



Improving Aliyah Students' Speaking Skills by Using Podcast

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Abstrak

Penelitian ini bertujuan untuk meningkatkan kemampuan berbicara siswa kelas XII Aliyah dengan menggunakan media Podcast. Hal ini dilatarbelakangi oleh kebutuhan penggunaan teknologi dalam pengajaran dalam masa pandemic covid-19 ini. Penelitian ini menggunakan metode penelitian quasi eksperimental dengan desain pre-test post-test. Sampel dalam penelitian ini adalah siswa kelas XII IPS sebagai kelas eksperimen, dan siswa kelas XII IPA putri sebagai kelas kontrol. Instrumen dalam penelitian ini adalah test speaking dan angket untuk melihat persepsi siswa terhadap penggunaan media Podcast dalam pembelajaran speaking. Untuk menganalisis data, peneliti menggunakan uji normalitas, homogenitas, dan uji-t. Sedangkan untuk menganalisis data kuesioner, peneliti menerapkan deskriptif statistic. Dari hasil analisis data bisa disimpulkan bahwa media Podcast efektif digunakan untuk meningkatkan kemampuan berbicara bahasa Inggris siswa. Hasil uji-t dari proses analisis data adalah 0.014 dimana nilai ini lebih kecil dari 0.05 yang bermakna hasil post-test speaking kelompok control dan kelompok eksperimen menunjukkan perbedaan yang signifikan. Sedangkan persepsi siswa dalam penggunaan Podcast menunjukkan bahwa sebagian besar siswa menunjukkan respon positive. Para siswa menyukai Podcast dan menyatakan bahwa Podcast membantu mereka dalam pembelajaran bahasa Inggris, khususnya kemampuan berbicara.

Kata Kunci: Podcast, kemampuan berbicara, persepsi siswa.

Abstract

This research is aimed in improving students' speaking skills for Aliyah students at grade XII by using Podcast media. The background of this research is the need of technology application in the teaching and learning process in covid-19 pandemic. This research applied quasi experimental method with pre-test post-test design. The sample of this study are female students of grade XII IPS as the experimental class and female students of XII IPA for the control class. The instruments used to collect the data are speaking test and questionnaire. The speaking test used to gather the data about speaking achievement, while the questionnaire used to obtain the data on students' perspective of using Podcast in speaking teaching and learning process. To analyze the data, the researcher used normality, homogeneity, and t-test. While descriptive statistics is used to analyze the data on students' perspective. The result of independent sample t-test is 0.014 means it is lower than 0.05. So, it can be concluded that there is a significant difference between control and experimental group. While for the students' perspective of the use of Podcast in the English teaching and learning process found most of the students have positive respond. Most of them said that Podcast can help them in learning English, especially in speaking skills.

Keywords: Podcast, speaking skills, students' perspective

INTRODUCTION

Everyone should be changing to the new normal life now. The spread of covid-19 pandemic has change our old normal order into an unexpected new order. However, the fast development of technology in this 4.0. era has also influential in any aspects of life, social, economy, politic and education. (Ally et al., 2017) state that today all sectors in industry are becoming digital and students must have to be computer literate to survive in this digital era. Moreover, in education aspect, technology become the main and important part in the teaching and learning process. Nowadays, it is not only as a media in helping teacher in the classroom, but it has become a necessity. Especially, with the emergence of covid-19 pandemic, technology becomes the main tool in the teaching and learning process. In Indonesia, distance learning system has been applied since the beginning of March of 2020 to prevent the spread of covid-19 which is very fast and indiscriminate. It is strengthen by the Education Ministerial Circular (*Surat Edaran No 4 Tahun 2020*) which recommends all learning activities must be carried out from the students' home. So, for the area which has strong connection has to provide the students with online learning. Education institutions are required to have an innovation or idea in supporting online learning. Teachers have to be able to design online teaching and learning. There are various online free media offers, however, teacher should be able to select the appropriate online media. The online media should be accessible to students. In the relation to the English teaching and learning process in secondary school, teacher is required to use technology. Most of English teachers has applied online media in their classroom. (Assidiqi & Sumarni, 2020) found that there most used media by teachers during pandemic are Whats App, Google, and Zoom Cloud Meeting.

Indonesia Curriculum states that the objective of English is able to make the students use English performatively, functionally, and epistemic. There are 2 skills that have to be developed in learning English. Those are productive skills and responsive skills. Productive skills consists of speaking and writing, while receptive skills consist of listening and reading. (Sreena & Ilankumaran, 2018) states productive skills refer to the ability for students to speak and write. They have to be able to create a product, oral or written.

Speaking is one of the two skills in productive skills. In learning speaking skill, expressions are needed, various activities and media to make the students speak have to be prepared. Some activities can be done in to make our students speak up. Those are 1) giving comprehensible and real input, 2) giving opportunity to analyze the language contextually, 3) doing repetition and practices in the level of accuracy, 4) developing idea in speaking and writing, and 5) producing text orally and written. Teaching speaking will be effective if the students are engaged in the speaking activity. (Harmer, 2010) said that speaking is the ability is generating words into correct sequence. There are some aspects should be consider in teaching speaking. Those are grammar, fluency, accuracy, vocabulary, and pronunciation. Besides, the students need to understand the micro and macro skills in speaking. (Brown & Lee, 2015) states that the micro skills of speaking is about chunks of language, It can be morphemes, phonemes, words collection, and phrasal units. While the macro skill refers to the person who speaks the language and it is larger than the micro skills. It can be fluency, cohesion, function, discourse, and strategic option.

Related to what technology we can use in the classroom to develop the students' speaking skill are various. In preliminary stage, teachers had applied technology in teaching English. (Kuning, 2019) states tape recorder used as the technological device in the language laboratory. But every day, as the development of technology, teachers are getting easy access to new technology can be used in the English class were the students can be more independent in learning by her/himself. (Sidabutar, 2021) states that online system in teaching and learning process has some advantages, for example, the students will be more independent to learn. Moreover, the students will also have more flexible time and place since it can be accessed easily. Nowadays, various innovative technologies of teaching English are various. Some modern technologies available for English teachers are: communication lab, video conferencing, computer assisted language

learning, Podcasting, Blogging, and speech software, etc. One of the free modern online media can be used to teach speaking is Podcast.

Podcast actually consists of two terms, pod means Apple Ipad, and cast for broadcast. (Hasan & Hoon, 2013) define Podcast as a series of combination of both audio and video recording uploaded to the website. There are many kinds of Podcast can be found easily, for example television Podcast, radio Podcast, and also classroom Podcast. The listener can download and listen to Podcast freely. Nowadays, Podcast has been used by many teachers to increase the students listening and speaking skills. The audio on Podcast help the learner familiarize with the target language. Teachers can use them as useful input in class for activities like discussions and questions and answers. Besides, it will also help students in learning the natural pronunciation for particular needs of students. So, Podcast is good both for listening and speaking resources. (Ramli & Kurniawan, 2018) state in improving students' speaking ability, listening activities is also effective in the classroom since it provides target language input for the students. By having low or weak listening comprehension can lead students to misunderstanding. The application of Podcast will be very useful in the classroom, we can access a set of series with a certain theme in a Podcast. Students can access the content from the Podcast for listening activities, they can also record their speaking practices via Podcast. So, Podcasting allows students to use their tech-based entertainment systems in reaching the learning goals, especially improving their communicative competencies.

Some research had been done to see the effectiveness technology in the English teaching and learning process. In addition, ICT also offers helping hand not only in the classroom, and teachers should be aware of the benefit and challenges when applying ICT (Yang et al., 2020). One of them was done by (Richards, 2015) found that technology can be integrated with teaching, learning, assessment and other new possibilities, for example by using powerpoint interaction, video based to assess students, collaborative online tools, etc. Secondly, the research done by (Shrestha, 2014) who investigated the use of technology in the English language teaching for secondary schools. The conclusion said that nowadays, learning technology is very important and becoming more normalized in ELT class. Besides, it will also make the English teachers more aware on their self-directing learning when they teach using technology. Some research were also done dealing with the use of podcast in ELT. (Bustari et al., 2017) found that students' speaking skills were improving significantly by the application of Podcast in English teaching and learning process. And he assumed Podcast can be an alternative online media for English teachers to improve the students speaking skill. In line with the previous study, (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 perpective toward podcast was also good. The study on students' perception was done by (Darwis, 2016) shows that stuents have positive attitude toward podcast in ELT, the students felt enjoy because the ease of using podcast. The students also stated podcast could help them in learning English.

This study applied Podcast application named Anchor since it was simple and easy to be installed and used. The students can only access podcast when they were in the English classroom. They are not allowed to bring their gadget outside the classroom. However, the research did not only use the materials that available in podcast, the researchers also create the materials in podcast and used it in the classroom. Besides, in the end of the lessons the students had to record their speaking in podcast form.

Dealing with the important of the use of technology in the English teaching and learning process, the study would attempt the effort in increasing the students' speaking skill by applying media Podcast. Based on the observation and also interviewed with the English teacher, there were still found difficulties in forcing the students to speak up. MA Assalafiyah was one of many madrasah under Pesantren Assalafiyah 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). What makes this pesantren interesting is every student is facilitated with gadget (tablet). It is aimed to make the students aware of the technology development and minimize the use of paper in today's era. Besides, Assalafiyah also develops some Informatics Technology to support their management. (Courville, 2011) states that technology can aid in school learning achievement by removing physical barriers to learning and focus from storing all the knowledge to its utilization. This digitalization can be seen from the integrated system throughout all part of pesantren such as, schools, minimarket, dormitory, etc. By using the integrated system and all of the system are computerized, it is easy for the management to monitor and evaluate the program. The gadget facilities for the students are very interesting part since most of pesantren are not allowed their students to bring any gadget. Even the use of gadget were limited, this facilities has many benefit. Students can use it as the tool to search many information supporting their learning. Besides, the school also implemented the evaluation system using online media. So, it was the reasons why this study conducted in this pesantren.

RESEARCH METHOD

The research is aimed to find the effectiveness of Podcast in improving Aliyah students' speaking skills. Besides, the research aimed to find the students perspective of using Podcast in the English teaching and learning process. This is a quantitative research and applied quasi experimental quasi with pre-test post-test design. The model of the research can be seen in the table below:

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 MA As Salafiyah. The population were the twelfth grade students of MA As Salafiyah, while the sample of the research were twelfth science female class for the control group (C) and twelfth social students of female class as the experimental class (E).

To collect the data, the researcher used test and questionnaire. The test was used to measure the students' speaking achievement. It was speaking test and used both for pre-test and post-test. Pre-test was conducted in order to find the prior speaking of achievement for both control and experimental class and the post-test was carried out to find the students speaking skills after getting the treatment. The treatment (Podcast) was conducted for the experimental class, while in the control class the speaking activity was conducted in a common way. To measure the speaking skills, the speaking test was arranged based on the English materials taught in twelfth grade students. 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 application found in the gadget, this study used the Podcast application named Anchor. It is used because it was easy to be installed and used. The second to fourth meetings were conducted based on the syllabus and lesson planning that had been prepared before.

Whereas, the questionnaire used to find out the students' perception on the implementation of Podcast online media in the English teaching and learning process. There were ten questions dealing with the use of

Podcast in the classroom. The questionnaire was used in experimental class only since the goal is to find the students' perspective on the use of Podcast in the English teaching and learning. Besides, the control group was not taught using Podcast.

In analyzing the data, this study applied quantitative and qualitative methods. The independent sample t-test 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 score of probability significance is less than 0.05, then H_0 is denied, which has the meaning that the hypothesis of the study is accepted. Besides, normality and homogeneity test were also applied in this study. The normality test was used to obtain whether the data had normal distribution or not. Kolmogorov-Smirnov test was used to find the data distribution (normality test). If the gained score is more than 0.05 then the data has normal distribution. Homogeneity test was done find whether the sample variances was homogenous or not. It was done by using Levene's Test which is known as one-way analysis of variance. If the value of significance is greater than 0.05, it can be said that the variance in variables are homogeneous. Whereas, to analyze the qualitative data, this study employed descriptive approach. 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 finding will be divided into two parts. First, this part deals with the result of gained score between control and experimental class, while the second deals with the students' perspective.

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 and homogeneity test were conducted. The normality test was done using Kolmogorov-Smirnov formula and analyzed using the software SPSS 18 for windows. This test was set as a way to find whether the distribution of the data are normal or not. (Robert H. Carver, n.d.) state if the score index of the test (P) > 0.05 (α : 5%), then the data can be said it has normal distribution, and vice versa. The gained score of normality test from the data of this study can be seen in the table below:

Table 2. The Result of Normality test
One-Sample Kolmogorov-Smirnov Test

		Pretest Speaking IPS	Pretest Speaking IPA	Posttest Speaking IPS	Posttest Speaking IPA
N		23	24	23	21
Normal Parameters ^{a,b}	Mean	68,335	68,85	71,652	67,367
	Std. Deviation	6,7771	6,202	7,529	5,5495
Most Extreme Differences	Absolute	0,146	0,135	0,137	0,096
	Positive	0,141	0,135	0,124	0,072
	Negative	-0,146	-0,097	-0,137	-0,096
Test Statistic		0,146	0,135	0,137	0,096
Asymp. Sig. (2-tailed)		,200 ^{c,d}	,200 ^{c,d}	,200 ^{c,d}	,200 ^{c,d}

The table shows that the result of the normality test for both control and experimental group were more than 0.05 which means the data used in this study were distributed normally. Besides, this study also employs homogeneity test for control and experimental group. Lavene's Test using computer software of SPSS 16 for windows was carried out to find out the significance score. The data on homogeneity test can be seen in the following table:

Table 3. The Result of Homogeneity Test

Levene's Test for Equality of Variances			
	F	Sig.	condition
Pre_Speaking	0,62	0,435	P > 0.05
Post_Speaking	3,954	0,054	P > 0.05

From the table above, it can be clearly seen that the gained score of the pretest was 0.435, while the gained score of the post test was 0.054. Both of the gained score for both pre and posttest were higher than 0.05. So, it can be concluded that the data of pre and posttest are homogenous.

After the normality and homogeneity test were done, the next step was hypothesis testing. It was applied to find out the significant difference of control and experimental group. the result of the hypothesis testing is drawn in the table below:

Table 4. The Result of Hypothesis Testing

		Independent Samples Test						
		t-test for Equality of Means						
		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
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

From the table above, it can be seen the result of independent sample t-test for the pre-test score is 0.787 which means that it is more than 0.05. If the gained score of t-test is more than 0.05 means there is no significant difference between the control and experimental class. It means both control and experimental group have no significant difference before the treatment was applied. However, the result of independent sample t-test for the posttest data show the score of 0.014. It is less than 0.05 which means that there is significant different between the control and experimental group. It shows that the experimental class has the higher score than the control group. So, it proves that the use of Podcast in the English teaching and learning process is effective to enhance the students' speaking achievement.

The second part of the data analysis of this study was the students' perspective of the use of Podcast in the English teaching and learning process. To find the data on the students' perspective, this study

administered the questionnaire for the students of experimental group. Likert scale was applied in this questionnaire. There are ten questions related to the use of Podcast in the English teaching and learning process. The questions administered in Google form where students had to choose the number that shows their agreement. The ten detailed aspect of the questionnaire can be seen from the table below:

Table 5. Aspects of Questions and the Mean Score

No	Aspects	Number of questions	Mean score
1	The ease of the use and access Podcast	4	4.05
2	Motivation in using Podcast in the English class	2	3.89
3	The advantages of using Podcast	4	3.92

Table 5 shows the result of the questionnaire for each aspect. The highest mean score was obtained from the aspect of the ease of using and accessing Podcast. This aspect contained 4 questions that asks about the ease of installing Podcast in the gadget, the ease in accessing Podcast when online, the ease of using or operating the Anchor (Podcast), and the simple performance of Podcast. The mean of these aspects is 4.05 that shows most of the students are strongly agreed in applying Podcast during the English teaching and learning process. The second aspect of the questionnaire was about the motivation in using Podcast. Most students feel happy in using Podcast during the lesson. Besides, they are also agreed that using Podcast is motivating them. For this second aspect the gained mean score is 3,89. It shows that most of the students had good respond in using Podcast while learning English.

The last aspect of the questionnaire was about the advantages of using Podcast in the English teaching and learning process. These aspect contains the questions about the advantages of using Podcast in improving the speaking, listening, and pronunciation skills, and the hope to continue using Podcast in the classroom, especially in the English teaching and learning process. The mean score for this last aspect was 3.92 which little bit higher than the second aspect. It also shows that the students agreed Podcast had good advantages in English teaching and learning process.

Discussion

This study was aimed to find the effectiveness of Podcast in improving the students' speaking skills. After the data collection and analysis, it can be seen clearly that Podcast is effective in improving the students' speaking skills. Besides, it was also found that the students had positive perspective on the use of Podcast in the English teaching and learning process.

As the background explained that the students had lack of speaking performance in the classroom. And from the result of the pretest also shown that most of the students could not speak English well because they felt it was difficult in pronouncing the English words, etc. Several students did not even willing to speak during the pretest because they did not feel confidence. However, during the implementation of Podcast in the English class, most of the students feel interested and confidence in practicing their speaking. By using Podcast they can listen to the materials of speaking for several times, and try to repeat the conversation they had heard from Podcast. Besides, they could also record their speaking in a simple and share it to their friends. Number of students showed a satisfactory progress in speaking. They can make their pronunciation better, and they could also improve their confidence when speak in English. Besides, their motivation increased because of some reasons. They can use simple application in learning English and they could utilize their gadget in the classroom since the gadget were rarely used by the teachers there.

Based on the finding and the explanation above, the use of Podcast gives more beneficial for increasing students' speaking skills. The result of this study supports the previous study done by (Bustari et al., 2017), they stated that Podcast media demonstrated positive result in students' speaking achievement in term of

pronunciation and fluency. Students who had incorrect pronunciation can be coped by using Podcast. It also suits with the study done by (Muliastuti & Program, n.d.) found that most of students had positive attitude toward Podcast in the English class. The students agreed that Podcast can help them learn English and hoped that Podcast would be used as an alternative way in learning English. In addition, there is also a research shows that podcast is not only effective media to be used in the English classroom, but it can be used for another subject. This research was conducted by (Putri et al., 2021), found that podcast was also effective to be applied in improving the students' achievement in listening and understanding a poem for SMK students of Cimahi.

However, there were some limitation of the research. First, this study was conducted in the very limited time. It was done only four meetings and one topic. Second, the Podcast used in this study is limited to Anchor application. Third, some students still have some difficulties since the connection of the internet were unstable at school. It implies suggestion for the institution to be more pay attention to the facilities that support the use of technology during the teaching and learning process. However, hopefully this research will be useful for English teacher as a reference in using or applying free online media in their classroom. Besides, it is also useful for other researcher to do advanced research dealing with Podcast and other online media in improving students learning achievement.

CONCLUSION

This study is aimed to find the effectiveness of Podcast in improving the students' speaking skill and to find the students' perspective toward the using of Podcast in English teaching and learning process. Based on the finding and discussion, the conclusion of the study can be drawn as follows. First, Podcast is an effective media to increase the students' speaking skills since the significant different score were 0.014 which is less than 0.05. In addition, the students' perspective about the use of podcast had good respond from the students. Most of the students agreed that using podcast is easy and help them in learning English. They also hoped on continuing using Podcast as one of many online media to learn. It implies that using Podcast is a good alternative media is improving the students' speaking skill.

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