wishes	v	v	v	v	v
		Expressing hopes	v	v	v		
		Expressing desires	v	v	v	v	v
		Finding out about wishes					
		Finding out about hopes					
Finding out about desires							
2. Comprehension Checks (Checking Understanding)	Whether the interlocutor can follow						
	Whether what you said was correct or grammatical						
	Whether the interlocutor is listening						
	Whether the interlocutor can hear you						

In *Julie's Library Podcast*, the conversational dialogues contain the language functions of *Greeting*, *Leave-taking*, *Extending Invitations*, *Expressing Gratitude (thank you)*, *Complimenting*, *Asking Attention*, *Expressing Opinions*, and *Expressing Wishes* with a percentage of 100% because these language functions were used in all five podcasts, while the language functions of *Acknowledging Gratitude (Responding thank you)*, and *Asking Opinions* were 80% included in the podcasts since 4 out of 5 podcasts used these language functions in the podcasts. Further, the language function of *Expressing Hopes* was 60% included in the podcasts as 3 out of 5 podcasts used it. Then, the language functions of *Showing Attention*, *Giving Orders*, and *Apologizing* were 40% included in the podcasts as 2 out of 5 podcasts used it, and for the *Accepting Invitations and Declining Orders* language functions, only 20% were included in the podcasts since 1 out of 5 podcasts used them. There are no language functions of *Declining invitations*, *Congratulating*, *Accepting orders*, *Asking*, *Granting and Withholding Permission*, *Forgiving*, and *Checking Understanding (whether the interlocutor can follow)* used in the conversation in all five podcasts. In conclusion, this podcast can also be used to teaching materials for 7th Grade (to fulfill standard competence 3.1), 8th Grade (to fulfill standard competence 3.1 and 3.4), as well as 9th Grade (to fulfill standard competence 3.1) as it includes some of the necessary expression of interpersonal conversation.

### C. Podcast in English

**Table 3. Analysis Result of Podcast in English**

No	Actional competence	The language functions	Podcast 3				
			C1	C2	C3	C4	C5
1	Interpersonal	Greeting	v	v	v	v	v



	Exchange	Leave-taking					
		Extending invitations	v				
		Accepting invitations	v				
		Declining invitations					
		Extending suggestions	v	v		v	
		Accepting suggestions	v				
		Declining suggestions	v				
		Expressing gratitude (saying thank you)		v			
		Acknowledging gratitude (responding thank you)					
		Complimenting		v			v
		Congratulating					
		Asking attention	v	v	v	v	
		Reacting to the interlocutor's speech (showing attention)					
		Reacting to the interlocutor's speech (showing interest)		v	v	v	v
		Reacting to the interlocutor's speech (showing surprise)					
		Reacting to the interlocutor's speech (showing sympathy)		v			
		Reacting to the interlocutor's speech (showing happiness)					v
		Reacting to the interlocutor's speech (showing disbelief)					
	Reacting to the interlocutor's speech (showing disappointment)					v	
	Opinions	Asking opinions	v	v	v	v	v
		Expressing opinions	v	v	v	v	v
		Expressing attitudes					
		Finding out about opinions					
		Finding out about attitudes					
		Agreeing	v	v	v	v	v
		Disagreeing					
	Suasion	Giving orders					
		Accepting orders					
		Declining orders					
		Giving advice					
		Accepting advice					
		Declining advice					
		Asking for permission					
		Granting permission					
		Withholding permission					
	Problems	Apologizing					
		Forgiving					
	Future Scenarios	Expressing wishes					
		Expressing hopes					
		Expressing desires					
		Finding out about wishes					
		Finding out about hopes					
		Finding out about desires					
2.	Comprehension	Whether the interlocutor can follow					



	Checks (Checking Understanding)	Whether what you said was correct or grammatical					
		Whether the interlocutor is listening					
		Whether the interlocutor can hear you					

It is found that the conversational dialogue in *Podcast in English* contains the language functions of *Greeting* as well as *Asking and Expressing Opinions* with the percentage of 100% as these language functions were used in all five podcasts, while the language function of *Asking Attention* is included with the percentage of 80% as it was used in 4 out of 5 podcasts and *Complimenting* language function is 40% included in the podcasts as it was used in 2 out of 5 podcasts. Lastly, the language functions of *Extending and Accepting Invitations* as well as *Expressing Gratitude (thank you)* were included in the podcasts with a percentage of 20% as only 1 out of 5 podcasts used them. It means that this podcast can only be used as the teaching material for 7th Grade (to fulfill standard competence 3.1) and 8th Grade (to fulfill standard competence 3.1).

Based on the explanation above, the researcher found 18 out of 21 language functions in the podcasts. Furthermore, no language functions of *Asking and Responding Permission* and *Responding Apology* appear in all 15 podcasts. Every time one speaker stated their apology, the interlocutor just casually moved on to the next topic. Thus, it can be concluded that *Learn English Podcast* by British Council, *Julie's Library Podcast*, and *Podcast in English* fulfilled 85,7% of the standard competence from The Ministry of Education and Culture. In other words, the podcasts can be used as teaching materials in delivering knowledge of interpersonal text for Junior High School students.

Compared to several previous studies (Iskandar, 2008; Nuha, 2014; Purnaningtyas, 2016; Nuha, 2019; Anggraeni, 2020), the similarities and differences between the previous studies and the current study can be noted. The study conducted by Purnaningtyas in 2016 supported the claim of the current study that the language functions occurring in the text include several language functions that are mentioned in this study, such as interpersonal exchange (greeting), identifying oneself, and expressing opinions. In addition to that, from the explanation of the previous studies, it can be concluded that the interpersonal conversation texts occurring in textbooks are relatively low (less than 50%) concerning the learning requirements. But, in the current study, with the podcasts as the focus of analysis, according to the classification of Language Features in KI (*Kompetensi Inti*) dan KD (*Kompetensi Dasar*) from The Ministry of Education and Culture table, all 15 podcasts already have several language functions which are required in the learning requirements. Therefore, those 15 podcasts which are *Learn English Podcast* by British Council, *Julie's Library Podcast*, and *Podcast in English* fulfilled 85,7% of the standard competence and can be used as learning materials to teach interpersonal text according to the KI (*Kompetensi Inti*) dan KD (*Kompetensi Dasar*) from the Ministry of Education and Culture in Indonesia. These findings and discussion could also assist the study by Rosell-Aguilar (2007) which claimed that authentic podcasts are capable of providing language learners with a variety of real-world situations which expose them to plenty of opportunities in studying contexts in English conversation. This study also confirms the study by Auliya (2019) who stated that the activity that is happening in a dialogue podcast is in the form of interpersonal communication, as the hosts and the guest star are exchanging information about themselves or their knowledge of things, thus it can be a model to be used by students to learn interpersonal conversation.



## CONCLUSION AND RECOMMENDATION

To conclude, based on the findings with 15 podcasts from *Learn English Podcast* by British Council, *Julie's Library Podcast*, and *Podcast in English*, all of the podcasts already have the language functions which The Ministry of Education and Culture stated on the KD (*Kompetensi Dasar*) of interpersonal text. Through this study, it is proven that these podcasts can be used as teaching materials in delivering knowledge of interpersonal text for Junior High School as they fulfilled 85,7% of the standard competence from The Ministry of Education and Culture. Teachers and students can be informed through this study about the potency of using podcasts to be the model of conversation in teaching and learning interpersonal text. These podcasts used interpersonal text language functions, though not all language functions appear in each podcast. Only 18 out of 21 language functions required in the standard competence are found in the podcasts. It means the podcasts fulfilled 85,7% of the standard competence. Therefore, our results suggest that there is still a need to explore other podcasts to fulfill the rest of the language functions which do not appear in these podcasts in developing teaching and learning materials. Since this study solely focused on analyzing the alignment of language functions based on the standard competence, opportunities exist for fellow researchers to examine different language elements on different podcasts at different students' levels. Future work could also extend this study and conduct action research to examine whether these podcasts are effective in actual classroom settings.

Some suggestions are addressed to the teachers as well as students. For the teacher, it would be better if the teacher listens to the podcast and considers it as learning material so the students may know the fact that podcasts can also be their source of learning. The researcher also suggests the teacher assist the students while listening to these podcasts by providing context explanations as interpersonal communication may have different contexts in a culture that may confuse the students. Moreover, the teacher can also use these podcasts more creatively, as one of the podcasts can also be used to teach narrative texts. The teachers should also explore other podcast sources to enrich their teaching and learning practice of interpersonal text. For the students, these podcasts can be used as another learning source to learn about English interpersonal conversation, as the content of the podcasts is in line with the language function of the national standard competence, the 15 podcasts also do not have a long duration, are easy to access, and are free so the students can listen to them anywhere and anytime.

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