

Podcast and Padlet and Its' Effectiveness in ELT Class for Pesantren Students

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Abstract

This study is aimed at improving students' English productive skills by using podcasts and padlet. It applied quasi-experimental research with pretest and posttest design. Podcast and Padlet are two free online platforms that can be accessed for the English language teaching and learning process. The sample of this study consisted of 50 students from MA Assalafiyah who all of them are *santri* of Pondok Pesantren Assalafiyah. One class was the experimental class and taught by applying podcasts and padlet, and the other class was the control class that was taught by using a lecturing method. The data were collected by a test of speaking and writing as an English productive skills requirement. The *t*-test was used to analyze the data. The result of the study showed that there were significant differences between students from the experimental and control group. The students from the experimental group had a higher score on speaking and writing than those from the control group.

Keywords

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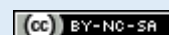
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Introduction

The very fast development of technology has affected all aspects of life. Social, economy, politics and education aspects are all disrupting into fast movement. In the education aspect for example, technology has been implemented since it has a crucial influence in improving the quality of education. Nowadays, technology becomes the main tool for teachers to support their teaching and learning process, especially after the spreading of covid-19 in all over the world. The effectiveness of the use of technology in the classroom can increase the students' engagement, and help teachers in improving their lesson planning and their quality in teaching. In addition, students are now native digital. They are grown up surrounded by technology. They rely most of the time dealing with technology. (Nur Rakhmawati & Kusuma, 2016) states that students as native digital speakers knowledgeable with a wide range of technology and tend to rely on technology in their life. According to the latest insights as to how exactly modern students of today prefer to use technology and how does their learning get an impact if they use technology, it was revealed that the use of modern equipment technology and tools, the learning and interactivity of students increases.

Related to English Language Teaching, the use of technology in the classroom is very important and indispensable since technology plays important roles in education. The implementation of technology can be exemplified by applying computers, lcd projector, mobile phones, social media, etc. (Alqahtani, 2019) states that nowadays, the use of technology is indispensable, especially in the middle of unprecedented development in multi discipline knowledge and fields. Technology can connect teacher with the pupils in a systematic and advanced way. It is possible for teacher to keep in touch with the students even if they are far apart with an internet connection. The internet provides easy, fast and virtually unlimited access to software, education platforms, applications and online materials for English teaching and learning. This makes it easier for English teachers to use it as their learning sources, tools and media in their classroom. And the most important is students now will be more enthusiastic when the classroom is engaged with technology. Various online free media application have been provided freely. However, teachers should be able to select the appropriate online media when they want to apply it in the classroom. (Assidiqi & Sumarni, 2020) found that the most used media by teachers during pandemic are Whats App, Google, and Zoom Cloud Meeting.

Productive skills in English language teaching means active skills consists of speaking and writing skills. According to (Golkova & Hubackova, 2014) states that productive skills mean the process of transforming a language user in producing spoken or written form of a language. In addition, many innovative teaching methods on how to support students' productive skills today are made by the wide and fast expansion of internet services. (Hossain, 2015) conveys that productivity is very important in language teaching since it gives opportunity for students to practice real life activities in the teaching and learning process in the classroom. Speaking and writing skills can be the 'barometer' on how much language learners have learned the target language. The ability in speaking and writing indicates how well students can express their ideas and feelings and also how they persuade other people. In teaching speaking, the teacher has to engage the students' in speaking activity. It is in accordance with (Harmer, 2010) statement which says that speaking is the students' ability in generating or arranging words into the correct sequence. There are some aspects that should be considered in teaching speaking, such as grammar, fluency, accuracy, vocabulary, and pronunciation. While teaching writing, teachers should be aware of helping students to generate their ideas in writing, to guide the students in making the writing draft and also giving feedback for the students' writing.

Regarding what technology we can use in the classroom to develop the students' productive skills today becomes an interesting topic. There are various technologies that can be applied in language teaching. At the beginning, teachers usually used tape recorder in the classroom or language laboratory. However, as the fast development of technology, teachers are getting easy access to using new technology and applying it in their classroom. On the other hand, by applying technology in the classroom, students can be more independent and enthusiastic in learning the target language. (Sidabutar, 2021) states some online systems have some advantages when it applies in the classroom. The students will be more independent in learning, they have more flexible time and place since it can be accessed easily. Nowadays, some modern technologies are

available for English teachers. One of the free modern online media that can be used by English teacher in teaching speaking is Podcast. (Hasan & Hoon, 2013) define Podcast as a combination of audio and video recording uploaded to the website. The students can easy access and download it freely. However, there are various types of Podcast can be easily found in the internet or mobile phone. There are television Podcast, radio Podcast, and also classroom Podcast. English teacher can use Podcast to improve the students' listening and speaking skills since the audio on Podcast helps the students familiarize the target language. It can be a very useful input for the students and also help the teacher to set some activities like discussions and questions and answers. By using Podcast, students will also learn natural pronunciation. In a research conducted by (Bustari et al., 2017) found that students' speaking skills were improving significantly by using Podcast in English classrooms, he also proposed Podcast as an alternative online media in improving the students' speaking skill. In addition, (Yoestara & Putri, 2019) also state that Podcast is an effective teaching online free media in improving Indonesian students' speaking and listening skills because the students could find authentic materials, support self-regulated learning, enhance their language confidence as well as creating an active learning class.

Technology can also be used to improve the students' writing skills. Padlet application is one of many free online platforms that can be used in teaching writing. (Arfiani et al., 2021) state that the padlet functions as a place for various information, we can attach photos, text, links, video, voice record, file from the padlet wall. According to her, padlet is also useful in collaborative learning. It helps teacher to communicate with the students during the teaching and learning process. In addition, (Ellis, 2016) says Padlet can motivate and make the students active during the writing lesson. He also adds that Padlet is an online 'wall' where the students can post comments, and it can be displayed virtually so that students and teacher can see the work done by the students. Teacher can easily give comments to the wall.

Regarding to the important of the use of technology in ELT class, this study focused on using podcast and padlet in ELT class to improve the pesantren students' productive skills. Based on the observation and discussion with the English teacher and headmaster, the students' communicative skills in English were still lack. Most of the students were still anxious and didn't want to speak up, on the other hand, the ability of the students' writing were still low too. Pesantren Assalafiyah was one of many big pesantren in Yogyakarta. What make this pesantren different from the other was the pesantren policy in facilitating the students with gadget (tablet) for the teaching and learning process. The gadget was also used to assess the students, so all evaluation form in this pesantren are based on an online system. This policy is different from other pesantren in Yogyakarta because most pesantren forbade their santri to bring any gadget in pesantren. This pesantren has some formal education institution. There are *Tsanawiyah* (Junior High School), *Aliyah* (Senior High School), and SMK (Vocational School). Besides, this pesantren also develops some IT systems to support their management. By using integrated systems and all of the systems are computerized, it is easy for the pesantren to monitor and evaluate pesantren and school programs.

Method

This study is aimed to find the effectiveness of Podcast and Padlet in enhancing students' productive skills. This study applied quasi experimental study with pre-test post-test design.

Table 1. *Pre-test* and *Post-test* Control Group Design

Group	Pre-Test	Treatment	Post-test
E	O1	X	O2
C	O2	-	O2

This research was done in Pesantren As Salafiyah, especially in Aliyah. The population of this study were santri who were the twelfth grade students of MA As Salafiyah. The sample of the research were twelfth female students of science and social class. The control group was the students of science class, while the social class was the experimental class. In collecting the data, this study employed speaking and writing tests, and also questionnaires. The test was used to find the achievement of students in speaking and writing for both control and experimental groups. While the questionnaire was used, find the students' perspective on using podcast and Padlet in the English teaching and learning process.

The pre-test was conducted to find the prior speaking and writing achievement for both control and experimental class. The post-test was carried out to find the students' speaking and writing skills after getting the treatment. The treatment (Podcast and Padlet) was conducted for the experimental class, while in the control class was conducted in a common way. However, both of them are taught by using gadget. To measure the students' productive skills, a speaking and writing test was arranged based on the English materials taught.

The theme used in the speaking test was about interviewing. The speaking test assessment included the students' pronunciation, fluency and interaction. (Turner, 1998) states some aspects in assessing speaking are accuracy, fluency, interaction, and coherence. After conducting the pretest then the treatment applied in the experimental group. There were 4 meetings done in this study. The first meeting was conducted to introduce the students to Podcast. Since there are many Podcast applications found in the gadget, named Anchor. It is used because it was easy to install and use. The second to fourth meetings were conducted based on the syllabus and lesson planning that had been prepared before.

In analyzing the data, an independent sample t-test was applied to find the significant difference in the students' speaking and writing achievement for both control and experimental group. In addition, this was done to find whether the mean score of control and experimental groups are not the same. If the significance probability score is less than 0.05, then H_a would be accepted, meaning the hypothesis of the study is accepted. Besides, to find the normality of the data distribution, a normal test was used. To test the normality of data, this study applied the Kolmogorov-Smirnov test. If the score of the normality test is more than 0.05 then the data has normal distribution. Besides, a homogeneity test was also done in this study to find whether the sample variances were homogenous or not. It was done by applying Levene's Test or one-way analysis of variance. If the significance score is more than 0.05 then it can be concluded that the variance in variables are homogeneous.

Results

The result of the data analysis would be presented in this part. The results of data analysis are divided into four sections: mean score, normality test, homogeneity test and t-test. The mean score for both control and experimental class can be seen from the table below:

Table 1. The Result of Mean Score

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Pre_Speaking	Kontrol	24	68,850	6,2020	1,2660
	Eksperimen	23	68,335	6,7771	1,4131
Pre_Writing	Kontrol	23	64,330	3,6755	,7664
	Eksperimen	23	63,874	3,2307	,6736
Post_Speaking	Kontrol	21	67,367	5,5495	1,2110
	Eksperimen	21	72,495	7,2902	1,5909
Post_Writing	Kontrol	22	67,959	4,8031	1,0240
	Eksperimen	23	72,230	6,5123	1,3579

The result from the table above shows that there are no differences of the mean score from the pre-test between control and experimental class. The mean score of the speaking pre-test for control class was 68,85 while for the experimental class was 68,34. The mean score of the writing pre-test was 64,33 for the control class and 64,87 for the experimental class. It can be concluded that there was no significant difference between control and experimental classes for the pre-test. On the other hand, after having the treatment based on the post-test results shows that there was quite a of the mean score for both control and experimental class. It can be seen from the table that the mean speaking post-test score for the control class was 67, 38 and the experimental class was 72, 49. Whereas, the mean score of the writing post-test of the control class was 67,96 and the experimental class was 72,23. From the data, it can be seen that the mean score difference between the control and experimental class was more than 5.

The next analysis was doing the normality test to find the distribution of the data. To test the normality of the data distribution was done by using Kolmogorov-Smirnov provided by SPSS computer program. The result of this test can be seen from the table below:

Table 2. The result of Normality Test

		Pretest Speaking IPS	Pretest Writing IPS	Pretest Speaking IPA	Pretest Writing IPA	Posttest Speaking IPS	Posttest Writing IPS	Posttest Speaking IPA	Posttest Writing IPA
N		23	23	24	23	23	23	21	22
Normal Parameters ^{a,b}	Mean	68,335	63,874	68,850	64,330	71,652	72,230	67,367	67,959
	Std. Deviation	6,7771	3,2307	6,2020	3,6755	7,5290	6,5123	5,5495	4,8031
Most Extreme Differences	Absolute Positive	,146	,178	,135	,128	,137	,148	,096	,108
	Absolute Negative	,141	,178	,135	,128	,124	,148	,072	,108
	Positive	-,146	-,115	-,097	-,119	-,137	-,112	-,096	-,087
Test Statistic		,146	,178	,135	,128	,137	,148	,096	,108
Asymp. Sig. (2-tailed)		,200 ^{c,d}	,056 ^c	,200 ^{c,d}	,200 ^{c,d}	,200 ^{c,d}	,200 ^{c,d}	,200 ^{c,d}	,200 ^{c,d}

The requirement of normality test is when the significance score of the test (P) is greater than 0.05 or (P) > 0.005 the data has a normal distribution, while if the significance score is less than 0.005 then it is not normally distributed. From the data, it clearly shows that the significance score is 0.2 which is greater than 0.05. So, it can be said that the data has normal distribution. After having the normality test, then a homogeneity test was needed to find the homogeneity of the research variables. The test was done using Lavene's Test by using SPSS computer program for windows. The result of the homogeneity test was shown in the following table:

Table 3. The Result of Homogeneity Test

		Levene's Test for Equality of Variances	
		F	Sig.
Pre_Speaking	Equal variances assumed	,620	,435
	Equal variances not assumed		
Pre_Writing	Equal variances assumed	,362	,550
	Equal variances not assumed		
Post_Speaking	Equal variances assumed	3,954	,054
	Equal variances not assumed		
Post_Writing	Equal variances assumed	2,007	,164
	Equal variances not assumed		

The requirement of the homogeneity test is when the Significance score is more than 0.05 then the variable of the research is homogenous. From the data, the gained significance score of the variables were more than 0.05 then it can be said that the data on pre-test and post-test were homogenous.

After normality and homogeneity tests, the last analysis was hypothesis testing. To get the significance difference between control and experimental class, an independent sample t-test was applied. The gained score of the t-test was shown in table 4.

Table 4. The Result of t-test

		T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Pre_Speaking	Equal variances assumed	0,272	45	0,787	0,5152	1,8936	-3,2987	4,3292
	Equal variances not assumed	0,272	44,232	0,787	0,5152	1,8973	-3,3079	4,3383
Pre_Writing	Equal variances assumed	0,447	44	0,657	0,4565	1,0204	-1,5999	2,513
	Equal variances not assumed	0,447	43,288	0,657	0,4565	1,0204	-1,6009	2,5139
Post_Speaking	Equal variances assumed	-2,565	40	0,014	-5,1286	1,9993	-9,1694	-1,0877
	Equal variances not assumed	-2,565	37,352	0,014	-5,1286	1,9993	-9,1783	-1,0788
Post_Writing	Equal variances assumed	-2,495	43	0,017	-4,2713	1,7122	-7,7243	-0,8184
	Equal variances not assumed	-2,511	40,437	0,016	-4,2713	1,7007	-7,7075	-0,8352

The table above shows the result of hypothesis testing which was done by using t-test. The result shows that the significance score of t-test for the speaking pre-test was 0.79, while for writing pre-test was 0.66. Those scores were greater than 0.05 which indicates that there is no significance difference between control and experimental classes. Since it was for pre-test score it can be assumed that there is no difference for both classes before the treatment was applied. However, the significance score for speaking post-test was 0.014, while for writing post-test was 0.017. The scores were less than 0.05 which indicates that there is a significant difference between control and experimental classes after the treatment employed in the English teaching and learning process. It is clearly seen that the experimental class has a higher score than the control class. It means that podcasts and padlet have significant influence in improving students' productive skills.

Discussion

This study was done in order to find the effectiveness of using Podcast and Padlet in improving students' productive skills in English. Based on the result of the data analysis, it can be seen that using Podcast and Padlet were effective in improving students' productive skills. The implementation of Podcast and Padlet had a significant effect on students' improvement when it was implemented in the English teaching and learning process. This result is in line with some research done by the other researchers. First the research done by (Bustari et al., 2017), he found in his study that Podcast media had positive results in students' speaking achievement in terms of pronunciation and fluency. Students who had incorrect pronunciation can be covered by using Podcast. Second, this finding is also in agreement with the study developed by (Fitria et al., 2015) which found the students' listening and speaking achievement had improved. Besides, it also helped the students to reach significant improvement in their listening and speaking achievement. Related to the use of padlet, this finding is also in line with the study done by (Taufikurrohman, 2018) found that padlet has contribution in students' descriptive text writing mastery. There is a significant difference in students' descriptive text writing ability between those who are taught by Padlet and those who are not.

Based on the finding and explanation above, the use of podcats and padlet is more beneficial for students to enhance their productive skills. However, this study still has some limitations. First, it was conducted in the middle of covid-19 situation so the implementation of the podcast and padlet could be done only for 6 meetings. The second limitation is on the internet connection provided by the school. Since the number of students in this pesantren is large enough, the quality of the internet connection should be improved. Third, the students could only access their gadgets during school. So, when the school time was over, the students had to go back to their dormitory and couldn't access the gadget.

This study has practical implications for the English teachers and for all teachers. Since the result shows that using technology can improve the students' language skills, it is important for teachers to apply it in the classroom. Moreover, the school has facilitated students with gadget.

There are some suggestions proposed based on the findings of the study. For further researchers, there are still some topics need to be done related to the use of podcast and padlet in ELT class, such as: how to apply podcast and padlet in the classroom, the steps in teaching, how to give feedback and assess the language skills using podcast and padlet. Besides, it is also important for other pesantren to be aware of technology. What has been done by this pesantren is a role model for the other pesantren anywhere.

Conclusion

On the basis of the finding of this study, there are two conclusions that can be drawn. First, it is clearly seen that the use of podcats and padlet were effective in improving the students' productive skills when they were implemented in the English classroom for pesantren students. Therefore the purpose of this study was accepted. Second, by seeing the explanation, it is a must for English teacher to integrate technology in the classroom since it is effective to be implemented in the classroom.

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