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THE EFFECT OF USING ENGLISH PODCAST TOWARDS STUDENTS'
SPEAKING SKILLS AT TENTH GRADE OF MAN 2 AGAM

Afiliasi: Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi[1,2,3,4]
Adil Fadhillah Akbar ✉ (1), Reflinda(2), Melyann Melani(3), Hilma Pami Putri(4)

Cp: *Adil.fadhillah.AA48@gmail.com[1], refalinda88@gmail.com[2]*

ABSTRAK

Rekaman digital yang mencakup program dari radio, televisi, dan wawancara disebut podcast. Ini dianggap sebagai instrumen yang berguna untuk mengajarkan kemampuan bahasa Inggris. Tujuan dari penelitian ini adalah untuk menggunakan podcast bahasa Inggris dalam proses belajar mengajar untuk meningkatkan kemampuan berbahasa Inggris siswa. Penelitian ini menggunakan desain eksperimen dengan pretest-posttest control group setup. Kelas eksperimen, IPA 1, dan kelas kontrol, IPA 2, keduanya dipilih. Tes tersebut ditawarkan sebagai ujian lisan. Setelah itu, metode statistik digunakan untuk menghitung data dari sebelum dan sesudah pengujian. Hasilnya menunjukkan bahwa skor post-test kelas eksperimen lebih besar daripada hasil pre-test dan post-test kelas kontrol. Hasil penelitian menunjukkan bahwa setelah menjalani treatment, performa keterampilan berbicara siswa di kelas eksperimen meningkat secara signifikan. Kemampuan berbicara pada kelas eksperimen berbeda secara signifikan dengan kelas kontrol. Mengajar keterampilan berbicara dengan podcast bahasa Inggris juga lebih efektif daripada tanpa podcast. Dengan demikian, podcast bahasa Inggris adalah media yang dapat menjadi alternatif untuk pengajaran bahasa Inggris, khususnya berbicara di kelas EFL.

Kata kunci: *Podcast Bahasa Inggris, Keterampilan Berbicara, Mengajar Berbicara.*

ABSTRACT

Digital recordings that include programmes from radio, television, and interviews are called podcasts. It is regarded as a useful instrument for teaching English abilities. The goal of this study was to use English podcasts in the teaching and learning process to enhance students' English-speaking abilities. This study employed an experimental design with a pretest-posttest control group setup. The experimental class, IPA 1, and the control class, IPA 2, were both selected. The test was offered as an oral examination. Following that, statistical methods were used to compute the data from the before and post testing. The outcome demonstrated that the experimental class's post-test score was greater than both its pre-test and post-test resultsof control class. The results revealed that after undergoing treatments, the students' speaking skills performance in the experimental class significantly improved. Speaking abilities in the experimental class were significantly different from those in the control class. It was also more effective to teach speaking skills with English podcasts than without them. Thus, English podcast is a media that can be a viable alternative for teaching English, particularly speaking in EFL classrooms.

Keywords: *English Podcast, Speaking Skill, Teaching Speaking.*

Corresponding Author:

✉ Email Adress: Adil.fadhillah.AA48@gmail.com (Bukittinggi, Sumatra Barat – Indonesia)

INTRODUCTION

Speaking is the method that humans utilise to communicate with one another. Speaking happens everywhere and is a part of our daily lives. When someone speaks, they interact and communicate their ideas, feelings, and thoughts through language. Through communication, they also exchange information. Speaking is sometimes used as a means of imparting instructions or completing tasks, such as when describing objects or other people, griping about the behaviour of others, soliciting and providing services, and so forth. According to Nunan's explanation (2003), speaking is a useful oral skill that involves constructing meaningful vocal statements in an organised manner. It is clear that speaking is an oral talent that uses verbal symbols to produce, receive, and process information that is essential to human life.

The other three language abilities and components—vocabulary, grammar, and pronunciation-are all improved by speaking, which is a crucial step in the process of language learning. Of the four fundamental English language abilities, speaking is the one that English language learners should focus on developing the most. On the other hand, those who actively pursue language learning are referred to as speakers of that language. Additionally, it is impossible to learn a new language without without learning how to speak it. They must be able to communicate in that language if they want to engage with speakers of that language. Speaking is therefore the most crucial skill that learners of English or other languages should acquire among all others. There are elements of speaking that students need to master in order to speak English fluently. According to Harris (1974) fluency, pronunciation, comprehension, grammar, and vocabulary are included in the elements of speaking. Firstly students can talk more clearly when they use pronunciation when speaking. Second, grammar is necessary for pupils to construct proper sentences in written and oral conversations. Fluency is the capacity of the pupils to communicate at a typical volume and tempo while connecting their ideas about what will they utter. One aspect of communicating that is crucial between speakers and listeners is comprehension. Lack of comprehension will cause them to misunderstand what they have said. The last element is vocabulary; students who have a strong vocabulary will be able to express their ideas and opinions in clear, concise sentences. To be an excellent speaker, each of these aspects should be mastered by the students.

There are a lot of factors that influence in achieving the learning goals in teaching and learning process. Among them is the media. It is the most frequently used item in classrooms and a form of tool that is very beneficial in teaching speaking process. Media can clarify the learning materials, the learning process more engaging, and the learning environment more diverse (Yanuari & Muhammad, 2019). The use of media in the classroom can have a good impact on both students and teachers. First of all, media can make it easier for the teacher to teach and for the students to learn. Second, media provides students with authentic learning experiences. Third, the process of teaching and learning becomes more engaging (Umar, 2014). Therefore, in order to achieve the learning objectives, particularly in speaking, the teachers must choose the proper media to be used in the classroom.

Currently, the advancement of science and technology has a significant impact on human life. Global technological advancements have had an impact on many facets of life, including the disciplines of finance, politics, culture, art, and, of course education. The field of education must always and continuously adapt technology advancements to attempts to improve the quality of education in order to meet global expectations. The use of media in the classroom to teach speaking is one of the ways that technology may be used in education. The utilisation of media will help teachers deliver lesson materials and make students more interested in the learning process. As a result, in order to teach speaking, the teachers must adjust the technology.

There are some media available in this age of digitalization that can help pupils learn. Podcast is one of them. Podcast is knows as a type of digital media which the form of it is in the audio or video. Anywhere and whenever we want, we can play it. A portable device, such as a tablet, smartphone, or laptop, can be used to download and listen to podcasts, which are online audio publications. In addition, podcasts differ from other audio in terms of their unique features and substance. Every listener can benefit from the audio content because it gives an authentic listening source (Abdulrahman, Basalama, Widodo, 2018). Moreover many journal

publications on the topic of podcasting research were examined by Hasan and Hoon (2013). According to their review's findings, they higlighted two points. First, most students showed favourable attitudes and perspectives on the usage of podcasts in English learning. Second, podcasts had a considerable positive impact on how well students spoke English as well as other skills including grammar, vocabulary, and pronunciation. These three elements play a role in speaking ability. As a digital tool during language learning, podcast can draw students' interest through its diverse contents. The wealth of information offered by podcasts has a positive effect on students' motivation. Moreover Nikolou and Darra (2018) conduted a quantitative study on podcast usage. They came to the conclusion that the students find the podcasts to be engaging and that it enables them to communicate with classmates in English. Students' interaction during language learning improved their motivation by learning through the podcasts. Additionally, Indahsari (2020) noted that podcasts are not only assisting students in developing their listening skills but also podcasts are particularly helpful in language learning since they inspire students to learn. Podcasts are a tool that can be recommended for usage as an innovation in Indonesia. It may inspire Indonesian pupils to study and practise their language skills. The use of podcasts by students to learn English become an interest. The success of learning activities is determined by a students' interest in learning.

METHOD

The current study was conducted quantitatively that included experimental research. According to Cohen (2007), experimental research involves researchers purposefully manipulating the variables that affect the events they are interested in, introducing an intervention, and assessing the impact of the change it produces. In experimental research, the researcher controls other pertinent factors, manipulates at least one independent variable, and then observes and makes an impact on one or more dependent variables. The pretest-posttest control group, according to Gay et al. (2011), requires at least two groups, each of which is generated via random assignment. Both groups complete a post-test at the conclusion of the trial, and each group receives treatment which is each treatments are different. Both groups also receive a pretest at the beginning. To assess the success of the treatment, pre test and post test results are compared.

Table 1. The Control-Group Pre-Test-Post-Test Design

	Pre-Test	Treatment	Post-Test
Experimental Class	T_1E	X	T_2E
Control Class	T_1C	-	T_2C

T_1E	=	The experimental class's pre-test
T_2E	=	The experimental class's post-test
X	=	The treatment
T_1C	=	The control class's pre-test
T_2C	=	The control class's post-test for the

In this study, two classes of tenth grade of MAN 2 Agam were involved. They belonged to the IPA 2 as experimental class, and IPA 1 and the control class. Furthermore, an oral performance exam was employed as the tool to collect the research's data. In this study, past events were choosed as the teaching topic and it is a topic that is included in the tenth grade syllabus. The pre-test was completed during the research's first meeting. The students in both classes were required to select a topic from a variety of themes provided by the researcher and to present it in front of the class using the topic they had selected. The English podcast as media was used to teach the experimental classs in the next phase, while the control class was instructed without any media. Each class had four days to complete this step. The post-test was administered to the students in both classes after the four days of treatment. The post-test assignment required the students to select a topic and present their speech in front of the class. The lessons learnt during the previous four days have to be put into practise by the students. In order to collect accurate data while the students were taking the test, their performance was

recorded by using a mobile phone. This allowed the raters to afterwards evaluate the students' performance and give the proper grade. Basically, the form of post test was still the same as the pre test given in the first meeting.

There were three stages to the data analysis process: evaluating students' speaking abilities, determining whether the research data were normally distributed; determining whether variances were homogeneous; determining whether both raters' scores were reliable, and doing a t-test. First, to evaluate students' speaking abilities, the researcher employed a scoring system that was adapted from Brown and approved by professionals. Pronunciation, grammar, vocabulary, fluency, and comprehension are some of the speaking skill components highlighted in this scoring system. Each criterion was evaluated by the raters, who then added the scores for each student. On the other hand in this study there were two raters included. In the second phase, the normality test's goal was to ascertain whether the research data had a normal distribution. To determine if the data were homogeneous or not, the homogeneity test was carried out. The reliability test was carried out to determine the data's reliability. The outcome demonstrated that the research data was homogen, normally distributed, and reliable. These tests were all conducted by using SPSS 20. In order to determine whether there is a significant effect, the t-test was used to compare the speaking skill scores of the students in both classes on the pre-test and post-test. To determine the significant impact of the treatment, the t-test formula proposed by Gay et al. (2011) was used to analyse the data.

FINDINGS AND DISCUSSION

The speaking test results of MAN 2 Agam students in the tenth grade served as the source of the data for this study. 18 pupils were in the experimental class, whereas 19 were in the control group. The results of students' pre-test that was administered at the first meeting of this study, and the post-test of the students, which was given at the conclusion of the study following the treatment, were collected to determine the students' speaking score. The results of the pre- and post-tests from both classes were used as the research's data.

Table 2. The Pre-Test Score Calculation Results

Class	N	Mean	SD	Variance	Lowest Score	Highest Score
Experimental	18	51,1667	8,62452	74,382	31,00	69,00
Control	19	49,2105	6,51988	42,509	37,00	61,00

According to the aforementioned table, the experimental class's mean score was 50,17, while the control class's mean score was 49,21. The pre-test score of the experimental class was demonstrated to be greater than the control class's, but it was not significantly different.

Table 3. The Post-Test Score Calculation Results

Class	N	Mean	SD	Variance	Lowest Score	Highest Score
Experimental	18	59,3889	9,50628	90,369	47,00	78,00
Control	19	53,5789	7,33573	53,813	35,00	66,00

Based on the aforementioned table, the experimental class's post-test mean score was 59,39, whereas 53,58 was the mean score for control class. It indicates that the mean score of experimental class was higher than the mean score of control class. The results from experimental and control class were compared in this study. The following data was used to compare the pre-test results of both classes and post-test results of both classes:

Table 4. The Pre-Post Test Comparison of the Experimental and Control Classes

	Pre Test	Post Test
Experimental Class	$\bar{x}$ = 51,1667 SD = 8,62452 S^2 = 74,382	$\bar{x}$ = 59,3889 SD = 9,50628 S^2 = 90,369
Control Class	$\bar{x}$ = 49,2105 SD = 6,51988 S^2 = 42,509	$\bar{x}$ = 53,5789 SD = 7,33573 S^2 = 53,813

From the table above it is obvious that the post-test score for the experimental class was higher than the pre-test score (59,38 > 51,17). It suggests that the students' speaking abilities were improved by the media used in the experimental class. On the other hand the experimental class obtained a higher mean score than the control class (59,38 > 53,58), according to the post-test findings between the experimental class and the control class. It was then shown that by utilizing English podcast as a media to teach the students in the experimental class gaining a better result rather than not using it to the students in the control class.

Table 5. The Calculation of First Hypothesis Testing in Experimental Class

Category	Value
Degree of Freedom (Df)	18+18-2 = 34
Level of Significant (α)	0,05
T-Calculated	2,73
T-Table	2.021
T-Calculated > T-Table (2,73 > 2,021)	

Table 6. The Calculation of Second Hypothesis Testing in Both Classes

Category	Value
Degree of Freedom (Df)	18+19-2 = 35
Level of Significant (α)	0,05
T-Calculated	2,064
T-Table	2,021
T-Calculated > T-Table (2,064 > 2,021)	

The researcher used the procedure of t-test proposed by Gay et al. (2011) in assessing the data after collecting the students' speaking scores. It serves as the primary statistic for determining whether there is a substantial difference between the experimental class and the control class, as well as between the pretest and the posttest. To ascertain whether there are any differences, the final t-test result was compared. This phase also includes the null hypothesis (Ha) and alternative hypotheses (Ho). Additionally, the significance was determined by using the significant value of 5% (=0,05). There are two guidelines for comparing the results of a t-test, according to Bungin (2005). First the alternative hypothesis is accepted and the null hypothesis is rejected if the value of t-calculated is equal to or greater than the critical t-table. Second, if t-calculated is lower than critical t-table, it means that null hypothesis is accepted, and the alternative hypothesis is rejected.

The finding of the first hypothesis in this study indicated that there was a strong relationship between students' speaking ability at the tenth grade level of MAN 2 Agam students and their exposure to English podcast usage in the experimental class. After utilising the t-test to calculate the data, it was discovered that t-calculated was greater than t-table. Based on this, Ha was approved whereas Ho was denied. Based on table 5, it is demonstrated that the level of significance was 0,05, the degree of freedom (df) was 34, and the value of t-calculated was 2,73. The close (df) of T-table value at 40 was 2.021. Therefore, t-calculated (2,73 > 2.021) was more than t-table. It can be summarized up that speaking skill of students in experimental class was significant affected by English podcast as media. According to the second hypothesis, there were notable disparities between the speaking abilities of students who were taught English through podcast and those who were not. Based on table 6 it is obvious that the value of t-calculated was 2,086 and that the significance's level was 0,05, with the degree of freedom (df) being 35. Moreover 2,021 was the T-table at of 40 (the closing df). Consequently, t-calculated exceeded t-table (2,064 > 2,021). The null hypothesis (H0) was rejected, while the alternative hypothesis (Ha) was approved. From these two hyphothesis it is clear that the English podcast had a positive effect on students learning speaking skill.

Based on the study's findings, it can be safely stated that English podcast could enhance speaking skill of the students. The data collected by the experimental class during the pre- and

post-tests reveal that there were differences. The experimental class's average pre-test score was 51,17, and its average post-treatment score was 59,11. Additionally, pupils who were taught via English podcasts had greater speaking abilities than those who weren't, compared to those who weren't. We can see it from the result that gained by the experimental class. 8,47 was the improvement of the experimental class' mean score, while the improvements in the control class was only 4,37. This outcome is possible because podcasts were a successful medium for imparting speaking skills. The improved outcomes of the experimental class served as evidence.

The researcher has learned from this study that English podcast is an effective media for the English language teaching. It could aids pupils in enhancing their speaking skills. Then it could be surmised up that it could possible due to the fact that who got English podcast as a media in the teaching and learning process received more input. While reading the podcast transcription, they were hearing the native speaker's voice. They made an effort to mimic the sound of native speaker and keep up with the speaker's tempo of speech. However, they found it challenging because their pronunciation was different from the native speaker's, making it more difficult for their minds to process the sound. But after hearing the audio three times, they can mimic the pronunciation. Further more the pupils can concentrate on the speaker's grammar. They became more accustomed to the speaker's grammatical style as a result. They also learned several new words from the podcast. It follows that podcasts can encourage students to participate more actively in class.

After treating the experimental class, the researcher evaluated the pupils' speaking abilities. Some of them improved their pronunciation, while others improved their grammar and fluency. Of course, some pupils did not find this to be very effective, and their speaking abilities did not much increase. Nevertheless, the majority of pupils in the experimental class made an enormous speaking progress. And the researcher could see that they were more confident in speaking after the treatment. This in line with Yoestara (2018), podcasts are useful for improving students' speaking abilities because they give them access to real-world information, encourage active learning, and boost their confidence in their language skills through authentic materials. Ramli (2018) also said that using podcasts to generate activities in the classroom and include the studentss in speaking exercises in the classroom is really beneficial. It can be concluded that the English podcast had a favourable effect and enhanced the speaking skill of the students.

CONCLUSION

As the purpose of the current study was to examine and assess how the English podcast affected students' speaking abilities, therefore the researchers used podcasts as a teaching and learning tool in the classroom. Based on that implementation, the results show that using an English podcast to improve students' speaking abilities is successful. This important conclusion is drawn from the t-test analysis' results, which demonstrate that the experimental class's t-calculated pre-test and post-test score were greater than the t-table (2,73 > 2,021). It denotes that the Ha is approved but the Ho is rejected. In other words, the utilisation of English podcasts helped the pupils' speaking abilities. Further analysis revealed that between the the groups of students who were taught by utilising English podcast and those who were not, there were notable differences. The post-test mean scores of the students in the experimental class were higher than those of the students in the control class, which provides evidence of this. Students in the experimental class scored an average of 59.38 on the post-test, whereas those in the control group scored an average of 53.38. Moreover, the t-test result revealed that the t-calculated value was greater than the t-table (2,064 > 2,021). It is also important to highlight that the motivation of the students, interest, and involvement of the students were key variables in the success of the English teaching especially in speaking. In light of this, it is hoped that the findings of this study will lead to a rise in the usage of English podcasts in language classroom.

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