The Effectiveness of Using Podcasts in Teaching Speaking to Tsanawiyah Students

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Abstrak

Penelitian ini bertujuan untuk mengetahui perbedaan yang signifikan keterampilan berbicara siswa atau setelah penerapan podcast dalam proses pembelajaran. Metode yang digunakan dalam penelitian ini adalah preeksperimental dengan desain *one grup pre-test post-test*. Sampel dalam penelitian adalah siswa MTs kelas VIII yang berjumlah 22 siswa. Adapun teknik pengumpulan data menggunakan instrument tes dan kuesioner. Pengujian validitas, reliabilitas, dan kenormalan kedua instrument ini diuji dengan menggunakan SPSS 26.00 untuk memudahkan pengujiannya. Peneliti menggunakan paired sample t-test untuk menguji hipotesis penelitian ini. Hasil dari penelitian ini menunjukkan bahwa penerapan podcast di dalam kelas memberikan perbedaan yang signifikan terhadap keterampilan speaking siswa dilihat dari perbandingan nilai pre-test dan post-test siswa. Rata-rata nilai dari pre-test siswa adalah 62.91, dan rata-rata nilai dari post-test siswa setelah diberi perlakuan adalah 78.13. Dengan kata lain, penerapan dari podcast dapat meningkatkan kemampuan speaking siswa MTs kelas VIII.

Kata Kunci: *Berbicara*, *Podcast*, *Pembelajaran Berbicara*

Abstract

This research was aimed to know whether there was any significant difference toward students' speaking skills or not after applying podcasts in their learning process. The method was pre-experimental with one group pre-test post-test. The sample in this study was VIII students of MTs which contained 22 students. The data collection techniques are tests and questionnaires. The validity, reliability, and normality of the instruments were tested by using *SPSS 26.00 for Windows* program. This research used paired sample t-test to test the hypothesis. The results of this study showed that the podcast application could make a significant difference on students' speaking skills viewed from the comparison of students' pre-test and post-test scores. The mean of students' scores before being given treatment was 62.91, whereas the mean of students' scores after being given treatment was 78.13. On the other hand, it can be concluded that podcasts can improve students' speaking skills in VIII students of MTs.

Keyword: *Speaking*, *Podcast*, *Teaching Speaking*

INTRODUCTION

A global language, English, has been included as the most widely spoken language in the world. As included in one of the international languages, English also takes an essential role in connecting people who speak different languages. Thus, foreign people in the world happily contribute to learning English. Theoretically, learning English means that learners have to know the four basic skills of it without exception. Those are speaking, listening, reading, and writing. Since speaking and writing have resulted in producing words, sentences, and paragraphs, they should be categorized as productive skills. Besides, reading and listening are included in receptive skills since they involve receiving information. Indeed, both productive and receptive skills in English are important. Although, productive skills, which include producing language, are fundamental because

those skills can highly develop learners' progress in mastering the language they learn. Thus, speaking ability can be called as one of the most important abilities needed to master English.

Speaking is commonly known as the act of communication of humans. (Alfa, 2020) stated that speaking is the oral practice in which someone employes a language and expresses their ideas, feeling, and thought in communication. It is one of the language skills that need to be acquired by the learners in order to they can communicate with others. This skill is also known as the process of creating and sharing ideas in various contexts about the application of both verbal and non-verbal symbols (Kuning, 2019). Speaking is included into an important human tool in communication and interaction with a human fellow being. Besides, to have a perfect interaction, people need to bring essential elements so the interaction goes well. (As, 2016) stated that speaking as a competence that is used to convey an idea through an oral style which means that speaking is a skill that is beneficially used in conveying feelings, opinions, ideas and messages. (Achmad and Yusuf, 2014) highlighted that in speaking class, teachers are required to create communicative and interactive activities by giving students time, opportunities and motivation to practice the target language.

Nowadays, (Eshankulovna, 2021) define that technology allows students to engage in self-directed actions, self-paced interactions, privacy, and a safe environment in which errors are rectified and precise feedback is provided. Technology has become a necessity for all aspects, especially in education. In education aspect, technology plays important role. It enables teachers and learners to carry out learning process. English language learning in higher education has also dealt with technology. (Mandasari, 2020). During this pandemic, people who do not know about learning applications are today knowing and learning to use them all of a sudden. (Sidabutar, 2021) states that online system in teaching and learning process has some advantages, for example, the students will be more independent tolearn. Moreover, the students will also have more flexible time and place since it can be accessed easily. However, using technology in learning activities must be continued even though learning activities are slowly moved to face-to-face, no more online learning because it brings many benefits for both teachers and students. As beginners on this, to avoid the obstacles they may face, teachers need to be more selective in choosing the media that they will use with considering students' circumstances. There are many applications with free cost, so teachers can use the free one instead of the others that need to be purchased in use. One of those is a podcast.

Podcasts have become the media with the highest interest in the world because they bring various contents with a light capacity and free access. Through podcasts, people can easily receive a lot of information from all over the world. Not only that, but people can also create their own podcasts by recording their voices, then sharing them freely. Podcasts is generally known as a medium that contains a conversation of someone with another person without showing their visuals. Phillips (2017) stated that podcast refers to the distribution of audio files in digital format. It means a podcast is focused on the sound of the speakers. But as time went by, podcasts increasingly emerged from not showing pictures and now started to appear with visuals like many YouTubers today do. Abdulrahman, et al. (2017) define podcasts as broadcasts in the form of video and audio that can be downloaded and even played on mobile devices. It also stated that nowadays, podcast has become a medium that is beneficial to listen to news, to share information, and even to share knowledge. A podcast is similarly looked alike a radio, but in a podcast, it allows the listeners to access or select their favorite program freely in line with their convenience and listen to it. Moreover, Podcast was originally for conveying information and entertainment. But soon educators saw the huge potential it has for teaching and learning (Ramli, 2017)

Some research had been done to see the effectiveness technology in the English teaching and learning process. One of them was done by (Yoestara & Putri, 2019) also found that Podcast is an effective teaching media in improving Indonesian students speaking and listening skills since it contain authentic materials, support self-regulated learning, increase language confidence as well as creating an active learning class. However, since there are many type of Podcast offered by interne, teacher should be able to choose the appropriate Podcast application. Moreover, the students' perspective toward podcast was also good. Secondly, (Chan et al, 2011) found that students' perceptions of and attitudes towards language learning podcasts can provide insightful

indicators of their usefulness for students' learning and their relevance in relation to students' learning needs and expectations. The next, (Bustari et al, 2017) stated that podcast media demonstrated positive fruitions on students' speaking achievement. In addition, this media could cope with students' problems in speaking, such as incorrect pronunciation and not good fluency. By applying podcast media in teaching speaking showed positive result in assisting students to improve speaking performance especially pronunciation and fluency.Then, (Nwosu et al, 2017) concluded tha podcasts offer the potential to develop educational content and promote research dissemination. Future work should focus on content development, quality metrics and impact analysis, as this form of digital communication is likely to increase and engage wider society. According other researchers, (Prasetyo & Vianty, 2011) explained that podcast gives good contribution in case of improving students' speaking achievement. The podcast can be one of the alternatives and innovative tools that may improve the students'understanding and their accomplishment in speaking.

MTs Assalafiyah was one of many madrasah under Pesantren Assalafiyyah foundation. It is located at Mlangi Nogotirto Sleman regency. This pesantren has some formal education institution. There are *Tsanawiyah* (Junior High School), *Aliyah* (Senior High School), and SMK (Vocational School). Based on the observation, it can be said that this school is well suitable as a subject because of their high curiosity toward knowledge and even in these languages, English and Arabic. In addition, MTs Assalafiyyah facilitates all the students with tablets, all of which are owned by the students. Those tablets are used to measure and support their learning activities. The application of tablets as tools for learning activities is seldom seen there. Even the use of tablets were limited. Therefore, this problem becomes the perfect target for the researcher to raise as the theme of this research. Those tablets indeed can be used to develop the learning activities, especially in improving English students' speaking ability that is still not good enough. Through their facilities, inviting them to meet the new learning activity by using podcasts is new media for the students. Bringing a learning model in a joyful and easy way hopefully can assist them in improving their speaking ability significantly. The meaning of "joyful and easy" in using podcasts is that they can listen to the podcast and even record their own podcasts wherever and whenever they are. Therefore, this study wants to prove that using podcasts being a tool to improve students' speaking ability is effective with all of its benefits.

RESEARCH METHOD

This research conducted a quantitative method. The approach that being applied was *pre-experimental* with a one-group pretest-posttest as its design. Experiment is a research method employed by treatment, which can be used to find out the influence of podcast implementation on students' speaking ability.

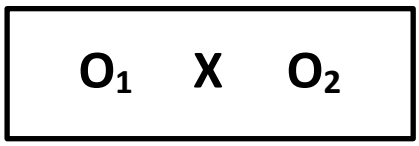

Figure 1. One Group Pre-test Post-test Design

This research was done in MTs Assalafiyah. The population of this research were all of the students in eighth grade of MTs Assalafiyyah, while the sample of the research was students from eighth grade, class D in MTs Assalafiyyah with 22 students. In taking the sample, the researcher used the random sampling technique. It means that the members of the population were got the same opportunities to become research samples. To collect the data, the researcher used test and questionnaire. The test was used to measure students' cognitive ability which means students' speaking ability. There were two times where tests were given to the students. The test which was in the beginning called as pre-test (before treatment) and in the last called as post-test (after treatment). That tool measurement consists of a series of questions put to each subject which requires the discovery of cognitive tasks. The same source also mentioned that tests have a very high impact on making decisions. The tests used in this research were in the form of interview

questions that should be answered orally. Since the thing that was being measured was students' speaking ability, then the tests that the researcher used were questions that need a spoken answer. This instrument used to measure students' speaking ability in order to find out the influence of the implementation of a podcast. The application of this instrument divided into two different times. The first was a "pre-test" that was used to know the students' speaking ability before being given treatment. And the second time was a post-test that was used to know whether there was a significant improvement or not toward students' speaking ability after being given treatment.

Whereas, the questionnaire used to to keep and record the facts based on the respondents' feelings and comments that were advantageous in strengthening the research results. The questionnaires are made in the form of multiple choices and bringing closed questions in arranging the instruments. Therefore, respondents do not need to arrange their own answer that can take a long time. They just need to choose one alternative answer that is proper with their feelings during the learning activity. Through questionnaires, the researcher can find out the true feelings and thoughts of the respondents. In analyzing the data, this study applied quantitative research. The normality test was used to obtain whether the data had normal distribution or not. Shapiro Wilk was used to find the data distribution (normality test). If the score of probability significance is less than 0.05, then Ho is rejected, which has the meaning that the hypothesis of the study is accepted. Besides, paired sample t-test was also applied in this study. It was used to find the significant difference in the students' speaking achievement between pre-test and post-test for both control and experimental group. It was applied to find whether the means of the two groups on this study are different from each other. If the value of significance is greater than 0.05, it can be said that Ho is accepted. The data from the questionnaire was statically computed in order to find the percentage of the statement then it will be interpreted descriptively.

FINDING AND DISCUSSION

Finding

The first findings are derived from the result of the students' speaking test. The data were gained from the pre-test and post test result. Before analyzing the affectivities significance, the normality test was conducted. The normality test was done using Shapiro Wilk. The test was analyzed using SPSS 26.00 for Windows. The output of the normality test using SPSS 26.00 for windows referring to the outcome of students' speaking test before and after being given a podcast treatment can be seen below:

Table 1. The result of Normality Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	.127	22	.200*	.931	22	.130
Post-Test	.155	22	.186	.956	22	.410

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The table shows that the result of the normality test had normal distribution. It can be seen that the data from the pre-test has 0,130 sig. value whereas the data from the post-test has 0,410 sig. Besides, the paired sample t-test method can be used to test the hypothesis since it brought normally distributed assumptions.Tthe outcome of the hypothesis test on students' speaking scores were tested with paired sample t-test by using *SPSS 26.00 for Windows* in counting. The outcome were delivered on the tables below:

Table 2. Paired Sample Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	62.9167	22	8.49109	1.81031
	Post-Test	78.1361	22	6.26420	1.33553

Table 3. Paired Sample Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre-Test - Post-Test	-15.21939	3.05245	.65078	-16.57278	-13.86601	-23.386	21	.000

The two tables above show that from 22 students in class D grade eighth, there were 62,91 mean values for the pre-test and 78,13 mean values for the post-test. While the standard deviation of the pre-test was 8,491, and the standard deviation of the post-test was 6,264. Whereas the significance value of the pre-test and the post-test scores was 0,000. By using the level of significance α = 0.05 then the data was statistically significant because ρ ≤ α. On the other hand, it can conclude that there was any difference in students' speaking ability viewed from both pre-test and post-test scores. Therefore, H0 was rejected and H1 was accepted.

The last finding is a questionnaire. A questionnaire gave the students to collect students' perceptions of podcast implications in learning speaking in the class. It could be seen in the following picture below:

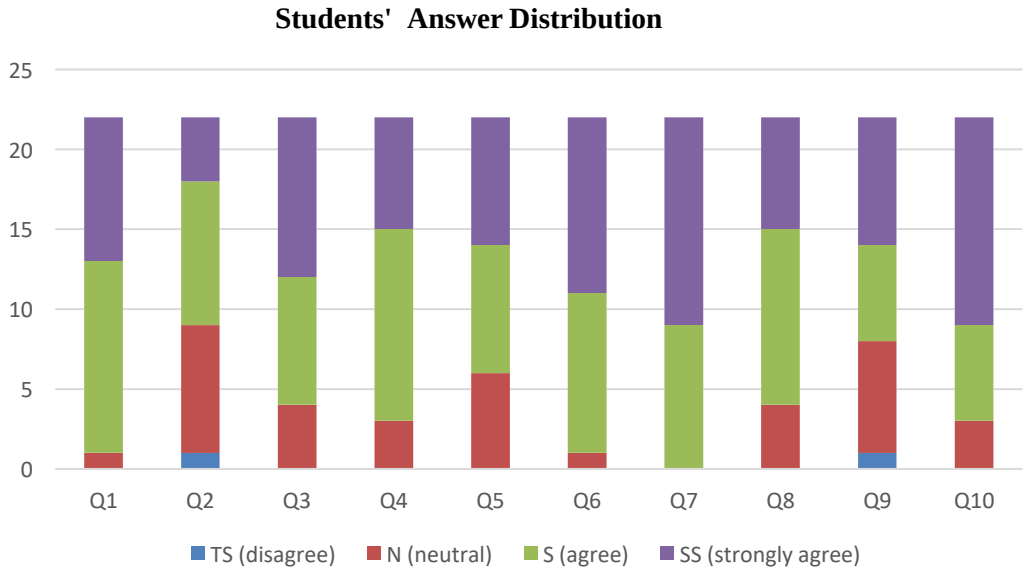

Figure 2. Students' Answer Distribution

It showed that the outcome meant students were strongly satisfied with the podcast implementation in learning speaking viewed from the questionnaire data collected.

Discussion

This study conducted a quantitative method concerning the aim of the study. Class D of eighth grade was chosen randomly to become a sample in this study. Then, students's abilities were measured by giving treatment, namely pre-test. In the pre-test stage, students were asked several questions in the form of interviews. In the next meeting, the students were given the material about degrees of comparison using PowerPoint and the students practiced speaking through a podcast. Then, the last meeting was used to measure students' speaking ability in the post-test. The post-test questions were the same as the questions tested on the pre-test. Moreover, considering podcasts as media to teach speaking in the class was to help students achieved the learning target by implementing a joyful environment. Not only in the entertainment learning case, but also students should be easy to pay attention to the material given since it was no more monotonous learning activity. Podcasts media in this research were used to give necessity examples to enrich students' knowledge in comprehending degree of comparison material. Through podcasts, students can got more vocabularies, and got better pronunciation by listen to the native speakers. Besides, in the podcast implementation, students were given couple of conversation among people that including several words and clauses that were involving the example of degree of comparison material. In short, students achieved better speaking ability and higher speaking scores after being treated with a podcast implication in the class. Compared with monotonous learning activities, students were more focused and motivated to learn speaking skills more and more.

CONCLUSION

The conclusion of the study can be drawn as follows. Podcasts' implementation in learning English can significantly improve the speaking abilities of students in eighth grade class D of MTs assalafiyyah. It proved by looking at the different scores of students' pre-test and post-test stages. In addition, the hypothesis research also failed to be rejected since the significance value of the data was 0.000, which was less than 0.05 with the formula $\rho \leq \alpha$. Therefore, H_0 was rejected and H_1 was accepted. Based on the findings of the research above, it can be concluded that podcast was an effective media used to improve students' speaking abilities in grade eighth at MTs Assalafiyyah, since it gave a significant improvement toward their speaking ability, and it was easy to use and amuse students during media usage.

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