



THE IMPACT OF FOSTERING SPEAKING SKILLS THROUGH NOICE APPLICATION : A SYSTEMATICAL LITERATURE REVIEW

DAMPAK PENGEMBANGAN KETERAMPILAN BERBICARA MELALUI PENERAPAN KEBISINGAN: TINJAUAN LITERATUR SISTEMATIS

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Abstrak

Studi ini meneliti efektivitas aplikasi Noice sebagai platform audio digital untuk meningkatkan kemampuan berbicara pembelajar EFL melalui Tinjauan Literatur Sistematis (SLR) berbasis PRISMA. Dari 207 artikel yang diidentifikasi, sepuluh studi memenuhi kriteria untuk analisis. Temuan menunjukkan bahwa Noice menyediakan masukan bahasa Inggris yang autentik dan berulang melalui podcast, cerita audio, dan konten percakapan yang mendukung pengembangan kefasihan, pengucapan, kosakata, dan organisasi lisan. Formatnya yang fleksibel dan non-visual menciptakan lingkungan yang minim kecemasan yang meningkatkan kepercayaan diri pembelajar dan mendorong pembelajaran mandiri, memungkinkan siswa untuk menyesuaikan intensitas latihan dan meninjau kembali materi sesuai kebutuhan. Noice juga lebih selaras dengan preferensi pembelajar generasi digital dan mendukung prinsip-prinsip Pengajaran Bahasa Komunikatif, bercerita digital, dan pembelajaran terbalik (flipped learning). Secara keseluruhan, Noice menunjukkan potensi yang kuat sebagai alat tambahan inovatif untuk meningkatkan kemampuan berbicara EFL dengan menawarkan paparan yang kaya, mendorong kemandirian, dan menciptakan pengalaman belajar yang menarik.

Kata kunci: Aplikasi Noice; kemampuan berbicara; pembelajar EFL

Abstract

This study investigates the effectiveness of the Noice application as a digital audio platform for improving EFL learners' speaking skills through a PRISMA-based Systematic Literature Review (SLR). From 207 identified articles, ten studies met the criteria for analysis. The findings show that Noice provides authentic and repeated English input through podcasts, audio stories, and conversational content that support the development of fluency, pronunciation, vocabulary, and oral organization. Its flexible and non-visual format creates a low-anxiety environment that increases learners' confidence and encourages autonomous learning, allowing students to adjust practice intensity and revisit materials as needed. Noice is also more aligned with the preferences of digital-native learners and supports principles of Communicative Language Teaching, digital storytelling, and flipped learning. Overall, Noice demonstrates strong potential as an innovative



supplementary tool for enhancing EFL speaking skills by offering rich exposure, promoting independence, and creating an engaging learning experience.

Keywords: Noice application; speaking skills; EFL learners

INTRODUCTION

Speaking skills are one of the key competencies in learning English as a foreign language, especially since this skill plays an important role in real communication in various academic and social contexts. Dewi et al. emphasize that difficulties in speaking generally arise from a fear of making mistakes, a lack of confidence, and a lack of meaningful interactive practice (Dewi et al., 2016). This situation highlights the need for a more innovative learning approach that is relevant to the learning styles of the current digital generation.

Various studies show that technology integration can significantly improve language learning experiences. For example, digital storytelling has been proven to improve speaking skills through a combination of multimodal elements such as audio, visuals, and narration that encourage self-expression and idea elaboration (Nair & Yunus, 2021). This technology-based approach creates a more engaging and interactive learning environment and provides space for students to practice speaking without high pressure.

In addition, flipped learning has also been proven to have a positive impact on improving speaking skills. By providing access to materials before class, students have more time for communication exercises, discussions, and oral practice in class. Santhanasamy & Yunus found that flipped learning consistently improves motivation, interaction, and speaking achievement among learners (Santhanasamy, 2022). This confirms that appropriate exposure to digital media can facilitate more intensive and flexible speaking practice.

However, there has not been much research exploring the use of audio-based applications such as Noice, which provides a space for users to listen, practice, and produce voice-based content. In fact, audio platforms have great potential in speaking learning because they facilitate repetitive listening, shadowing, and monologue production, which help improve fluency and accuracy. Given the strong evidence from communicative games that improve fluency and confidence (Dewi et al., 2016), interactive audio formats such as Noice can offer a similar experience but in a more modern and accessible way.

Therefore, this study was designed as a systematic review to analyze the impact of using the Noice app on improving speaking skills. This review is based on previous findings regarding the effectiveness of digital media particularly digital storytelling, flipped learning, and communicative games as a conceptual basis that technology-based media can facilitate the development of speaking skills. This systematic review aims to identify how the features and



mechanisms of Noice can support speaking practice, increase confidence, and encourage independent learning in the context of English language learning.

Conceptually, we argue that Noice Application has strong potential as a medium for learning speaking because its audio-based characteristics are able to support the input–output practice process naturally through the stages of listening, imitating, and independently producing speech. Features such as podcasts, audio learning, and voice posting allow students to engage in a modern form of digital storytelling that emphasizes the expression of meaning without having to appear visually, thereby reducing anxiety about speaking. The pattern of use of this application also strongly supports self-regulated learning, in line with the findings of flipped learning that emphasizes flexibility in accessing materials and broader opportunities for practice. Additionally, Noice's non-visual nature provides a safe space for students to practice speaking more often without feeling embarrassed or afraid of being evaluated directly, making it a non-threatening environment. Through a combination of intensive audio exposure and opportunities for free language production, Noice has the potential to improve students' fluency, pronunciation, and confidence, consistent with the findings of Dewi et al. that a supportive oral practice environment can significantly improve participation and fluency in speaking

Research Queastion

R1. How do students perceive the use of Noice in improving their speaking skills?

R2. To what extent does Noice influence students' fluency, pronunciation, and confidence in speaking?

LITERATURE REVIEW

Noice Application

NOICE is an Indonesian-made digital audio platform that provides a variety of content such as podcasts, audio series, live radio broadcasts, and audiobooks. In the context of new media, NOICE is a form of technological convergence that allows users to access information and entertainment flexibly and on-demand. This application was developed to provide a space for local creators to express themselves through audio content in a creative style that is relevant to the community, especially the younger generation (Conference, 2024). In addition, NOICE stands as an independent platform under PT Noice Indonesia and can be accessed through an app or the web, thereby expanding its reach to users who want a more personalized listening experience.

As an audio streaming application, NOICE has unique characteristics that make it competitive in the Indonesian podcast industry. The available content covers various genres ranging from comedy, drama, business, horror, lifestyle, to entertainment presented by comedians, content creators, and artists with a light and easy-to-understand language style for Gen Z (Kurnia et al., 2024). NOICE's local approach, such as the use of regional dialects and casual delivery of content, helps users absorb information more naturally. Based on NOICE data from 2023–2024,



the majority of listeners are aged 25–34, indicating that this platform has become the preferred choice for the digital native generation in meeting their daily entertainment and information needs.

From the perspective of Uses and Gratification Theory, NOICE functions as a medium that is actively chosen by audiences to fulfill their entertainment, information, and educational needs. This application combines content strategies that emphasize engagement, with a composition of 70% entertainment, 20% information, and 10% education, in line with the characteristics and preferences of young audiences who need fast, relevant, yet light information (Kurnia et al., 2024). The diversity of content and ease of access make NOICE a medium that not only provides entertainment value but can also influence how users understand information and interact with the digital environment.

Based on previous theories and findings, it can be concluded that the NOICE Application is not just an entertainment audio platform, but has evolved into a potential informal learning ecosystem. The communicative nature of the content, the use of natural language, and the consistent exposure to spoken interaction make this application relevant to research in the field of language proficiency, particularly speaking skills. With authentic conversation models from podcast hosts, users especially EFL learners can model intonation, diction, speech rhythm, and language expression. In addition, on-demand flexibility allows students to independently manage their language exposure time, making NOICE an effective supporting medium in speaking-based learning. Therefore, the NOICE Application deserves to be positioned as one of the digital media innovations that can improve the quality of speaking practice in the context of modern learning.

Speaking Skills in EFL Context

Speaking skills are one of the most essential productive competencies in learning English as a foreign language (EFL). In the context of EFL, speaking skills require not only mastery of vocabulary and language structures, but also psychological readiness, social interaction, and a learning environment that supports communication practice. (Abadi, 2015) explains that speaking ability in the EFL context is influenced by internal and external factors, including the role of teachers, learning strategies, student characteristics, and a conducive learning environment.

In a pedagogical context, speaking is considered important because it is an indicator of students' communicative ability to express ideas, respond to situations, and participate in meaningful interactions. A study in the journal confirms that speaking skills are the foundation of interpersonal communication, and effective speaking learning must provide opportunities for authentic interaction and repeated practice in a supportive environment. In many EFL learning situations, such opportunities are minimal due to the dominance of traditional methods and the lack of a communicative approach.

The concept of speaking in the context of EFL was also examined by Khan (2013), who highlighted that poor speaking skills are largely due to a lack of oral practice, the dominant use of L1, and a lack of communicative strategies that allow for spontaneous expression (Khan, 2013).



Khan emphasized that interaction, meaning negotiation, and communication-based activities are central to the development of speaking skills, and that a safe environment greatly influences students' courage to speak.

Based on these three theories, it can be concluded that the main challenges in developing speaking skills in the EFL context lie in the lack of exposure to spoken language, limited authentic interaction, and high levels of anxiety among students when speaking in front of others. Muchlas & Ferdian emphasize that speaking is a complex skill that requires intensive practice and a safe environment for students to be able to express themselves spontaneously. The second journal highlights that speaking skills can only develop if students have sufficient opportunities to practice through meaningful interactions. Meanwhile, Khan shows that fear of being judged and lack of opportunities to speak make it difficult for EFL students to achieve fluency and confidence. Therefore, conceptually, these three theories reinforce the argument that EFL students need additional media outside the classroom that can provide exposure to spoken language, opportunities for independent practice, and a pressure-free space. In this context, the Noice Application is a relevant medium because it is audio-based, non-visual, and flexible, thus having the potential to overcome psychological barriers while providing the continuous practice necessary for the development of speaking skills.

Podcast and Digital Audio for Language Learning

Podcasts have evolved into one of the most influential audio technologies in language learning because they provide authentic, flexible, and easily accessible input. (Hasan & Hoon, 2013) emphasize that podcasts are highly effective in improving various aspects of language skills, especially listening, pronunciation, vocabulary, and grammar, because they provide exposure to real language that learners can repeat at any time. In addition, podcasts allow students to access materials that suit their needs, thereby supporting independent and interest-based learning. This approach is relevant in the context of EFL because it provides comprehensible input that is rarely found in foreign language environments.

In another study, (Rosell-Aguilar, 2013) emphasized that podcasts not only provide audio input, but can also increase student motivation and engagement. Podcasts specifically designed for learning allow students to receive explanations, instructions, or learning reflections in a more personalized and structured manner, thereby creating a stronger relationship between teachers and students. In addition, the use of podcasts on platforms such as iTunes U has been shown to increase learning flexibility because students can access materials via mobile devices anywhere and anytime, without relying on physical classrooms or language labs. This type of mobile-assisted learning model increases learning autonomy and reduces anxiety when dealing with listening materials.

(Indahsari, 2020) adds that podcasts are a very promising medium for EFL students, especially because they feature native speakers and authentic content that can improve listening and speaking skills. The study shows that podcasts can increase learning motivation, enrich



vocabulary, and help students understand the rhythm and intonation of the target language. In addition, the unlimited accessibility of podcasts in terms of space and time allows for continuous learning and provides students with the opportunity to practice independently. Ease of access and diversity of content make podcasts an important tool in modern language learning.

Based on these three findings, it can be concluded that podcasts and digital audio media have great potential in language learning because they provide authentic input, repeated practice, and a flexible, stress-free learning environment. In the context of our research, this reinforces the argument that the Noice Application, as a podcast-based audio platform, has pedagogical characteristics similar to audio media that have been proven effective in various studies. Noice provides access to a variety of authentic audio content, allowing students to practice listening and speaking independently, and supports interest-based learning that increases motivation. Furthermore, its non-visual nature provides a safe space for students to practice speaking without embarrassment, thereby strengthening Noice's potential as an innovative medium for improving the speaking skills of EFL students.

METHODS

This study used the Systematic Literature Review (SLR) method to analyze the effect of using the Noice application on the development of speaking skills in EFL learners. The SLR process was carried out in three main stages: planning, conducting, and reporting. In the planning stage, the researchers formulated research questions, determined inclusion and exclusion criteria, and established the databases to be used. The conducting stage included searching for articles, selecting them based on the criteria that had been formulated, filtering out duplicates, assessing quality, and extracting key data such as research objectives, methods, findings, and implications. The final stage involved compiling a report that presented a narrative synthesis of the findings to describe the impact of using the Noice Application on improving the speaking skills of EFL learners.

Sample / Participants

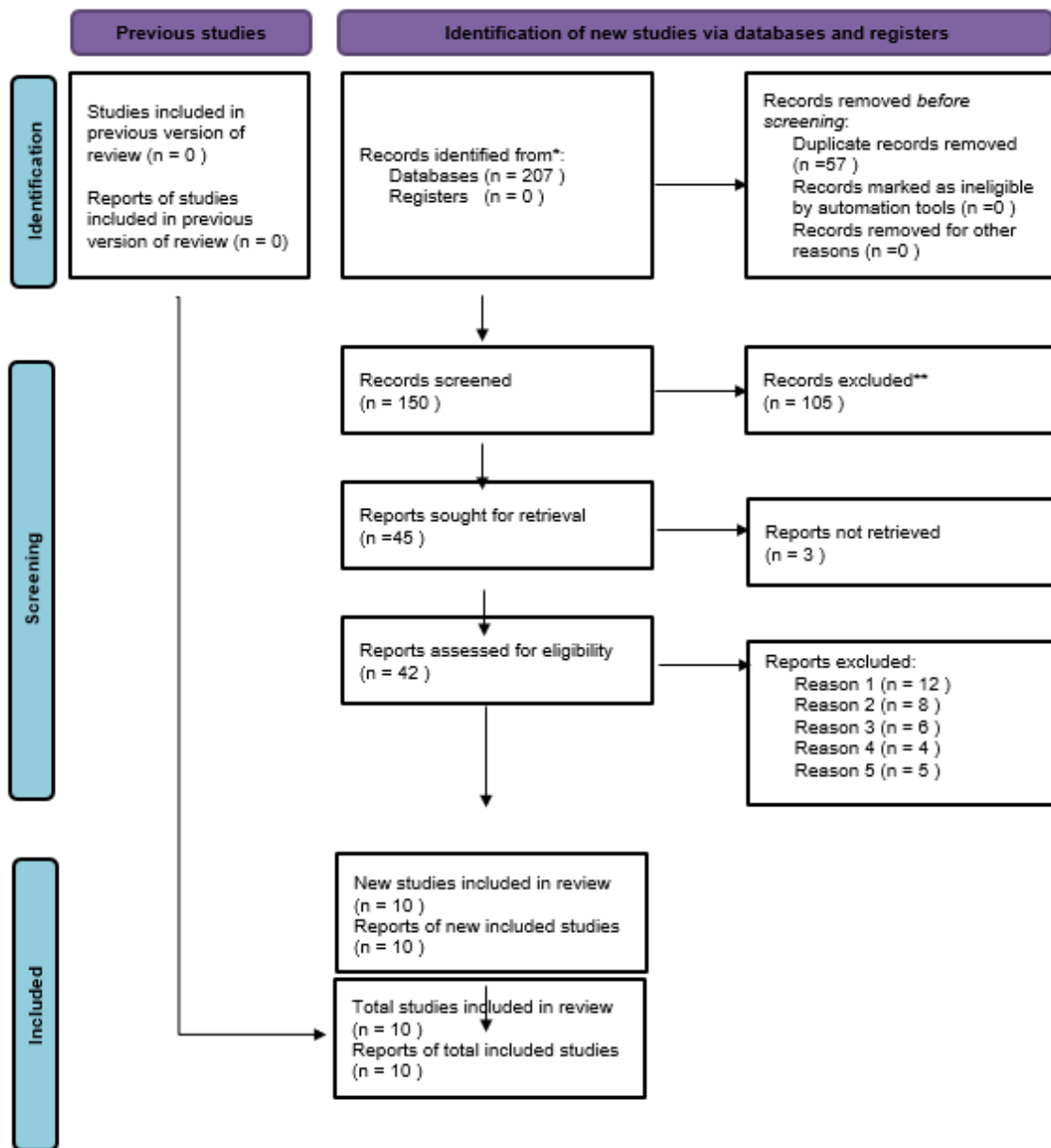
The samples in this SLR are not individuals themselves, but articles relevant to the research topic. The selected articles are from publications from the last five years and focus on the use of podcasts, digital audio platforms, or audio applications such as Noice in English language learning, particularly speaking skills. Studies involving participants such as junior high school students, high school students, EFL students, or adult learners were also considered, as long as the research evaluated speaking skills (speaking performance, fluency, pronunciation, or speaking confidence) through audio-based learning media. Thus, the characteristics of the participants covered were summarized from each article that met the inclusion criteria.

Instrument(s)

The instruments in this SLR consist of a data extraction form and a quality assessment checklist. The data extraction form is used to collect important information from each article



reviewed, such as research design, number of participants, variables studied, media used (including Noice Application or other audio platforms), techniques for measuring speaking skills, and research results. Meanwhile, the quality assessment checklist is used to assess the methodological feasibility of each article, including clarity of purpose, instrument validity, transparency of procedures, and consistency of analysis. The combination of these two instruments enables researchers to produce a comprehensive and valid synthesis of the impact of using audio applications particularly Noice in improving the speaking skills of EFL learners.





4.RESULT/FINDING AND DISCUSSION

Tabel 1. Summary and characteristics of the final studies selected

No	Authors	Country	Main Characteristics	Variable	Study Design	Measure	Findings
1.	"The Importance of Speaking Skills for EFL Learners" Mrs. Ishrat Aamer Qureshi (2020)	Pakistan	This article emphasizes the importance of speaking skills for EFL learners who are often grammatically competent but lack competence in real communication. The author uses a communicative approach and classroom activities such as authentic materials, language games, picture strip stories, and role-play to develop students' speaking skills.	IV: Activities based on the communicative approach. DV: Speaking skills and communicative competence.	Descriptive-qualitative based on analysis of classroom theory and practice.	Observation of speech activities, interaction analysis, and study of psycholinguistic theory and communicative literature.	Communicative activities have been shown to improve fluency, confidence, language accuracy, and student participation. A supportive classroom environment also plays a significant role. Speaking skills develop when students use language in real-life contexts.
2.	The Effect of Using the Noice Application on Improving Students Listening Skills Haura Wafa, Dyah Supraba Lastari, Ikhfi Imaniah (2024)	Indonesia	This study explores the use of Noice podcasts to improve listening skills among 10th grade EFL students at PGRI 109 High School in Tangerang. 3-session intervention + access outside of class	IV: Noice Podcast (experimental); DV: Listening skills (intensive: phonemic pairs, morphological pairs, single-word stimuli)	Quantitative experimental pre-post test group design (n=40 experimental, n=40 control); May 2024	Audio-based pre/post tests; descriptive statistics (mean, median, mode, standard deviation); t-test ($\alpha=0.05$)	Experimental: pre mean 60.83 → post 80.42 ($t=8.64 > t_{table}=2.03$, H1 accepted, significant increase); Control: pre 58.33 → post 73.61 ($t=1.67 < 2.03$, H0 accepted); Noice is more effective than conventional YouTube.
3.	"Using Communicative Games in Improving Students' Speaking Skills" Ratna Sari Dewi, Ummi Kultsum, Ari Armadi (2017)	Indonesia	Communicative games to improve the speaking skills of 7th grade EFL students at SMP 6 South Tangerang (n=36); 2 cycles, collaborative with teachers.	IV: Communicative games (rule-based & fun interactive activities); DV: Speaking skills (fluency, confidence, participation, pronunciation, grammar, vocabulary)	Classroom Action Research (Kurt L. model); planning-acting-observing-reflecting; 2 cycles (3 meetings each); instruments: tests, observations, interviews, questionnaires	Pre-test/post-test 1/post-test 2 (mean score: 60.42 → 69.02 → 78.77); % passing KKM 75: 13.9% → 41.7% → 83.33%; questionnaire (majority agree to increase interest & motivation);	Significant improvement (mean +18.35 points, pass rate +69.43%); students are more confident, active, fluent; reduced boredom/stress; questionnaire: 55.6% strongly agree that games increase interest; recommended for other language skills.



						observation (increased participation)	
4.	"Podcast Application in Language Learning: A Review of Recent Studies" — Md. Masudul Hasan & Tan Bee Hoon (2013)	Malaysia	This study is a review of 20 empirical studies on the use of podcasts in language learning. It focuses on the effects of podcasts on language skills (listening, speaking, vocabulary, pronunciation, grammar) and learner attitudes. This study also discusses SLA, CALL, constructivism theories, and the use of podcasts in the context of independent learning.	IV: The use of podcasts in language learning (listening tasks, pronunciation, vocabulary, podcasts, CALL integration). DV: Language skills (listening, speaking, vocabulary, pronunciation), student attitudes and perceptions, learning motivation.	Review of empirical studies using the constant comparative method. A total of 20 articles were analyzed from the ProQuest, JSTOR, ERIC, SAGE, SpringerLink, Cambridge Journals, and other databases.	Analysis of 20 articles using grounded theory coding (Lincoln & Guba, 1985), theme grouping (language skills & attitudes), review of research design (descriptive, experimental, mixed).	Podcasts have been proven to improve various aspects of language skills: listening comprehension, vocabulary, grammar, pronunciation, and motivation to learn. The majority of learners show a positive attitude towards podcasts because they are flexible, authentic, and easily accessible. However, most studies are descriptive in nature, so the causal effects still need to be tested. Podcasts also increase engagement, reduce anxiety, and aid independent learning.
5.	"Using Podcast for EFL Students in	Vietnam	This study discusses the use of podcasts as a supportive	IV: The use of podcasts as a learning medium (listening to	Descriptive qualitative research through surveys	Questionnaires, semi-structured interviews	Podcasts improve students' listening and speaking skills, expand their vocabulary, and increase their motivation to
	Language Learning" Mai Nhat & Nguyen (2020)		medium for English language learning for EFL students. It focuses on the benefits of podcasts for listening and speaking skills, student perceptions, and the challenges of using podcasts in EFL classrooms.	podcasts, speaking practice, autonomous learning). DV: Listening and speaking skills, learning motivation, student perceptions.	and interviews with EFL students.	observation of learning activities using podcasts.	learn. Students feel that podcasts help them learn independently and provide authentic English input. The main challenges are limited internet access, difficulty understanding foreign accents, and a lack of guidance from teachers on how to use podcasts.
6.	"Speaking Skills and Teaching Strategies: The Case of an EFL Classroom" Intakhab Alam Khan (2013)	Saudi Arabia	English exposure, heavy reliance on Arabic, low motivation, and minimal communicative practice. It highlights that adopting Communicative Language Teaching (CLT) and integrating technology can effectively enhance students' speaking skills.	Independent Variables (IV): Teaching strategies (CLT, use of technology, communicative activities). Dependent Variables (DV): Development of speaking skills, learning motivation, and learning difficulties.	Descriptive-exploratory qualitative study; multi-site case study based on EFL policy analysis, classroom observation, and teacher questionnaires.	Both apps increased learners' willingness to Communicate (WTC). Duolingo showed a small but not significant advantage. WTC was highest with familiar people and lowest with unfamiliar ones. WTC was	Teachers held positive views toward speaking strategies and technology use. Speaking problems mainly came from limited language exposure and few chances to practice. CLT and technology effectively improved speaking skills and motivation. Teachers were encouraged to use more technology, boost student motivation, and monitor progress consistently.



						influenced by time, motivation, emotional connection, group size, and cultural or language challenges.	
7.	“Optimalisasi Konten Podcast di Aplikasi Noice sebagai Preferensi Gen Z Mendapatkan Informasi dan Hiburan” — Ari Kurnia, Priscilla Kharisbross merry, Miranda Jessica (2024)	Indonesia	The study shows how Noice adapts podcast content to fit Gen Z's tech-savvy preferences. It reviews Gen Z traits, podcast growth in Indonesia, Noice's content strategy, and how Uses and Gratification Theory explains Gen Z's engagement with the platform.	IV: Optimization of Noice podcast content (strategy, engagement, brand partnerships) V: Gen Z preferences, listener retention, social media engagement	Descriptive qualitative research. In-depth analysis of Noice using interviews, social media observation, content analysis, and literature studies related to audience behavior.	Data sources include interviews with listeners and Noice staff, social media documentation, content strategy analysis, OKR data, and literature on UGT and media preferences.	Noice optimizes its podcast content through comedy, business, horror, and lifestyle genres using an entertainment-information approach. Engagement grows through active social media interaction, and brand partnerships like Kopi Kenangan x Noice boost retention. Gen Z prefers Noice because the content is relevant, light, informative, and entertaining. The ideal content mix is 70% entertainment, 20% information, and 10% education.
8.	“A Systematic Review of Digital Storytelling in Improving Speaking Skills” — Viknesh Nair & Melor Md Yunus (2021)	Malaysia	This study is a systematic review of 45 articles discussing the effectiveness of digital storytelling (DST) in improving students' speaking skills. The study examines how DST is used at various levels of education, the characteristics of its implementation, and its benefits for the development of speaking skills.	IV: Digital storytelling (the process of creating digital stories, use of multimedia, project-based learning). DV: Improvement in speaking skills (fluency, confidence, pronunciation), creativity, motivation, engagement.	Systematic Literature Review (SLR) using PRISMA 2020. The analysis was conducted in four stages: identification, screening, eligibility, and inclusion. The total sample consisted of 45 articles from Google Scholar and ERIC.	PRISMA checklist, article content analysis, data coding (research design, participants, methods, results). Grouping based on benefit variables (motivation, engagement, confidence, creativity, collaboration, digital literacy).	DST has been proven to improve students' speaking skills at various levels of education. DST increases confidence, creativity, engagement, collaboration, and digital literacy. The majority of studies show that digital storytelling makes students more expressive, confident, and able to speak more fluently. The implementation of DST also strengthens motivation and provides a fun and meaningful learning experience.
9.	“Podcasting for Language Learning Through iTunes U: The Learner's View” Fernando Rosell-	United Kingdom	This study examines the profile of iTunes U users who learn languages through podcasts. It focuses on demographics, motivation, listening habits, devices used, and	IV: Use of iTunes U podcasts (devices, frequency, listening habits). DV: Language learning (motivation, perceived effectiveness, engagement,	Quantitative survey method. Total of 2129 respondents; 1891 analyzed; 455 were language learners. Data collected via online survey on iTunes U	The online survey (SurveyMonkey) covered demographics, listening habits, motivation, device usage, study notes, transcript	iTunes U users are predominantly workers aged 25–54, not students. 70% transfer podcasts to mobile devices and 60% listen while doing other activities. 97% feel that podcasts help them learn languages. Users rate the quality of the material as excellent and most are willing to pay or



	Aguilar (2013)		their perceptions of learning through podcasts. This study is the first large-scale survey of iTunes U users for language learning.	learning strategies).	over 21 months. Analysis used descriptive statistics.	usage, and perceived benefits. Data was analyzed using SPSS.	receive academic credit. Learning is independent and casual but still considered effective.
10.	"A Systematic Review of Flipped Learning Approach in Improving Speaking Skills" — Cassandra Santhanasa my & Melor Md Yunus (2022)	Malaysia	This study is a systematic literature review of 39 articles (2017–2020) that examine the effectiveness of flipped learning in improving speaking skills. The research identifies key themes such as self-regulated learning, interaction, motivation, and achievement. This study also compares the implementation of flipped learning at various levels of education and countries.	IV: Flipped learning approach (LMS, instructional videos, out-of-class activities, collaborative activities). DV: Speaking skills (fluency, confidence, interaction, motivation, achievement).	Systematic Literature Review (SLR) using PRISMA 2020. Four stages: identification, screening, eligibility, inclusion. A total of 39 articles were analyzed.	Document analysis of articles, theme coding (self-regulated learning, interaction, motivation, achievement), study characteristic s table, PRISMA checklist, narrative analysis of 39 international studies.	Flipped learning provides four major benefits in improving speaking skills: (1) Self-regulated learning: students learn independently through videos and LMS. (2) Interaction: teacher-student and student-student interactions increase. (3) Motivation: flipped activities increase student interest and engagement. (4) Achievement: students show significant improvement in speaking performance compared to traditional classes. Flipped learning has been proven effective at various levels of education.

The results of a systematic analysis of all studies show that the use of the Noice app and digital audio media is very important for improving the communication skills of EFL students. Through exposure to authentic English from podcasts and various audio content, students receive linguistic input that helps them improve their pronunciation, intonation, and vocabulary. In addition, Noice's audio-only, non-visual style offers a clear, low-tech practice environment that encourages students to be more confident in their ability to speak well. Other studies show that the use of flexible applications enhances independent learning and flipped learning, as students can adjust the frequency and duration of use according to their needs. Experimental research findings also show that the use of Noice compared to traditional teaching media results in a more significant increase in learning capacity.

CONCLUSION

Based on the results of a Systematic Literature Review of ten studies analyzed, it can be concluded that the use of the Noice Application has a significant contribution to improving the speaking skills of EFL students. Authentic English exposure through various forms of audio content on Noice such as podcasts, audio learning, and audio stories provides natural linguistic input that can improve fluency, pronunciation, vocabulary mastery, and the ability to compose and convey ideas orally. The audio-based and non-visual nature of Noice has been proven to provide a safe, pressure-free practice environment that reduces anxiety, allowing students to be more confident in practicing speaking independently.



In addition, the flexibility of accessing Noice supports self-regulated learning and is in line with the principles of flipped learning, which allows students to learn outside the classroom through repeated exposure to the language. Experimental research findings also indicate that the use of Noice is more effective than conventional media in improving language skills, particularly through significant improvements in pre- and post-use tests. Overall, the results of this SLR confirm that the Noice Application is a relevant, modern, and effective alternative medium for supporting the development of speaking skills in EFL students.

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